

AN ABSTRACT OF THE THESIS OF

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Title: ANALYSIS OF COACHING COMPETENCIES IDENTIFIED
BY SELECTED OREGON HIGH SCHOOL MEN ATHLETIC
COACHES AND SCHOOL PRINCIPALS

Abstract approved: *Redacted for Privacy*
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The competencies of athletic coaches in selected Oregon high schools were analyzed to determine the agreement among various groups of coaches and principals as to what represents success in high school coaching, and the agreement among groups of selected coaches and principals in their assessment of the importance of these coaching competencies to becoming a successful athletic coach in Oregon high schools.

A selected jury of ten national leaders of state high school athletic associations, ten Oregon secondary school principals, and ten Oregon secondary school athletic coordinators approved the coaching competency and the success-in-coaching items used with Oregon coaches and principals. The approved instrument contained 119 competency items and 18 success in coaching items

to be ranked by the respondent as "essential," "important," "useful," or "not needed" for the knowledge and skill competencies necessary for coaches; and "most important," "usually important," "some importance," "seldom important," or "not important" for the items representing success in coaching. The responses were then subjected to a multiple discriminant analysis procedure which determined whether groups could be distinguished from each other in the assessment of each competency category.

The population selected for this investigation included athletic coaches and principals of 61 high schools located in eight districts in the state of Oregon. Data from the responses of 365 coaches and 50 principals indicate that coaches as a group agree as to what represents success in coaching, principals as a group disagree slightly, and a very significant degree of discrepancy exists between coaches' and principals' groups as to what represents success in coaching. The data also conclude that coaches' groups and principals' groups are in agreement as to the competencies a coach should possess. But significant disagreement exists between coaches and principals in the following categories: physiological foundations, athletic coaching abilities, school and community relationships, and administrative procedures.

Items relating to the needs of the individual participant were ranked as the most important area representing successful coaching. The study also indicates that major areas of importance for coaching preparation are personnel relations, athletic coaching abilities, and health and safety of the participant.

Recommendations were made whereby information obtained from this study might be utilized for:

1. Development of a university preparation program for students expressing desire to become high school coaches,
2. Identification of competencies essential to successful performance in coaching which might be used by local school districts as a basis for developing systems of selecting and evaluating coaches, and
3. Development of standards to be used by the State Department of Education in determining the qualifications needed by athletic coaches.

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ANALYSIS OF COACHING COMPETENCIES IDENTIFIED
BY SELECTED OREGON HIGH SCHOOL
MEN ATHLETIC COACHES AND SCHOOL PRINCIPALS

by

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ANALYSIS OF COACHING COMPENTENCIES
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CHAPTER I

INTRODUCTION

As secondary school athletic programs increase in number, more teachers with specialized preparation in athletic coaching become necessary. A trend exists in secondary schools to increase the number of sports offered in each school. A few years ago, most secondary schools offered only four to six sports; today it is common for larger secondary schools to maintain athletic teams in 12 to 16 different sports.

Not only is the number of sports in each school increasing, but also the number of students participating in each sport is growing. In the more popular sports, sophomore, junior varsity, and varsity levels of interscholastic competition are offered in a single school.

In addition to more sports and more teams in each school, more athletic coaches now are necessary for each team. In years past, many interscholastic coaching duties were performed by volunteers from the community who had no other duties in the schools, but virtually all states now permit only certificated teachers to coach interscholastic athletic teams. The net result of these events has

been to increase the number of athletic coaches being required in each school system.

Since not enough physical education teachers are available to fill them, coaching assignments are made to teachers in other academic fields, many of whom possess little experience in athletic coaching. Thus, secondary schools face a problem of employing the needed numbers of qualified athletic coaches while at the same time maintaining a faculty that is fully qualified to teach subjects other than physical education. Veller (1967) reports on two studies, one in Florida and one in Georgia, which indicate that two or three coaching positions exist for every physical education teaching position in the schools surveyed.³⁴ A similar situation exists throughout the country. Not all athletic coaches, therefore, can qualify for their positions through the traditional path of preparation in physical education. The lack of coaching preparation is also a problem stated by Esslinger (1968) as follows:

The major problem confronting interscholastic athletics in the United States is the fact that approximately one-fourth of all head coaches of junior and senior high school teams have had no professional preparation for such a responsibility. Their sole qualification is their participation on a college or university team in the sport concerned. While such participation experience is advantageous, it does not begin to constitute an adequate preparation for coaching a secondary school athletic team.¹²

Providing numbers of coaches from a faculty which may contain a limited number of physical education instructors becomes a difficult administrative problem. Considering the number of sports in which competition is conducted, the multiplicity of squads, and the desirability of having more than one coach assigned to teams in certain sports, the administrator is faced with a formidable task to provide qualified leadership.

Some colleges and universities have instituted athletic coaching preparation curriculums in an effort to improve the qualifications of prospective high school coaches. Gallon (1969) reports on a program at the University of California at Santa Barbara which provides specific preparation for coaching athletics to teachers, other than those in physical education, who seek athletic coaching responsibilities in secondary schools.¹⁶ A few states have actively sought to establish state certification standards as a means for improving coaching in secondary schools.

To be resolved satisfactorily, the athletic coaching problem must ultimately be faced by the colleges and universities that prepare high school coaches and teachers. Consequently, university physical education departments must become aware of the staffing problem of the secondary schools within the area they serve. In so doing, they will be in a better position to provide for the needs of

their graduates, as well as the coaching needs of the secondary schools they service.

This study represents an attempt to develop a satisfactory procedure for securing information pertaining to coaching competencies from selected coaches and principals that will provide a basis for curriculum development in the professional preparation of high school coaches.

Purpose of the Study

The purpose of this study was to evaluate the competencies of coaches in selected Oregon high schools in an effort to determine the agreement among various groups of selected coaches and principals as to what realistically represents success in high school coaching and the agreement among various groups of selected coaches and principals in their assessment of coaching competencies.

Hopefully a study of this type will reveal the essential qualifications required of coaches in Oregon. This study may assist in answering the question, "What are the competencies that a coach needs to coach successfully in the secondary schools of the state of Oregon?" In determining the competencies as they now exist in Oregon high schools, information can be gained which will help to provide recommendations for upgrading coaching preparation

programs.

From the results of this study, suggestions can be made that can serve as a guide in developing courses of study which will produce better qualified teachers who may desire to become athletic coaches. Improved preparation will be beneficial to the teacher in obtaining employment and will, hopefully, improve the quality of high school coaching. Before suggestions can be made for improvement of the competencies of coaches, the needed competencies must be known. Once determined, colleges and universities can prepare curriculums in light of this knowledge.

Rationale

The ever-increasing number of sports being offered in the high school curriculum makes it increasingly difficult to fill coaching positions with well qualified personnel. Improvements are essential. College and university physical education departments must provide coaching instruction programs for students majoring in fields other than physical education, but curriculums should not be revised and students should not be counseled toward hoped for job satisfaction on the basis of hearsay. An obvious need exists for university departments of physical education to be familiar with the undergraduate professional preparation of the coaches now

serving the secondary schools of their regions. Also, there is a concomitant need for collegiate physical educators to attempt to determine how they might better prepare coaches for their roles in the secondary schools of the present and immediate future. Maetozo (1965) studied selected aspects of the professional preparation of coaches on a national level and reported that the need exists for colleges and universities to obtain a clear representation of the situation within the region in which their graduates most often seek employment.²²

Studies of the present status of athletic leadership in Oregon schools reveal that more than one-half of the teachers now coaching athletic teams have received little or no preparation for this assignment other than qualifying for a teaching certificate in some academic field other than physical education and having some interest in coaching. Figures compiled from the 1970 Fall School Reports by Goddard (1971) indicate that the number of teachers reported as having athletic assignments in all Oregon schools totaled 2907. Of this number, 1557 teachers listed either a major or minor preparation in physical education, thus leaving 1350 who were assigned athletic coaching duties while prepared only in academic areas other than physical education.¹⁷ It is reasonable, then, to conclude that approximately fifty per cent of the teachers now assigned to athletic

coaching have had little or no specific preparation for coaching responsibilities.

Although a major issue in school administration is the question of whether athletic coaches should meet special certification requirements beyond those mandatory for the teaching credential, an important approach to the improvement of the preparation of high school coaches would be setting standards of certification which graduates of colleges and universities must meet in order to coach in the state of Oregon. Logically, the meeting of standards will be reflected in the curriculum of the institutions that want their graduates certified. Establishing standards will result in a corresponding improvement in coaching preparation and an improvement in the athletic programs in the schools that employ certified coaches.

The study by Degroot (1950) comments on the growth of athletics and of physical education. The author makes a plea for treating the two separately and providing separate professional preparation for the teaching of physical education and of coaching. He suggests that coaches should be specialists in their areas but that the profession thus far has failed to give them the kind of preparation they should have.⁸ A 1956 nationwide survey by Adee indicates that this issue was known over a decade ago and that the

need existed then to determine the attitudes of high school principals, college physical education leaders, and secondary school coaches toward the matter of certification requirements.¹ Improvements may be imminent as a greater number of colleges and universities are including units of study or special courses in athletic coaching preparation in their instructional programs. The Oregon State Department of Education has been considering certification requirements for Oregon high school coaches. However, before this can be done, information is needed about coaching competencies to help determine curriculum content.

Hypotheses

The initial hypotheses for this study include the following:

1. Coaches selected from the three classifications of secondary schools in the state of Oregon will be in agreement as to what represents success in coaching.
2. Principals selected from the three classifications of secondary schools in the state of Oregon will be in agreement as to what represents success in coaching.
3. When comparing coaches with principals from the three classifications of secondary schools in the

state of Oregon, both groups will be in agreement as to what represents success in coaching.

4. No significant difference will exist in the assessment of competencies necessary for successful coaching by coaches selected from the three classifications of secondary schools in the state of Oregon.
5. No significant difference will exist in the assessment of competencies necessary for successful coaching by principals selected from the three classifications of secondary schools in the state of Oregon.
6. Significant difference will exist in the assessment of competencies necessary for successful coaching when comparing coaches with principals selected from the three classifications of secondary schools in the state of Oregon.

Limitations

The following limitations are recognized in this study:

1. The study was limited to approximately one-fourth of the principals and coaches in selected

secondary schools in the state of Oregon.

2. The competencies identified are considered only in terms of their relative importance; no consideration is given to depth of understanding or degree of skill required for tasks to be performed.

Definitions of Terms

The definition of terms used in this study is as follows:

Athletic coach -- Refers to a teacher assigned coaching duties in any of the interscholastic sports dealt with in this study.

Category -- Refers to a division of competencies formed for the purpose of discussion and analysis.

Certification requirements -- Refers to special standards for interscholastic coaches that are over and above the standards established by the states for a secondary school teaching credential.

Competency -- Refers to a knowledge, understanding, or skill needed to perform essential duties in high school coaching.

Curriculum -- Refers to the total of all planned experiences which compose a course of study in athletic coaching.

Interscholastic -- Refers to athletic competition between high school teams of different schools.

Panel of experts -- Refers to individuals recognized by others in their respective fields as being authorities in the field of high school athletics. The panel used in this study consisted of ten directors of state high school athletic associations, ten principals of Oregon high schools and ten athletic directors in Oregon high schools.

Professional Course -- Refers to a physical education course that is not required of the general student body but it is a part of the undergraduate or graduate preparation of physical education teachers and athletic coaches.

CHAPTER II

REVIEW OF RELATED LITERATURE

Since 1950, major emphasis and extensive research in athletic coaching preparation has taken place. The American Association for Health, Physical Education and Recreation, in 1962, called attention to the importance for coaches not only to have playing experience but also to have specific professional education which will enable them to better coach interscholastic athletic teams.²⁸

With this in mind, the review of literature for this study will focus upon three general areas: (1) professional competencies for athletic coaches, (2) teaching and coaching assignments of interscholastic coaches, and (3) professional training of coaches.

Professional Competencies for Athletic Coaches

Secondary school coaching has advanced considerably from the time when virtually any willing person with some playing experience could serve as a volunteer high school coach. The preparation and training of coaches are undergoing continued change with emphasis on even higher professional standards. Educators are currently in the process of defining specific abilities or competencies that should be possessed by a coach before he can be said

to be qualified in the field.

A statement made by the Educational Policies Commission of the National Education Association in 1954 indicated a need for competency in athletic coaching and suggests areas of training that would lead to its development:

Some of the serious problems in interscholastic athletics stem from employment of personnel who are poorly qualified to teach in this important area of the curriculum. To be educationally successful the coach needs far more than a technical knowledge of the game. Sports instructors should be properly certified and competent teachers of physical education, with understanding of child growth and development, the purposes and principles of teaching and learning, and other knowledges, understanding, attitudes and appreciations that characterize competent teachers.¹¹

Frost (1965) expects all coaches at the high school level to be skilled in the following competencies:

1. An understanding of the relationship of the 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 spiratual 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 principles of motivation, stress, play, emotion and group reaction.
10. A thorough knowledge of the fundamentals, offenses, strategies, and teaching methods involved in the particular sport. Included will be squad organization, coaching techniques, and sound motivational procedures.
11. A knowledge and a sense of responsibility for local, state, and national rules and regulations.¹⁵

Another way of considering the essential competencies might be to look at them from the viewpoint of a high school principal. Rice (1956) defines the four qualities he looks for in a coach as follows:

1. Professional ability as a teacher on the staff. Teaching is considered to be of primary importance whether it is in the classroom or in

an athletic sport.

2. Evidence of knowledge of the sport for which he is an applicant to coach.
3. A personality that pervades the sport he coaches and sustains an abiding interest by the staff, the students and the community.
4. Character, which is of the first importance in the profession of teaching.³⁰

Bucher (1959) lists four essential qualities of a coach which are strikingly similar to those stated by Rice. These qualities are:

1. Expert knowledge of the game: techniques, strategy, rules, offenses and defenses.
2. Understanding the participant including how a youth functions at his particular level of development, and concern for the total physical, mental and moral welfare of youth.
3. Skill in the art of teaching including knowledge of the laws of learning ability to present materials effectively, and the application of sound psychological principles of his work.
4. Desirable personality traits including those such as patience, understanding, courage, kindness, cheerfulness, affection, sense of humor, energy and enthusiasm; and character which should be beyond reproach and worthy of emulation.³

Friedrich (1953) developed a form through which he sought players' evaluation of the coach. The section of the form dealing with skills and techniques suggests a list of characteristics that might be included in any statement of desired competencies for

athletic coaches. These include the ability to:

1. Teach fundamentals.
2. Demonstrate skills for most effective learning.
3. See and analyze players' mistakes.
4. Get the best out of the players.
5. Correct mistakes.
6. Work democratically with players.
7. Explain things to players.
8. Stimulate good sportsmanship.
9. Develop good team spirit.
10. Develop leadership in players.
11. Make players feel they belong.
12. Make players feel important.
13. Provide and maintain equipment.
14. Instill self-confidence.
15. Instill determination.
16. Maintain discipline.
17. Keep players interested.
18. Evaluate different types of play.
19. Help players develop values and morals.
20. Help with personal problems.
21. Judge ability of players.
22. Give players personal attention.
23. Guard physical welfare of players.
24. Accept suggestions and constructive criticisms.¹³

Neal (1957) surveyed high school coaches and superintendents in Minnesota concerning the desirability of certain coaching competencies. He found that school superintendents and athletic coaches were in close agreement regarding the following competencies:

1. Understanding patterns of child growth and development.
2. The significance of individual differences.
3. The nature of the learning process in relation to physical education.

4. Understanding the relation of physical education, including athletics, to the purposes and objectives of education.
5. Understanding the significance of the teacher as an influence on the attitudes and behavior of the pupil.
6. Ability to improve his total fitness in regard to appearance, manner, speech and voice, social ease, tact, tolerance, and similar qualities.
7. Ability to apply principles of democratic behavior.
8. Understanding of and ability to use desirable procedures in squad management and organization.
9. Adherence to standards of professional ethics.
10. Assist in teaching and rendering service in related areas in the curriculum.
11. Understanding the responsibility of interscholastic athletics in the total school-community health program.
12. Ability to render emergency first aid.
13. Ability to maintain a safe and healthful environment for pupils engaging in the interscholastic program.
14. Administering school and departmental policies.
15. Maintain proper discipline.
16. Promote and maintain desirable teacher-student relations.
17. Cooperate closely with the school administration.

18. Supervision and maintenance of facilities.
19. Purchase and maintain equipment and supplies--adequate care and repair.
20. Understand legal responsibilities.
21. Teach safety techniques in all activities.
22. Assume and maintain responsibilities as a member of the school.
23. Realize the values and importance of professional growth.
24. Maintain membership in representative professional educational organizations.
25. Thorough knowledge of the sports for which it is responsible.
26. Understanding of the human body structurally and functionally, and best methods of fostering its growth and development, and its training and conditioning.
27. Considerable personal athletic ability and experience.
28. Abilities to make out appropriate budgets, keep adequate records, buy and care for facilities, interpret rules, arrange for proper game supervision and officiating.
29. Sound public relations practices and procedures.²⁵

Although the individuals cited differ in the degree of importance they assigned to certain competencies, these authors agree generally upon the qualifications that coaches should possess. Increased attention is currently being directed toward coaching competencies

and upon what should be the final result of the formal training of the coaches.

Teaching and Coaching Assignments
of Interscholastic Coaches

The problem of assigning coaches to the responsibilities that correspond to their preparation and to the needs of individual school systems is not a simple one. Inconsistencies in the employment and subsequent assignments of coaches have been noted. Expert opinion would agree that coaches should have adequate preparation in the field of physical education. The question here is what constitutes adequate preparation? Should completion of a major, a minor or less be required? This question deals with the difficult and complex problem of teaching assignments about which much more information and research is needed.

In 1953, the committee of representatives of the National Association of Secondary School Principals reported that, although physical education programs would probably improve if directed by men who were not coaching, such a situation is often impractical. Thus, the following recommendations emerged from their work:

1. The total athletic program should be under the direction of a person trained in physical education.
2. School administrators must assure that the

quality of the physical education program is not reduced because physical education teachers place excessive emphasis upon coaching duties.

3. Academic teachers should have some supplementary training in physical education before they can adequately qualify as coaches.
4. When academic teachers lack suitable background, they might be used advantageously as assistant coaches or coaches of non-pressure sports.²⁷

In 1966, Griffith found from a national survey of coaches that one-third of the respondents taught physical education all day. Slightly less than one-third taught nothing but academic subjects, while the remaining third taught a combination of physical education and academic subjects. History and social studies were taught by the coaches almost twice as often as any other academic course. The study also revealed that coaches typically directed two sports.¹⁸

Among coaches surveyed in the state of Washington, Hohman (1966) reported that:

- 8.1 percent teach physical education 100 percent of their teaching day;
- 8.5 percent teach physical education 50 percent of their teaching day;
- 7.6 percent teach physical education 25 percent of their teaching day;
- 61.9 percent do not teach any physical education classes.¹⁹

Woods (1965) conducted a survey of physical education teachers and coaches in Minnesota who had earned an undergraduate major in physical education. He found that, among those individuals who were both teaching physical education classes and coaching, 38 percent reported devoting six to thirteen hours per week to physical education class instruction. In comparison, 58 percent said they spent between ten and twenty hours weekly in athletic coaching duties.³⁵

A study of the literature concerned with duties assigned to coaches of interscholastic sports indicates considerable disagreement as to whether coaches should teach physical education classes or academic subjects. Increased attention to the problem is evident. Further research will contribute toward the advancement of interscholastic coaching as an important educational segment of the physical education program.

Professional Training of Coaches

Until very recently the formal professional training of interscholastic coaches was conducted through one of two avenues: 1) as an undergraduate major in physical education, or 2) as an undergraduate minor in physical education. A third approach to the formal preparation of coaches, that of an athletic coaching minor, is

just beginning to achieve recognition and professional acceptance. Veller (1967) asserts that in a few states, most notably Florida and Minnesota, colleges are developing curricula for such programs.³⁴ Several states have recognized the need for establishing certification standards for athletic coaches. Maetozo (1970) reports that nine states (Minnesota, Iowa, South Dakota, Nebraska, Oklahoma, Indiana, New Hampshire, Louisiana, and Wyoming) have some form of athletic coaching certification. The same article notes that in several states (New York, Texas, Hawaii, Arkansas, and Kentucky) consideration and study are being given to the possible certification of coaches.²¹ In the 1971 American Association for Health, Physical Education and Recreation publication, the preface states: "The National Council of State High School Coaches Association and the National Council of Secondary School Athletic Directors heartily endorse the move toward certification of the high school coach."²⁴

Controversy has arisen within the physical education profession as to the relative merits of each of the three approaches to the formal preparation of athletic coaches. The Division of Mens' Athletics of the American Association for Health, Physical Education and Recreation developed a platform statement in 1962 on athletics in education. Without stipulating a best approach, the committee

declared that:

Athletics at every level should be conducted by professionally prepared personnel of unquestionable integrity who are dedicated to the task of developing their charges to the highest degree possible - mentally, physically and morally. In addition to a knowledge of athletics, such personnel should have a knowledge of (1) the place and purpose of athletics in education, (2) the growth and development of children and youth, (3) the effects of exercise on the human organism, and (4) first aid. Certain basic competencies in physical education, specifically applicable to the welfare and success of participants in competitive sports, should be a minimum prerequisite for teaching or coaching athletics at any level.²

Sterner (1951), in a study of 63 beginning coaches in New Jersey, found that only one-third of the football and basketball coaches were certified in physical education. Certification among coaches of minor sports such as tennis, golf and soccer was even less prevalent.³² Deklotz (1952) found that among the 205 members of the South Dakota High School Athletic Association in 1950-51, 64 had majored in physical education, while 28 had less than 15 semester hours in that field.⁹

The National Federation of State High School Athletic Association (1968) and several of the state coaches' associations have studied the problem of special certification for coaches. They, too, generally conclude that special preparation is necessary if these men are to be properly qualified for coaching responsibilities.⁶ In his

1964 study, Marsh contends that coaches learn the game and the methods of coaching as they participate on varsity teams but that, for the most part, while participation in a sport is helpful it is not essential to success in the coaching field.²³ Among the professional groups which have discussed coaching preparation programs is the Division of Men's Athletics and the Professional Preparation Panel, both in the American Association for Health, Physical Education and Recreation the groups recognized that not enough physical education majors to hold all of the coaching assignments are available, that some coaches prefer to teach academic subjects rather than physical education, and that presently a large number of coaches are employed who have no physical education background whatsoever.⁶

Many leaders in the field of physical education contend that major training in health and physical education is indispensable to the athletic coach and that varsity sports is a part of education. A moderately opposing position is held by Duncan (1962). He contends that coaching competence is actually acquired through practice and competition. Further, as long as the prospective coach gains a reasonable knowledge of anatomy and physiology, understanding of growth and development and a basic knowledge of first aid, health and safety, Duncan sees no reason to insist on a major in physical

education.¹⁰ Sutton (1968) recommends special attention be placed on the broad areas of public relations, professional growth and contributions, and curriculum in teaching training, as these areas are most generally rated highest in his study.³³

Regardless of how one may feel about the desirability of coaches having a major in physical education, evidence is growing against the practicality of a physical education major as the only approach to the formal training of coaches. Studies reveal that many coaches who were trained in physical education are not employed in the teaching of physical education and must, therefore, teach primarily outside their major area of preparation. A study by Littau (1957) in South Dakota reveals that 50.5 percent of 121 head coaches had a physical education major, but only 6.6 percent taught any physical education.²⁰ In California, Caulkins (1968) discovered that 35 percent of all coaches surveyed had no teaching assignments in physical education during their year of coaching, although all had majored in that field.⁵ Neal (1957) studied the professional preparation of football and basketball coaches in Minnesota in 1957 and determined that about one fifth of these coaches had no formal training in physical education.²⁵ Sterner (1951) surveyed 323 teachers in New Jersey high schools and discovered that about one-half of the men certified in science, mathematics, or social science were

coaches of football or basketball. He supported the practice of allowing college men participating in football or basketball, and not majoring in physical education, to elect coaching courses in football or basketball.³²

The idea of a non-teaching minor in athletic coaching has gained increasing popularity. Stein (1963) suggests that a coaching minor be developed for the training of young men who want to teach academic subjects and coach interscholastic athletics. He proposed that the minor should include training in care and treatment of athletic injuries, organization and administration of physical education and athletics, scientific principles of coaching, methods of coaching various sports and officiating.³¹ Marsh (1964) determined that training in physical education is extremely important to the secondary school teacher-coach, particularly in the area of care and prevention of athletic injuries and related courses such as anatomy and physiology.²³

The proponents of the athletic coaching minor do not suggest that the coaching minor take the place of a physical education major in the training of coaches, but merely serve those prospective coaches who wish to specialize in academic areas rather than in physical education. The role of physical education major programs would remain unchanged.

CHAPTER III

PROCEDURE FOR CONDUCTING THE STUDY

This study surveyed two groups of respondents, both concerned with the competencies, preparation and certification of coaches. These were secondary school principals and secondary school athletic coaches themselves. Each member of the two groups was surveyed through the use of a questionnaire sent by mail and through interviews conducted in areas within reasonable driving distance. The time, distance, and expense involved did not allow the interview procedure for all schools. Some interviews were accomplished by telephone. The study involved secondary school principals and coaches in the state of Oregon and was concerned with individual responses made by each participant in the study. No attempt was made to elicit responses from all coaches in any school in order to make comparisons between schools.

The Major Tasks in Conducting the Study

Four major tasks were involved in conducting the study:

1. Development of the instrument to identify competencies needed in secondary school coaching.
2. Selection of the population sample to represent coaching in the state of Oregon.

3. Collection of data through the mails and personal interviews with high school coaches and principals.
4. Analysis of data to determine if there is agreement on the competencies required of coaches in the state of Oregon.

Development and Testing of Instrument

The instrument employed in this study consisted of a check list type questionnaire containing 119 competency items and 18 success-in-coaching items. The individual competencies were derived from a composite list of tasks performed by high school coaches. These competencies were identified and formulated by the investigator based upon experience, a study of the related literature, and the advice of specialists in the field of physical education.

An initial list of 135 competencies was derived from the compilation of high school coaching skills and knowledge. Shortening and structuring the questionnaire would encourage greater cooperation and minimize possible respondent fatigue. After consultation with high school and college coaches and with college professors knowledgeable in the field of physical education, the initial list was shortened by combining closely related competencies and deleting items which were ambiguous or repetitious. The remaining items were grouped in seven categories by the investigator and included in the questionnaire. The categories were as follows:

1. Health and safety
2. Physiological foundations
3. Social and psychological foundations
4. Athletic coaching abilities
5. School and community relationships
6. Personal qualities
7. Administrative procedures

After the initial draft of the instrument was developed, a pilot study was conducted in which the questionnaire was sent to a panel selected by A. Oden Hawes, Director of the Oregon Schools Activities Association. The panel consisted of ten national leaders in the field of interscholastic athletics, ten Oregon secondary school principals, and ten Oregon secondary school athletic coordinators (see Appendix A). The panel was asked to complete the questionnaire, note the time required, and make suggestions for improvement in the questionnaire. Several modifications were suggested by the panel of experts. After certain competencies were clarified, the instrument was re-submitted and gained the support and approval of this group. The final form of the instrument was then constructed (see Appendix B).

Population Sample of the Study

For purposes of this study the respondent population was composed of coaches from approximately one-fourth of the high schools in the state of Oregon. The Oregon Schools Activities Association (1970) has classified high schools in Oregon according to enrollment size as follows: AAA-600 students and over, AA-200 students to 599 students, and A up to 199 students. Each classification contains eight districts, determined by geographical location, and each district consists of varying numbers of schools.²⁶ The respondent population was taken from these schools by a stratified, random sample method to provide an equal number of schools from each district within its classification.

A sample of one-fourth of the schools was drawn from each of the eight districts and a questionnaire was mailed to each coach and principal in that particular school. A total of 21 AAA schools, 18 AA schools, and 22 A schools were selected as the criterion group for this study. The combination procedure of stratified and random sampling assured adequate geographical representation, but at the same time assured that any given school within the geographical district had an equal chance to be included in the sample. Schools and their classification as chosen by the random sample method are included in Table 1.

Table 1. Classification of schools.

AAA	AA	A
Astoria	Banks	Adrian
Baker	Brookings	Arlington
Beaverton	Burns	Burnt River
Bend	Cascade	Chiloquin
Centennial	Central Linn	Detroit
Central	Coquille	Enterprise
Corvallis	Douglas	Gaston
Cottage Grove	Elmira	Heppner
David Douglas	Grant Union	Jefferson
Grants Pass	Junction City	Kennedy
Gresham	Neah-Kah-Nie	Mapleton
Hood River	Newport	McEwen
Jefferson	Phoenix	North Douglas
John Marshal	Reedsport	Oakland
McMinnville	Seaside	Perrydale
North Bend	Sherwood	Prairie City
North Eugene	Stayton	Riddle
North Salem	Woodburn	Stanfield
Tillamook		St. Paul
Washington		Union
Wilson		Weston
		Yoncalla
Total 21	Total 18	Total 22

Collection of the Data

The data for this study were collected by the investigator using the prepared and pre-tested questionnaire (Appendix B). A letter explaining the study and requesting the cooperation of the principal and coaches of each school was included (see Appendices C and D). Since some of the questions dealt with personal information, an assurance of anonymity was gained by waiving the signature. Further assurance was given the principals and coaches involved that the information supplied by them would be treated confidentially. No individual school, administrator or coach is identifiable in the results of this study. The recognition of personal items, specific principals or coaches, and specific schools is lost in their general classification and treatment.

Questionnaires were sent to 61 secondary school principals and 511 secondary school coaches. The school classification and the number and percentages of responses received is recorded in Table 2.

The first section of the survey instrument recorded classification data which included the respondents: (1) classification of school in which employed, (2) age, (3) state in which degree was granted, (4) participation on the varsity squad in the sport now

Table 2. Number of responses received from principals and coaches.

Classification	Principals surveyed	Returns	Percentage
AAA	21	18	85.71
AA	18	15	83.33
A	22	17	77.27
Totals	61	50	81.96

Classification	Coaches surveyed	Returns	Percentage
AAA	285	216	75.18
AA	141	98	69.50
A	85	51	60.00
Totals	511	365	71.42

coaching while in college, (5) participation in professional athletics, either as a player or coach, (6) college major and minor, (7) highest degree held, (8) present teaching assignment, (9) present coaching assignment, and (10) total number of years in coaching.

The next section contained 18 success-in-coaching items to which the respondent assigned a score denoting his judgment of the relative importance of the item in representing coaching success. The five score choices provided were 4 -- most important, 3 -- usually important, 2 -- some importance, 1 -- seldom important, or 0 -- not important.

The last section contained 119 competency items to which the respondent assigned a score denoting his judgment of the relative importance of the competency needed by a coach in the area of athletic coaching. The competency items were answered by the respondent with one of four choices: 4--essential, 3--important, 2--useful, or 1--not needed. In the last section, the respondent was also encouraged to identify what problems he considered most important for the typical coach in each competency category. The investigator recorded all suggestions volunteered by the respondent.

Tabulation and Analysis of Data

Tabulation

Data collected for this study were compared from the three sections of the questionnaire: Personal data, success in coaching, and competencies. Personal information found in the first section was divided into groups and each group was analyzed separately. The following criterion groups were analyzed: (1) coaches by school classification, (2) age of coaches, (3) coaching experience, (4) academic preparation, (5) teaching position, (6) varsity participation while in college, (7) coaching assignment, and (8) principals by school classification. The responses from three groups were not presented in the study: (1) location of college graduated from since an overwhelming number of respondents graduated from Oregon colleges creating the possibility of invalid conclusions, (2) participation in professional athletics since a very small minority of coaches were located in the professional group, again providing invalid conclusions, and (3) highest degree held since very limited distinction existed in the group as the majority of coaches possessed a five year certificate or a master's degree.

Responses to the 18 success-in-coaching items were arbitrarily assigned numerical value: most important ...4, usually impor-

tant ... 3, some importance ... 2, seldom important ... 1, not important ... 0. Responses to the 119 competency items were arbitrarily assigned numerical value: essential ... 4, important ... 3, useful ... 2, not needed ... 1. The data from the three sections was key punched on data cards for processing by a computer.

Analysis

Statistical analysis and meaningful interpretation presented a difficult problem because the interpretation of one variable without regard for other variables is hazardous. Therefore, researchers have consistently emphasized the importance of assessing complete profiles rather than individual variables. Yet the techniques for evaluating complete profiles have been largely intuitive or clinical rather than scientific and objective. Developments in multivariate statistics and the feasibility of their use with computers afford the opportunity of overcoming some of these difficulties. The multiple discriminant function analysis serves to determine the extent and manner in which two or more previously defined groups of subjects may be differentiated by a set of dependent variables operating collectively.

The responses in this study were subjected to a multiple discriminant analysis procedure. Campbell (1969) presents an exam-

ple of this procedure which determined that groups could be distinguished from each other on the basis of the entire profile rather than by analysis of each profile separately.⁴ This multivariate technique takes into account the relationship between all inventory items or variables, the variability of group means of the items, and individual variability about group means on the variables. Thus, simultaneous evaluation of all inventory items was provided.

The data of this study was treated by a multiple discriminant function analysis. This multiple discriminant function analysis served to determine the extent or manner in which previously defined groups of subjects were differentiated by a set of dependent variables. The discriminating power of the predictor battery was determined through computation of Wilks' Lambda (λ), which is a function of the roots of $W^{-1}B$, where W is the pooled within - groups matrix of deviation cross products. Discriminant function scores were provided. A multivariate F ratio was obtained to indicate significant difference between groups as based upon multiple dependent variables. Roa's (1952) technique of chi-square approximation was computed for each of the discriminant functions to determine the significance of discrimination along each dimension.²⁹ Coordinates of the multivariate means were computed for each group in order to locate the groups centroid in multi dimensional

space.

An example of this procedure is presented in Table 3. The computed value of the lambda was .851. This indicates a homogeneity of variance in responses by coaches and principals. The multivariate F-ratio (3.83) exceeded the significant discrimination level at the .05 level (1.93). Roa's chi - square approximation (chi-square = 65.00 D. F. = 18) established significant discrimination along a single axis. The discriminant weight scores as seen in Table 3 establish that four items, community recognition throughout the state; coaches' popularity within the school; number of former players participating on college teams; and group pride and spirit, exceeded 3.00 and were the largest contributors to the disagreement. When the results for the univariate F tests were compared with the discriminant weights, four items, number of games won; helping players to face life in the future; coaches' raise in pay; and developing and maintaining school athletic pride and tradition, were found to have a high F-ratio but did not actually contribute to the disagreement between the groups.

An illustration of the placement of group centroids is found in figure 1. The group centroid for the coaches group is located at a point 2.36 units on the first axis and the group centroid for the principals group is located at a point 1.55 on the first axis. When the

Table 3. Means, univariate F tests, and discriminant weights for major discriminating success in coaching items.

Success in coaching	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N= 51)	All groups (N=365)		I	II
1. Number of games won.	3.00	2.94	2.72	2.95	3.06	.300	-0.020
2. Coaches prestige within the community.	2.61	2.64	2.60	2.61	0.04	-0.081	-0.118
3. Community interest and support.	3.19	3.18	3.29	3.20	0.44	-0.188	.160
4. Community recognition throughout the state.	2.40	2.31	2.35	2.37	0.33	.033	.053
5. School financial gain.	1.65	1.73	1.45	1.64	1.17	.133	-0.213
6. Game attendance.	2.57	2.55	2.60	2.57	0.06	-0.120	.105
7. Coaches popularity within the school.	2.40	2.41	2.17	2.37	1.53	.202	-0.162
8. Proper utilization of material.	3.49	3.56	3.47	3.50	0.41	.009	-0.192
9. Helping players to face life in the future.	3.76	3.78	3.72	3.76	0.19	.160	.103
10. Coaches raise in pay	2.07	1.98	1.88	2.02	1.06	.141	.082
11. Developing and maintaining school athletic pride and tradition.	3.42	3.42	3.49	3.43	0.18	-0.453	.040
12. Number of former players participating on college teams.	1.85	1.48	1.52	1.70	5.34	.239	.430
13. Group pride and spirit.	3.72	3.83	3.58	3.73	3.56	.588	-0.731
14. Displaying good team sportsmanship.	3.65	3.74	3.72	3.69	0.99	-0.298	-0.138
15. Coaches promotion.	2.06	1.93	1.94	2.01	0.65	-0.092	.064
16. Physical development of players.	3.14	3.23	3.23	3.18	0.54	-0.048	-0.074
17. Competing equally with the majority of teams in the league	3.28	3.18	3.11	3.23	1.42	.192	.261
18. Providing positive educational experiences for the participant.	3.66	3.71	3.64	3.67	0.30	.030	.022

F-test of Discrimination

Lambda = .879

F A. = 36.

D. F. W. = 690.

F-Ratio = 1.27

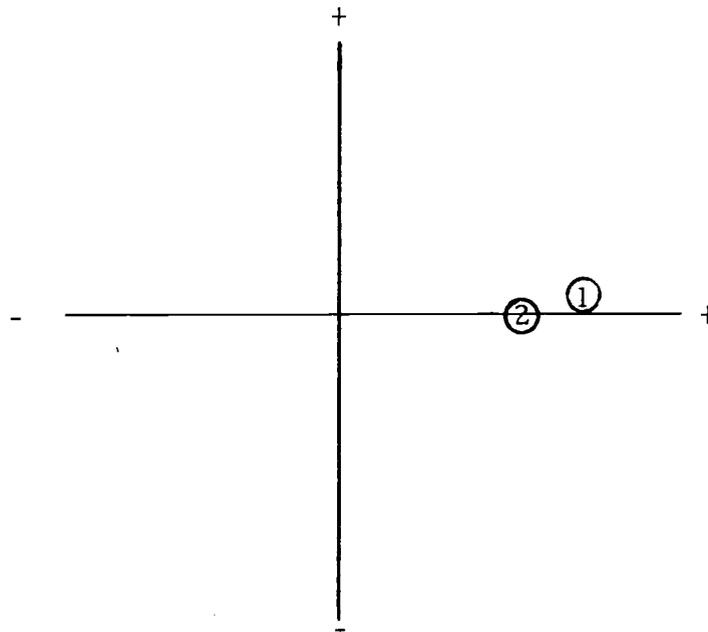
Chi-square Tests of Roots of A/w.

No. 1 Chi-square = 27.11 D. F. = 19

No. 2 Chi-square = 18.69 D. F. = 17

Figure 1. Centroids in D space for one discriminate Function between one coaches' group and one principal's group.

Groups	Dimension	
	I	
1. Coaches	2.362	
2. Principals	1.556	



Lambda = .851
F-Ratio = 3.83

two group centroids are located within the planar space a clear separation of the groups is demonstrated, confirming that disagreement exists between the two groups.

The inferences in this study were drawn from the centroids in space and discriminant weights in determining the degree of discrimination of each group towards the entire category of competency items. Inferences were also drawn from the competency rankings according to mean scores to illustrate the degree of relative importance placed on each competency item.

CHAPTER IV

ANALYSIS OF THE DATA

Data from the responses of 365 coaches and 50 principals from 61 Oregon high schools were analyzed to determine those competencies needed by teachers who coach athletic teams in the secondary schools. The data are presented in three parts: (1) success in coaching, (2) discrimination in competency categories, and (3) summary of the findings. In each part, the responses of coaches, principals and the comparison of responses between coaches and principals are presented separately.

Success in Coaching

Mean scores of responses to success in coaching items were averaged from the values assigned by individual responses. If an item were considered most important it was assigned a value of four; usually important was assigned a value of three; some importance a value of two; seldom important a value of one; and not important a value of zero. A mean score of four (4.00) for any item would signify that all respondents rated the item as "most important" for high school coaching success. At the opposite end of the scale, a mean score of zero (0.00) for any item would indicate that all respondents

considered that item "not important" to coaching success. Mean scores, therefore, for each of the 18 items in this category fall between four (4.00) and zero (0.00).

Athletic Coaches

The rank of each success in coaching item, denoted by the individual responses of 365 coaches, were determined by the mean scores. Univariate F tests and discriminant weights were computed to indicate the degree of discrimination for individual items.

As indicated in Table 4 the F- ratio (1.27) did not exceed the .05 level of discrimination and implies thereby no significant disagreement between the classes of coaches in the ranking of items which represent coaching success.

The agreement among coaches is substantiated by the discriminant function scores. When the three group centroids are located within the two-planar space, clustering of the groups is demonstrated, confirming that agreement exists among coaches as to the items representing success in coaching.

School Principals

In analyzing the responses of high school principals a slight, but nevertheless significant, disagreement among principals appear-

Table 4. Means, univariate F tests, and discriminant weights for major discriminating success in coaching items.

Success in coaching	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N= 51)	All groups (N=365)		I	II
1. Number of games won.	3.00	2.94	2.72	2.95	3.06	.300	-0.020
2. Coaches prestige within the community.	2.61	2.64	2.60	2.61	0.04	-0.081	-0.118
3. Community interest and support.	3.19	3.18	3.29	3.20	0.44	-0.188	.160
4. Community recognition throughout the state.	2.40	2.31	2.35	2.37	0.33	.033	.053
5. School financial gain.	1.65	1.73	1.45	1.64	1.17	.133	-0.213
6. Game attendance.	2.57	2.55	2.60	2.57	0.06	-0.120	.105
7. Coaches popularity within the school.	2.40	2.41	2.17	2.37	1.53	.202	-0.162
8. Proper utilization of material.	3.49	3.56	3.47	3.50	0.41	.009	-0.192
9. Helping players to face life in the future.	3.76	3.78	3.72	3.76	0.19	.160	.103
10. Coaches raise in pay	2.07	1.98	1.88	2.02	1.06	.141	.082
11. Developing and maintaining school athletic pride and tradition.	3.42	3.42	3.49	3.43	0.18	-0.453	.040
12. Number of former players participating on college teams.	1.85	1.48	1.52	1.70	5.34	.239	.430
13. Group pride and spirit.	3.72	3.83	3.58	3.73	3.56	.588	-0.731
14. Displaying good team sportsmanship.	3.65	3.74	3.72	3.69	0.99	-0.298	-0.138
15. Coaches promotion.	2.06	1.93	1.94	2.01	0.65	-0.092	.064
16. Physical development of players.	3.14	3.23	3.23	3.18	0.54	-0.048	-0.074
17. Competing equally with the majority of teams in the league.	3.28	3.18	3.11	3.23	1.42	.192	.261
18. Providing positive educational experiences for the participant.	3.66	3.71	3.64	3.67	0.30	.030	.022

F-test of Discrimination

Lambda = .879

F A. = 36.

D. F. W. = 690.

F-Ratio = 1.27

Chi-square Tests of Roots of A/w.

No. 1 Chi-square = 27.11 D. F. = 19

No. 2 Chi-square = 18.69 D. F. = 17

ed regarding their estimate of success in coaching. The mean scores and discriminant weights for each of 18 items listed in Table 5 shows the F-ratio (1.67), determined by the individual responses of the principals, exceeding the .05 level of discrimination (1.65) indicating disagreement in the ranking of the items.

The discriminant function scores confirm the disagreement. When the three group centroids had been located within the two planar space, a clear separation of group one (AAA principals) was demonstrated.

Further analysis of Table 5 establish that three items: (1) coaches prestige within the community, (2) school financial gain, and (3) group pride and spirit, exceeded the .300 discriminant function score, thereby providing the greatest contribution to the disagreement.

Coach-Principal Comparison

Disagreement between coaches and principals regarding the assessment of 18 success in coaching items is illustrated in Table 3 page 38, which was used as an example of the interpretation for the multiple discriminant function analysis. The F-ratio (3.83) exceeded the significant discrimination level at the .05 level (1.93). The disagreement was also apparent when the two group centroids

Table 5. Means, univariate F tests, and discriminant weights for major discriminating success in coaching items.

Success in coaching	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
1. Number of games won.	2.94	2.40	2.70	2.70	2.18	.269	.148
2. Coaches prestige within the community.	2.72	2.66	2.70	2.70	0.02	.407	.239
3. Community interest and support.	3.11	3.20	3.23	3.18	0.17	-0.289	-0.448
4. Community recognition throughout the state.	2.33	1.73	1.82	1.98	2.67	.127	.096
5. School financial gain.	2.11	1.60	1.23	1.66	3.58	.334	-0.034
6. Game attendance.	2.66	2.33	2.00	2.34	1.85	-0.044	-0.151
7. Coaches popularity within the school.	2.72	2.60	2.64	2.66	0.08	-0.164	-0.100
8. Proper utilization of material.	3.61	3.20	3.52	3.46	1.22	.259	.069
9. Helping players to face life in the future.	3.44	3.46	3.58	3.50	0.11	-0.271	.064
10. Coaches raise in pay.	1.55	1.60	1.94	1.70	1.14	-0.196	.501
11. Developing and maintaining school athletic pride and tradition.	2.83	3.26	3.35	3.14	2.16	-0.033	-0.050
12. Number of former players participating on college teams.	1.27	0.93	1.05	1.10	0.48	.110	.139
13. Group pride and spirit.	3.22	3.26	3.64	3.38	2.42	-0.454	.306
14. Displaying good team sportsmanship.	3.55	3.60	3.64	3.60	0.07	.071	.040
15. Coaches promotion.	2.16	2.00	1.88	2.02	0.38	-0.069	-0.373
16. Physical development of players.	2.72	3.26	3.11	3.02	1.72	-0.194	-0.379
17. Competing equally with the majority of teams in the league.	3.50	2.86	2.82	3.08	3.80	.142	.094
18. Providing positive educational experiences for the participant.	3.66	3.60	3.47	3.58	0.27	.229	-0.079

F-test of discrimination

Lambda = .249

D. F. A. = 36.

D. F. W. = 60.

F-Ratio = 1.67

Chi-square tests of roots of A/w.

No. 1 Chi-square = 37.36 D. F. = 19

No. 2 Chi-square = 17.56 D. F. = 17

were located within the planar space. The coaches group was located at a point 2.362 and the principals group at a point 1.556 on axis I, denoting a clear separation of the two groups.

The discriminant weight scores as seen in Table 3 establish that four items: (1) community recognition throughout the state, (2) coaches popularity within the school, (3) number of former players participating on college teams, and (4) group pride and spirit, were the largest contributors to the disagreement.

Agreement in Competency Categories

The data for this part of the study were provided by 365 high school coaches and 50 high school principals to determine whether coaches and principals are in agreement as to the competencies that a successful coach should possess. These subjects responded to 119 coaching competency items classified into the following seven categories:

1. Health and safety
2. Physiological foundations
3. Social and psychological foundations
4. Athletic coaching abilities
5. School and community relationships
6. Personal qualities

7. Administrative procedures

A multiple discrimination analysis, explained in Chapter 3, was used to determine the degree of discrimination regarding the entire category of competency items.

Athletic Coaches

The responses of the 365 coaches were arranged into seven different groups. Each group was analyzed separately to determine the degree of discrimination existing between the respondents in the evaluation of the seven competency categories. The seven coaches groups and the number of respondents for each group are presented in Table 6. The groups were analyzed as follows:

Group 1: Coaches by School Classification

The means, univariate F tests and discriminant weights for the seven competency categories in Group 1 are presented in Appendix E. These tables revealed strong agreement among coaches in the value placed upon each category. The F-ratio scores for all seven categories did not exceed the .05 level of significant discrimination. The discriminant function scores were used to locate the position that the group occupied in the two-dimensional space. When the three group centroids had been located within the two planar space a clear clustering of the groups was demonstrated, thus substantiating the agreement among coaches in the seven competency categories.

Table 6. Number of Respondents in Each of the Group Classifications.

<u>Group 1-Coaches by School Classification</u>	<u>No. of Respondents</u>
AAA	216
AA	98
A	<u>51</u>
Total	365
<u>Group 2-Age of Coaches</u>	<u>No. of Respondents</u>
21-25	36
26-35	203
36-45	89
46 and over	<u>37</u>
Total	365
<u>Group 3-Coaching Experience</u>	<u>No. of Respondents</u>
0-5 years	128
6-15 years	174
16-25 years	57
26 and longer	<u>6</u>
Total	365
<u>Group 4-Academic Preparation</u>	<u>No. of Respondents</u>
Physical Education Major	88
Physical Education Minor	67
Physical Education Major and Health Minor	59
All Others	<u>151</u>
Total	365
<u>Group 5-Teaching Position</u>	<u>No. of Respondents</u>
Physical Education	90
All Others	<u>275</u>
Total	365
<u>Group 6-Varsity Participation</u>	<u>No. of Respondents</u>
Varsity	244
Non-Varsity	<u>121</u>
Total	365
<u>Group 7-Coaching Assignment</u>	<u>No. of Respondents</u>
Head Coach	236
Assistant Coach	<u>129</u>
Total	365

Group 2: Age of Coaches

Regardless of age, coaches were in agreement in their assessment of the competency categories. Analysis of the univariate F tests denote that F-ratios for all seven competency categories did not exceed the .05 level of significant discrimination.

Group 3: Coaching Experience

Significant discrimination was evident in Category 4, athletic coaching abilities. The F-ratio (1.76) exceeded the significant discrimination level at the .05 level (1.41).

The discriminant function scores confirm the disagreement in this category. When the four group centroids had been located within the triplanar space, a clear separation of Group 4 (coaches with 26 years of experience) was demonstrated.

The discriminant weight scores as seen in Table 7 establish that four items: (1) knowing officiating techniques, (2) understanding thoroughly the knowledge contained in the sport being coached, (3) understanding the use and value of loop films as a coaching aid, and (4) providing opportunities for off-season practice for players, were the largest contributors to the disagreement.

Group 4: Academic Preparation

Significant discrimination was apparent in Category 2, physiological foundations. The F-ratio (2.05), illustrated in Table 8, exceeded the .05 level of discrimination (1.55). The discriminant function scores substantiated the disagreement. When the four group centroids had been located within the triplanar space, a separation of Group Three (physical education major and health minor) was demonstrated.

Table 7, Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 4. Athletic Coaching Abilities.

Athletic coaching ability competencies	Mean item response by years in coaching					F	Discriminant Weights		
	0-5 (N=128)	6-15 (N=174)	16-25 (N=57)	26+ (N=6)	All groups (N=365)		I	II	III
1. Applying productive instructional methods in the particular sport.	3.51	3.55	3.73	3.83	3.57	2.17	.082	-0.277	.064
2. Establishing and maintaining positive team discipline.	3.64	3.77	3.87	3.66	3.74	3.31	.261	.261	.324
3. Employing instructional procedures which minimize possibilities of injury.	3.51	3.47	3.63	3.83	3.51	1.59	-0.008	-0.460	-0.148
4. Applying democratic principles to team management.	2.61	2.68	2.78	2.50	2.67	0.51	.036	.058	.065
5. Understanding the rules and regulations of the sport being coached	3.71	3.67	3.78	3.66	3.70	0.70	.133	-0.313	.197
6. Knowing officiating techniques.	3.28	3.20	3.10	2.66	3.20	1.99	-0.468	.142	.076
7. Knowing the fundamentals of the sport being coached	3.86	3.95	3.92	4.00	3.92	1.80	.254	.416	-0.489
8. Understanding the different strategies of the sport being coached.	3.57	3.73	3.80	3.66	3.69	3.70	.109	.332	.396
9. Understanding thoroughly the knowledge contained in the sport being coached	3.32	3.58	3.68	4.00	3.51	6.58	.471	.118	-0.294
10. Understanding the use and value of video-tape as a coaching aid.	2.51	2.45	2.50	2.50	2.48	0.16	-0.258	.012	.126
11. Understanding the use and value of motion pictures in coaching.	2.75	2.76	2.84	3.16	2.77	0.73	-0.003	-0.187	-0.106
12. Understanding the use and value of loop films as a coaching aid.	2.28	2.35	2.61	3.00	2.38	3.70	.454	-0.165	.001
13. Establishing and enforcing training rules.	3.35	3.50	3.54	3.50	3.46	1.42	.087	.076	0.032
14. Providing opportunities for off-season practice for players.	2.85	2.79	2.59	2.50	2.78	1.71	-0.321	.013	-0.114

Table 7 Continued

Athletic coaching ability competencies	Mean item response by years in coaching					F	Discriminant Weights		
	0-5 (N=128)	6-15 (N=174)	16-25 (N=57)	26+ (N=6)	All groups (N=365)		I	II	III
15. Maintaining players' interest in the sport being coached.	3.53	3.65	3.54	3.50	3.59	0.93	.010	.301	-0.369
16. Developing and maintaining positive attitudes of sportsmanship among team members.	3.67	3.67	3.77	3.50	3.68	0.91	-0.031	-0.114	.299
17. Devising ways of making athletics enjoyable to the participant.	3.46	3.55	3.61	3.16	3.52	1.53	-0.025	.223	.262
18. Attending rules clinics and workshops presented by the State Athletic Association.	3.00	3.05	3.08	3.00	3.03	0.16	.040	.026	-0.002

F-tests of discrimination

Lambda = .767

D. F. A. = 54.

D. F. W. = 1025.

F-ratio = 1.76

Chi-square tests of roots of A/w.

No. 1 Chi-square = 59.52 D. F. = 20

No. 2 Chi-square = 20.34 D. F. = 18

No. 3 Chi-square = 14.04 D. F. = 16

Table 8 Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 2. Physiological Foundations.

Physiological foundation competencies	Mean item response by college major or minor					F	Discriminant Weights		
	P. E. Major (N=88)	P. E. Minor (N=67)	P. E. major Health minor (N=59)	Others (N=151)	All groups (N=365)		I	II	III
1. Knowing the principles of normal growth and development.	2.92	3.22	3.35	3.00	3.09	5.47	.074	.136	.333
2. Understanding the methods of developing high levels of special conditioning needed by athletic squad members.	3.31	3.41	3.59	3.31	3.39	2.55	-0.026	-0.131	-0.286
3. Knowing nutrition, with special emphasis pertaining to athletics.	2.62	2.82	3.13	2.73	2.80	6.41	.343	.417	-0.237
4. Understanding the relationship of fatigue to performance levels in athletics.	3.22	3.46	3.61	3.23	3.35	5.50	.109	-0.232	-0.195
5. Understanding the structure of the human body.	2.78	3.00	3.18	2.75	2.89	6.00	-0.235	.059	-0.169
6. Knowing how the human body functions.	2.78	3.04	3.27	2.75	2.91	8.06	.317	-0.432	-0.506
7. Becoming proficient in mechanical analysis of sport skills.	3.05	3.31	3.22	2.97	3.11	3.43	-0.199	-0.379	.132
8. Understanding the physiological limitations of the body in athletic performance.	3.02	3.38	3.52	3.13	3.23	7.20	.353	.249	.180
9. Understanding the physiological variations of athletic performance caused by body build or body type.	2.72	3.16	3.10	2.80	2.91	5.74	-0.336	-0.357	.443
10. Recognizing individual physiological variations from normal growth and development patterns and their effect on athletic performance.	2.60	3.10	3.20	2.79	2.88	9.12	.567	.286	.331
11. Understanding the relationships of food and drug fads and fallacies to physical performance.	3.05	3.17	3.20	2.96	3.07	1.86	-0.329	-0.278	-0.249

Table 8, Continued

Physiological foundation competencies	Mean item response by college major or minor					F	Discriminant Weights		
	P. E. Major (N=88)	P. E. Minor (N=67)	P. E. major Health minor (N=59)	Others (N=151)	All groups (N=365)		I	II	III
12. Knowing the causes and prescribed treatments for common athletic injuries.	3.44	3.47	3.62	3.45	3.50	0.97	.023	.228	-0.087

F-tests of discrimination

Lambda =

D. F. A. = 36.

D. F. W. = 1034.

F-ratio = 2.05

Chi-square tests of roots of A/w.

No. 1 Chi-square = 48.72 D. F. = 14

No. 2 Chi-square = 15.60 D. F. = 12

No. 3 Chi-square = 8.45 D. F. = 10

The discriminant weight scores as seen in Table 8 establish that six items: (1) understanding the psychological limitations of the body in athletic performance; (2) recognizing individual physiological variations from normal growth and development patterns and their effect on athletic performance, (3) understanding the relationship of food and drug fads and fallacies to physical performance, (4) knowing nutrition, with special emphasis pertaining to athletics, (5) knowing how the human body functions, and (6) understanding the physiological variations of athletic performance caused by body build or body type, were the largest contributors to the disagreement.

Group 5: Teaching Position

Coaches teaching physical education were compared with coaches instructing in various other academic areas. The F-ratios for the two groups did not exceed the .05 level of significant discrimination for any of the seven competency categories. Thus, establishing that teaching assignments had insignificant influence on the importance allotted to coaching competencies.

Group 6: Varsity Participation

Table 9 shows the discrimination existing in Category 6, personal qualities, between coaches that participated on the varsity squad while in college and the non-varsity participant. The F-ratio (3.06) exceeded the significant discrimination level at the .05 level (1.97).

The discriminant function scores confirm the disagreement in this category. The varsity participant group was located at a point 2.752 and the non-varsity participant at a point 2.266 on axis 1, denoting a significant separation of the two groups.

The discriminant weight scores establish that

Table 9 . Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 6. Personal Qualities.

Personal quality competencies	Mean item response by participation groups			F	Discriminant Weight I
	Varsity (N= 244)	Non varsity (N=121)	All groups (N=365)		
1. Maintaining appropriate levels of personal appearance, manner, speech and social ease.	3.51	3.42	3.48	1.92	.117
2. Understanding the importance of professional growth to athletic coaching success.	3.26	3.03	3.18	7.17	.263
3. Attaining skill in instructional areas other than athletic coaching.	3.34	3.40	3.36	0.57	-0.165
4. Attaining personal athletic ability in the sport being coached.	2.45	2.22	2.37	6.20	-0.003
5. Participating as a varsity athletic team member while in college.	2.26	1.75	2.09	38.40	.720
6. Participating actively in community affairs.	2.44	2.42	2.43	0.03	-0.157
7. Developing the ability to write skillfully.	2.34	2.26	2.31	0.72	-0.008
8. Displaying sincere enthusiasm for the sport being coached.	3.88	3.81	3.87	2.97	.512
9. Possessing the ability to communicate with students.	3.74	3.75	3.74	0.03	-0.112
10. Acquiring the ability to communicate with students from minority groups.	3.20	3.20	3.20	0.00	-0.044
11. Appreciating sports other than those being coached.	3.16	3.15	3.16	0.02	-0.138
12. Accepting and fulfilling the role available to athletic coaches of serving as a model for student behavior.	3.35	3.33	3.35	0.03	-0.111
13. Maintaining emotional stability under the unusual pressures and tensions connected with athletics.	3.52	3.52	3.52	0.01	.055
14. Demonstrating high levels of personal skill in the sport being coached.	2.50	2.31	2.44	3.82	-0.081
15. Attaining effective ability in public speaking.	2.79	2.66	2.75	2.57	.155
16. Displaying high personal levels of ethics and honesty in conducting athletic programs.	3.72	3.71	3.72	0.01	-0.057
17. Showing a sincere personal interest in the individual and what the sport can do for him rather than what the individual can do for the sport.	3.71	3.68	3.70	0.26	-0.004

F-tests of discrimination

Lambda = .869 D. F. W. = 347.
D. F. A. = 17. F-ratio = 3.06

Chi-square tests of roots of A/w.

No. 1 Chi-square = 49.72, D. F. = 17

two items: (1) participating as a varsity athletic team member while in college, and (2) displaying sincere enthusiasm for the sport being coached, were the largest contributors to the disagreement.

Group 7: Coaching Assignment

Agreement among head coaches and assistant coaches in the assessment of the seven competency categories was evident, as the F -ratios computed from the responses of the two groups did not exceed the .05 level of significance.

School Principals

The responses of the 50 principals participating in this study were analyzed and presented in Appendix F. These tables demonstrated the close agreement of principals in their assessment of the seven competency categories. The degree of discrimination in all categories was insignificant as evidenced by the low F -ratio and the even distribution of discriminant weights on both axis.

The discriminant function scores were used to locate the position that the group occupied in the two dimensional space. When the three group centroids had been located within the two planar space, a clear clustering of the groups was demonstrated for all categories. Thus, it was substantiated that agreement exists among principals towards the seven competency categories.

Coaches-Principals Comparison

A comparison was made between the means, univariate F tests discriminant weights and discriminant function scores computed for the 365 coaches and for the 50 principals. Significant differences were revealed between the two groups in four of the seven categories. The disparity between the two groups existed in Category 2, physiological foundations; Category 4, athletic coaching abilities, Category 5, school and community relationships; and Category 7, administrative procedures. The seven competency categories were analyzed individually and the inferences are listed as follows:

Category 1: Health and Safety

Coaches and principals agreed in the assessment of Category 1. The F-ratio of the two groups was well below the .05 level of significance. The discriminant function scores substantiate agreement in this category. When the two group centroids had been located within the planar space, a close proximity of the groups was demonstrated.

Category 2: Physiological Foundations

The disagreement in Category 2, physiological foundations, is illustrated in Table 10. The F-ratio (3.58) exceeded the significant discrimination level at the .05 level (2.31). The disagreement was also apparent when the two group centroids had been located within the planar space. The coaches group was located at a point .797 and the principals groups at a point 1.215 on Axis I, indicating a separation of the two groups.

Table 10 Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 2. Physiological Foundations.

Physiological foundation competencies	Mean item response by coaches and principal groups			F	Discriminant Weight
	Coaches (N=365) Mean score	Principals (N=50) Mean score	All Groups (N=415) Mean score		
1. Knowing the principles of normal growth and development.	3.09	3.58	3.14	20.55	.503
2. Understanding the methods of developing high levels of special conditioning needed by athletic squad members.	3.39	3.54	3.40	2.27	.020
3. Knowing nutrition, with special emphasis pertaining to athletics.	2.80	2.92	2.80	1.38	-0.031
4. Understanding the relationship of fatigue to performance levels in athletics.	3.35	3.44	3.35	0.86	-0.156
5. Understanding the structure of the human body.	2.89	3.28	2.93	12.91	.499
6. Knowing how the human body functions.	2.91	3.16	2.93	4.94	-0.409
7. Becoming proficient in mechanical analysis of sport skills.	3.11	3.12	3.11	0.01	-0.153
8. Understanding the physiological limitations of the body in athletic performance.	3.23	3.52	3.26	7.15	.295
9. Understanding the physiological variations of athletic performance caused by body build or body type.	2.91	2.98	2.91	0.36	-0.366
10. Recognizing individual physiological variations from normal growth and development patterns and their effect on athletic performance.	2.88	3.10	2.90	3.48	.211
11. Understanding the relationships of food and drug fads and fallacies to physical performance.	3.07	3.16	3.08	0.59	-0.099
12. Knowing the causes and prescribed treatments for common athletic injuries.	3.50	3.56	3.50	0.39	-0.052

F-test of discrimination

Lambda = .903

D. F. A. = 12.

D. F. W. = 401.

F-Ratio = 3.58

Chi-square tests of roots of A/w.

Root No. 1 Chi-square = 41.45 D. F. = 12

The discriminant weight scores as seen in Table 10 establish that four items: (1) knowing the principles of normal growth and development, (2) understanding the structure of the human body, (3) knowing how the human body functions, and (4) understanding the physiological variations of athletic performance caused by body build or body type, were the largest contributors to the disagreement.

Category 3: Social and Psychological Foundations

The F-ratio did not exceed the .05 level of significance discrimination. Thus was indicated that agreement exists between coaches and principals in the assessment of Category 3. The close proximity of the groups, when located within the planar space, confirm this agreement.

Category 4: Athletic Coaching abilities

Table 11 contains the competency items in Category 4, athletic coaching abilities. Disagreement in this category was apparent as the F-ratio (3.63) exceeded the significant discrimination level at the .05 level (1.93). Disagreement was also evident when the two group centroids had been located within the planar space. Clear separation of the two groups was demonstrated.

The discriminant weight scores as seen in Table 11 establish that three items: (1) knowing officiating techniques, (2) understanding thoroughly the knowledge contained in the sport being coached, and (3) providing opportunities for off-season practice for the players, were the largest contributors to the disagreement.

Category 5: School and Community Relationships

The disagreement in Category 5, school and community relationships, is denoted in Table 12. The F-ratio (3.19) exceeded the significant discrimination level at the .05 level (1.93). The disagree-

Table 11, Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 4. Athletic Coaching Abilities.

Athletic coaching ability competencies	Mean item response by coaches and principal groups			F	Discriminant Weight
	Coaches (N=365) Mean score	Principals (N=50) Mean score	All Groups (N=415) Mean score		
1. Applying productive instructional methods in the particular sport.	3.57	3.50	3.56	0.66	-0.074
2. Establishing and maintaining positive team discipline.	3.74	3.78	3.74	0.23	-0.221
3. Employing instructional procedures which minimize possibilities of injury.	3.51	3.66	3.53	2.52	-0.183
4. Applying democratic principles to team management.	2.67	2.82	2.69	1.01	-0.097
5. Understanding the rules and regulations of the sport being coached.	3.70	3.82	3.71	2.33	-0.156
6. Knowing officiating techniques.	3.20	3.44	3.23	4.81	-0.308
7. Knowing the fundamentals of the sport being coached.	3.92	3.86	3.91	1.35	.394
8. Understanding the different strategies of the sport being coached.	3.69	3.52	3.66	4.71	.001
9. Understanding thoroughly the knowledge contained in the sport being coached.	3.51	3.12	3.46	14.22	.472
10. Understanding the use and value of video-tape as a coaching aid.	2.48	2.28	2.46	2.82	.054
11. Understanding the use and value of motion pictures in coaching.	2.77	2.42	2.74	7.07	.118
12. Understanding the use and value of loop films as a coaching aid.	2.38	2.34	2.37	0.13	-0.115
13. Establishing and enforcing training rules.	3.46	3.38	3.44	0.49	-0.072
14. Providing opportunities for off-season practice for players.	2.78	2.14	2.70	29.34	.529

Table 11, Continued

Athletic coaching ability competencies	Mean item response by coaches and principal groups			F	Discriminant Weight
	Coaches (N=365) Mean score	Principals (N=50) Mean score	All Groups (N=415) Mean score		
15. Maintaining players interest in the sport being coached.	3.59	3.38	3.57	4.66	.265
16. Developing and maintaining positive attitudes of sportsmanship among team members.	3.68	3.70	3.68	0.03	-0.099
17. Devising ways of making athletics enjoyable to the participant.	3.52	3.40	3.50	1.63	.041
18. Attending rules clinics and workshops presented by the state athletic association.	3.03	3.06	3.04	0.01	-0.080

F-test of discrimination

Lambda = .858

D. F. A. = 18.

D. F. W. = 395.

F-Ratio = 3.63

Chi-square tests of roots of A/w.

Root No. 1 Chi-square = 61.96 D. F. = 18

Table 12. Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 5. School and Community Relationships.

School and community relationship competencies	Mean item response by coaches and principal groups			F	Discriminant Weight
	Coaches (N=365) Mean score	Principals (N=50) Mean score	All Groups (N=415) Mean score		
1. Understanding the relationship of interscholastic athletics to education.	3.37	3.54	3.39	2.70	.069
2. Establishing acceptable school and departmental policies for athletics.	3.45	3.54	3.47	0.67	-0.127
3. Participating in faculty meetings.	2.98	3.58	3.06	20.81	.421
4. Conducting interscholastic athletic programs consistent with educational principles.	3.38	3.62	3.41	5.02	.175
5. Maintaining cooperative relationships with other members of the coaching staff.	3.66	3.78	3.67	2.24	-0.001
6. Maintaining cooperative relationships with school administration.	3.63	3.78	3.65	3.57	.209
7. Adhering to high standards of professional ethics.	3.73	3.76	3.73	0.13	-0.229
8. Maintaining sound public relations practices and procedures with communication media.	3.15	3.30	3.17	1.67	.054
9. Establishing cooperative relationships with people in the community.	3.13	3.30	3.15	2.55	.249
10. Maintaining membership in representative professional organizations.	2.61	2.64	2.61	0.03	-0.063
11. Becoming proficient in assigning responsibility and authority to persons required for effective program operation.	3.28	3.16	3.26	1.40	-0.341
12. Developing a clear understanding of the role of interscholastic athletics for the community.	3.07	3.22	3.09	1.99	.076
13. Keeping faculty members informed of developments in the athletic program.	2.73	2.84	2.75	0.78	-0.074
14. Developing an understanding of the different roles of players, student body, faculty, parents, and the public in the athletic program.	2.92	3.10	2.95	2.68	.163

Table 12 Continued.

School and community relationship competencies	Mean item response by coaches and principal groups			F	Discriminant Weight
	Coaches (N=365) Mean score	Principals (N=50) Mean score	All Groups (N=415) Mean score		
15. Interpreting the purposes of the athletic program so that expectations of the different groups involved is consistent with educational purposes.	3.02	3.14	3.03	1.03	.040
16. Understanding the implications of the multiple use of athletic facilities by community groups.	2.83	2.80	2.83	0.10	-0.181
17. Knowing the relationship of elementary and junior high school athletic programs to the senior high school program.	3.41	3.16	3.38	7.24	-0.590
18. Understanding the type of interscholastic athletic program which the community desires.	3.17	3.36	3.19	3.07	.258

F-test of discrimination

Lambda = .873

D. F. A. = 18.

D. F. W. = 395.

F-Ratio = 3.19

Chi-square tests of roots of A/w.

Root No. 1 Chi-square = 54.92 D. F. = 18

ment was also revealed when the two group centroids had been located within the planar space. The coaches group was located at a point .132 and the principal's group at a point .781 on Axis I which exhibits a separation of the two groups.

The discriminant weight scores presented in Table 12 establish that three items: (1) participation in faculty meetings, (2) becoming proficient in assigning responsibilities and authority to persons required for effective program operation, and (3) knowing the relationship of elementary and junior high school athletic programs to the senior high school program, were the largest contributors to the disagreement.

Category 6: Personal Qualities

The F-ratio did not exceed the .05 level of significance. Thus, it was verified that agreement exists between the two groups in the assessment of Category 6. The close proximity of the groups when located within the planar space, uphold this assessment.

Category 7: Administrative Procedure

The disagreement in Category 7, administration procedures, is evident in Table 13. The F-ratio (2.81) exceeded the significant discrimination level at the .05 level (1.82). The disagreement was also apparent when the two group centroids had been located within the planar space. The coaches' group was located at a point -0.133 and the principal's group at a point .533 on Axis I which indicates a clear separating of the two groups.

The discriminant weight scores, as seen in Table 13, establish that four items: (1) understanding best procedures for the care and storage of athletic equipment and supplies, (2) establishing and maintaining efficient training room procedures, (3) maintaining appropriate insurance and medical practices for

Table 13. Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 7. Administrative Procedures.

Administrative procedure competencies	Mean item response by coaches and principal groups			F	Discriminant Weight
	Coaches (N=365) Mean score	Principals (N=50) Mean score	All groups (N=415) Mean score		
1. Knowing effective procedures for purchasing athletic equipment and supplies.	3.12	3.30	3.14	2.43	.119
2. Understanding best procedures for the care and storage of athletic equipment and supplies.	3.23	3.48	3.26	5.92	.320
3. Maintaining accurate records of equipment and supplies.	3.21	3.36	3.23	1.85	-0.018
4. Becoming proficient in preparing realistic budgets.	3.12	3.22	3.13	0.87	.031
5. Knowing procedures for the best care and maintenance of facilities.	3.12	3.28	3.14	2.05	.032
6. Establishing an efficient plan for shower-locker area supervision.	3.01	3.24	3.04	4.09	.175
7. Maintaining suitable safety conditions and regulations for all areas.	3.46	3.48	3.46	0.01	-0.138
8. Knowing all advantages and disadvantages of different fund raising methods.	2.45	2.22	2.43	3.92	-0.296
9. Understanding and being responsible for local, state, and national sport rules and regulations.	3.07	3.06	3.07	0.03	.026
10. Following suitable practices in arranging and conducting athletic contests, i.e., contracts, guarantees, officials, travel and the like.	3.06	2.86	3.03	2.76	-0.238
11. Arranging for proper game supervision.	2.92	2.84	2.91	0.38	.010
12. Understanding the effective methods of spectator control.	2.68	2.76	2.68	0.38	.165
13. Understanding the necessity of limiting the length of sport seasons and practice sessions.	3.10	3.18	3.11	0.39	-0.118
14. Understanding the importance of regulating the number and frequency of athletic contests.	3.08	3.22	3.10	1.50	.228

Table 13 Continued

Administrative procedure competencies	Mean item response by coaches and principal groups			F	Discriminant Weight
	Coaches (N=365) Mean score	Principals (N=50) Mean score	All groups (N=415) Mean score		
15. Establishing and maintaining functional eligibility rules for team members.	3.28	3.28	3.34	0.29	.051
16. Establishing and maintaining efficient training room procedures.	3.09	3.12	3.36	6.06	.335
17. Maintaining appropriate insurance and medical practices for athletes.	3.38	3.33	3.02	10.45	-0.540
18. Assuring effective procedures for medical care for team members.	3.47	3.46	3.42	0.33	.023
19. Understanding coverage provided by athletic insurance plans.	3.11	3.12	3.14	0.03	.267
20. Understanding of and background preparation in the planning of athletic facilities.	2.81	2.80	2.70	0.94	-0.149
21. Understanding the need for providing first aid equipment and trained medical personnel at all athletic contests.	3.44	3.41	3.24	4.00	-0.301

F-test of discrimination

Lambda = .869

D.F.A. = 21.

D.F.W. = 392.

F-Ratio = 2.81

Chi-square tests of roots of A/w.

Root No. 1 Chi-square = 56.54 D.F. = 21

athletics, and (4) understanding the need for providing first aid equipment and trained medical personnel at all athletic contests, were the largest contributors to the disagreement.

SUMMARY

Data from the responses of 365 coaches and 50 principals were analyzed and presented in two parts: (1) success in coaching, and (2) discrimination in competency categories. The findings from each part are summarized.

Success in Coaching

The analysis of the data concludes that coaches are in agreement as to what represents success in coaching, principals disagree slightly, and a very significant degree of discrepancy exists between coaches and principals.

The F-ratio (1.27) of the coaches group was well below the .05 level of significant discrimination substantiating agreement among coaches regarding the items representing success in coaching. Principals indicated significant disagreement at the .05 level (1.67 exceeding the .05 level of 1.65). In contrast, when comparing the two groups against each other, a large degree of discrimination was evident at the .05 level (3.83 exceeding 1.93)

Agreement in Competency Categories

The analysis of the data concludes that coaches groups and principals groups are in agreement as to the competencies a coach should possess. But significant disagreement exists between coaches and principals regarding four of the seven competency categories.

A comparison was made within the AAA-AA-A coaches group and the AAA-AA-A principals group. It was noted that the F-ratios for both groups fell below the .05 level of significant discrimination for all seven categories. Thus, it was established that coaches and principals were in agreement, within their specific group, in the assessment of various competencies that are necessary for successful coaching. In contrast, when comparing the two groups against each other, significant disagreement existed in the following categories; category 2, physiological foundations (F-ratio 3.58 exceeding the .05 level of significance 2.31); category 4, athletic coaching abilities (F-ratio 3.63 exceeding the .05 level 1.93; category 5, school and community relationships (F-ratio 3.19 exceeding the .05 level 1.93); category 7, administrative procedure (F-ratio 2.81 exceeding the .05 level 1.82). Both groups were in agreement in the evaluation of category 1, health and safety; category 3, social and psychological foundations; and category 6, personal qualities.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study evaluated the competencies of coaches in selected Oregon high schools to determine the agreement among various groups of selected coaches and principals as to what realistically represents success in high school coaching and the agreement among various groups of selected coaches and principals in their assessment of essential competencies necessary for success in coaching.

The population selected for this investigation included coaches and principals of 61 high schools located in eight districts in the state of Oregon. Data from the responses of 365 coaches, and 50 principals from 61 Oregon high schools were analyzed to determine those competencies needed by teachers who coach athletic teams in the secondary schools.

A list of competencies was developed with the assistance of a panel of experts composed of representatives from three groups involved in interscholastic athletics including: ten national leaders of state athletic associations, ten Oregon secondary school principals, and ten Oregon secondary school athletic coordinators. The instrument contained 119 competency items and 18 success in coaching items judgmentally ranked by the respondent as "essential,"

"important," "useful," or "not needed" for the knowledge and skill items necessary for coaches, and "most important," "usually important," "some importance," "seldom important," or "not important" for the items representing success in coaching.

The responses were subjected to a multiple discriminant analysis procedure which determined whether the groups could be distinguished from each other in their assessment of each competency category. The competencies were analyzed and ranked according to mean scores to illustrate the degree of relative importance placed on each competency item.

Conclusions

A. Acceptance of Hypotheses

- (1) Hypothesis one, coaches selected from the three classifications of secondary schools in the state of Oregon will be in agreement as to what represents success in coaching, was accepted.
- (2) Hypothesis two, principals selected from the three classifications of secondary schools in the state of Oregon will be in agreement as to what represents success in coaching, was rejected. Three items:
 - (1) coaches prestige within the community,
 - (2) school

financial gain, and (3) group pride and spirit, were the greatest contributors to the disagreement.

(3) Hypothesis three, when comparing coaches with principals from the three classifications of secondary schools in the state of Oregon, both groups will be in agreement as to what represents success in coaching, was rejected. Four items: (1) community recognition throughout the state, (2) coaches popularity within the school, (3) number of former players participating on college teams, and (4) group pride and spirit, were the largest contributors to the discrimination.

(4) Hypothesis four, no significant difference will exist in the assessment of competencies necessary for successful coaching by coaches selected from the three classifications of secondary schools in the state of Oregon, was accepted.

(5) Hypothesis five, no significant difference will exist in the assessment of competencies necessary for successful coaching by principals selected from the three classifications of secondary schools in the state of Oregon, was accepted.

(6) Hypothesis six, significant difference will exist in the assessment of competencies necessary for successful coaching when comparing coaches with principals selected from the three classifications of secondary schools in the state of Oregon, was accepted.

B. Success in Coaching Observations

- (1) AAA coaches and principals placed more importance on the number of games won as a criteria for measuring coaching success than did the AA and A coaches and principals, thus inferring that added emphasis on winning exists in the larger schools.
- (2) AA and A principals were in close agreement in the assessment of success in coaching items. Disagreement was evidenced by the AAA principals.
- (3) "Helping players to face life in the future" was rated by coaches as the most important item representing coaching success.
- (4) Principals rated "displaying good team sportsmanship" as the most important aspect representing success in coaching.

- (5) Principals and coaches agreed that the number of games won was usually important in representing success in coaching.
- (6) Items relating to the individual needs of the participant and human relations were considered the most important areas in successful coaching: helping players to face life in the future, displaying good team sportsmanship, providing positive educational experiences for the participant, and group pride and spirit.
- (7) School and community items, particularly those relating to the coach, were rated least important for representing success in coaching: coaches promotion, coaches raise in pay, number of former players participating on college teams, school financial gain, and community recognition throughout the state.

C. Agreement in Competency Categories

- (1) Coaches agreed as a group on the competencies necessary for successful coaching.
- (2) Principals agreed as a group on the competencies

necessary for successful coaching.

- (3) Coaches and principals agreed on three categories of competencies necessary for successful coaching.

- (a) Category 1, health and safety.
- (b) Category 3, social and psychological foundations.
- (c) Category 6, personal qualities.

- (4) Coaches and principals disagreed on four of the seven competency categories.

- (a) Principals generally placed more importance on Category 2 than did the coaches. Principals rated the following competencies more highly:
 - (1) Knowing the principles of normal growth and development.
 - (2) Understanding the structure of the human body.
 - (3) Knowing how the human body functions.
 - (4) Understanding the physiological variations of athletic performance caused by body build or body type.
- (b) Coaches placed more emphasis on category 4, coaching abilities. Coaches rated the following competencies higher:
 - (1) Understanding thoroughly the knowledge contained in the sport being coached.
 - (2) Providing opportunities for off-season practice for players.
- (c) Coaches and principals disagreed on specific items relating to school and community relationships. Principals rated the following competency more highly; participating in faculty meetings. Coaches rated the following competencies more highly; becoming proficient in assigning responsibilities and authority to persons required for effective program

operation, and knowing the relationship of elementary and junior high school athletic programs to the senior high school programs.

- (d) Coaches and principals disagreed on specific items in administration procedures. Principals rated the following competencies more highly; understanding best procedures for the care and storage of athletic equipment, and establishing and maintaining efficient training room procedures. Coaches rated the following competencies more highly; maintaining appropriate insurance and medical practices for athletics, and understanding the need for providing first aid equipment and trained medical personnel at all athletic contests.

D. Special Conclusions in Certain Categories

- (1) Variations on the importance of athletic coaching abilities according to different coaches' groups.

- (a) Coaches with 26 or more years of experience disagreed with the younger coaches in the coaching experience group.
- (b) Experienced coaches placed more emphasis on basic fundamentals and a thorough knowledge of the sport being coached.
- (c) Experienced coaches also showed greater concern for the safety of the participant.

(d) Less experienced coaches considered off-season practice and maintaining the player's interest in the sport to be of more importance than did experienced coaches.

(2) Variations on the importance of physiological foundations in relation to academic preparation. Coaches with a physical education major and health minor placed increased emphasis on the following competencies:

- (a) Principles of growth and development.
- (b) Knowing nutrition.
- (c) Knowing how the human body functions.
- (d) Knowing the physiological limitations of the body in athletic performance.
- (e) Understanding individual physiological variations from normal growth and development.

(3) Variations on the importance of personal qualities when related to varsity squad participation. Coaches who participated on the varsity squad while in college considered the following two competencies to be of more importance to coaching success than did the non-varsity participant:

- (a) Participating as a varsity athletic team member while in college.

- (b) Displaying sincere enthusiasm for the sport being coached.

E. Competencies Considered Essential for Success in Coaching

- (1) Essential competencies selected by a majority of both principals and coaches.

- (a) Knowing the fundamentals of the sport being coached.
- (b) Displaying sincere enthusiasm for the sport being coached.
- (c) Knowing first aid and safety practices.
- (d) Establishing and maintaining positive team discipline.
- (e) Possessing the ability to communicate effectively with students.
- (f) Adhering to high standards of professional ethics.
- (g) Knowing the principles for the care and prevention of injuries.
- (h) Displaying high personal levels of ethics and honesty in conducting athletic programs.
- (i) Understanding the rules and regulations of the sport being coached.
- (j) Showing a sincere personal interest in the individual and what the sport can do for him rather than what the individual can do for the sport.
- (k) Understanding the different strategies of the sport being coached.
- (l) Developing and maintaining positive attitudes of sportsmanship among team members.

- (m) Maintaining cooperative relationships with other members of the coaching staff.
 - (n) Understanding the importance of using qualified medical advice regarding the condition of participants who are injured.
 - (o) Maintaining cooperative relationships with school administration.
 - (p) Recognizing hazardous situations.
 - (q) Applying productive instructional methods in the particular sport.
 - (r) Understanding the significance of the coach as an influence on the behavior of youth.
 - (s) Fitting of athletic equipment proficiently.
 - (t) Knowing what constitutes negligence.
 - (u) Understanding group and individual discipline procedures.
 - (v) Proficiency in administering first aid in case of injury.
 - (w) Maintaining emotional stability under the unusual pressures and tensions connected with athletics.
 - (x) Employing instructional procedures which minimize possibilities of injury.
 - (y) Knowing the causes and prescribed treatments for common athletic injuries.
- (2) Essential competencies selected by a majority of principals only.
- (a) Maintaining appropriate levels of personal

appearance, manner, speech, and social ease.

- (b) Establishing acceptable school and departmental policies for athletics.
 - (c) Understanding the methods of developing high levels of specific conditioning needed by athletic squad members.
 - (d) Conducting interscholastic athletic programs, consistent with educational principles.
 - (e) Understanding the relationship of interscholastic athletics to education.
 - (f) Attaining skill in instructional areas other than athletic coaching.
 - (g) Accepting and fulfilling the role available to athletic coaches of serving as a model for student behavior.
 - (h) Understanding the physiological limitations of the body in athletic performance.
 - (i) Knowing the principles of normal growth and development.
 - (j) Participating in faculty meetings.
- (3) Essential competencies selected by a majority of coaches only.
- (a) Maintaining players' interest in the sport being coached.
 - (b) Devising ways of making athletics enjoyable to the participant.
 - (c) Understanding thoroughly the knowledge contained in the sport being coached.

Recommendations

The following recommendations suggest procedures whereby information obtained from this study might be utilized in designing a professional preparation curriculum for students expressing the desire to become high school athletic coaches. The suggested plan would capitalize on the experiences and data gained through this study and would entail three levels of action by groups involved with coaching preparation in the state of Oregon.

Level I would focus on university and in-service preparation of athletic coaches. Level II would involve local school districts in the process for selection and evaluation of coaches. Level III would involve the State Department of Education in developing certification standards for coaches.

Level I: The relationship of interschool athletics to physical education must be considered when developing coaching preparation. Students engaged in athletics and students enrolled in physical education classes are both concerned with activities involving general qualities such as strength, endurance, skill and sportsmanship. However, there are differences that exist between the two programs. Fulfilling the leadership roles in athletic coaching requires specific preparation related to the differing circumstances

found in athletic competition. With this in mind, and based upon the conclusions derived from the findings of this study, the following recommendations appear to be warranted:

- (1) University physical education departments should develop courses of study designed to meet the needs of students who want to become coaches but who are not interested in teaching physical education. Such courses of study should be designed to prepare athletic coaches, not physical education teachers.
- (2) In planning courses of study, university physical education departments should become more aware of the competencies considered essential by practicing secondary school coaches and principals and should design curriculum offerings accordingly.
- (3) University physical education departments should encourage future coaches, not majoring in physical education, to combine their teaching major with an athletic coaching minor or equivalent.
- (4) Future coaches should be advised to become prepared to coach at least two sports. It was found that athletic coaches in Oregon usually were assigned

coaching duties in two or more sports per year.

- (5) The essential competencies derived from the results of this study should become the competencies to be developed by the athletic coaching preparation program.
- (6) The study indicates that both coaches and principals agree that two important goals representing success in coaching are; (a) developing sportsmanship, and (b) helping players to face life in the future. The preparation program has a clear obligation in these areas to assist prospective coaches in becoming effective in developing these qualities among the students who are members of athletic teams.

Level II: A check list of competencies identified through this study as essential to successful performance in coaching might be utilized by local school districts as a basis for developing procedures for selecting and evaluating coaches. The check list may be used as a guide in determining what does the coach do, what tasks does he perform, and what does he need to know in order to perform such tasks? Outcomes to be gained for school administrators and coaches from the use of the list of competencies might include the following:

1. Becoming aware of the essential competencies

currently needed by coaches.

2. Understanding those knowledges and skills which are required for particular coaching positions.
3. Selecting pertinent competencies to be used for evaluation of coaching success and for determination of items for improvement.

Level III: A substantial need exists for qualified leadership in conducting athletic programs in the state of Oregon. Highly qualified coaches are required so that students achieve the possible educational potential from athletic competition. Establishing norms for athletic coaching certification may help fulfill this need, but before norms can be proposed the needed competencies must be known. With the essential competencies determined by this study to serve as guide-lines, two methods are recommended whereby coaches of athletic teams can be prepared for coaching assignments:

1. Completion of a physical education major and additional work in athletic coaching. This procedure might be the most desirable route, but it is impractical to expect that, with the large number of athletic coaches needed for present-day athletic programs, all coaches will be certified physical education teachers.
2. Completion of the athletic coaching minor or equivalent provides a means whereby teachers prepared in other academic areas and who are interested in coaching, will receive the minimum preparation which all coaches would be expected to attain to enable them to complete the coaching assignment successfully.

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APPENDICES

APPENDIX A

Jury of Experts in the Field of Athletics
National Leaders

1. Mr. William Russell, Commissioner
California Interscholastic Federation
470 S. Patterson Ave.
Santa Barbara, California 93105
2. Mr. Ray Ball, Commissioner
Colorado High School Activities Assn.
11351 Montview Blvd.
Aurora, Colorado 80010
3. Mr. Floyd Lay, Exec.-Sec.
Florida High School Activities Assn.
Box 1173
Gainesville, Florida 32601
4. Mr. Phil N. Eskew, Commissioner
Indiana High School Athletic Assn.
812 Circle Tower
Indianapolis, Indiana 46204
5. Mr. Bernie Saggau, Exec.-Sec.
Iowa High School Athletic Assn.
PO Box 10
Boone, Iowa 50036
6. Mr. Clifford B. Fagan, Exec.-Sec.
National Federation
7 South Dearborn Street
Chicago, Illinois 60603
7. Mr. Henry Rybus, Exec.-Sec.
Washington Interscholastic Activities Assn.
910 Ave.
Seattle, Washington 98104
8. Dr. Rhea Williams, Director General
Texas University Interscholastic League
Box 8028 University Station
Austin, Texas 78712

9. Mr. Foster Bridges, Exec.-Sec.
Tennessee Secondary School Athletic Assn.
3333 Lebanon Road
Nashville, Tennessee 37214

10. Mr. John K. Archer, Sec.-Treas.
New York State Public High School Athletic Assn.
PO Box 8
Malverne, New York 11565

Jury of Secondary School Principals

1. Mr. Stanley Czech, Principal
Albany High School
Albany, Oregon
2. Mr. Lawrence Page, Principal
Lebanon High School
Lebanon, Oregon
3. Mr. Ray Hendrickson, Principal
North Eugene High School
Eugene, Oregon
4. Mr. Robert Williams, Principal
Medford High School
Medford, Oregon
5. Dr. Gaynor Petrequin, Principal
John Marshall High School
Portland, Oregon
6. Mr. Donald Brown, Principal
Bend High School
Bend, Oregon
7. Mr. Irving Miller, Principal
Kennedy High School
Mt. Angel, Oregon
8. Mr. Norman Bergstrom, Principal
Reedsport High School
Reedsport, Oregon
9. Mr. Robert Payne, Principal
Corvallis High School
Corvallis, Oregon
10. Mr. Darrell Langevin, Principal
Cottage Grove High School
Cottage Grove, Oregon

Jury of Secondary School Athletic Coordinators

1. Mr. James Johnson, Athletic Director
Klamath Falls High School
Klamath Falls, Oregon
2. Mr. Paul McCall, Coordinator
Portland Public School System
Portland, Oregon
3. Mr. Frank Sherman, Coordinator
Springfield Public School System
Springfield, Oregon
4. Mr. Vince Dulcich, Athletic Director
Astoria High School
Astoria, Oregon
5. Mr. Bruce Hoffine, Athletic Director
Marshfield High School
Coos Bay, Oregon
6. Mr. Wayne Fox, Athletic Director
North Bend High School
North Bend, Oregon
7. Mr. Andrew Knudsen, Athletic Director
St. Helens High School
St. Helens, Oregon
8. Mr. Jesse Loffer, Athletic Director
Grants Pass High School
Grants Pass, Oregon
9. Mr. William Winbigler, Coordinator
Bend High School
Bend, Oregon
10. Dr. George Sirnio, Coordinator
Salem Public School System
Salem, Oregon

APPENDIX B

SURVEY INSTRUMENT

**DIVISION OF HEALTH AND PHYSICAL EDUCATION
OREGON STATE UNIVERSITY
CORVALLIS, OREGON**

**INTERSCHOLASTIC ATHLETIC
COACHING COMPETENCIES STUDY**

The purpose of this study is to determine the competencies a teacher should possess if he is to become a successful interscholastic athletic coach.

As secondary schools add more sports and enlarge their coaching staffs, it is becoming increasingly evident that teachers will be assigned coaching duties who have little or no professional preparation for athletic coaching. With your help in answering this questionnaire, the preparation essential for athletic coaches can be determined. This information will become the basis for developing a college or university curriculum for the professional preparation of high school coaches.

This questionnaire will consist of three parts. Part I Personal Data, Part II Success in Coaching, and Part III Competencies and Problems. For each of the competencies listed, rate the item as either essential, important, useful, or not needed according to the importance placed on that item in relation to success in high school coaching. Under comments, list what you consider to be the major problems encountered in each category.

By giving a few minutes of your time to completing the questionnaire, you will contribute needed information for improvement in athletic coaching preparation. Please return the completed questionnaire at your earliest convenience, in the self-addressed envelope which requires no postage.

PART I. PERSONAL DATA

1. Classification of school in which employed.
 1. AAA
 2. AA
 3. A
2. Age

1. <input type="checkbox"/> 21-25	4. <input type="checkbox"/> 36-40	7. <input type="checkbox"/> 51-55
2. <input type="checkbox"/> 26-30	5. <input type="checkbox"/> 41-45	8. <input type="checkbox"/> 56-60
3. <input type="checkbox"/> 31-35	6. <input type="checkbox"/> 46-50	9. <input type="checkbox"/> 61-65
3. Location of college graduated from.
 1. In the state of Oregon.
 2. Out of the state of Oregon.
4. Did you participate on the varsity squad in the sport you are now coaching while in college.
 1. Yes
 2. No
5. Have you participated in professional athletics, either as a player or coach.
 1. Yes
 2. No
6. College Major—put a 1 in box. College minor—put a 2 in box.

1. <input type="checkbox"/> Physical Education	8. <input type="checkbox"/> Business
2. <input type="checkbox"/> Health	9. <input type="checkbox"/> Language
3. <input type="checkbox"/> Mathematics	10. <input type="checkbox"/> Art
4. <input type="checkbox"/> Social Science	11. <input type="checkbox"/> Psychology
5. <input type="checkbox"/> Industrial Arts	12. <input type="checkbox"/> Music
6. <input type="checkbox"/> Science	13. <input type="checkbox"/> Special Education
7. <input type="checkbox"/> English	14. <input type="checkbox"/> Counseling
7. Highest Degree Held
 1. Baccalaureate
 2. Masters
 3. Doctorate
8. Present teaching assignment

1. <input type="checkbox"/> Administration	10. <input type="checkbox"/> English
2. <input type="checkbox"/> Athletic Director	11. <input type="checkbox"/> Business
3. <input type="checkbox"/> Physical Education	12. <input type="checkbox"/> Language
4. <input type="checkbox"/> Health	13. <input type="checkbox"/> Art
5. <input type="checkbox"/> Driver Education	14. <input type="checkbox"/> Psychology
6. <input type="checkbox"/> Mathematics	15. <input type="checkbox"/> Music
7. <input type="checkbox"/> Social Science	16. <input type="checkbox"/> Special Education
8. <input type="checkbox"/> Industrial Arts	17. <input type="checkbox"/> Counseling
9. <input type="checkbox"/> Science	18. <input type="checkbox"/> Other

Specify

9. Present coaching assignment

- | Head Assignment | Assistant Assignment |
|--|--|
| 1. <input type="checkbox"/> Baseball | 1. <input type="checkbox"/> Baseball |
| 2. <input type="checkbox"/> Basketball | 2. <input type="checkbox"/> Basketball |
| 3. <input type="checkbox"/> Football | 3. <input type="checkbox"/> Football |
| 4. <input type="checkbox"/> Golf | 4. <input type="checkbox"/> Golf |
| 5. <input type="checkbox"/> Gymnastics | 5. <input type="checkbox"/> Gymnastics |
| 6. <input type="checkbox"/> Skiing | 6. <input type="checkbox"/> Skiing |
| 7. <input type="checkbox"/> Swimming | 7. <input type="checkbox"/> Swimming |
| 8. <input type="checkbox"/> Tennis | 8. <input type="checkbox"/> Tennis |
| 9. <input type="checkbox"/> Track | 9. <input type="checkbox"/> Track |
| 10. <input type="checkbox"/> Wrestling | 10. <input type="checkbox"/> Wrestling |
| 11. <input type="checkbox"/> Cross Country | 11. <input type="checkbox"/> Cross Country |
| 12. <input type="checkbox"/> Other | 12. <input type="checkbox"/> Other |
| Specify | Specify |

10. Total number of years in coaching.

- | | |
|-----------------------------------|---|
| 1. <input type="checkbox"/> 0-5 | 6. <input type="checkbox"/> 26-30 |
| 2. <input type="checkbox"/> 6-10 | 7. <input type="checkbox"/> 31-35 |
| 3. <input type="checkbox"/> 11-15 | 8. <input type="checkbox"/> 36-40 |
| 4. <input type="checkbox"/> 16-20 | 9. <input type="checkbox"/> 41 and over |
| 5. <input type="checkbox"/> 21-25 | |

PART II. SUCCESS IN COACHING

WHAT IN YOUR JUDGMENT REALISTICALLY REPRESENTS SUCCESS IN HIGH SCHOOL COACHING. RATE EACH OF THE FOLLOWING ITEMS AS EITHER MOST IMPORTANT, USUALLY IMPORTANT, SOME IMPORTANCE, SELDOM IMPORTANT, OR NOT IMPORTANT.

- | | Most Important | Usually Important | Some Importance | Seldom Important | Not Important |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Number of games won. | <input type="checkbox"/> |
| 2. Coaches prestige within the community. | <input type="checkbox"/> |
| 3. Community interest and support. | <input type="checkbox"/> |
| 4. Community recognition throughout the state. | <input type="checkbox"/> |
| 5. School financial gain. | <input type="checkbox"/> |
| 6. Game attendance. | <input type="checkbox"/> |
| 7. Coaches popularity within the school. | <input type="checkbox"/> |
| 8. Proper utilization of material. | <input type="checkbox"/> |
| 9. Helping players to face life in the future. | <input type="checkbox"/> |

- | | Most Important | Usually Important | Some Importance | Seldom Important | Not Important |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Coaches raise in pay. | <input type="checkbox"/> |
| 11. Developing and maintaining school athletic pride and tradition. | <input type="checkbox"/> |
| 12. Number of former players participating on college teams. | <input type="checkbox"/> |
| 13. Group pride and spirit. | <input type="checkbox"/> |
| 14. Displaying good team sportsmanship. | <input type="checkbox"/> |
| 15. Coaches promotion. | <input type="checkbox"/> |
| 16. Physical development of participants. | <input type="checkbox"/> |
| 17. Competing equally with the majority of teams in the league. | <input type="checkbox"/> |
| 18. Providing positive educational experiences for the participant. | <input type="checkbox"/> |

PART III. COMPETENCIES AND PROBLEMS

RATE THE REMAINING QUESTIONS AS EITHER ESSENTIAL, IMPORTANT, USEFUL, OR NOT NEEDED AS TO HOW IMPORTANT YOU FEEL EACH IS TO SUCCESS IN HIGH SCHOOL COACHING.

1. HEALTH AND SAFETY

The next fifteen questions are concerned with health and safety in athletics. Promoting and maintaining the optimum physical and mental well being of the individual and providing a hazardous free athletic environment. The competent high school coach demonstrates ability in the area of health and safety by:

- | | Essential | Important | Useful | Not Needed |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Knowing first aid and safety practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Knowing the principles for the care and prevention of injuries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Understanding the relationship of the coach to the school or team physician. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Knowing what constitutes negligence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Applying the educational values of the health examination. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Proficiency in administering first aid in case of injury. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Understanding the relationship of interscholastic athletics to the total school community health program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Recognizing hazardous situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Understanding the opportunities for the coach to promote health instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Understanding legal liability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Understanding the need for accident care and reporting procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Fitting of athletic equipment proficiently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Recognizing the importance of sending information home regarding procedures established for the health and safety of athletes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Knowing procedures to follow when buildings or grounds are in hazardous condition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Understanding the importance of using qualified medical advice regarding the condition of participants who are injured. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

2. PHYSIOLOGICAL FOUNDATIONS

Questions sixteen through twenty-seven deal with the structure and functioning of the human body and its relationship to athletic ability.

The competent high school coach demonstrates ability in this area by:

- | | Essential | Important | Useful | Not Needed |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Knowing the principles of normal growth and development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Understanding the methods of developing high levels of special conditioning needed by athletic squad members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Knowing nutrition, with special emphasis pertaining to athletics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Understanding the relationship of fatigue to performance levels in athletics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Understanding the structure of the human body. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Knowing how the human body functions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Becoming proficient in mechanical analysis of sport skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Understanding the physiological limitations of the body in athletic performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Understanding the physiological variations of athletic performance caused by body build or body type. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Recognizing individual physiological variations from normal growth and development patterns and their effect on athletic performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Understanding the relationships of food and drug fads and fallacies to physical performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Knowing the causes and prescribed treatments for common athletic injuries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

3. SOCIAL AND PSYCHOLOGICAL FOUNDATIONS

The following eighteen questions are concerned with the role of emotions and group interaction in athletics, and their influence on individual and team performance.

The competent high school coach demonstrates ability in this category by:

- | | Essential | Important | Useful | Not Needed |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 28. Understanding the psychological principles of motivation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Understanding the nature of the learning process in relation to attaining higher athletic skill levels. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Understanding the psychological significance of individual differences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Understanding the effect of emotions in group interaction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Knowing the significance of cultural patterns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Understanding the relationship of ethnic groups to athletics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Recognizing discrimination in the treatment of players. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Knowing the effects of peer group influence on performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Understanding group and individual discipline procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Understanding how rules in group structures are established. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Understanding the emotional pressures and tensions placed upon team members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Knowing ego adjustment mechanisms. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Identifying causes of deviant behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Understanding the significance of the coach as an influence on the behavior of youth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | Essential | Important | Useful | Not Needed |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 42. Understanding the possible social values to students which may be developed from the sport participation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Knowing the moral values which the participant may develop from the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. Knowing the spiritual values which the participant may develop from the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. Visiting homes and parents of individual members of the athletic squad. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

4. ATHLETIC COACHING ABILITIES

Questions forty-six through sixty-four pertain to the techniques, strategies, knowledges, and procedures employed in athletic coaching.

The competent high school coach demonstrates these abilities by:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 46. Applying productive instructional methods in the particular sport. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. Establishing and maintaining positive team discipline. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Employing instructional procedures which minimize possibilities of injury. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Applying democratic principles to team management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. Understanding the rules and regulations of the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. Knowing officiating techniques. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. Knowing the fundamentals of the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Understanding the different strategies of the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Understanding thoroughly the knowledge contained in the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. Understanding the use and value of video-tape as a coaching aid. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Understanding the use and value of motion pictures in coaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. Understanding the use and value of loop films as a coaching aid. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. Establishing and enforcing training rules. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. Providing opportunities for off-season practice for players. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Maintaining player's interest in the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Developing and maintaining positive attitudes of sportsmanship among team members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. Devising ways of making athletics enjoyable to the participant. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. Attending rules clinics and workshops presented by the state athletic association. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

5. SCHOOL AND COMMUNITY RELATIONSHIPS

The next eighteen questions involve public relations in athletics. The role of the coach and his relationship with people in the community, faculty members, students and other members of the coaching staff.

In the area of school and community relationships, an athletic coach demonstrates his competency by:

- | | Essential | Important | Useful | Not Needed |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 65. Understanding the relationship of interscholastic athletics to education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. Establishing acceptable school and departmental policies for athletics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. Participating in faculty meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. Conducting interscholastic athletic programs consistent with educational principles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. Maintaining cooperative relationships with other members of the coaching staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. Maintaining cooperative relationships with school administration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. Adhering to high standards of professional ethics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. Maintaining sound public relations practices and procedures with communication media. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. Establishing cooperative relationships with people in the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. Maintaining membership in representative professional organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. Becoming proficient in assigning responsibility and authority to persons required for effective program operation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 76. Developing a clear understanding of the role of interscholastic athletics for the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. Keeping faculty members informed of developments in the athletic program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 78. Developing an understanding of the different roles for players, student body, faculty, parents, and the public in the athletic program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. Interpreting the purposes of the athletic program so that expectations of the different groups involved is consistent with educational purposes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. Understanding the implications of the multiple use of athletic facilities by community groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. Knowing the relationship of elementary and junior high school athletic programs to the senior high school program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 82. Understanding the type of interscholastic athletic program which the community desires. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

6. PERSONAL QUALITIES

Questions eighty-three through ninety-nine deal with personal traits, skills, abilities, and appreciations which are desirable in an athletic coach.

The competent high school coach demonstrates these traits by:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 83. Maintaining appropriate levels of personal appearance, manner, speech and social ease. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 84. Understanding the importance of professional growth to athletic coaching success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 85. Attaining skill in instructional areas other than athletic coaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | Essential | Important | Useful | Not Needed |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 86. Attaining personal athletic ability in the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 87. Participating as a varsity athletic team member while in college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 88. Participating actively in community affairs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 89. Developing the ability to write skillfully. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 90. Displaying sincere enthusiasm for the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 91. Possessing the ability to communicate effectively with students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 92. Acquiring the ability to communicate with students from minority groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 93. Appreciating sports other than those being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 94. Accepting and fulfilling the role available to athletic coaches of serving as a model for student behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 95. Maintaining emotional stability under the unusual pressures and tensions connected with athletics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 96. Demonstrating high levels of personal skill in the sport being coached. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 97. Attaining effective ability in public speaking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 98. Displaying high personal levels of ethics and honesty in conducting athletic programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 99. Showing a sincere personal interest in the individual and what the sport can do for him rather than what the individual can do for the sport. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

7. ADMINISTRATIVE PROCEDURES

The final twenty-one questions relate to athletic procedures and practices of finance; budgeting; care of facilities, equipment and supplies; game supervision and coaches responsibility for local, state, and national rules and regulations.

The competent high school coach demonstrates ability in this area by:

- | | Essential | Important | Useful | Not Needed |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 100. Knowing effective procedures for purchasing athletic equipment and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 101. Understanding best procedures for the care and storage of athletic equipment and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 102. Maintaining accurate records of equipment and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 103. Becoming proficient in preparing realistic budgets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 104. Knowing procedures for the best care and maintenance of facilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 105. Establishing an efficient plan for shower-locker area supervision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 106. Maintaining suitable safety conditions and regulations for all areas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 107. Knowing all advantages and disadvantages of different fund raising methods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 108. Understanding and being responsible for local, state, and national sport rules and regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 109. Following suitable practices in arranging and conducting athletic contests, i.e., contracts, guarantees, officials, travel and the like. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 110. Arranging for proper game supervision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 111. Understanding the effective methods of spectator control. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 112. Understanding the necessity of limiting the length of sport seasons and practice sessions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 113. Understanding the importance of regulating the number and frequency of athletic contests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 114. Establishing and maintaining functional eligibility rules for team members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 115. Establishing and maintaining efficient training room procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 116. Maintaining appropriate insurance and medical practices for athletes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 117. Assuring effective procedures for medical care for team members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 118. Understanding coverage provided by athletic insurance plans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 119. Understanding of and background preparation in the planning of athletic facilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 120. Understanding the need for providing first aid equipment and trained medical personnel at all athletic contests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

APPENDIX C

Letter to Secondary School Principals

Dear Principal:

The enclosed questionnaire is a part of a survey being conducted concerning the professional preparation and competencies of inter-scholastic athletic coaches in the state of Oregon. The information being sought is intended to help provide a sound basis for curriculum development and for advising students who are interested in coaching careers.

Selected secondary school principals and coaches of a wide range of sports are being contacted. We are interested only in individual responses. No comparisons will be made between participating schools, nor will respondents be identified by name or school in any publication of results that might ensue.

We hope that you will help by taking a few minutes to complete the enclosed questionnaire and return it at your earliest convenience.

Be assured that we will be grateful to you for taking the time to contribute to this work.

Sincerely yours,

Redacted for Privacy

Ward Paldanius
Graduate Assistant
Oregon State University

APPROVED: 
Redacted for Privacy
Robert W. Bergstrom
Professor of Physical Education
Oregon State University

APPENDIX D

Letter to Secondary School Coaches

Dear Coach:

A rather extensive survey of athletic coaches and high school principals is being conducted in the state of Oregon, which should provide information useful in developing a practical course of study for the preparation of secondary school coaches. As a high school coach, your informed responses to the various items on the questionnaire are being sought.

Your principal has already been contacted. The other coaches in your school will also receive questionnaires. We are interested only in individual responses. No comparisons will be made between participating schools, nor will respondents be identified by name or school in any publication of results that might ensue.

We will be most grateful to you if you will take a few minutes to complete and return the enclosed questionnaire. Your response is vital and will be truly helpful in the guidance and preparation of future coaches.

Thank you for your time and consideration.

Sincerely yours,

Redacted for Privacy

Ward Paidanius
Graduate Assistant
Oregon State University

APPROVED: 

Redacted for Privacy

Robert W. Bergstrom
Professor of Physical Education
Oregon State University

APPENDIX E

Tables Displaying Coache's Agreement Towards
Competency Categories

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 1. Health and Safety.

Health and safety competencies.	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
1. Knowing first aid and safety practices.	3.72	3.75	3.92	3.76	3.00	.400	.437
2. Knowing the principles for the care and prevention of injuries.	3.69	3.73	3.80	3.72	0.92	.096	-0.161
3. Understanding the relationship of the coach to the school or team physician.	3.17	3.22	3.17	3.18	0.15	-0.337	-0.155
4. Knowing what constitutes negligence.	3.54	3.48	3.64	3.54	0.83	-0.064	.278
5. Applying the educational values of the health examination.	2.75	3.03	3.15	2.88	5.67	.349	-0.163
6. Proficiency in administering first aid in case of injury.	3.54	3.48	3.56	3.53	0.34	-0.425	.263
7. Understanding the relationship of interscholastic athletics to the total school community health program.	2.69	2.90	3.11	2.81	5.99	.345	-0.037
8. Recognizing hazardous situations.	3.57	3.74	3.64	3.63	2.74	.221	-0.597
9. Understanding the opportunities for the coach to promote health instruction.	2.64	2.77	2.98	2.72	4.45	.176	.215
10. Understanding legal liability.	3.35	3.31	3.52	3.36	1.46	.127	.273
11. Understanding the need for accident care and reporting procedures.	3.36	3.41	3.35	3.37	0.25	-0.394	-0.234
12. Fitting of athletic equipment proficiently.	3.52	3.59	3.58	3.55	0.40	.017	.000
13. Recognizing the importance of sending information home regarding procedures established for the health and safety of athletes.	2.93	3.08	3.15	3.00	2.04	-0.037	-0.060
14. Knowing procedures to follow when buildings or grounds are in hazardous condition.	3.14	3.27	3.35	3.20	2.02	.185	.005

Continued.

	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
Health and safety competencies							
15. Understanding the importance of using qualified medical advice regarding the condition of participants who are injured.	3.63	3.65	3.72	3.65	0.52	.039	.214

F-test of discrimination

Lambda = .887

D. F. A. = 30.

D. F. W. = 696.

F-ratio = 1.43

Chi-square tests of roots of A/w.

No. 1 Chi-square = 28.68 D. F. = 16

No. 2 Chi-square = 13.98 D. F. = 14

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 2. Physiological Foundations.

Physiological foundation competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
1. Knowing the principles of normal growth and development.	3.06	3.07	3.27	3.09	1.76	.200	.241
2. Understanding the methods of developing high levels of special conditioning needed by athletic squad members.	3.43	3.36	3.27	3.39	1.21	-0.534	.306
3. Knowing nutrition, with special emphasis pertaining to athletics.	2.75	2.89	2.84	2.80	1.57	.013	-0.489
4. Understanding the relationship of fatigue to performance levels in athletics.	3.34	3.34	3.39	3.35	0.11	-0.081	.081
5. Understanding the structure of the human body.	2.83	2.93	3.05	2.89	2.33	-0.206	-0.475
6. Knowing how the human body functions.	2.85	2.91	3.15	2.91	3.36	.442	.290
7. Becoming proficient in mechanical analysis of sport skills.	3.09	3.17	3.07	3.11	0.43	-0.375	-0.200
8. Understanding the physiological limitations of the body in athletic performance.	3.21	3.17	3.43	3.23	2.34	.287	.411
9. Understanding the physiological variations of athletic performance caused by body build or body type.	2.86	2.93	3.07	2.91	1.55	-0.103	.011
10. Recognizing individual physiological variations from normal growth and development patterns and their effect on athletic performance.	2.81	2.94	3.07	2.88	2.79	.241	-0.256
11. Understanding the relationships of food and drug fads and fallacies to physical performance.	3.01	3.09	3.31	3.07	3.28	.366	.071
12. Knowing the causes and prescribed treatments for common athletic injuries.	3.48	3.51	3.56	3.50	0.31	.039	-0.100

F-test of discrimination - Lambda = .916 - D.F.A. = 24. - D.F.M. = 702. - F-Ratio = 1.32

Chi-square tests of roots of A/w: No. 1 Chi-square = 19.95 D.F. = 13; Root No. 2 Chi-square = 11.60 D.F. = 11

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 3. Social and Psychological Foundations.

Social and psychological foundation competencies	Mean item responses by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
1. Understanding the psychological principles of motivation.	3.37	3.34	3.45	3.38	0.39	.067	.247
2. Understanding the nature of the learning process in relation to attaining higher athletic skill levels.	3.15	3.20	3.33	3.19	1.26	.022	-0.286
3. Understanding the psychological significance of individual differences.	3.19	3.27	3.31	3.23	0.68	-0.177	.023
4. Understanding the effect of emotions in group interaction.	3.22	3.26	3.43	3.26	1.71	.085	-0.271
5. Knowing the significance of cultural patterns.	2.54	2.57	2.64	2.56	0.35	-0.205	.211
6. Understanding the relationship of ethnic groups to athletics.	2.60	2.57	2.82	2.62	1.70	.400	-0.036
7. Recognizing discrimination in the treatment of players.	3.20	3.18	3.35	3.22	0.84	-0.060	-0.107
8. Knowing the effects of peer group influence on performance.	3.19	3.15	3.37	3.21	1.84	.294	.035
9. Understanding group and individual discipline procedures.	3.51	3.58	3.49	3.53	0.48	-0.401	.256
10. Understanding how rules in group structures are established.	2.98	3.05	3.11	3.02	0.68	.029	-0.089
11. Understanding the emotional pressures and tensions placed on team members.	3.36	3.30	3.41	3.35	0.45	.192	.578
12. Knowing ego adjustment mechanisms.	2.87	3.03	3.07	2.94	2.29	-0.192	-0.494
13. Identifying causes of deviant behavior.	2.91	2.98	3.11	2.96	1.52	-0.051	-0.099
14. Understanding the significance of the coach as an influence on the behavior of youth.	3.55	3.52	3.70	3.56	1.67	.255	-0.065

Continued.

Social and psychological foundation competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
15. Understanding the possible social values to students which may be developed from the sport participation.	3.08	3.07	3.27	3.10	1.57	.138	.082
16. Knowing the moral values which the participant may develop from the sport being coached.	3.17	3.25	3.35	3.21	1.41	-0.409	-0.215
17. Knowing the spiritual values which the participant may develop from the sport being coached.	2.81	2.78	3.11	2.84	3.00	.354	-0.024
18. Visiting homes and parents of individual members of the athletic squad.	2.13	2.25	2.15	2.16	0.69	-0.215	-0.051

F-test of discrimination

Lambda = .905

D. F. A. = 36.

D. F. W. = 690.

F-ratio = 0.97

Chi-square tests of roots A/w.

No. 1 Chi-square = 21.92

No. 2 Chi-square = 13.32

D. F. = 19

D. F. = 17

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 4. Athletic Coaching Abilities.

Athletic coaching ability competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
1. Applying productive instructional methods in the particular sport.	3.57	3.61	3.52	3.57	0.32	-0.047	.018
2. Establishing and maintaining positive team discipline.	3.71	3.81	3.74	3.74	1.35	.162	.227
3. Employing instructional procedures which minimize possibilities of injury.	3.50	3.51	3.60	3.51	0.67	.044	-0.369
4. Applying democratic principles to team management.	2.63	2.74	2.72	2.67	0.53	-0.023	.008
5. Understanding the rules and regulations of the sport being coached.	3.70	3.75	3.64	3.70	0.79	-0.257	.303
6. Knowing officiating techniques.	3.15	3.28	3.25	3.20	1.21	.247	.022
7. Knowing the fundamentals of the sport being coached.	3.93	3.90	3.94	3.92	0.23	.002	-0.496
8. Understanding the different strategies of the sport being coached.	3.72	3.70	3.54	3.69	2.51	-0.434	.178
9. Understanding thoroughly the knowledge contained in the sport being coached.	3.52	3.60	3.33	3.51	2.81	-0.096	.371
10. Understanding the use and value of video-tape as a coaching aid.	2.41	2.63	2.49	2.48	2.47	.379	.330
11. Understanding the use and value of motion pictures in coaching.	2.79	2.78	2.68	2.77	0.44	-0.329	-0.058
12. Understanding the use and value of loop films as a coaching aid.	2.37	2.39	2.43	2.38	0.14	.020	-0.242
13. Establishing and enforcing training rules.	3.39	3.55	3.56	3.46	2.22	.375	-0.109
14. Providing opportunity for off-season practice for players.	2.81	2.76	2.64	2.78	0.99	-0.230	-0.045
15. Maintaining players interest in the sport being coached.	3.58	3.64	3.52	3.59	0.51	-0.240	.092

Continued.

Athletic coaching ability competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
16. Developing and maintaining positive attitudes of sportsmanship among team members.	3.64	3.76	3.70	3.68	1.95	.359	.309
17. Devising ways of making athletics enjoyable to the participant.	3.50	3.57	3.50	3.52	0.32	.054	-0.038
18. Attending rules clinics and workshops presented by the State Athletic Association.	3.00	3.08	3.09	3.03	0.48	.081	-0.102

F-test of discrimination

Lambda = .886

D.F.A. = 36.

D.F.W. = 690.

F-ratio = 1.19

Chi-square tests of roots of A:w.

No. 1 Chi-square = 26.57 D.F. = 19

No. 2 Chi-square = 16.31 D.F. = 17

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 5. School and Community Relationships.

School and community relationship competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
1. Understanding the relationship of interscholastic athletics to education.	3.29	3.48	3.47	3.37	3.45	.318	.032
2. Establishing acceptable school and departmental policies for athletics.	3.42	3.54	3.45	3.45	1.25	-0.105	-0.167
3. Participating in faculty meetings.	2.83	3.18	3.25	2.98	7.98	.507	.167
4. Conducting interscholastic athletic programs consistent with educational principles.	3.32	3.51	3.41	3.38	2.33	.002	-0.271
5. Maintaining cooperative relationships with other members of the coaching staff.	3.67	3.68	3.60	3.66	0.37	-0.395	-0.271
6. Maintaining cooperative relationships with school administration.	3.65	3.60	3.62	3.63	0.39	-0.174	.497
7. Adhering to high standards of professional ethics.	3.72	3.74	3.74	3.73	0.07	-0.053	.000
8. Maintaining sound public relations practices and procedures with communication media.	3.11	3.28	3.09	3.15	2.17	.232	-0.429
9. Establishing cooperative relationships with people in the community.	3.09	3.21	3.13	3.13	0.92	-0.129	.057
10. Maintaining membership in representative professional organizations.	2.60	2.61	2.62	2.61	0.01	-0.316	.147
11. Becoming proficient in assigning responsibility and authority to persons required for effective program operation.	3.24	3.31	3.39	3.28	1.16	.170	.195
12. Developing a clear understanding of the role of interscholastic athletics for the community.	3.04	3.11	3.13	3.07	0.58	-0.134	.329
13. Keeping faculty members informed of developments in the athletic program.	2.68	2.86	2.70	2.73	1.96	.127	-0.195

Continued.

School and community relationship competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
14. Developing an understanding of the different roles for players, student body, faculty, parents, and the public in the athletic program.	2.88	3.04	2.90	2.92	1.75	-0.195	-0.294
15. Interpreting the purposes of the athletic program so that expectations of the different groups involved is consistent with educational purposes.	2.95	3.13	3.09	3.02	2.25	.119	.027
16. Understanding the implications of the multiple use of athletic facilities by community groups.	2.73	2.97	2.96	2.83	4.08	.321	.138
17. Knowing the relationship of elementary and junior high school athletic programs to the senior high school program.	3.39	3.48	3.39	3.41	0.81	.033	-0.080
18. Understanding the type of interscholastic athletic program which the community desires.	3.18	3.20	3.05	3.17	0.76	-0.223	-0.201

F-test of discrimination

Lambda = .877

D. F. A. = 36.

D. F. W. = 690.

F-ratio = 1.29

Chi-square tests of roots of A. w.

No. 1 Chi-square = 33.81 D. F. = 19

No. 2 Chi-square = 12.52 D. F. = 17

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 6. Personal Qualities.

Personal quality competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
1. Maintaining appropriate levels of personal appearance, manner, speech and social ease.	3.49	3.48	3.47	3.48	0.02	-0.249	-0.099
2. Understanding the importance of professional growth to athletic coaching success.	3.17	3.21	3.17	3.18	0.08	-0.115	.031
3. Attaining skill in instructional areas other than athletic coaching.	3.25	3.54	3.50	3.36	7.52	.548	.101
4. Attaining personal athletic ability in the sport being coached.	2.39	2.43	2.15	2.37	2.12	-0.100	.493
5. Participating as a varsity athletic team member while in college.	2.17	2.02	1.90	2.09	3.05	-0.413	-0.080
6. Participating actively in community affairs.	2.36	2.58	2.49	2.43	2.82	.250	.093
7. Developing the ability to write skillfully.	2.22	2.41	2.49	2.31	3.54	.292	-0.373
8. Displaying sincere enthusiasm for the sport being coached.	3.87	3.83	3.90	3.87	0.69	-0.205	-0.352
9. Possessing the ability to communicate effectively with students.	3.74	3.72	3.78	3.74	0.24	-0.223	-0.415
10. Acquiring the ability to communicate with students from minority groups.	3.17	3.26	3.21	3.20	0.40	.028	.103
11. Appreciating sports other than those being coached.	3.12	3.24	3.15	3.16	0.96	.086	.225
12. Accepting and fulfilling the role available to athletic coaches of serving as a model for student behavior.	3.32	3.39	3.37	3.35	0.43	.085	.145
13. Maintaining emotional stability under the unusual pressures and tensions connected with athletics.	3.53	3.50	3.56	3.52	0.22	-0.269	-0.255
14. Demonstrating high levels of personal skill in the sport being coached.	2.42	2.51	2.41	2.44	0.36	.172	-0.114

Continued.

Personal quality competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
15. Attaining effective ability in public speaking.	2.72	2.83	2.70	2.75	0.83	-0.144	.299
16. Displaying high personal levels of ethics and honesty in conducting athletic programs.	3.69	3.74	3.78	3.72	0.72	.224	.021
17. Showing a sincere personal interest in the individual and what the sport can do for him rather than what the individual can do for the sport.	3.69	3.71	3.76	3.70	0.35	.112	-0.178

F-test of discrimination

Lambda = .879

D. F. A. = 34.

D. F. W. = 692.

F-ratio = 1.36

Chi-square tests of roots of A w.

No. 1 Chi-square = 35.82 D. F. = 18

No. 2 Chi-square = 10.11 D. F. = 16

Means, univariate F tests, and discriminant weights for major discriminatory competency items in Category 7. Administrative Procedures.

Administrative procedure competencies	Mean item response by coaching groups					Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N= 51)	All groups (N=365)	F	I	II
1. Knowing effective procedures for purchasing athletic equipment and supplies.	3.05	3.23	3.19	3.12	2.36	.163	-0.113
2. Understanding best procedures for the care and storage of athletic equipment and supplies.	3.18	3.29	3.31	3.23	1.41	.020	-0.064
3. Maintaining accurate records of equipment and supplies.	3.22	3.22	3.19	3.21	0.03	-0.554	-0.000
4. Becoming proficient in preparing realistic budgets.	3.08	3.19	3.17	3.12	1.09	-0.066	-0.072
5. Knowing procedures for the best care and maintenance of facilities.	3.04	3.21	3.29	3.12	3.66	.283	-0.044
6. Establishing an efficient plan for shower-locker area supervision.	2.93	3.10	3.23	3.01	4.34	.256	.233
7. Maintaining suitable safety conditions and regulations for all areas.	3.42	3.50	3.60	3.46	1.73	-0.018	-0.013
8. Knowing all advantages and disadvantages of different fund raising methods.	2.39	2.55	2.52	2.45	1.49	.021	-0.075
9. Understanding and being responsible for local state, and national sport rules and regulations.	3.02	3.07	3.29	3.07	2.56	.073	.385
10. Following suitable practices in arranging and conducting athletic contests, i. e., contracts, guarantees, officials, travel, and the like.	2.94	3.18	3.31	3.06	6.57	.355	.003
11. Arranging for proper game supervision.	2.84	3.00	3.09	2.92	2.19	-0.050	-0.043
12. Understanding the effective methods of spectator control.	2.62	2.75	2.78	2.68	1.20	-0.115	-0.046
13. Understanding the necessity of limiting the length of sport seasons and practice sessions.	3.02	3.17	3.31	3.10	3.49	.271	.236
14. Understanding the importance of regulating the number and frequency of athletic contests.	3.03	3.14	3.21	3.08	1.77	-0.156	-0.185

Continued.

Administrative procedure competencies	Mean item response by coaching groups				F	Discriminant Weights	
	AAA (N=216)	AA (N=98)	A (N=51)	All groups (N=365)		I	II
15. Establishing and maintaining functional eligibility rules for team members.	3.22	3.38	3.35	3.28	2.04	-0.064	-0.386
16. Establishing and maintaining efficient training room procedures.	3.02	3.16	3.23	3.09	2.29	.103	.111
17. Maintaining appropriate insurance and medical practices for athletes .	3.30	3.46	3.54	3.38	3.36	.334	.082
18. Assuring effective procedures for medical care for team members.	3.44	3.53	3.50	3.47	0.63	-0.136	-0.310
19. Understanding coverage provide by athletic insurance plans .	3.12	3.10	3.13	3.11	0.03	-0.318	-0.075
20. Understanding of and background preparation in the planning of athletic facilities.	2.73	2.95	2.90	2.81	2.85	.081	-0.126
21. Understanding the need for providing first aid equipment and trained medical personnel at all athletic contests.	3.46	3.34	3.56	3.44	1.96	-0.121	.621

F-tests of discrimination

Lambda = .870

D. F. A. = 42.

D. F. W. = 684.

F-ratio = 1.17

Chi-square tests of roots of A/w.

No. 1 Chi-square = 37.51 D. F. = 22

No. 2 Chi-square = 11.52 D. F. = 20

APPENDIX F

Tables Displaying Principal's Agreement Toward
Competency Categories

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 1. Health and Safety.

Health and safety competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
1. Knowing first aid and safety practices.	3.83	3.86	3.64	3.78	1.34	-0.300	.308
2. Knowing the principles for the care and prevention of injuries.	3.83	3.80	3.52	3.72	1.05	-0.158	.165
3. Understanding the relationship of the coach to the school or team physician.	3.44	3.46	3.29	3.40	0.31	-0.277	.052
4. Knowing what constitutes negligence.	3.61	3.53	3.76	3.64	0.62	.249	-0.533
5. Applying the educational values of the health examination.	2.83	3.06	3.29	3.06	1.61	.284	.050
6. Proficiency in administering first aid in case of injury.	3.44	3.73	3.35	3.50	1.37	-0.175	.255
7. Understanding the relationship of interscholastic athletics to the total school community health program.	2.83	3.33	3.47	3.20	4.60	.278	.226
8. Recognizing hazardous situations.	3.66	3.73	3.47	3.62	0.94	-0.420	.131
9. Understanding the opportunities for the coach to promote health instruction.	2.55	2.93	3.11	2.86	2.49	.212	.123
10. Understanding legal liability.	3.33	3.40	3.47	3.40	0.15	.278	.199
11. Understanding the need for accident care and reporting procedures.	3.44	3.33	3.41	3.40	0.15	-0.206	-0.209
12. Fitting of athletic equipment proficiently.	3.77	3.66	3.47	3.64	1.55	-0.336	-0.150
13. Recognizing the importance of sending information home regarding procedures established for the health and safety of athletes.	3.00	3.33	3.23	3.18	0.95	-0.017	.422
14. Knowing procedures to follow when buildings or grounds are in hazardous condition.	3.11	3.26	3.17	3.18	0.24	-0.071	.026
15. Understanding the importance of using qualified medical advice regarding the condition of participants who are injured.	3.61	3.53	3.70	3.62	0.26	.309	-0.391

F-test of discrimination - $\lambda = .421$ - D.F.A. = 30. - D.F.W. = 65. - F-Ratio = 1.19

Chi-square tests of roots of A/w: Root No. 1 Chi-square = 24.09 D.F. = 16; Root No. 2 Chi-square = 11.36 D.F. = 14

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 2. Physiological Foundations.

Physiological foundation competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N= 15)	A (N=17)	All groups (N=50)		I	II
1. Knowing the principles of normal growth and development.	3.61	3.66	3.47	3.58	0.56	-0.015	.129
2. Understanding the methods of developing high levels of special conditioning needed by athletic squad members.	3.72	3.53	3.35	3.54	1.62	.191	.517
3. Knowing nutrition, with special emphasis pertaining to athletics.	2.94	3.00	2.82	2.92	0.35	.152	.182
4. Understanding the relationship of fatigue to performance levels in athletics.	3.38	3.46	3.47	3.44	0.09	-0.200	-0.471
5. Understanding the structure of the human body.	3.11	3.66	3.11	3.28	3.60	.442	.132
6. Knowing how the human body functions.	3.00	3.53	3.00	3.16	2.72	.173	-0.061
7. Becoming proficient in mechanical analysis of sport skills.	3.05	3.26	3.05	3.12	0.47	.184	-0.043
8. Understanding the physiological limitations of the body in athletic performance.	3.50	3.60	3.47	3.52	0.18	-0.014	.270
9. Understanding the physiological variations of athletic performance caused by body build or body type.	3.00	3.00	2.94	2.98	0.02	-0.427	-0.074
10. Recognizing individual physiological variations from normal growth and development patterns and their effect on athletic performance.	3.16	3.13	3.00	3.10	0.31	.382	.133
11. Understanding the relationships of food and drug fads and fallacies to physical performance.	2.94	3.20	3.35	3.16	1.65	.022	-0.484
12. Knowing the causes and prescribed treatments for common athletic injuries.	3.72	3.40	3.52	3.56	1.32	-0.556	.314

F-test of discrimination - Lambda = .516 - D.F.A. = 24. - D.F.W. = 72. - F-Ratio = 1.17

Chi-square tests of roots of A/w : Root No. 1 Chi-square = 17.44 D.F. = 13; Root No. 2 Chi-square = 10.65 D.F. = 11

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 3. Social and Psychological Foundations.

Social and psychological foundation competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
1. Understanding the psychological principles of motivation.	3.50	3.46	3.35	3.44	0.23	-0.076	.037
2. Understanding the nature of the learning process in relation to attaining higher athletic skill levels.	3.33	3.33	3.23	3.30	0.10	.155	.076
3. Understanding the psychological significance of individual differences.	3.44	3.13	3.35	3.32	0.56	-0.182	.158
4. Understanding the effect of emotions in group interaction.	3.44	3.20	3.17	3.28	0.84	-0.102	-0.315
5. Knowing the significance of cultural patterns.	2.38	2.60	2.23	2.40	1.00	.585	-0.318
6. Understanding the relationship of ethnic groups to athletics.	2.66	2.33	2.47	2.50	0.79	-0.392	.275
7. Recognizing discrimination in the treatment of players.	3.44	3.20	3.29	3.32	0.41	.112	.124
8. Knowing the effects of peer group influence on performance.	3.38	3.33	3.23	3.32	0.23	-0.151	.106
9. Understanding group and individual discipline procedures.	3.50	3.66	3.41	3.52	0.77	.290	-0.239
10. Understanding how rules in group structures are established.	3.16	3.26	2.82	3.08	1.61	-0.011	-0.075
11. Understanding the emotional pressures and tensions placed upon team members.	3.50	3.33	3.17	3.34	1.17	.068	-0.217
12. Knowing ego adjustment mechanisms.	2.94	2.93	2.64	2.84	0.87	-0.232	-0.145
13. Identifying causes of deviant behavior.	2.77	3.00	2.88	2.88	0.30	.236	.541
14. Understanding the significance of the coach as an influence on the behavior of youth.	3.72	3.40	3.35	3.50	1.31	-0.335	-0.332
15. Understanding the possible social values to students which may be developed from the sport participation.	3.00	2.86	2.94	2.94	0.11	.152	.161

Continued.

Social and psychological foundation competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N= 18)	AA (N= 15)	A (N= 17)	All groups (N=50)		I	II
16. Knowing the moral values which the participant may develop from the sport being coached.	2.94	3.06	3.05	3.02	0.14	-0.026	.177
17. Knowing the spiritual values which the participant may develop from the sport being coached.	2.66	2.80	2.64	2.70	0.16	.072	-0.233
18. Visiting homes and parents of individual members of the athletic squad.	2.22	2.06	2.17	2.16	0.19	-0.230	-0.128

F-test of discrimination

Lambda = .433

D. F. A. = 36.

D. F. W. = 60.

F-Ratio = 0.86

Chi-square tests of roots of A w.

Root No. 1 Chi-square = 20.25 D. F. = 19

Root No. 2 Chi-square = 12.80 D. F. = 17

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 4. Athletic Coaching Abilities.

Athletic coaching ability competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
1. Applying production instructional methods in the particular sport.	3.72	3.46	3.29	3.50	2.96	.022	-0.518
2. Establishing and maintaining positive team discipline.	3.77	3.80	3.76	3.78	0.02	-0.052	-0.248
3. Employing instructional procedures which minimize possibilities of injury.	3.66	3.66	3.64	3.66	0.00	-0.116	.177
4. Applying democratic principles to team management.	2.94	2.66	2.82	2.82	0.45	.068	-0.173
5. Understanding the rules and regulations of the sport being coached.	3.72	3.80	3.94	3.82	1.44	-0.582	.466
6. Knowing officiating techniques.	3.44	3.53	3.35	3.44	0.33	.063	.204
7. Knowing the fundamentals of the sport being coached.	3.94	3.86	3.76	3.86	0.86	.159	-0.152
8. Understanding the different strategies of the sport being coached.	3.55	3.60	3.41	3.52	0.41	.044	.014
9. Understanding thoroughly the knowledge contained in the sport being coached.	3.11	3.40	2.88	3.12	1.28	.085	.222
10. Understanding the use and value of video-tape as a coaching aid.	2.27	2.38	2.23	2.28	0.05	.024	-0.081
11. Understanding the use and value of motion pictures in coaching.	2.50	2.53	2.41	2.48	0.13	.238	.175
12. Understanding the use and value of loop films as a coaching aid.	2.38	2.06	2.52	2.34	2.14	-0.367	-0.362
13. Establishing and enforcing training rules.	3.22	3.66	3.29	3.38	3.03	.155	.099
14. Providing opportunities for off-season practice for players.	2.00	2.26	2.17	2.14	0.57	.077	.216
15. Maintaining players interest in the sport being coached.	3.16	3.46	3.52	3.38	1.50	-0.272	.181

Continued.

Athletic coaching ability competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
16. Developing and maintaining positive attitudes of sportsmanship among team members.	3.66	3.73	3.70	3.70	0.07	.443	-0.123
17. Devising ways of making athletics enjoyable to the participant.	3.33	3.33	3.52	3.40	0.51	-0.305	-0.018
18. Attending rules clinics and workshops presented by the State Athletic Association.	3.16	2.86	3.11	3.06	0.64	.122	-0.042
F-test of discrimination	Chi-square tests of roots of A. w.						
Lambda = .366	Root No. 1		Chi-square = 23.52	D. F. = 19			
D. F. A. = 36.	Root No. 2		Chi-square = 16.22	D. F. = 17			
D. F. W. = 60.							
F-Ratio = 1.09							

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 5. School and Community Relationships.

School and community relationship competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
1. Understanding the relationship of interscholastic athletics to education.	3.72	3.40	3.47	3.54	1.17	-0.129	-0.158
2. Establishing acceptable school and departmental policies for athletics.	3.61	3.66	3.35	3.54	1.61	-0.255	.287
3. Participating in faculty meetings.	3.61	3.66	3.47	3.58	0.66	-0.162	.274
4. Conducting interscholastic athletic programs consistent with educational principles.	3.61	3.66	3.58	3.62	0.08	.001	.008
5. Maintaining cooperative relationships with other members of the coaching staff.	3.88	3.73	3.70	3.78	0.96	.026	.095
6. Maintaining cooperative relationships with school administration.	3.83	3.73	3.76	3.78	0.24	.043	-0.191
7. Adhering to high standards of professional ethics.	3.77	3.73	3.76	3.76	0.04	-0.030	-0.333
8. Maintaining sound public relations practices and procedures with communication media.	3.38	3.33	3.17	3.30	0.61	.205	.160
9. Establishing cooperative relationships with people in the community.	3.50	3.26	3.11	3.30	2.01	-0.455	.174
10. Maintaining membership in representative professional organizations.	2.72	2.46	2.70	2.64	0.66	-0.230	-0.151
11. Becoming proficient in assigning responsibility and authority to persons required for effective program operation.	3.27	3.06	3.11	3.16	0.43	.073	-0.295
12. Developing a clear understanding of the role of interscholastic athletics for the community.	3.33	3.26	3.05	3.22	1.04	-0.401	.208
13. Keeping faculty members informed of developments in the athletic program.	2.66	3.06	2.82	2.84	1.77	.429	.175
14. Developing an understanding of the different roles for players, student body, faculty, parents, and the public in the athletic program.	2.88	3.33	3.11	3.10	2.56	.333	.351

Continued.

School and community relationship competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N= 15)	A (N = 17)	All groups (N=50)		I	II
15. Interpreting the purposes of the athletic program so that expectations of the different groups involved is consistent with educational purposes.	2.94	3.33	3.17	3.14	1.14	-0.023	-0.151
16. Understanding the implications of the multiple use of athletic facilities by community groups.	2.66	2.66	3.05	2.80	2.21	.322	-0.357
17. Knowing the relationship of elementary and junior high school athletic programs to the senior high school program.	3.11	3.13	3.23	3.16	0.17	.048	-0.360
18. Understanding the type of interscholastic athletic program which the community desires.	3.22	3.40	3.47	3.36	0.71	.130	.124

F-test of discrimination

Lambda = .398

D. F. A. = 36.

D. F. W. = 60.

F-Ratio = 0.97

Chi-square tests of roots of Λ/w .

Root No. 1 Chi-square = 21.15 D. F. = 19

Root No. 2 Chi-square = 15.24 D. F. = 17

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 6. Personal Qualities.

Personal quality competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
1. Maintaining appropriate levels of personal appearance, manner, speech and social ease.	3.44	3.53	3.58	3.52	0.35	-0.136	.298
2. Understanding the importance of professional growth to athletic coaching success.	3.22	3.26	3.29	3.26	0.05	-0.034	.075
3. Attaining skill in instructional areas other than athletic coaching.	3.72	3.53	3.29	3.52	2.00	.398	-0.120
4. Attaining personal athletic ability in the sport being coached.	2.38	2.40	2.47	2.42	0.06	-0.222	-0.037
5. Participating as a varsity athletic team member while in college.	2.22	1.80	1.94	2.00	1.37	.374	.245
6. Participating actively in community affairs.	2.66	2.73	2.64	2.68	0.07	-0.061	-0.075
7. Developing the ability to write skillfully.	2.61	2.53	2.64	2.60	0.12	-0.084	.082
8. Displaying sincere enthusiasm for the sport being coached.	3.83	3.66	3.76	3.76	0.60	.247	.141
9. Possessing the ability to communicate effectively with students.	3.72	3.73	3.64	3.70	0.16	-0.363	-0.503
10. Acquiring the ability to communicate with students from minority groups.	3.33	3.20	3.23	3.26	0.14	-0.060	.104
11. Appreciating sports other than those being coached.	3.44	3.26	3.00	3.24	2.35	.111	-0.239
12. Accepting and fulfilling the role available to athletic coaches of serving as a model for student behavior.	3.55	3.53	3.47	3.52	0.12	.082	.089
13. Maintaining emotional stability under the unusual pressures and tensions connected with athletics.	3.77	3.53	3.58	3.64	1.19	.487	.588

Continued.

Personal quality competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
14. Demonstrating high levels of personal skill in the sport being coached.	2.77	2.93	2.47	2.72	1.31	-0.189	-0.307
15. Attaining effective ability in public speaking.	2.83	2.80	2.64	2.76	0.42	.044	-0.045
16. Displaying high personal levels of ethics and honesty in conducting athletic programs.	4.00	3.73	3.47	3.74	3.00	.239	-0.157
17. Showing a sincere personal interest in the individual and what the sport can do for him rather than what the individual can do for the sport.	3.72	3.80	3.64	3.72	0.36	-0.266	.009

F-test of discrimination
 Lambda = .526
 D. F. A. = 34.
 D. F. W. = 62.
 F-Ratio = 0.69

Chi-square tests of roots of A. w.
 Root No. 1 Chi-square = 16.28 D. F. = 18
 Root No. 2 Chi-square = 9.41 D. F. = 16

Means, univariate F tests, and discriminant weights for major discriminating competency items in Category 7. Administrative Procedures.

Administrative procedure competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
1. Knowing effective procedures for purchasing athletic equipment and supplies.	3.22	3.33	3.35	3.30	0.22	.247	-0.044
2. Understanding best procedures for the care and storage of athletic equipment and supplies.	3.61	3.46	3.35	3.48	0.86	-0.137	-0.433
3. Maintaining accurate records of equipment and supplies.	3.55	3.26	3.23	3.36	1.54	-0.390	.457
4. Becoming proficient in preparing realistic budgets.	3.33	3.20	3.11	3.22	0.53	.005	.037
5. Knowing procedures for the best care and maintenance of facilities.	3.44	3.33	3.05	3.28	1.70	-0.082	.015
6. Establishing an efficient plan for shower-locker area supervision.	3.16	3.40	3.17	3.24	0.69	.450	-0.059
7. Maintaining suitable safety conditions and regulations for all areas.	3.61	3.53	3.29	3.48	1.25	-0.313	-0.094
8. Knowing all advantages and disadvantages of different fund raising methods.	2.00	2.40	2.29	2.22	1.17	.051	-0.128
9. Understanding and being responsible for local, state, and national sport rules and regulations.	3.00	3.13	3.05	3.06	0.12	.194	.217
10. Following suitable practices in arranging and conducting athletic contests, i. e. contracts, guarantees, officials, travel and the like.	2.77	2.86	2.94	2.86	0.16	.037	-0.008
11. Arranging for proper game supervision.	2.66	3.06	2.82	2.84	0.71	-0.120	-0.187
12. Understanding the effective methods of spectator control.	2.38	3.13	2.82	2.76	2.98	.304	-0.172
13. Understanding the necessity of limiting the length of sport seasons and practice sessions.	3.16	3.20	3.17	3.18	0.00	-0.112	-0.109
14. Understanding the importance of regulating the number and frequency of athletic contests.	3.16	3.20	3.29	3.22	0.14	.035	.218
15. Establishing and maintaining functional eligibility rules for team members.	3.33	3.46	3.23	3.34	0.44	-0.071	.038

Continued.

Administrative procedure competencies	Mean item response by principal groups				F	Discriminant Weights	
	AAA (N=18)	AA (N=15)	A (N=17)	All groups (N=50)		I	II
16. Establishing and maintaining efficient training room procedures.	3.33	3.46	3.29	3.36	0.35	.179	-0.262
17. Maintaining appropriate insurance and medical care for team members.	3.05	3.06	3.00	3.02	0.02	.165	.262
18. Assuring effective procedures for medical care for team members.	3.50	3.53	3.23	3.42	0.00	-0.327	-0.028
19. Understanding coverage provided by athletic insurance plans.	3.11	3.20	3.11	3.14	0.06	-0.129	-0.040
20. Understanding of and background preparation in the planning of athletic facilities.	2.55	2.73	2.82	2.70	0.77	.247	.346
21. Understanding the need for providing first aid equipment and trained medical personnel at all athletic contests.	3.38	3.33	3.00	3.24	2.27	-0.216	-0.369
F-test of discrimination	Chi-square tests of roots of A w.						
Lambda = .279	Root No. 1		Chi-square = 37.81	D.F. = 22			
D. F. A. = 42.	Root No. 2		Chi-square = 10.63	D.F. = 20			
D. F. W. = 54.							
F-Ratio = 1.14							