

AN ABSTRACT OF THE THESIS OF

PASCUAL PEDRO ARRITOLA for the degree of DOCTOR OF EDUCATION

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Title: COACHING PREPARATION CONSISTENT WITH RECOMMENDATIONS

FROM ACTIVE COACHES.

**Redacted for privacy**

Abstract approved: \_\_\_\_\_

This study investigated various aspects of coaching preparation at the undergraduate level to determine where coaches are being trained to enter the coaching profession as well as to determine where active coaches were trained in the competencies deemed necessary for an individual to be a success in the coaching profession. Coaching versatility for employment purposes was also surveyed.

Data for the investigation was obtained by use of a criterion instrument prepared by investigator.

Responses from the survey were categorized into two groups. One group was composed of responses from the institutions of higher education in Oregon and Washington. The second group was composed of responses of a selected group of coaches in the two states. This group was divided according to classification of schools by enrollment and also by sex of coaches.

The information obtained from the data leads to the conclusion

that there is a need for coaching preparation programs. Analysis of data indicated that only forty-four percent of the surveyed institutions offered such a program, while eighty-two percent indicated a need.

Data analysis on the four concerns under investigation lead to the following conclusions. Colleges and universities offering coaching preparation programs include Speech, Anatomy, Kinesiology, Physiology of Exercise, First Aid, Athletic Training and Conditioning, Care and Prevention of Athletic Injuries, and coaching classes in football, basketball, baseball, track and field, and volleyball.

Coaches felt that the following courses are essential in the programs for the preparation of coaches: First Aid and Safety, Athletic Training and Conditioning, Anatomy, Physiology of Exercise, Officiating of Sports, Kinesiology, Psychology of Sport with coaching classes in basketball, baseball, track and field, football and wrestling for men. Classes in the coaching area for women should include basketball, track and field, gymnastics, tennis and volleyball.

Data analysis leads to the conclusion that there is agreement between the two groups surveyed in relation to what is presently being offered and what coaches feel is essential in coaching preparation programs.

Respondents were in agreement where they obtained the competencies deemed necessary for successful coaching experience as determined by the Paldanius study. Additionally, only twenty-seven percent of the competencies receiving a majority of the responses

were obtained through course work.

Since a need is evident from the above information, it is also a conclusion that universities and colleges should become aware of competencies that were determined as essential for successful experiences. Based on these competencies, universities and colleges need to establish at least minimum competency levels in these areas.

COACHING PREPARATION CONSISTENT  
WITH RECOMMENDATIONS FROM ACTIVE COACHES

by

PASCUAL PEDRO ARRITOLA

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APPROVED:

Redacted for privacy

\_\_\_\_\_  
Professor of Physical Education in charge of major

Redacted for privacy

\_\_\_\_\_  
Dean of School of Education

Redacted for privacy

\_\_\_\_\_  
Dean of Graduate School

Date thesis is presented January 16, 1978

Typed by Rose Young for PASCUAL PEDRO ARRITOLA

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SUGGESTED COACHING PREPARATION  
CONSISTENT WITH RECOMMENDATIONS FROM ACTIVE COACHES

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," reports Paldanius (1974).

This augmentation of extra curricular sports activities is due not only to additional programs being offered for young men but also from the current interest in competitive programs for young women. Such increases create additional pressure to enlarge the number of personnel necessary to facilitate the coaching of the activities. Title IX, with its stipulations for equal opportunities for both sexes, strengthens the need for larger staffs in the athletic programs.

These staff additions call for added responsibilities on those who must hire qualified personnel to coach the new activities. Need for these additional, competently prepared, coaches puts pressures on the colleges and universities to adequately prepare individuals to enter this large and growing profession as well.

Just being aware of the problem that confronts higher education is not enough. Plans to incorporate a program supplementing the major interest areas of academic preparation should be developed so that prospective coaches will have the basic background in the functioning and developmental stages of the human body plus other recognized competencies. This is essential for the welfare of young participants in the various activities.

This study represents an attempt to investigate the preparation required for individuals planning to enter the coaching profession.

- Statement of the Problem -

The specific problem of this investigation was related to four concerns in the preparation of athletic coaches. The first concern was to determine the nature of curriculum related to coaching emphasis in the universities and colleges in Oregon and Washington. The second concern was to determine what active coaches felt should be the essential courses in curriculum. The third concern was to compare the curricular offering in institutions of higher education with curricular essentials as determined by coaches. The fourth concern was to determine if coaches agree as to where they obtained the essential competencies, determined by the Paldanius study, necessary to be successful in the coaching field.

As the need for coaches continues to increase with the enlargement of the athletic programs, school officials will be forced to

search for qualified individuals to coach in their districts. In this search, they certainly will strive to hire the most qualified individuals. The basic problem that faces those selecting such personnel will be to become familiar with the type of preparation needed to be competent in the coaching profession and to determine if the individual has been adequately prepared in this area. As Bucher (1959) states, "If one desires to develop expert qualifications as a coach he also needs to receive the best training possible in the rudiments he is going to teach. It should be the responsibility of professional preparing institutions to see that such training is offered, not only for the undergraduate who desires to go into coaching, but also in the form of inservice for coaches already in the field."

- Significance of the Study -

"Teachers who have been specifically prepared to teach athletics are likely to be more proficient than those who lack such special preparation." (Current Administrative Problems, 1960). Degroot (1950) states that, "Competent leadership for this colossal program is an obvious necessity." He felt that educators have failed to recognize the magnitude and importance of this demand and therefore have not organized specialized training programs designed specifically to train leaders for this new and rapidly expanding vocation.

Development of such a training program that meets the need of those entering the profession is a necessity.

Current trends toward certification of coaching personnel increases the importance of such a study. The Teachers Standards and Practices Commission in the state of Oregon is currently facing a proposal stating that all Oregon coaches must be certified teachers. Within the proposed document are additional guidelines that will enable local school administration to submit individual requests for employment of individuals to coach. These guidelines should not be based on hearsay.

Obviously, a need exists for universities and colleges to be familiar with the necessities in the undergraduate preparation of the coaches now serving the secondary schools of their region. A similar need also exists for the improvement of coaches presently faced with assignments in athletic programs without proper preparation. This second need is essential, for figures from the 1970 Fall School Reports (Goddard 1971) indicate that the number of teachers reported coaching in Oregon Schools totaled 2907. Of this total, 1350 who were assigned athletic coaching duties were prepared only in academic areas. From this data it is reasonable to assume that approximately fifty percent of present coaches have little preparation for their coaching responsibilities.

Past studies, Degroot (1950) - Paldanius (1974), have shown for approximately the past two and one-half decades concern in this area has been present, yet relatively few states have successfully developed, from research findings, a curriculum to train coaches based on competency based performance. Such a curriculum is a necessity; but

before this can be done, information is needed to determine where the coaches are receiving the necessary knowledge to operate successfully within the coaching profession.

- Methodology -

One sample population consisted of the institutions of Higher Education in the states of Oregon and Washington. This population was sampled to determine the type of preparation received by their clientele expecting to enter the coaching profession. The second sample population consisted of selected Oregon and Washington High School coaches who are active in the profession. This population was sampled to gain their feelings as to where they achieved the competencies judged necessary to be successful in the coaching field by the Paldanius study. Additional information concerning what the coaches felt should be offered in a coaching preparation curriculum was also gathered.

Surveys for both populations were conducted through the use of a questionnaire with personal interviews supplementing the gathered questionnaire data when feasible. Following the initial mailing of the questionnaire, a follow-up program was conducted to obtain a near complete return of materials.

- Delimitations -

The size of the population affected by the topic of this study made it necessary to confine the research to a limited geographical area.

Certification of coaches is a national problem, but due to administrative feasibility, this study was confined to the states of

Oregon and Washington.

- Limitations -

The following limitations are recognized in this investigation:

1. The study was limited to institutions of Higher Education listed in the Barnes Coaching Directories in the two states under investigation.
2. The study was limited to approximately one-fourth of the coaches active in the two states.

- Definition of Terms -

The terms and definitions listed below are the same as used in the Paldanius study to recognize the competencies necessary to be a successful coach. Use of the same terms and definitions was done to maintain as much identity between the two studies as possible and to eliminate misunderstandings.

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.

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

#### Historical Introduction on the Concerns in Coaching Preparation Curriculum

The following review of literature for this study will focus primarily upon two general topics: (1) A chronological narrative on past studies and research on the topic of coaching preparation, and (2) the development of the necessary competencies as seen to be vital in the success of an athletic coach.

Since 1950, major emphasis and continual research has taken place in the preparation of athletic coaches. This research has developed through a recognized need for preparing individuals to meet the various facets of the coaching world. The materials presented on the topic are varied, therefore, a chronological development would prove beneficial in analyzing the complexity of the program. Since "neither the teaching profession nor the general public should remain silent when sports programs serve purposes contrary to desirable educational objectives" (School Athletics, 1954), education must become knowledgeable of past research and strive to develop a curriculum that will prevent athletic programs from teaching undesirable concepts to our young athletes. School programs should also be planned so that every student may have an athletic experience which in turn creates a demand for additional personnel who must be adequately trained. In other words, a school's program in athletics should be kept in proportion to

the total school program which definitely includes coaches that have the necessary preparation to meet the demands of his or her profession.

- Chronological Narrative on Past Studies -

For approximately the past two and one-half decades, concern in the area of coaching preparation has created interest among those realizing the need for competent individuals to operate the secondary school athletic programs.

Degroot (1950) states that "competent leadership for such a colossal program is an obvious necessity." His feelings were that education has failed to recognize the magnitude and importance of this demand and that specialized training programs must be designed specifically to train leaders for this rapidly expanding vocation. Furthermore, the fact should be recognized that training for physical education teachers and training for administrators and coaches are quite separate and distinct problems. Once doctors were trained in generalities but the need for specialization is now recognized in the profession. Athletically, educators have also failed to identify this problem. This is a setback for the coaching profession for today it is a recognized profession which is attracting large numbers of individuals to guide and direct the diversified activities.

Coaches also face many different tasks from the average classroom teacher. While most teachers grade their students, the coach faces a public evaluation weekly while the team performs in open competition. Therefore, they must be trained as best possible to pass these public

examinations (Degroot, 1950). The coach should be entitled to the most competent and experienced instruction to allow him to face the public demands placed on people with coaching positions in our educational system.

Sterner (1951), in a study in the state of New Jersey, found that in general, teachers trained in academic subjects did not sponsor activities related to their teaching assignments. On the other hand, those trained in physical education were responsible for coaching at least one physical activity. Therefore, teacher training institutions should provide adequate training for those activities that will be a responsibility assigned to the teacher prospects; athletic as well as non-athletic. An area that could be utilized to prepare an individual to meet these demands is practice teaching.

While development of a preparation program was struggling to gain acceptance, evaluating the coach began to receive some attention. Frederick (1953) stated that the evaluation process should be by the players. He also noted that every coach is interested in constant improvement of himself and sincerely wants to do a better job.

Also in 1953, the National Association of Secondary School Principals determined various advantages and disadvantages of hiring coaches prepared in physical education versus those prepared in other academic areas. Their findings were:

#### "Physical Education Teachers as Coaches"

##### Advantages --

1. Better appreciate the place and purposes of athletics in the total school program.

2. Better protect and safeguard the health and welfare of the participant.
3. Has better and more diversified preparation for the actual coaching.

Disadvantages --

1. Be tired at the end of day when coaching is to begin.
2. Neglect on the part of the coach to his duties in the instructional program.
3. Tend to seek out varsity players from their classes.

"Academic Teachers as Coaches"

Advantages --

1. Will profit greatly from the opportunity to participate in a vigorous activity program.
2. Informal relationships with the students give better understandings.

Disadvantages --

1. Do not have special preparation for the assignment.

Rice (1956) presented some qualities of a good coach. These

were:

1. He is first a teacher, then a coach.
2. He knows his coaching sport; his experience as a player and a coach is demonstrated by his leadership.
3. His personality pervades the sport he coaches and sustains an abiding interest by the staff, the students and the community.
4. His character is subscribed to in both playing the sport he coaches and the faculty he is a part of by the students, both contestants and spectators.

Rice also stated that the athletic program is a part of the physical education program and that experience as a player establishes professional confidence. Value on winning according to Rice was quite high, for he states that "A game worth playing is worth winning fairly."

Adee (1956), by a nationwide survey, gained some insight into the feelings of various state officers in relation to the topic of coaching certification. Statistics developed from the accumulated results based on the responses from state officials surveyed in Adee's investigation are:

1. Number of states requiring certification -18
2. The percent of coaches not certified to teach physical education - average 31.2 percent per state
3. The percent of coaches not teaching physical education - average 53.5 percent per state
4. Should coaches be certified to teach physical education? - 42 yes, 5 no
5. Should athletics be a part of physical education? - 44 yes, 1 no

Some comments obtained in Adee's study were:

Holmes, Assistant Superintendent of Public Schools for the District of Columbia: "We believe the emphasis should be on physical education, not on athletics. All our coaches are hired primarily as teachers of health, physical education and safety and are assigned coaching duties as required."

Black, Secretary of the State Certification Board of Illinois commented: "Since physical education is closely related to athletics, I can't imagine a coach doing a satisfactory job unless he has a physical education background and training."

Leavitt, Chief of the Division of Instruction of New Hampshire, was concerned with the health of the young people of his state and said, "Physical education teachers have had a type of training which will give better protection and better training to our youth. New Hampshire's regulations are being revised."

In Maine certification is not required but Unger, Director of Health and Physical Education for that state's Department of Education asserted: "If we concur with the NEA Educational Policies Commission that interscholastic athletics is part of the physical education program, any coach should then be required to have a philosophy of physical education. With such a philosophy any coach should better understand a boy -- what he is and how he works. For many coaches don't know this. I think reasonable certification should be required."

Hebel, New Jersey's Assistant in Physical Education and Athletics did not agree with the requirements of certification. He stated, "Because of the expansion of the athletic programs in our schools, it is necessary to have other teachers assist or be head coaches. Using academic teachers in coaching has given the opportunity for schools to have larger squads under supervision."

Herr, Director of Certification and Accreditation for the State Department of Education (Kansas) felt that "expert opinion would agree that coaches should have adequate preparation in the field of physical education. The question here would be what constitutes adequate preparation, whether completion of a major, or a minor, or less should be required. This question deals with the difficult and complex problem

of teaching assignments about which we need much more information and research.

Littau (1957) in his unpublished Master's thesis stated that "Those who are outside the coaching profession often evaluate it from the glamorization of the program and the number of games won. Many never take into consideration the numerous responsibilities which are associated with the position of the varsity athletic coach."

Littau (1957) also states, "Some of the serious problems in interscholastic athletics stem from employment of personnel who are poorly qualified to teach this important area of the curriculum. To be educationally successful the coach needs far more than a technical knowledge of the game. Sports instruction 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, understandings, attitudes and appreciation that characterize competent teachers."

Neal (1957) recommended competencies for athletic coaches to fall into three categories:

1. Instruction
2. Organization and Management
3. Personal and Professional Relations

In Neal's study a recommendation was made, and adopted, in the State of Minnesota by the Minnesota Board of Education which required all coaches of interscholastic football, basketball, baseball, hockey,

wrestling and track and field shall possess a minimum qualification of a minor in Physical Education. This regulation became effective for the school year 1959-60.

In the year 1959, the topic of certification finds an article by Bucher. Stating that sports play such a major role in the American way of life he stressed a great concern in the preparation of coaches. The coach holds a unique position in respect to his influence on the lives of youth, which in some cases is greater than that of a father or mother; therefore his preparation should be of highest quality. At this stage in a youngster's life, a coach is generally the hero and one to trust and believe in and to turn to for guidance when help is needed. With such heavy responsibility placed upon the coach he should be entrusted for his education only to those who are well prepared to teach him the necessary skills and competencies essential for success. Although this important concept has been studied there does not seem to be any consistent pattern for preparing persons for such an important and influential position (Bucher, 1959).

A listing of what makes a good coach incorporated in Bucher's article follows:

1. Expert knowledge of game
2. Understanding the participant
3. Skill in the art of teaching
4. Desirable personality and character

In 1960, the American Association for Health, Physical Education and Recreation reported the following (Current Administrative Problems, 1960).

1. A coach is a teacher. Consequently, in the employment of a teacher-coach the principal should consider teaching preparation as well as coaching ability.
2. Coaches of boys' interscholastic sports should be men with specific educational preparation for that kind of teaching.
3. Teachers who have been specially prepared to teach athletics are likely to be more proficient than those who lack such special preparation.
4. All coaches should have preparation in physical education (major or minor) because it will help their coaching.

Duncan (1962) gathered information from various individuals involved in the area of physical education. Some of the concerns reflected from his study can best be described by the following quotes.

Holmes, Director of the Department of Health, Physical Education, Recreation and Safety, Madison Public Schools, Wisconsin, "The coaching of sports by an academic teacher can be compared to the teaching of physical education by a classroom teacher."

Stussy, Basketball Coach, Wills, Minnesota, "If a coach is going to educate a boy physically, he should be trained as an educator of the physical."

Evans, Director of Physical Education, Sioux Falls, South Dakota: "High School coaches may be teachers of physical education or an academic subject providing they have adequate professional preparation..."

Lawther, Associate Dean, College of Physical Education and Athletics, Penn State University -- Coach should have:

1. Reasonable knowledge of Anatomy and Physiology
2. Reasonable knowledge of Human Growth and Development
3. Basic knowledge in First Aid, Health and Safety

"Interscholastic and intercollegiate athletic programs should be conducted by men with adequate training in physical education. 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." These feelings were published in an edited article, Athletics in Action, from the "Journal for Health, Physical Education and Recreation," September, 1962 (Athletics in Education, 1962).

Also in 1962, AAHPER developed some minimum competencies to be used as recommendations for the development of basic preparation programs for coaches. Their listing is as follows:

1. Basic Biological Science
2. Growth and Development
3. Anatomy and Physiology
4. Personal Health and Nutrition
5. Safety and Accident Prevention
6. First Aid, Athletic Training and Conditioning
7. Theory and Practice in Coaching Various Sports
8. Principles and Administration

Their feelings were that the major responsibility for insuring that coaching candidates develop the required competencies must rest with the profession, professional preparation institutions and with employing officials and agencies. Increased emphasis in professional laboratory experiences was also seen to be an important concept that must be stressed to improve the quality of coaches.

Universal consideration should also be given to preparatory programs so that certification requirements for the state are met and so that the practitioner may qualify for certification in other states without undue hardship.

Stein (1963) reflected the following beliefs: "Education is dedicated to the perpetuation of society and our democratic way of life. Educators should be among the leaders, innovators, and evaluators of our society, and lead the way in helping to make the necessary changes as technological and scientific advancements accrue. But, can this be realized when the preparation of our teachers is done virtually in the same way and in the same length of time as for the past thirty years? Does it make any more sense to neglect the major area of a 'human engineer' than it does a 'civil engineer'?"

Stein (1963) stated that, "Realistically, there are not enough men in any physical education department to fill all of the coaching assignments for an athletic program that encompasses ten or twelve different sports. Furthermore, there are many individuals who want to coach but who do not want to teach physical education, per se. Since we will probably have to use them in our comprehensive program anyway,

why not provide opportunities for them to receive training for such assignments through a 'coaching minor'? Another minor area which might also be investigated is one specializing in preparation of athletic trainers for our athletic programs."

Marsh (1964) in his unpublished master's thesis arrived at the following recommendations based on the findings of study of professional preparation and playing experience of selected high school coaches.

His recommendations were:

1. Any person who plans to enter the coaching profession on the high school level should participate in athletics whenever the time and opportunity present themselves.
2. Before any person assumes coaching responsibilities in a high school situation, he should have a background in certain selected courses that fall under the realm of physical education.

A general consensus in the data obtained in the study was that a majority of the coaches felt that playing experience alone was not adequate training for future coaches (Marsh, 1964).

A similar study by Hohman (1965) expressed the idea that the professional preparation of athletic coaches has been a loosely defined undergraduate program lacking definite goals and objectives to obtain. Without direction of his education it seems improbable, if not impossible, to adequately prepare a teacher to successfully achieve his goals.

Conclusion and recommendation based on Hohman's study were:

1. Certification of athletic coaches is becoming universal among the states.
2. Head coaches should have playing experience in the sports they coach.

3. Head coaches should have a physical education undergraduate background and should hold at least a minor in Physical Education.

Frost (1966) states that "Not only are the number of sports increasing, but also the number of teams in each sport. In addition to more sports and more teams in each sport, more coaches for each team now appear to be necessary. The net result is a great increase in the number of coaches in each school system. This, in turn, makes for an imbalance between the number of coaches required and the number of physical education teachers needed, something which has a great influence on administrators, school boards, and state officials." Frost felt that "teachers must be prepared who are more adaptable, more courageous, more enduring, and more knowledgeable than was previously necessary."

Four essential qualifications of a coach listed in the article were:

1. Expert knowledge of the game
2. Understanding of the participant - physically, socially, mentally and emotionally
3. Skill in the act of teaching
4. Desirable character and personality traits

Also advocated were:

1. More training in squad management and organization
2. More teaching information in the sport
3. Better preparation in training and conditioning

4. More knowledge of legal implications
5. Better training in officiating
6. More discussion of the relationship of the coaches and physicians

Views on certification as presented were:

1. Coaches should be certified for their particular sport.
2. Every coach should be a physical education major.
3. Head coaches should be certified, assistants need not be.
4. Sports with a danger element should be handled by certified coaches, others need not be.
5. Physical education majors should be considered certified to coach.

A national survey conducted by Griffith (1966) concluded that the men who coach high school athletic teams are extremely dedicated. They average attendance at two clinics per year and are constantly striving for additional knowledge. Included were the percentages explaining the teaching assignments of the coaches surveyed. These were:

1. Slightly less than one-third of the coaches taught academic subjects.
2. Slightly less than one-third of the coaches taught combined physical education and academic subjects.
3. Thirty-six percent devoted their time to straight physical education classes.

Veller (1967) stated that "the impact of the coach on the lives of young people, both participants and student body - as well as adults -

in the community is a vital one." Therefore, it is absolutely essential for those planning to enter the coaching profession to have the opportunity to study the thing they are going to be doing.

The lack of opportunity to study specifically in a coaching preparation curriculum has helped create an obvious shortage in qualified coaches. In the states of Florida and Georgia a two-to-one ratio was found to exist between coaches and physical education teachers (Veller, 1967).

Implications of the coaching shortage are obvious. Universities and colleges have an obligation to provide training for students to teach academic classes as well as prepare them to perform coaching duties.

Florida State University, in an effort to give some relief to these pressures, offers the following coaching minor:

12 semester hours of coaching instruction, plus 3 hours of specialization.

Courses offered:

1. Prevention of Injuries
2. Administration of Athletics
3. Principles and Problems of Coaching
4. Sports Officiating
5. Two Method Courses in Selected Sports

Officials at the University feel that this is not a panacea for the ailments but definitely it is a start in the right direction (Veller, 1967).

Calkins (1968) in a survey of employment tendencies of physical education graduates from five selected Northern California State Colleges found that the greatest number of graduates listed coaching responsibilities as the basic reason for selecting their first year coaching position.

"The major problem confronting interscholastic athletics in the United States is the fact that approximately one-fourth of all head coaches have no professional preparation for such a responsibility," states Esslinger (1968). The sole qualification in the past has been participation in a particular sport which is advantageous, but does not constitute adequate preparation.

Although universal acceptance of a selected curriculum has not been approved, it is generally considered that the best preparation for coaches is:

1. Physical Education Major
2. Experience as a varsity performer in the sport being coached

A minimum requirement is:

1. Physical Education Minor
2. Experience in the sport on the varsity level

Esslinger felt that it is erroneous to assume that untrained personnel can elicit the potential educational values which are inherent in athletics. It is also assumed that if we are to have quality education, then quality leadership is essential. "Our educational system

is predicated upon the concept that educational outcomes depend upon professionally prepared leadership" (Esslinger, 1968).

Another concern expressed was "that coaches who lack professional preparation are handicapped in obtaining the social, moral, ethical, mental and physical values inherent in international sport, and they are also not capable of protecting the health and well being of the participants" (Esslinger, 1968).

A task force (Esslinger, 1968) arrived at the conclusion that the best way to liquidate unqualified coaches is to establish certification standards for teachers of academic subjects who desire to coach.

The minimum recommendation identified by the task force were:

- |  |             |
|--|-------------|
| 1. Medical Aspects of Athletic Coaching  | 3 sem. hrs. |
| 2. Principles and Problems of Coaching   | 3 " "       |
| 3. Theory & Technique of Coaching        | 6 " "       |
| 4. Kinesiological Foundation of Coaching | 3 " "       |
| 5. Physiological Foundation of Coaching  | 3 " "       |

The minimum criteria was established because there are not enough physical education majors to fill the vacant coaching positions; therefore, preparational programs for those from the academic areas that plan to coach is essential (Esslinger, 1968).

Gallon (1969) reported on the coaching minor offered through the Department of Physical Activities at the University of California at Santa Barbara. This minor does not qualify or certify an individual

to teach regular physical education classes. The program listed is provided for both men and women and consists of a minimum of thirty quarter hours of which eighteen are required courses and the remaining twelve from an elective core of offerings. Following is the list of courses offered within the program:

A. Required Courses

1. Problems related to Athletics
2. Problems related to Sports Psychology
3. Medical Aspects of Athletics
4. Practicum in Physical Activities
5. Theory of Team Sports Series
6. Advanced Analysis of Team Sports Series

B. Elective Courses

1. Physical Activities Series
2. Survival and Standard First Aid
3. Survival and Advanced First Aid
4. Sports Appreciation
5. Principles of Officiating
6. Lifesaving
7. Elementary Water Safety
8. Intermediate Water Safety
9. Methods of Conditioning in Athletics
10. Student Teaching - Involves student coaching  
(Psychology and Speech recommended)

Specialized certification in the field of coaching has been studied and analyzed for a number of years. Maetozo (1970) discovered that all fifty states required the coaches to be licensed or certified teachers. Of the fifty states, forty-one stressed preparation in Health and Physical Education. Some individualized certification requirements within the group stressing physical education preparation were:

Minnesota -- Certification required for head coaches of Football, Basketball, Track & Field, Hockey and Baseball. Certification includes a professional preparation in Physical Education (major or minor) or completion of specialized coaching programs.

Indiana -- Secondary Certificate in Health and Physical Education required in order to be a Head Coach in Football and Basketball. Other coaches are required eight semester hours of approved college credits in First Aid and courses related to Physical Growth and Development.

New Hampshire -- A Secondary Degree plus twelve semester hours in professional preparation which includes a course in each of these areas:

1. Principles of Learning
2. Human Development
3. Methodology
4. Philosophy and Principles of Education

Oklahoma -- In order to coach as a major assignment, an individual must have a temporary, provisional or standard Health and Physical Education certificate.

Wyoming -- One course in coaching of that sport and a course in First Aid

"Historically speaking, the professional preparation of inter-scholastic athletic coaches has developed slowly" states Meinhardt (1971). Relative to this problem, the following institutions of higher education in the State of Illinois have taken the following actions.

The University of Illinois has implemented a coaching minor for non-physical education majors. Northern Illinois, Western Illinois, and Illinois State University are studying inclusion of a coaching minor or coaching emphasis into their curriculum. The University of Illinois (Urbana-Champaign) has initiated special elective courses in student teaching in athletic coaching in addition to the regular student teaching experience.

Although similarities exist between athletics and physical education, Wisman (1973) states "that readers of newspaper accounts often equate, in ignorance, the physical education program content with that of the extramural program - a relationship which, at best, is ludicrous. Yes, athletics and physical education are different: they are unlike. Athletics are not physical education." This does help show that specialized training in coaching preparation is important.

With the long history stressing certification of coaching personnel, evaluation procedures of the athletic program were a natural companion. A comprehensive listing of areas concerned in the evaluation process was published by AAHPER in 1973 (Evaluating the High School Athletic Program, 1973).

Areas evaluated were:

1. An Overview of the Athletic Department
2. Administration of Athletic Program
3. Facilities
4. Equipment
5. Finances

6. Relationship of Athletic Program to the total Educational Program
7. Athletic Department Personnel
  - a. Meet state and local certification requirements
  - b. Attempt is made by all coaches to have at least a physical education or coaching minor.
  - c. No non-teaching personnel are allowed to coach.
  - d. Adequate personnel employed includes trainer.
  - e. All facets of credentials (not only winning record) are pursued when personnel are selected.
  - f. No fringe benefits to secure coaches
  - g. Coaches carry full load like other teachers
  - h. Athletic personnel to be assigned teaching in any area, must be qualified and well motivated in that area.
  - i. Athletic personnel makes positive effort to teach the spirit of fair play, etc.
  - j. Extreme "differences" in salary among coaches of different sports "are available"
8. Individual coaches
  - a. Coaching staff showed professional competency by meeting the established criteria of the educational profession and maintenance of coaching proficiency through in-service training programs and professional clinics.

It is the understanding of all of those in the competitive program that it does not displace the instructional physical education program (Evaluating the High School Athletic Program, 1973).

Additional recommendations were suggested in the evaluation process. These were:

1. Adequate supportive personnel is available to insure that coaches have adequate time to coach.
2. Assistant coaches are provided in all sports if the number of participants dictates.

3. Athletic personnel should carry the same teaching load as other faculty, unless release from same is part of computed compensation.

A task force appointed by AAHPER, based on the assumption that "sports at every level should be conducted by professionally prepared personnel of integrity who are dedicated to the optimal mental, physical and social development of those entrusted to their supervision," suggested the following standards for certification of coaches. It is the committees' stand that these standards are not for teacher certification in Physical Education (Professional Preparation in Physical Education and Coaching, 1974).

Suggested Standards:

1. Medical - Legal Aspects of Coaching
2. Social and Psychological Aspects of Coaching
3. Theory and Techniques of Coaching
4. Kinesiological Foundations of Coaching
5. Physiological Foundation of Coaching

Kelley and Kalenak (1975) stress the importance for the need for sports medicine education among physical educators and coaches.

"The professional person exists in an environment characterized by complexity and change. The accelerating pace of information generation, rapid advances in technology, changes in educational, managerial, social, economic and political institutions have made it increasingly difficult for members of today's society to keep abreast of developments which affect their lives. This difficulty is more acute for the professional, especially the scientist, physician, educator and the like, because such professionals work with ideas and knowledge which are particularly subject to rapid change and obsolescence. Today's professional, therefore, is faced with the real danger of becoming obsolete, since present skills and knowledge will not enable him to operate effectively in tomorrow's professional world."

In the area of sports medicine, national programs and opportunities for updating are made available through various symposia provided by state and local medical associations.

These efforts serve as a pattern but they are definitely inadequate for the proper training of the majority of the people involved in sports activities.

Because of the inadequacies in the preparation of qualified individuals and the rapid pace of information generation, today's professional is faced with the danger of becoming obsolete.

Kelley (1975) summarizes, "A study of 1024 male physical educators shows that there was a high degree of knowledge obsolescence among the group. Many professionals are well aware of the need for continuing education in their own areas of special interest. As parents and concerned citizens of the community, professionals and non-professionals should be aware of this deficiency among our physical educators. Physician involvement is desirable in the continuing education of all groups of paramedical personnel. College undergraduate courses should be revised based on the needs identified to ensure that new teachers in secondary schools embark on their careers satisfactorily prepared. Emphasis should be placed on the development of new programs, such as the teacher-trainer program to provide each high school with a qualified faculty trainer. Colleges and professional organizations should develop continuing physical education courses for those already in the profession of education to provide for constant updating of knowledge."

"Legal Consideration in the Coaching and Teaching Profession" was the title of an article written by Gallon (1976). The article indicated that many teachers with good intentions volunteer their services for coaching although they lack proper preparation in the specific activity. This is especially true in smaller districts with limited personnel. Many times coaches assume coaching responsibilities for a particular sport although they have had no formal training in the activity.

Today, because of the legal ramifications, coaches should become familiar with the legal restrictions and legal peculiarities normally associated with athletics. As professionals, they cannot use their ignorance of the statutes which can affect their occupation as an excuse in the failure to recognize total responsibility. Too often the necessary training in this phase of professional preparation has been neglected by education responsible for the preparation of coaches (Gallon, 1969).

- Professional Competencies for Athletic Coaches -

"Few parents want, and few administrators are willing to risk, situations in gymnastics, football, hockey, or swimming where students are practicing under anything but expert supervision and where persons highly qualified in First Aid and care of injuries are not immediately available" (Professional Preparation - Certification of Coaches, 1966).

Since more sports means more teams, it is therefore a problem facing preparatory institutions to help meet this feeling of concern.

Studies in this area have indicated various competencies expected of coaches.

Drew (1966) in a condensation of a paper, "Recent Trends in Certification of Men Physical Education Teachers and Coaches" by Frost, listed the following competencies essential for individuals to meet in the coaching field:

1. Recognition of the relationship between athletics and the total education program
2. Knowledge of First Aid and Safety practices
3. Understanding of legal liabilities
4. Knowledge and understanding of the biological, social, moral, emotional, and spiritual values which occur from activity
5. Knowledge of growth and development
6. Knowledge of developing and conditioning athletes
7. Knowledge of care and prevention of injuries
8. Speaking proficiency
9. Knowledge of basic psychological principles of motivation and stress
10. Knowledge of the particular sport
11. Knowledge of and sense of responsibility for local, state, and national rules and regulations

Some current trends in certification Drew listed were:

1. All coaches are certified teachers
2. Some standardization of programs appear to be developing
3. Institutions are being given more autonomy and more responsibility

4. Broader statements of certification requirements are being urged
5. Raising of standards and improving instructions
6. Trend toward requiring all teachers to teach in their major or minor field of study

Paldanius (1974) in development of competencies needed for success in coaches studied administrators and coaches separately. The competencies considered by both coaches and administrators as essential as determined by the study were:

1. Knowing the fundamentals of the sport being coached
2. Displaying sincere enthusiasm for the sport being coached
3. Knowing First Aid and Safety practices
4. Establishing and maintaining positive team discipline
5. Possessing the ability to communicate effectively with students
6. Adhering to high standards of professional ethics
7. Knowing the principles for the care and prevention of injuries
8. Displaying high personal levels of ethics and honesty in conducting athletic programs
9. Understanding the rules and regulations of the sport being coached
10. 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
11. Understanding the different strategies of the sport being coached

12. Developing and maintaining positive attitudes of sportsmanship among team members
13. Maintaining cooperative relationships with other members of the coaching staff
14. Understanding the importance of using qualified medical advice regarding the condition of participants who are injured
15. Maintaining cooperative relationships with school administrators
16. Recognizing hazardous situations
17. Applying productive instructional methods in the particular sport
18. Understanding the significance of the coach as an influence on the behavior of youth
19. Fitting of athletic equipment proficiently
20. Knowing what constitutes negligence
21. Understanding group and individual discipline procedures
22. Proficiency in administering First Aid in case of injury
23. Maintaining emotional stability under the unusual pressures and tension connected with athletics
24. Employing instructional procedures which minimize possibilities of injury
25. Knowing the causes and prescribed treatments for common athletic injuries

Competencies selected by the majority of only the principals as essential were:

1. Maintaining appropriate levels of personal appearance, manner, speech and social ease
2. Establishing acceptable school and departmental policies for athletics

3. Understanding the methods of developing high levels of specific conditioning needed by athletic squad members
4. Conducting interscholastic athletic programs consistent with educational principles
5. Understanding the relationship of interscholastic athletics to education
6. Attaining skill in instructional areas other than athletic coaching
7. Accepting and fulfilling the role available to athletic coaches of serving as a model for student behavior
8. Understanding the physiological limitations of the body in athletic performance
9. Knowing the principles of normal growth and development
10. Participating in faculty meetings

Essential competencies selected by a majority of coaches only were:

1. Maintaining players' interest in the sport being coached
2. Devising ways of making athletics enjoyable to the participant
3. Understanding thoroughly the knowledge contained in the sport being coached

Maetozo (1977) in his report on the coaching certification requirements in the state of Pennsylvania briefly traces the steps that were used for implementation of certification programs in his state. He recommended that commencing in the period between 1980 and 1982, all newly appointed coaches in Pennsylvania be required to have satisfactorily completed an approved program in an athletic coaching curriculum. Allowing the interval of time before enforcing

the requirement would allow preparatory institutions ample time to strengthen their program. This also allows enough time for those programs that have not yet been established to assess their position and make the necessary changes that would enable them to meet certification standards established within their own state.

The Oregon Teacher Standards and Practices Commission (Oregon Rules for Certification of Teachers, Specialists and Administrators, January, 1977) has also established recent changes in coaching endorsements. They are as follows:

"A Teaching Certificate with Coach Endorsement may be issued to an otherwise qualified applicant upon receipt of a joint application from the prospective coach and the employing district including:

1. Completed application form with the words "Coach" entered in the section identifying the certificate being requested.
2. The evaluation fee payable to the Commission
3. A copy of the local school board resolution noting the position (e.g., Assistant Gymnastics Coach -- Tideflat J.H.S. or Head Girls Volleyball Coach -- Ridgeway H.S.) and the individual's qualifications, which shall include:
  - a. Holding a valid Red Cross First Aid Card,
  - b. Demonstrated competency in athletic conditioning and care and prevention of injuries, and
  - c. Knowledge of growth and development (physical, psychological and social) of children and youth
4. Acceptable competency may be verified by statements from the Superintendent of the requesting school district.
5. Additional information such as college transcripts or statements from appropriate school officials may be included to assist in determining the applicant's qualifications."

These studies on development of a coaching minor do not suggest that the curriculum take the place of a physical education major. But they merely serve as guidelines for those not in physical education to be prepared to enter the profession.

An example of such a supplementary program would be the curriculum currently offered at Oregon State University. Students are encouraged to complete 42 hours of course work from a predetermined selection. Once completed, students will receive only written verification of successful completion of the program. Verification of successful completion is received only upon request (Oregon State University, 1977-78 Catalog).

As shown, history indicates an interest and concern in the preparation of personnel entering the coaching profession. It is the intent of this research to help in establishing guidelines that could be used in developing essential preparatory programs for those entering the coaching field.

## CHAPTER III

## PROCEDURES FOR CONDUCTING STUDY

This study surveyed two groups of respondents that were involved, directly or indirectly, in the curriculum for the preparation of coaches. These were the Institutions of Higher Education throughout the states of Oregon and Washington and selected active high school coaches within the two states. Members of each group were studied through the use of a criterion instrument developed by the investigator.

The study involved administrators responsible for teacher education in the colleges and universities and male and female coaches for each sport season from the selected group of schools included in the investigation.

- The Major Tasks in Conducting the Survey -

In preparing for this study, five major tasks faced the researcher.

1. Development of the two separate research instruments necessary for the two groups. One was designed to see what is presently offered in coaching curriculum in our colleges and universities. The second criterion instrument was prepared to determine what coaches believed was necessary for adequate preparation and to determine if there was agreement as to where they obtained the competencies, which Paldanius, (1974), deemed as essential for successful coaching experiences.
2. Selection of sample population within the two states that would be representative
3. Collection of data through the postal service
4. Tabulation and key punching of data cards
5. Analysis of data to see if current curriculums are adequately preparing coaches to enter their professions

- Development of Criterion Instruments -

The instruments employed in this study consisted of check list type questionnaires. The criterion instrument distributed to the colleges and universities consisted of forty-four items divided into three major divisions. The major division areas were:

1. Institutional Data
2. Present Curriculum
  - a. Health and Safety
  - b. Professional Physical Education
  - c. Administrative
  - d. Coaching
  - e. General Areas
3. Coaches' Athletic Versatility

These divisions and subdivisions were identified and formulated by the investigator based upon experience and a study of the related literature.

An initial draft of the research instrument was constructed using the experience of the investigator and material from Clarke (1961). All items were categorized according to the areas previously mentioned.

After consultation with college professors knowledgeable in the field of physical education and athletics, the criterion instrument was shortened and restructured.

Approval by the committee for protection of human subjects was obtained through Oregon State University at this time (see Appendix A).

Following this revision of the instrument, the modified version was distributed to a selected panel (see Appendix B) to make suggestions for additional modifications of the criterion instrument. Several modifications were suggested by this group. Following the second revision process, the criterion instrument was re-submitted and gained support from the group with only slight modifications suggested. The final copy was then constructed (see Appendix F).

The research instrument distributed to the coaches involved in the study was constructed using the same procedures as the instrument developed for the college and university sample. Competencies selected for the survey were obtained from the Paldanius study. Selection of sports listed were identified by the sports season so that an athletic activity for both male and female participants could be included. Courses within each area were selected from listed courses offered throughout the country in various coaching minor curriculums. Questionnaires used in conducting the investigation among coaches actively in the field included the following major divisions:

1. General Information
2. Competencies determined essential for successful coaching experience
3. Coaching preparation
4. Coaching versatility for employment potential

Seventy-seven items were included in this criterion instrument (see Appendix G).

- Population Sample of the Study -

The sample populations, due to variance in size, were selected by two separate and different methods.

Due to the smallness of the population of colleges and universities in the two states being surveyed, criterion instruments were distributed to all of the institutions. Included in the study were the community colleges or two-year institutions preparing students to transfer to the four-year institutions. Private as well as public institutions of Higher Education were included in the investigation. (Tables 1 and 2).

The needed information concerning the colleges and universities within the states being studied was obtained from the 1976-77 Barnes Coaching Directories for the states of Washington and Oregon.

A quite different approach was used in the selection of the high schools in the two states. Since the competencies used in the questionnaires were obtained from the Paldanius study, the list of Oregon Schools according to AAA, AA, and A classification (Table 3) was identical to the population sample used in the Paldanius study. This was done to help centralize the findings to the respondents that had actually helped develop the suggested competencies necessary to be successful in the field of coaching.

In the state of Washington, AAA, AA, and A schools were randomly selected.

TABLE 1

Oregon Colleges and Universities  
included in Research Study

---

Concordia College	Pacific University
Eastern Oregon State College	Portland Community College
George Fox College	Portland State University
Judson Baptist College	Reed College
Lane Community College	Rogue Community College
Lewis and Clark College	Southern Oregon State College
Linfield College	Southwestern Oregon Community College
Linn-Benton Community College	Treasure Valley Community College
Marylhurst Education Center	Umpqua Community College
Mount Angel College	University of Oregon
Mount Hood Community College	University of Portland
Northwest Christian College	Warner Pacific College
Oregon College of Education	Western Baptist Bible College
Oregon State University	Willamette University

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TABLE 2

Washington Colleges and Universities  
included in Research Study

---

Bellevue Community College	Pennisula College
Big Bend Community College	St. Martins College
Central Washington State College	Seattle Central Community College
Centralia College	Seattle Pacific College
Clark College	Seattle University
Columbia Basin Community College	Shoreline Community College
Eastern Washington State College	Skagit Valley College
Admonds Community College	South Seattle Community College
Everett Community College	Spokane Falls Community College
Evergreen State College	Tacoma Community College
Fort Sheilacoom Community College	University of Puget Sound
Fort Wright College	University of Washington
Gonzaga University	Walla Walla College
Grays Harbor College	Walla Walla Community College
Green River Community College	Washington State University
Highline Community College	Wenatchee Valley College
Lower Columbia College	Western Washington State College
North Seattle Community College	Whitman College
Olympic College	Whitworth College
Pacific Lutheran University	Yakima Valley College

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TABLE 3

Classification of Oregon High Schools  
included in Research Study

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
Total 21	Total 18	Total 21

TABLE 4

Classification of Washington High Schools  
included in Research Study

AAA	AA	A
Bethel	Adna	Belfair
Blanchet	Arlington	Blaine
Central Kitsap	Bainridge	Concrete
Everett	Centralia	Darrington
Evergreen	Decatin	DeSale
Ferndale	Ellensburg	Eatonville
Ferris	Hanford	Ephrata
Fort Vancouver	Inglemoon	Goldendale
Hudson Bay	Mark Morris	Kalama
Kamiakis	Monroe	Kiona-Benton
Kelso	Mount Si	Langley
Lewis & Clark	North Thurston	Leavenworth
Lincoln (Tacoma)	Peninsula	Naches
Lincoln (Seattle)	Prosser	Newport
Lindberg	Pullman	Raymond
North Central	R.A. Long	South Bend
Roosevelt	Shelton	Stevenson
Sehome	W.F. West	Tenino
South Kitsap		Waitsburg
Weatherwax		Yelm
Total 20	Total 18	Total 20

The random number procedure was used in selecting the survey population for coaches active in the profession. Each classification of schools was numbered consecutively. Following the numbering process, the selection of schools was determined by using the random number table in the Chemical Rubber Handbook of Mathematical Tables. (Table 4). The schools selected would not be in determined districts, thus eliminating any centralizing tendencies around a particular institution that may or may not have any specialized training in the coaching areas.

- Collection of the Data -

The data for this study were collected by the investigator using the prepared criterion instruments (Appendices F and G). A separate cover letter explaining the purposes and requesting the cooperation of the respondents accompanied each questionnaire. To assure complete anonymity, the research instruments were not labeled or marked in any fashion. No respondent can be identified according to the data presented. All recognition of personal items, specific states and location is lost in their general classification and treatment.

The research instrument was sent to 73 colleges and universities and 620 secondary coaches in Washington and Oregon. The investigator included sports from all the activity seasons and included both male and female coaches in the study. A complete listing of sports

actively being coached can be found in Table 5. This allowed for determining the undergraduate preparation in all phases of the athletic community.

Respondents from the college and university populations were asked to supply the following:

1. Classification of school
2. State of present coaching curriculum
3. State of need for such a curriculum beyond basic physical education programs
4. Present offerings in current curriculum categorized under the following:
  - a. Health and Safety
  - b. Professional Physical Education
  - c. Administrative
  - d. Coaching
  - e. General Areas
5. Coaches' athletic versatility

Coaching respondents were asked to complete the following:

1. School classification
2. Sex
3. Sports presently coaching (boys)
4. Sports presently coaching (girls)
5. 27 competency items
6. 33 items for curriculum development purposes

The data obtained from the questionnaires were key punched by the investigator for processing by a Cyber 73 computer.

TABLE 5

Summary of Sports Being Coached by Respondents Surveyed

(Detailed in Tables 23-24, Appendix H)

<u>Men</u>		<u>Women</u>	
Sport	% of Respondents Coaching	Sport	% of Respondents Coaching
Football	40	Volleyball	19
Basketball	28	Basketball	20
Gymnastics	0	Gymnastics	4
Track & Field	20	Track & Field	24
Baseball	19	Softball	2
Other	12	Other	7

- Tabulation and Analysis of Data -

Data collected for this study were tabulated to determine the frequency of each response within the surveyed populations.

Due to the type of information requested, the responses were tabulated according to a yes or no reply to determine the final frequency distribution. Any item not answered was labeled a no-response.

- Analysis -

To insure consistent analysis of the data the questionnaires were handled only by the investigator. Following the return of the college and university research instruments, the data were key punched on data cards for processing by a Cyber 73 computer at Oregon State University. All key punching was done by hand with time allowed for punching not exceeding two hours in length to avoid any careless punching of the cards. All of this data were subjected to frequency type analysis for all responses. The SPSS (Statistical Package for the Social Sciences) was used for the analysis.

Data collected from the coaches surveyed were handled in a similar manner. All data cards were key punched by the investigator with a two hour time limit once again employed to avoid mistakes caused by prolonged sitting. Because of the type of analysis needed for a basic understanding of the data collected, all of the responses were again subjected to a frequency analysis using the SPSS package.

Once the data cards were key punched, a trial run through the

computer was made to identify any incorrectly punched cards so that they could be corrected. All data cards were categorized according to the correct punching order to locate any card that may have been punched incorrectly.

To gain approval of items contained in the study, the investigator arbitrarily selected a simple majority of all respondents replying to the item being considered as the acceptable standard. Numerically, the level of acceptance was set at 50.1 percent. All final frequency distributions were rounded off to the nearest whole percent.

Acceptance or rejection of the problems being considered was also determined by the simple majority technique.

Relative frequency in the tables identifies the percentage of total respondents replying to the criterion instrument. The adjusted frequency identifies the percentage of respondents reacting to that item.

#### - Collection, Treatment and Analysis of Data -

Data for the four concerns being investigated were collected by using criterion instruments. The data for each problem was then treated to a frequency distribution analysis using the SPSS package.

The analysis of data was completed by a study of each item under consideration to determine how the majority of subjects responded.

If 50.1% of the surveyed population agreed to a response, the investigator categorized it as being favorable to that particular reply. Any item not gaining the established standard was considered as not being favorable.

Inferences made from this study were drawn by the frequencies of the responses from both of the sample populations. The inferences were also determined by a cross study of the two sample populations.

## CHAPTER IV

## ANALYSIS OF DATA

Data from the responses of 319 coaches active in the states of Oregon and Washington and 50 colleges and universities within the two states were analyzed to determine the frequencies of the responses and to determine the relationships between what is currently being offered and what active professionals in the field believe is essential for adequate preparation in the coaching areas.

This data will be presented according to the following parts:

1. Responses from the colleges and universities
2. Grand Total of Accumulated Responses for the Entire Coaches Survey

General Information  
Coaching Preparation  
Preparation for Competencies Determined to be  
Essential for Success in Coaching  
Coaching Versatility

- Colleges and Universities -

Institutions responding to the criterion instrument include six state universities, seven state colleges, thirteen private colleges and twenty-four community colleges (Table 6).

Of the fifty institutions included in the data, forty-four percent of the respondents indicated that their curriculum included a coaching preparation emphasis. Although less than half of the respondents indicated a coaching emphasis in their program, eighty-two percent of all

TABLE 6

GENERAL INFORMATION ON COLLEGE & UNIVERSITY CLASSIFICATION  
AND STATUS OF PRESENT COACHING CURRICULUM

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Classification of School					
University		6	12.0	12.0	12.0
State College		7	14.0	14.0	26.0
Private College		13	26.0	26.0	52.0
Community College		24	48.0	48.0	100.0
Does your institution offer a coaching preparation curriculum?					
	No	28	56.0	56.0	56.0
	Yes	22	44.0	44.0	100.0
Do you feel there is a need for specialized coaching curriculum?					
	No	9	18.0	18.0	18.0
	Yes	41	82.0	82.0	100.0
Is your coaching preparation curriculum listed as a separate program from the basic Physical Education major program?					
	Separated from	13	26.0	59.1	59.1
	Incorporated	9	18.0	40.9	100.0

respondents felt that there is a need for a specialized curriculum for preparation of both men and women coaches in addition to the Physical Education major program.

A further breakdown of institutions offering an undergraduate preparation program found fifty-nine percent of the preparatory institutions offering this portion of their curriculum as a separate program from the basic major Physical Education curriculum (Table 6).

Offerings under Health and Safety receiving the largest percentage of affirmative responses were Care and Prevention of Athletic Injuries, Basic First Aid and Athletic Training and Conditioning. Nutrition received the least support among the offerings in this category (Table 7).

Anatomy, Kinesiology and Physiology of Exercise were the Professional Physical Education courses most frequently included in the current offerings among the colleges and universities offering preparatory programs for coaches (Table 8).

Administratively, Organization and Administration of Physical Education and Athletics received the greatest support among current courses (Table 8).

Football, basketball, baseball and track and field gained the greatest support for courses offered for specialization in athletics. Volleyball received fifty-nine percent of the total responses in this area (Table 9).

Speech and Psychology of Coaching were the courses that were

TABLE 7

CURRENT COURSE OFFERINGS IN UNIVERSITY AND COLLEGE COACHING  
PREPARATION CURRICULUM UNDER THE CATEGORY  
OF HEALTH AND SAFETY

Course	% of Respondents Offering Course	
	Yes	No
Basic First Aid	65	35
Human Growth & Development	35	65
Athletic Training & Conditioning	59	41
Water Safety	36	64
Nutrition	18	82
Care & Prevention of Athletic Injuries	77	23
Other	0	100

TABLE 8

CURRENT COURSE OFFERINGS IN UNIVERSITY AND COLLEGE  
COACHING PREPARATION CURRICULUMS UNDER THE CATEGORY OF  
PROFESSIONAL PHYSICAL EDUCATION COURSES

(Detailed in Table 21)

Course	% of Respondents Offering Course	
	Yes	No
Anatomy	55	45
Kinesiology	50	50
Physiology of Exercise	55	45
Motor Development	32	68
Biomechanics	14	86
Therapeutic Physical Education	9	91
Principles of Physical Education	41	59
Organization and Administration of Physical Education	32	68
Organization and Administration of Athletics	32	68
Organization and Administration of Intramural Sports	9	91
Other	5	95

TABLE 9

CURRENT COURSE OFFERINGS IN UNIVERSITY AND COLLEGE  
COACHING PREPARATION CURRICULUMS UNDER THE CATEGORY OF  
COACHING CLASSES

(Detailed in Table 22)

Course	% of Respondents Offering Course	
	Yes	No
Football	82	18
Basketball	82	18
Baseball	82	18
Track & Field	73	27
Swimming & Diving	41	59
Gymnastics	41	59
Volleyball	59	41
Soccer	36	64
Tennis	36	64
Wrestling	46	54

included in the curriculum that received fifty and forty-one percent of all responses in the division breakdown under general areas (Table 10).

Four sports were most frequently selected as being essential for coaching versatility. Active participation was indicated as a requirement in only thirty-two percent of responses (Table 10).

- Grand Total of All Coaching Respondents -

The following is an analysis of data tabulated from the responses of the coaches surveyed.

General Information

According to school classification, as shown in Table 11, the distribution of the respondents of this portion of the survey forty-two percent of the responses were from AAA schools, thirty-three percent AA schools and twenty-six percent A schools.

The breakdown of male and female coaches returning questionnaires finds seventy-four percent of all respondents being male coaches, while twenty-six percent of the returned instruments were from female coaches (Table 11).

Percentage of coaches actively involved in the coaching of sports listed for males on the questionnaire is reflected by the following list showing percentage frequencies. These sports were identified for boys' activities (Table 12).

TABLE 10

SUMMARY OF CURRENT COURSE OFFERINGS IN UNIVERSITY AND  
COLLEGE COACHING PREPARATION CURRICULUMS UNDER THE CATEGORY  
OF GENERAL & COACHING VERSATILITY

(Detailed in Tables 23 & 24)

Course	% of Respondents Offering Course	
	Yes	No
<u>GENERAL AREAS</u>		
Speech	50	50
Public & Professional Relations	5	95
Psychology of Coaching	41	59
Community Affairs	9	91
Other	9	91
<u>COACHING ATHLETIC VERSATILITY</u>		
Knowledge in One Sport	9	91
" " Two Sports	14	86
" " Three Sports	18	82
" " Four Sports	23	77
Active Participation in Sport of Major Interest	32	68
Active Participation in All Sports	14	86
No Active Participation	5	95

TABLE 11

GENERAL INFORMATION ON HIGH SCHOOLS SURVEYED  
 ACCORDING TO SCHOOL CLASSIFICATION AND SEX OF COACHES

QUESTION	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Classification of School				
AAA	133	41.7	41.7	41.7
AA	104	32.6	32.6	74.3
A	82	25.7	25.7	100.0
Sex				
Male	235	73.7	73.7	73.7
Female	84	26.3	26.3	100.0

TABLE 12

## MEN'S SPORTS BEING COACHED BY RESPONDENTS SURVEYED

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Football	No	193	60.5	60.5	60.5
	Yes	126	39.5	39.5	100.0
Basketball	No	228	71.5	71.5	71.5
	Yes	90	28.2	28.2	99.7
Gymnastics	No	318	99.7	99.7	99.7
	Yes	1	.3	.3	100.0
Track & Field	No	254	79.6	79.6	79.6
	Yes	64	20.1	20.1	99.7
Baseball	No	258	80.9	80.9	80.9
	Yes	60	18.8	18.8	99.7

	<u>Percentage</u>
Football	40
Basketball	28
Gymnastics	0
Track & Field	20
Baseball	19
Other	12

Coaching assignments for the respondents according to womens' athletic activities were as follows: (Table 13)

Volleyball	19
Girls' Basketball	20
Gymnastics	4
Track & Field	24
Softball	2
Other	7

Coaches Preparation - What Active Coaches Feel is Essential in Their Preparation for Entry into the Coaching Profession

The data obtained from the survey indicating how coaches active in the profession felt about what should be offered in a coaching preparation curriculum follows. Data was categorized according to the following: Required, recommended but not required, and not essential.

First Aid and Athletic Training and Conditioning were deemed as requirements by ninety-six percent and ninety-one percent respectively

TABLE 13  
WOMEN'S SPORTS BEING COACHED BY RESPONDENTS SURVEYED

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Volleyball	No	256	80.3	80.3	80.3
	Yes	62	19.4	19.4	99.7
Basketball	No	254	79.6	79.6	79.6
	Yes	64	20.1	20.1	99.7
Gymnastics	No	306	95.9	95.9	95.9
	Yes	12	3.8	3.8	99.7
Track & Field	No	240	75.2	75.2	75.2
	Yes	77	24.1	24.1	99.4
Softball	No	311	97.5	97.5	97.5
	Yes	6	1.9	1.9	99.4

of all respondents. Only one-half of one percent indicated First Aid as non-essential. None of the respondents felt that Athletic Training and Conditioning was non-essential (Table 14).

Sports receiving the greatest support for coaching classes for men were basketball, baseball, track and field, football and wrestling. Emphasis in basketball, track and field, gymnastics, volleyball and tennis were cited as major areas of preparation for women. A summary of responses for all athletic activities can be found in Table 15.

Detailed information can be obtained from Appendix H, Tables 25 and 26.

Professional Physical Education courses that the majority of coaches felt should be required were in rank order, highest to lowest:

1. Physiology of Exercise
2. Anatomy
3. Officiating of Sports
4. Kinesiology
5. Psychology of Sport

Other courses presented received less than a fifty percent response for basic requirements for coaching preparation. A detailed description of the results can be found in Tables 16 and 17.

#### Preparation for Competencies Determined to be Essential for Success in Coaching

Determining where the coaches obtained the necessary competencies to be successful, as determined by coaches, is the purpose of this section. Only the major areas will be discussed.

TABLE 14

COACHES RECOMMENDATIONS ON WHAT SHOULD BE  
OFFERED IN A COACHING PREPARATION CURRICULUM  
IN THE CATEGORY OF HEALTH AND SAFETY

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
First Aid & Safety	Required	301	94.4	95.9	95.9
	Recommended	11	3.5	3.5	99.4
	Not Essential	2	.6	.6	100.0
Athletic Training & Conditioning	Required	287	90.0	91.4	91.4
	Recommended	27	8.5	8.6	100.0
	Not Essential	0	0	0	100.0

TABLE 15

COACHES RECOMMENDATIONS AS TO WHAT SHOULD BE  
OFFERED AS COACHING CLASSES

	Course	% of Responses		
		Required	Recommended	Not Essential
<u>MEN</u>	Basketball	71	26	2
	Baseball	64	33	3
	Track & Field	68	30	1
	Football	70	27	3
	Gymnastics	47	50	3
	Soccer	43	50	7
	Wrestling	54	42	4
	Tennis	42	52	6
	Golf	40	52	8
	Swimming	48	47	7
<u>WOMEN</u>	Basketball	82	16	2
	Field Hockey	39	48	13
	Track & Field	81	18	1
	Gymnastics	65	32	3
	Golf	39	48	13
	Tennis	56	39	5

TABLE 15 -- Continued

Course	% of Responses		
	Required	Recommended	Not Essential
Soccer	45	47	8
Swimming	48	44	7
Volleyball	75	22	3

TABLE 16

COACHES' RECOMMENDATIONS AS TO WHAT SHOULD BE OFFERED  
 IN A COACHING PREPARATION CURRICULUM  
 IN THE CATEGORY OF PROFESSIONAL PHYSICAL EDUCATION COURSES

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Anatomy	Required	220	69.0	71.2	71.2
	Recommended	81	25.4	26.2	97.4
	Not Essential	8	2.5	2.6	100.0
Physiology of Exercise	Required	242	75.9	77.1	77.1
	Recommended	68	21.3	21.7	98.7
	Not Essential	4	1.3	1.3	100.0
Officiating of Sports	Required	194	60.8	61.8	61.8
	Recommended	113	35.4	36.0	97.8
	Not Essential	7	2.2	2.2	100.0
Organization & Administration of Athletics	Required	144	45.1	46.2	46.2
	Recommended	151	47.3	48.4	94.6
	Not Essential	17	5.3	5.4	100.0
Principles of Physical Edu- cation	Required	128	40.1	41.7	41.7
	Recommended	150	47.0	48.9	90.6
	Not Essential	29	9.1	9.4	100.0

TABLE 16 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Kinesiology	Required	191	59.9	60.8	60.8
	Recommended	105	32.9	33.4	94.3
	Not Essential	18	5.6	5.7	100.0
Biomechanics	Required	105	32.9	34.1	34.1
	Recommended	168	52.7	54.5	88.6
	Not Essential	35	11.0	11.4	100.0

TABLE 17

COACHES' RECOMMENDATIONS AS TO WHAT THEY FEEL  
SHOULD BE OFFERED IN A COACHING PREPARATION CURRICULUM  
IN THE CATEGORY OF GENERAL AREAS

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Advanced Speech	Required	77	24.1	24.4	24.4
	Recommended	166	52.0	52.7	77.1
	Not Essential	72	22.6	22.9	100.0
Psychology of Sport	Required	190	59.6	60.3	60.3
	Recommended	114	35.7	36.2	96.5
	Not Essential	11	3.4	3.5	100.0
Sociology of Sport	Required	115	36.1	37.6	37.6
	Recommended	174	54.5	56.9	94.4
	Not Essential	17	5.3	5.6	100.0
Public & Pro- fessional Relations	Required	128	40.1	41.2	41.2
	Recommended	166	52.0	53.4	94.5
	Not Essential	17	5.3	5.5	100.0

Information on all of the areas is indicated in Appendix H, Table 27.

Knowledge of fundamentals of the sport being coached was found to have been obtained primarily by active participation. Forty-eight percent of the sample population felt they obtained the greatest knowledge in this area by actual participation. Next most prominent of responses was that of "on the job experience." Twenty-seven percent of the population listed this area as the greatest contributor to this competency. Only eleven percent judged that knowledge came from course work. (Table 27, Appendix H).

The competency of "displaying sincere enthusiasm for the sport being coached" finds the respondents answering strongly to active participation as being the greatest contributor to this area. Fifty-seven percent of all respondents answered favorably to active participation as being responsible for their knowledge in this area. "On the job experience" was the second strongest, with twenty-eight percent of the responses falling into this category. Eighty-five percent judged competency to come from "on the job experience" and active participation.

Knowledge about First Aid and Safety practices was learned primarily by the respondents through course work, according to the information received from this survey (Table 27, Appendix H).

Establishing and maintaining positive team discipline seems to be learned primarily by "on the job experience." Sixty-four percent of responses fell into this category. A distant second at eighteen percent is active participation.

Fifty-seven percent of the sample population felt that possession of the ability to communicate effectively with students was obtained from experiences while on the job. Active participation was again a distant second at fourteen percent.

"On the job experience" and course work were the top responses in the ability to adhere to high standards of professional ethics. Percentage breakdown finds "on the job experience" receiving forty-two percent of the responses, with nineteen percent of the responses indicating course work as being the area where the majority of the information was learned.

Knowing the principles for the care and prevention of injuries, from the received data, seemed to be primarily learned through course work taken by the respondents. Sixty percent of the coaches indicated this area as the greatest contributor to their knowledge. Only sixteen percent indicated "on the job experience" as being influential in becoming competent in this area. Clinics received strong support in this area, with thirteen percent of the responses indicating clinics as the major source of learning in the care and prevention of athletic accidents.

Conducting honest and ethical athletic programs finds four areas being primary contributors, according to the coaches surveyed. "On the job experience," active participation, others, and course work were respectively checked as major contributors to this area.

Learning the rules and regulations of the sports of interest to the respective coaches finds three major areas of contribution. "On the job experience," course work and active participation received thirty percent, thirty percent and twenty-five percent of the responses respectively.

"On the job experience" draws the strongest support for developing competency in showing a sincere personal interest in the individual and concern for what a particular sport can do for the individual. Fifty-one percent of the respondents designated this as the primary contributor, with active participation following with a twenty-two percent response.

To be competent in the understanding of the different strategies of various sports, coaches indicated that the majority of their training came from "on the job experience" and clinics. Sixty-one percent of all respondents indicated these areas.

One hundred seventy-seven, fifty-seven percent of all respondents, indicated that "on the job experience" was the greatest contributor in obtaining competence in maintaining positive attitudes of sportsmanship among team members (Table 27, Appendix H).

Maintaining cooperative relationships with other members of the coaching staff found three out of four respondents supporting "on the job experience" as the greatest factor in gaining competency in this area. All other responses were equally distributed among the other choices.

"On the job experience" and course work received forty-one and thirty-three percent respectively, as being the major contributors to the competency of understanding the importance of using qualified medical advice regarding the condition of participants who are injured. Clinics and practicums received ten and six percent respectively in the responses.

The maintaining of cooperative relationships with school administrators competency, according to the responses, is learned from "on the job experience." Seventy percent, or 219 of the 308 responding to this question, indicated this response. "Essential, but not adequately prepared" received six percent of the responses to this item.

Recognition of hazardous situations, as indicated by the coaches, was primarily learned from actual coaching experiences. A total of sixty-three percent of the sample population indicated this as the greatest contributor to this competency.

Three areas gained in near equal support in being the greatest contributor to the teaching by productive instructional methods. Thirty-six, twenty-seven and twenty percent of the responses were identified as "on the job experience," course work and clinics respectively.

Forty-four percent of the respondents indicated that "on the job experience" contributed greatly to the understanding the significance of the coach as an influence on the behavior of youth.

Proper fitting of athletic equipment finds approximately one out of every two coaches indicating that "on the job experience" was the

greatest contributor to his preparation. Course work and active participation equally share twenty-five percent of the responses.

Course work ranks first in the teaching of the next competency. However, "on the job experience" ranks a very close second. Thirty-nine percent indicated course work as the most important of the factors presented, while thirty-four percent indicated "on the job experience" as being the greatest contributor to knowing what constitutes negligence.

Understanding group and individual discipline procedures finds six out of ten coaches indicating "on the job experience" as being the greatest individual contributor to gaining competence in this area. Course work received only twenty percent of the responses.

Seven out of ten respondents indicated "on the job experience" as being the greatest contributor to the ability to maintain emotional stability under the unusual pressures and tension connected with athletics. Active participation received fifteen percent of the responses. Course work and practicum had only twenty respondents indicating them as factors in gaining competency.

Course work and "on the job experience" rated highest in contributing to the competency of employing instructional procedures which minimize possibility of injury. Twenty-seven and forty-six percent, respectively, of the responses stressed these two areas in the survey.

Over half of the sample population felt that "on the job experience" was most important in maintaining appropriate levels of personal appearance, manners, speech and social ease.

One-fourth of the coaches felt that course work was most important in understanding the methods of developing high levels of specific conditioning needed by squad members. However, the greatest contributor, as indicated by the survey, was "on the job experience" which received thirty-six percent of the responses.

Understanding of the physiological limitations of the body in athletic performances was greatly enhanced by course work, as the survey indicated. Fifty-two percent of the respondents labeled course work as being most important in becoming competent in this area. Less than one-fourth of the active coaches listed "on the job experience" as being important. Seven percent listed this competency as "essential but not adequately prepared" as an undergraduate.

Course work gained seventy-six percent of the responses as the primary contributor to becoming competent in knowing the principles of normal growth and development. (Table 27, Appendix H).

#### Coaching Versatility for Employment Possibilities

The purpose of this section was to survey coaches actively involved in the profession to gain their opinion on the number of sports in which a coach should be proficient for employment possibilities. As shown in Table 18, proficiency in three sports gained greatest support for employment purposes.

TABLE 18

COACHES' RECOMMENDATIONS AS TO WHAT THEY FEEL  
SHOULD BE OFFERED IN A COACHING PREPARATION CURRICULUM  
IN THE CATEGORY OF COACHING VERSATILITY

	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Ability in One Sport	8	2.5	2.7	2.7
Ability in Two Sports	99	31.0	33.4	36.1
Ability in Three Sports	129	40.4	43.6	79.7
Ability in Four Sports	23	7.2	7.8	87.5
Ability in Five Sports	13	4.1	4.4	91.9
Ability in Six Sports	24	7.5	8.1	100.0

- Summary -

The analysis of data suggests the conclusion that the majority of the colleges and universities recognize the need for a curriculum designed to prepare coaches for their selected profession. However, less than half of these institutions are actively involved in the formal educational preparation of athletic coaches.

Analysis of data pertaining to the four concerns under investigation allows for the following conclusions: (1) Status of present coaching preparation curriculums, established from information in Tables 7-10, are in agreement with the listed courses: Speech, Anatomy, Kinesiology, Physiology of Exercise, First Aid, Athletic Training and Conditioning, Care and Prevention of Athletic Injuries and coaching classes in football, basketball, baseball, track and field and volleyball.

(2) Coaches' feelings on curriculum necessary for preparation of coaches, data analysis in Tables 14-17, lead to the following conclusions. Coaches are in agreement with the courses listed as being essential. They are First Aid and Safety, Athletic Training and Conditioning, Anatomy, Physiology of Exercise, Officiating of Sports, Kinesiology, Psychology of Sport with coaching classes in basketball, baseball, track and field, football, and wrestling for men. Classes in the coaching area for women should include basketball, track and field, gymnastics, tennis and volleyball.

(3) Present curricular offerings agree with what coaches feel is essential. Analysis of data leads to the conclusion that there is agreement between the two groups. Seventy-one percent of the courses gaining at least fifty percent of responses as being essential or offered by the two surveyed groups were in agreement. Table 19 shows detailed rankings.

(4) Respondents were also in agreement regarding where they obtained the competencies selected for use in this study (Table 27, Appendix H). Agreement was found in fifty-six percent of the competencies under study. Sixty-seven percent of the competencies gaining at least fifty percent support of the respondents were classified as being achieved from "on the job" experiences. Twenty-seven percent were indicated as being achieved from course work. Active participation received only minimal support as a contributor to competencies required.

As shown, colleges and universities felt that there is a need for coaching preparation programs. Coaches also indicated that many of the competencies deemed necessary for successful experiences in the profession were obtained from "on the job" experiences in the profession after being employed.

TABLE 19

RANK ORDERING (HIGHEST TO LOWEST) OF COURSES GAINING AT LEAST 50% OF THE RESPONSES FROM COACHES AS BEING REQUIRED AND A SIMILAR RANK ORDERING OF COURSES OFFERED BY AT LEAST 50% OF COLLEGES AND UNIVERSITIES SURVEYED

Coaches	Colleges & Universities
First Aid	Care & Prevention of Athletic Injuries
Athletic Training and Conditioning	First Aid
Physiology of Exercise	Athletic Training and Conditioning
Anatomy	Anatomy
Officiating of Sport	Physiology of Exercise
Kinesiology	Kinesiology
Psychology of Sport	Speech

## CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

This study investigated various aspects of coaching preparation at the undergraduate level to determine where coaches are being trained to enter the coaching profession. Efforts were made to determine what is currently offered by colleges and universities in the states of Oregon and Washington, and compare this information with data obtained from coaches in the two states determining what they feel should be required in programs for the preparation of coaches.

The investigation was also conducted to determine where active coaches were trained in the competencies deemed necessary for an individual to be a success in the coaching profession. Coaching versatility for employment purposes was also surveyed.

Data for the investigation was obtained by use of a criterion instrument prepared by the investigator. The instruments were distributed to the respondents by mail.

Responses from the survey were categorized into two groups. One group was composed of responses from the institutions of higher education in the states of Oregon and Washington. The second group was composed of responses of a selected group of coaches in the two states. This group was divided according to classification of schools by enrollment and also by sex of coaches.

Data was subjected to a frequency distribution type of analysis procedure to arrive at the following conclusions.

- Conclusions -

The information obtained from the data leads to the conclusion that there is a need for coaching preparation programs. Analysis of data indicated that only forty-four percent of the surveyed institutions offered such a program, while eighty-two percent indicated a need.

Data analysis on the four concerns under investigation lead to the following conclusions. Colleges and universities offering coaching preparation programs include Speech, Anatomy, Kinesiology, Physiology of Exercise, First Aid, Athletic Training and Conditioning, Care and Prevention of Athletic Injuries, and coaching classes in football, basketball, baseball, track and field, and volleyball in their course selection.

Coaches felt that the following courses are essential in the programs for the preparation of coaches: First Aid and Safety, Athletic Training and Conditioning, Anatomy, Physiology of Exercise, Officiating of Sports, Kinesiology, Psychology of Sport with coaching classes in basketball, baseball, track and field, football and wrestling for men. Classes in the coaching area for women should include basketball, track and field, gymnastics, tennis and volleyball.

Data analysis leads to the conclusion that there is agreement between the two groups surveyed in relation to what is presently being offered and what coaches feel is essential in coaching preparation programs.

Respondents were in agreement where they obtained the competencies deemed necessary for successful coaching experience as determined by the Paldanius study. Additionally, only twenty-seven percent of the competencies receiving a majority of the responses were obtained through course work.

Since a need is evident from the above information, it is also a conclusion that universities and colleges should become aware of competencies that were determined as essential for successful experiences. Based on these competencies, universities and colleges need to establish at least minimum competency levels in these areas.

- Recommendations -

Based upon results and conclusions, the following recommendations seem to be warranted:

1. State Educational Departments need to become aware of competencies essential for successful coaching experiences and should consider establishing a certification program in this area.
2. Until certification is required throughout educational systems, university and college Physical Education Departments should inform individuals planning to enter the coaching profession of the competencies necessary and initiate classes or activities to develop them.

3. Future coaches should be advised of the need to be proficient in the coaching of at least three sports.
4. Since clinics were reported as a major means in achieving competencies determined necessary for successful coaching experiences, such activities might be considered as a function or responsibility of universities and colleges.
5. Practicums might be offered in the undergraduate preparation to broaden the experiences of the student.

- Suggested Coaching Preparation -

From the data obtained from the coaches active in the profession, the researcher suggests that a coaching preparation program include First Aid, Anatomy, Physiology of Exercise, Psychology of Sport, Athletic Training and Conditioning, Kinesiology, Coaching Practicum, and Officiating of Sports. Elective coaching classes to be selected for men from basketball, baseball, track and field, football, gymnastics, soccer, wrestling, tennis, golf and swimming. For women, coaching classes should be selected from basketball, field hockey, track and field, gymnastics, golf, tennis, soccer, swimming and volleyball.

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APPENDIX A

## OREGON STATE UNIVERSITY

## Committee for Protection of Human Subjects

Summary of ReviewTitle: Coaching Preparation CurriculumProgram Director: Donald E. Campbell (Pasco Arritola)

## Recommendation:

 XX Approval Provisional Approval Disapproval No Action

## Remarks:

Date: May 2, 1977cc: Dr. MacDonald

Signature: \_\_\_\_\_

J. Ralph Shay  
Assistant Dean of Research  
Phone: 754-3437

APPENDIX B

- Criterion Instrument Jury -

Dr. Jerry Ball  
Department Chairperson  
Physical Education Department  
Northern Illinois University  
DeKalb, Illinois

Dr. Donald Campbell  
Professor  
Oregon State University  
Corvallis, Oregon

Dr. Carlos Easley  
Professor  
Eastern Oregon State College  
La Grande, Oregon

Dr. Charlotte Lambert, Chairperson  
Department of Physical Education  
Oregon State University  
Corvallis, Oregon

Dr. Robert Livingston  
Athletic Director  
Oregon College of Education  
Monmouth, Oregon

Dr. Jean Neely  
Professor  
Eastern Oregon State College  
La Grande, Oregon

Dr. Donald Pierce  
Associate Professor  
Oregon State University  
Corvallis, Oregon

Dr. Howard Wilson  
Associate Professor  
Oregon State University  
Corvallis, Oregon

Dr. Carvel Wood  
Professor  
Oregon State University  
Corvallis, Oregon

APPENDIX C

Dear Administrator:

The enclosed questionnaire is part of a two-study survey conducted in Oregon and Washington to help develop a recommended curriculum for the preparation of coaches. The information sought will be cross checked between active coaches' feelings about their preparation and the present offerings in our Colleges and Universities. Competencies determined to be essential in the coaching profession will also be cross checked with the information obtained from coaches active in interscholastic athletics.

I hope that you will take a few minutes from your busy schedule to complete and return the enclosed questionnaire.

Thanks in advance for your efforts to contribute to this study.

Sincerely,

Pasco Arritola  
Assistant Professor of  
Physical Education  
EASTERN OREGON STATE COLLEGE

**APPENDIX D**

Dear Coach:

A rather extensive survey of athletic coaches and institutions of Higher Education in Oregon and Washington is being conducted to provide information to help develop a sound curriculum that will adequately prepare individuals planning to enter the growing coaching profession. As a high school coach actively engaged in the profession, your responses will be very valuable.

I will be grateful to you if you would take a couple of minutes from your busy schedule to complete and return the enclosed questionnaire. The guidance of active coaches in this area of curriculum development is essential.

Thanks in advance.

Sincerely,

Pasco Arritola  
Assistant Professor of  
Physical Education  
EASTERN OREGON STATE COLLEGE

APPENDIX E

Dear Athletic Director:

During a recent survey in the states of Oregon and Washington, selected members of your coaching staff were sent questionnaires to gather data concerning their undergraduate coaching preparation. Thus far the return has been very good, but to strengthen the data for presentation to the Teacher Standards and Practices Commission in Oregon, I would appreciate it if you would pass this note on to your staff so that if they overlooked returning their questionnaire, they could do so now.

To eliminate additional work for you I have listed by sport, the coaches on your staff selected for this survey. Please have them initial and forward to the next person on the list.

Coaches: I'm certain that with your busy schedule you overlooked returning the questionnaire I mailed to you recently concerning your undergraduate coaching preparation. To help strengthen my data I would appreciate any effort on your part to complete and return the questionnaire. Thanks in advance.

FOOTBALL COACH \_\_\_\_\_  
 VOLLEYBALL COACH \_\_\_\_\_  
 MEN'S TRACK COACH \_\_\_\_\_  
 WOMEN'S TRACK COACH \_\_\_\_\_

MEN'S BASKETBALL COACH \_\_\_\_\_  
 WOMEN'S BASKETBALL COACH \_\_\_\_\_  
 MEN'S BASEBALL COACH \_\_\_\_\_

Sincerely,

Pasco Arritola  
 Assistant Professor of  
 Physical Education  
 EASTERN OREGON STATE COLLEGE

APPENDIX F

STUDY OF COACHING PREPARATION CURRICULA IN OREGON  
AND WASHINGTON UNIVERSITIES AND COLLEGES

The purpose of this study is to survey coaching curricula presently offered in the institutions of higher education and compare these offerings with competencies that have been determined vital for successful coaching experiences by the Paldanius Study (Oregon State University 1974). The obtained information will also be compared with data gathered in a separate study among coaches actively engaged in interscholastic athletic programs. Emphasis in the coaches study will be directed as to what they feel is essential in the curriculum offerings for the preparation of coaches.

Information obtained from the study will become a basis for developing a recommended curriculum for individuals entering the coaching profession. Finalized curriculum will be presented to the Teacher's Standards and Practices Commission for adoption considerations in the State of Oregon.

By giving a few minutes of your time to complete the questionnaire, you can contribute valuable information for the formulation of this much needed curriculum development.

Please return the completed questionnaire at your earliest convenience. Questionnaire is self-addressed and stamped.

Part I - Institutional Data (Place an X in the appropriate space)

1. Classification of School
  - A.  University
  - B.  State College
  - C.  Private College
  - D.  Community College
2. Does your institution offer a coaching preparation curriculum?
  - A.  Yes
  - B.  No
3. Do you feel that there is a need for a specialized curriculum for preparation of coaches (men and women) in addition to the Physical Education major program?
  - A.  Yes
  - B.  No

If you answered no on #2, please stop and return questionnaire.

4. Is your coaching preparation curriculum listed as a separate program from the basic Physical Education major program?
  - A.  Separate from Physical Education
  - B.  Incorporated into Basic Physical Education Program with specialized coaching classes suggested

Part II - Present Coaching Curriculum - The following questions deal with courses offered in your present coaching preparation curriculum. Please indicate those courses that are being offered.

1. Health and Safety
  - A.  Basic First Aid
  - B.  Human Growth and Development
  - C.  Athletic Training and Conditioning
  - D.  Water Safety
  - E.  Nutrition
  - F.  Care and Prevention of Athletic Injuries
  - G.  Other (specify) \_\_\_\_\_
  - H.  Other (specify) \_\_\_\_\_
  
2. Professional Physical Education
  - A.  Anatomy
  - B.  Kinesiology
  - C.  Physiology of Exercise
  - D.  Motor Development
  - E.  Biomechanics
  - F.  Therapeutic Physical Education
  - G.  Principles of Physical Education
  - H.  Other (specify) \_\_\_\_\_
  - I.  Other (specify) \_\_\_\_\_
  - J.  Other (specify) \_\_\_\_\_
  
3. Administrative
  - A.  Organization and Administration of Physical Education
  - B.  Organization and Administration of Athletics
  - C.  Organization and Administration of Intramural Sports
  - D.  Other (specify) \_\_\_\_\_
  - E.  Other (specify) \_\_\_\_\_
  
4. Coaching of:
  - A.  Football
  - B.  Basketball
  - C.  Baseball
  - D.  Track and Field
  - E.  Swimming and Diving
  - F.  Gymnastics
  - G.  Volleyball
  - H.  Soccer
  - I.  Tennis
  - J.  Other (specify) \_\_\_\_\_
  - K.  Other (specify) \_\_\_\_\_
  
5. General Areas
  - A.  Speech
  - B.  Public and Professional Relations
  - C.  Psychology of Coaching
  - D.  Community Affairs
  - E.  Other (specify) \_\_\_\_\_
  - F.  Other (specify) \_\_\_\_\_
  - G.  Other (specify) \_\_\_\_\_

Part III - Coaches' Athletic Versatility - Your program stresses:

1. \_\_\_\_\_ Knowledge in 1 Sport
2. \_\_\_\_\_ Knowledge in 2 Sports
3. \_\_\_\_\_ Knowledge in 3 Sports
4. \_\_\_\_\_ Knowledge in 4 Sports
5. \_\_\_\_\_ Active Participation in Sports of Major Interest
6. \_\_\_\_\_ Active Participation in All Sports
7. \_\_\_\_\_ No Active Participation

APPENDIX G

STUDY OF COACHING PREPARATION BACKGROUNDS AMONG  
ATHLETIC COACHES IN OREGON AND WASHINGTON

As athletic participation increases in our educational programs, some concern must be given to the type of preparation to the personnel who will be given the responsibilities of directing the activities.

The purpose of this study is to survey the background preparation of active coaches in Oregon and Washington and compare their preparation and needs with what is currently offered as coaching preparation curricula in Oregon and Washington universities and colleges.

Information obtained from the study will become a basis for developing a recommended curriculum for individuals planning to enter the coaching profession.

By giving a few minutes of your time, you can contribute valuable information to help formulate this much needed curriculum development.

Please return the completed questionnaire at your earliest convenience. Questionnaire is self-addressed and stamped.

Part I - General Information

1. School Classification
  - \_\_\_\_\_ AAA
  - \_\_\_\_\_ AA
  - \_\_\_\_\_ A
2. \_\_\_\_\_ Male Coach                      \_\_\_\_\_ Female Coach
3. Sports Presently Coaching (Boys)
  - \_\_\_\_\_ Football
  - \_\_\_\_\_ Basketball
  - \_\_\_\_\_ Gymnastics
  - \_\_\_\_\_ Track and Field
  - \_\_\_\_\_ Baseball
  - \_\_\_\_\_ Other (specify) \_\_\_\_\_
4. Sports Presently Coaching (Girls)
  - \_\_\_\_\_ Volleyball
  - \_\_\_\_\_ Basketball
  - \_\_\_\_\_ Gymnastics
  - \_\_\_\_\_ Track and Field
  - \_\_\_\_\_ Softball
  - \_\_\_\_\_ Other (specify) \_\_\_\_\_





	Active Participation	Course Work	Practicum	Clinics	On the Job Experience	Not Necessary	Essential, but not Adequately Prepared as Undergraduate	Other (specify)	Other (specify)
U. Understanding group and individual discipline procedures									
V. Maintaining emotional stability under the unusual pressures and tensions connected with athletics									
W. Employing instructional procedures which minimize possibilities of injury									
X. Maintaining appropriate levels of personal appearance, manner, speech, and social ease									
Y. Understanding the methods of developing high levels of specific conditioning needed by squad members									
Z. Understanding the physiological limitations of the body in athletic performances									
A' Knowing the principles of normal growth and development									

Part III - The following questions deal with what you feel should be mandatory in a curriculum for the preparation of men's and women's coaches. Check appropriate box for each course listed.

Coaching Preparation

1. Which of the following courses should be in a coaching preparation curriculum?

	Required	Recommended but Not Required	Not Essential
a) First Aid			
b) Athletic Training & Conditioning			
c) Coaching of Sports (Men)			
1. Basketball			
2. Baseball			
3. Track & Field			
4. Football			
5. Gymnastics			
6. Soccer			
7. Wrestling			
8. Tennis			
9. Golf			
10. Swimming			
11. Other (specify)			
d) Coaching of Sports (Women)			
1. Basketball			
2. Field Hockey			
3. Track & Field			
4. Gymnastics			
5. Golf			
6. Tennis			
7. Soccer			
8. Swimming			
9. Volleyball			
10. Other (specify)			
e) Anatomy of the Human Body			
f) Physiology of Exercise			
g) Officiating of Sports			
h) Advanced Speech (at least one course beyond beginning speech)			
i) Organization & Administration of Athletics			
j) Principles of Physical Education			
k) Kinesiology			
l) Biomechanics			
m) Psychology of Sport			
n) Sociology of Sport			
o) Public & Professional Relations			
p) Others (specify)			

Part IV - For employment potential, what do you feel is essential for coaching versatility?

Abilities in:

- 1. 1 Sport
- 2. 2 Sports
- 3. 3 Sports
- 4. 4 Sports
- 5. 5 Sports
- 6. Other (Please explain!)

APPENDIX H

TABLE 20

CURRENT COURSE OFFERINGS IN UNIVERSITY AND COLLEGE COACHING  
PREPARATION CURRICULUMS UNDER THE CATEGORY OF HEALTH AND SAFETY

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Basic First Aid	No	8	16.0	34.8	34.8
	Yes	15	30.0	65.2	100.0
Human Growth and Development	No	15	30.0	65.2	65.2
	Yes	8	16.0	34.8	100.0
Athletic Training and Conditioning	No	9	18.0	40.9	40.9
	Yes	13	26.0	59.1	100.0
Water Safety	No	14	28.0	63.6	63.6
	Yes	8	16.0	36.4	100.0
Nutrition	No	18	36.0	81.8	81.8
	Yes	4	8.0	18.2	100.0
Care and Prevention of Athletic Injuries	No	5	10.0	22.7	22.7
	Yes	17	34.0	77.3	100.0

TABLE 21

CURRENT COURSE OFFERINGS IN UNIVERSITY & COLLEGE  
COACHING PREPARATION CURRICULUMS UNDER THE  
CATEGORY OF PROFESSIONAL PHYSICAL EDUCATION COURSES

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Anatomy	No	10	20.0	45.5	45.5
	Yes	12	24.0	54.5	100.0
Kinesiology	No	11	22.0	50.0	50.0
	Yes	11	22.0	50.0	100.0
Physiology of Exercise	No	10	20.0	45.5	45.5
	Yes	12	24.0	54.5	100.0
Motor Development	No	15	30.0	68.2	68.2
	Yes	7	14.0	31.8	100.0
Biomechanics	No	19	38.0	86.4	86.4
	Yes	3	6.0	13.6	100.0
Therapeutic Physical Education	No	20	40.0	90.9	90.9
	Yes	2	4.0	9.1	100.0
Principles of Physical Education	No	13	26.0	59.1	59.1
	Yes	9	18.0	40.9	100.0

TABLE 21 -- Continued

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Organization and Administration of Physical Education	No	15	30.0	68.2	68.2
	Yes	7	14.0	31.8	100.0
Organization and Administration of Athletics	No	15	30.0	68.2	68.2
	Yes	7	14.0	31.8	100.0
Organization and Administration of Intramural Sports	No	20	40.0	90.9	90.9
	Yes	2	4.0	9.1	100.0

TABLE 22

CURRENT COURSE OFFERINGS IN UNIVERSITY & COLLEGE  
COACHING PREPARATION CURRICULUMS UNDER THE  
CATEGORY OF COACHING CLASSES

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Football	No	4	8.0	18.2	18.2
	Yes	18	36.0	81.8	100.0
Basketball	No	4	8.0	18.2	18.2
	Yes	18	36.0	81.8	100.0
Baseball	No	4	8.0	18.2	18.2
	Yes	18	36.0	81.8	100.0
Track & Field	No	6	12.0	27.3	27.3
	Yes	16	32.0	72.7	100.0
Swimming and Diving	No	13	26.0	59.1	59.1
	Yes	9	18.0	40.9	100.0
Gymnastics	No	13	26.0	59.1	59.1
	Yes	9	18.0	40.9	100.0
Volleyball	No	9	18.0	40.9	40.9
	Yes	13	26.0	59.1	100.0

TABLE 22 -- Continued

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Soccer	No	14	28.0	63.6	63.6
	Yes	8	16.0	36.4	100.0
Tennis	No	14	28.0	63.6	63.6
	Yes	8	16.0	36.4	100.0
Wrestling	No	12	24.0	54.5	54.5
	Yes	10	20.0	45.5	100.0

TABLE 23

CURRENT COURSE OFFERINGS IN UNIVERSITY & COLLEGE  
COACHING PREPARATION CURRICULUMS UNDER THE  
CATEGORY OF GENERAL AREAS

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Speech	No	11	22.0	50.0	50.0
	Yes	11	22.0	50.0	100.0
Public & Professional Relations	No	21	42.0	95.5	95.5
	Yes	1	2.0	4.5	100.0
Psychology of Coaching	No	13	26.0	59.1	59.1
	Yes	9	18.0	40.9	100.0
Community Affairs	No	20	40.0	90.9	90.9
	Yes	2	4.0	9.1	100.0

TABLE 24

CURRENT COURSE OFFERINGS IN UNIVERSITY & COLLEGE  
COACHING PREPARATION CURRICULUMS UNDER THE  
CATEGORY OF COACHING ATHLETIC VERSATILITY

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Knowledge in One Sport	No	20	40.0	90.9	90.9
	Yes	2	4.0	9.1	100.0
Knowledge in Two Sports	No	19	38.0	86.4	86.4
	Yes	3	6.0	13.6	100.0
Knowledge in Three Sports	No	18	36.0	81.8	81.8
	Yes	4	8.0	18.2	100.0
Knowledge in Four Sports	No	17	34.0	77.3	77.3
	Yes	5	10.0	22.7	100.0
Active Participation in Sports of Major Interest	No	15	30.0	68.2	68.2
	Yes	7	14.0	31.8	100.0
Active Participation in All Sports	No	19	38.0	86.4	86.4
	Yes	3	6.0	13.6	100.0
No Active Participation	No	21	42.0	95.5	95.5
	Yes	1	2.0	4.5	100.0

TABLE 25

COACHES' RECOMMENDATIONS AS TO WHAT SHOULD BE OFFERED  
IN A COACHING PREPARATION CURRICULUM  
IN THE CATEGORY OF MENS COACHING CLASSES

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Basketball	Required	153	48.0	70.5	70.5
	Recommended	59	18.5	26.2	97.7
	Not Essential	3	1.6	2.3	100.0
Baseball	Required	135	43.3	64.3	64.3
	Recommended	69	21.6	32.9	97.1
	Not Essential	6	1.9	2.9	100.0
Track & Field	Required	145	45.5	68.4	68.4
	Recommended	64	20.1	30.2	98.6
	Not Essential	3	.9	1.4	100.0
Football	Required	149	56.7	70.0	70.0
	Recommended	58	18.2	27.2	97.2
	Not Essential	6	1.9	2.8	100.0
Gymnastics	Required	91	28.5	46.7	46.7
	Recommended	97	30.4	49.7	96.4
	Not Essential	7	2.2	3.6	100.0

TABLE 25 -- Continued

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Soccer	Required	84	26.3	42.9	42.9
	Recommended	98	30.7	50.0	92.9
	Not Essential	14	4.4	7.1	100.0
Wrestling	Required	108	33.9	54.3	54.3
	Recommended	84	26.3	42.2	96.5
	Not Essential	7	2.2	3.5	100.0
Tennis	Required	81	25.4	42.0	42.0
	Recommended	100	31.3	51.8	93.8
	Not Essential	12	3.8	6.2	100.0
Golf	Required	78	24.5	40.2	40.2
	Recommended	101	31.7	52.1	92.3
	Not Essential	15	4.7	7.7	100.0
Swimming	Required	93	29.2	47.7	47.7
	Recommended	89	27.9	45.6	93.3
	Not Essential	13	4.1	6.7	100.0

TABLE 26

COACHES' RECOMMENDATIONS AS TO WHAT SHOULD BE OFFERED  
IN A COACHING PREPARATION CURRICULUM  
IN THE CATEGORY OF WOMENS COACHING CLASSES

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Basketball	Required	142	44.5	82.1	82.1
	Recommended	28	8.8	16.2	98.3
	Not Essential	3	.9	1.7	100.0
Field Hockey	Required	61	19.1	38.9	38.9
	Recommended	76	23.8	48.4	87.3
	Not Essential	20	6.3	12.7	100.0
Track & Field	Required	141	44.2	81.0	81.0
	Recommended	32	10.0	18.4	99.4
	Not Essential	1	.3	.6	100.0
Gymnastics	Required	110	34.5	65.1	65.1
	Recommended	54	16.9	32.0	97.0
	Not Essential	5	1.6	3.0	100.0
Golf	Required	61	19.1	38.9	38.9
	Recommended	75	23.5	47.8	86.6
	Not Essential	21	6.6	13.4	100.0

TABLE 26 -- Continued

QUESTION		ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Tennis	Required	92	28.8	55.8	55.8
	Recommended	65	20.4	39.4	95.2
	Not Essential	8	2.5	4.8	100.0
Soccer	Required	74	23.2	45.1	45.1
	Recommended	77	24.1	47.0	92.1
	Not Essential	13	4.1	7.9	100.0
Swimming	Required	78	24.5	48.1	48.1
	Recommended	72	22.6	44.4	92.6
	Not Essential	12	3.8	7.4	100.0
Volleyball	Required	127	39.8	75.1	75.1
	Recommended	37	11.6	21.9	97.0
	Not Essential	5	1.6	3.0	100.0

TABLE 27

COACHES' RESPONSES AS RELATED TO THE DEVELOPMENT OF COMPETENCIES  
DETERMINED NECESSARY TO BE SUCCESSFUL IN THE COACHING FIELD

CODE -- 1-Active Participation 2-Course Work 3-Practicum 4-Clinics 5-On the Job Experience 6-Not Necessary 7-Essential but Not Adequately Prepared 8-Other					
QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Knowing the Fundamentals of Sport Being Coached	1.	150	47.0	47.8	47.8
	2.	34	10.7	10.8	58.6
	3.	11	3.4	3.5	62.1
	4.	31	9.7	9.9	72.0
	5.	85	26.6	27.0	99.0
	6.	0	0.0	0.0	99.0
	7.	2	.6	.7	99.7
	8.	1	.3	.3	100.0
Displaying Sincere Enthusiasm for Sport Being Coached	1.	175	54.9	57.0	57.0
	2.	9	2.8	2.9	59.9
	3.	11	3.4	3.6	63.5
	4.	13	4.1	4.2	67.8
	5.	87	27.3	28.3	96.1
	6.	1	.3	.3	96.4
	7.	3	.9	1.0	97.4
	8.	8	2.5	2.6	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Knowing First Aid & Safety Practices	1.	10	3.1	3.2	3.2
	2.	209	65.5	66.6	69.7
	3.	16	5.0	5.1	74.8
	4.	20	6.3	6.4	81.2
	5.	46	14.4	14.6	95.9
	6.	0	0.0	0.0	95.9
	7.	11	3.4	3.5	99.4
	8.	2	.6	.6	100.0
Establishing & Main- taining Positive Team Discipline	1.	56	17.6	18.1	18.1
	2.	18	5.6	5.8	23.9
	3.	15	4.7	4.9	28.8
	4.	5	1.6	1.6	30.4
	5.	199	62.4	64.4	94.8
	6.	1	.3	.3	95.1
	7.	10	3.1	3.2	98.4
	8.	5	1.6	1.6	100.0
Possessing the Ability to Communicate Effec- tively with Students	1.	44	13.8	14.2	14.2
	2.	33	10.3	10.7	24.9
	3.	29	9.1	9.4	34.3
	4.	4	1.3	1.3	35.6
	5.	177	55.5	57.3	92.9
	6.	0	0.0	0.0	92.9
	7.	8	2.5	2.6	95.5
	8.	14	4.4	4.5	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Adhering to High Standards of Profes- sional Ethics	1.	49	15.4	16.3	16.3
	2.	56	17.6	18.6	34.9
	3.	21	6.6	7.0	41.9
	4.	13	4.1	4.3	46.2
	5.	125	39.2	41.5	87.7
	6.	5	1.6	1.7	89.4
	7.	8	2.5	2.7	92.0
	8.	24	7.5	8.0	100.0
Knowing the Principles for the Care and Pre- vention of Injuries	1.	10	3.1	3.2	3.2
	2.	185	58.0	59.5	62.7
	3.	8	2.5	2.6	65.3
	4.	39	12.2	12.5	77.8
	5.	50	15.7	16.1	93.9
	6.	1	.3	.3	94.2
	7.	17	5.3	5.5	99.7
	8.	1	.3	.3	100.0
Placing High Personal Levels of Ethics & Honesty in Conductive Athletic Programs	1.	75	23.5	24.8	24.8
	2.	34	10.7	11.2	36.0
	3.	21	6.6	6.9	42.9
	4.	4	1.3	1.3	44.2
	5.	119	37.3	39.3	83.5
	6.	4	1.3	1.3	84.8
	7.	11	3.4	3.6	88.4
	8.	35	11.0	11.6	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Understanding the Rules and Regulations of the Sport being Coached	1.	80	25.1	25.4	25.4
	2.	95	29.8	30.2	55.6
	3.	7	2.2	2.2	57.8
	4.	31	9.7	9.8	67.6
	5.	94	29.5	29.8	97.5
	6.	0	0.0	0.0	97.5
	7.	4	1.3	1.3	98.7
	8.	4	1.3	1.3	100.0
Showing a Sincere Personal Interest in the Individual & What the Sport can do for Him/Her Rather than What the Individual can do for the Sport	1.	66	20.7	21.8	21.8
	2.	27	8.5	8.9	30.7
	3.	14	4.4	4.6	35.3
	4.	8	2.5	2.6	38.0
	5.	155	48.6	51.2	89.1
	6.	1	.3	.3	89.4
	7.	15	4.7	5.0	94.4
	8.	17	5.3	5.6	100.0
Understanding the Different Strategies of the Sport being Coached	1.	57	17.9	18.3	18.3
	2.	38	11.9	12.2	30.4
	3.	14	4.4	4.5	34.9
	4.	68	21.3	21.8	56.7
	5.	122	38.2	39.1	95.8
	6.	0	0.0	0.0	95.8
	7.	10	3.1	3.2	99.0
	8.	3	.9	1.0	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Developing & Maintaining Positive Attitudes of Sportsmanship Among Team Members	1.	78	24.5	25.1	25.1
	2.	18	5.6	5.8	30.9
	3.	13	4.1	4.2	35.0
	4.	5	1.6	1.6	36.7
	5.	177	55.5	56.9	93.6
	6.	0	0.0	0.0	93.6
	7.	10	3.1	3.2	96.8
	8.	10	3.1	3.2	100.0
Maintaining Cooperative Relationships with Other Members of the Coaching Staff	1.	25	7.8	8.1	8.1
	2.	15	4.7	4.9	12.9
	3.	12	3.8	3.9	16.8
	4.	7	2.2	2.3	19.1
	5.	231	72.4	74.8	93.9
	6.	3	.9	1.0	94.8
	7.	8	2.5	2.6	97.4
	8.	8	2.5	2.6	100.0
Understanding the Importance of Using Qualified Medical Advice Regarding the Condition of Participants who are Injured	1.	14	4.4	4.5	4.5
	2.	101	31.7	32.6	37.1
	3.	19	6.0	6.1	43.2
	4.	30	9.4	9.7	52.9
	5.	127	39.8	41.0	93.9
	6.	1	.3	.3	94.2
	7.	15	4.7	4.8	99.0
	8.	3	.9	1.0	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Maintaining Cooperative Relationships with school Administration	1.	21	6.6	6.8	6.8
	2.	29	9.1	9.4	16.2
	3.	11	3.4	3.6	19.8
	4.	2	.6	.6	20.5
	5.	219	68.7	71.1	91.6
	6.	1	.3	.3	91.9
	7.	17	5.3	5.5	97.4
	8.	8	2.5	2.6	100.0
Recognizing hazardous situations	1.	28	8.8	9.0	9.0
	2.	54	16.9	17.4	26.4
	3.	14	4.4	4.5	30.9
	4.	5	1.6	1.6	32.5
	5.	195	61.1	62.7	95.2
	6.	1	.3	.3	95.5
	7.	12	3.8	3.9	99.4
	8.	2	.6	.6	100.0
Applying productive instructional methods in the particular sports	1.	33	10.3	10.5	10.5
	2.	83	26.0	26.5	37.1
	3.	9	2.8	2.9	39.9
	4.	63	19.7	20.1	60.1
	5.	116	36.4	36.1	97.1
	6.	1	.3	.3	97.4
	7.	8	2.5	2.6	100.0
	8.	0	0.0	0.0	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Understanding the signi- ficance of the coach as an influence on the behavior of youth	1.	59	18.5	19.4	19.4
	2.	63	19.7	20.7	40.1
	3.	11	3.4	3.6	43.8
	4.	13	4.1	4.3	48.0
	5.	133	41.7	43.8	91.8
	6.	2	.6	.7	92.4
	7.	17	5.3	5.6	98.0
	8.	6	1.9	2.0	100.0
Fitting of Athletic Equipment proficiently	1.	37	11.6	12.3	12.3
	2.	40	12.5	13.2	25.5
	3.	14	4.4	4.6	30.1
	4.	24	7.5	7.9	38.1
	5.	143	44.8	47.4	85.4
	6.	19	6.0	6.3	91.7
	7.	24	7.5	7.9	99.7
	8.	1	.3	.3	100.0
Knowing what constitutes negligence	1.	13	4.1	4.3	4.3
	2.	119	37.3	39.0	43.3
	3.	10	3.1	3.3	46.6
	4.	20	6.3	6.6	53.1
	5.	105	32.9	34.4	87.5
	6.	5	1.6	1.6	89.2
	7.	29	9.1	9.5	98.7
	8.	4	1.3	1.3	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Understanding group and individual discipline procedures	1.	28	8.8	9.0	9.0
	2.	61	19.1	19.6	28.5
	3.	20	6.3	6.4	34.9
	4.	1	.3	.3	35.3
	5.	185	58.0	59.3	94.6
	6.	0	0.0	0.0	94.6
	7.	11	3.4	3.5	98.1
	8.	6	1.9	1.9	100.0
Maintaining emotional stability under the unusual pressures & tensions connected with athletics	1.	45	14.1	14.5	14.5
	2.	10	3.1	3.2	17.7
	3.	10	3.1	3.2	21.0
	4.	1	.3	.3	21.3
	5.	214	67.1	69.0	90.3
	6.	3	.9	1.0	91.3
	7.	15	4.7	4.8	96.1
	8.	12	3.8	3.9	100.0
Employing instructional procedures which minimize possibilities of injury	1.	20	6.3	6.5	6.5
	2.	83	26.0	27.0	33.6
	3.	18	5.6	5.9	39.4
	4.	31	9.7	10.1	49.5
	5.	140	43.9	45.6	95.1
	6.	1	.3	.3	95.4
	7.	14	4.4	4.6	100.0
	8.	0	0.0	0.0	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Maintaining appropriate levels of personal appearance, manner, speech, & social ease	1.	35	11.0	11.5	11.5
	2.	47	14.7	15.4	26.9
	3.	20	6.3	6.6	33.4
	4.	1	.3	.3	33.7
	5.	157	49.2	51.5	85.2
	6.	3	.9	1.0	86.2
	7.	19	6.0	6.2	92.5
	8.	23	7.2	7.5	100.0
Understanding the methods of developing high levels of specific condi- tioning needed by squad members	1.	45	14.1	14.3	14.3
	2.	79	24.8	25.1	39.4
	3.	16	5.0	5.1	44.4
	4.	52	16.3	16.5	61.0
	5.	114	35.7	36.2	97.1
	6.	0	0.0	0.0	97.1
	7.	7	2.2	2.2	99.4
	8.	2	.6	.6	100.0
Understanding the physiological limita- tions of the body in athletic performances	1.	29	9.1	9.3	9.3
	2.	161	50.5	51.6	60.9
	3.	7	2.2	2.2	63.1
	4.	16	5.0	5.1	68.3
	5.	71	22.3	22.8	91.0
	6.	3	.9	1.0	92.0
	7.	23	7.2	7.4	99.4
	8.	2	.6	.6	100.0

TABLE 27 -- Continued

QUESTION	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Knowing the principles of normal growth and development	1.	7	2.2	2.2	2.2
	2.	236	74.0	75.6	77.9
	3.	5	1.6	1.6	79.5
	4.	10	3.1	3.2	82.7
	5.	31	9.7	9.9	92.6
	6.	6	1.9	1.9	94.6
	7.	14	4.4	4.5	99.0
	8.	3	.9	1.0	100.0