

A COMPARATIVE STUDY OF  
TRACK COACHING COMPETENCIES IN  
THE SAN MATEO UNION HIGH SCHOOL DISTRICT AREA

EDWARD A. PARKER

1978



**A COMPARATIVE STUDY OF  
TRACK COACHING COMPETENCIES IN  
THE SAN MATEO UNION HIGH SCHOOL DISTRICT AREA**

**in partial fulfillment of the requirements  
for the degree of Master of Arts  
in Education**

**BY**

**Edward Alton Parker**

**January 27, 1978**

Project/Thesis Approval Sheet

This project/thesis written by

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## CHAPTER I

### PROJECT PROPOSAL

#### Purpose of the Project

The project is to study the background of track coaching in the San Mateo Union High School District (hereinafter referred to as the SMUHSD or the District) and to compare it with that of the Minnesota Public Schools, the athletic clubs system of the Canadian Track and Field Association (hereinafter referred to as the TFA) and the German Democratic Republic (hereinafter referred to as the GDR or the East German) athletic training system. The purpose of the study is to use the information and experience gained as a means of promoting the upgrading of the educational training programs for track coaches in California.

The reason for the researching of this comparison project comes out of the writer's frustration in seeing so many physically gifted young people leave high school without experiencing the pleasure of what may come from the fulfillment of true athletic potential. This problem existed long before the author became a high school head track coach; it has not improved in the thirteen years since then; and, if some positive steps are not taken to correct the problem, it is never likely to improve. This problem involves more than track. It exists throughout most of the high school athletic structure in the United States. In fact, the situation is an outgrowth of an even

larger problem for this country. Not only do many of the nation's athletically talented youngsters fail to realize their potential, but the same is also true for many gifted students in other areas of educational development, be they scholastic, artistic, or musical. There is simply too much waste and loss of talent in the United States.

Had the gifted youngsters who failed to realize their talents in track been under the direction of better trained coaches, they would have had a better chance to realize more fully their latent athletic skills. Therefore, the major concern of this study is to help avoid much of the waste and loss of talent, particularly in track. Better-trained coaches are needed in this country.

Philosophically speaking, the author would like to carry a bit further this train of thought about the waste of the country's athletically gifted youth. This additional discussion will serve to explain further the motivation behind this study, as well as to indicate the direction to be sought in the implementation of this project.

The justification of trying to help more youngsters realize their potential and to display a higher level of athletic performance while in high school is that they should be encouraged to go on to more advanced levels of sports participation, specifically at the college level. Even more important is the fact that, once the students leave high school and enter the world of work, they frequently abandon all possibility of further academic or athletic study.

Achieving any top level of personal, athletic, or scholastic excellence in the United States is not entirely a result of thorough

planning, but is more often a matter of survival of the fittest. Those who have the best chance of making it in life are those who happen to have "more things going for them." There is a need for designed uniformity and continuity in a youngster's educational development. This uniformity and continuity needs to go further than it now does in many parts of the country. What is needed is a program in which there is a conscientious, thoroughly organized effort to help a student discover his potential talents and to establish him in an educational environment in which he will be encouraged to seek some fulfillment in the form of a satisfying vocation and/or avocation.

The United States has the capacity to do this and yet it is not done. The country has the capability to identify talent, the means to train it, develop and direct it, and finally, to see that it is given the opportunity to be individually rewarded in a way that may benefit society. Yet this is not the way that the educational system functions for most people. This is not the way it has to be for Americans with athletic talents. This writer would like to believe that this document may become a contribution to establishing a vehicle by which talented American athletes, and particularly those in track, may receive the type of help that could make it possible to have a better chance of realizing their talents in a personally rewarding way.

This study will be a comparison of the efforts by various geographical areas to upgrade standards of training for track coaches; it will compare these standards with those of the SMUHSD. This school district has no competency standards for the purpose of assuring high-quality coaching. The comparisons to be brought out by this study will



serve the project's purpose of spotlighting the need for establishing athletic coaching competencies all over the United States. Improved coaches' training may follow and, in turn, may bring about the ensuing benefits of better coaching for the youth of our country.

The author intends to implement this project by using the gathered information to influence key groups of people who, if properly motivated, could be instrumental in bringing about the essential changes needed to improve the training of track coaches. Examples of key groups that will have to be influenced are state legislators, public and private school boards, school administrators, the educators at institutions of higher learning, state coaches' associations, state associations of health, physical education and recreation, lower grade teachers, and youth organizations involved in providing community athletic programs. The public certainly will have to be involved in making decisions. Should the author be able to play a contributing role in positively influencing the above-mentioned groups, he will consider that the purpose of the investigation had been accomplished.

Once this project is completed, its conclusions and recommendations will be evaluated by a panel of at least nineteen experts involved in the sport of track. This group will consist of two state educational administrators, one college track coach, one college administrator, four high school track coaches, one District school board member, two high school athletic directors, two principals, one athlete's parent, three college students, one state athletic association administrator, and the SMUHSD superintendent (for further information on the group, see the study's "Participants" section).

### Statement of the Problem

Too many gifted young people are not receiving the direction and support they need to realize the fruition of their talents. One of the aspects of this problem with which the project will deal is the failure of the schools to provide the adequate leadership that is needed in a youngster's development. There are leaders in men's physical education who are coming to believe that this type of leadership naturally can come from well-trained teachers/coaches.<sup>1</sup> Furthermore, with the rise in interest in female athletics, women physical education leaders also are recognizing this problem of professional development in the training of women coaches.<sup>2</sup>

A second major problem will be to establish or identify what is good, effective coaching. From the review of applicable literature and from the field work of this study, a workable concept of competent coaching will be developed.

At this point in developing this paper, the author believes that the criteria for good coaching revolve around a coach's being able to demonstrate successfully through coaching or during formal school preparation an understanding of the principles of human growth and development, technical information, scientific knowledge, coaching technique, and athletic management. Furthermore, the author believes in the impor-

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<sup>1</sup>Richard H. Perry, "The Coaching Minor: Research and Implementation," paper presented at the Joint Convention of the Southwest District of the American Association for Health, Physical Education and Recreation, and the California Association for Health, Physical Education and Recreation, Sacramento, California, March, 1969.

<sup>2</sup>Donna Mae Miller, Coaching the Female Athlete (Philadelphia: Lea and Fibiger, 1974), pp. 45-55.

tance of having a genuine year-round commitment to education and its place in service to the community. Also, being of a personality which always manifests friendliness and care for young people is, of course, a prerequisite to any successful teaching. The implications of the above statement are of major concern for study and verification by this project.

A third problem will be to devise a useful method of measurement by which to gather data for this study. The present intention is to devise a questionnaire for this purpose. The first step will be to develop questions from the review of literature, from the author's experience, and from the recommendations of his thesis advisory staff. This instrument will be mainly a combination of fill-in and multiple choice questions. The questionnaire will serve as the base from which to conduct a preliminary interview (a pilot study) of a selected group of four of the project's designated participants. The purpose of this pilot study will be to evaluate the questionnaire being developed. Once this method is checked out and adjusted where necessary, the questionnaire can be put into its final form. This form will then be presented for review and approval by the thesis advisory staff. Upon the staff's recommendation, the writer will use the questionnaire in a process of pre-testing and post-testing of the study's participants. From this testing the data for the thesis will be gathered, analyzed, and presented in the study, largely in the form of tables (see Chapter III). In turn, this information will be used in the project to support the author's study, conclusions, and recommendations.

A fourth problem is that once the competencies are identified, who will be willing to teach them? It is the writer's opinion that deal-



ing with this problem is not within the immediate scope of this project as far as research is concerned. However, this problem will be mentioned in Chapter IV, since it is the intention of the author to use the gathered information of this study to try to convince colleges that there is a need to improve their preparation programs to the level that will be recommended by this treatise. He intends also to try to convince the state educational authorities, as well as those of the colleges, to seek to establish mandatory state-wide credentialing standards for high school coaches.

Furthermore, if this standardization of hiring requirements for coaching can be achieved, a fifth major problem will have to be dealt with: where will these competencies be taught? To acquire competency does not necessarily mean that a person would have to receive training at some college facility. The prospective coach could learn what is basically necessary in a semester of night school, in a series of four or five weekend clinics, or in a summer seminar of five or six days. This problem, like that of the teaching of the competencies, is not considered within the immediate scope of this study. (However, as in the case of the previous two problems, it will be dealt with further in the "Conclusions and Recommendations" section of this project.)

The author plans primarily to conduct the paper within the boundaries of the San Mateo Union High School District.

#### Project Title, Location and Duration

Project Title: A Comparative Study of Track Coaching  
Competencies in the SMUHS

The author will conduct an investigation of the level of com-

petency background of track coaching within the SMUHSD compared to those of the Canadian club system, the athletic system of the German Democratic Republic, and the Minnesota Public Schools System. These three out-of-state areas are three of the few areas which are making organized efforts to develop leadership in the field of coaching, and to give better training to prospective coaches. To obtain this information, the author will write letters of request to personally-known parties, such as a foreign athletic correspondent in Europe, club and college coaches, college physical education instructors in this country and in Canada, the Coaching Association of Canada, the directors of state associations for sport and physical education within the United States, and the offices of certification for various state departments of education.

In Minnesota, the head track coach in public schools, as well as head coaches of other sports, must be certified through (1) formal college preparation, with either a major or minor in physical education, or (2) meeting special coaching requirements in physical education. This special coaching requirement is met by taking no fewer than nine quarter hours in courses specified by the Board of Teacher Standards and Certification, Department of Education, State of Minnesota, Education Code 5076.6, for the certification of public school coaches.

In Canada only the clubs, not the schools, have established a system of coaching certification. Each province has implemented its own program. In general, there are four levels or degrees of coaching in the system. To achieve each level one must have had a combination of specific training and experience. The schooling part of the training may be taken either in college or under the direction of an authorized

provincial instructor.

The author knows little of the East German coaching program. Athletics are carried on in clubs, not in schools. However, all the coaches are college-prepared. The author knows an American foreign correspondent who has studied the GDR program through former East German contacts who now live in West Germany. For the moment, the author is not sure as to whether meaningful information will be obtainable or not. The author will, however, make every effort to obtain useful information from which to gain some insight into the East German program.

The area in which the main part of the study will take place is the SMUHSD. This district is located approximately seventeen miles south of San Francisco, California, United States. It is principally a suburban area, consisting of the towns of Burlingame, Foster City, Hillsborough, Millbrae, San Bruno, and San Mateo. This area is classified as upper-middle socio-economic class. The average selling price of a home is approximately \$62,000 and the income is about \$22,000 a year.

The project began in August, 1976, and will be completed in May, 1977.

#### Participants

The author (Edward A. Parker) is the sole participant in carrying out the project. Mr. Parker is the head track coach at Mills High School of the SMUHSD. He has seventeen years of track coaching experience, at both national and international levels (two times as a United States Olympic coach).

In the participant group being studied, there were sixteen participators who at one time or another had coaching experience.



Fourteen are men and two are women. Of the sixteen participants with coaching backgrounds, one is black and the remainder are white. Thirteen of these coaches are credentialed teachers and nine are employees of the District. The range of professional preparation among the track coaches varies from having a Master's degree in physical education, including having competed in college track, to having had no preparation at all. As of May, 1977, the writer personally knows of at least two head coaches in the SMUHSD who have had neither college educational preparation for any athletics nor competitive experience in college sports. In addition to the SMUHSD coaches, athletic directors and principals will be included as part of the population being studied. The reason for including this administrative group is that administrators are the key determiners in hiring track coaches in most high schools. In many ways this group is the party that establishes and maintains the standards of performance for coaching in schools.

### Objectives

By the third week in September, the writer will have gathered the materials needed to write the project's statements of philosophy, history, and the review of research materials. This will be initiated and/or done by visits to the San Mateo County Educational Research Center and to local college libraries. In addition, requests will be sent to the study's out-of-state locations in order to obtain the available literature on the training programs of these areas. Evidence that this objective has been met: the text of the above materials will be presented for approval as Chapter II.

By the end of September, available written information on the subject of this project will have been reviewed. Evidence that this objective will be met: the author will draw a compilation of what good track coaching is, according to authorities from the project's out-of-state locations, as well as from the materials covered in the review of literature.

By the first week of November, the pilot study questionnaire will be ready to be used. Evidence that this objective has been met: the author will begin visiting the participants who were designated by the project as the population for the pilot study.

By the end of February, the finalized form of the paper's questionnaire will be readied for pre-testing and post-testing the project's population. Evidence that the object has been met: the writer will begin gathering data on the coaching competencies of the track coaches in the SMUHSD.

In the last half of March, the findings of the above testing and the gathered data will be completed and compiled into table form (each with related discussions). Evidence that this objective has been met: Chapter III will be presented for approval. Also, the author may proceed to formulate project conclusions and recommendations.

By the first week of May the writer will present the project's conclusions and offer recommendations on how the training of track coaches may be improved. Evidence that this objective has been met: this material, in addition to plans for future activities to be carried on after the finalization of this study's Master's program, will be presented as Chapter IV for approval. Furthermore, once Chapter IV

has been approved, the project's conclusions and recommendations will be presented to the panel of track experts for evaluation.

#### Limitations of Project/Thesis Findings

The author believes that since this project is a comparative study, there should be no particular limitations of time and place. That is, even though the findings of the project may vary depending on the social, economic, and political factors of a given geographic area, the concepts of good coaching, the goals sought for improving coaching preparation, and the techniques of research should be workable, reliable, and valid in any other place and time.

There is limited research available on the subject of this project. Consequently, there is little available in the way of research and evaluation instruments that have been thoroughly tested for reliability and validity. The recommendations and conclusions drawn from this project's data therefore will have to be considered with this in mind.

By the time the project is completed, the population studied should be twenty in number. The quality should be consistent, in that observations and interviews will be conducted always at a time convenient to the participant.

#### Definition of Terms

The author will not be using any unusual terms which require special explanation. There are, however, two abbreviations that are commonly used in the coaching profession which may not be understood by the layman.



- (1) CIF are the initials commonly used in referring to the California Interscholastic Federation. It is the sole executive and administrative organization for boys and girls' high school athletics. It has the function of overseeing the sanctioning of athletic contests, legislating rules, and officiating at California's secondary sports competitions.
- (2) Title IX is the label given to a body of federal legislation which deals with discrimination based on sex in education and athletics. A main purpose of this legislation is to see that female athletes receive comparable treatment to that given male athletes concerning the opportunity for participation, use of facilities, and equipment and instruction.

## ESTIMATED BUDGET

Tuition and Fees	\$2158.50
Typing	100.00
Postage	15.00
Envelopes	10.00
Stationery	5.00
Travel (auto expense)	100.00
Phone	20.00
Books and Publications	50.00
Binding and Printing of Thesis	<u>100.00</u>
Total	\$2558.50



### Summaries

In Chapter One of the project/thesis, the author pointed out the need for more qualified track coaching in the United States. He intends to use the results of the study to gain a position of influence from which an improvement in the quality of athletic coaching may be accomplished. The reader will also find in Chapter One such information on the project/thesis as participants, objectives, limitations, expectations, a projected time line, and budget.

Chapter Two will include the statements on and the review of the available literature covering such project study fields as athletic psychology, sports sociology, and educational philosophy, in order to support the opinions offered by the writer.

Chapter Three will show the design and explain the methodology to be applied in constructing the project's instruments of evaluation. The information from the interviews with the study's participants will be presented.

Chapter Four will have the paper's conclusions and will offer recommendations on how the training of athletic coaches may be improved. Further, the author will outline a series of objectives to personally seek out in the future after the project has been completed.

The appendices will consist of the interview questionnaire and the thesis' proposed credentialing program.

The bibliography will indicate all the books, magazines, articles, pamphlets, reports and any other materials used in developing this project.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

This chapter will examine the literature available and will review the main concerns dealing with the lack of professionally prepared coaching throughout most of the United States, as well as what has been and is being done to correct this situation. It will serve as documentary evidence to show the need for having children under the direction of professionally qualified personnel. Also, it has further supportive material that will be arranged in the following order and will cover such related areas as a historical review on the educational preparation of secondary coaches, the availability of formally trained high school coaches, established programs with standards of professional preparation for coaching, the importance of qualified leadership to the coaching profession, the identification of competencies for coaching, the implementation of coaching standards, and the training programs for the formal development of coaches in the public school systems of New York and Minnesota, and in the Canadian Track and Field Association (hereinafter referred to as the CTFA). The material of this review is presented with the purpose of substantiating the need for this project.

As a result of gathering and presenting the material in this chapter, the author's frustrations concerning the lack of qualified

preparation of coaches in California have been affirmed to extend beyond the time and range of the writer's own experiences. The current problem reaches into the ranks of the coaching profession dating back at least into the 1930's and is nationwide. In fact, the concern for good athletic training can be dated back to a statement by Plato around the year 350 B.C. He recommended that physical training be planned carefully.<sup>1</sup>

The author is encouraged by the literature telling of the fact that there are more and more states which are making it mandatory that athletic coaches in the public school systems be certificated. It is hoped that such achievements will serve as a guide in helping the author recommend a meaningful course of action in California. Also, if the work of this project can contribute to upgrading coaching education in California, it may, in turn, contribute significantly to encouraging other states to follow California's lead.

There is much more literature available on the need for professionally trained coaches than there is on the opposite side of the question. Three factors are evident in the reading of this literature. First, because of national, state, and local legislation on the elimination of sex discrimination in athletics, there is now an even larger demand for coaches. Second, this situation has expanded the concern for qualified coaches to include not only male coaches, but also female coaches. Third, the number of states requiring the formal development

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<sup>1</sup>Glen Kirchner, Physical Education for Elementary School Children (Dubuque, Iowa: William C. Brown Company, 1974), p. 91.



of public school coaches is increasing. The overall evidence in the literature available agrees that coaches should be professionally qualified.

### Body of the Review

#### The Necessity for Professionally Trained Coaches

No part of a school's curriculum is more visible to the students, faculty, patrons, and public in general than is its athletic program. The performance of a school's athletes, the competencies of its coaches, the appearance of its facilities, the behavior of the fans, and the preparations for the many aspects of spectator accommodations are continually being assessed by everyone involved. In the athletic environment the participating student has a unique opportunity to discover and acquire personal values, while displaying cognitive, affective, and motor behaviors in a controlled setting. All of this totals up to making athletics an integral part of the total public school program. Therefore, educational potential to be achieved from athletic participation by students must be considered important.

Furthermore, this is an era of change and opportunities which provides great challenge to coaches who are possibly the most influential adults outside the home in the lives of high school athletes. Thus the coaching profession is considered to have a tremendous influence on the lives of young people. This is particularly true from the standpoint of the major role that athletics plays in the American way of life. Because of the great personal, social, and cultural values that can be gained by children, it becomes important that the athletic programs be well

conducted by qualified coaches.<sup>1</sup>

At the beginning of each academic year hundreds of thousands of students begin their first year in high school. Many of them become eager participants in the various sports offered by their schools. The athletic arena has been accepted as one of the classrooms of the nation. Holden stated that as long as it remained so, it was essential that each student who entered receive qualified direction and maximum protection.<sup>2</sup>

Maetozo stated that various groups at national and international levels had agreed that sports influence the life, development, philosophy, personality and character of the participant. Inturn, the most important factor influencing the athlete was the coach. Hence, it was extremely important that the coach be properly trained, so as to play a key role in the development of student-athletes. To be able to cause the student-athletes to realize their potential in these areas, the coach had to be professionally prepared. Moreover, the coach had to be exemplary in being able to contribute to the mental, emotional, social, educational, moral, and physical development of his student-athletes.<sup>3</sup>

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<sup>1</sup>Physical Education, an Interpretation (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1952), p. 11.

<sup>2</sup>Edward Holden, "Improving the Preparation of High School Coaches," in Certification of High School Coaches, ed. Matthew G. Maetozo (The National Council of State High School Coaches Associations and the Division of Men's Athletics of the American Association for Health, Physical Education and Recreation, 1971), p. 14.

<sup>3</sup>Matthew G. Maetozo, "Standards of Professional Preparation for Athletic Coaches," in Certification of High School Coaches, p. 7.

In recent years the high school principal has been confronted with the dilemma of not having a sufficient number of physical education teachers to cover the requisite coaching assignments. According to Avedisian, the recruitment of qualified and competent athletic coaches, along with the pressures of expanded high school sport programs in public schools, and the specialization in coaching were critical problems all administrators had to face. These problems cannot be expected to go away by themselves. The central theme to their solution is to devise a means of increasing the available supply of qualified coaches.<sup>1</sup>

The coaches who lacked professional preparation were very likely to be handicapped in helping athletes obtain the social, moral, mental, pedagogic, and physical values inherent in high school sports. Besides, they were likely to have been limited in protecting the health and well-being of the participants. They may not have understood the dangers of athletic injuries, nor have been aware of the essential legal implications in the event of such injuries. Their lack of background in the structure and function of the human body might have proven to be a serious liability which might have kept them from knowing how to avoid injuries, to recognize and to evaluate injuries, and to follow the proper course of action had such injuries occurred.<sup>2</sup>

Since some authorities believe that athletics is an integral part of the high school curriculum and because of the danger of injury

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<sup>1</sup>Charles T. Avedisian, "Problems in Hiring Athletic Coaches," in Certification of High School Coaches, p. 15.

<sup>2</sup>Arthur A. Esslinger, "A Proposed Plan for Certification of High School Coaches," in Certification of High School Coaches, p. 27.

to the students, all coaches should be fully certificated as teachers of physical education or as coaches. Besides, few parents want their children involved in athletics like gymnastics, swimming, or any contact sport unless they are under the direction of a properly qualified individual who is at least well trained in first aid and the care of injuries.

The coach should be well informed in the human sciences, be conversant with the humanities, and have a general educational background to provide for appropriate interpretation and integration of sport as a social force. Participation in athletics contributes to the needs of society in several ways. It assists in the development of good citizens. It serves as a socializing process which will enhance human relations. It is the properly prepared coach who will be capable of seeing that well conducted programs are carried out. Properly conducted games and contests provide shared experiences which break down barriers to communication and thus advance inter-personal relationships. Athletics in a community often serves as a rallying point, a focus for loyalties, and a sense of community pride. Athletic programs have, in many instances, served to reduce bigotry and prejudice, as the circumstances of race, creed, and economic status are transcended by performances of individuals.

As each generation moves into its era of responsibility and power, new thoughts, new art forms, and new activities are brought into the culture that will enrich inherited cultural foundations. Part of the cultural heritage consists of games and contests, sports exhibitions, and tournaments. It is important if chaos and anarchy are to be avoided, that coaches be capable of directing succeeding generations not only to experience the pleasure and joy that can accompany athletic participation,

but also to learn the meaning and importance of regulations which govern and order, which make for tranquility, and which help keep peace. This, too, is part of education. This, too, is something to which good athletic programs and leadership can contribute.

It has long been recognized that competitive athletics has exceptional education potential. According to Esslinger, inclusion in the high school curriculum has been justified on the basis of the significant contributions made toward accomplishing the goals of education. Untrained coaching has not provided the leadership to bring out the potential teaching and learning values inherent in athletics. Maximum results were not expected from a coach whose only qualification may have been that of his being a letter winner in college. If America was to have superior education, it then had to have superior leadership.<sup>1</sup>

It seems to the author that the educational system is predicated upon the concept that educational outcomes depend upon professional leadership. If this be the case, it follows that such leadership can be achieved only through professional preparation.

#### Professional Preparation of High School Coaches

In an attempt to affirm the author's frustrations about the problem of inadequately trained coaches throughout the United States, he has sought the opinions of others who have expressed concerns regarding this problem. The author wanted to see how others define good coaching and what might be done to improve the quality of track coaching in our

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<sup>1</sup>Ibid.

country.

Historically, the author has taken the study's research of literature back into the 1930's to look at material prepared by people interested in the problem of inadequately prepared high school athletic coaches. These studies show a lack of properly trained, selected, and assigned people for interscholastic coaching. Also these studies indicated that the primary emphasis of educational development for many coaches was not in physical education or athletics.

In 1933 in Texas, Belcher found that sixty-two percent of the coaches studied had no college practice teaching in sports, and that sixteen percent had not even completed a single theory course in coaching athletics as undergraduates.<sup>1</sup> (The preceding source did not give any related information as numerical data.)

Also in 1933, Rawley reported that in the state of Washington over ninety-eight percent of the interscholastic athletic coaches taught academic subjects (non-physical education courses) besides fulfilling coaching assignments. In essence, these people were primarily hired to teach classroom subjects, because that was their area of educational preparation. Rawley's study did not specifically give data on this, but it did say that the greatest percentage of coaches were social science majors.<sup>2</sup>

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<sup>1</sup>Gilmer L. Belcher, "The Training and Experience of High School Coaches in Texas" (unpublished Master's thesis, University of Texas, Austin, Texas, 1933), p. 143.

<sup>2</sup>Robert Rawley, "The Academic and Professional Training of Athletic Coaches in the Secondary Schools in the State of Washington in Relation to the Subjects They Teach" (unpublished Master's thesis, University of Washington, Seattle, Washington, 1933), p. 32.



In 1939 Anderson reported that in Ohio fifty-eight of two hundred and nineteen coaches surveyed were teaching only physical education; sixty-four were teaching a combination of physical education and academic subjects; and ninety-seven taught only academic courses.<sup>1</sup>

These three studies gave an indication that the people who held coaching positions in high schools in three different parts of the United States were trained to be primarily academic teachers and that at best their preparation as coaches was limited. Later data in this study will prove that this is true in present times, and there is no reason to believe that it was any better just before World War II.

In 1950 Degroot stated that there was a need for specific academic programs for the teaching of coaches. The teaching profession had failed to give the kind of preparation that was needed to develop qualified coaching.<sup>2</sup>

Another viewpoint on the matter of the lack of qualified coaching was a look into the hiring practices of high school administrators. According to the Educational Policies Commission of the National Education Association, school administrators sometimes neglected their responsibilities in selecting personnel to fill coaching assignments. Often the concern seemed to be more a matter of getting a coaching position

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<sup>1</sup>Harold Anderson, "A Survey of the Teaching-Coaching Combinations in the High Schools of Ohio" (unpublished Master's thesis, University of Michigan, Ann Arbor, Michigan, 1939), p. 201.

<sup>2</sup>Dudley A. Degroot, "Have We Ignored Coaching as a Profession?" Journal of Health, Physical Education and Recreation 21 (December 1950) : 30.

filled than of first being concerned that only properly qualified coaches with the necessary professional background be sought.<sup>1</sup>

Bates made a national study which found that the methods of selecting coaches were not always based on professional objectivity. Quite often hiring was based on personal friendship between the applicant and school officials, or on the participant's involvement in college sports, or on the ability to win contests.<sup>2</sup> Garrison also found basically the same situation. Too often the previously mentioned criteria were used, instead of moral character, teaching ability, or leadership.<sup>3</sup>

In 1957, Garrison identified the specific areas in which high school coaches in Arkansas considered their college preparation inadequate for the coaching profession. Listed were: the necessity for more practical experience in coaching, coaching theory, personal relations, knowledge of budgeting and finance, treatment and care of athletic injuries, first aid, and preparation in organization and administration of athletics.<sup>4</sup>

A review by Bucher of a 1959 nationwide survey conducted by Everett L. Hebel of the State Department of Education in New Jersey

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<sup>1</sup>Educational Policies Commission of the National Education Association and the American Association of School Administrators, School Athletics (Washington: National Education Association, 1954), p. 61.

<sup>2</sup>Aubrey A. Bates, "Selection of Men Teachers for Positions in High School Physical Education," Research Quarterly 25 (May 1954) : 125-133.

<sup>3</sup>Cecil L. Garrison, "A Study of Factors Contributing to Success or Failure of Physical Education" (unpublished Master's thesis, University of Wyoming, Laramie, Wyoming, 1957), p. 94.

<sup>4</sup>Ibid., p. 67.

stated that only eight of our states required an applicant to have had some qualified experience in physical education and health in order to be hired as a coach. Even more discouraging was the fact that thirty-seven states required only that an applicant be certified as a teacher and five states had no stated requirements at all.<sup>1</sup>

To complicate further the problems of coaches having been properly qualified, Duncan and Carruth stated that in certain areas of the country there even seemed to be a trend toward separating coaching from the teaching of physical education. This process was being accomplished by assigning coaches to academic positions.<sup>2</sup> Should this trend become national, the author feels that most certainly the already complicated problem would become even more grave.

In 1963, Bucher wrote:

...hiring is too often based on one single qualification--that the prospective coaches have played the game. Other considerations are to be made, if the welfare of the youth are to be considered. It is felt that to find the personnel with the most desirable qualifications, administrators should look for people who have been prepared professionally in the field of physical education.<sup>3</sup>

In 1964 Marsh found that there was a predominance of physical education majors among coaches in some eastern states. On the other hand, there were states which had many coaches who had majors in other

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<sup>1</sup>Charles A. Bucher, "Professional Preparation of the Athletic Coach," Journal of Health, Physical Education, and Recreation 30 (September 1959) : 27-28.

<sup>2</sup>Ray O. Duncan and Wincie Carruth, "Basic Issues," Journal of Health, Physical Education, and Recreation 33 (January 1962) : 5-7.

<sup>3</sup>Charles A. Bucher, Administration of School Health and Physical Education Programs (St. Louis: C.V. Mosby Company, 1963), P. 435.

areas and a disturbing number (no data given) who had no training whatever in physical education.<sup>1</sup>

In the paper presented by Perry to the Joint Convention of the Southwest District of the American Association for Health, Physical Education and Recreation, and the California Association for Health, Physical Education and Recreation, Perry stated that innumerable teachers of academic subjects were coaching without any preparation in that field. This paper went on to point out that the National Federation of State High School Athletic Associations and several of the state coaches associations had generally concluded that special preparation was needed to qualify coaches properly for their responsibilities.<sup>2</sup>

In 1971 the New York State Education Department prepared and recommended a program for the approval of non-physical education certificated teachers to coach athletics. In the study of this proposal it was remarked that even though no formal research had been undertaken, there was consensus among those involved that there existed a great need for specialized training to prepare students to become coaches.<sup>3</sup>

Maetozo in 1971 stated that several state coaches associations had gone on record as recognizing the need for certification of coaches as the answer to solving the nationwide problem of the lack of qualified coaching. Also, this study stated that in reviewing the literature on

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<sup>1</sup>David B. Marsh, "A Study of the Professional Preparation and Playing Experience of Selected High School Coaches in Four Eastern States" (unpublished Master's thesis, Springfield College, Springfield, Massachusetts, 1964), p. 42.

<sup>2</sup>Perry, op. cit., p. 2.

<sup>3</sup>Clyde E. Cole, "Required Specialized Preparation for Coaching," in Journal of Health, Physical Education, and Recreation, ed. Matthew Maetozo (April 1971), p. 12.

this problem, there had been an awareness of this situation and the need to improve professional development since the 1930's. Maetozo went on to say that there were too many coaches who had been trained as teachers of subjects which had no relationship to their athletic responsibilities. Minimal training, at least, should have been established, in order to qualify a teacher to coach. Furthermore, to have done otherwise risked legal implications and involvement with far-reaching consequences for home, school, and community.<sup>1</sup>

Holden pointed out that there was a growing concern among educators and high school administrators that too many high school teachers who served as coaches were not properly trained for their task. Often these well-meaning classroom teachers had not had actual experience in the sport assigned; nor had they had any professional preparation for that particular sport. They were unprepared for their assignment.<sup>2</sup> Holden went on to say that in Florida and Georgia, approximately twenty-five percent of high school coaches were not trained even in any physical education courses.<sup>3</sup>

In an article that appeared in a 1974 educator's magazine, a description was given of a study course offered by the physical education department at Washington State University. The reasons for giving this

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<sup>1</sup>Matthew G. Maetozo, "Standards of Professional Preparation for Athletic Coaches," Certification of High School Coaches (The National Council of State High School Coaches Associations and the Division of Men's Athletics of the American Association for Health, Physical Education and Recreation, 1971), p. 7.

<sup>2</sup>Edward Holden, "Improving the Preparation of High School Coaches," in Certification of High School Coaches, ed. Matthew G. Maetozo, p. 13.

<sup>3</sup>Ibid.

course provide evidence of a need for better qualified coaches. Stated was that this offering was made largely to help meet the concerns of the state's school administrators for more and better prepared coaches. In many instances, even though a teacher may have had the enthusiasm and energy for an assignment, there was often little or no experience or background for it.<sup>1</sup>

In 1975 the State Education Department of New York issued official guidelines that were to be formally followed in the education of public school coaches. This publication stated that "one of the major problems in interscholastic athletics in New York State was the fact that many coaches of junior and senior high school teams had no professional training for this responsibility." The stated purpose for issuing these guidelines was chiefly to "help solve" this problem.<sup>2</sup>

To this point the author has reviewed historically the problem of the lack of professional preparation among many coaches throughout the country. Not only is the lack of development a problem in itself, but also, because there are so many ill-prepared coaches, it may logically follow that there is a shortage of qualified coaches. This shortage in itself has become a major problem. The next section will look at this situation.

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<sup>1</sup>Samuel H. Adams, "A Practical Approach to Preparing Coaches," Journal of Health, Physical Education and Recreation (May 1974) : 65.

<sup>2</sup>New York State Education Department, Guidelines for Coaching Requirements (Albany: The University of the State of New York, April 1975), p. 1.



### Availability of Professionally Trained Coaches

In 1969 Perry noted that there was a trend toward the expansion of interscholastic sports programs. In the early 1960's, most public schools supported three to six sports. But by the late 1960's there was a very definite trend toward offering six to fifteen sports, depending upon the size of the school and the facilities available. Furthermore, Perry did not see the situation improving. Not only was the number of sports sponsored by public schools increasing, but also the number of teams in each sport was increasing. In addition to all this, there was developing a tendency toward having more than one coach for each team.<sup>1</sup>

It might be worth mentioning that the San Mateo Union High School District (hereinafter referred to as the SMUHSD) is at present going through the process and problems of increasing the number of sports offered to its students. This situation has come about mainly because of the national trend toward expanding the athletic program offerings for girls.

In 1970 McKinney and Taylor confirmed the above problem in stating that, due to the huge number of men and women coaches needed to properly carry on an expanded high school program, it was difficult for administrators to hire qualified personnel for every coaching assignment.<sup>2</sup>

Gillen also pointed out that in recent years the educational

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<sup>1</sup>Perry, op. cit., p. 1.

<sup>2</sup>Wayne C. McKinney and Robert Taylor, "Certification of Coaches: The Missouri Approach," Journal of Health, Physical Education and Recreation (October 1970): 50.

philosophies were undergoing change and curriculum offerings were expanding. Not only were philosophies of athletics changing tremendously throughout the country, but also the emphasis on individual and dual sports, as opposed to team sports, was changing. Consequently, there was a growing number of activities offered in high school intramural, as well as in interscholastic programs. Unfortunately, however, the increased student participation had not been followed by increased numbers of coaches. Needless to say, this situation caused significant problems for high school principals in trying to find enough coaches, let alone to find those with adequate training.<sup>1</sup>

Holden stated that every principal was aware of the problems of finding adequately trained coaches. There were simply not enough qualified people among the academically trained, subject-oriented members of the modern high school faculty to offset the limited numbers of trained physical education personnel available. It was felt that the time had come for physical educators, school administrators, and legislators to work together to solve the shortage problem of properly trained personnel.<sup>2</sup>

Avedisian stated that the small number of physical education teachers who could serve as qualified coaches poses a constant hiring problem for administrators. There was a serious imbalance between the number of coaching vacancies and the number of qualified personnel. In the Darien Public Schools of Connecticut, nineteen teachers of physi-

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<sup>1</sup>F. Gardner Gillen, "The Principal Looks at Coaches and Their Qualifications," in Certification of High School Coaches, p. 9.

<sup>2</sup>Holden, op. cit., p. 14.

cal education served as coaches in forty-two different intramural and interscholastic sports positions with the remaining forty-nine coaching positions being filled by twenty-seven academic teacher-coaches and/or community people. In this situation there were ninety-one positions filled by fifty-eight percent non-physical education personnel. The Veller and Maynard study of Florida high schools mentioned in Avedisian's article showed that the number of coaching positions held by academic teachers outnumbered the physical education teachers by more than two to one. Also, this study showed that twenty-two percent of head coaches and twenty-seven percent of the assistants lacked training in physical education.<sup>1</sup>

In 1974 Adams stated that coaching duties and assignments had become too numerous to be handled by only physical educators.<sup>2</sup>

Perry stated that there was no doubt that the recent sudden tremendous growth of competitive sports for girls and women had further complicated the problem of finding enough coaching personnel.<sup>3</sup> The growth of high school sports, especially with respect to the rapid spread of girls athletics, required additional coaching positions and specialization. This whole situation caused an imbalance between the number of coaches required and the number who were available, a condition which has greatly increased the problems for school administrators, school boards, and state officials. Administrators tried first to find enough coaches among the personnel with physical education back-

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<sup>1</sup>Avedisian, op. cit., p. 15.

<sup>2</sup>Adams, op. cit.

<sup>3</sup>Perry, op. cit., p. 4.

grounds, and then had to turn to the academic teachers. More often than not, these academic teachers were not prepared for coaching, especially as it was related to the medical aspects of athletics, the principles and problems of coaching, theory, technique, kinesiology, and psychological and philosophical aspects. Because of this situation, it was rather evident that in order to have interested qualified teacher-coaches, some means would have to be devised to achieve the needed training to ensure proper qualification.

#### Programs for the Professional Training of Coaches

As it was previously stated in this project by Degroot in 1950, the education profession had failed to provide those who were inclined toward coaching with the kind of preparation they should have. Interestingly enough, even as of the writing of this project, there have been very few written statements in this country on the qualifications for becoming a coach. As of 1970 the Fritz, Gillett, Meinhard, and Buckellew study found that all fifty states required that coaching personnel be licensed, certified for teaching, or at least under the supervision of a teacher, but these qualifications fell short of including the necessary requirements for coaching competencies. In fact, forty-one states had no specific standards for coaching. There were only nine that had some sort of written standards on coaching requirements. These were Indiana, Iowa, Louisiana, Minnesota, Nebraska, New Hampshire, Oklahoma, South Dakota, and Wyoming.<sup>1</sup>

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Generally, there was agreement that professionally acceptable

<sup>1</sup>Harry Fritz, Arley Gillett, Tom Meinhard, and William Buckellew, "A Survey of Special Certification Requirements for Athletic Coaches of High School Interscholastic Teams," Journal of Health, Physical Education and Recreation (September 1970): 14.

coaching certification standards were needed. McKinney and Taylor stated that in Missouri, standards were considered to be needed in order to insure that qualified teacher-coaches be hired. The hiring of unqualified teachers as coaches had become professionally appalling and was a definite encroachment on the physical education profession. The physical education profession had received criticism for the mistakes made by unqualified, non-physical educators.<sup>1</sup>

Leadership is needed, if the goal of establishing coaching standards is to be realized. The obvious source of this leadership should come from the athletic profession (the interested coaches who are the qualified physical educators and those from the academic ranks). The coaching profession should make plans, establish competency standards and prepare for their implementation.

#### The Importance of Coaching Leadership

On account of all of these problems, the world had become a place where the developing of leadership and the education of teachers had become more vital and important than ever before. Perry stated that because of these circumstances, teachers and coaches who would be more adaptable, more courageous, more enduring, and more knowledgeable than was previously necessary had to be prepared.<sup>2</sup>

The right kind of leadership was of the utmost importance to the development of properly controlled and regulated programs of sport. Ryan offered that the responsibility for competence was a serious obli-

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<sup>1</sup>McKinney and Taylor, op. cit., p. 50.

<sup>2</sup>Perry, op. cit., p. 1.

gation, and the coaching leadership had to be alert to see that such responsibility was carried on regularly. Educational standards which governed entrance into the coaching profession had to be established and maintained. Enforcement and disciplinary action had to be taken against those guilty of unethical practices which would have brought dishonor to the profession. There had to be maintained a program of certification and continuing education of its members. Subsequently, in all ways possible, steps had to be taken to see that such a program was utilized and supported.<sup>1</sup>

The coaching profession must decide what is best for the athletic well-being of our youth. Once this decision is made, the profession must move forward with support and the leadership from the coaches, administrators, politicians, and even the public to establish standards that will assure that properly trained and competent coaches are associated with athletic programs.

Holden pointed out that it was primarily up to the physical educators to take the responsibility of identifying the problems and to lead in making the assessments. (In reference to Holden's use of the words "physical educators," the author assumes that it applies not only to the physical educators who coach, but also to the academic-coach. It is questionable that non-coaching physical educators ought to be involved in such a role.) Raw data would have to be found through school districts, state athletic associations, and even insurance carriers. However, it

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<sup>1</sup>Allan J. Ryan, M.D., "What Coaches Should Know about Health and Safety in Sports," in Certification of High School Coaches, p. 23.

could not be expected that school administrators or legislators would support legislation based on hunches or prejudices. The evidence would have to be overwhelming.<sup>1</sup>

#### Identification of Coaching Competencies

There are certain professional practices which should be standardized to make certain optimum advantages for athletes, coaches, school authorities, and involved professional associations. Sufficient consensus is necessary in order to achieve appropriate direction and progress.

In 1971 Maetozo pointed out that the important consideration was whether or not the coach possessed the necessary qualifications, background, and preparation to meet the responsibilities of his assignment. However, studies indicated that the vast majority of professional coaching and educational groups believed professional development should include specifically appraised competencies beyond those represented by traditional teacher certification.<sup>2</sup>

Formal specific certification requirements for public school coaches range between those with a strong training curriculum such as Minnesota to those with very minimal standards such as Wyoming. These two states were among the nine that by September of 1970 had established some sort of coaching certification requirements. Of these nine states, Minnesota was considered to be the best.<sup>3</sup> Missouri in October 1970 and New York in 1975 established certification requirements for coaching in their public schools.

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<sup>1</sup>Holden, op. cit., p. 14.

<sup>2</sup>Maetozo, op. cit.

<sup>3</sup>Fritz, Gillett, Meinhard, and Buckellew, op. cit.



In Minnesota as of 1970, head coaches of major sports (track included) had to be certified either through preparation as a physical education major or minor, or through a special coaching program requirement in physical education. This special coaching requirement was acceptable when a student had completed the regular teacher education program, plus not fewer than nine quarter hours, or the equivalent in courses, of which principles of physical education was required, and the remaining were selected from at least two of the following areas: administration of athletics, first aid and prevention and care of athletic injuries, human science, and coaching and athletic techniques.<sup>1</sup> As for Wyoming, a candidate needed only to be certified as having a standard teacher's certificate, along with having taken one course in teaching the sport to be coached and one course in first aid.<sup>2</sup>

The methods of certification offered by the present eleven states are at least a step in the right direction. It might be said that any step to upgrade the competency background of a coach has to be a step in the right direction.

#### Implementation of Coaching Standards

Maetozo said in 1971 that the time had come for professional groups in the states to strive for certification or endorsement requirements beyond that which was then requisite for teaching certification. Plans should be formulated in those states without such standards for coaching; the states that had developed standards should aggressively pursue their implementation.<sup>3</sup>

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<sup>1</sup> Ibid.

<sup>2</sup> Ibid.

<sup>3</sup> Maetozo, op. cit., p. 7.

It is the policy of some states for the colleges and the universities to recommend certification for teaching programs and, in turn, to issue accreditation. In other states the prerequisites for certification are prescribed by the departments of education. In either situation the responsible institutions should consider, prepare, and begin approved programs for training coaches.

An important consideration to the success of such programs is that what is required must be meaningful. The courses that are mandatory should be held to a minimum and should be related to the desires of the participants. Moreover, as it becomes more and more evident to the various states that there is a real need for better coaches, it will take school administrators to let the teachers, colleges and universities, legislators and the public know what needs to be done.

Holden felt that when the problem was clearly defined and documented by physical educators, it would be up to the representatives of the training institutions and the school districts to develop legislation of a corrective nature. School administrators must refuse to compromise. They must not recommend legislation whose main selling feature was that it would be easy to implement. What must be accomplished and would be important would be a high quality educational program for prospective coaches.<sup>1</sup>

The base for recruiting coaches must be broadened. This must be done by the training institutions and must include the academic teacher-coach as well as the physical education majors and minors. The need for coaches cannot be met from the ranks of the physical majors and minors alone. Now, with the recent and pressing demand for even more

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<sup>1</sup>Holden, op. cit.

coaches, it would be foolhardy to hope that the employment needs can or will be met in the future by relying solely upon physical educators.

Avedisian felt that the shortage of coaches has to be met by the interested academic teacher-coaches. However, they, like the physical educators, must be given a program of certification through the training institutions, so as to ensure a good athletics program.<sup>1</sup>

Esslinger stated that the best way to "liquidate" unqualified coaches was for each state to establish certification standards for teachers of academic subjects who desire to coach. Such standards should be designed only for coaching, not for teaching physical education. These standards should represent the basic understandings and competencies without which no individual should coach.<sup>2</sup>

Selecting and assigning coaches with qualified backgrounds would not be easy. Gillen believed that it would become an easier task if

- a) teacher training institutions recognize the need for preparation of academic teachers and do something about it
- b) prospective coaches from other curriculum areas realize the personal advantage in meeting higher qualifications
- c) administrators recognize the legal implications for failing to provide capable coaches
- d) the community insists upon better qualified coaches
- e) school boards consider the money for intramural and athletics well spent
- f) all concerned realize that only qualified coaching can develop a "sound mind in a sound body."<sup>3</sup>

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<sup>1</sup>Avedisian, op. cit., p. 16.

<sup>2</sup>Esslinger, op. cit.

<sup>3</sup>Gillen, op. cit., p. 11.

As states initiate and implement requirements for coaching, there should be identification of and agreement upon future dates for enforcement of standards.

After the initiation of a good state-wide certification program, the impact of the program would not be felt for some years. In the meantime a thorough educational and public relations program had to be planned and executed in order to inform administrators and others about the values of having professionally competent coaching. In Missouri's effort to promote the concept of the capable coach, McKinney and Taylor pointed out that one particular item would be foremost in its campaign. This idea was that the students of Missouri would benefit from having coaches who know not only what they are doing but why they are doing it.<sup>1</sup>

#### Efforts to Professionally Upgrade Coaching

To this point in the review of related literature, the need for and justification of qualified coaching have been discussed. In this review it has been shown that there are some states that have manifested concern for improving the quality of their coaching in various ways. Since the upgrading of coaching seems to be reasonably justifiable, psychologically, socially, and culturally, it is appropriate to take a more specific look at the programs of several geographical regions that have recognized the value in improving their coaches' training. This recognition of value for such programs has manifested itself in the form of formally initiated curricula for the improvement of coaches.

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<sup>1</sup>McKinney and Taylor, op. cit., p. 56.

The three regional programs for study are those of New York, Minnesota, and Canada.

New York state was chosen as one of the above three areas of study because it has one of the stronger credentialing programs for coaches and is the most recent to adopt an officially sponsored training program. This system became effective in September of 1975. One of the major concerns in initiating this program was the fact that there were so many teams throughout all the grade levels of the New York public school system that had coaches with no professional athletic education. At best, most of these people have as their prime qualification participation in college sports. While such experience is better than nothing, it is not considered to be adequate preparation for coaching an athletic team. To help solve this problem and to provide a healthful and safe environment for all boys and girls, certain minimum requirements were established for a coach in any public school capacity at all grade levels.

This plan is directed specifically at the non-physical education certified teachers who coach in any capacity. They must satisfactorily complete an approved pre-service program, or an in-service education plan for coaches within three years of being appointed as a coach and at least one required course by the second year. The only exceptions to these requirements are those coaches who were already legally coaching public school athletics in New York prior to September 1, 1974. The responsibility for seeing that these requirements are complied with and that records are kept on such related matters rests with the superintendent of schools or with the chief school officer.

There are three ways in which a participant may meet the program requirements. One is a pre-service or an in-service program. The pre-service courses are for those participants preparing to become teachers. Men and women who are already certified to teach in New York state, including teaching assistants and visiting lecturers who have been approved by the State Education Department, are eligible to take in-service courses.

Out-of-state non-physical education coaches coming to New York will be expected to take in-service training totally or, in some instances, in part. An agency offering approved training programs may grant credit for the areas of "theory and techniques of coaching" and "health science applied to coaching," if satisfactory evidence of already acquired practical knowledge in these areas is presented by such a participant. However, all experienced out-of-state academic-coaches are required to take the course in "philosophy, principles and organization of athletics in education." The purpose of this requirement is to assure that they are familiar with the philosophy and regulations governing athletics in that state. This course is also strongly recommended to be taken by out-of-state education instructors.

The course in philosophy, principles and organization in education or its equivalent is mandatory. If the participant wants to coach a strenuous or contact sport, he must take a course (or its equivalent) on health science applied to coaching, and a coaching technique course (or its equivalent) for which approval must be requested by the participant.

Strenuous or contact sports are listed as football, soccer-speedball, cross-country, track and field, gymnastics, wrestling, basket-

ball, swimming, ice hockey, baseball-softball, lacrosse, field hockey, team handball, volleyball, tennis, badminton, fencing, crew, skiing, and handball. The non-strenuous or non-contact activities are bowling, golf, shuffleboard, archery, riflery, and table tennis. Various approved groups or agencies may offer educational programs to candidates seeking a coaching credential. Such approval must come from the Division of Physical Education and Recreation, State Education Department. Pre-service and in-service course credit may also be earned by participating in approved conferences, clinics, and coaching schools.

A second approved approach by which a candidate may earn a coaching credential is by taking a proficiency examination for a specific sport. A participant wishing to take such an examination may obtain names and addresses of Education Department approved examiners by writing to the Division of Physical Education and Recreation.

The third manner is set up for a coaching candidate with an exceptional or unusual background. Such a person can obtain application forms from the Division of Physical Education and Recreation. The completed forms are to be returned to the division by the chief officer of the school district where the applicant will be coaching. Evidence must accompany the application in order to verify any essential acts.<sup>1</sup>

Of the two American areas investigated in this project, Minnesota was chosen because, of the eleven states that at present require certification for coaching in public schools, it has the strongest program.<sup>2</sup> Like the New York certification program, Minnesota's program stems from the concern that so many of their coaches were primarily trained pro-

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<sup>1</sup>New York State Education Department, op. cit.

<sup>2</sup>Fritz, Gillett, Meinhard, and Buckellew, op. cit.

professionally as academic instructors and, in turn, were hired as such. Their assignment as coaches was most often based on their having played the sport and/or on their having an interest in a particular athletic activity, and on their being willing to help out in the best way possible. Consequently, as has been the typical situation all over the country, these types of coaches were without proper preparation to carry out their duties. As of the 1966-1967 school year, Minnesota's public schools system sought as its solution to this problem the establishment of a program of certification for its coaches.

The program applied only to those teachers who aspired to be head coaches in an elementary or secondary school in baseball, basketball, football, hockey, track, or wrestling. The requirement could be met either by having majored or minored in physical education or by taking specially designated courses. These requirements were that in addition to having completed their regular academic teaching program, they would have taken no fewer than nine quarter hours in courses, of which principles of physical education was a required course; the remaining courses were selected from at least two of the following four areas: administration of athletics, first aid and prevention and care of athletic injuries, human science, and coaching and athletic techniques.

On March 26, 1976, the new regulations upgrading credentialing requirements were passed which made it mandatory that any coach become certificated under this revised program as of July 1, 1978. The exceptions to this new regulation are defined under a grandpersoning clause which will be explained later in this section.



Two classes of certification were established: Class A--high school varsity head coaches; and Class B--all other coaches. Class A candidates were to have no fewer than eighteen quarter hours in courses or their equivalent in first aid and the prevention and care of athletic injuries, human science, theory and practices of sport techniques, psychology of sports and coaching, philosophy of sports and coaching, and administrative aspects of coaching. Class B candidates were to have no fewer than nine quarter hours or their equivalent in courses in first aid and prevention and care of athletic injuries, theory and practice of sport techniques, and psychology of sports and coaching.

The grandpersoning clause applies only to the Class A category. The new requirements did not apply to any coach currently holding a coaching certificate nor to those who were in the process of qualifying under the original certification program and who would be eligible for certification before July 1, 1978. Such candidates will have to show competency in first aid and the prevention and care of athletic injuries. Also, any coach without certification who is currently coaching or has coached within the past three years, and has at least three years of coaching experience, shall be considered to have met qualifications if they can evidence competence in the following subjects by July 1, 1978: first aid and prevention and care of athletic injuries, theory and practices of sports techniques, psychology of sports and coaching, and philosophy of sports and coaching.

Under the newly revised program, an approved organization may offer educational programs leading to the credentialing for coaching. Such a program must evidence that it has a qualified teaching staff and must give descriptions of the courses offered. These courses must

include the equivalent to the already above-listed required courses specified for Class A certification.<sup>1</sup>

The third area selected for study is a program found in Canada. The author selected this program to compare the coaching situation in our country with that of another nation. The reason this country was selected, rather than any other nation, is that its materials and information directly related to track are more easily accessible. The Canadian program to improve the quality of track coaching throughout Canada is being conducted by the Canadian Track and Field Association (CTFA). This program is sponsored neither through the government nor through any school system.

Canadian track, as well as other athletic coaching in general, is done voluntarily without pay on a "do the best you can" basis and to a large degree outside the schools. Furthermore, there is no system of recognized official qualifications and subsequent certification for coaching. In other words, there are no formal standards nationally or otherwise that need to be met in order to become a coach. In this sense there is no coaching profession in Canada.

Many of the universities offer courses in physical education. However, there are no formal programs designed to train and produce coaches. There are few courses in their curricula that are directly related to the development of coaching techniques. On account of this situation, one of the Association's goals is to create a coaching pro-

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<sup>1</sup>Teaching Certification and Placement Section, Teacher Standards and Certification #108: Coaches of Interscholastic Sports in the Elementary and Secondary Schools (St. Paul: Minnesota Department of Education, March 1976).

fession within the country. The CTFA thinks that this is particularly necessary to make significant improvement upon their present situation. At present by the reason of the limited quality of coaching that young athletes receive, the CTFA thinks that the youth of their nation have little chance to realize the full benefits of athletic participation. Also, compared to the athletic programs of other nations, progress must be made in the coaching field if their youth are to be able to compete on equal terms with other nations. The evidence which supports this belief is that it is in swimming, skiing, and figure skating that Canada has achieved the most recent sporting excellence. It is in these sports that they have their most highly skilled coaches.

The CTFA is affiliated with the International Amateur Athletic Federation. Because of this affiliation the CTFA is responsible for selecting and forming the National Canadian track teams and their coaching staffs for national and international (including the Pan American and Olympic Games) training and competition. Thus, the CTFA is in a prime position to serve as a motivating force within the ranks of aspiring coaches. As a consequence of this position, the CTFA is able to offer very meaningful recognition to those coaches who comply with the aspirations of the CTFA.

What the CTFA seeks to do is to achieve the enhancement of coaching through setting up an awards system for those participants who have successfully gone through a specified qualification training program titled "Coaching Awards" set up and controlled by the CTFA. For those who complete the various levels of the program, corresponding levels of certification are issued and related awards of recognition are made.

There are three such levels. A participant completing the qualifications of Level One is considered capable of elementary coaching of a Canadian track and field club, high school, or university. The role would be that of an assistant coach under the supervision of a high level coach. A Level Two coach is capable of coaching without supervision in any one of the above organizations. A Level Three coach would be considered capable of coaching provincial and national caliber athletes in their event specialties. In achieving this level of coaching, an individual may become eligible for the honor of being selected a provincial coach and even eventually may have the ultimate honor of being a national team coach.

Thus, through this system of training, the participant may receive the rewards and recognition in qualifying to hold the above-mentioned coaching responsibilities and, as a direct result, receive their corresponding rewards.

This qualification system is not meant to be an attempt to establish a limiting or restricting structure within which everyone must work. However, in the last half century, the knowledge of the principles that govern and affect athletic performance has advanced the understanding about the sport of track and field. The CTFA considers that being unaware of these principles "would be a crippling handicap for any coach."

By going through this training program, the participant will learn competencies that will enable him to demonstrate familiarity with the knowledge, concepts, principles, and ideas that are required in track and field.

It is hoped that the awards will act as a motivator, that they will encourage young and inexperienced coaches to acquire a base of fundamental knowledge which will help them in their coaching and encourage more experienced coaches to continue growing and developing in their sport as they increase their personal fund of knowledge and understanding through continued reading, observation and discussion with other coaches, theorists and resource persons.<sup>1</sup>

The review of the related literature has shown that more attention should be given to the professional preparation, certification, and employment of interscholastic athletic coaches. The profession should delineate the education, competencies and experiences expected of the coach. These standards and recommendations should be considered in the development of guides for certifying officers and for the employment of coaches by school administrators. All professional development institutions should offer such training to undergraduates who desire to coach, as well as to those now coaching.

From the problem situations of inadequately trained coaches as described in this chapter, the author intends to delve into the same problems as they exist within the SMUHSD. These problems will be examined from the standpoint of their specific relationship to the sport of track and field.

For the SMUHSD classroom teachers who coach track and who have received their educational preparation in California, professional coaching development does not exist. The exceptions to this are those persons trained in physical education or those who may have received their preparation in one of the eleven states requiring such educational experiences of academic teachers who have coaching aspirations. As for

<sup>1</sup> Canadian Track and Field Association, Elementary Coaching Manual (Ontario: Betterback Typesetting and Editorial Services, 1975).

mandatory training specifically for coaching the sport of track and field, none of the SMUHSD track coaches are likely to have had such formal development, unless they had received it in one of the states requiring preparation for a specific sport, in this case track.

In California, official employment procedures in the hiring of any type of coach are either inconsistently followed or simply do not exist. Thus the situation in California, as well as in the SMUHSD is much the same as in most other places in the United States. The author proposes that there is as much need and justification for the upgrading of track coaches here in California, and in the case of this project for the SMUHSD, as there is anywhere else. The next chapter will be devoted primarily to substantiating this proposal.

#### Summary

Since the review of literature establishes, philosophically, that athletics has great personal, social, and cultural value, it is therefore important that sports programs be conducted by qualified personnel in order to insure more firmly the realization of these values. It cannot be expected that the best results can be achieved by coaches who are without formal educational development. If good education is to occur, qualified coaching must be a primary goal for the leaders of the profession.

The evidence as presented by the review of literature indicates a need to upgrade the coaching competencies of our nation's coaches by means of professional training programs. At least since the 1930's the inadequacies of coaching were recognized throughout most of the country. This situation basically is still unchanged in most states. However, since the 1960's, the number of states requiring the certifi-

cation of their coaches has been increasing. One of the main concerns of such states is overcoming the shortage of available qualified coaches. There simply are not and probably never will be enough coaches who have either a major or a minor in physical education. In order to meet this shortage with personnel of physical education backgrounds, school administrators have had to turn to the academic teachers. These teachers, however, become the coaches who do not meet the standards of qualification. For the most part they are the ones who are in the greatest need of upgrading their coaching competencies. The answer to the problem of having qualified coaches in our schools must come from the process of properly training and qualifying the academic teacher-coaches. The success of achieving good coaching anywhere in this nation is mainly up to the leadership of the coaching profession. They will have to identify the coaching competencies and work to initiate, implement, and enforce these standards. The accomplishments of the states of New York and Minnesota, along with the CTFA exemplify such efforts to achieve qualified coaching for their youth. Their programs are the manifestation of their belief that their children should have the best of what only professionally trained and qualified coaching will bring.

## CHAPTER III

### FINDINGS OF THE PROJECT

#### Historical Account of the Project

First of all, the original purpose for writing this thesis was to study the background of track coaching in the SMUHSD and to compare it with that of the Minnesota Public Schools, the athletic club system of the CTFA, and that of the German Democratic Republic. However, because of a very limited response to requests for information about the program used by the East Germans to train their track coaches, the writer sought another well-recognized program. What was sought was a program that was established with the intent of upgrading coaching competencies within a given territorial responsibility. Because of the success of and the available information about the formal training standards followed by the New York school system, its program was substituted for that of the GDR. A second purpose for comparing competencies was to see if evidence could be found for justifying the establishment of a similar program for improving the track coaching competencies in the SMUHSD. Not only might this be the case within the local schools, but also this position might be extended to include minimal coaching standards and a subsequent program of mandatory credentialing for all coaches in California's elementary, junior and senior high schools and institutions of higher learning.

The thesis advisory staff suggested that the project should



revolve around the author's proposing a possible course of action for establishing a state certification program for coaches that might be followed in upgrading the competencies of not only the track coaches of the SMUHSD but also the coaches of all sports in California public schools. Therefore, the major consideration in Chapter III is to use the study's participants to evaluate the author's proposed training and credentialing program.

Such a proposed course of action could be practical, because any action taken by the California Department of Education would not be limited to upgrading only track coaches. Any changes in the employment standards of track coaches almost certainly would have to apply to all sports. The project's Review of Literature definitely gave proof that such changes have been the case in states where such programs have been initiated already. In fact, in the research of literature the author found nothing to indicate that any state's change of employment qualifications for coaches applied to just one particular sport alone.

Therefore, as an outgrowth of the project's implementation, the knowledge gained may be used to help establish mandatory state standards for the training and hiring of all coaches in state schools. To be a coach in such schools, an individual would have to be either a physical education major or minor, or have taken a special coaches' training program designed for the academic teachers who want to coach but who do not have what would be considered adequate formal training for such responsibilities.

#### Procedure in Research

With the overview given by the Review of Literature, the reader

has the background of the study's comparative look at the coaching competencies situation for outside the SMUHSD. The two main objectives of Chapter III will be to look at another facet of the comparative study: (1) the experience competencies of the track coaches inside the District, and (2) the survey study of the participants' evaluation of the thesis' proposed credentialing program and course implementation as suggested by the thesis advisory staff. A copy of this proposed program may be found in Appendix A.

One of the chapter's main objectives, studying the backgrounds of track coaches in the SMUHSD, was accomplished by interviewing most of the study's participants. A copy of the interview questionnaire, which served as a guideline for discussion during each of the meetings, may be found in Appendix B. Sixteen, or 84 percent, of the people interviewed have coaching experience. In other words, they have coached at one time or another during their teaching careers. Seven, or 44 percent, of these coaches have adequate educational training to qualify as athletic coaches in general; that is to say, they have a physical education major. The remaining nine, or the other 56 percent, of the coaches have academic majors with no formal coaching preparation of any type. Incidentally, the California state average for the number of coaches employed and without physical education training is 50 percent. In other words, half of the coaches in California have never undergone any formal training to qualify to coach school children.

The second main objective of this chapter was to conduct an evaluation of the thesis' proposed credentialing program to upgrade coaching competencies in California. This evaluation used the partici-

pants in the interview series as evaluators. Not only are most of the interviewees individuals with coaching backgrounds, but most of them are experienced school administrators. In fact, most of these people currently hold as their primary job responsibilities as administrators in the California public school system. As such, combined with their past coaching experience, they can be considered to have ideal backgrounds from which to evaluate the thesis' proposed certification program and course of implementation. They may effectively do so from the two sides of the school athletic scene: from the dual standpoint of administrator and former coach. These people have been through the problems faced by both coach and school executive. They should have some valid insights to understanding the implications of such a program, should it come into existence.

The author thought that the use of these resource people would produce a realistic approach, because even though their current job responsibilities are administrative, eleven of the fourteen were or are coaches and, therefore, are personally familiar with the problems and needs of coaching. Actually, three of the other evaluators are executives within the public educational system of California beyond the local high school level. Two are administrators at the state level, one is at the college level, and one is an athletic association executive. They were chosen also because the support needed to initiate any proposed credentialing program would require general acceptance from this interest group. Without the support of the administration from most levels of the public school system, this thesis' program would probably not succeed.

The following logic was used by the author in selecting these interviewees. It should be noted for emphasis that the explanation for choosing the nine SMUHSD coaches and the twelve participants holding executive positions or combination administrative/coaching positions, has been given previously in the chapter. As for the selection of the five coaches from outside the District, they were selected from other parts of California instead of from just one area. The idea behind this was that of broadening the base of ideas and opinions coming from them as evaluators.

Up to this point in the immediate discussion, the study has been about participants who happen to be dependent upon a school system for their livelihood. As further effort to widen the evaluation basis of this study, the author chose five individuals who represent a school's community, in this case that of the SMUHSD. The idea behind this selection was to get additional perspective regarding the evaluation of the study's certification program. This group represents the elements of the local public, parents, and students, especially those who might conceivably have to undergo this mandatory training program, should they decide to become school coaches. The author feels that these interest groups should also be represented in this study, because a wider support base increases the possibility of state-wide approval.

The selection of materials used in the questionnaire was developed by the author from a number of sources. In doing the research of literature the author read the studies of many other similarly concerned writers. From these readings basic questions arose and, in turn, became one of the main sources for questions used in the study's interview

questionnaire. The personal experiences of the author were another primary source for questions. Questions developed which were from the recommendations of the author's thesis advisory staff. Additional matters which were not a written part of the questionnaire, but which either directly or indirectly came out of the interviews, are also presented in this chapter.

Interview appointments were made by telephone and were set up well in advance at a time and place convenient to the participants. Each meeting was planned for a minimum period of one hour. Prior to the individual interviews, copies of the proposed credentialing program and procedures for implementation were made available to each of the nineteen evaluators for their review. Also, a copy of the interview questionnaire was made available in advance, so that the participants would have time to formulate their thoughts or prepare any questions of their own. The results of these interviews are shown in the following tables and accompanying remarks.

#### SOURCE OF DATA

##### Evaluators' Background

Nineteen participant/evaluators were selected. Most of them were selected to serve a dual role. As already explained, they were chosen because of (1) their coaching backgrounds and (2) their experience as school executives at various levels of the California public school system.

The first eight questions of the interview questionnaire were designed to gather data about the evaluator's experience as a coach and/or administrator. Background questions One and Two identify the interviewee's name and address. Question Three, pertaining to the participant's

employer, will be described in Table Three (page 62).

Background Question Four concerns the participants' sex, and Question Five the present school position.

Table One Shows below the responses of the participants to these two questions:

Table One

PARTICIPANTS' PRESENT PRIMARY SCHOOL INVOLVEMENT STATUS

GROUP	# PARTICIPANTS	# FEMALES	# MALES
State educational administrators	2	0	2
College administrator	1	0	1
College coach	1	0	1
High school board member	1	0	1
High school administrator (includes athletic directors)	8	1	7
High school coaches and instructor	1	1	0
Parent of high school athlete	1	0	1
State athletic association administrator	1	0	1
College students	3	0	3
TOTAL	19	2	17

Two, or 11 percent, of the participants are employees of the state schools administration system. One person, a representation of 5 percent of the participants, falls into each of the following groups: a

college administrator, a college coach, and a high school board member. Forty-two percent, or eight, of the interviewees are high school administrators. Of these eight, two are athletic directors. Three other individuals, each representing a 5 percent portion of the participants, are grouped into the following categories: high school coach and instructor, parent of a high school athlete, and administrator of a state athletic association. Three college students, or a 16 percent part, round out the list of participants. Of the nineteen participants, seventeen, or 89 percent, are males and two, or 11 percent, are females. Table Two shows the participants responses to Background Question Six: "How many years were you involved in sports as a high school/college athlete?" and to Question Seven: "How many years were you involved in sports as either a high school or college coach?" Table Two shows that every person interviewed had taken part in athletics in high school, college, or both. Only three, or 16 percent of the participants had four years or fewer of athletic participation.

Table Two

## PLAYING AND COACHING EXPERIENCE OF THE INTERVIEWEES/PARTICIPANTS

Years of Involvement/Participation	As an Athlete	As a Coach
1 -- 4	3	1
5 -- 8	13	3
9 -- or more	3	12
Total responses	19	16*

\*Note: Three of the participant/evaluators had no experience in coaching at either the high school or college level.

Sixteen of the participants, or 84 percent, had five or more years background as high school/college coaches. As for coaching backgrounds, one person, or a 5 percent representation of the group, had no coaching experience. Three, or 16 percent, had five to eight years' experience. Of this group a majority of twelve, or 63 percent, have had more than nine years of coaching. As athletes and as coaches, every one of the participants had been involved in sports of a strenuous nature. In fact, only one, representing 5 percent, had participated at all as an athlete in a non-strenuous organized team sport while in school.

Background Question Eight: "What best describes your collegiate preparation for coaching?" Table Three (see next page) shows the breakdown of participants as track coaches with physical education majors, track coaches with academic majors, coaches of sports other than track who had physical education majors, coaches of sports other than track who had academic majors, and, finally, participants who have not coached at all.

Table Three shows that of the total number of participants, four, or 21 percent, are track coaches with physical education majors and are employees of the District. (Until noted otherwise, the following people under discussion are workers of the SMUHSD.) Two, or 11 percent, of the participants are track coaches of academic backgrounds (without any formal preparation for coaching). One, or 5 percent, of the participants is also a physical education major and does coach, but has never taught track. There are two other people, representing 11 percent, who also coach other sports than track but who are classified differently in the table because they hold academic majors. There are two,



Table Three

## PARTICIPANTS' COLLEGIATE PREPARATION AS COACHES

Group	I	II	III	IV	V
Employees of SMUHSD	4	2	1	2	2
Public school employees (other than SMUHSD)		3	2	1	
Non-school employees		1			1
TOTAL	4	6	3	3	3

Group I: Track coaches with P.E. major

Group II: Track coaches with academic backgrounds

Group III: Coaches of other sports with P.E. major

Group IV: Coaches of other sports with academic backgrounds

Group V: Non-coaches

or another 11 percent, of the participants posted as non-coaches. One, interestingly enough, is a physical education major but has never taught a sport in school. (The remaining people under discussion in this paragraph are all employed outside the District.) There are three, or 16 percent, of the participants who are school employees and have coached track but who are academic majors. There are two employees, representing 11 percent of the group, who are experienced coaches but who have never taught track. One person, accounting for 5 percent of the participants, coaches, but has an academic background. There is one non-school employee, representing 5 percent of the group, that coaches high school students but is employed by a community recreation department. The final person to be accounted for, representing 5 percent of the participants, is not an employee of any school district, nor has he ever coached.

In addition to the already mentioned four District track coaches with physical education majors, there are another six participants, or 32 percent of the group, that are also track coaches. However, they have only academic backgrounds. Then there are three, or 16 percent, of the participants who are coaches with physical education majors but who have never coached track. Three other people, representing 16 percent of the participants, are academic majors and have taught other sports but never track. Three more, or another 16 percent, of the group have had no coaching experience at all.

Furthermore, there were ten people interviewed who were or are now track coaches of public school students. Of these, five were prepared academically as physical education majors. The remaining five had no formal coaching preparation of any type. Interestingly enough, six of the ten track coaches had collegiate track experience as athletes. Of the

five coaches with physical education training, only two had any college experience in track, and of these only one had any formal education for the coaching of track.

The direct evaluation of the study's credentialing program begins with Question Nine of the interview questionnaire. Evaluation Question Nine: "Do you believe that there should be written qualifications for..." the below listed sports classifications, as shown in Table Four:

Table Four

SPORTS CLASSIFICATIONS FOR WHICH COACHES'  
CREDENTIALING IS RECOMMENDED

CLASSIFICATIONS	RESPONSES (N 19)	
Strenuous sports	3	16%
Non-strenuous sports		0%
Contact sports	1	5%
Non-contact sports		0%
All sports	7	37%
According to specific sports needs	8	42%

The above table shows that 16 percent, or three of the evaluators believe that a credentialing program should be limited to sports of a strenuous nature such as football, basketball, wrestling, track, tennis, etc. One evaluator, representing 5 percent of the participants, thought that special standards for coaching should be required only of coaches

teaching sports of a contact nature like football, basketball, wrestling. None of the interviewees considered that written standards need be set for coaches in either the non-strenuous or the non-contact sports. Thirty-seven percent, or seven, of the participants wanted all coaches to be certified. Forty-two percent, or eight, of the evaluators responded that all coaches should be credentialed, but the standards for each sport should vary according to the nature and demands unique to each of the separate sports.

Evaluation Question Ten: Do you believe that a full program for certification should be developed in California?" for the classifications as indicated below in Table Five:

Table Five

COACHING CLASSIFICATIONS FOR WHICH  
CREDENTIALING IS RECOMMENDED

CLASSIFICATIONS	RESPONSES (N 19)*	
Head coaches only	4	21%
All coaches	13	68%
All head coaches and only assistants in strenuous sports	1	5%
All head coaches and only assistants in contact sports		0%
Head coaches in contact sports only	1	5%

\*The percentage total has been rounded off, so it does not equal 100%.

Four evaluators, or 21 percent, thought that credentialing should be limited to all head coaches in all sports. Thirteen responses, or 68 percent, were for the certification of all coaches. One participant, representing 5 percent, also thought that all head coaches should take special training; furthermore, assistants in strenuous sports should be also included in this same training. There was no response from the interviewees on the question of whether assistants in contact sports, as well as all head coaches from all sports, should undergo the same special training. Another 5 percent, or one person, wanted to see that the training program be limited to just head coaches of contact sports.

Evaluation Question Eleven: "Should professional preparation requirements for assistant coaches differ from those for head coaches?" The responses are shown below in Table Six:

Table Six

PROFESSIONAL TRAINING DIFFERENCES BETWEEN  
HEAD COACHES AND ASSISTANTS

GROUPING	RESPONSES (N 19)	
No difference	8	42%
Professional preparation	7	37%
Play experience in high school		0%
Play experience in college		0%
Practical coaching experience under direction of recognized educational institution	4	21%

Eight, or 42 percent, of the participants answered "no." Seven, or 37 percent, felt that if there were to be any specific differences in hiring standards between head and assistant coaches, the difference should be in the areas of professional preparation under the guidance of an educational institution. The remaining four, or 21 percent, thought that the only required standard difference between a head coach and an assistant should be a certificated verification of practical experience. There were no responses to the belief that there should be differences between head and assistant coaches as to playing experience in either high school or college.

Evaluation Question Twelve: "Do you believe that the 'alternate ways' of completing the certification program as presented by this study are adequate?" Table Seven shows the responses.

Table Seven

EVALUATORS' RESPONSES TO DIFFERENT  
WAYS OF ACHIEVING CERTIFICATION

GROUPINGS	RESPONSES (N 19)	
Accept proposed program as is	13	68%
Modified suggested proposals	3	16%
Require credentialing for all with no exceptions	3	16%

Sixteen, or 68 percent, of the interviewees accepted the study's proposed alternate ways of achieving certification (see Thesis' Proposed Program found in Appendix A) besides going through some state

school's formal certification program. Three, or 16 percent, of the participants accepted the study's proposed "alternate ways" mechanisms for achieving credentialing but with modifications of the same nature. In each of the interviews with the above people, and independent of each other, the following modification was suggested: skills involving the treatment and care of athletic injuries should be recertified periodically. Two of these evaluators recommended five years as the period for recertification. The remaining three, or 16 percent, of the responses felt that everyone, no matter what the circumstances, should have to undergo certification training.

Evaluation Question Thirteen: "Do you believe the establishment of a coaches' certification program would be helpful to the educational system of California?" Table Eight below shows the responses.

Table Eight

EVALUATORS' RESPONSES TO THE VALUE OF THE STUDY'S  
CREDENTIALING PROGRAM TO THE EDUCATIONAL SYSTEM OF CALIFORNIA

GROUPINGS		RESPONSES (N 19)	
Of great help	11		58%
Somewhat helpful	7		37%
Of little help	1		5%
Of no help			0%

Table Eight shows that eleven responses, or 58 percent, stated that such special training would be "of great help," Seven participants,

or 37 percent, believed that such a program would be "somewhat helpful." One evaluator, representing 5 percent, indicated that a certification system would be "of little help." No lower ranking was recorded.

Evaluation Question Fourteen: "From the standpoint of your present educational position, relative to interscholastic athletic involvement with the educational system of California, do you believe that the establishment of a coaches' credentialing program would be beneficial to the public economically?" Table Nine below shows the data:

Table Nine

POTENTIAL ECONOMIC VALUE OF THE PROJECT'S  
CERTIFICATION PROGRAM TO THE CALIFORNIA PUBLIC

GROUPINGS		RESPONSES (N 17)*	
Of great help	3		18%
Somewhat helpful	5		29%
Of little help	7		41%
Of no help	2		12%

\*Two, or 12 percent, of the evaluators felt that they were in no position to give a qualified response.

Three evaluators, or 18 percent, stated that such a certification training would be "of great help." Twenty-nine percent, or five participants, felt that the program would be "somewhat helpful." Seven, or 41 percent, of the group believed that such a program would be "of no help." The remaining two evaluators thought that because they were only students



they were in no position to assess the possible situation nor to give a qualified answer to the subject question.

Evaluation Question Fifteen: "Of the six areas (of study and competency) which are recommended as being mandatory by the thesis' credentialing proposal, would you personally consider them as being essential, desirable, or nonessential?" Table Ten indicates the rankings of these study/competency areas:

Table Ten

PARTICIPANTS' VALUE RANKINGS OF THE STUDY/COMPETENCY  
AREAS USED IN THE THESIS' CERTIFICATION PROPOSAL

RANKINGS			AREAS OF STUDY/COMPETENCY
E	D	N	
19	0	0	First aid, prevention and care of athletic injuries
7	12	0	Science of sport
14	4	1	Coaching methods and athletic techniques
5	11	3	Sociological/psychological foundations of coaching
6	8	5	Organization and administration of athletics
10	7	2	Practical coaching experience
0	0	0	Others (as the participants might like to add)

E Essential; D Desirable; N Nonessential

All nineteen evaluators, 100 percent, believed that the knowledge of first aid, prevention and care of athletic injuries is essential to the preparation of a coach. Seven, or 37 percent, of the participants considered science of sport essential in ranking, whereas the remaining twelve, or 63 percent, felt that this area was desirable for study/competency.

tency. No one considered it nonessential.

Seventy-four percent, fourteen of the interviewees, thought that coaching methods and athletic techniques were essential. Four, or 21 percent, of the group ranked this area as desirable. Only one individual, a 5 percent representation, said that this study/competency was not essential. Sociological and psychological foundations of coaching as a study/competency received five votes, or 26 percent, as being essential, with eleven replies, or 58 percent regarding it as desirable. Three participants, or 16 percent, believed this area to be nonessential. Six evaluators, 32 percent, considered the organization and administration of athletics to be essential. Forty-two percent, or eight responses, ranked this area as desirable. Twenty-six percent, five participants, indicated it to be nonessential.

As for practical coaching experience, ten, or 53 percent, of the group responded by giving this area an essential rating. Seven, or 37 percent, of the participants considered the area to be desirable. The remaining two, or 11 percent, felt it to be nonessential. There were no other additional study/competency areas suggested during the course of the interviews.

Evaluation Question Sixteen: "As compared to the number of semester units suggested by the proposed program, indicate the number of hours or their equivalent that you feel would be necessary to properly prepare a credentials candidate in" the below listed study/competency areas. Table Eleven shows the various unit hours, as selected by the interviewees for each area.

Table Eleven

EVALUATORS' RECOMMENDED UNIT HOURS EQUIVALENCE  
FOR STUDY IN THE AREAS OF STUDY/COMPETENCY

RECOMMENDED UNIT HOURS								AREAS OF STUDY/COMPETENCY
0	1	2	3	4	5	6	7	
			17	2				First aid, prevention and care of athletic injuries
		2	11	2	1	3		Science of sport
2	3	1	11		1	1		Coaching methods and athletic techniques
3	1	3	12					Sociological and psychological foundations of coaching
4	2	2	10					*Organization and administration of athletics
5			12	1		1		Practical coaching experience

\*N 18 One participant answered in a manner inappropriate for this table.  
See page 73.

Eighty-nine percent, or seventeen evaluators, thought that three units of study should be taken in first aid, prevention and care of athletic injuries. The other two, or 11 percent, believed four units should be taken. In the study of science of sport, two evaluators, or 11 percent, considered that two units would be enough; 58 percent, or eleven, recommended three units; two, or 11 percent, favored four units; one, representing 5 percent, was for taking five units; and three, or 16 percent, wanted six units required.

As for the taking of coaching methods and athletic techniques, there were two participants, or 11 percent, who felt that the course should not be taken at all; three, or 16 percent, wanted one unit taken; one, or 5 percent, thought two units should be required; 58 percent, or eleven evaluators, felt three units were satisfactory; one, or 5 percent,

avored five units; and another single response, or 5 percent, recommended the taking of six units.

There were three people, 16 percent, for not having sociological and psychological foundations of coaching taught at all; one individual, or 5 percent, stated that a single unit would be enough; three, of 16 percent, considered that two units would be satisfactory; and 63 percent, or twelve participants, wanted three units to be taken.

Four evaluators, or 21 percent, were for omitting the course in the organization and administration of athletics; two, or 11 percent, thought one unit would be all that would be necessary; two more, or 11 percent, were for a two-unit course; and ten, or 53 percent, were for taking three units.

In taking supervised and (or verifiable) practical coaching experience, five people, or 26 percent, thought that this would not be necessary; twelve interviewees, or 63 percent, wanted a three-unit course taken; one participant, 5 percent, felt that four units ought to be required; and another evaluator, or 5 percent, wanted six units taken.

It should be noted that one of the responses was not recorded in Table Eleven, because it did not fall within the classifications as provided. The interviewee wanted the organization and administration of athletics to be a three unit course required only of head coaches.

#### Evaluators' Responses to Open End Questions

The participants during the interviews were asked to respond to five open-end questions. These were the last items in the questionnaire, Questions Seventeen through Twenty-one. The below recorded responses

to the following questions were as noted by the author.

Evaluation Question Seventeen: "Do you feel that this program adequately and realistically meets a need in the educational fulfillment of California students?" Some of the comments were:

Having such a program would mean that the educational needs of our children would be a lot better met than what they are getting now.

This program would better help meet the needs of those students involved in athletics.

Such a program does not offer a sure way to tell that the educational needs will be met. To pass a course does not mean that adequate teaching will be given. However, such a program increases the chances that things should be better.

Evaluation Question Eighteen: "Generally speaking, how do you see the present role of athletics in California?" Some of the remarks were as follows:

With the addition of Title IX, athletics can truly now say that it is an important part of California's over-all educational program. In most parts of California it still plays the traditional role of encouraging children to stay in school.

In many of the wealthier high school districts, athletics is losing its emphasis, due to administration disinterest and increasing funding problems (such as those brought on in having to implement the Title IX program).

Athletics can help show a child how to exist in a competitive world.

Athletics is an exceptional education program for exceptionally gifted children, in which opportunities for growth, both psychological and physiological, may take place. It is a great growing-up laboratory.

Evaluation Question Nineteen: "What do you see as the future of athletics in this state?" The following were some of the responses:

Athletic participation will continue to play an important role in teaching students how to get along with each other, help to release tensions, provide healthy conditioning, learn the importance of the group, and offer athletic experiences that may be used in later life. Athletics will continue to save a lot of kids by keeping them in school and off the streets.

Athletics may be in a transitional period in which inflation, lack of physical education requirements, and allowing part-time coaching may be leading California to water-down sports programs.

A greater variety of things are beginning to be presented with even more selections on the way that will offer more activities in which students may participate. This will mean even larger numbers of high school children will be participating in the sports programs of the future.

In general, the importance of athletics seems to be expanding, especially with the growth of soccer and the consequences of the Title IX program.

Evaluation Question Twenty: "Was there any part of the proposed program that you did not understand?" There were no specific comments by the evaluators regarding this question. A typical remark was, "I don't have anything particular to say--it seems to be well thought through and presented."

Evaluation Question Twenty-one: "Was there any section of this program that you considered to be irrelevant?" There were no specific comments regarding the irrelevancy of the program. However, it was after asking this question that in two separate interviews the matter of periodic recertification of coaches regarding the first aid, prevention and care of athletic injuries competency arose.

## CHAPTER IV

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### Introduction

The purpose of Chapter IV is to share with the reader an analysis of the study's findings as presented in Chapter III, the author's feelings as to the significance of these findings, and the paper's recommendations as to what may be done to achieve the final realization of a complete credentialing program. The word "complete" was used to mean that this program will, in one way or another, apply eventually to all public school coaches throughout California.

#### Conclusions

The main purpose for this conclusion is to analyze the findings that came out of the interviews discussed in Chapter III. In making this analysis, the two principal reasons for writing this project should be kept in mind. It seems appropriate to review these purposes.

The first purpose was to conduct a study, comparing the coaching competencies of coaches in track and other sports in the public school systems of Minnesota, New York, and the athletic club system of the CTFA with those in the SMUHSD and in California. The public school coaches of Minnesota, New York, and those of the CTFA are all expected to undergo professional training in order to be certified as coaches. In California no such formal program exists for coaches. The thesis' review of literature pointed out that in the United States the situation is mixed: some states felt that the teaching of track, or of athletics in general, was important enough for state public school coaches

to be required to have certified training; there were other states that did not share this opinion.

The above situation leads to the second purpose of this paper, that of proposing a mandatory coaches' credentialing program. The author was convinced that required certification eventually would bring about a decided improvement in the quality of education being given the students of this state. The line of reasoning used here was that by upgrading the quality of teaching, the quality of learning would also be upgraded. This being the case, the author intended to use the data gathered in writing Chapters II and III to play a contributing role in influencing California lawmakers to believe that mandatory formal training would lead to improved teaching; and, in turn, there would be a corresponding improvement in the quality of the education being received by this state's students.

In approaching our legislators, the writer would have to begin by establishing what the coaching situation is in California relative to special training. The review of literature pointed out that there are states that require some form of credentialing and that the rest are without any specific requirements. California is one state without such standards. In looking at the background questions of the project's interview questionnaire, the coaching picture, relative to the background competencies for all types of coaches in the ~~STATED~~ and the state, became quite clear. Background Question Six is a good point at which to begin this chapter's analysis. As was pointed out in Chapter III, Questions One through Five merely identify the interviewee's name, address, employer, sex, and present school involvement. None of the questions



in themselves gave specific evidence on the participants' competencies as coaches. However, from Question Five it can be seen that all of the project's population was involved with public school athletics. Eleven, or 58 percent, of the evaluators are involved with the SMUHSD, and the others are involved in one way or another somewhere outside the District.

Background Question Six: "How many years were you involved in sports as a high school/college athlete?" This question sought to establish the participants' interest and playing experience in sports. From this question the reader can ascertain the extent of the participants' interest and experience and can gain some idea of what their attitudes toward sports may be. These were all important aspects to the writing of this study. This information was essential not only in determining the backgrounds of the participants relative to sports but also to establish what credence might be given to their roles as evaluators.

This question pointed out that every one of the participants had some type of experience as an athlete. In fact, an 84 percent majority had participated as players for at least five years. It could thus be said that the thesis' interviewees have some definite insight and experience into the coaching situation from the student-athlete's standpoint. So at least there is no lack of athletic experience on the part of most of the SMUHSD coaches.

Background Question Seven: "How many years were you involved in sports as either a high school or college coach?" This question was another that would help to establish the needed background information concerning the study's population. It gave one some insight as to what the participants' interest, experience, and attitudes might be in coaching.

Question Seven established how many of the evaluators have coaching backgrounds and the number of years of experience each has. Since a major part of this study was about coaches, this information was of obvious importance in preparing this paper.

The figures to this question showed that fifteen, or 79 percent, of the project's interviewees have coached for five years or more. In fact, 63 percent of the participants have nine years or more coaching experience. Only one evaluator who was employed as a coach in the District had no previous experience. From this data, it can be said that there is no lack of coaching experience, as far as the majority of this group are concerned.

In analyzing this question, it should be pointed out that what appears to be a commendable situation is not quite as satisfactory as it looks. It will be discussed further under the next evaluation question's text that a little over half of these people started careers as coaches without being what this thesis would call "professionally qualified."

Background Question Eight: "What best describes your collegiate preparation for coaching?" In this question the matter of what type of formal collegiate training each of the participants had, along with college playing experience, provided further details on each individual's background. The reader now has a better picture of the depth of the coaching and playing experience among the interviewees. This information was vital, in order to give credibility to the study's data on coaching experience, as well as to that of the population as evaluators.

The data from this question displayed that out of the sixteen, or 84 percent, of the participants who were coaches, only seven out of this group were physical education majors. The other nine of the sixteen, representing 56 percent of these coaches, had academic backgrounds only. As was pointed out in Chapter III, prior to being employed, these nine coaches were without formal training for coaching. The percentage of SMUHSD coaches with formal preparation totals 56 percent, or five people, and those without such preparation represent 44 percent, or four participants. Thus, among the evaluators who were coaches, this was a fairly typical situation, as compared to the rest of this state. To reemphasize an already mentioned fact, the state average for coaches without formal training in preparation for coaching is 50 percent.

This situation had the following meaning to the author: in athletics, having a near 50 percent or .500 average under certain circumstances is considered respectable. But if this situation were translated to say that only half of a school's classroom teachers were qualified to teach the assigned subjects, there would be many upset local citizens. Then, if the public were to explore this situation further, in order to find out what was the basis for assigning the less qualified teachers, their concern would most probably turn into an uproar, once they found out some of the answers. This is because some of the answers would probably be as follows: the assignment was made because the instructor had taken a class in the subject while in either high school or college. Another answer would probably be that even though the teacher had no previous experience, he expressed interest in giving the assignment a try.

Needless to say, such a situation in the classroom of a California school would be considered totally unacceptable. If this circumstance is unacceptable for an indoor classroom, why should it be acceptable for an outdoor classroom?

It was on this basis of thinking that it became justifiable to seek higher standards of job placement through a professional training program for this state's coaches.

The evaluation of the proposed certification plan will begin with Question Nine of the interview questionnaire. Evaluation Question Nine: "Do you believe that there should be written qualifications for..." specified sports classifications? In dealing with Question Nine, it became known how extensive the feelings were about written coaching standards, and about what sports classifications should be covered. It gave a beginning idea as to who would come under such legislation and what basis might be used in establishing who would be affected. Further value for the question was the fact that in the course of dealing with this question, the matter of justification for such special preparation had to come under examination.

Every one of the evaluators favored some form of certifying athletic coaches as a prerequisite to employment in the public schools of California. The paper's population was very adamant about this need. For example, feelings were very positive that any such program would make a considerable contribution to lessening the legal and medical problems involving athletic injuries.

However, this affirmative vote had two distinct groupings. First was the group thinking that at least the vigorous sports, the strenuous

and contact activities, should require professional preparation of their coaches. This group, consisting of those voting for required credentialing for the contact and strenuous sports, equaled four, or 21 percent, of the participants. The primary concern on the minds of this group was not to get some group of coaches credentialed, but the fear that if, at first, all coaches were required to take special training, there might be too much resistance to a certification program. Initial resistance from large segments of the profession would probably mean its failure.

With this in mind, this group of supporters for the program felt that there would be much less resistance, especially from the non-affected portion of the profession, if the program were limited to only the strenuous/contact sports. There is likely to be more acceptance of the program if a good portion of the coaches do not feel threatened by its passage into a state educational law. In fact, most coaches would favor it unless they felt that it would have a personal effect.

Consequently, the basis behind the interviewees' reasoning was that if this plan applied to all sports, the passage of it might encounter massive resistance from all over the state. Therefore, this stand was simply to avoid mass resistance from all quarters and, in turn, make use of the most sellable idea: cutting back on athletic injuries and, thereby, helping to keep down insurance costs by applying this program to only the vigorous sports with high injury risk. It might be noted that one of the participants believed the above approach should be used to get the program started, but that a plan to expand it in the years to come should be included.

The second group was the result of the writer's combining two

classifications of responses into one grouping. Both classifications, coaching for "all sports" and coaching for "specific sports needs" were for all sports to have professionally trained coaching in one way or another. The "all sports" classification was for requiring credentialing of all coaches in all sports. The "specific sports needs" classification meant that a varying standard of training would be established. This variation would be based on the inherent demands unique to each sport.

The segment for "specific sports" saw no point to a prospective bowling or golf coach being expected to have as extensive a background on conditioning or dealing with athletic injuries as would someone who wanted to coach such a vigorous sport as football. Why should a person who wanted to coach a certain sport be expected to spend time learning about the elements of other activities that were not related to what he was most interested in coaching? In fact, this group felt that an all-sports-encompassing or "jack-of-all-trades" approach forced upon all candidates might tend to discourage potential coaches from ever wanting to enter the profession. What this segment would like to see would be only studies related directly to the specific sports as selected by the candidate. Course selections based on this principle would make acceptance of special preparation more tolerable.

Evaluation Question Ten: "Do you believe that a full program for certification should be developed in California" for the (specified coaching classifications)? This question also deals with the problem of who should undergo professional training. There being an apparent concern that certain sports might not have to have special preparation,

the author sought the evaluators' responses by posing the previous question, Number Nine. It was based on the difference of vigors demanded of athletes. In the case of Question Ten, the difference basically lay between the levels of demand, dividing head and assistant coaches. However, the ever-present injury risk factor still made it necessary to present the choice of including both head and assistant coaches of the strenuous and contact sports as two separate coaching classifications in this question. The group, involving head coaches of contact sports only, was also included as a choice of response in order to consider the possible resistance factor. Also, in the formative stages it might not be best to require a large portion of the coach-population to undergo certification; better to introduce the plan a little at a time, in order to assure better acceptance of the plan.

As for the specific responses to this question, three evaluators felt that qualified training should be limited to all head coaches for all sports. The main reason for this was twofold. First, logically, the person in charge of a team should be more qualified; second, by limiting this program to only head coaches, the numbers of people who would then be involved would be fewer than if all coaches were involved. It might be more practical to administer the plan if there were fewer people involved; also, the resistance to the plan would be weaker. One additional participant felt that this program should be limited to just head coaches of contact sports. This reasoning was the same as for the requirements on all head coaches. However, this individual thought that even further limitation on the numbers of people who might resist would be appropriate to better assure the initiation of a special pre-

paration plan. Also, it was felt that by focusing on one sports classification--the contact sports which have the highest injury rate--the selling of the certification idea would be easier to achieve. There was yet another person who wanted qualified training limited to head coaches with one exception: that assistant coaches in strenuous sports also be specially trained. The reason for this was that there was always the high risk of injury. In order to assure total qualified supervisory coverage in all places of practice in these sports at any given moment, the presence of more than just a single thoroughly qualified person would be much more desirable.

The remaining thirteen, or 68 percent, of the responses were for the credentialing of all coaches. The reasoning was that too often there were situations in which a head coach may not be able to be on the spot in time to handle a problem, should it occur. Theoretically, it would be most desirable to have at least one properly qualified person present at all times, and the head coach cannot be in several places at once during practice sessions.

Combining the "head coaches only" and the "all coaches" responses indicated that the evaluators favored all sports being staffed with at least some form of qualified personnel.

Evaluation Question Eleven: "Should professional preparation requirements for assistant coaches differ from those for head coaches?" Even though there was thinking that all coaches, both head and assistant, should be required to take certification training, there also was consideration as to whether or not there should be a difference in the training between these coaches. Some thought that, because the head



coach has more responsibilities, there should be higher competency expected.

Eight, or 42 percent, of the participants answered the question "no." They felt that all coaches should meet the same basic standards of preparation and experience, whether head or assistant. All should be equally prepared to meet basic responsibilities, as explained under the previous question. This group represented the single strongest stand on this question.

However, the next group, with just one less vote, totalling seven, thought that if there were to be any specific difference in professional hiring standards between head and assistant coaches, it should be in the areas of professional training and experience. Because of the responsibilities of being a head coach, it was felt that he should have more formal preparation in management and administration, in addition to having more certified practical coaching experience. Certified experience would require verification from either an institution of higher learning or from a school principal.

The remaining four participants felt that the only required standards difference between a head coach and an assistant should be in certified experience. In regard to the additional responsibilities of being a head coach, such as management, it was felt that such things can be learned from the school's athletic director and/or the administration.

So, it seems that if there were to be a difference between head and assistant coaches, the response would be close between professional preparation and practical experience, with the inclination being toward

formal training.

Evaluation Question Twelve: "Do you believe that the 'alternate ways of completing the certification program' as presented by.." this study are adequate? The question arose from the fact that there are many people who coach, who are not physical education majors and who yet are competent coaches. Over the years many coaches have overcome knowledge deficiencies by going through a self-imposed study program. Therefore, there should be ways of testing and recognizing these self-gained competencies. In other words, if an individual could prove his experience-gained background, there should be no need to go back to school for something that is already practiced and thoroughly known. Having an element of flexibility in the proposed credentialing program could do much to make the acceptance of the program much more palatable. An "all-or-nothing" attitude about who would have to undergo special training could be a key factor in the plan's acceptance.

Everyone but three of the interviewees accepted the study's proposed alternate ways of achieving certification besides going through some state school's formal course of study for credentialing. The three participants whose response appeared to be different were actually for an addition to the presented program. All three were in accord with the plan itself, as well as the "alternate ways" mechanisms for achieving certification. However, in each of the interviews, independent of each other, the following suggestions arose: skills involving the treatment and care of athletic injuries should be recertified periodically. Two of the participants recommended five years as the period for recertification.

Evaluation Question Thirteen: "Do you believe the establishment of a coaches certification program would be helpful to the education system of California?" It is always nice to theorize about plans that would do good things for mankind, but when one gets down to the practicalities of life a key question becomes, "Is the idea practical?" It was for this reason that the above evaluation question was included. The purpose for giving the evaluators choices to select for answers was to give the opportunity to think of what degree of help such a program as this really would be.

Eleven, or 58 percent, of the evaluators thought that such standards would be "of great help" in benefiting the educational programs for this state's children. In one area such a plan would be helpful to fill the void of inexperience that has been created by the sudden demand for large numbers of coaches needed to teach the newly created high school and college girls' athletic teams. This demand came suddenly, and there were no provisions made to fill the newly created positions. If such a program were to get started in the near future, it would be an assurance that within two or three years California would have more qualified people to teach this growing mass of female athletes.

The second area in which such a special program would bring an improvement was in the lessening of athletic injuries which occur because of inexperienced coaching. The participants had either strong feelings or information that the number of such injuries would be significantly reduced. For the seven of those who thought that such a program would be "somewhat helpful," the thought was that any improvement would

be of some contribution, no matter what the situation. And, of course, any improvement is always desirable.

The party who felt that any such qualification plan would be "of no help" felt that any person, such as a "super star" athlete (versus the "fun and games" or average type of student) who was possessed of great athletic talent would be the only type of student to get educational benefits from athletics. It was felt that these elite athletes would come to the front anyhow, despite the shortcomings of the present athletic situation in California. Consequently, because so few students actually derive any real meaningful benefits, it might be considered that any such improvement would be basically of no help to the masses. However, it was also felt that an improvement was still desirable, because even the elite should derive special educational help, as well as the average or less than average athlete.

Evaluation Question Fourteen: "From the standpoint of your present educational position relative to interscholastic athletics involvement with the educational system of California, do you believe that the establishment of a coaches' credentialing program would be beneficial to the public economically." The response to this question by the participants who answered "of great help" and "somewhat helpful" gave basically the same reasons for their answers. "Of great help" and "somewhat helpful" were differences in degree, rather than any truly separate commitment. These two groups felt that in general there would be fewer injuries, fewer lawsuits, and, therefore, lower insurance premiums. However, how much of an economic benefit to the school districts this would be was not really known.

The same comment might be made of the people who answered this question with the answer "of little help" and "of no help." They believed that, at best, whatever economic benefits may be derived from fewer injuries might be nullified by the administrative expenses that would be incurred in managing a new professional training program. The two interviewees who did not use any of the choices of answers were actually not without comment. Because they were college students, they said that no answer to this question could be given because they lacked information and/or knowledge on economic matters related to the working of the public school system.

The matter of economics is always a vital issue in any matter that might be controversial. By asking this question, the author gained some interesting data. Such matters arose as what type of expenses were likely to be incurred by this state's taxpayers, and what chances were there that any significant savings could be realized. The answers to any such questions could prove very helpful in selling the thesis' plan to legislators and to the California public.

Evaluation Question Fifteen: "Of the six areas (of study and competency) which are recommended as being mandatory by the thesis' credentialing proposal, would you personally consider them as being essential, desirable, or nonessential?" Since it was discussed in Question Eleven that there might be differences between those competencies a head coach should have and those of an assistant coach, Question Fifteen offered the opportunity to specify what study courses might be appropriate for such a program. (Thoughtful consideration was necessary, in order to ensure that meaningful subject selections were made. A program with

worthless subjects could very well impair the import of any course of study.)

The study/competency area that was unanimously picked by all the interviewees as being "essential" was that of first aid, prevention, and care of athletic injuries. In the twelve special training programs studied by the author during the course of writing this thesis, every one of them included this subject as a mandatory course of study. In fact, it was given primary consideration in every circumstance. Furthermore, at least one of these credentialing plans was representative of the professional thinking of every major geographical part of the United States.

The study of the science of sport received a 37 percent vote as "essential," with the entire remaining 63 percent of the participants giving it a "desirable" response. From the standpoint of the majority, it was generally thought to be secondary in value, a nice subject to know something about, but not absolutely essential.

Coaching methods and athletic techniques received the second largest number of "essential" votes. Seventy-four percent of the study's population made the taking of this course also a primary requirement. It was interesting to note that of those states with the most minimal requirements, the study of first aid, prevention, and care of athletic injuries, and coaching methods and athletic techniques (with a choice of sport(s)) were the two subjects always included.

The author was surprised at the responses that did not regard technique courses as essential. Techniques are primarily what the players want to learn. There were four votes for "desirable" and one for "non-

essential." The main reason for these responses was that the knowledge offered in such courses was good to have; therefore, everyone should be interested in taking such studies on one's own. The writer thought that this type of thinking certainly established a secondary value or attitude toward the teaching of sports.

As for the study of sociological and psychological foundations of coaching, it received the lowest essential ranking. Only 26 percent of the participants thought it to be essential. Eleven, or 58 percent, of the voters gave it a "desirable" standing. The remaining three interviewees gave it a nonessential classification.

The trend of thinking was more a "this would be a good subject to learn on one's own, if one were so inclined." It seemed that something more was involved. The low rating might have been because the areas of sociology and psychology are not widely understood in the athletic world. Because of this low familiarity, many coaches might not really be willing to take a stand on it. In fact, with three evaluators giving it a "nonessential" vote, this subject was the study with the second largest number of "nonessential" responses. The problem here may be that these topics were not well taught in college and, therefore, are not well understood. The institutions of higher learning could very well take a good look at this matter.

The organization and administration of athletics had the most mixed reactions. It had six votes for being "essential," eight for "desirable," and five for "nonessential." These responses placed the study in first-place ranking among the courses classified as nonessential. The general feeling about this subject was that it could be taught well

enough by the administration of a particular school or district. No matter whether the interviewees ranked it "desirable" or nonessential, it was considered to be a "learn on the job type of responsibility."

Practical coaching experience ended up with a somewhat distant third place among the essential courses. Fifty-three percent of the participants thought that some type of directed supervision was a necessary part of gaining proper coaching skill. Seven, or 37 percent, of the participants felt this to be a desirable skill, even though it was thought that formal training in this area was not necessary. Again, this experience could just as well be learned on the job, with or without supervision.

The author agrees with the evaluation placement as to the importance of this competency. Experience is always of value. But any person at one time or another has to start with no experience. The only exception to what has been expressed in the project's evaluation was that beginning experience should be gained only under well-qualified supervision.

Evaluation Question Sixteen: "As compared to the number of semester units suggested by the proposed program, indicate the number of hours or their equivalent that you feel would be necessary to properly prepare a credentials candidate..." This question gave a more precise way of determining how important the study's population believed each of the study/competencies to be--beyond the essential, desirable, non-essential ranking system of the previous question. It gave the participants a way of numerically ranking the study value for essential or otherwise. It could be seen, for example, that a subject with a high



"essential" vote may be graded with an even higher or perhaps a lower hourly unit emphasis than what may have been given by the paper's proposed program. Such knowledge as this can help the writer better understand what the beliefs were of the others, as well as to make appropriate adjustments, if necessary.

In answer to Question Sixteen, the majority of the paper's population, between ten and seventeen evaluators, responded that at least the equivalent of three hourly units should be taken for the satisfactory learning of each of the suggested studies. The votes for taking less than a three unit subject or for taking no course at all were so few in each study area that their impact on influencing the number of hourly units that should be taken was not significant. As already pointed out, if the feelings of the participants were a meaningful guide, the number of units that should be taken, in order to learn these disciplines properly, would be three in every case.

Evaluation Question Thirteen was written in such a way that only a choice of a pre-written answer was given; the author used Question Seventeen as an opportunity for further discussion of matters important to this thesis. Leaving this subject to multiple choice answers without giving the participants a chance to expand their answer seemed inadequate. More needed to be said.

First of all, the interviewees answered to the question "Do you feel that this program adequately and realistically meets a need in the educational fulfillment of California students?" in the affirmative. The comments, as presented in Chapter III, basically could be summed up by saying that the participants indicated that the professional training

as proposed by the author would mean improved quality of teaching; and, in turn, the quality of education in California would be improved and the needs of the children would be better met. The athlete would be better trained because of direction from a person who not only better understood what was to be taught, but also better understood the needs of those being taught. Training would be more efficient and safer as well.

The remaining evaluation questions are open-end in nature. These questions were presented in order to open up interview dialogue. This way the participants were given more freedom for expression. More often than not, different ideas or known ideas were presented in different and sometimes better ways. Such information or varied presentations can add to the author's store of knowledge and skills for promoting the concept of professional preparation.

Evaluation Question Eighteen: "Generally speaking, how do you see the present role of athletics in California?" Asking what a person considered to be the role of any program gave the opportunity to organize and clarify some thinking on the subject; the attitudes of the evaluators became focused. Their comments gave a broader background against which to analyze the answers given by each of the interviewees.

The response to this question was that athletics still plays the well-known traditional role of providing physical, sociological, and psychological benefits. The entire study's population expressed that these values still are viable, despite the changes of our society and the times.

Evaluation Question Nineteen: "What do you see as the future of

athletics in this state?" As in the other open-end questions, the author sought possible new information or better ways of presenting ideas that would add to and improve the ways personally known to him. To enhance one's means of selling a product is always important. Particularly, to have some insights as to what the future may bring is always important. No one wants to be involved in something without knowing what the chances are for the future.

The future of athletics in California indicates an expansion of athletic activity. The popularity developed by the introduction of the Title IX program has shown in its initial stages a potential that the evaluators believe will attract such masses of girls that female athletics is likely to grow into massive proportions similar to today's boys' programs. This situation, coupled with the rapidly growing popularity of soccer, makes enormous the expansion possibilities for the future.

#### Summary of Findings Limitations

As established in Chapter I, the author's main limitations concerns were for two matters. First was that of the availability of informational materials for the paper's review of literature study. As the thesis progressed, more material was found than was originally expected. The only exception was literature on the East German training program. Since not enough information was obtained about that organization, it was replaced by the New York State's plan for the professional preparation of its coaches. As it turned out, there was an adequate amount of material available.

The second concern was that of establishing a satisfactory means of evaluating the thesis' credentialing plan. As already indicated, the interview questionnaire proved to be not only a useful evaluative instrument but also a vehicle for some very rewarding moments for information and sharing.

### Implications

As has been established already, the reason for the comparative study was to gather data that would establish that there is a serious shortage of properly trained coaches in the SMUHSD, as well as in California. By comparing this shortage and that of the rest of the United States, a justification for trying to upgrade the coaching competencies of the state could be established. Thus, the presentation of the thesis' proposed credentialing program was a means of correcting the problem of unqualified coaching.

It therefore can be said that the primary motivation behind all the purposes of this thesis' proposed plan for certification is a means to do something about the fact that many children are exposed to the coaching of unqualified people. As in any other educational program, the ultimate concern is the good of the children.

It has been long recognized that there are not enough qualified people available to coach. This is especially true now that there are more and more coaching positions opening. With the coming of the Title IX programs, the rapidly growing popularity of soccer, and the rise of sports with the emphasis on individual and dual participation, school administrations have had to turn to people without physical education training in order to fill the coaching slots. In most cases these people

are those with academic preparation and no physical education training at all.

On a national average, 25 percent of the nation's coaches are initially assigned as coaches without their having the proper qualifications.<sup>1</sup> Because of the recent surge in the numbers of students participating in athletics, the percentage of untrained coaches is correspondingly growing. In California, the percentage is now at 50 percent.<sup>2</sup>

Athletics has been long recognized as one of the classrooms of the nation's educational system, yet in California half of the teachers in this classroom are unqualified. This situation is not getting any better; in fact, it is getting worse. The author knows from personal experience during his past twelve years as a track coach in the SMUHSD that the problem is worsening. During that time, the unqualified coaches (in all cases known to the author) were at least certified instructors. Within the last two years, however, the local principals have turned to people who have not yet graduated from college nor completed teacher training. This is a sad situation. As in so much of the rest of the nation's social behavior, there is a degrading trend in practice for the sake of expediency. This trend, unfortunately, is away from the original intent of educational standards.

Some of the basic problems inherent to the aforementioned coaching situation are listed in the "Statement of Problems" section of

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<sup>1</sup>Esslinger, op. cit., p. 27.

<sup>2</sup>J.J. Klumb, California Department of Education, interview held with Klumb as a thesis participant, Hayward, California, May, 1977.

Chapter I. The first problem mentioned in this section is the awareness that too many young people are not receiving the direction and support that is needed in order to realize the fruition of their personal talent. The implicit reason for this problem is that there is not enough adequate leadership from the coaching ranks. Such leadership can and should come from better trained coaches. It therefore follows that good, qualified training has to become more widespread, or, if possible, must be required of anyone who wants to coach. The solution to this problem, as far as the author is concerned, is to establish mandatory professional training for all coaches. This very program is offered as a solution to this problem (see Appendix A).

One of the principal ideas behind the certification plan is that the candidates will then possess the necessary qualified background and preparation to execute the duties of an assigned position. Identifying the competencies of good coaching was the second of the problems presented in the study's statement of problems section. Minimum particular professional preparation has not been specified in most states, although there is considerable agreement in thinking about the areas of preparation, competency, and experience necessary for coaching.

The author's proposed training program in itself may be considered a solution or an identification of what is needed to achieve good coaching. In other words, it is a version of what well-qualified coaching may be considered to be. It is a product of a consensus in the thinking of numerous national athletic associations and coaching organizations. The following is what is considered to be the professional preparation focuses: (1) safety, first aid, training and conditioning, and care and

prevention of injuries; (2) science of sport (biological science, including the basics of anatomy, physiology, physiology of exercise, and kinesiology); (3) theory and techniques of coaching in selected sports; (4) sociological and psychological principles of athletics; (5) management organization and administration of athletics; and (6) supervised practical coaching experience.

As a part of the author's effort to synthesize a consensus of thinking on what qualified coaching is and how it may be achieved, an interview questionnaire (see Appendix B) was developed. The development of this questionnaire was an effort to create a useful means of gathering background data on the study's population and to evaluate the paper's training plan. As for the usefulness of the questionnaire, the author felt this goal was achieved. The evaluators believed that the interviews were thoughtful, well organized, and thoroughly conducted. Much of the data gathered proved to be consistent with that of other similar studies conducted in other states. Most useful information and guidance came out of these interviews. There was sufficient background data gathered on the participants. The evaluation part of the interview questionnaire provided valuable information that will contribute to supporting the writer's efforts to promote a coaches' credentialing program in California.

The last of the problems discussed in the thesis' statement of problems section was where or by whom the training should be conducted. Actually the solution of this problem was academic. The proposed plan, if accepted, spelled out how this problem would be handled. Many of the state colleges already teach these subjects in order to prepare physical

education candidates. However, under the program's "alternate ways of completing the certification" training, various in-service and workshop arrangements can be worked out for the sake of giving the plan a degree of convenience and flexibility.

During the course of the study it became apparent that the selling of a credentialing program had not been listed in Chapter I's statement of problems section. Because of the magnitude of dealing with this problem, it was of the utmost importance that it be put under consideration by this thesis.

In an effort to deal with this need, the author, in the proposed credentialing section, provided an outline of various techniques used by a number of states in initiating coaching certification. Its achievement will probably be a difficult task. However, it may prove an easier task to implement the plan if the five suggested steps recommended by Gillen's article (see page 40) are followed.

### Recommendations

This section of the paper is to include the actions that the principals and the administrators of the SMUHSD should have under consideration in weighing the pros and cons of a state mandatory credentialing program. The following questions are presented in the form of quotations that derive from the paper's interviews and from the review of literature:<sup>1</sup>

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<sup>1</sup>Gillen, op. cit., p. 11.



What do I do, as a principal, to ensure that I protect the interests of the student, and the coach, as well as my own in the spectrum of educational athletics?

How vulnerable do I as a principal become when I use regular faculty members as coaches whose main qualifications are interest or having played the game?

How do I justify placing the athletic instruction of my students in the hands of one who does not meet the qualifications of the trained physical education expert?

How do I justify to the superintendent, the school board, the parents, and the community the many values that are part and parcel of an athletic program, when I appoint unqualified coaches to the various teams?

How do I maneuver myself out of the unenviable position of defending myself against lawsuits?

It is unfortunately an all-too-common occurrence in this day and age for legal actions to be brought against school boards, administrators, and teachers. In spite of the fact that many coaches have little or no training in the prevention and care of athletic injuries, the judicial tendency is to measure a coach's conduct against that of a hypothetical professional, possessing a thorough knowledge of coaching techniques, the care and prevention of injuries, and the medical aspects of athletics, as related to the sport being taught. Already, the Supreme Court of Oregon in Vendrell versus School District Number 26, Malbeue County, has defined "a football coach as an expert who was expected to possess a high degree of skill in dealing with the coaching of football." If this can legally apply to football, why cannot it be extended to other sports? It appears that this definition could establish that coaches are not to be considered ordinary teachers performing an additional extra

classroom task, but rather as specialists who can be expected to know how to handle properly all aspects of coaching.

Using the above Oregon case as an example, this situation clearly reflects the expectations that society can make upon its professionals, the possession of skills greater than those of the ordinary man. Even though the acquiring of these skills may be unattainable by many coaches under the existing circumstances, the law is merely fulfilling one of its most important duties by setting these standards--the obligation to guide society's conduct by establishing certain rules and legal boundaries within which citizens must function.

The following thoughts were summarized from the review of literature and the study's interviews as a final statement of what the author thinks should be taken under consideration as recommendations in dealing with achieving mandatory certification in California.

Coaches, administrators and institutions of higher learning constantly should work toward achieving certification.

Thorough professional training and special competencies for coaching should be developed.

All coaches should be required to have a minimum of a minor in physical education or its equivalent in specific professional studies involving selected sports.

Specifications should be developed for appraising coaching candidates. An intensive review of preparation, experience, competencies, personality traits, and character should be made before hiring.

Methods of qualifications should be developed to avoid the creation of coaching as a tenure position. A "closed shop attitude" or power cult of the "ins" could negate the tremendous growth and scope of our present athletic programs.

If extensive local school district workshops become an important means of achieving statewide certification, the local systems should be subject to direction from a chief state school officer to provide annual in-serviced training to all coaches. This would provide the more necessary information for the protection of the health and welfare of the students and see that it is disseminated.

State associations should press for the availability of a qualified athletic trainer in each school. They certainly cannot supplant the information needed by a head coach, but can be invaluable in the physical training, prevention, and care of injuries.

State athletic associations, state boards of education, and the chief state school officers should take measures to cause more effective involvement of the superintendent of schools and school boards of education in the conduct of a school's athletic program.

High school athletics are a part of the educational process. They are beyond the extra-curricular definition too long ascribed to them...and as such...they are too important to allow their conduct by no less than the total school administrative structure.<sup>1</sup>

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<sup>1</sup>Klumb, op. cit.

## APPENDIX A

### A PROPOSAL OF AND IMPLEMENTATION FOR COACHING CERTIFICATION IN CALIFORNIA PUBLIC SCHOOLS

California is like the other states of the union in that it is faced with the dilemma of finding enough properly qualified teachers to fill an ever-increasing number of coaching positions. The recent nationwide expansion of sports programs is due to such developments as the dramatic increase of female athletic participation under the Title IX legislation. The athletic programs that have and will come out of this legislation have created a demand for personnel to handle coaching responsibilities far beyond the present supply of physical education teachers. This state cannot rely upon its supply of teachers of physical education--the most obvious source for properly trained coaches. There simply are not enough of these people available.

As in many other states, California public school principals and administrators have had to turn to the academically trained teachers to fill coaching openings that cannot be filled by physical educators. Many of these academically trained people have no educational preparation for their coaching responsibilities. Their primary qualifications for coaching may be at best that they have been a participant in the sport at one time. Such experience cannot truly qualify a person to take on the full demands of coaching and provide the student-athlete with a high-quality educational program. To provide good athletic teaching, California must have qualified coaches. To achieve this quality and still rely on the academic teacher as a main source of fil-

ling coaching jobs means that the academically trained teacher must also be the athletically trained teacher. This state does not have such a training program. Therefore, this project proposes the following program for consideration as a possible course of action, in order to upgrade the competencies of coaches in California:

#### GUIDELINES FOR INTERSCHOLASTIC ATHLETIC COACHING STANDARDS AND CERTIFICATION

1. Interscholastic athletics are those sports activities in which (1) regularly scheduled formal school team practices are sponsored and (2) competition is jointly sanctioned with other schools' teams.
2. Any person employed as a coach (either head or assistant, full or part-time) in all public schools ranging from elementary through high school and including the state public colleges and universities would be required to possess a valid California teaching credential and state Department of Education approved coaching certificate which indicates the sport(s) in which the applicant would qualify to coach.
3. Course Requirements. All applicants should complete satisfactorily at least fifteen (15) semester hours, or the equivalent, which provide for the development and evaluation of competencies in all of the following educational areas:
  - a. First Aid, Prevention and Care of Athletic Injuries (Three Units)

- (1) Skills to render emergency care
- (2) Professional and legal responsibilities  
of the coach for prevention of injuries  
and rehabilitation under medical supervision

b. Science of Sport (Three Units)

- (1) Kinesiological foundations
- (2) Principles of anatomy as related to  
athletic performance
- (3) Principles of exercise physiology  
as related to athletic performance

c. Pedagogy of (a selected sport) Coaching  
(Three Units)

- (1) Athletic techniques
  - (a) Specific skills, techniques, rules,  
and strategies
  - (b) Basic mechanics of officiating
- (2) Organization and Administration
  - (a) Appropriate state and federal legislation related to athletics
  - (b) Rules and regulations of appropriate governing sports organizations
  - (c) Sample local school system athletic rules and regulations in areas of insurance, transportation, accident reporting, budget procedures, equipment maintenance, methods of scheduling

and utilization of facilities

- (d) Public relations procedures relating to students, faculty, community, and media

d. Sociological and Psychological Foundations of Coaching (Three Units)

- (1) Basic humanistic psychological and sociological principles of coaching
- (2) Motivational techniques
- (3) Relationship of learning theories to athletic experience

e. Practical Coaching Experience (Three Units)

Satisfactory completion of a practicum in in-service coaching.

These five educational areas cover all of the subject areas recommended in 1975 by the American Alliance for Health, Physical Education and Recreation as being essential for study to be a qualified coach.

4. Grandfathering Clause

- a. All current holders of out-of-state coaching certificates, teachers with majors or minors in physical education, or those who qualify for coaching certificates between the to-be-indicated date and the date that the new regulation goes into effect shall be considered to have met the above regulations, except that those who qualify

during such interim must provide evidence of competency in first aid and the prevention and care of athletic injuries.

- b. All public interscholastic coaches currently coaching or having coached within the past three (3) years, without any coaching certification and with at least three (3) years of coaching experience, shall be considered to have met this regulation by showing equivalent experience and evidence of competencies in the following areas:
  - (1) First aid, prevention and care of athletic injuries
  - (2) Coaching methods and athletic techniques
  - (3) Sociological and psychological foundations of coaching

#### 5. Alternative Ways of Completing the Certification Program

- a. Pre-Service and In-Service Programs. Pre-service courses may be taken by candidates preparing to become teachers. Individuals eligible to take in-service training courses are men and women who are certified to teach in California.

Out-of-state coaches coming to California after the new regulation goes into effect will be required to take the in-service education program in total or in part.

Agencies wishing to offer a coaches training



program would have to make application to the State Department of Education. Programs may be given by four-year colleges and universities, two-year colleges, individual school districts, several school districts acting in concert, professional organizations, and other recognized groups or agencies that have received approval from the State Education Department for such programs.

An agency offering this training program may grant credit to those candidates evidencing competencies in any of the five aforementioned required educational competency areas. Such credit may be granted upon the presentation of appropriate evidence that the person's background in these areas is satisfactory.

The following are materials which should be included by any agency wishing to submit their training program for State approval:

- (1) A description of the content in each course.

The courses offered must include studies in the five required competency areas as listed by the thesis' credentialing program.

- (2) The names of the instructors teaching the courses, including their college transcripts and evidence to verify their experience and

demonstrated competence to teach the particular courses.

- (3) A listing of the resource persons and materials that the agency has or to whom the agency has access.
- (4) A statement as to the time allocation for each course.
- (5) A description of the evaluation techniques to be used.
- (6) A statement from the agency, indicating its responsibility for keeping permanent records on students who satisfactorily complete its courses.

b. Additional Educational Experiences. Credit toward partial fulfillment of the education program for coaches may be achieved through participation in appropriate conferences, clinics, coaching schools, and other experiences of a comparable nature, either in part or whole. The State Department of Education should compile an annual listing of such programs with the amount of credit approved for each. Organizations desiring to be included on this list should contact the Department.

c. Proficiency Examination. Non-physical education certified teachers who wish to obtain approval for coaching a specific sport may qualify through

a proficiency examination. Those wishing to do so should contact the Department for the time and place of such examinations. Testing will consist of a written and/or oral phase, as well as a practical test in most cases. Examiners will be authorized to issue letters of approval to applicants upon their satisfactory completion of all phases of the examination. Examiners will accept evidence of attendance at approved college and/or in-service education courses as partial fulfillment of subject areas in which the candidate is to be examined. Conversely, following the examination, any areas deemed not acceptable to the examiner may be satisfactorily completed by attending an approved college or in-service education course covering those areas and, thereafter, presenting evidence of attendance to the examiner.

- d. Equivalent Experience. To obtain approval for an equivalent experience, candidates must possess an unusual background in the areas specified for minimum college and/or in-service programs, including knowledge and application. Persons interested in making application for equivalent approval may obtain forms from the Department. The application must be accompanied by evidence to verify essential facts included in the application.

Implementation

To implement the program, the following procedures are suggested:

1. Form a State-Wide Committee

To expedite communication, understanding, and implementation of the program, the following organizations should be included on a state coaching certification committee:

- a. Superintendents association
- b. Secondary school administrators association
- c. State athletic association
- d. State department of health, physical education, and recreation
- e. Colleges which prepare majors in health, physical education, and recreation
- f. Health, physical education and recreation departments of large cities
- g. State coaches association

2. Gather pertinent data on the following:

- a. Programs of other states
- b. Programs of colleges and universities which have established educational courses that might be incorporated into a coaches' training offering

3. Schedule Committee Meetings

Schedule committee meetings at intervals of a year to eighteen months. Meeting agenda might include:

- a. Philosophy and goals being sought

- b. Presentation and review of the project
- c. Determination of specific areas to be included  
in the program
- d. Presentation to pertinent groups in the state:  
superintendents, high school principals, coaches  
groups, and state department of education

#### 4. Refine Final Standards

Final refinement of standards--after review by state groups  
and key personnel

#### 5. Implement

The courses, in-service work, or whatever title is given  
to the content areas necessary for coaching certification  
may be taught and administered by:

- a. Colleges and universities
- b. State coaches associations
- c. State associations of health, physical education  
and recreation
- d. Individual school districts
- e. County educational groups
- f. Community youth athletic organizations

#### 6. Certify

Coaches who are certified should receive a certificate and  
have their names recorded in the state department of health,  
physical education, and recreation. Superintendents should  
be notified when the coach has completed certification  
requirements.

## 7. Publicize the Program

Interpreting the program schedules on this subject at coaching schools; state conferences of health, physical education and recreation; county, district, and local conferences of health, physical education, and recreation; coaching association conferences; superintendents' and principals' meetings; sports medicine symposiums.

## 8. Evaluation

Evaluate the program after the first year and periodically thereafter.

As a concluding comment, the author would like to see eventually that some type of certificated training be applied to coaches outside of the California public school system. All formally organized activities involving the youth of the nation should be included. Therefore, this program should eventually encompass the coaching in private schools, full-time or part-time personnel in recreation league athletics, and even coaches in the various community athletic programs, such as the American Youth Soccer Organization, Little League baseball, Pop Warner League football, and Amateur Athletic Union sports.

INTERVIEW QUESTIONNAIRE ON PERSONAL COACHING BACKGROUND AND FOR EVALUATING  
THE THESIS' PROPOSED CREDENTIALING PROGRAM FOR PUBLIC SCHOOL COACHES IN  
CALIFORNIA

This questionnaire will serve as the basis for interviews  
with eighteen participant/evaluators of the thesis' proposed certifica-  
tion program.

DATUM

Background Questions

1. Name: \_\_\_\_\_  
                                    Last                                      First                                      Middle Initial
2. Work address: \_\_\_\_\_  
                                    City: \_\_\_\_\_
3. Employer: \_\_\_\_\_

Please circle the appropriate response:

4. Sex:                                      A. Male                                      B. Female
5. What is your present primary school status?
- A. State legislator/educational administrator  
    B. College official/administrator  
    C. College coach  
    D. School board member  
    E. High school administrator  
    F. High school coach  
    G. Parent of a high school student  
    H. College student
6. How many years were you involved in sports as a high school/college athlete?
- A. None                                      B. 1 -- 4                                      C. 5 -- 8                                      D. 9 or more
7. How many years were you involved in sports as either a high school or college coach?
- A. None                                      B. 1 -- 4                                      C. 5 -- 8                                      D. 9 or more

8. What best describes your collegiate athletic preparation for coaching?

- A. Physical education major and participation in competitive sports
- B. Physical education major and no participation in competitive sports
- C. Physical education minor and participation in competitive sports
- D. Physical education minor and no participation in competitive sports
- E. Academic major and participation in competitive sports
- F. Academic major and no participation in competitive sports
- G. Other (specify)

### Evaluation Questions

9. Do you believe that there should be written qualifications for the below listed sports classifications?

- A. Strenuous sports
- B. Non-strenuous sports
- C. Contact sports
- D. Non-contact sports
- E. All sports in general
- F. According to specific sports needs

10. Do you believe that a full program for certification should be developed in California for:

- A. All head coaches
- B. All assistant coaches
- C. Assistant coaches of strenuous sports only
- D. Assistant coaches of contact sports only
- E. Others (specify)

11. Should professional preparation requirements for assistant coaches differ from those for head coaches? Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, should there be less of the following:

- A. Professional preparation
- B. Play experience in high school
- C. Play experience in college
- D. Practical coaching experience under the direction of a recognized educational institution
- E. Others (specify)



12. Do you believe that the "alternate ways of completing the certification program" as presented by this study should be:

- A. Kept as offered by the proposed program
- B. Modified (specify)

C. Eliminated and require that everyone wanting to coach in California should be fully expected to meet credentialing requirements within a specified time period

13. Do you believe the establishment of a coaches certification program would be helpful to the educational system of California?

- A. Of great help
- B. Somewhat helpful
- C. Of little help
- D. Of no help

14. From the standpoint of your present educational position, relative to the interscholastic athletic involvement with the educational system of California, do you believe that the establishment of a coaches' credentialing program would be beneficial to the public economically?

- A. Of great help
- B. Somewhat helpful
- C. Of little help
- D. Of no help

15. Of the six areas which are recommended as being mandatory by the thesis' credentialing proposal, would you personally consider them (by circling) as being (E) essential; (D) desirable; or (NE) non-essential? Comment as to the reason for your choice and note any modifications in these areas as you feel necessary. In the remarks section note any additional subject areas of professional preparation which were not included in the thesis proposal.

E D NE A. First aid, prevention and care of athletic injuries  
(Comment):

E D NE B. Science of Sport (Comment):

E D NE C. Coaching methods and athletic techniques (Comment):

E D NE D. Sociological and psychological foundations of coaching  
(Comment):

E D NE E. Organization and administration of athletics (Comment):

E D NE F. Practical coaching experience (Comment):

Further remarks:

16. As compared to the number of semester units suggested by the proposed program, indicate the number of hours or their equivalent that you think would be necessary to properly prepare a credentials candidate in:

UNIT HOURS

\_\_\_\_A. First aid, prevention and care of athletic injuries

\_\_\_\_B. Science of sport

\_\_\_\_C. Coaching methods and athletic techniques

\_\_\_\_D. Sociological and psychological foundations of sport

\_\_\_\_E. Organization and administration of athletics

\_\_\_\_F. Practical coaching experience

\_\_\_\_G. Others:

17. Do you think that this program adequately and realistically meets a need in the educational fulfillment of California's students?  
 Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, why do you think it is needed? If no, why do you think it is not needed?

18. Generally speaking, how do you see the present role of athletics in California?

19. What do you see as the future of athletics in this state?

20. Was there any part of the proposed program that you did not understand?

21. Was there any section of this program that you considered to be irrelevant?

Thank you for taking the time to complete this questionnaire.

Edward A. Parker  
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INTERVIEW

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