

THE STATUS OF COACHES OF BOYS' INTERSCHOLASTIC BASKETBALL  
IN CLASS AA HIGH SCHOOLS OF TEXAS

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This study was made in order to examine the status of coaches of boys' interscholastic basketball in Class AA high schools of Texas.

#### Purpose of the Study

The purposes of the study were as follows:

1. To determine personal aspects of the basketball coach of Class AA high schools of Texas.
2. To determine professional preparation and experience of coaches involved in the study.
3. To determine professional load of basketball coaches included in the study.
4. To determine economic status of basketball coaches of Class AA high schools of Texas.
5. To determine information concerning the status of basketball coaches within the school system.
6. To determine information concerning the community status of coaches of the study.

### Limitations of the Study

The limitations of the study were as follows:

1. The study was concerned with coaches of boys' basketball teams that competed in the Interscholastic League.
2. The study was confined to the state of Texas.
3. The study dealt with coaches of basketball in Class AA high schools.

### Sources of Data

The sources of data were as follows:

1. Documentary sources, including books and periodicals on the profession of coaching.
2. Human sources, consisting of coaches of Class AA high schools.

### Procedures

The procedures used to develop the study were as follows:

1. Professional literature in the area of athletic coaching was read.
2. A survey was made of previous studies related to the problem.
3. A questionnaire was constructed to collect data.
4. The subjects for the study were selected.
5. The questionnaires were mailed to the subjects, and 68 per cent were returned.
6. The data were tabulated and statistically treated.
7. The data were analyzed, classified, and interpreted.

8. The findings were summarized.

9. Conclusions were drawn, and recommendations were made.

#### Survey of Previous Studies

A thorough search of previous studies revealed a study by Covin related directly to this study. Covin made a comparative study in 1950 of the personnel status of coaches in Class A and Class B high schools of North and East Texas (1).

Covin had the following purposes in undertaking the study: (1) to determine the present personnel status of Class A and Class B coaches in North and East Texas high schools; (2) to supply information which may be pertinent to school administrators concerning the status of high-school athletic coaches in high schools of North and East Texas; and (3) to present facts that may be useful in the vocational and educational guidance of young men who contemplate a coaching career.

Covin distributed more than two hundred questionnaires, divided into two groups. The two groups were classified as Class A coaches and Class B coaches. Statistical procedures in the treatment of data included counting and computing the percentages of particular responses. A number of tables were used, and the findings of the study were interpreted and compared for each of the two groups of coaches.



Covin's study revealed the following information:

1. For the most part, the coaches in both Class A and Class B high schools were young men of thirty or thirty-one years of age.

2. The average coach in both groups had begun his coaching career when he was twenty-five or twenty-six years of age.

3. Over two thirds of both groups of coaches were married.

4. The coaches were members of churches, with the exception of 2 per cent not holding church membership.

5. Practically all of the coaches in both groups were members of the Texas Football Coaches Association and the Texas State Teachers Association.

6. Approximately 70 per cent of all coaches in the study had received their bachelor's degrees from a state teachers' college in Texas.

7. Every coach included in the study held at least a bachelor's degree. Very few of the coaches had earned master's degrees, although a number reported that they had done some graduate study for credit toward such a degree.

8. Three fourths of the coaches in Class A high schools had either majored or minored in the field of physical education; only half of those in Class B schools had majored or minored in this field.

9. Most of the coaches in both groups were teaching in their major or minor fields.

10. Over 70 per cent of the coaches in both groups had been awarded letters for as many as three consecutive years of outstanding performance in one or more major sports during their college careers.

11. The time of the coaches in both classifications was approximately evenly divided between coaching duties and teaching responsibilities in their respective schools.

12. Fifty-eight per cent of the Class A coaches held administrative positions in their school systems in addition to their coaching and teaching duties. Eighty per cent of those in Class B high schools held administrative positions. The types of administrative positions held by these coaches were as follows: supervisor of physical education, high-school principal, elementary-school principal, and school superintendent (listed in order of frequency).

13. Fishing and hunting were the favorite recreational activities of the coaches in both groups.

14. Eighty per cent and 70 per cent, respectively, of Class A and Class B coaches had attended the annual coaching school held in Texas one or more times during the three years immediately preceding the time of the study.

15. Most of the coaches in both groups had experienced considerable professional progress during their careers as measured not only by advancement in the types of positions held but also as to their annual earnings in salaries.

16. Almost half of the coaches earned supplementary incomes in addition to their regular salaries by engaging in various types of part-time work.

This study is similar to that made by Covin since it considers the status of high-school coaches in Texas. It differs from Covin's study because it limits consideration to basketball coaches in Class AA high schools.

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## CHAPTER II

### STUDY OF RELATED MATERIALS

This chapter deals with five areas concerned with the status of the athletic coach. These areas include the following: (1) professional preparation of the coach, which includes playing experience, coaching experience, and educational preparation; (2) current position of the coach, including school duties, salary, and professional activities; (3) status within the school, including relations with administrators, teachers, and students; (4) status of the coach within the community, including such things as civic and church activities, parent relations, and newspaper relations; and (5) family status. The information given in this chapter served as a background from which the questionnaire was constructed.

#### Professional Preparation of the Coach

Professional preparation for coaches includes playing experience, coaching experience, and educational preparation. It is important for the coach to have had some playing experience in the sport he is coaching. By participating as an athlete the coach gains a thorough knowledge of his sport and becomes acquainted with methods of coaching in that particular sport.

Rice (11, p. 159) says the experience as a player establishes confidence of professional colleagues, students, and the community. To have played the sport with reasonable success, to have experienced being coached as a participant in the sport, and to have earned the praise and recommendation of his coach as a worthy candidate for a position is of primary importance.

The professional preparation of the coach should include a sound educational background. He should have a basic liberal arts education and an excellent background of preparation in such areas as counseling and guidance, finance, and public relations. "The qualifications of a coach are essentially the same as those required of any other teacher. He must be technically competent with a thorough knowledge of his sport and the ability to impart the information to youth." (9, p. 61). The coach should be above average intelligence, have excellent health, and speak and write effectively. It is imperative that he have an understanding of young people, concern for their welfare, and respect for their personalities.

In his preparation for entering the coaching field, the coach should have a background in physical education. This is a point of some controversy although most educators and coaches agree that physical education is necessary to the coach. This background is shown in the following reports.

In a study concerning formal preparation by persons coaching in Minnesota and determining what coaches and superintendents believed the essential functions and competencies of the athletic coach should be, the following points were brought out (8, pp. 176-177). School administrators and coaches were in close agreement that preparation for coaching was inadequate if there was no preparation in the field of physical education. It was recommended that all coaches hold at least a minor in physical education. In the study it was found that of the 758 coaches surveyed, 428 held majors in physical education, 160 held minors, and 170 had no training in this field.

Bucher (2, pp. 102-103) shows his recognition of the importance of physical education preparation in his list of the qualifications of a good coach. He states:

The first is the ability to teach the fundamentals and strategies of his sport. He must be a good teacher. The second is an understanding of the boy who is a player. The coach needs to understand how a youth functions at his particular level of development--an appreciation of skeletal growth, muscular development and physical and emotional limitations. . . . Athletics is one part of the total physical education program--it is not an end in itself. Basic experiences in sports techniques, first aid, anatomy and physiology, philosophy of physical education and other courses will make a person a better coach within an educational framework.

In terms of the welfare of youth, certain qualifications, other than experience in the sport, are more important. The coach who has been prepared in physical education is more likely to have these qualifications.

The coach should be prepared to teach subjects other than physical education. He usually has to teach one or more subjects. It is advisable for him to be qualified in at least three fields, including physical education. Hobson (6, p. 155) says, however, that "the coach should teach physical education and be qualified to do so." In reviewing a survey of the certification of coaches in the United States by Donald Adee Hayes, Hobson indicated that less than one half of the high-school coaches in the country teach physical education and about one third are not certified to do so. According to Hobson (6, p. 155), "Further preliminary surveys indicate that many coaches prefer to have other assignments, such as teaching academic subjects, and many administrators prefer this policy."

#### Current Position of the Coach

The duties of a coach are many. They differ from one school to another. In a report by Neal (8, p. 177), certain functions and competencies of the coach were established. These seemed to fall into three general categories, as follows: instruction, organization and management, and school and community relationships. Competencies checked as essential by coaches and administrators are indicated in the following excerpts from Neal's report:



The athletic coach should be qualified to plan an athletic program based on understanding the pupil, including the basic principles of sequential patterns of child growth and development; the significance of individual differences in children and youth; the nature of the learning process in relation to physical education; the knowledge, skills and abilities developed through the elementary and secondary school physical education program.

He should understand the relations of physical education, including athletics, to the purposes and objectives of education in American democracy including the fundamental inter-relatedness of the instructional (required and elected) program in physical education; the intra-mural program; the interscholastic activities program in meeting diverse needs of pupils.

He should provide learning experiences in motor activities such as understanding the significance of the teacher as an influence on the attitudes and behavior of the pupils; ability to improve his total fitness in regard to appearance, manner, speech and voice, social ease, tact, tolerance, and similar qualities; ability to apply principles of democratic behavior; understanding of and ability to use desirable procedures in squad management and organization; adherence to standards of professional ethics. He should assist in teaching and in rendering services in related areas in the curriculum based on understanding the responsibilities of interscholastic athletics in the total school-community health program and the opportunities which the coach has in the area of health instruction through athletics; ability to render emergency first aid; ability to maintain in a safe and healthful environment for pupils engaging in the interscholastic athletic program.

The athletic coach should be qualified to administer school and departmental policies; maintain appropriate discipline; promote and maintain desirable teacher-student relations; participate in or conduct meetings, to cooperatively establish objectives, policies and procedures; cooperate closely with the school administration.

He should supervise the special care of shower-locker room suites, gymnasiums, and athletic fields; check periodically and regularly on safety conditions

of all equipment and facilities; supervise equipment room personnel; provide adequate care and recommend the repair of athletic equipment and supplies.

He should understand legal responsibilities; recognize hazardous situations and what constitutes negligence; establish and maintain suitable safety regulations for all areas and participants; teach safety techniques in all activities; refer all accident cases properly to school authority.

The athletic coach should also be qualified to assume and maintain responsibilities as a member of the school faculty by participating actively in faculty meetings, appreciate the values and importance of professional growth; maintain membership in representative professional education organizations.

The salary of the coach is one of the most inconsistent items in the realm of secondary education. There is a range from the minimum of the state schedule to salaries which exceed the salaries of the highest administrators. According to an editorial report in Scholastic Coach (13, p. 44) there are many factors which bear directly on educational budgets and thus have a decided impact on the wages paid to teachers and coaches. "There are large schools and small schools; large communities and small communities; rich communities and poor communities. There are cities which regally support athletics and schools which barely maintain them."

A major cause of the inconsistency of salaries is the different pay schemes under which schools operate. In "The Coach's Pay," (13, pp. 44-45) Chang gives the following practices of compensation in major cities of the United States:

1. New York City coaches must be teachers. They are paid extra for coaching, depending upon the number of practice sessions involved in their sport. . . .

2. Chicago coaches are members of the physical education staff and each of them is assigned a time schedule. All are expected to be on duty about the same number of hours. If a coach spends time after school in drilling the team, his program is arranged so that he comes in later in the morning. Under these circumstances, there is no extra pay for coaching.

The larger high schools in the suburbs of Chicago have their coaching done by men who may or may not be members of the physical education staff. Each man has a regular schedule of classwork. If he spends extra time in coaching, he's awarded an additional salary, depending upon the amount of time he puts in.

3. Cleveland grants no extra compensation for coaching unless the men report in August before the other teachers come on duty. . . .

4. Detroit compensates in time. Football coaches have three periods subtracted from their day's work while basketball coaches have only two periods subtracted.

5. Philadelphia coaches are given the privilege of subtracting a couple of periods from their classwork during a given sports season or of being paid for the extra time at a rate ranging from \$150 to \$300.

6. Buffalo coaches are paid for their extra work at a rate ranging from \$150 for minor sports to \$250 for basketball and \$400 for football.

7. Denver coaches are paid a higher salary than ordinary instructors but are expected to do the coaching in addition to their regular classwork.

8. St. Louis coaches are paid on an hourly basis. . . .

Although there are many pay schemes, most coaches receive compensation above the regular salary. In a survey by the National Education Association (5, p. 45) in 1947, it was found that coaches received amounts above their

regular salaries in 157 of 197 cities. "The amount of additional salary is arrived at in various ways. The most frequent is to establish a fixed amount for each sport. . . . In general, football coaches receive the highest stipends, with basketball coaches a close second."

In some surveyed cities coaches were not given extra pay. In these cities it is believed that coaching duties should be a part of the teaching assignment. The theory is that the practice of paying extra compensation merely perpetuates the excessive loads of these teachers. Inevitably some of their duties will be neglected.

A series of general policies on coaches' salaries and teaching loads was formulated by a joint committee of the American Association of School Administrators and the American Association of Health, Physical Education and Recreation (5, p. 44). In brief these policies read:

1. That we should endeavor to pay salaries high enough to provide a comfortable living, without the necessity of teachers seeking extra services, within the school or out, for extra pay.

2. That we should make every effort to equalize the teaching load and benefits available to all teachers, and not grant extra pay for certain school activities.

3. That in the event of unavoidable inequalities, where extra pay is granted, such extra pay should apply to all teachers, and then only after the assignment of a reasonably full teaching load.

The coach, like members of any professional group, should be active in professional organizations. Since

coaches are members of the teaching profession as well as specialists in physical education and athletics, it is important that they participate in several professional organizations. A statement of the American Association of Health, Physical Education and Recreation (1, pp. 4-5) reads:

As an obligation to their profession, coaches should engage in specialized and general professional group activities. The following is a suggested list of professional organizations to which coaches should belong!

State Athletic Coaches Association  
 State Education Association  
 State Association for Health, Physical Education  
 and Recreation  
 Classroom Teachers Association  
 National Education Association  
 American Association for Health, Physical Educa-  
 tion and Recreation  
 National Coaches Association. . . .

#### Status of the Coach Within the School

Another important aspect in coaching is the status of the coach within the school. The primary responsibility of the coach is his professional relationship to the principal of the school and in turn to the school superintendent. The Athletic Journal (2, p. 24) says the coach should "be loyal to his superiors and support the policies of his administrators."

Garrison (7, p. 154), in his survey, found the main reason superintendents gave for success of coaches was

cooperation. Good classroom teaching was second; and, contrary to the belief of many coaches, good coaching techniques were third.

Indirectly the coach is responsible to the school board. He is charged with the responsibility of carrying out a wholesome and broad athletic program within the limits of the policies established by the board of education.

There should be a thorough understanding between the coach and the principal as to the relationship of the athletic program to the total educational program. There are many things a coach may do to establish good relationships with the principal. The American Association of Health, Physical Education and Recreation (1, pp. 10-11) says that the coach should recognize the principal at public functions and make him feel welcome at athletic activities. He should confer with the principal and have a definite understanding about policies in making schedules, purchasing equipment, and planning and carrying out various athletic activities. He should welcome suggestions from the principal. The coach should disagree with the principal only in private conferences. He should promote school morale and discipline.

At the same time the coach should cooperate with other members of the school staff in which he is serving, with the athletic department, with members of the coaching staff,

with coaches of various sports, and with auxiliary persons. The American Association of Health, Physical Education and Recreation says, "The coach's relations with the rest of the school staff should be one of understanding and co-operation. The coach should be sympathetic with the various departmental programs and, whenever possible, should support them." He should work seriously with his fellow teachers for the welfare of the students and for the entire school program. It is important that the coach should attend school staff meetings.

A coach should have harmonious relations with and respect for other members on the teaching staff. He should not request that special privileges be extended by another coach when such privileges would impair the effectiveness of the other's program; nor should any coach belittle other sports by giving the impression that, compared to his particular sport, they are unimportant (1, pp. 12-13).

The coach should establish wholesome working relations with the lunchroom supervisor, with maintenance men, and with area supervisors. He should show his appreciation of the importance of their contribution to the success of his work.

The athletic coach is an important person in the school largely because of his influence upon students. He has many advantages over other teachers in influencing students. "He has a strategic approach to boys through an activity that is

close to their nature; and he has, therefore, more influence for good or evil than any of his fellow instructors " (9, p. 61). The American Association of Health, Physical Education and Recreation (1, p. 8) says that most students feel the coach can understand their emotional and personal problems better than anyone else. To the athlete, the coach is a guide, counselor, and model. His personal influence on athletics is extraordinary, and his achievements in personality adjustment can be most rewarding.

According to the American Association of Health, Physical Education and Recreation (1, p. 15), the coach must be honest and impartial in all his relations with athletics, firm and rigorous in his policies, yet kindly and understanding in dealing with personal problems that arise. He should never risk losing the respect of athletes by allowing moral lapses in his own conduct.

The coach should recognize differences between individuals. When it is necessary to apply discipline, he should apply it in such a way that it will help that particular student. "The coach who is of the greatest value to his school and community will be especially concerned with three aspects of his athletes' growth: their physical well-being, their character development, and their academic guidance." (1, p. 15).



The concern the coach gives the students and the student body will be reflected in their attitude towards him. The American Association of Health, Physical Education and Recreation (1, p. 18) says, "It is the responsibility of the coach to help the student body understand and appreciate the place of the athletic program in the school. The attitude that students have toward a coach and his work reflects the coach's relationship with the student body."

#### Status of the Coach within the Community

The status of the coach in the community is important. He should take his place in the community with such professional men as doctors, dentists, other educators, lawyers, and clergymen. "In every community the coach is looked upon as a leader. He belongs to civic clubs and his assistance in community projects is eagerly sought " (2, p. 55). In the community many of the coach's friends and admirers get a close and rather intimate picture of him as a man, a husband, a father, and a participant in affairs other than athletics.

The American Association of Health, Physical Education and Recreation (1, pp. 7-8) states that the coach should take an interest in civic clubs and in the church of his choice.

American society today is extremely civic-minded. As a result, the development of men's civic clubs is an important characteristic of our social structure. These clubs have their counterparts in a variety of women's clubs. It is true that belonging to a civic

club costs time and money. It is also true that such membership is an investment in success that a coach should not overlook. In making talks, showing movies, and otherwise participating in the programs of these clubs, a coach can make invaluable contributions to his community.

The church should not be overlooked by the coach. There is no finer approach to fruitful living than through the church. The development of a spiritual life is a necessity for all men who lead youth.

In communities where booster clubs or similar organizations exist, the coach should be an active member and should exert sound guidance in their operation. Such outside groups should not be allowed, however, to become policy-making organizations.

The coach should strive for friendly relationships with the parents of the athletes. He should become as well acquainted with parents as possible. A sound working relation should be established with them; and, whenever possible, the coach should visit in the home of the athlete. "The relationship between the coach and parents should stem from an understanding that the coach realizes his responsibility to instill in the athlete the highest ideas and character traits. The safety and welfare of the player must also be uppermost in his mind." (1, p. 20).

Another important aspect of the status of the coach in the community is his relationship with the newspapers.

Myers (10, pp. 28-30) says, "The coach who furnishes the press with pre-season information, reports on player injuries or disciplinary action, is more likely to have the truth printed, win or lose." A helpful attitude on the part of the coach will be reflected in enthusiastic support in sports stories. A great many more people read the sports page than see the ball game. The player, school, and coach benefit from good sports coverage.

#### The Coach's Family

As in any other profession the coach is benefited if he has the security of a wholesome family. Most coaches are married and have children. The role of the wife is important in determining the status of the coach. Lawther (8, pp. 19-20) describes the wife of the coach in these words:

The coach's wife is so important a part of his career that some school authorities consider her personality in judging her husband's qualifications. A great coach's wife is a woman who understands the demands of her husband's job well enough to forego the social life that others enjoy; who does everything from entertaining demanding and critical alumni to charting a ball game; who endures without protest her husband's almost constant absences from home for practices and ball games, late scouting trips, and other meetings; and who quiets the children and endures without outward rebellion her husband's black moods after defeat. Such a life is not easy, but many of the great coaches are lucky enough to have such assistance.

### Conclusion

The purpose of this chapter was to provide a background for the questionnaire through a study of material related to the problem. It has been impossible to find material related to basketball coaches alone. Articles, books, and reports have been used which apply to all coaches in general. The role of the basketball coach is so similar to that of the football coach and other coaches that what applies to the status of one will apply to the other.

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## CHAPTER III

### FINDINGS OF THE SURVEY

Questionnaires were sent to 168 Class AA basketball coaches in Texas. One hundred fourteen were completed and returned. Items in the questionnaires were based on extensive study of related literature reported in Chapter II.

Data are reported in this chapter in the order in which the questions appeared in the questionnaire. Tables are used to aid in interpreting the findings; explanations accompany each table.

As an indication of professional preparation in basketball, most of the coaches had basketball playing experience. Table I shows the number of years lettered in high school.

TABLE I  
COACHES LETTERING IN HIGH SCHOOL BASKETBALL

| Years Lettered | Number of Coaches | Per Cent |
|----------------|-------------------|----------|
| 0              | 6                 | 5        |
| 1              | 8                 | 7        |
| 2              | 12                | 11       |
| 3              | 46                | 40       |
| 4              | 42                | 37       |

Eight coaches (7 per cent) of the 114 surveyed lettered one year in high school basketball. Eleven per cent lettered two years, 40 per cent lettered three years, and 37 per cent lettered four years. Only six coaches (5 per cent) did not letter in high school.

The number of years lettered in college basketball is given in Table II. Seventy per cent of the coaches lettered one year or more in college. Nine per cent lettered one year,

TABLE II  
COACHES LETTERING IN COLLEGE BASKETBALL

| Years Lettered | Number of Coaches | Per Cent |
|----------------|-------------------|----------|
| 0              | 34                | 30       |
| 1              | 11                | 9        |
| 2              | 22                | 19       |
| 3              | 12                | 11       |
| 4              | 31                | 27       |
| 5              | 4                 | 4        |

19 per cent lettered two years, 11 per cent lettered three years, 27 per cent lettered four years, and 4 per cent lettered five years.

Other experience listed by coaches included military service basketball, semi-professional, intramural, independent, church league, and basketball manager. Twenty-four coaches stated they had played basketball while in military service, fifteen played semi-professional, and



nineteen played independent basketball. Of the 114 coaches participating in the study only four coaches had no experience as a player.

Concerning coaching experience, each coach was requested to give the total number of years he had been coaching and the number of years he had been coaching at his present school. Table III shows tabulations for the number of years coaches had been in the profession. Eighteen coaches (16

TABLE III  
NUMBER OF YEARS COACHES HAVE BEEN  
IN THE PROFESSION

| Years Coaching | Number of Coaches | Per Cent |
|----------------|-------------------|----------|
| 1              | 4                 | 4        |
| 2              | 18                | 16       |
| 3              | 14                | 12       |
| 4              | 11                | 10       |
| 5              | 11                | 10       |
| 6              | 10                | 9        |
| 7              | 6                 | 5        |
| 8              | 6                 | 5        |
| 9              | 3                 | 3        |
| 10             | 10                | 9        |
| 11             | 2                 | 2        |
| 12             | 4                 | 4        |
| 13             | 4                 | 4        |
| 14             | 2                 | 2        |
| 15             | 2                 | 2        |
| 16             | 1                 | 1        |
| 17             | 1                 | 1        |
| 19             | 1                 | 1        |
| 20             | 1                 | 1        |
| 22             | 1                 | 1        |
| 32             | 1                 | 1        |
| 34             | 1                 | 1        |

per cent) had been coaching two years, which was the mode. The median number of years coached was between four and five years, and the mean number of years was seven. Only twenty coaches (18 per cent) had been in the coaching profession over ten years.

Table IV lists the number of years coaches had been at their present schools. The mode was two years. Twenty-eight

TABLE IV  
NUMBER OF YEARS COACHES HAVE BEEN  
AT PRESENT SCHOOL

| Years at Present School | Number of Coaches | Per Cent |
|-------------------------|-------------------|----------|
| 1                       | 23                | 20       |
| 2                       | 28                | 25       |
| 3                       | 14                | 12       |
| 4                       | 9                 | 9        |
| 5                       | 10                | 9        |
| 6                       | 10                | 9        |
| 7                       | 7                 | 7        |
| 8                       | 5                 | 5        |
| 9                       | 1                 | 1        |
| 11                      | 1                 | 1        |
| 13                      | 1                 | 1        |
| 14                      | 2                 | 2        |
| 16                      | 2                 | 2        |
| 18                      | 1                 | 1        |

(25 per cent) of the coaches had been at their present positions two years. The median number of years was between two and three. The mean was 4.1 years.

Educational accomplishments of the coaches were determined by the number of coaches with bachelor's degrees and the number with master's degrees. The coaches indicated major and minor areas of preparation.

All 114 coaches taking part in the study had received their bachelor's degree. Table V shows that ninety-nine coaches (86 per cent) majored or minored in physical education. Social studies was second in frequency with sixty-one

TABLE V  
MAJORS AND MINORS IN BACHELOR'S DEGREES

| Major or Minor     | Number of Coaches | Per Cent |
|--------------------|-------------------|----------|
| Physical Education | 99                | 86       |
| Social Studies     | 61                | 54       |
| Education          | 18                | 16       |
| Biology            | 16                | 14       |
| Science            | 14                | 12       |
| Mathematics        | 12                | 11       |
| Business           | 9                 | 8        |
| English            | 5                 | 4        |
| Industrial Arts    | 2                 | 2        |
| Journalism         | 1                 | 1        |

coaches (54 per cent). Eighteen coaches majored or minored in education, sixteen in biology, fourteen in science, twelve in mathematics, nine in business, five in English, two in industrial arts, and one in journalism.

Forty-one coaches (36 per cent) had received the master's degree. Table VI shows majors and minors of the coaches with master's degrees. Twenty-one of the forty-one coaches receiving the master's degrees had majored or minored in physical education. Education was the major or

TABLE VI  
MAJORS AND MINORS IN MASTER'S DEGREES

| Major or Minor     | Number of Coaches | Per Cent |
|--------------------|-------------------|----------|
| Physical Education | 21                | 51       |
| Education          | 37                | 90       |
| Social Studies     | 7                 | 6        |
| Others             | 7                 | 6        |

minor of thirty-seven coaches. Seven majored or minored in social studies, and seven majored or minored in other fields.

The methods used by schools to determine salaries of the coaches are shown in Table VII. Forty-two of the 114

TABLE VII  
PAY SCHEMES USED BY AA HIGH SCHOOLS

| Pay Scheme                                      | Number of Coaches |
|---|-------------------|
| Fixed amount for each sport coached . . . . .   | 42                |
| Increment based on number of sports coached . . | 16                |
| Increment based on number of extra hours . . .  | 4                 |
| Increment based on duties besides coaching . .  | 8                 |
| Increment based on years of experience . . . .  | 31                |
| Others  |                   |
| Fixed Amount . . . . .                          | 32                |
| No set scale . . . . .                          | 7                 |

coaches responding received a fixed amount for each sport coached. Thirty-two indicated their schools paid on the basis of a fixed amount, but not especially for each sport coached. Sixteen coaches received increment based on number of sports coached, and four received increment based on number of extra hours. Eight coaches received increment based on duties besides coaching, and thirty-one received increment based on years of experience. Seven coaches indicated they were on no set scale. Four coaches did not check anything.

As an indication of coaches' salaries the questionnaire revealed that salaries ranged from \$0-\$200 interval, to above \$2,000 over the schools' base scales. Table VIII gives this information. The mode was \$1,200-\$1,400 where

TABLE VIII  
INCREMENT RECEIVED ABOVE SCHOOL'S  
BASE SALARY SCALE

| Increment    | Number of Coaches | Per Cent |
|--------------|-------------------|----------|
| \$ 0-\$ 200  | 1                 | 1        |
| 200- 400     | 1                 | 1        |
| 400- 600     | 7                 | 6        |
| 600- 800     | 13                | 11       |
| 800- 1,000   | 17                | 15       |
| 1,000- 1,200 | 18                | 16       |
| 1,200- 1,400 | 22                | 19       |
| 1,400- 1,600 | 13                | 11       |
| 1,600- 1,800 | 6                 | 5        |
| 1,800- 2,000 | 9                 | 8        |
| Above 2,000  | 7                 | 6        |

twenty-two coaches received increments that came within this interval. The median increment received was \$1,200, and the mean was \$1,212. Thirty-four per cent of the coaches received less than \$1,000 increment per year.

The questionnaire revealed that most coaches have a source of supplementary income. As shown in Table IX eighty-six coaches had summer jobs to supplement their incomes. Seven worked after school, and eleven had investments that were a source of income. The coach's wife worked in thirty cases. The questionnaire also revealed

TABLE IX

## SOURCE OF SUPPLEMENTARY INCOME

| Source of Income            | Number of Coaches |
|-----------------------------|-------------------|
| Summer job . . . . .        | 86                |
| After school work . . . . . | 7                 |
| Investments . . . . .       | 11                |
| Wife works . . . . .        | 30                |
| Others                      |                   |
| Driving bus . . . . .       | 11                |
| National Guard . . . . .    | 3                 |
| Farming . . . . .           | 1                 |
| Army Reserve . . . . .      | 1                 |

that eleven drove a bus, three belonged to the National Guard, one farmed, and one was in the Army Reserve. Fifty-six coaches indicated they had two or more sources of supplementary income. Eight coaches (7 per cent) indicated they had no source of supplementary income.

The study revealed that basketball coaches coach the sports listed in Table X. One hundred seven coaches (94 per cent) coached some other sport along with basketball. As indicated in Table X, 101 of the 114 coaches in the study coached, or helped coach, football. This means that about 89 per cent of the basketball coaches in Class AA high schools in Texas also coach football. Twenty-two coached baseball,

TABLE X  
OTHER SPORTS COACHED BY BASKETBALL COACHES

| Sports Coached     | Number of Coaches | Per Cent |
|--------------------|-------------------|----------|
| Football           | 101               | 89       |
| Baseball           | 22                | 19       |
| Girls' basketball  | 13                | 11       |
| Track              | 52                | 46       |
| Tennis             | 13                | 11       |
| Golf               | 10                | 9        |
| Volleyball         | 5                 | 4        |
| Junior high sports | 4                 | 4        |
| Softball           | 1                 | 1        |
| Intramural         | 1                 | 1        |

thirteen coached girls' basketball, and fifty-two coached track. Others listed were thirteen coaching tennis, ten coaching golf, five coaching volleyball, four coaching junior high sports, one coaching softball, and one intramurals. Seven coaches indicated they coached only boys' basketball.

Eighty-five coaches helped in more than one other sport. The most frequent combination was football and track, with thirty-three coaches (29 per cent) indicating this combination.

As an indication to the teaching load of the coaches, Table XI gives the number of classes taught by coaches. One did not teach any classes, and three gave incorrect answers.

TABLE XI

## NUMBER OF CLASSES TAUGHT BY COACHES

| Classes Taught | Number of Coaches |
|----------------|-------------------|
| 0 . . . . .    | 1                 |
| 1 . . . . .    | 2                 |
| 2 . . . . .    | 6                 |
| 3 . . . . .    | 24                |
| 4 . . . . .    | 39                |
| 5 . . . . .    | 33                |
| 6 . . . . .    | 7                 |

Among remaining coaches, thirty-nine taught four classes, which was the mode. The median number of classes taught was between three and four, and the mean was 4.03.

Table XII indicates the relation between courses the coach taught and those for which he had prepared. Fifty-nine

TABLE XII

## RELATION OF SUBJECTS TAUGHT TO MAJOR OR MINOR

| Subjects Taught                     | Number of Coaches |
|-------------------------------------|-------------------|
| In major field . . . . .            | 59                |
| In minor field . . . . .            | 54                |
| Outside of major or minor field . . | 64                |



taught one or more subjects in their major fields. Fifty-four taught subjects in their minor fields of study. Sixty-four of the coaches taught from one to six courses in subjects outside their major or minor fields of study.

The questionnaire revealed duties listed in Table XIII as those performed by coaches. Of 114 coaches replying, thirty-three (29 per cent) indicated they had no extra duties.

TABLE XIII  
NON-TEACHING DUTIES OF THE COACHES

| Duties                                  | Number of Coaches |
|---|-------------------|
| Class sponsor . . . . .                 | 38                |
| Principal . . . . .                     | 8                 |
| Home room . . . . .                     | 7                 |
| Ground duty . . . . .                   | 6                 |
| Study hall . . . . .                    | 6                 |
| Hall duty . . . . .                     | 5                 |
| Athletic director . . . . .             | 5                 |
| Noon duty . . . . .                     | 5                 |
| Student Council sponsor . . . . .       | 2                 |
| Club sponsor . . . . .                  | 4                 |
| Counselor . . . . .                     | 3                 |
| Officer of classroom teachers . . . . . | 1                 |
| Officiate sports events . . . . .       | 1                 |
| Superintendent . . . . .                | 1                 |
| Science program . . . . .               | 2                 |
| Mathematics department head . . . . .   | 1                 |

Thirty-eight coaches were class sponsors. Eight were principals, seven listed home room, six listed ground duty, and six listed study hall. Other items listed may be seen in Table XIII.

Concerning coaches' activities in professional organizations, the questionnaire revealed that coaches are very

active. This is shown in Tables XIV and XV. Table XIV shows professional organizations in which coaches are members. One hundred nine coaches (96 per cent) indicated they belonged to the Texas High School Coaches Association. One hundred eleven (97 per cent) belonged to the Texas State

TABLE XIV  
COACHES WITH MEMBERSHIP IN PROFESSIONAL  
ORGANIZATIONS

| Organization   | Number of Coaches |
|--|-------------------|
| Texas High School Coaches Association . . . . .                              | 109               |
| Texas State Teachers Association . . . . .                                   | 111               |
| National Education Association . . . . .                                     | 19                |
| County Teachers Association . . . . .  | 10                |
| Texas Classroom Teachers Association . . . . .                               | 7                 |
| Texas Association for Health, Physical<br>Education and Recreation . . . . . | 3                 |
| Parent-Teachers Association . . . . .  | 2                 |
| Girls High School Basketball Coaches<br>Association . . . . .                | 2                 |
| Driver Education Association . . . . .                                       | 1                 |
| Phi Delta Kappa . . . . .  | 1                 |
| Phi Alpha Theta . . . . .  | 1                 |
| Texas Academy of Science . . . . .   | 1                 |
| Texas Association of School Administrators . . . . .                         | 1                 |
| National Science Association . . . . .                                       | 1                 |

Teachers Association. Nineteen coaches belonged to the National Education Association. Ten coaches were members of the County Teachers Association, seven belonged to Texas Classroom Teachers Association, and three belonged to Texas Association for Health, Physical Education and Recreation. Other organizations given can be seen in Table XIV.

Table XV shows the number of coaches attending the Texas High School Coaches Association Coaching School and the Boys' State Basketball Tournament. Of the 114 coaches surveyed, ninety-four coaches (82 per cent) attended the Coaching School at least two times in the last three years.

TABLE XV  
PROFESSIONAL FUNCTIONS ATTENDED BY COACHES

| Function                    | Coaches Attending | Per Cent |
|-----------------------------|-------------------|----------|
| Coaching School             | 94                | 82       |
| State Basketball Tournament | 74                | 65       |

Seventy-four coaches (65 per cent) attended the Boys' State Basketball Tournament at least two times in the last three years.

Table XVI shows the number of schools that helped pay or paid coaches' expenses to the functions mentioned in the

TABLE XVI  
SCHOOLS PAYING EXPENSES TO PROFESSIONAL FUNCTIONS

| Function                    | Schools Paying Expenses | Per Cent |
|-----------------------------|-------------------------|----------|
| Coaching School             | 107                     | 94       |
| State Basketball Tournament | 47                      | 41       |

preceding paragraph. One hundred seven (94 per cent) of the coaches were paid all or part of the expenses to the Coaching School. Forty-seven coaches (41 per cent) were paid all or part of the expenses to the Boys' State Basketball Tournament.

The person or persons to whom the coach was responsible varied. Table XVII shows that sixty coaches (53 per cent) were directly responsible to the superintendent. Thirty-nine

TABLE XVII  
PERSON TO WHOM BASKETBALL COACHES  
WERE RESPONSIBLE AS COACH

| Person to Whom Coaches Were Responsible | Number of Coaches | Per Cent |
|---|-------------------|----------|
| Superintendent                          | 60                | 53       |
| Principal                               | 27                | 24       |
| Head Coach                              | 42                | 37       |
| Athletic Director                       | 11                | 10       |
| Others                                  | 4                 | 4        |

indicated they were responsible to the superintendent only. Twenty-seven were responsible to the principal, seven indicating principal only. Forty-two were responsible to head coach, and eleven listed athletic director. "Janitor," "myself," "town," and "others" were listed by one coach each. Forty-one coaches indicated they were responsible to more than one of the persons listed above. Two coaches did not check an item.

Indication of person or persons to whom the coach was responsible as a classroom teacher may be seen in Table XVIII. One hundred one (89 per cent) of the coaches surveyed were responsible to the principal, and eighty-eight indicated they were responsible to the principal only. Sixteen of the

TABLE XVIII

PERSON TO WHOM BASKETBALL COACHES WERE  
RESPONSIBLE AS TEACHER

| Person to Whom Coaches<br>Were Responsible | Number of Coaches | Per<br>Cent |
|--|-------------------|-------------|
| Superintendent                             | 16                | 14          |
| Principal                                  | 101               | 89          |
| Head Coach                                 | 1                 | 1           |

coaches were responsible to the superintendent, and one was responsible to the head coach. Three of the coaches did not check an item.

The degrees of support coaches and other teachers give each other may be seen in Tables XIX and XX. Table XIX shows that four coaches seldom supported the activities of the teachers. Seventy-two coaches (63 per cent) usually supported the activities of other teachers, and thirty-seven coaches (32 per cent) always supported activities of other teachers. One coach did not check an item.

TABLE XIX  
SUPPORT COACHES GAVE OTHER TEACHERS

| Degree of Support | Number of Coaches | Per Cent |
|-------------------|-------------------|----------|
| Seldom            | 4                 | 4        |
| Usually           | 72                | 63       |
| Always            | 37                | 32       |
| No answer         | 1                 | 1        |

As seen in Table XX, twenty-six of the coaches felt that the other teachers seldom supported the coach's program. Seventy-four coaches (65 per cent) checked that

TABLE XX  
SUPPORT OTHER TEACHERS GAVE COACHES

| Degree of Support | Number of Coaches | Per Cent |
|-------------------|-------------------|----------|
| Seldom            | 26                | 23       |
| Usually           | 74                | 65       |
| Always            | 10                | 9        |
| No answer         | 4                 | 4        |

other teachers usually supported the coach's program; ten checked that the other teachers always supported the program of the coach. Four coaches did not answer this question.

In regard to the relation between coach and students, Table XXI shows the extent students approach the coach with

personal, social, and educational problems. Table XXII shows how much the student body supports the basketball program.

As shown in Table XXI, thirty-four coaches indicated that non-athletes came to them infrequently with their

TABLE XXI

EXTENT NON-ATHLETES APPROACH COACHES IN REGARD TO  
PERSONAL, SOCIAL, AND EDUCATIONAL PROBLEMS

| Extent Coaches<br>Were Approached | Number of Coaches | Per<br>Cent |
|-----------------------------------|-------------------|-------------|
| Infrequently                      | 34                | 30          |
| Frequently                        | 71                | 62          |
| Very frequently                   | 7                 | 6           |
| No answer                         | 1                 | 1           |

problems. Seventy-one indicated frequently, and seven very frequently. One coach did not answer.

Table XXII shows that sixty-four coaches (56 per cent) of the 114 surveyed indicated the student body gave adequate

TABLE XXII

## STUDENT BODY SUPPORT OF BASKETBALL PROGRAM

| Answer              | Number of Coaches |
|---------------------|-------------------|
| Yes . . . . .       | 64                |
| No . . . . .        | 48                |
| No answer . . . . . | 2                 |

backing to the basketball program. Forty-eight of the coaches did not feel that the student body gave the basketball program adequate backing. Two coaches did not answer.

Table XXIII shows the community organizations to which the coaches belonged. Fifty-four coaches, almost half of those surveyed, belonged to no community organizations.

TABLE XXIII  
COMMUNITY ORGANIZATIONS TO WHICH  
COACHES BELONGED

| Organizations                 | Number of Coaches |
|-------------------------------|-------------------|
| Kiwanis . . . . .             | 3                 |
| Rotary . . . . .              | 2                 |
| Lions . . . . .               | 19                |
| Masonic Lodge . . . . .       | 14                |
| Jaycees . . . . .             | 8                 |
| Chamber of Commerce . . . . . | 6                 |
| Others . . . . .              | 13                |

Of the remaining coaches, three belonged to Kiwanis, two belonged to Rotary, nineteen belonged to Lions, fourteen belonged to the Masonic Lodge, eight belonged to Jaycees, and six belonged to the Chamber of Commerce. Thirteen other organizations were listed by one coach each.

The questionnaires revealed that one hundred seven coaches (94 per cent) indicated they were members of a church. Six were not members, and one did not answer. As seen in Table XXIV forty-nine coaches (43 per cent) were either Baptist or preferred the Baptist Church. Thirty-seven (32 per cent) listed Methodist; six coaches listed



TABLE XXIV  
CHURCH PREFERENCE OF COACHES

| Church Preference | Number of Coaches | Per Cent |
|-------------------|-------------------|----------|
| Baptist           | 49                | 43       |
| Methodist         | 37                | 32       |
| Catholic          | 6                 | 5        |
| Church of Christ  | 5                 | 4        |
| Lutheran          | 4                 | 4        |
| Presbyterian      | 4                 | 4        |
| Christian Church  | 4                 | 4        |
| Protestant        | 3                 | 3        |
| Assembly of God   | 1                 | 1        |

Catholic; five listed Church of Christ; four each listed Lutheran, Presbyterian, and Christian Church; three listed Protestant; and one listed Assembly of God. One did not answer.

An indication of how coaches and newspapers cooperate may be seen in Tables XXV and XXVI. Table XXV shows the percentage of coaches providing newspapers with articles concerning the basketball program. Nine coaches (8 per

TABLE XXV  
PERCENTAGE OF COACHES PROVIDING NEWS ARTICLES  
TO LOCAL NEWSPAPER

| Degree  | Number of Coaches | Per Cent |
|---------|-------------------|----------|
| Seldom  | 9                 | 8        |
| Usually | 52                | 46       |
| Always  | 53                | 46       |

cent) seldom furnished news articles to the local newspaper. One hundred five (92 per cent) usually or always furnished basketball articles.

Table XXVI shows the degree of coverage newspapers give the basketball programs. Thirty coaches (27 per cent) indicated newspapers seldom gave their programs adequate coverage.

TABLE XXVI  
NEWSPAPER COVERAGE OF BASKETBALL PROGRAM

| Degree of Coverage | Number of Coaches | Per Cent |
|--------------------|-------------------|----------|
| Seldom             | 30                | 27       |
| Usually            | 52                | 46       |
| Always             | 32                | 28       |

Tables XXVII and XXVIII show issues about which coaches had an understanding with parents and methods used to gain this understanding. The issues are shown in Table XXVII. Eighty-seven coaches checked they had an understanding with the parents concerning the health of the player. Fifty-six coaches (49 per cent) had an understanding about the player's ability to play basketball. Ninety-nine coaches (87 per cent) had an understanding with the parents about the scholastic requirements of the player, and ninety-one coaches (80 per cent) had an understanding

TABLE XXVII  
ISSUES ABOUT WHICH COACHES HAD UNDERSTANDING  
WITH PARENTS

| Item                                | Number of Coaches | Per Cent |
|-------------------------------------|-------------------|----------|
| Health of the player                | 87                | 76       |
| Player's ability to play basketball | 56                | 49       |
| Scholastic requirements of player   | 99                | 87       |
| Training rules of player            | 91                | 80       |

about the training rules of the player. Forty-seven of the coaches checked all four items. Six did not check an item.

Table XXVIII shows that ninety of the coaches gained an understanding about the issued mentioned in the preceding

TABLE XXVIII  
METHOD COACHES GAINED UNDERSTANDING  
WITH PARENTS

| Method                       | Number of Coaches | Per Cent |
|------------------------------|-------------------|----------|
| Talk with parents            | 56                | 49       |
| Written statement to parents | 38                | 33       |
| Player                       | 90                | 79       |

paragraph through the player. Fifty-six gained an understanding by a talk with the parents, and thirty-eight sent a written statement to the parents. Fifteen of the 114 coaches in the study used all three methods, and sixty-three used more than one of the three methods. Twenty-eight

attempted to gain an understanding with the parents through the player only. Seven coaches did not check an item.

The marital status of coaches is shown in Table XXIX. One hundred five (92 per cent) of the 114 coaches taking

TABLE XXIX  
MARITAL STATUS OF COACHES

| Marital Status | Number of Coaches | Per Cent |
|----------------|-------------------|----------|
| Married        | 105               | 92       |
| Not married    | 9                 | 8        |

part in the study were married. Nine coaches indicated they were not married.

The questionnaires revealed that ninety-seven of the one hundred six married coaches had children. Table XXX shows the distribution of children. Six coaches had

TABLE XXX  
NUMBER OF CHILDREN OF COACHES

| Number of Children | Coaches |
|--------------------|---------|
| None . . . . .     | 6       |
| One . . . . .      | 26      |
| Two . . . . .      | 40      |
| Three . . . . .    | 24      |
| Four . . . . .     | 7       |

no children, twenty-six had one, forty had two, twenty-four had three, and seven had four children.

The present chapter has presented a report of the findings of an investigation of the status of Class AA basketball coaches in the Texas Interscholastic League. The summary, conclusions, and recommendations are presented in the following chapter.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The results of the survey on the status of basketball coaches in Class AA high schools in Texas have been reported in Chapter III. The purpose of this chapter is to present a summary of the findings, conclusions, and recommendations.

#### Summary of the Findings

1. Ninety-five per cent of the coaches had basketball playing experience in high school.
2. Seventy per cent of the coaches had basketball playing experience in college.
3. More than half of the coaches responding had been coaching at their present school less than three years.
4. More than half of the coaches responding had been coaching less than five years.
5. All of the coaches had bachelor's degrees.
6. Thirty-six per cent of the coaches had received master's degrees.
7. Eighty-six per cent of the coaches had majored or minored in physical education.

8. Although many different "pay schemes" were used by schools of coaches responding, a fixed amount was most prevalent.

9. All schools paid increments above the school's base salary scale.

10. Most schools paid from \$600 to \$1,600 increment.

11. Ninety-three per cent of the coaches had a supplementary income.

12. Ninety-three per cent of the coaches helped coach one or more other sports. Eighty-nine per cent helped coach football.

13. Eighty-six per cent of the coaches taught between three and five classes.

14. Fifty-two per cent of the coaches taught subjects in their major field of study.

15. Forty-seven per cent of the coaches taught subjects in their minor field of study.

16. Fifty-six per cent of the coaches taught one or more subjects outside of their major or minor field of study.

17. Seventy per cent of the coaches had extra duties to perform.

18. All of the coaches belonged to professional organizations.

19. Most coaches responding attended the Texas High School Coaches Association Coaching School and the Boys' State Basketball Tournament.

20. Most coaches received expenses to professional functions.

21. In the capacity of basketball coach, coaches were responsible to superintendent, principal, and head coach.

22. In the capacity of teacher, most coaches were responsible to the principal.

23. Coaches felt they supported other teachers' programs more than other teachers supported their programs.

24. Almost half of the coaches did not belong to community organizations.

25. Ninety-five per cent of the coaches were church members.

26. Nearly all the coaches provided local newspapers with articles, but twenty-seven per cent indicated they did not receive adequate newspaper coverage.

27. Most coaches responding had some kind of understanding with the parents of basketball players.

28. About half of the coaches had conferences with parents of the players.

29. Ninety-two per cent of the coaches were married.

30. Eighty-five per cent of the coaches had one or more children.



### Conclusions

The following conclusions were made from a study of the findings:

1. Most coaches have adequate playing experience.
2. The coaching profession proved to be unstable, since few coaches remained at the same school very long, and coaches did not remain in the profession many years.
3. Coaches have adequate educational background, with adequate preparation in the field of physical education.
4. Salaries and pay schemes of the coaches were inconsistent.
5. It is necessary for most coaches to have a supplementary income.
6. Coaches coached one or more sports besides basketball.
7. Coaches usually taught several classes. Too many of the classes taught were out of the major or minor field of study.
8. Coaches, like other teachers, usually perform extra-curricular duties.
9. Coaches were active in professional organizations.
10. Coaches were inconsistent in indicating to whom they were responsible as a coach and as a teacher. Most indicated they were responsible to one person as a teacher and to another as a coach.

11. Coaches and other teachers usually cooperated with each other's programs.

12. Most coaches did not take an adequate part in community organizations. This fact indicates the coach does not enter into community activities except through athletics.

13. The spiritual life of coaches, as reflected by church membership, is good.

14. Coaches and newspapers cooperated in getting news published concerning the basketball program.

15. Although most of the coaches had some understanding with parents of the players, not enough of the coaches had a talk with the parents.

16. Nearly all the coaches had the security of a wholesome family.

#### Recommendations

It is recommended that coaches and school administrators work together to improve the status of the basketball coach. Some ways of improvement are as follows:

1. Coaches should remain at one school for a longer period of time.

2. The coaching profession should strive to hold coaches in the profession.

3. A uniform pay scheme should be established so that salaries of the coaches would be more consistent.

4. Coaches should be paid an adequate salary so that it would not be necessary to have a supplementary source of income.

5. The basketball coach should be able to concentrate more on the basketball program and less on other sports.

6. Coaches, like other teachers, should be required to teach only in the fields where they are adequately prepared.

7. Coaches should strive to be more active in community activities.

8. Coaches should establish closer contact with parents of the basketball players.

The status of the basketball coach should be examined by all persons coaching and by all persons entering the profession. It is hoped that this study will help coaches, school administrators, and those who help prepare coaches understand better the present conditions and encourage them to help improve the status of the coach.

APPENDIX A

Letter to the Coach

Box 14  
Lipan, Texas

Dear Coach:

I am interested in discovering, by means of the enclosed check list, the status of basketball coaches in Class AA high schools in Texas. The information obtained will be used as part of a graduate program at North Texas State College. Your responses will be held in confidence and will be employed without identification of coach or school.

Your prompt execution and return of the check list will be greatly appreciated.

Sincerely yours,

Robert E. Maroney

APPENDIX B

Copy of the Questionnaire

Name \_\_\_\_\_ School \_\_\_\_\_

Please check or fill in the blank.

1. What is your basketball playing experience?
  - a. \_\_\_ years lettered in high school
  - b. \_\_\_ years lettered in college
  - c. \_\_\_ other experience \_\_\_\_\_
  
2. What is your coaching experience?
  - a. \_\_\_ years coached
  - b. \_\_\_ years coached at present school
  - c. Career record: won \_\_\_\_, lost \_\_\_\_
  
3. Please check educational accomplishments.
  - a. Bachelor's degree: yes \_\_\_\_, no \_\_\_\_; major \_\_\_\_\_  
minor \_\_\_\_\_
  - b. Master's degree: yes \_\_\_\_, no \_\_\_\_; major \_\_\_\_\_  
minor \_\_\_\_\_
  
4. Please check the coach's pay scheme used by your school.  
More than one may be checked.
  - a. \_\_\_ fixed amount for each sport coached
  - b. \_\_\_ increment based on number of sports coached
  - c. \_\_\_ increment based on number of extra hours
  - d. \_\_\_ increment based on duties besides coaching
  - e. \_\_\_ increment based on years of experience
  - f. \_\_\_ others \_\_\_\_\_
  
5. Check increment you receive above your school's base salary scale.

|                     |                        |
|---------------------|------------------------|
| a. ___ \$ 0-\$ 200  | g. ___ \$1,200-\$1,400 |
| b. ___ 200- 400     | h. ___ 1,400- 1,600    |
| c. ___ 400- 600     | i. ___ 1,600- 1,800    |
| d. ___ 600- 800     | j. ___ 1,800- 2,000    |
| e. ___ 800- 1,000   | k. ___ above \$2,000   |
| f. ___ 1,000- 1,200 |                        |

6. Please check source of supplementary income.
- summer job
  - after school work
  - investments, such as stocks, bonds, or cattle
  - wife works
  - others \_\_\_\_\_
7. Please check each sport that you coach or assist in besides boys' basketball.
- football
  - baseball
  - girls' basketball
  - track
  - others \_\_\_\_\_
8. Indicate the number of sections you teach in each of the following subjects: physical education \_\_\_; history \_\_\_; government \_\_\_; mathematics \_\_\_; biology \_\_\_; science \_\_\_; chemistry \_\_\_; others \_\_\_\_\_
9. What school duties other than coaching do you have?
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
10. Please check professional organizations in which you are a member.
- Texas High School Coaches Association
  - Texas State Teachers Association
  - National Education Association
  - Others \_\_\_\_\_
11. Check if you have attended at least two times in the last three years.
- Texas High School Coaches Association Coaching School
  - Boys' State Basketball Tournament
12. Check if your school pays or helps pay expenses to
- Texas High School Coaches Association Coaching School
  - Boys' State Basketball Tournament
13. To whom are you directly responsible as basketball coach?
- superintendent
  - principal
  - head coach
  - others \_\_\_\_\_

14. To whom are you directly responsible as a classroom teacher?  
 a. \_\_\_ superintendent  
 b. \_\_\_ principal  
 c. \_\_\_ head coach  
 d. \_\_\_ others \_\_\_\_\_
15. To what degree do you support the activities of other teachers? seldom \_\_\_; usually \_\_\_; always \_\_\_
16. To what degree do the other teachers support your program? seldom \_\_\_; usually \_\_\_; always \_\_\_
17. To what extent do non-athletes approach you in regard to personal, social, and educational problems?  
 infrequently \_\_\_; frequently \_\_\_; very frequently \_\_\_
18. Do you feel that the student body gives your basketball program adequate backing? yes \_\_\_; no \_\_\_
19. Please check the community organizations in which you are a member.  
 Kiwanis \_\_\_; Rotary \_\_\_; Lions \_\_\_; Masonic Lodge \_\_\_;  
 others \_\_\_\_\_
20. What is your church preference? \_\_\_\_\_  
 Are you a member? yes \_\_\_; no \_\_\_
21. Do you provide news articles concerning your basketball program to the local newspaper? seldom \_\_\_; usually \_\_\_; always \_\_\_
22. Does the local newspaper give your basketball program adequate coverage? seldom \_\_\_; usually \_\_\_; always \_\_\_
23. Please check the following items in which you have an understanding with the parents of players.  
 a. \_\_\_ health of the players  
 b. \_\_\_ the player's ability to play basketball  
 c. \_\_\_ scholastic requirements of the player  
 d. \_\_\_ training rules of the player
24. If you checked any of the items in question 23, did you gain this understanding through  
 a. \_\_\_ a talk with the parents  
 b. \_\_\_ a written statement to the parents  
 c. \_\_\_ the player

25. Are you married? yes \_\_\_; no \_\_\_

26. How many children do you have? \_\_\_ boys; \_\_\_ girls



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