THE STATUS OF HEAD BASEBALL COACHES IN THE DALLAS-FORT WORTH METROPLEX IN REGARD TO THE PROFESSIONAL PREPARATION STANDARDS FOR COACHES AS SET FORTH BY THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

THESIS

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements For the degree of

MASTER OF SCIENCE

By

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Denton, Texas

August, 1975
Swindell, Carl L., The Status of Head Baseball Coaches in the Dallas-Fort Worth Metroplex in Regard to the Professional Preparation Standards for Coaches as Set Forth by the American Association for Health, Physical Education and Recreation, Master of Science (Physical Education), August, 1975, 62 pp., 13 tables, bibliography, 33 titles.

The study conducted consisted of an interview with forty-eight varsity baseball coaches of the University Inter-scholastic League high schools within the Dallas-Fort Worth metroplex.

Overall the coaches were found to be a highly qualified group of physical educators. Findings of the study included data on the playing experience, coaching experience, and educational backgrounds of the coaches. Physical education/coaching areas investigated included: 1) medical-legal, 2) sociological and psychological, 3) kinesiological, 4) physiological, and 5) theory and techniques of coaching.

Recommendations included continued professional involvement of coaches, further studies on professional preparation, a course in legal liability, and implementation of a "coaching endorsement".
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CHAPTER I

INTRODUCTION

"From its colorful and lusty early years to the complexities of today's vastly improved game, baseball has enjoyed a warm relationship with the American sports scene" (5, p. 9). This is due to the fact that baseball provides a great training ground for young athletes. When a youngster is going through his difficult teenage years, the lessons to be learned on the baseball diamond can head him in the right direction as he moves toward maturity. Thus, the baseball coach faces a tremendous responsibility, for a youngster will "match the dedication of his coach" (5, p. 18). Qualified coaches, therefore, are of supreme importance if baseball is to fulfill its role as an educational force in the lives of its participants.

"It is generally agreed that in order to improve the caliber of people assigned coaching duties, it is desirable and necessary that some professional preparation is needed" (1, p. 24). Needless to say the sport of baseball cannot be neglected in this area of professional preparation for coaches. "Many experts concede that the best preparation for the position of head coach of a high school athletic team includes the combination of a physical education major plus
participating experience as a member of the varsity team of the sport to be coached" (1, p. 24). "Participating experience plus preparation as a physical education minor has been considered the minimum acceptable background" (1, p. 24). "Yet nearly one out of every four of our head coaches," Esslinger states, "does not meet this standard" (3, p. 42).

"The implications of this situation are serious. It has long been recognized that competitive athletics have exceptional educational potentialities" (3, p. 42). "Festering conditions, however, in many programs of school and college athletics are antithetical to the development of personal integrity and the advancement of educational purposes" (7, p. 3). "The leadership provided by untrained coaches often leaves a great deal to be desired and in many instances has proven harmful for the players" (4, p. xi).

It goes without saying that the youth of the nation and the youth of the state of Texas (as well as the youth of the Dallas-Fort Worth metroplex) deserve the best possible coaching so that they can develop their maximum potential from athletic participation. Optimum educational value from athletics cannot be obtained by the coach whose only qualification is that he was a letter winner in college or by a coach with no background whatsoever in the sport he is assigned to coach. "If we are to have quality education then we must have quality leadership. Our entire educational system (competitive athletics included) is predicated upon the concept
that educational outcomes depend upon professionally prepared leadership" (3, p. 42). Without proper leadership, educational objectives are difficult to attain.

Esslinger captured the essence of the need for quality supervision in athletics when he declared:

The coaches who lack professional preparation are handicapped in obtaining the social, moral, ethical, mental, and physical values inherent in interschool sport and they are also not capable of protecting the health and well-being of the participants. They do not understand the dangers of body contact sports upon the human organism. Their lack of background in the structure and function of the human body is a serious liability which keeps them from knowing how to prevent injuries and other damages, to recognize and to evaluate injuries, and to follow the proper course of action when they occur (3, p. 42).

"The baseball coach must esteem his profession as noble and honorable" (2, p. 18). "He must not only possess a vast amount of knowledge about the skills of baseball, but he must also know how to teach these skills to his players" (8, p. 215). The American Association for Health, Physical Education and Recreation, through the Coaches Handbook published in 1960 and the task force recommendations of 1968 and 1974, has established a recommended criteria for coaching on the secondary level. The question of this study is where do the coaches of baseball in the Dallas-Fort Worth metroplex stand in relation to the suggested criteria? If there is a lack of sufficient professional preparation among the varsity coaches in the Dallas-Fort Worth metroplex, data needs to be gathered in that regard. If no inadequacies exist, the data would be of even
more value, especially to the men of the baseball coaching ranks in Dallas-Fort Worth in their struggle toward professional recognition of their members.

This particular study, not unlike many others, was begun with the feeling as summarized by Locke in his critique of Athletics for Athletes by Jack Scott:

Perhaps some of you will experience that same painful stab of recognition as you listen to the words of a man still able to cry out in rage and pain for the terrible indignities that have devoured sport in America. Admittedly, you cannot score scholarly points with moral passion. Somehow, though, caring still matters if only because that is where it all begins -- in scholarship as anywhere else in life (6, p. 75).

Statement of the Problem

The study involved a survey of head baseball coaches in the Dallas-Fort Worth metroplex in regard to the professional preparation recommendations for coaches as set forth by the American Association for Health, Physical Education and Recreation.

Purposes of the Study

The purposes of the study were as follows:

1. To develop an interview guide on professional preparation for high school baseball coaches using American Association for Health, Physical Education and Recreation recommendations.

2. To determine the status of varsity baseball coaches in the Dallas-Fort Worth metroplex in regard to the
professional preparation recommendations of the American Association for Health, Physical Education and Recreation.

Limitations of the Study

The limitations of the study were as follows:

1. The study was restricted to the varsity baseball coaches whose teams were members of the University Inter-scholastic League.

2. Geographically, the study was confined to the public high schools with varsity baseball programs within the Dallas-Fort Worth metroplex. This involved fifty-nine varsity baseball coaches from their respective schools within Dallas, Fort Worth, and the suburban and mid-cities areas of Dallas and Tarrant counties (See Appendix A).
CHAPTER BIBLIOGRAPHY


CHAPTER II

STUDY OF RELATED MATERIALS

Education has to do with the complete development of the individuals. It includes the modifications that occur in a total human organism. All dimensions -- social, physical, emotional, intellectual, spiritual -- are involved in the process and are affected by it. There are many media, many means, by which education takes place. One category of activity is called sports. Interscholastic athletics is referred to as part of the curriculum. Athletics or sports are therefore education (10, p. 27).

Moore reiterates that the "main aim of education throughout is to develop competency in meeting the problems of modern living. The physical education department, of which the sports program is a part, should have an aim in harmony with the general aim of education" (20, p. 35). In this manner the objectives of sports would be the development of certain skills, knowledges, and qualities through physical activity that will enhance the educational growth of the participants.

Sports influence the life, development, philosophy, personality, and character of participants. "One of the most important factors influencing participants and assisting them to achieve desired educational goals is the coach. His leadership is essential to the development of properly regulated sports programs" (2, p. 52).

Athletics at every level should be conducted by professionally prepared personnel of integrity who are dedicated to
the optimal mental, physical, and social development of those entrusted to their immediate supervision" (2, p. 52). If the athletic programs are to be the best possible, some special preparation is necessary for the coaches to meet these desired goals. "Only quality coaching can develop a sound mind in a sound body" (12, p. 11).

Alley declares that "the coaches of the interscholastic teams should be certificated teachers of physical education possessing a knowledge of the sports for which they are responsible, a knowledge of child growth and development, the effects of exercise on the human organism, first aid, and the purpose of athletics in the educational program" (1, p. 100).

Bucher suggests that "there are four essential qualifications of a coach: (1) expert knowledge of the game, (2) understanding of the participant, (3) art of teaching skills, (4) desirable character and personality traits" (6, p. 296). He goes on to say that such a heavy responsibility as coaching must therefore be entrusted only to individuals who are well prepared. "These youngsters need people well equipped to impart the finer points of the game, set an example that can be copied, and coach in a way that best serves the interest of the youth" (6, p. 295). "If one is going to develop the expert qualifications desired as a coach he also needs to receive the best training possible in the rudiments of the sport he is going to teach and coach" (6, p. 297). "A coach," Bucher states, "should be an expert
in the game he supervises" (6, p. 296). He emphasizes that a person who has been associated with an activity to a great extent should understand it better in all its aspects. The conclusion that Bucher draws is that "there should be more careful screening and preparation of all prospective candidates for coaching positions in the days ahead" (6, p. 297).

Maroney, in his thesis concerning the status of coaches, states that "professional preparation for coaches includes playing experience, coaching experience, and educational experience. 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" (17, p. 8).

With regard to the significance of playing experience for coaches, Sabock supports Maroney when he declares:

One of the important aspects in accepting the role as a teacher of athletics is to possess knowledge of what he will be expected to teach. . . . The best source of preparation for a coach is actual participation in the particular sport he intends to teach. . . . The next steps in developing knowledge are attendance at clinics and actual coaching experience. . . . There is no substitute for experience; there is no way to fully understand the intricacies of a game without playing it -- at least for the beginning coach. Playing experience must be supplemented by a thorough study of the sport, methods of teaching, and areas related to teaching. This particular process should never end for coaches who desire to improve and grow in the profession (23, pp. 31, 33).

Rice suggests that experience as a player "establishes confidence in the coach from the professional staff, students, and the community" (22, p. 159).

McKinney and Taylor emphasize that athletic participation
alone is not sufficient preparation for a future coach. "It is a combination of technical information, scientific knowledge, and participation involvement that helps develop the professional physical educator-coach" (17, p. 51). "The performance dimension of professional preparation potentially adds to the communication phases of the teaching-coaching process. At least two factors are important: (1) participation adds to the coach's ability to demonstrate skills and (2) participation is a pursuit of excellence" (17, p. 51).

Hixson, in his work concerning the administration of athletics, looks at coaches from a strictly administrator's point of view when he emphasizes the following qualifications for the position of athletic coach:

1. The candidate must fulfill the general qualifications required of all teachers such as teacher's certificates, degrees, and experience.
2. The candidate must possess a personal philosophy which places athletics in an educational perspective.
3. The candidate must present an understanding and knowledge of the effects of vigorous physical, mental, and emotional demands of interscholastic sports on adolescent boys.
4. The candidate must have enough security of self that he not need to satisfy his own ego by athletic victories or at the expense of his students and associates.
5. Candidates must possess the ability to inspire and encourage students to their best efforts.
6. The desirable coach presents evidence of his knowledge and skill as a student of the game.
7. The successful candidate presents evidence of skill and knowledge in the methods of teaching the activity including organizing and conducting practices and games.
8. Demonstrated skills and knowledges in protecting the safety and welfare of participants are especially important qualifications of coaching (13, pp. 57-58).

Gallon, whose text is used on the undergraduate level in
some colleges to train prospective coaches, declares that "the course of study followed by physical education majors best prepares those studying to be coaches. In addition, a coach should have specialized knowledge of the techniques for the sport he will handle" (11, p. 14). "The coach must acquire a complete knowledge of the sport. To become a trained technician, he can take professional coaching courses and attend coaching clinics in conjunction with his duties" (11, p. 14). Gallon goes on to make still another valid statement later in his work when he emphasizes that "every high school coach should have a valid first aid certificate and take a yearly refresher course so that he is trained to handle emergency situations" (11, p. 218).

Although the study involved football coaches specifically, Mueller and Robey concluded that coaches with the "least amount of coaching experience were associated with teams that had a higher injury rate when compared to those teams whose coaches had more coaching experience" (21, p. 50). "Playing experience was also important when considering high school playing experience versus college playing experience. Teams with a coach of both high school and college playing experience were associated with lower injury rate than those with high school only" (21, p. 50). Variables in a coach's background and preparation which have been shown by Mueller and Robey to be important when related to injury data are: "(1) coaching
experience, (2) level of playing experience, (3) age of coach, (4) education, and (5) the number of assistant coaches" (21, p. 51).

Maetozo summarizes the needs in professional preparation for coaches by remarking:

Agreement in professional preparation focuses on the following in various combinations: (1) biological sciences (anatomy, physiology, physiology of exercise, and kinesiology); (2) safety, first aid, training, and conditioning as well as care and prevention of injury; (3) philosophy, principles, organization, and psychology; (4) theory and techniques of coaching in selected sports.

...In various studies coaches have identified the following areas as requiring greater emphasis: legal responsibilities peculiar to athletics; techniques and technical information in the chosen sport; desirable procedures in squad management and organization; the best methods of developing, training, and conditioning athletes; the essentials of bodily movement and effect under stress; and administrative aspects of budget, records, scheduling, and purchase (15, pp. 7-8).

Covin's study indicates that "three-fourths of the coaches in Class A high schools of Texas had either majored or minored in the field of physical education; only half of those in Class B schools had majored or minored in physical education" (7, p. 32).

McKinney and Taylor, in discussing the Missouri approach to professional preparation requirements for coaches, emphasize that "interscholastic athletic experiences are designed to contribute to the physiological, anatomic, psychological, educational, ethical, and moral development of participants" (17, p. 50). Coaches should therefore be qualified in these specific areas to assist the students in deriving the potential values out of athletic competition.
Meinhardt sees the minimum recommended certification standards for coaches in the state of Illinois as: "(1) a major or minor in physical education, and (2) fifteen semester hours to include classes in the medical aspects of coaching, principles and problems of coaching, theory and techniques of coaching, kinesiological and physiological foundations of coaching" (18, p. 55).

Blaettler attempts to rally the coaching profession to arms by saying:

It is high time the coaching profession began to take some responsibility for the quality of its practitioners. ... As a profession, we should be recognized as experts in certain areas of coaching interest.... Areas of expertise include physical fitness, teaching the relationship of physical activity to human growth, development, and performance, care and prevention of athletic injuries, and other areas directly related to professional training and experience. ... The coach being trained and prepared not only in his teaching area but in the coaching of his sport would be in a more desirable position to administer his coaching responsibilities (4, pp. 26-27).

Cratty emphasizes the need for better academic backgrounds for coaches. He is of the opinion that "additional knowledge about the basic mechanisms underlying physical activity may have a more important influence upon the win-and-lost record of a coach than does attendance at clinics or such" (8, p. 270). In still another of his works, Cratty responded to the concept of professional preparation for coaches by reiterating:

Since the turn of the century, physical education major courses, the primary means of formal training for coaches, contained both practical and applied courses.
Coaches were taught how to play and teach traditional sports activities on the one hand, and in addition they undertook various "scientific" courses in which they learned about the basic dimensions of human performance, knowledge of which would purportedly serve them later in good stead (9, p. 4).

Breyfogle discusses the new "coaching minor" at the University of California at Santa Barbara by listing the courses required for an adequately dispersed educational background in coaching. These courses are:

1. Foundations of Coaching
2. Psychology of Coaching
3. Medical Aspects of Athletics
4. Mechanical Aspects of Athletics
5. Practicum in Athletic Coaching
6. Theory of Team and Individual Sports
7. Advanced Analysis of Team Sports
8. Standard and Advanced First Aid
9. Appreciation of Sports
10. Principles of Officiating
11. Life Saving
12. Water Safety
13. Methods of Conditioning for Athletics

"At Florida State University we have begun a program called 'a coaching minor'," declares Veller in speaking of the current innovation in Florida. "It provides twelve semester hours of coaching instruction plus three hours of speech" (24, p. 33). The subjects are care and prevention of athletic injury, administration of athletics, principles and problems of coaching, and sports officiating. Method courses must be chosen from football, basketball, baseball, track, wrestling, gymnastics, and swimming.

Frost summarizes the needs in the area of professional preparation for coaches with the following statements. These
statements are a result of the Green Meadows Conference in 1965 as Frost declares:

1. That interscholastic athletic programs, when properly administered and led, can be and are a vital and influential educational force.

2. That educational outcomes accruing from interschool athletics depend considerably on the personality, philosophy, and qualifications of the coach.

3. That by itself, participation as a varsity athlete is not adequate preparation for an important and crucial assignment as a coach of an interscholastic athletic team.

4. That it is not feasible at present to require all coaches to graduate with majors in physical education.

5. That there is some disagreement as to the desirability of requiring all coaches to be physical education majors.

6. That optimum growth and development are important objectives of athletics and leaders should understand these phenomena.

7. That all participants in athletic programs should be protected from injury, both physical and psychological, and that in case of accidental harm, they should be afforded the best care possible.

8. That to be successful, to exert the greatest influence and to conduct practices and games in the safest and most healthful manner, a coach must be thoroughly schooled in the fundamentals, techniques and strategies of the sport as well as in methodology and organization.

9. That all coaches need a background in sports medicine, first aid, and prevention and care of injury.

10. That coaches should have a working knowledge of biological, mechanical, psychological, and sociological principles which have implications for interscholastic sport.

11. That coaches must understand the relationship of the sport and the athletic program to the other aspects of education and that they shall be assisted to develop a sound educational philosophy.

12. That coaches must understand their responsibility for the interpretation of their program and are in a position where they cannot avoid reflecting an image of their profession and their sport; that it is important, therefore, that they receive some preparation in public speaking, writing, and other public relations techniques.

13. That there are some important special competencies needed by coaches, but which may not be as important to other teachers, and that the coaches, therefore,
should be held to some specific requirements in their professional preparation.

14. That the pressure under which coaches operate is heavy and attention should therefore be given to assisting, supporting, and protecting them whenever necessary.

15. That educational institutions and state departments of education must join hands with principals, superintendents, and other school administrators to help raise the standards of the coaching profession and the athletic programs of our country.

16. That the young people involved in interscholastic athletic programs should be the prime consideration in making decisions with regard to this phase of education (10, pp. 31-32).

The American Association for Health, Physical Education and Recreation has established recommendations for the professional preparation of coaches through the Coaches Handbook and the task forces on professional preparation. The professional preparation criteria as stated in the Coaches Handbook includes playing experience, coaching experience, and educational experience (See Appendix C). In 1968 Esslinger led a task force on professional preparation which consisted of Ted Abel, Milton Diehl, Jack George, Robert Jamieson, M. G. Maetozo, Don Veller, and Roswell Merrick. The 1974 task force involved Theresa Corcoran, Sue Durrant, Harry Fritz, Jesse Hawthorne, Matthew Maetozo, Glenn M. Smith, and Robert Weber. The major areas of concern as denoted by the two task forces were:

1. Medical-Legal Aspects of Coaching
2. Sociological and Psychological Aspects of Coaching
3. Theory and Techniques of Coaching
4. Kinesiological Foundations of Coaching
5. Physiological Foundations of Coaching (3, pp. 52-56). (See Appendix B)

"Undergraduate experience in the sport which a coach
expects to direct is an important prerequisite for a prospective coach," according to the Coaches Handbook of the American Association for Health, Physical Education and Recreation (2, p. 4).

Why such a fuss over the preparation of coaches? Perhaps in his article, "The Coach," Moore said it all when he stated regarding a coach: "He is the product of education, and education is his product" (19, p. 62). Hobson emphasizes that "the coach should know his subject thoroughly and be an educator" (14, p. 157). A great coach in his own right, John Wooden, best depicts the need for soundly trained coaches with the following assertion. Wooden philosophizes that: "A coach can only do his best, nothing more, but he does owe that, not only to himself, but to the people who employ him and to the youngsters under his supervision" (25, p. 4).

"Who can ask more of a man than giving all within his span? Giving all, it seems to me, it not so far from victory" (26, p. 9). Anything less than total preparation and dedication to one's chosen coaching task and total dedication to his students and their welfare would be a coaching sacrifice, whether the coach be one of baseball or any other physical activity.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURES OF THE STUDY

Procedures used in the development of this study are presented in this chapter. The two major subdivisions were the limiting of the population and the construction of the interview guide.

The procedures used for this study were as follows:

1. Professional literature in the areas of athletic coaching and professional preparation of coaches was read.
2. A survey was made of previous studies related to the problem.
3. An interview guide was constructed to collect data and a pilot study consisting of the varsity baseball coaches in district 8-AAAA was run in the fall of 1974.
4. The subjects for the study were selected.
5. The subjects were contacted by telephone to assure their cooperation for the study.
6. The questionnaire was completed for each participant by means of a personal interview with the subjects involved. The interviews were conducted in the spring and summer, 1975.
7. The data were gathered and tabulated in terms of the percentage of total population meeting the American
Association for Health, Physical Education and Recreation recommendations as represented in the interview guide. Percentage-wise individual appraisal for each participant was also ascertained although anonymity was adhered to strictly. Results were furnished the participants upon request. A Spearman-Rho rank order correlation was determined between the 1975 won/loss percentage and the percentage of positive responses in relation to professional preparation recommendations of the American Association for Health, Physical Education and Recreation as depicted in the interview guide.

8. The findings were summarized.

9. Recommendations and suggestions were made with careful consideration to restricting such statements to valid results from the study.

Defining the Population

The source of data for the study was a population consisting of fifty-nine varsity baseball coaches within the Dallas-Fort Worth metroplex whose schools were members of the University Interscholastic League. The schools, listed in Appendix A, fell within the limits and design of the study. Of the fifty-nine coaches, forty-eight participated in the study.

Construction of the Interview Guide

The interview guide was based on criteria established by the task forces of 1968 and 1974 and the Coaches Handbook
of the American Association for Health, Physical Education and Recreation concerning the professional preparation of coaches. Other literature contributed to the formulation and verification of the interview guide in the sense that each item substantiated the American Association for Health, Physical Education and Recreation recommendations.

The basic procedure for collecting data for this study was a personal visit with each participant. This procedure was used in an effort to increase the consistency of data collection. To facilitate the interview, the interview guide was designed in such a manner that the responses were, for the most part, checked off rather than written out. (A copy of the interview guide may be found in Appendix D.)

The interview guide was constructed with emphasis in the field of professional preparation to be consistent and identical to the playing experience, coaching experience, and educational experience of the respective coach. Within these three aspects of professional preparation, pertinent questions were developed out of the five basic areas of professional preparation as set down by the American Association for Health, Physical Education and Recreation. These areas were: (1) the medical-legal aspects of coaching, (2) the sociological and psychological aspects of coaching, (3) the theory and techniques of coaching, (4) the kinesiological foundations of coaching, and (5) the physiological foundations of coaching.
The topical headings in the interview guide were taken from the American Association for Health, Physical Education and Recreation recommendations. These recommendations were taken from the *Coaches Handbook* (See Appendix C) and the 1974 professional preparation handbook entitled *Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and School Health Education* (See Appendix B). The course titles used in the interview guide were taken from the North Texas State University offerings in the Department of Health, Physical Education and Recreation. The basis for each question as represented in Appendix D may be identified by locating the denoted area after each question on the proper page in the professional preparation Appendices B and C.

In analyzing the data accumulated, the results of each participant was stated in relation to the recommendations of the American Association for Health, Physical Education and Recreation.
CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

The study conducted consisted of an interview with forty-eight of the fifty-nine varsity baseball coaches of the University Interscholastic League high schools within the Dallas-Fort Worth metroplex. The questions asked during the interview were based on the professional preparation recommendations of the American Association for Health, Physical Education and Recreation (See Appendices B and C) in regard to coaching.

Background Information

The extent of a coach's professional preparation can be somewhat dependent upon his age. Data in Table I indicates the age level of the forty-eight varsity baseball coaches who participated in the study.

TABLE I
AGES OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF THE DALLAS-FORT WORTH METROPLEX

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<th>Years of Age</th>
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Table I indicates a range from forty-nine years of age to twenty-three years of age. The mean age of the coaches was 33.85 years. Further analysis of the data shows that there were nine coaches overall in the forty years group, twenty-five in the thirty years group, and fourteen in the twenty years group. This may be interpreted as 19 per cent of the coaches being in the forty years group, 52 per cent in the thirty years group, and 29 per cent in the twenty years group.

Playing Experience

Table II indicates the number of positive responses on the interview questionnaire for questions one through five. These questions involved the playing experience of the respective coaches (See Appendix D).

**TABLE II**

PLAYING EXPERIENCE OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF THE DALLAS-FORT WORTH METROPOLIS

<table>
<thead>
<tr>
<th>Type of Playing Experience</th>
<th>Number of Coaches Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School baseball</td>
<td>44</td>
</tr>
<tr>
<td>College baseball</td>
<td>36</td>
</tr>
<tr>
<td>Professional baseball</td>
<td>7</td>
</tr>
<tr>
<td>Military service baseball</td>
<td>5</td>
</tr>
<tr>
<td>Other baseball related experience</td>
<td>45</td>
</tr>
<tr>
<td>(summer, semi-professional, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Data in Table II indicates that forty-four of the forty-eight coaches questioned had had high school playing experience, thirty-six had had college playing experience, seven
had had professional playing experience, five had had military service baseball playing experience, and forty-five had had other related experience in such programs as summer or semi-professional baseball. This may be interpreted as showing that 92 per cent of the coaches played baseball in high school (Note: The coaches who responded negatively to this question attended a high school that did not provide a baseball program.), 75 per cent had played baseball in college, 14 per cent had played professional baseball, 10 per cent had played baseball in the service, and over 94 per cent had played in other baseball programs such as summer and semi-professional baseball. Allowing four years (grades nine through twelve) for high school participation, the mean number of years of high school experience was 3.14 years, the mean number of years of college playing experience was 2.46 years, the mean number of years of professional playing experience was 0.48 years (for the seven coaches with professional playing experience the mean was 3.3 years), and the mean number of years for the combined methods of experience in playing in an organized program was 6.08 years per coach.

Coaching Experience

Table III indicates the number of positive responses on the questions involved with the coaching experiences of the respective coaches.
TABLE III
COACHING EXPERIENCE OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF THE DALLAS-FORT WORTH METROPLEX

<table>
<thead>
<tr>
<th>Type of Coaching Experience</th>
<th>Number of Coaches Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate assistant in</td>
<td>6</td>
</tr>
<tr>
<td>baseball</td>
<td></td>
</tr>
<tr>
<td>College or professional</td>
<td>7</td>
</tr>
<tr>
<td>baseball</td>
<td></td>
</tr>
<tr>
<td>High School varsity</td>
<td>45</td>
</tr>
<tr>
<td>baseball prior to 1975</td>
<td></td>
</tr>
</tbody>
</table>

Table III indicates that six coaches had served as graduate assistants in baseball at a college or university, seven coaches had coached on the college or professional level in baseball, and forty-five coaches had previous coaching experience on the varsity level in high school. This may be interpreted as 12 per cent had worked as graduate assistants, 14 per cent as college or professional baseball coaches, and 94 per cent as high school varsity baseball coaches prior to the 1975 season.

Table IV indicates the number of years coaching baseball for the respective coaches.

TABLE IV
NUMBER OF YEARS OF COACHING EXPERIENCE OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF THE DALLAS-FORT WORTH METROPLEX

<table>
<thead>
<tr>
<th>Number of Years Coaching Baseball</th>
<th>Number of Coaches Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-20</td>
<td>1</td>
</tr>
<tr>
<td>19-10</td>
<td>13</td>
</tr>
<tr>
<td>9-2</td>
<td>34</td>
</tr>
</tbody>
</table>
Table IV indicates that the range of coaching experience in baseball for the varsity baseball coaches in the Dallas-Fort Worth metroplex is twenty-three years to two years. The mean number of years of baseball coaching experience was 7.48 years. Thirty-four coaches or 71 per cent had coached baseball less than ten years, thirteen coaches or 27 per cent had coached baseball more than ten years but less than twenty years, and one coach or 2 per cent of the coaches had coached more than twenty years.

Educational Experience

Table V indicates the educational background of the coaches as portrayed through the positive responses to questions nine through fourteen on the interview questionnaire.

**TABLE V**

**EDUCATIONAL BACKGROUND OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF THE DALLAS-FORT WORTH METROPLEX**

<table>
<thead>
<tr>
<th>Type of Educational Background</th>
<th>Number of Coaches Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree</td>
<td>48</td>
</tr>
<tr>
<td>Advanced degree (Master's)</td>
<td>13</td>
</tr>
<tr>
<td>Undergraduate physical education major</td>
<td>40</td>
</tr>
<tr>
<td>Undergraduate physical education minor</td>
<td>4</td>
</tr>
<tr>
<td>Graduate physical education major</td>
<td>4</td>
</tr>
<tr>
<td>Graduate physical education minor</td>
<td>5</td>
</tr>
</tbody>
</table>

Data from Table V indicates that forty-eight of the coaches held bachelor's degrees, thirteen held an advanced degree, forty majored in physical education in undergraduate school, four minored in physical education as undergraduates,
four majored in physical education in graduate school, and
five minored in physical education in graduate school. This
may be interpreted as 100 per cent of the coaches held a
bachelor's degree, 27 per cent held an advanced degree, 83
per cent majored in physical education as an undergraduate,
8 per cent minored in physical education as an undergraduate,
8 per cent majored in physical education in graduate school
(31 per cent of those holding advanced degrees majored in
physical education on the graduate level), and 10 per cent
minored in physical education in graduate school (38 per cent
of those holding advanced degrees minored in physical educa-
tion on the graduate level).

Table VI indicates the colleges conferring master's de-
grees to the head baseball coaches in the Dallas-Fort Worth
metroplex. Thirteen coaches or 27 per cent of those surveyed
held an advanced degree in the form of a master's.

TABLE VI

<table>
<thead>
<tr>
<th>Institution Conferring Master's Degree</th>
<th>Number of Coaches Receiving Master's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Texas State University</td>
<td>4</td>
</tr>
<tr>
<td>East Texas State University</td>
<td>2</td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>2</td>
</tr>
<tr>
<td>Prairie View University</td>
<td>1</td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>1</td>
</tr>
<tr>
<td>Sul Ross State University</td>
<td>1</td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>1</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>1</td>
</tr>
</tbody>
</table>
Data from Table VI indicates that four coaches received their master's degree from North Texas State University, two each from East Texas State and Southern Methodist University, and one each from Prairie View University, Sam Houston State University, Sul Ross State University, Texas Christian University, and the University of New Mexico.

Table VII indicates the colleges conferring bachelor's degrees to the baseball coaches in the Dallas-Fort Worth area.

**TABLE VII**

**COLLEGES CONFERRING BACHELOR'S DEGREES TO THE HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF THE DALLAS-FORT WORTH METROPOLIS**

<table>
<thead>
<tr>
<th>Institution Conferring Bachelor's Degree</th>
<th>Number of Coaches Receiving Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Christian University</td>
<td>9</td>
</tr>
<tr>
<td>North Texas State University</td>
<td>5</td>
</tr>
<tr>
<td>East Texas State University</td>
<td>5</td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>4</td>
</tr>
<tr>
<td>Baylor University</td>
<td>3</td>
</tr>
<tr>
<td>Sul Ross State University</td>
<td>2</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>2</td>
</tr>
<tr>
<td>Texas Wesleyan College</td>
<td>2</td>
</tr>
<tr>
<td>Abilene Christian College</td>
<td>1</td>
</tr>
<tr>
<td>Angelo State University</td>
<td>1</td>
</tr>
<tr>
<td>Bishop College</td>
<td>1</td>
</tr>
<tr>
<td>Eastern New Mexico University</td>
<td>1</td>
</tr>
<tr>
<td>Hardin-Simmons University</td>
<td>1</td>
</tr>
<tr>
<td>Memphis State University</td>
<td>1</td>
</tr>
<tr>
<td>Mississippi College</td>
<td>1</td>
</tr>
<tr>
<td>Panhandle State College of Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>Paul Quinn College</td>
<td>1</td>
</tr>
<tr>
<td>Southwest Texas State University</td>
<td>1</td>
</tr>
<tr>
<td>Stephen F. Austin University</td>
<td>1</td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>1</td>
</tr>
<tr>
<td>University of Dallas</td>
<td>1</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>1</td>
</tr>
<tr>
<td>University of Texas at Arlington</td>
<td>1</td>
</tr>
<tr>
<td>Wiley College</td>
<td>1</td>
</tr>
</tbody>
</table>
Data from Table VII indicates that twenty-four different colleges conferred undergraduate degrees to these coaches. Texas Christian University conferred more bachelor's degrees to the baseball coaches of Dallas-Fort Worth with nine followed by North Texas State University and East Texas State University with five each. Forty-three degrees or 90 per cent of the bachelor's degrees were awarded within the state of Texas with five degrees or approximately 10 per cent being awarded by out of state institutions.

Medical-Legal Aspects of Coaching

Table VIII indicates the number of positive responses on the interview questionnaire for questions fifteen through nineteen. These questions involved the completion of courses in the medical-legal aspects of coaching.

<table>
<thead>
<tr>
<th>Course Offering</th>
<th>Number of Coaches Completing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid</td>
<td>46</td>
</tr>
<tr>
<td>Health</td>
<td>44</td>
</tr>
<tr>
<td>Care and Prevention of Athletic Injury</td>
<td>43</td>
</tr>
<tr>
<td>Legal Liability in Coaching</td>
<td>22</td>
</tr>
<tr>
<td>Body Conditioning for Athletes</td>
<td>34</td>
</tr>
</tbody>
</table>

Data from Table VIII indicates that forty-six coaches had completed a course in First Aid, forty-four in Health,
forty-three in the Care and Prevention of Athletic Injury, twenty-two in Legal Liability in Coaching, and thirty-four in Body Conditioning for Athletes. This may be interpreted as 96 per cent had completed a course in First Aid, 92 per cent in Health, 89 per cent in the Care and Prevention of Athletic Injury, 46 per cent in Legal Liability in Coaching, and 71 per cent in Body Conditioning for Athletes. In the overall area of the medical-legal aspects of coaching the baseball coaches in the Dallas-Fort Worth metroplex responded positively 79 per cent of the time.

Sociological and Psychological Aspects of Coaching

Table IX indicates the number of positive responses on the interview questionnaire for questions twenty through twenty-five. These questions involved the completion of courses in the sociological and psychological aspects of coaching.

TABLE IX

NUMBER OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF DALLAS-FORT WORTH METROPLEX WHO COMPLETED THE COURSES IN THE SOCIOLGICAL AND PSYCHOLOGICAL ASPECTS OF COACHING

<table>
<thead>
<tr>
<th>Course Offering and Officiating</th>
<th>Number of Coaches Completing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Sport</td>
<td>15</td>
</tr>
<tr>
<td>Sports in American Life</td>
<td>24</td>
</tr>
<tr>
<td>Psychology of Sport</td>
<td>22</td>
</tr>
<tr>
<td>Psychology of Motor Learning</td>
<td>14</td>
</tr>
<tr>
<td>History of Sport or Physical Education</td>
<td>39</td>
</tr>
<tr>
<td>Umpired baseball for pay</td>
<td>34</td>
</tr>
</tbody>
</table>
Data from Table IX indicates that fifteen coaches had completed a course in the Sociology of Sport, twenty-four in Sports in American Life, twenty-two in the Psychology of Sport, fourteen in the Psychology of Motor Learning, thirty-nine in the History of Sport or Physical Education, and thirty-four had umpired for pay at one time in their career. This may be interpreted as 31 per cent had completed a course in the Sociology of Sport, 50 per cent in Sports in American Life, 46 per cent in the Psychology of Sport, 29 per cent in the Psychology of Motor Learning, 81 per cent in the History of Sport or Physical Education, and 71 per cent had umpired for pay during their career. In the overall area of the sociological and psychological aspects of coaching the baseball coaches in the Dallas-Fort Worth metroplex responded positively 51 per cent of the time.

Kinesiological Foundations of Coaching

Table X indicates the number of positive responses for the questions involving the kinesiological foundations of coaching. Questions twenty-six through thirty on the interview questionnaire pertain to this area. In the overall area of the kinesiological foundations of coaching the baseball coaches of the high schools in the Dallas-Fort Worth metroplex responded positively 33 per cent of the time. It should be noted that both graduate and undergraduate courses are included in this area.
TABLE X

NUMBER OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF DALLAS-FORT WORTH METROPLEX WHO COMPLETED THE COURSES IN THE KINESIOLOGICAL FOUNDATIONS OF COACHING

<table>
<thead>
<tr>
<th>Course Offering</th>
<th>Number of Coaches Completing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>34</td>
</tr>
<tr>
<td>Advanced Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>Mechanical Analysis of Motor Skills</td>
<td>20</td>
</tr>
<tr>
<td>Perceptual Motor Learning</td>
<td>9</td>
</tr>
<tr>
<td>Advanced Motor Skills in Area of Sport</td>
<td>13</td>
</tr>
</tbody>
</table>

Data from Table X indicates that thirty-four coaches had completed a course in Kinesiology, four in Advanced Kinesiology, twenty in the Mechanical Analysis of Motor Skills, nine in Perceptual Motor Learning, and thirteen in Advanced Motor Skills in the Area of Sport. This data may be further interpreted to show that 71 per cent of the coaches had completed a course in Kinesiology, 8 per cent in Advanced Kinesiology (31 per cent of those holding advanced degrees had completed a course in Advanced Kinesiology), 42 per cent in the Mechanical Analysis of Motor Skills, 19 per cent in Perceptual Motor Learning, and 27 per cent in Advanced Motor Skills in the Area of Sport.

Physiological Foundations of Coaching

Table XI indicates the number of positive responses involving questions thirty-one through thirty-three on the questionnaire concerning the physiological foundations.
TABLE XI

NUMBER OF HEAD BASEBALL COACHES IN THE HIGH SCHOOLS OF DALLAS-FORT WORTH METROPLEX WHO COMPLETED THE COURSES IN THE PHYSIOLOGICAL FOUNDATIONS OF COACHING

<table>
<thead>
<tr>
<th>Course Offering</th>
<th>Number of Coaches Completing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drugs and Drug Abuse in Athletics</td>
<td>36</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>39</td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td>23</td>
</tr>
</tbody>
</table>

Data from Table XI indicates that thirty-six coaches completed a course or attended a seminar in Drugs and Drug Abuse in Athletics, thirty-nine completed a course in Anatomy and Physiology, and twenty-three completed a course in the Physiology of Exercise. This data may be interpreted that 75 per cent of the coaches had completed a course in Drugs and Drug Abuse in Athletics or at least attended a seminar on the topic, 81 per cent had completed Anatomy and Physiology, and 48 per cent had taken a course in the Physiology of Exercise. In the overall area of the physiological foundations of coaching the baseball coaches in the Dallas-Fort Worth metroplex responded positively 68 per cent of the time.

Theory and Techniques of Coaching

Table XII indicates the number of positive responses on the interview questionnaire for questions thirty-four through forty-one. These questions involved the theory and techniques of coaching.
### TABLE XII

**NUMBER OF HEAD BASEBALL COACHES IN THE HIGH SCHOOL OF DALLAS-FORT WORTH METROPLEX WHO COMPLETED THE COURSES IN THE THEORY AND TECHNIQUES OF COACHING AND ARE ACTIVE IN THE PROFESSION**

<table>
<thead>
<tr>
<th>Course Offerings and Professional Involvement</th>
<th>Number of Coaches Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Baseball</td>
<td>22</td>
</tr>
<tr>
<td>Organization and Administration of Athletics</td>
<td>39</td>
</tr>
<tr>
<td>Tests and Measurements in Physical Education</td>
<td>39</td>
</tr>
<tr>
<td>Member of Texas High School Coaches Association</td>
<td>46</td>
</tr>
<tr>
<td>Member of Texas High School Baseball Coaches Association</td>
<td>43</td>
</tr>
<tr>
<td>Attended Texas High School Baseball Coaches Association clinic in Waco this year</td>
<td>35</td>
</tr>
<tr>
<td>Subscribe to current baseball publications</td>
<td>27</td>
</tr>
<tr>
<td>Attended a baseball clinic, workshop or activity other than Waco this year</td>
<td>32</td>
</tr>
</tbody>
</table>

Data from Table XII indicates that twenty-two coaches had completed a course in the Theory of Baseball, thirty-nine in the Organization and Administration of Athletics, and thirty-nine in Tests and Measurements in Physical Education. Forty-six coaches acknowledged membership in the Texas High School Coaches Association, forty-three held membership in the Texas High School Baseball Coaches Association, thirty-five attended the annual Texas High School Baseball Coaches Association clinic in Waco this year, twenty-seven subscribe to current publications in the field, and thirty-two attended
a baseball clinic, workshop or activity in the past year other than the annual clinic in Waco. This may be interpreted as 46 per cent had taken a course in the Theory of Baseball, 81 per cent in the Organization and Administration of Athletics, and 81 per cent in Tests and Measurements in Physical Education. Ninety-six per cent of the coaches were members of the Texas High School Coaches Association with 89 per cent also affiliating themselves with the Texas High School Baseball Coaches Association. The annual Texas High School Baseball Coaches Association clinic was attended by 73 per cent of the coaches with 67 per cent also attending other activities on baseball during the year. Fifty-six per cent of the surveyed coaches held current subscriptions to baseball oriented literature.

Spearman-Rho Rank Order Correlations

Table XIII indicates the results of the Spearman-Rho rank order correlations run between the won/loss percentage of each coach for the 1975 season and: (1) the percentage of positive responses on the entire professional preparation questionnaire, (2) the percentage of positive responses in regard to the five recommended physical education areas of coaching, and (3) the number of years of coaching experience of each coach. All three rank order correlations were found to be fairly insignificant in regard to the relationship of the won/loss percentage and the three areas listed above.
TABLE XIII


<table>
<thead>
<tr>
<th>Percentage Correlated With Won/Loss Percentage</th>
<th>Spearman-Rho Rank Order Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive responses on entire professional preparation questionnaire</td>
<td>.015</td>
</tr>
<tr>
<td>Positive responses on five recommended areas of physical education</td>
<td>.006</td>
</tr>
<tr>
<td>Number of years of coaching experience</td>
<td>.160</td>
</tr>
</tbody>
</table>

Data from Table XIII indicates that the rank order correlation between the 1975 won/loss percentage of the respective coaches and the percentage of positive responses on the entire professional preparation questionnaire was .015 indicating a very small positive correlation. An even smaller correlation was indicated between the 1975 won/loss percentage and the percentage of positive responses on the five recommended areas of physical education at .006. The correlation between the won/loss percentage of 1975 and the number of years of coaching experience was .160, the highest of the three but still a very small positive correlation.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings of the Study

The findings of the study are as follows:

1. The mean age of the coaches was 33.85 years.

2. Ninety-two per cent of the coaches participated or worked (student manager, student trainer, etc.) in a high school baseball program with the remaining 8 per cent attending high schools which offered no baseball program.

3. Seventy-five per cent of the coaches participated or worked (student manager, student trainer, etc.) in a baseball program in college.

4. Fourteen per cent of the coaches had professional baseball playing experience.

5. Ten per cent played baseball in the military service and 94 per cent participated or worked (student manager, student trainer, etc.) in other baseball programs such as summer or semi-professional leagues.

6. The mean number of years of playing experience was 6.08 years.

7. Twelve per cent of the coaches had worked as graduate assistants in baseball at a college or university, 14 per cent
as college or professional coaches, and 94 per cent had coached on the varsity level in high school prior to this year.

8. The mean number of years of coaching baseball was 7.48 years.

9. One hundred per cent of the coaches held a bachelor's degree with 27 per cent being granted an advanced degree.

10. Eighty-three per cent majored in physical education on the undergraduate level while 8 per cent chose to minor in physical education on this level. Thirty-one per cent of those coaches who held an advanced degree majored in physical education at that level (8 per cent of the total population) while 38 per cent of those holding an advanced degree chose to minor in physical education (10 per cent of total population).

11. Twenty-four colleges and universities granted bachelor's degrees to the coaches with Texas Christian University leading the way with nine. Ninety per cent of the undergraduate degrees were conferred within the state of Texas. Eight colleges and universities conferred master's degrees to the coaches with North Texas State University leading the way with four.

12. In the area of the medical-legal aspects of coaching the coaches involved responded positively 79 per cent of the time.

13. In regard to the sociological and psychological
aspects of coaching the coaches responded positively 51 per cent of the time.

14. In the area of the kinesiological foundations of coaching the coaches responded positively 33 per cent of the time.

15. In the area of the physiological foundations of coaches the coaches responded positively 68 per cent of the time.

16. In the area of the theory and techniques of coaching the coaches responded positively 74 per cent of the time.

17. The Spearman-Rho rank order correlation between the percentage of positive responses on the interview questionnaire on professional preparation and the 1975 won/loss percentage of each coach was .015.

Conclusions of the Study

The following conclusions were drawn from the study:

1. The amount of professional preparation of a coach is but one factor among many in relation to the won/loss percentage for a given year.

2. The baseball coaches are active in the area of professional growth as evidenced through membership in professional organizations, attending clinics and workshops, and subscribing to current literature in the areas of baseball and coaching.

3. The coaches appear to be knowledgeable in the
medical aspects of coaching but there appears to be a need for additional information concerning legal liability in coaching.

4. The coaches appear to have strong exposure to the drug related areas of athletics through courses and seminars.

5. The kinesiological foundations of coaching was the weakest area of preparation (33 per cent overall) for the coaches.

6. The areas of sociology of sport and the psychology of motor learning (31 per cent and 29 per cent respectively) appear to need greater emphasis by the coaches.

Recommendations for Future Study

The following recommendations are made for future study:

1. Further studies on professional preparation of coaches should be conducted.

2. Further studies are encouraged to establish recommendations for professional preparation of coaches in an effort to keep the standards high.

3. Additional investigations into the possible implementation of a "coaching minor" or "coaching endorsement" should be conducted.
APPENDIX A

SECONDARY SCHOOLS WITHIN THE STUDY

The following secondary high schools in the Dallas-Fort Worth metroplex are members of the University Interscholastic League and fell within the limit and design of the study:

1. Dallas Bryan Adams High School
2. Dallas Hillcrest High School
3. Dallas Thomas Jefferson High School
4. Dallas Lincoln High School
5. Dallas Samuell High School
6. Dallas Kimball High School
7. Dallas Skyline High School
8. Dallas Spruce High School
9. Dallas White High School
10. Dallas Adamson High School
11. Dallas Carter High School
12. Dallas North Dallas High School
13. Dallas Pinkston High School
14. Dallas Roosevelt High School
15. Dallas South Oak Cliff High School
16. Dallas Sunset High School
17. Dallas Woodrow Wilson High School
18. Lake Worth High School
19. Fort Worth Brewer High School
20. Fort Worth Diamond Hill High School
21. Fort Worth Dunbar High School
22. Fort Worth Eastern Hills High School
23. Fort Worth Polytechnic High School
24. Fort Worth Trimble Tech High School
25. Fort Worth Wyatt High School
26. Fort Worth Arlington Heights High School
27. Fort Worth Carter-Riverside High School
28. Fort Worth Northside High School
29. Fort Worth Paschal High School
30. Fort Worth Southwestern High School
31. Fort Worth Western Hills High School
32. Fort Worth Castleberry High School
33. Trinity High School (Euless)
34. Haltom City High School
35. Richland Hills High School
36. L. D. Bell High School (Hurst)
37. Arlington High School
38. Arlington Sam Houston High School
39. Arlington Lamar High School
40. Grand Prairie High School
41. South Grand Prairie High School
42. Irving High School
43. Highland Park High School
44. Irving Nimitz High School
45. Irving MacArthur High School
46. R. L. Turner High School (Carrollton)
47. Richardson High School
48. Richardson Berkner High School
49. Richardson Pearce High School
50. Lake Highlands High School
51. Garland High School
52. South Garland High School
53. North Garland High School
54. North Mesquite High School
55. Mesquite High School
56. Wilmer-Hutchins High School
57. Lancaster High School
58. Seagoville High School
59. Duncanville High School
APPENDIX B

RECOMMENDATIONS OF THE 1974 TASK FORCE OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION FOR PROFESSIONAL PREPARATION IN THE FIELD OF COACHING

The following recommendations were taken from Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education, and School Health Education prepared by the task force of 1974 after the professional preparation meetings of the American Association for Health, Physical Education and Recreation.

Professional Preparation in the Field of Coaching

I. Medical-Legal Aspects of Coaching

Concepts - The health, physical welfare, and safety of the participant is a primary concern of the educational athletic program.

Competencies -

1. Condition athletes properly for each sport.
2. Use approved, safe playing conditions and protective equipment.
3. Provide in-service education for student assistants.
4. Demonstrate skill in the prevention and care of injuries generally associated with athletics.
5. Identify and relate basic medical and safety information pertaining to athletic coaching.
6. Plan and coordinate procedures for emergency care.
7. Render emergency care and identify more obvious deviations from normalcy.
8. Use adequate system of accident reporting.
9. Relate the functions of the coach and trainer to the physician.
10. Provide rehabilitation following injury under the supervision of a physician.
11. Identify adequate athletic insurance coverage.
12. Identify and interpret state and federal legislation regarding accidents and injuries affecting athletes and coaches.

Examples of Experience -

13. Attend in-service seminars and clinics stressing basic medical, emergency care, and training problems.
14. Participate in structured experience under the supervision of a certified trainer.
15. Assist in required and/or elective courses encompassing athletic training, emergency care, and conditioning.
16. Assume responsibilities with organized athletic groups in the school or community.

II. Sociological and Psychological Aspects of Coaching

Concepts - Sport is a social phenomenon.

Competencies -

1. Identify and interpret the historical and emerging roles of men and women as psychosocial beings in the realm of sport.
2. Relate and interpret the program to co-workers, athletes, parents, and the public.

Sport provides a medium for the tangible and intangible influencing of oneself and others.
3. Identify and interpret the values developed from participation.

4. Identify basic psychological, sociological, and physiological principles of coaching.

5. Identify factors and conditions affecting motor learning, particularly of the highly skilled.

6. Apply a humanistic approach to personalized coaching philosophy.

7. Motivate athletes toward immediate and long-range goals.

An athletic program is conducted in accordance with the educational purposes of the institution, within the spirit of the rules and regulations of the institution, and recognized state and national athletic associations.

8. Integrate athletics with the total educational program.

9. Apply ethical procedures.

10. Identify and participate in professional and related organized activities.

Balanced programs include athletic as well as intramural and instruction aspects.

11. Identify growth and development factors of children and conduct experiences appropriate for specific age groups.

The coach provides positive leadership for appropriate player behavior in the athletic program.

12. Identify desirable leadership traits and how to structure experiences to develop them.

13. Identify and utilize procedures to maintain emotional stability under stress.

14. Recognize and initiate procedures to resolve behavioral and emotional problems.

Examples of Experiences -

15. Serve as a student coach, student manager, or student trainer.

16. Study the psychological and sociological
basis of learning.

17. Participate in student teaching with coaching assignment.
18. Observe and work with students involved in athletics.
19. Study learning problems and factors that facilitate motivation.
20. Accept officiating assignments.
21. Attend and participate in sport sociology and sport psychology conferences, course offerings, and organizational meetings.

III. Theory and Techniques of Coaching

Concepts - Educational athletic programs are planned and conducted in accordance with sound educational practices by qualified individuals.

Competencies -

1. Identify and use principles involved in the fundamental skills of teaching and coaching.
2. Identify and utilize the specific skills, techniques, and rules of the sport coached.
3. Identify and plan specific game strategies and tactics.
4. Identify and employ methods and procedures for developing, training, and conditioning athletes.
5. Identify and utilize audiovisual materials and equipment.
6. Evaluate and select personnel involved in the athletic program.
7. Demonstrate organizational and administrative efficiency implementing sports programs.
8. Identify and interpret the essentials governing contest management.
9. Identify principles and techniques of officiating the sport being coached.
10. Evaluate athletic performance and programs.
11. Conform to rules and regulations of appropriate governing bodies.
Examples of Experiences -

12. Attend periodic meetings with the coach to study organizational plans.
13. Attend staff meetings for planning.
14. Observe practice sessions.
15. Act as student coach or student manager.
16. Attend coaching clinics, workshops, and conferences.
17. Observe and plan conditioning drills (in season and out of season).
18. Experience assignments in scouting of opponents.
19. Read professional journals and current literature.
20. Videotape contests and analyze them.

IV. Kinesiological Foundations of Coaching

Concepts - Applied knowledge of human structure and movement will maximize performance and minimize injury.

Competencies -

1. Identify and use mechanics of movement with body limitations.
2. Analyze performance based upon anatomical and mechanical principles.
3. Relate motor performance to individual body structure.
4. Relate human anatomy, physics, and movement to participant safety.
5. Utilize research findings in the mechanical analysis of the sport.

Examples of Experiences -

6. Take courses in subjects such as human anatomy, anatomical basis of movement, mechanical analysis of movement, and kinesiology.
7. Participate in laboratory experiences, research, and experimentation.
8. Conduct and participate in body conditioning programs.
10. Participate in independent study and/or research problems related to the mechanics of movement.

V. Physiological Foundations of Coaching

Concepts - Physiological principles provide a scientific basis for improved motor performance.

Competencies -

1. Identify functional systems and physiological factors for analyzing sports performance.
2. Identify the effects of environmental conditions and exercise upon the circulatory and respiratory system.
3. Identify physiological responses to training and conditioning.
4. Identify and interpret the effects of nutrition upon health and performance.
5. Identify and interpret use and effect of drugs on the body.
6. Apply physiological research findings to specific sports.

Examples of Experiences -

7. Participate in research laboratory.
8. Participate in drug clinics.
9. Participate in and conduct training programs.
10. Conduct and participate in nutrition studies.
11. Conduct physiological studies on athletes.
12. Participate as a squad member, student manager, or student trainer in keeping daily weight charts, performance conditioning measurements, and other appropriate physiological data.
13. Attend courses in subjects such as physiology, physiology of exercise, and nutrition.
APPENDIX C

PROFESSIONAL PREPARATION RECOMMENDATIONS OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION IN REGARD TO COACHING

The following recommendations were taken from the Coaches Handbook published by the American Association for Health, Physical Education and Recreation regarding the professional preparation of coaches:

Inasmuch as athletics are an integral part of the total school program, the coach, who is responsible for teaching athletics, must be a professional person with a sound educational background. In order to provide a proper and continuing program of interscholastic athletics and to contribute effectively to the general preparation of students, a coach should have a basic liberal arts education, an excellent background of training in athletics, health, and physical education, and in such related areas as counseling and guidance, finance, and public relations. It is often desirable that he be certified also in a subject matter area other than physical education.

Undergraduate experience in the sport which he expects to direct is an important prerequisite for a prospective coach. Experience in actual athletic competition is almost indispensable as a part of the background for coaching.

The minimum requirements for coaching in a secondary school must satisfy the regulations for teacher certification as prescribed by the State Board of Education. . . . Frequently the coach will fit most effectively into a school system if he can also teach subject matter other than physical education.

The best professional preparation requires continual
improvement in methods of coaching and teaching, together with continuing study of the nature and needs of the student. The coach should be aware of these requirements and should take the initiative in improving himself as a coach. In order to keep well informed he should attend sports clinics, coaches' conferences, and outstanding sports contests. He should participate in workshops and professional meetings to improve the quality of his teaching. His library should include the latest books on sports, the best technical sports magazines, and an adequate supply of reference books, especially those in education. He should be on sufficiently intimate terms with other coaches to exchange ideas, experiences, and sports theories freely with them.

Professional associations have been and continue to be the principal clearing houses for exchange of views and information in a particular profession, for establishing standards according to the collective judgment of the membership, for cooperating with local, county, state, and national authorities, and, in general, for promoting the interests and welfare of the professions they represent.
APPENDIX D

COPY OF THE INTERVIEW GUIDE

A copy of the interview questionnaire used in the study may be found on the following pages. The questions were taken from the recommendations for the professional preparation of coaches of the American Association for Health, Physical Education and Recreation as depicted in the Coaches Handbook (Appendix C) and the task force recommendations (Appendix B). Course titles in the questionnaire were taken from the physical education offerings of North Texas State University. In the interview guide to follow each question was documented according to its derivation from the Coaches Handbook and/or the recommendations of the 1974 task force of the American Association for Health, Physical Education and Recreation in Professional Preparation in Dance, Physical Education, Recreation Education, Safety Education and School Health Education, both works published by the American Association for Health, Physical Education and Recreation. The derivation of each question can be found in parentheses after the conclusion of each of the forty-one items. Those questions which dealt with the playing experience are based on the Coaches Handbook primarily while the educational experience was task force based.
Interview Guide

NAME: ____________________ AGE: __________ DATE: ______________

SCHOOL: __________________ DISTRICT: ________________________

Playing Experience

1. Did you play or work in a baseball program in high school? (Appendix C, paragraphs one and two) ___YES ___NO
   Number of years involved in baseball grades 9-12 ___Years

2. Did you play or work in a baseball program in college? (Appendix C, paragraphs one and two) ___YES ___NO
   Number of years involved in college baseball ___Years

3. Have you played professional baseball? (Appendix C, paragraphs one and two) ___YES ___NO

4. Did you play baseball in the military service? (Appendix C, paragraph two) ___YES ___NO

5. Do you have other baseball related experience other than the above? (Appendix C, paragraph two) ___YES ___NO

Coaching Experience

6. Have you worked as a graduate assistant in baseball at a college or university? (Appendix B, part two and part three) ___YES ___NO

7. Have you coached a college or professional team? (Appendix C, paragraph four) ___YES ___NO

8. Have you coached a high school varsity baseball team prior to this year? (Appendix C, paragraph four) ___YES ___NO
   Total number of years coaching baseball ___Years
   Won/Loss record of team this past year ___WON ___LOST
Educational Experience

9. Do you hold a bachelor's degree? (Appendix C, paragraph one) __YES __NO
   College conferring degree
   Date of degree

10. Do you hold an advanced degree? (Appendix C, paragraphs one and three) __YES __NO
    College conferring degree
    Date and type of degree

11. Did you major in physical education in undergraduate school? (Appendix B, Appendix C, paragraph one) __YES __NO

12. Did you minor in physical education in undergraduate school? (Appendix B, Appendix C, paragraph one) __YES __NO

13. Did you major in physical education in graduate school? (Appendix B, Appendix C, paragraphs one and three) __YES __NO

14. Did you minor in physical education in graduate school? (Appendix B, Appendix C, paragraphs one and three) __YES __NO

   Undergraduate major and minor
   Graduate major and minor

Medical-Legal Aspects of Coaching

15. Did you complete a course in first aid? (Appendix B, part I) __YES __NO

16. Have you taken a course in health? (Appendix B, part I) __YES __NO

17. Did you complete a course in the Care and Prevention of Athletic Injury? (Appendix B, part I) __YES __NO
18. Have you taken a course in which legal liability was a part of the curriculum? (Appendix B, part I)  
   ___YES___NO

19. Did you complete a course in Body Conditioning for Athletes? (Appendix B, part I, III, IV, and V)  
   ___YES___NO

Sociological and Psychological Aspects of Coaching

20. Did you complete a course in the Sociology of Sport? (Appendix B, part II)  
   ___YES___NO

21. Have you ever taken a course in Sports in American Life or Sports Appreciation? (Appendix B, part II)  
   ___YES___NO

22. Did you complete a course in the Psychology of Sport? (Appendix B, part II)  
   ___YES___NO

23. Did you complete a course in the Psychology of Motor Learning? (Appendix B, part II)  
   ___YES___NO

24. Have you ever taken a course in the History of Sport and/or Physical Education? (Appendix B, part II)  
   ___YES___NO

25. Have you ever umpired baseball for pay? (Appendix B, part II)  
   ___YES___NO

Kinesiological Foundations of Coaching

26. Did you complete a course in Kinesiology? (Appendix B, part IV)  
   ___YES___NO

27. Have you taken a course in Advanced Kinesiology? (Appendix B, part IV)  
   ___YES___NO

28. Did you complete a course in the Mechanical Analysis of Motor Skills? (Appendix B, part IV)  
   ___YES___NO

29. Did you complete a course in Perceptual Motor Learning? (Appendix B, part IV)  
   ___YES___NO

30. Did you complete a course in the Advanced Motor Skills in the Area of Sport? (Appendix B, part IV)  
   ___YES___NO
Physiological Foundations of Coaching

31. Have you ever taken a course or seminar in Drugs and Drug Abuse in Athletics? (Appendix B, part V) ___YES ___NO

32. Did you complete a course in Anatomy and Physiology? (Appendix B, part V) ___YES ___NO

33. Did you complete a course in the Physiology of Exercise? (Appendix B, part V) ___YES ___NO

Theory and Techniques of Coaching

34. Did you complete a course in the Theory of Baseball? (Appendix B, part III) ___YES ___NO

35. Did you complete a course in the Organization and Administration of Athletics? (Appendix B, part III) ___YES ___NO

36. Did you complete a course in Tests and Measurements in Physical Education? (Appendix B, part III) ___YES ___NO

37. Are you a member of the Texas High School Coaches' Association? (Appendix B, part III, Appendix C, paragraph five) ___YES ___NO

38. Are you a member of the Texas High School Baseball Coaches' Association? (Appendix B, part III, Appendix C, paragraph five) ___YES ___NO

39. Did you attend the Texas High School Baseball Coaches' Association clinic in Waco this year? (Appendix B, part III, Appendix C, paragraph four) ___YES ___NO

40. Do you subscribe to any baseball publications currently? (Appendix B, part III, Appendix C, paragraph four) ___YES ___NO

41. Have you attended a baseball clinic, workshop or activity in the past year other than Waco? (Appendix B, part III, Appendix C, paragraph four) ___YES ___NO
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Publications of Learned Organizations


Unpublished Materials
