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A STUDY OF COACHING TECHNIQUES EMPLOYED BY COACHES OF THE  
INTERSCHOLASTIC LEAGUE BOYS' CHAMPIONSHIP CLASS  
B BASKETBALL TEAMS OF TEXAS

THESIS

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## CHAPTER I

### INTRODUCTION

Basketball is a very fast, exciting game that is played and watched by more persons than any other sport in the United States. More than 100,000,000 spectators watch basketball games and over 20,000,000 persons play basketball during a season that runs from October through March.

James A. Naismith invented basketball in 1891 while teaching physical education at the International Y.M.C.A. Training School, which is now Springfield College, in Massachusetts. Luther H. Gulick, who was head of the physical education department, asked Naismith to devise a game that could be played indoors during the winter, and could also fill in between the seasons of football and baseball.

Naismith tacked two old peach baskets on the gymnasium balcony and divided his students into two teams. A soccer ball was used, and nine players were placed on each team. Twelve of the thirteen rules that Dr. Naismith laid down still are basic today, although the game itself has changed vastly. The original rules of basketball are as follows:

1. The ball may be thrown in any direction with one or both hands.

2. The ball may be batted in any direction with one or both hands (never with the fist).
3. A player cannot run with the ball.
4. The ball must be held by the hands; the arms or body must not be used for holding it.
5. No shouldering, holding, pushing, tripping, or striking in any way the person of an opponent shall be allowed; the first infringement of this rule by any player shall count as a foul, the second shall disqualify him until the next goal is made, or, if there was evident intent to injure the person, for the whole of the game, no substitute allowed.
6. A foul is striking at the ball with the fist, violation of rules, 3, 4, and such as described in Rule 5.
7. If either side makes three consecutive fouls it shall count a goal for the opponents.
8. A goal shall be made when the ball is thrown or batted from the grounds into the basket and stays there, provided those defending the goal do not touch or disturb the goal.
9. When the ball goes out of bounds it shall be thrown into the field of play by the person first touching it. He has the right to hold it for five seconds.
10. The umpire shall be the judge of the men and shall note the fouls and notify the referee when three consecutive fouls have been made.
11. The referee shall be judge of the ball and shall decide when the ball is in play, in bounds, to which side it belongs, and shall keep time. He shall decide when a goal has been made, how many, and other duties that are usually performed by a referee.
12. The time shall be two fifteen-minute halves, with five minutes rest between.



13. The side making the most goals in that time shall be declared the winner. In case of a draw, the game may be continued until another goal is made (3, p. 165).

Basketball committees of the United States develop new rules every year making the game more exciting and more enjoyable to play and to watch.

Thousands of elementary schools in the United States have basketball for boys, and nearly all high schools have teams. There are about 800 large colleges and universities in the United States that have basketball teams in organized competition. Basketball is also played by junior colleges, which have their own organized competition. Industrial teams, which are made up of outstanding amateur players, are often located in the larger cities of the United States. Professional basketball is expanding, and beginning with the 1967-68 season, there will be two professional leagues in the United States. Basketball for girls is becoming more and more popular and is played by elementary, high school, college, and professional teams.

Because of the growth of basketball and increased interest shown by coaches in coaching techniques, this study of coaching techniques employed by coaches of boys' winning teams in the Texas Interscholastic League Class B was undertaken.

### Statement of the Problem

This was a study of coaching techniques employed by coaches of boys' basketball teams placing first and second in Class B bi-district tournaments of the University Interscholastic League of Texas for the season 1966-67.

### Definition of Terms

1. Coaching Techniques.--Means or processes used to accomplish goals or objectives in producing a successful basketball team.

2. Class B High Schools.--Texas public schools which have an enrollment of 114 students or less in grades 9 through 12.

3. Bi-District Tournament.--A contest among winners of district tournaments to determine which teams will advance to a regional tournament.

4. University Interscholastic League.--An organization under supervision of the Extension Division of the University of Texas whose purpose is to organize and direct interscholastic activities in the public schools of Texas.

### Purpose of the Study

The following purpose of the study was proposed:

1. To determine the coaching techniques employed by coaches of boys' basketball teams placing first and second in Class B bi-district tournaments of the University Interscholastic League of Texas for the season 1966-67.

### Limitations of the Study

This study was limited to coaching techniques in boys' basketball employed by coaches of Class B senior high schools which finished in first and second places in bi-district tournaments of the University Interscholastic League of Texas for the 1966-67 season.

### Sources of Data

Sources of data were the boys' basketball coaches from the selected Class B schools of Texas who responded to the questionnaire.

### Survey of Previous Studies

An intensive survey of previous studies revealed that only two are related to the present study. Atnip (1, pp. 5-7), in 1960, conducted a study concerning conditioning programs conducted by coaches of Conference AA and Conference AAA senior high schools which won district championships in University Interscholastic League competition during the 1957-58 season.

Atnip's stated purposes in undertaking her study were

1. To find the organization and administrative set-up of the conditioning programs for girls' basketball teams in Class AA and Class AAA Texas senior high schools.

2. To find the activities of the conditioning programs conducted for girls' basketball teams in Class AA and Class AAA Texas senior high schools.

3. To find the procedures that are used by coaches of girls' district basketball championship teams in conditioning their team.

Questionnaires were sent to each coach of district championship teams. The total number of questionnaires sent out was thirty, with eight going to Class AAA schools and twenty-two going to Class AA schools. The questionnaires returned included six of the coaches in Class AAA and twelve of the coaches in Class AA.

The following conclusions were drawn from the findings of the study:

1. Women coaches of girls' basketball are reaching a desirable degree of success as indicated by the fact that two thirds of the coaches of the district championship teams of the study were women.

2. The coaches of the study are well qualified academically.

3. The typical coach of the study in Class AA schools is a woman with bachelor's and master's degrees with a major in physical education. She is thirty-four years old and has had 11.75 years of experience.

4. The typical coach of the study in Class AAA schools is a woman with bachelor's and master's degrees with a major in physical education. She is 32.8 years old and has had 7.33 years of experience.

5. Facilities, conditions, and problems experienced by the coaches of the study tend to be representative of the field.

6. The coaches of the study have a definite conditioning program for the girls' basketball teams.

7. There is a tendency for the conditioning program to be similar in the two classes of schools of the study.

8. The foods and beverages restricted by the coaches of the study tend to be those usually excluded from the athlete's diet.

9. The absence of restrictions on participation in recreational activities suggests that the coaches of the study believe that such activities cause no ill effects on the physical condition desired in the players.

10. There is a lack of a definite stand by coaches in regard to girls' participation in practice and in games during the menstrual period.

11. The coaches in the two classifications of schools of the study closely parallel each other in regard to rank order of shots used during the conditioning period.

12. There is a tendency toward uniformity in the use of dribbling drills in both classifications of the schools of the study.

13. There is more variance in the type of exercises used by the coaches of the study in the practice of fundamentals or guarding. The latter two tend to be similar.

The present study is similar to the one made by Atnip in that it deals with procedures concerning the training of basketball teams.

The present study differs from the study by Atnip in that it includes the coaching techniques employed by coaches of boys' basketball teams placing first and second in Class B Bi-District tournaments for senior high schools in the Texas Interscholastic League, whereas Atnip's study was concerned with conditioning programs for girls' district championship basketball teams of conference AA and AAA of senior high schools in the Texas Interscholastic League.

McPherson (2, p. 2), in 1955, conducted a study concerning the trends in the conduct of Interscholastic League baseball in Conference A high schools in Texas.

The purposes in undertaking this study were

1. To determine administrative practices for the conduct of Interscholastic League baseball programs.
2. To determine common practices in coaching baseball in Conference A high schools in Texas.
3. To determine the organization of baseball practice periods.

The sources of data were baseball coaches in Conference A high schools in Texas. Questionnaires were sent to all of the Conference A high schools in Texas. One hundred and sixty-two questionnaires were sent, and eighty-seven were returned.

The following conclusions were drawn from the findings of the study:

1. There is a tendency for Conference A high schools of the study to have an organized athletic program, regardless of size.

2. This tendency is reflected in the organization of the Interscholastic baseball program of the schools of the study.

3. The differences in administering and financing Interscholastic baseball in the Conference A high schools of the study tend to follow significant differences in enrollment of the schools.

4. The average Interscholastic League baseball coach in Conference A high schools supplements his baseball coaching with experiences in coaching other sports.

5. Common practices in the coaching of Interscholastic baseball in Conference A high schools can be identified.

6. The baseball coaches varied in the phases of baseball included in the practice period and in the time allotted for the practice of the selected activities.

The present study is similar to the one made by McPherson in that both studies deal with the overall coaching procedures used by coaches to attain their success.

The present study differs from the previous study by McPherson in that it included the coaching techniques employed by coaches of boys' basketball teams placing first and second

in Class B bi-district tournaments for senior high schools in the Texas Interscholastic League, while McPherson's study was concerned with the trends in the conduct of Interscholastic League baseball in Conference A high schools in Texas.



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## CHAPTER II

### PROCEDURES

#### Preliminary Procedures

The preliminary procedures for the development of the present study included reading professional literature in the areas of basketball coaching, physical education, and education. An extensive search was made for previous studies related to the present one. Only two previous studies relating to this study were discovered.

#### Selection of the Instrument for the Collection of Data

The questionnaire was considered to be the logical instrument for the collection of desired data for the study because the information needed came from widely different sources. The opinions of experts in the field of research and the use of the proposed instrument in research studies were studied for the evaluation of the questionnaire as an instrument for the collection of data. According to Good (1, p. 338), the most common criticisms of questionnaires are

1. Lack of a clearly stated purpose
2. Ambiguous questions
3. Responses difficult to classify

4. Questions calling for opinions

5. Failure to pre-code the questionnaire on a trial basis before sending it out.

According to Koos (3, pp. 6-13), in a study made of 581 printed investigations, it was found that the questionnaire was the instrument used for collecting data in almost one-fourth of all studies.

On the basis of the needs of the study and the evaluation of authorities, the questionnaire was selected as the instrument for the collection of data. A preliminary questionnaire was constructed. Steps were then taken to eliminate the weaknesses of the instrument by increasing its reliability, validity, and objectivity.

The following procedures were used to increase the reliability of the instrument:

1. The questionnaire was organized into seven main parts, namely, identification of school, organization and administration of coaching, defense used, offense used, training rules, important factors, and coaching techniques. Subheadings dealing with the various aspects of basketball were clearly indicated. Related items were associated under each topic as a means of promoting continuity of thought on the part of the respondent in filling out the questionnaire.

2. The questionnaire was submitted to experts and revised to incorporate their suggestions.

3. A group of teachers was given a trial run of the questionnaire to see if any question was not clear.

4. A letter was sent with each questionnaire explaining the purposes of the study.

The following procedures were used to increase the validity of the questionnaire:

1. The purpose of the study was used as an aid in the selection of questions.

2. Directions for completing the questionnaire were given to the respondents.

3. Inclusive lists were used to obtain data from the respondents.

4. Clear, concise statements were made.

5. Space was left for additional statements by the respondents.

The following procedures were used to increase the objectivity of the questionnaire:

1. Comprehensive check lists were used wherever it was feasible to do so, eliminating subjectivity of written responses.

2. Items were numbered and lettered.

A copy of the questionnaire used in the study is found in the Appendix.

### Selection of Respondents

The respondents of the study were limited to the coaches of boys' basketball teams which had finished first or second in bi-district tournaments in Class B senior high schools for the 1966-67 season. A list identifying each district championship team was obtained from the University Interscholastic League of Texas (2).

### Administration of the Questionnaire

The questionnaire, with an introductory letter, was then sent to each of the coaches of district championship teams. The total number of questionnaires distributed was seventy-three. After a reasonable length of time, a second questionnaire with a letter was sent to the coaches who had not returned the original questionnaire encouraging them to participate in this study.

### Treatment and Interpretation of the Data

The data from the returned questionnaires were tabulated, classified, and analyzed. Statistical treatment consisted of determining the number and percentages of the data of the tables of the study.

### Summary and Conclusions

A summary of the study and of the findings was made. Conclusions were drawn and recommendations for future studies were made.

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## CHAPTER III

### FINDINGS OF THE STUDY

The findings of the study are presented in this chapter. Of a total of seventy-three questionnaires sent out, sixty (82 per cent) were returned. It is believed that the study of techniques used by these coaches can be very beneficial to less experienced coaches as well as to the more experienced coaches. The tables that follow present the data received by means of the questionnaires.

Table I shows the number of faculty members in the responding Class B Texas senior high schools of the study.

TABLE I

THE NUMBER OF FACULTY MEMBERS IN THE SELECTED CLASS B  
SCHOOLS OF THE STUDY FOR THE SCHOOL YEAR 1966-67

Number of Faculty Members	Number of Schools
39-40 . . . . .	1
37-38 . . . . .	0
35-36 . . . . .	0
33-34 . . . . .	1
31-32 . . . . .	0
29-30 . . . . .	1
27-28 . . . . .	0
25-26 . . . . .	4
23-24 . . . . .	3
21-22 . . . . .	3
19-20 . . . . .	4
17-18 . . . . .	3
15-16 . . . . .	8
13-14 . . . . .	10
11-12 . . . . .	12
9-10 . . . . .	8
7-8 . . . . .	2
Total . . . . .	60

The average number of faculty members was 15.47.

The total enrollment of the selected senior high schools participating in the University Interscholastic League basketball competition for the school year 1966-67 is shown in Table II.

TABLE II

TOTAL ENROLLMENT OF THE SELECTED CLASS B SENIOR HIGH  
SCHOOLS PARTICIPATING IN THE UNIVERSITY  
INTERSCHOLASTIC LEAGUE COMPETITION  
FOR THE SCHOOL YEAR 1966-67

Total Enrollment	Number of Schools
200-209 . . . . .	1
190-199 . . . . .	0
180-189 . . . . .	0
170-179 . . . . .	0
160-169 . . . . .	0
150-159 . . . . .	2
140-149 . . . . .	0
130-139 . . . . .	2
120-129 . . . . .	5
110-119 . . . . .	6
100-109 . . . . .	0
90-99 . . . . .	7
80-89 . . . . .	8
70-79 . . . . .	3
60-69 . . . . .	6
50-59 . . . . .	4
40-49 . . . . .	5
30-39 . . . . .	11
Total . . . . .	60

The majority of the Class B schools studied were quite small in terms of enrollment, with almost three-fourths (73 per cent) of them with less than one hundred students.

Because the present study is concerned with boys' basketball, the male enrollment in the selected schools was of



interest and value. In Table III the total male enrollment of the Class B senior high schools of the study is presented. Male enrollment ranged in size from two schools which had from 10-14 boys to one school which had 100-104 boys.

TABLE III

TOTAL MALE ENROLLMENT OF THE SELECTED CLASS B SENIOR  
HIGH SCHOOLS PARTICIPATING IN THE UNIVERSITY  
INTERSCHOLASTIC LEAGUE BASKETBALL COMPE-  
TITION FOR THE SCHOOL YEAR 1966-67

Total Male Enrollment	Number of Schools
100-104 . . . . .	1
95-99 . . . . .	0
90-94 . . . . .	0
85-89 . . . . .	0
80-84 . . . . .	2
75-79 . . . . .	1
70-74 . . . . .	1
65-69 . . . . .	1
60-64 . . . . .	6
55-59 . . . . .	1
50-54 . . . . .	4
45-49 . . . . .	3
40-44 . . . . .	7
35-39 . . . . .	5
30-34 . . . . .	4
25-29 . . . . .	7
20-24 . . . . .	6
15-19 . . . . .	8
10-14 . . . . .	2
No Answer . . . . .	1
 Total . . . . .	 60

One respondent did not reply. The average number of male students was 39.13, but a number of schools (16) reporting had less than twenty-five boys.

The role of a school athletic director is to organize and direct the complex activities of an interscholastic sports program. A number of schools, although having limited programs, had athletic directors. Table IV shows the number of selected schools included in the study having athletic directors and the number of schools without athletic

TABLE IV

CLASS B SENIOR HIGH SCHOOLS OF THE STUDY HAVING  
AN ATHLETIC DIRECTOR

	Number of Schools	Per Cent
Schools Having Athletic Directors	30	50
Schools Not Having Athletic Directors	30	50
Total	60	100

directors. Thirty of the participating schools (50 per cent) had an athletic director, while thirty did not.

The number of persons involved in coaching positions in each school may reflect the burden of coaching duties which one person must assume. An overload of duties on coaches may affect the time a coach may begin a particular sport as well as affecting the amount of time available for planning the program for that sport. Hence, the number of coaches in

a school may affect the program of basketball in the school. The number of coaches per school in the selected Class B senior high schools of the study is indicated in Table V.

TABLE V  
THE NUMBER OF COACHES PER SCHOOL IN CLASS B  
SENIOR HIGH SCHOOLS OF THE STUDY

Number of Coaches	Number of Schools	Per Cent
3	11	18.3
2	20	33.3
1	29	48.3
Total	60	. .

The interscholastic sports program of nearly half of the schools polled was directed by one person. Twenty-nine (48.3 per cent) of the sixty participating schools had one coach, twenty (33.3 per cent) schools had two coaches, and eleven (18.3 per cent) schools had three coaches.

With slightly over one-half of the schools of the study having two or more coaches, the professional relationship existing between coaches was sought. Table VI shows the professional relationship of coaches to each other when there was more than one coach in the school. The most prevalent pattern of professional relationship was found to be the

TABLE VI  
 PROFESSIONAL RELATIONSHIP OF COACHES IN SCHOOLS  
 HAVING MORE THAN ONE COACH

Professional Relationship of Coaches	Number of Coaches	Per Cent
Head Coach and Assistant	21	67.7
Equal Rank	9	29.1
Others	1	3.2
Total	31	100.0

head coach -- assistant arrangement in 67.7 per cent of the schools. Twenty-one (67.7 per cent) of the coaches indicated a professional relationship of head coach and assistant; nine (29 per cent) had equal rank; and one person had the position of head coach of girls' basketball.

As indicated in the previous discussion, many coaches, particularly those in small schools, must divide their time among several sports. Table VII presents the additional sports coached by the basketball coaches of the selected Class B senior high schools of the study. Football and track were the most popular additional sports coached by coaches of the selected Class B schools of the study for the 1966-67 season. This table indicates that many schools of this class had one coach who was responsible for all sports.

TABLE VII

THE ADDITIONAL SPORTS COACHED BY THE BASKETBALL  
COACHES OF THE SELECTED CLASS B SENIOR  
HIGH SCHOOLS OF THE STUDY

Additional Sports Coached	Number of Schools
Baseball . . . . .	23
Football . . . . .	44
Track . . . . .	49
Volleyball . . . . .	14
Girls' Basketball . . . . .	13
Golf . . . . .	6
Softball . . . . .	3
Tennis . . . . .	8
None . . . . .	3

The tendency for the head coach to have ten years or less coaching experience holds true in three-fourths (75 per cent) of the schools, and the percentage of assistant coaches with less than ten years experience increases to 90 per cent. Table VIII presents the years of coaching experience of the basketball coaches of the Class B senior high schools of the study. This table reveals that the length of time coaches remain in coaching is very short after ten years of coaching experience. Not included in Table VIII was one coach with 45 years of experience and one coach with 20 years of experience.

TABLE VIII

THE YEARS OF COACHING EXPERIENCE OF THE BASKETBALL  
COACHES OF THE CLASS B SENIOR HIGH  
SCHOOLS OF THE STUDY

Years of Experience	Head Coach	Assistant Coach
19-20	1	0
17-18	1	0
15-16	4	1
13-14	2	0
11-12	5	2
9-10	7	1
7-8	7	4
5-6	8	7
3-4	12	3
1-2	11	13
Total	60	31

Although awards have always had a question of value in athletics, the practice of presenting awards was felt to be of great value by the coaches. Table IX shows the number of schools which presented awards to their basketball lettermen.

TABLE IX

THE NUMBER OF CLASS B SENIOR HIGH SCHOOLS OF  
THE STUDY WHICH PRESENT AWARDS  
TO BASKETBALL LETTERMEN

	Number of Schools	Per Cent
Schools That Presented Awards	59	98.3
Schools That Did Not Present Awards	1	1.7
Total	60	100.0

Fifty-nine (98.3 per cent) of the schools presented awards to their basketball lettermen while one (1.7 per cent) of the schools did not present awards. Since only one school did not present awards out of the total sixty, this indicates awards were thought to be a motivation toward attaining a championship team by the coaches of the study.

Table X contains the type award presented to basketball lettermen by the Class B senior high schools of the study presenting awards. Jackets were the most popular type of award presented.

TABLE X

THE TYPE AWARD PRESENTED TO BASKETBALL LETTERMEN  
BY THE CLASS B SENIOR HIGH SCHOOLS OF THE  
STUDY PRESENTING AWARDS

	Number of Schools	Per Cent
Jacket	58	96.7
Sweater	0	0
Others	1	1.7
None	1	1.7
Total	60	. .

Fifty-eight (96.7 per cent) of the schools presented jackets to the basketball lettermen; and one school presented a letter as another type of award. One school did not present any type

of award. Letter jackets typify the maximum award, on a cost basis, allowed by the University Interscholastic League.

As previously discussed, the male enrollment of the schools is felt to have an effect on the number of boys carried on the varsity basketball teams. Table XI shows the number of boys on the varsity basketball teams of the Class B senior high schools of the study. One respondent did not

TABLE XI

THE NUMBER OF BOYS ON THE VARSITY BASKETBALL  
TEAMS OF THE CLASS B SENIOR HIGH  
SCHOOLS OF THE STUDY

Number of Boys on the Varsity Team	Number of Teams	Per Cent
22-23	1	1.7
20-21	1	1.7
18-19	1	1.7
16-17	1	1.7
14-15	14	23.3
12-13	17	28.3
10-11	15	25
8-9	9	15
No Answer	1	. .
Total	60	. .

reply to this item. The majority (92 per cent) of the teams carried from eight to fifteen players.

It is believed the male enrollment of a school affects the number of teams a school can have. Table XII shows the Class B schools of the study which had "B" and freshmen



basketball teams. Forty (66.7 per cent) of the schools of the study had "B" basketball teams. Nine (15 per cent) of the schools had freshmen teams. One respondent did not reply

TABLE XII

CLASS B SCHOOLS HAVING "B" AND FRESHMEN  
BASKETBALL TEAMS OF THE STUDY  
DURING THE 1966-67 SEASON

Classification of Teams	Number of Schools	Per Cent
"B" Basketball Teams	40	66.7
Freshmen Teams	9	15
No Answer	1	. .

to this item. The small number (9) of freshmen teams indicated that Class B schools did not have the male enrollment sufficient to warrant having more than two teams as indicated by the findings of the study.

Table XIII indicates the training rules practiced by Class B senior high school teams of the study. Smoking, drinking, and late hours received most emphasis from coaches who responded. Ten listed missing practice, eating in school cafeteria, missing school, dates, haircuts, high morals,

TABLE XIII

THE TRAINING RULES PRACTICED BY CLASS B BOYS' SENIOR  
HIGH SCHOOL TEAMS DURING THE 1966-67 SEASON

Training Rules	Number of Teams	Per Cent
Smoking or Chewing	58	96.7
Drinking	57	95
Late Hours	55	91.7
Diet	16	26.7
Sweets	26	43.3
Others	10	16.7
No Answer	1	. .

eating between meals, respect and sportsmanship as other training rules practiced. One respondent did not reply.

Table XIV indicates the persons responsible for making the training rules practiced by Class B senior high schools of the study. This shows that coaches did not place upon

TABLE XIV

THE INDIVIDUALS RESPONSIBLE FOR MAKING THE TRAINING  
RULES PRACTICED BY CLASS B BOYS' SENIOR HIGH  
SCHOOL TEAMS DURING THE 1966-67 SEASON

Individuals Responsible	Number of Teams	Per Cent
Coach	40	66.7
Coach and Players	19	31.7
Players	0	0
No Answer	1	. .
Total	60	. .

the players the responsibility of making the training rules by themselves. Forty (66.7 per cent) of the coaches made the training rules practiced by the basketball teams; nineteen teams (31.7 per cent) abided by training rules made by both coach and players. One respondent did not reply. More than one-half (66.7 per cent) of the coaches took the responsibility of making the training rules themselves.

In Class B basketball, the first day for organized practice after school is October 1. However, some of the teams started practice during school in September, while some waited until October. Over half (52 per cent) of the schools started in November, when football season was over. Table XV presents the approximate month basketball practice in Class B senior high schools began for the 1966-67 season.

TABLE XV

THE APPROXIMATE MONTH BASKETBALL PRACTICE IN CLASS B SENIOR HIGH SCHOOLS BEGAN FOR THE 1966-67 SEASON

Month of First Practice	Number of Schools	Per Cent
September	9	15
October	19	31.7
November	31	51.7
December	1	1.7
Total	60	. . .

Nine (15 per cent) of the schools started basketball practice in September; nineteen (31.7 per cent) of the schools started practice in October; thirty-one (51.7 per cent) of the schools started practice in November; and one (1.7 per cent) of the schools started basketball practice in December. This study shows most practices started in November, when football season ended.

The reason teams did not practice more at night is attributed to the early starting (October 15) basketball season. Table XVI indicates the time of day for the practice period for the Class B boys' senior high school basketball teams of the study.

TABLE XVI

TIME OF DAY FOR THE PRACTICE PERIOD FOR THE BOYS'  
BASKETBALL TEAMS IN CLASS B SENIOR HIGH  
SCHOOLS FOR THE 1966-67 SEASON

The Time for the Practice Period	Number of Teams	Per Cent
After School	48	80
During School	34	56.7
Night	7	11.7
No Answer	1	. .

Forty-eight (80 per cent) of the teams of the study practiced after school; thirty-four (56.7 per cent) of the

teams practiced during school; and seven (11.7 per cent) of the basketball teams practiced at night. One respondent did not reply. The tendency was for the majority of the practice periods to be held after school by the coaches of the Class B schools of the study.

The number of practice periods the coaches put their teams through in a week indicated that a majority of the coaches believed in practice to attain a championship team. Table XVII presents the number of practice periods a week for the Class B senior high schools of the study. The

TABLE XVII

THE NUMBER OF PRACTICE PERIODS A WEEK FOR THE CLASS B BOYS' BASKETBALL TEAMS IN SENIOR HIGH SCHOOLS SELECTED FOR THE STUDY FOR THE 1966-67 SEASON

Number of Practice Periods Per Week	Number of Teams	Per Cent
7-8	2	3.3
5-6	35	58.3
3-4	20	33.3
1-2	1	1.7
No Answer	2	..
Total	60	..

majority of the basketball teams practiced from three to six times per week.

Only one coach practiced more than 180 minutes per practice period. It was probably thought by the coaches that attaining valuable practice after this period of time was unlikely. Table XVIII indicates the average length of practice periods for Boys' Class B basketball teams for the study.

TABLE XVIII

THE AVERAGE LENGTH OF PRACTICE PERIODS FOR BOYS'  
CLASS B BASKETBALL TEAMS FOR THE STUDY  
FOR THE SEASON 1966-67

Length of Practice Periods	Number of Teams	Per Cent
210 Minutes	1	1.7
180 Minutes	8	13.3
150 Minutes	10	16.7
120 Minutes	16	26.7
105 Minutes	2	3.3
90 Minutes	16	26.7
75 Minutes	1	1.7
60 Minutes	4	6.7
45 Minutes	1	1.7
No Answer	1	..
Total	60	..

One team held practice periods of three and one-half hours duration, while the shortest practice time indicated was forty-five minutes. The majority (87 per cent) of the practice periods ran from 90 to 180 minutes per practice period.

Table XIX indicates the length of time for practice shooting by schools of the study on the day of a game. The time allotted to the length of this practice has always been

a problem to coaches and it is difficult to determine whether or not too much or too little time is allowed for this. The

TABLE XIX

THE LENGTH OF PRACTICE SHOOTING THE DAY OF THE GAME  
DURING THE BASKETBALL SEASON OF 1966-67

Length of Shooting Period the Day of the Game	Number of Teams	Per Cent
1 Hour	0	. .
45 Minutes	13	21.7
30 Minutes	29	48.3
15 Minutes	8	13.3
Others	8	13.3
No Answer	2	. .
Total	60	. .

majority of the coaches (70 per cent) had their teams practice shooting from 30 to 45 minutes the day of the game.

The ideas of each coach concerning warm-up is indicated in Table XX, which pertains to the length of the warm-up period before the game during the basketball season. Twenty-nine (48.3 per cent) of the coaches of the teams warmed up less than 30 minutes before the game and thirty-one (51.7 per cent) warmed up less than 15 minutes before the game.

TABLE XX

THE LENGTH OF WARM-UP PERIOD BEFORE THE GAME DURING  
THE BASKETBALL SEASON OF 1966-67

Length of Warm-Up Period	Number of Teams	Per Cent
Less Than 45 Minutes But More Than 30 Minutes	0	. .
Less Than 30 Minutes But More Than 15 Minutes	29	48.3
Less Than 15 Minutes	31	51.7
Total	60	. .

The coaches indicated the length of the warm-up period should be less than 30 minutes.

Using visual aids was considered by some coaches to be an important aspect of coaching. Table XXI shows the visual aids used in coaching Class B basketball teams during the 1966-67 season. Nine (15 per cent) used chalk talks on

TABLE XXI

THE VISUAL AIDS USED IN COACHING CLASS B BASKETBALL  
TEAMS DURING THE 1966-67 SEASON

Visual Aids Used in Coaching	Number of Teams	Per Cent
Photographs	11	18.3
Books and Articles	30	50
Motion Pictures	19	31.7
Others	9	15
None	5	8
No Answer	14	. .



blackboards, television, charts of progress, and taking players to college and professional games as other visual aids. Five (8 per cent) of the coaches used no visual aids. Fourteen of the respondents did not reply. The use of books and articles was indicated by one-half of the coaches.

Table XXII indicates the policy concerning group travel to and from games in the Class B senior high schools of the study. A policy of group travel to and from the games was employed by 56 (93.3 per cent) of the schools. Fifty-nine

TABLE XXII

THE POLICY OF GROUP TRAVEL IN THE CLASS B SENIOR  
HIGH SCHOOLS OF THE STUDY

Policy of Group Travel	Number of Schools	Per Cent
To the Games in a Group	59	98
From the Games in a Group	56	93.3
To and From the Games in a Group	56	93.3
No Answer	1	. .

(98 per cent) of the schools of the study required travel to the games in a group; fifty-six (93.3 per cent) of the schools required travel from the games in a group.

Table XXIII indicates the important factors which the coaches thought made their basketball teams successful.

TABLE XXIII

IMPORTANT FACTORS WHICH MADE THE CLASS B BASKETBALL  
TEAMS SUCCESSFUL DURING THE 1966-67 SEASON

Important Factors	Number of Teams	Per Cent
Desire or Spirit	54	90
Defense	30	50
Offense	17	28.3
Luck	10	16.7
Good Material	22	36.7
Community Spirit	16	26.7
School Spirit	18	30
Sound Coaching of Fundamentals	28	46.7
Training	22	36.7
Rebounding	25	41.7
Good Health	12	20
Coolness Under Pressure	18	30
Leadership	14	23.3
Others	1	1.7
No Answer	1	. .

One coach believed tradition was a factor of importance in attaining successful basketball teams. A large majority of the coaches believed that desire or spirit was the most important factor. However, other factors were suggested as being important toward making a championship team. One respondent did not reply.

Table XXIV indicates the regular defenses used by basketball coaches of Class B senior high schools of the study. This table shows the tendency of some coaches to use more than one regular defense during the 1966-67 season. The

TABLE XXIV

THE REGULAR DEFENSES USED BY COACHES OF CLASS B SENIOR HIGH SCHOOLS OF THE STUDY FOR THE 1966-67 SEASON

Regular Defenses	Number of Coaches	Per Cent
Tight Man-to-Man	22	36.7
Sagging Man-to-Man	24	40
Switching Man-to-Man	16	26.7
1-3-1 Zone	18	30
2-1-2 Zone	24	40
3-2 Zone	3	5
1-2-2 Zone	7	11.7
2-3 Zone	4	6.7
2-2-1 Zone	0	0

man-to-man defenses were more popular than the zone defenses, and defenses may vary depending upon the opposition. The majority of the coaches employing zone defenses used a 2-1-2 zone.

Basketball has gone to a pressing game today. Only one coach of the study did not have a full court press of some type. Table XXV contains the full court pressing defenses used by coaches of Class B senior high schools of the study.

TABLE XXV

THE FULL COURT PRESSING DEFENSES USED BY COACHES  
OF CLASS B SENIOR HIGH SCHOOLS OF THE  
STUDY FOR THE 1966-67 SEASON

Pressing Defenses	Number of Coaches	Per Cent
3-1-1 Zone	23	38.3
1-3-1 Zone	9	15
1-2-2 Zone	11	18.3
Man-to-Man	38	63.3
2-2-1 Zone	13	21.7
2-1-2 Zone	3	5
Others	3	5
None	1	1.7

While a majority of coaches utilized a man-to-man full court press, various zone presses were employed, with the 3-1-1 zone press the most popular. Other types of pressing defenses

used were a 2-1-2 zone press, a 1-1-2-1, and two teams used a 1-2-1-1. One did not use a full court pressing defense.

Tables XXVI through XXXII all deal with offenses employed against various kinds of defenses. Table XXVI indicates the offenses used against man-to-man defenses by coaches of Class B senior high schools of the study.

TABLE XXVI

THE OFFENSES USED AGAINST MAN-TO-MAN DEFENSES BY  
COACHES OF CLASS B SENIOR HIGH SCHOOLS OF  
THE STUDY FOR THE 1966-67 SEASON

Against a Man-to-Man Defense	Number of Coaches	Per Cent
Tandem Post	27	45
Double Post	25	41.7
Single Post	10	16.7
Shuffle	10	16.7
Others	3	5

The tandem and double post proved to be the most popular offenses among coaches surveyed. Three others used the 2-1-2 box, give and go, and buna types of offenses against a man-to-man defense.

Offenses used against various zone defenses greatly favored the overload techniques, as indicated in the following tables. Table XXVII indicates the various offenses used

TABLE XXVII

THE OFFENSES USED AGAINST A 1-3-1 ZONE BY COACHES  
OF CLASS B SENIOR HIGH SCHOOLS  
FOR THE 1966-67 SEASON

Against a 1-3-1 Zone	Number of Schools	Per Cent
2-1-2 Set-Up	15	25
Overload	32	53.3
1-2-2 Set-Up	7	11.7
1-3-1 Set-Up	9	15
Others	2	3.3

by coaches of Class B schools of the study against a 1-3-1 zone. Two coaches used a shuffle and double low post as other set-ups against a 1-3-1 zone defense. The tendency to use the overload against the 1-3-1 zone was indicated by 53 per cent of the teams.

The various offenses used by coaches against a 2-1-2 zone of Class B boys' senior high schools of the study are shown in Table XXVIII. Four coaches used a shuffle, double

TABLE XXVIII

THE OFFENSES USED AGAINST A 2-1-2 ZONE BY COACHES  
OF CLASS B BOYS' SENIOR HIGH SCHOOL TEAMS  
FOR THE 1966-67 SEASON

Against a 2-1-2 Zone	Number of Schools	Per Cent
1-3-1 Set-Up	21	35
Overload	37	61.7
1-2-2 Set-Up	9	15
2-1-2 Set-Up	3	5
Others	4	6.7

post and buna as other offenses against a 2-1-2 zone. The overload was the most popular offense used by the schools. Table XXIX indicates the offenses used against a 1-2-2 zone defense by coaches of Class B senior high schools of the study.

TABLE XXIX

THE OFFENSES USED AGAINST A 1-2-2 ZONE BY COACHES  
OF CLASS B BOYS' SENIOR HIGH SCHOOL TEAMS  
FOR THE 1966-67 SEASON

Against a 1-2-2 Zone	Number of Schools	Per Cent
2-2-1 Set-Up	7	11.7
Overload	35	58.3
1-3-1 Set-Up	14	23.3
1-2-2 Set-Up	5	8.3
Others	4	6.3
No Answer	2	. .

Four coaches used the shuffle, double post, 3-2 and buna as other offenses against a 1-2-2 defense. Two respondents did not reply. The majority of the coaches (58.3 per cent) of the study used the overload offense against a 1-2-2 zone defense.

Table XXX indicates the offenses used against a 2-3 zone by coaches of the study.

TABLE XXX

THE OFFENSES USED AGAINST A 2-3 ZONE BY COACHES  
OF CLASS B BOYS' SENIOR HIGH SCHOOL TEAMS  
FOR THE 1966-67 SEASON

Against a 2-3 Zone	Number of Schools	Per Cent
1-3-1 Set-Up	23	38.3
2-1-2 Set-Up	6	10
Overload	31	51.7
1-2-2 Set-Up	7	11.7
Others	3	5
No Answer	1	. .

Three of the coaches used a shuffle, double post and buna type offense against a 2-3 zone. One respondent failed to reply. The tendency to use the overload offense by slightly over one-half of the coaches (51.7 per cent) against the 2-3 zone defense was the most popular.

Table XXXI indicates the offenses used against a 3-2 zone defense by coaches of Class B senior high schools of the study.

TABLE XXXI

THE OFFENSES USED AGAINST A 3-2 ZONE BY COACHES  
OF CLASS B BOYS' SENIOR HIGH SCHOOL TEAMS  
FOR THE 1966-67 SEASON

Against a 3-2 Zone	Number of Schools	Per Cent
1-3-1 Set-Up	16	26.7
2-1-2 Set-Up	11	18.3
Overload	35	58.3
1-2-2 Set-Up	4	6.7
Others	3	5
No Answer	1	. .



Three of the coaches used a shuffle, double post and buna as other types of offense against a 3-2 zone defense. One respondent did not reply. The overload offense was used by the majority of coaches (58.3 per cent) against the 3-2 zone defense.

Table XXXII indicates the offenses used by coaches against a 2-2-1 zone defense of Class B senior high schools of the study.

TABLE XXXII

THE OFFENSES USED AGAINST A 2-2-1 ZONE BY COACHES  
OF CLASS B BOYS' SENIOR HIGH SCHOOL TEAMS  
FOR THE 1966-67 SEASON

Against a 2-2-1 Zone	Number of Schools	Per Cent
1-3-1 Set-Up	15	25
Overload	33	55
2-1-2 Set-Up	5	8.3
1-2-2 Set-Up	12	20
Others	7	11.7
No Answer	2	. .

Seven of the coaches used a shuffle, double post and buna type offense against a 2-2-1 zone defense. Two respondents did not reply.

The tendency to use the overload against all types of zones is believed to be due to the desire to keep the offense as simple as possible for the average high school basketball player. Thus, when a different type of defense is used, the same overload offense is employed.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

An analytical study was made of coaching techniques used by coaches of boys' basketball teams placing first and second in Class B bi-district tournaments of the University Interscholastic League of Texas for the season 1966-67. The primary purpose of the study was to determine what coaches of successful basketball teams considered to be important factors in developing a successful team. Areas of concern included training rules, use of practice periods, and offense and defense techniques.

The study was limited to the coaching techniques used in Class B senior high schools which finished first and second in bi-district tournaments in Texas for the 1966-67 season.

The instrument used for the collection of data was a questionnaire which was sent to the seventy-three coaches of the selected teams. Sixty (82 per cent) of the coaches returned the questionnaire. The data from the survey was tabulated and presented as the findings of the study. A summary

of the findings, along with conclusions and recommendations for future studies, is presented in this chapter.

### Summary of the Findings

Data received by means of the questionnaire are summarized below:

1. The average number of male students was 39.13, but sixteen schools had less than twenty-five boys.
2. Thirty (50 per cent) of the Class B schools had an athletic director, while thirty (50 per cent) did not.
3. There was a tendency in Class B schools to have more than one coach. Twenty-nine (48.3 per cent) of the schools had only one coach, while twenty (33.3 per cent) had two coaches and eleven (18.3 per cent) had three coaches.
4. The professional relationship of coaches in schools which had more than one coach showed the head coach and assistant as being the most popular professional relationship.
5. In Class B high schools of the study, the additional sports coached by the basketball coaches indicated that many of the schools had the basketball coach responsible for coaching many of the school's additional sports.
6. The years of coaching experience in Class B schools revealed that the length of time remaining in coaching after ten years was very short.

7. Fifty-nine of the sixty Class B schools of the study presented awards to their basketball lettermen.

8. Fifty-eight (96.7 per cent) of the Class B schools presented jackets as the type award presented to their basketball lettermen.

9. The number of boys on the varsity basketball teams of the Class B schools of the study ranged from eight to twenty-two. The majority of the teams (92 per cent) carried from eight to fifteen boys on the varsity team.

10. Forty (66.7 per cent) of the schools of the study had "B" basketball teams, while nine (15 per cent) of the schools had freshmen teams.

11. The training rules practiced by the Class B schools indicated that smoking, drinking and late hours received the most emphasis by coaches.

12. The majority (66.7 per cent) of the basketball coaches made the training rules for the Class B schools of the study.

13. The majority (51.7 per cent) of the Class B schools started basketball practice in November, when football season ends.

14. Forty-eight (80 per cent) of the teams practiced basketball after school, and thirty-four (56.7 per cent) practiced during school.

15. The majority of the basketball teams practiced from three to six times per week.

16. Most of the Class B schools practiced from 90 to 180 minutes per practice period.

17. The tendency to practice shoot from 30 to 45 minutes by 70 per cent of the coaches the day of the game was most common during the basketball season.

18. Thirty-one of the teams had a pregame warm-up period of fifteen minutes or less, while twenty-nine of the teams used between sixteen and thirty minutes for a pregame warm-up.

19. Books, articles and motion pictures were the visual aids used by the majority of the coaches.

20. Fifty-nine (98 per cent) of the schools required travel to the games in a group, while fifty-six schools (93.3 per cent) required travel from the games in a group.

21. Fifty-four (90 per cent) of the coaches indicated desire or spirit as the important factor which made their basketball teams successful.

22. The man-to-man defenses were the most popular regular defenses used by the coaches of the Class B schools. The 2-1-2 zone defense was the most popular zone used as a regular defense by the coaches of the study.

23. The man-to-man defense was the most popular full court pressing defense used by the coaches of the study.

24. The tandem and double post offenses were the most popular offenses used against a man-to-man defense in the Class B schools.

25. The overload was the most popular offense used against all types of zone defenses of the study.

### Conclusions

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

1. The basketball coaches in the selected Class B schools of the study had many coaching duties in other sports. This fact affected the starting time of seasonal practice and demanded a thorough job of planning for each sport.

2. Training rules, followed by nearly all the teams, were considered an important aspect of the basketball program. However, there should have been considerably more student involvement in the establishment of training rules.

3. There was a wide range of practice schedules indicated by the schools in terms of the number of practices per week and the length of time for each practice session. However, most schools observed similar schedules of activity on the day of a game.

4. The majority of the coaches included in the study employed quite similar techniques for both offensive and

defensive play, keeping them relatively simple for the average high school athlete. Variations in tactics used by different teams were of a minor nature and were employed to suit the particular team.

#### Recommendations for Future Studies

The following studies are recommended for future research:

1. A study similar to the present one for schools in various sections of the country.
2. A study similar to the present one for the other classifications of schools in Texas.
3. A study similar to the present one after a period of years to determine changes in coaching techniques.



APPENDIX

May 1, 1967

Dear Coach:

I am working toward a master of science degree at North Texas University. In partial fulfillment of the degree requirement, I am undertaking a thesis on "Coaching Procedures Used by Coaches of Basketball Teams Placing First and Second in Class B Bi-District Tournaments of the University Interscholastic League of Texas for the Season 1966-67." The results of a study of this kind can prove beneficial to coaches of similar high school basketball teams. As a qualified and experienced basketball coach, you can make an excellent contribution to this study. Please fill out the enclosed questionnaire and return it as soon as possible.

Thank you very much for your assistance.

Sincerely yours,

Warren B. Pruitt

Enclosure

## QUESTIONNAIRE ON CONFERENCE B BOYS BASKETBALL

DIRECTIONS: Please give the information requested concerning the conduct of basketball in your school by placing a check mark or writing in the appropriate space.

## I. Identification of School

- A. Name of school: \_\_\_\_\_
- B. Location: \_\_\_\_\_ C. Total faculty members: \_\_\_\_\_
- D. Total enrollment in senior high school: \_\_\_\_\_
- E. Total male enrollment in senior high school: \_\_\_\_\_

## II. Organization and Administration

## A. Coaching Staff

1. Does your school have a director of athletics?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Number on senior high school coaching staff: \_\_\_\_\_

3. If the answer to question 2 is more than one, check the professional relationship of the coaches to each other:

- a. Head coach and assistant: \_\_\_\_\_
- b. Equal rank: \_\_\_\_\_
- c. Others: \_\_\_\_\_

4. In column 1 of the table below, give the additional sports coached by each of the basketball coaches. In column 2, give the position and title of each basketball coach in the additional sports he coaches.

Coach	1	2
A		
B		
Others:		

5. Years of coaching experience of each basketball coach:

- a. Head Coach \_\_\_\_\_
- b. Assistant Coach \_\_\_\_\_
- c. Others \_\_\_\_\_

B. Awards

- 1. Do the high school basketball lettermen receive awards?
- 2. What is the nature of the award?
  - a. Jacket \_\_\_\_\_
  - b. Sweater \_\_\_\_\_
  - c. Others \_\_\_\_\_

C. Basketball Practice Usually Begins:

- 1. Sept. \_\_\_\_\_
- 2. Oct. \_\_\_\_\_
- 3. Nov. \_\_\_\_\_
- 4. Others \_\_\_\_\_

III. Defense Used

A. Regular defense

- 1. Tight Man-to-Man \_\_\_\_\_
- 2. Sagging Man-to-Man \_\_\_\_\_
- 3. Switching Man-to-Man \_\_\_\_\_
- 4. 1-3-1 Zone \_\_\_\_\_
- 5. 2-1-2 Zone \_\_\_\_\_
- 6. 3-2 Zone \_\_\_\_\_
- 7. 1-2-2 Zone \_\_\_\_\_
- 8. 2-3 Zone \_\_\_\_\_
- 9. 2-2-1 Zone \_\_\_\_\_
- 10. Others \_\_\_\_\_

B. Pressing defense - full court

- 1. 3-1-1 \_\_\_\_\_
- 2. 1-3-1 \_\_\_\_\_
- 3. 1-2-2 \_\_\_\_\_
- 4. Man-to-Man \_\_\_\_\_
- 5. 2-2-1 \_\_\_\_\_
- 6. 2-1-2 \_\_\_\_\_
- 7. Others \_\_\_\_\_

IV. Offense Used

A. Against a Man-to-Man defense

- 1. Tandem Post \_\_\_\_\_
- 2. Double Post \_\_\_\_\_
- 3. Single Post \_\_\_\_\_
- 4. Shuffle \_\_\_\_\_
- 5. Others \_\_\_\_\_

- B. Against a 1-3-1 zone
1. 2-1-2 setup \_\_\_\_\_
  2. Overload \_\_\_\_\_
  3. 1-2-2 setup \_\_\_\_\_
  4. 1-3-1 setup \_\_\_\_\_
  5. Others \_\_\_\_\_
- C. Against a 2-1-2 zone
1. 1-3-1 setup \_\_\_\_\_
  2. Overload \_\_\_\_\_
  3. 1-2-2 setup \_\_\_\_\_
  4. 2-1-2 setup \_\_\_\_\_
  5. Others \_\_\_\_\_
- D. Against a 1-2-2 zone
1. 2-2-1 setup \_\_\_\_\_
  2. Overload \_\_\_\_\_
  3. 1-3-1 setup \_\_\_\_\_
  4. 1-2-2 setup \_\_\_\_\_
  5. Others \_\_\_\_\_
- E. Against a 2-3 zone
1. 1-3-1 setup \_\_\_\_\_
  2. 2-1-2 setup \_\_\_\_\_
  3. Overload \_\_\_\_\_
  4. 1-2-2 setup \_\_\_\_\_
  5. Others \_\_\_\_\_
- F. Against a 3-2 zone
1. 1-3-1 setup \_\_\_\_\_
  2. 2-1-2 setup \_\_\_\_\_
  3. Overload \_\_\_\_\_
  4. 1-2-2 setup \_\_\_\_\_
  5. Others \_\_\_\_\_
- G. Against a 2-2-1 zone
1. 1-3-1 setup \_\_\_\_\_
  2. Overload \_\_\_\_\_
  3. 2-1-2 setup \_\_\_\_\_
  4. 1-2-2 setup \_\_\_\_\_
  5. Others \_\_\_\_\_

## V. Training Rules

### A. Team regulations

1. Check each of the items for which you have training rules:
  - a. Smoking or chewing \_\_\_\_\_
  - b. Drinking \_\_\_\_\_
  - c. Late hours \_\_\_\_\_

- d. Diet \_\_\_\_\_
- e. Sweets \_\_\_\_\_
- f. Others \_\_\_\_\_

2. Check who makes the training rules:

- a. Coach \_\_\_\_\_
- b. Coach & Players \_\_\_\_\_
- c. Players \_\_\_\_\_
- d. Others \_\_\_\_\_

B. Check how the team travels

- 1. Does the team travel to the games in a group? \_\_\_\_\_
- 2. Does the team travel from the game in a group? \_\_\_\_\_
- 3. Does the team travel to and from the game as a group? \_\_\_\_\_

### VI. Important Factors

A. Check the most important factor or factors which you feel made your team successful.

- 1. Desire or spirit \_\_\_\_\_
- 2. Defense \_\_\_\_\_
- 3. Offense \_\_\_\_\_
- 4. Luck \_\_\_\_\_
- 5. Material \_\_\_\_\_
- 6. Community spirit \_\_\_\_\_
- 7. School spirit \_\_\_\_\_
- 8. Sound fundamentals \_\_\_\_\_
- 9. Training \_\_\_\_\_
- 10. Rebounding \_\_\_\_\_
- 11. Good health \_\_\_\_\_
- 12. Coolness under pressure \_\_\_\_\_
- 13. Leadership \_\_\_\_\_
- 14. Others \_\_\_\_\_

### VII. Coaching Techniques

A. Squad

- 1. How many boys are on the high school varsity basketball squad? \_\_\_\_\_
- 2. Do you have a "B" team? \_\_\_\_\_
- 3. Do you have a freshman team? \_\_\_\_\_

## B. Practice

1. Check the frequency of your practice periods:
  - a. Daily \_\_\_\_\_
  - b. Others \_\_\_\_\_
2. When do you work out?
  - a. After school \_\_\_\_\_
  - b. During school \_\_\_\_\_
  - c. Night \_\_\_\_\_
  - d. Others \_\_\_\_\_
3. What is the average length of practice periods? \_\_\_\_\_
4. How many practice periods do you have in a week? \_\_\_\_\_
5. Check the visual aids you use in coaching basketball:
  - a. Photographs \_\_\_\_\_
  - b. Books and articles \_\_\_\_\_
  - c. Motion pictures \_\_\_\_\_
  - d. Others \_\_\_\_\_
6. Game day
  - a. How long do you shoot the day of a game?
    - (1) 15 minutes \_\_\_\_\_
    - (2) 30 minutes \_\_\_\_\_
    - (3) 45 minutes \_\_\_\_\_
    - (4) One hour \_\_\_\_\_
    - (5) Others \_\_\_\_\_
  - b. How long do you warm up before the game?
    - (1) Less than 15 minutes \_\_\_\_\_
    - (2) Less than 30 minutes \_\_\_\_\_
    - (3) Less than 45 minutes \_\_\_\_\_
    - (4) Others \_\_\_\_\_

Signature of respondent \_\_\_\_\_

Title of respondent \_\_\_\_\_

Do you desire a report of the findings? \_\_\_\_\_

Return to: Warren B. Pruitt  
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