

A STUDY OF THE PROFESSIONAL COACHING, COURSES
TAKEN BY THE MALE COACHES
IN THE A AND AA HIGH SCHOOLS IN KANSAS

by

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CHAPTER 1

INTRODUCTION

Today in our progressive world many facets of education are changing. One problem of growing concern is the dilemma of finding qualified teachers who are also capable of coaching sports. Adding to this problem is the placement of such teacher-coaches in the jigsaw puzzle of vacancies and specialization; a task that continues to plague the profession.

In 1971 the Division of Men's Athletics of the American Association for Health, Physical Education and Recreation appointed a task force to study the problem of certification standards of high school coaches. They recommended that . . . "the best way to liquidate unqualified coaches is for each state to establish certification standards for teachers of academic subjects who desire to coach." (1)

The task force based their recommendation on the following facts (2).

1. Approximately 25 percent of all coaches have no education related to physical education teaching or coaching. As the numbers of sports teams increases so will the percentage of unqualified people.
2. There is a demand for more coaches than teachers of physical education so a person with experience in a sport often serves as coach.
3. Coaching is a specific area which requires a specific education. The health and safety of the participant in athletics is at stake, and of course, the unqualified coach does not provide the "optimal" learning experience for the student athlete.

Many states have now recognized the need for a coaching certification. States pioneering the program are Indiana (1965) which established an eight hour requirement for coaches and Minnesota (1966) which followed with a nine-semester hour certification program. Ohio and others are now following their lead. Like these states, Kansas hopes to propose a program for athletic coaches who work with boys and girls.

PURPOSE OF THE STUDY

The purpose of this study is to determine whether the male coaches at the A - AA levels who are teaching are meeting the certification requirements suggested by the AAHPER Task Force.

LIMITATIONS OF THE STUDY

This study has a few weaknesses. The author of this study did not check the school records of the coaches in the other three classes in Kansas which are AAA, AAAA and AAAAA.

The conditions of this study were given to only three sports in high school: 1) football, 2) basketball, and 3) track. Another important factor concerning this study is that the author took a random selection of 50 coaches from each of the two classes.

DELIMITATION OF THE STUDY

The scope of this study included a random selection of 50 male coaches from each of the two classes. The author checked school record of the coaches selected rather than using the instrument of a survey or an interview of the coaches.

DEFINITION OF TERMS

Classification of high schools in Kansas: based upon the total enrollment of students in the tenth, eleventh and twelfth grades. The classification, those being A, AA, AAA, AAAA, AAAAA, are determined by the Kansas State High School Activities Association.

Classes	Total Enrollment	Number of Schools in Each Class
1. A	16 - 118	156
2. AA	119 - 243	128
3. AAA	251 - 625	64
4. AAAA	632 - 1540	32
5. AAAAA	1570 - 2645	16

Medical Aspects of Coaching: the study of the structure and function of the anatomy; the understanding of the stresses upon the anatomy during performance; the understanding of prevention and care of athletic injuries and of athletic first aid (3).

Principles of Coaching: the study of the philosophy and psychology of dealing with athletes in a sport situation.

Kinesiological Foundations: a study of principles of mechanics and anatomy in relation to human movement.

Physiological Foundations: a study of the function of all parts of living organisms, as well as of the whole organism.

Techniques of Coaching: obtaining minimal beginning knowledge of tactics and strategy to be used in game situations; drill playing and conditioning techniques; organizational techniques for practices; screening and scouting procedures; and other factors which relate to the development of the team (3).

CHAPTER 2

REVIEW OF LITERATURE

Studies concerning certification of coaches have been discussed many times in the last few years. A number of authorities in the field of physical education believe the most important factor influencing the participant is the coach. It is also believed that the right kind of leadership is paramount to the development of properly controlled and regulated programs of sport. A review of literature substantiates such beliefs.

A study by Edward Holden stressed the importance of the preparation of high school coaches. Holden said approximately 1,500,000 boys participate in high school interscholastic athletics each year. These programs have a direct effect upon the health of the participants, and in the majority of cases the effect is beneficial. However, many high school teachers presently serving as coaches are not properly trained for the task, and this lack of training is a source of growing concern among educators and school administrators. Holden believes that in the case of larger high schools the head coaches of major sports are often former college athletes who have earned professional degrees in physical education. But, in our smaller high schools, and in the non-profitable sports, instruction is usually provided by well meaning classroom teachers who may not have actual training or experience in the sport. Many of these instructors have no professional theory preparation whatsoever in the areas in which they are serving as coaches. They are

unprepared. Probably the most important factor concerning this problem of uncertified coaches is the safety and health aspect. Holden believes that it is imperative that school districts provide adequately trained coaches. A second rate quality of instruction will endanger the health and safety of the student participants (4).

Another study concerning certification was done by Wayne C. McKinney and Robert Taylor. These two individuals wrote this article to stress the importance of and need for qualified coaches in the state of Missouri. The two authors state that "the challenge for physical education lies in defining minimal professional qualifications for certifications of coaches who are not certified in physical education." (4) The authors go on to say unqualified teachers who are coaching are causing definite problems concerning the physical education profession. The physical education profession receives criticism unjustly when these unqualified, non-physical educators make mistakes. This, however, is relatively unimportant when one considers that student-athletes are the ones who really suffer the ill effects of the lack of professional standards for coaches in secondary schools. The authors believe that, in Missouri, physical education at the secondary education level, grades seven through twelve, consists of three educational programs: 1) instructional, 2) interscholastic athletic, and 3) intramural athletic; be resolved that interscholastic athletic experiences are designed to contribute to the physiological, anatomical, psychological, educational, ethical, and moral development of participants. Therefore, to assist the student-athletes to derive the potential values from these areas, teachers given a coaching assignment in the state of Missouri must be

professionally prepared to teach-coach in the interscholastic athletic program. Consequently, interscholastic athletic coaches must have a teaching certificate either in physical education or in coaching (3).

Another approach to the problem of certification comes from a study done by Frederick O. Mueller and James M. Robery. These two authors concern themselves with the certification of high school football coaches. The authors believe that high school football coaches have a responsibility for the health and welfare of thousands of teenage boys and yet there are no specified requirements for the position which they hold. The general feeling of the two authors is that a majority of the states have no certification requirements to be a high school football coach. The most valuable kinds of training and experience of high school football coaches remain to be scientifically identified. The authors substantiate their beliefs by illustrating a study done by the University of North Carolina's Department of Physical Education which conducted a study concerning high school football injuries. In that study, forty-three high school coaches were interviewed about training and background and this information was then related to the injury rate of the players under their supervision. The study found that coaches with the least amount of coaching experience (one to four years) were associated with teams that had a higher injury rate when compared to those teams whose coaches had more coaching experience. There was a steady decline of injury rate as the number of years of coaching experience increased. The data clearly indicated that the more coaching experience a man has, the less chance his players will receive an injury. The study also found that football coaches with a minor in physical education were

associated with a lower injury rate than those coaches who had no physical education in their background (5,6).

An article written by Arthur A. Esslinger, Dean of the School of Physical Education at the University of Oregon, stresses his belief that the major problem confronting interscholastic athletics in this country is that approximately one-fourth of all head coaches of junior and senior high school teams have had no professional preparation for such responsibility. The best preparation for the position of head coach of a high school athletic team includes the combination of a physical education major plus participation experience as a member of the varsity team of the sport to be coached. Participation experience plus preparation as a physical education minor is considered the minimum acceptable background. Yet nearly one out of four of our head coaches does not meet this standard. The coaches who lack professional preparation are handicapped in obtaining the social, moral, ethical, mental, and physical values inherent in interschool sports, and they are also incapable of protecting the health and well-being of the participants. They do not understand the dangers of violent 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 damage, to recognize and to evaluate injuries, and to follow the proper course of action when these injuries occur. The American Association of Health, Physical Education and Recreation Division of Men's Athletics has long been aware that many coaches were inadequately prepared for coaching assignments. To attack this problem a task force on Certification of High School Coaches was appointed. The members are:

1. Ted Abel, Pittsburgh, Pennsylvania, Public Schools.
2. Milton Diehl, Madison East High School, Madison, Wisconsin.
3. Jack George, Roslyn, New York, Public Schools.
4. Robert Jamieson, Grimsley High School, Greensboro, North Carolina.
5. M. G. Maetozo, Lock Haven State College, Lock Haven, Pennsylvania.
6. Don Veller, Florida State University, Tallahassee, Florida.
7. Arthur Esslinger, University of Oregon, Eugene, Oregon.
8. Roswell Merrick, AAHPER Consultant. (6)

Another approach to the certification problem comes from Jack F. George. The author of this article believes that people are interested in setting up a program for establishing a coaching certification, registration or some form of competence requirement for coaches of interscholastic teams. This project usually has been structured for non-physical education teachers. Mr. George believes that to set up a successful program one needs to follow these techniques:

1. Formation of a State Committee.
2. Collection of pertinent data.
3. Schedule of committee meetings.
4. Final refinement of standards.
5. Implementation.
6. Registration of coaches.
7. Communication - interpreting the program.
8. Evaluation of program. (7)

An article written by Charles T. Avedisian, Director of Physical Education at Darien Public Schools, Darien, Connecticut, points out that the recruitment of qualified and competent athletic coaches, the pressure of expanded interscholastic sports programs in the public schools, and specialization in coaching are critical problems which city directors of physical education now face. The small number of physical education teachers who can serve as coaches poses a constant recruitment problem. A serious imbalance exists today between the number of coaching vacancies and the number of qualified physical education teachers. In the Darien Public Schools nineteen teachers of physical education serve as

coaches in forty-two different intramural and interscholastic sports positions, with the remaining forty-nine athletic coaching jobs filled by twenty-seven academic teacher-coaches and/or community people. Thus, fifty-eight percent of the ninety-one athletic coaching positions are filled by non-physical education personnel. The Veller and Maynard study of Florida high schools, where the "number of coaching positions exceed the number of physical education teachers by more than two to one," supports the Darien experience (2). This study showed that athletic coaches who lacked training in physical education were involved in twenty-two percent of the head coaching positions and twenty-seven percent of the assistant coaching positions. Avedisian goes on to state that "certification of high school coaches is an absolute necessity, not only for the physical educator, but also for the academic teacher-coach who is interested in coaching." (8) The base for recruiting athletic coaches must be broadened in the colleges and universities in order to include academic teacher-coaches. For reasons like this the AAHPER Task Force has developed a program that includes the minimum essentials which every secondary school head coach should possess. If such a program were required for certification of coaches in every state, interscholastic athletics would be appreciably improved over what they are today. See Table I for courses and course outline (8).

In the past two years Dr. Charles Corbin, Chairman of Health, Physical Education and Recreation Department at Kansas State University, has endorsed a certification program which meets the guidelines set down by the American Association of Health, Physical Education and Recreation Task Force. See Table I, Part B, for Corbin's 17-hour coaching program.

CHAPTER 3

METHOD OF STUDY

The procedures implemented in this problem provide few guidelines. To work with the problem, the author of this report used several techniques to accomplish the task of studying certification in Kansas.

Briefly, these techniques consisted of the following: 1) the investigator traveled to Topeka, Kansas, to the building of the Department of Education, Certification Section, and reviewed school records of the head coaches selected; 2) recorded all data on three by five notecards to be analyzed; 3) deciphered the courses taken by the coaches in their college careers; 4) attempted to determine what courses were relevant, according to the Task Force, for certification; 5) recorded, studied, and analyzed all data collected for its use in this report.

CHAPTER 4

RESULTS AND DISCUSSION

The data collected from this study yield some interesting facts. The data shall be discussed and presented graphically in order to illustrate the course work pertaining to coaching completed by male coaches in A and AA schools in Kansas.

The first table has been divided into two parts differentiating between the courses suggested by the American Association of Health, Physical Education and Recreation Task Force for optimal coaching and those enforced by the Health, Physical Education and Recreation Department at Kansas State University upon the recommendation of Department Chairman Dr. Charles Corbin.

Part A of the table clearly shows courses needed to be certified in the states that now require this type of program. Part B of the table illustrates the program that is now being offered at Kansas State University and is structured in light of Task Force guidelines. As is evident, the courses outlined in both parts of the table range in subject matter from the medical, physiological and psychological aspects of coaching to the techniques needed for the execution of specific sports.

TABLE I
COACHING CERTIFICATION GUIDELINES

A. AAHPER Task Force Guidelines		B. Kansas State University Coaching Program	
Medical Aspects of Coaching	3	Treatment of Athletic Injuries	3
Principles of Coaching	3	Organization and Administration of Athletics	3
Kinesiological Foundations	2	Exercise of Science	3
Physiological Foundations	2	First Aid	2
Techniques of Coaching	6	Techniques of Training and Conditioning	2
		Techniques Courses (Select two)	4
		Basketball	
		Football	
		Gymnastics	
		Wrestling	
		Swimming	
		Tennis and Golf	
		Baseball	
		Track and Field	
		Volleyball	
Total Hours	16	Total Hours	17

Table II is a record of the data collected concerning educational background of A and AA football coaches. The compilation of data shows the number of football coaches in both classes. The total number consisted of five at the A level and ten at the AA level. A running count was made of coursework completed by these coaches with the results later being compared to the Task Force guidelines for

courses necessary for competent coaching. The number of coaches having taken each coaching related course is shown as well as is the comparable percentage for each category.

TABLE II
A - AA FOOTBALL COACHES

AAHPER Task Force Guidelines	A		AA	
	Number	Percent	Number	Percent
Medical Aspects of Coaching	2	40	6	60
Principles of Coaching	0	0	0	0
Kinesiological Foundations	0	0	5	50
Physiological Foundations	1	20	4	40
Techniques of Coaching:				
1. Football	2	40	8	80
2. Basketball	2	40	5	50
3. Track & Field	2	40	6	60
Meet No Requirements	2	40	0	0
	<N = 5>		<N = 10>	

* Although many coaches had completed techniques courses in other sports, the author of this report chose to include only those mentioned above.

The differences in the course work completed by the A football coaches and the AA football coaches are evident: while 50 percent of the AA coaches had kinesiology or an equivalent, none of the A coaches had any background in this area; twice as many of the AA coaches had course work in both physiological foundations and in techniques of

coaching football as had the A coaches; a higher percentage of the AA coaches had work in all of the other guideline courses, with one exception, than had the A coaches. One particularly striking feature of this data is that none of the coaches in either class had had a course in principles of coaching or an equivalent dealing with the psychological aspects of working with people and sports. Another important item that shows up on the table is that two coaches at the A level had not completed any of the courses set up by the Task Force.

The following table shows the data collected on basketball coaches at the A and AA levels. The total number of basketball coaches consisted of fourteen at the A level and sixteen at the AA level.

TABLE III

A - AA BASKETBALL COACHES

AAHPER Task Force Guidelines	A		AA	
	Number	Percent	Number	Percent
Medical Aspects of Coaching	10	71.4	12	75
Principles of Coaching	0	0	0	0
Kinesiological Foundations	8	57.1	9	56.2
Physiological Foundations	6	42.8	9	56.2
Techniques of Coaching:				
1. Football	6	42.8	8	50
2. Basketball	10	71.4	13	81.2
3. Track & Field	4	28.5	7	43.7
Meet No Requirements	2	14.2	1	.0625
	<N = 14>		<N = 16>	

* Although many coaches had completed techniques courses in other sports, the author of this report chose to include only those mentioned above.

The results represented in this table point up several facts concerning classwork completed by the A and AA basketball coaches. While percentages are very similar in kinesiology and physiology courses in both classes it is of interest to find that none of the coaches had had principles of coaching. Data compiled under the techniques section shows both classes as being similar with the AA basketball coaches having only a slight edge in all three areas. Not unlike Table II, two coaches had met none of the requirements set up by the Task Force while at the AA level one coach was unqualified according to the standards of the Force.

Table IV represents the basic criteria previously presented in Tables II and III, except that it deals with the track coaches at both levels. The total number of track coaches at the A level consisted of four, while a total of eight was recorded at the AA level.

It is evident by checking the table that the AA track coaches have completed more of the suggested Task Force courses than have the A coaches. There is no evidence of any track coach having taken the course, principles of coaching. Computed results show that more AA coaches had studied the basic kinesiology and physiology than had A coaches; the number of individuals having taken the techniques courses are similar in both classes in some respects, although the AA coaches still dominate the percentages. At the A level two coaches do not meet any Task Force qualifications while at the AA level one coach remains unqualified.

TABLE IV
A - AA TRACK COACHES

AAHPER Task Force Guidelines	A		AA	
	Number	Percent	Number	Percent
Medical Aspects of Coaching	3	60.0	6	75.0
Principles of Coaching	0	0	0	0
Kinesiological Foundations	1	20.0	6	75.0
Physiological Foundations	2	40.0	6	75.0
Techniques of Coaching:				
1. Football	1	20.0	5	62.5
2. Basketball	3	60.0	7	87.7
3. Track & Field	3	60.0	5	62.5
Meet No Requirements	2	40.0	1	12.5
	<N = 5>		<N = 8>	

* Although many coaches had completed techniques courses in other sports, the author of this report chose to include only those mentioned above.

Table V is similar to those tables presented earlier in this chapter except that it deals with the courses studied by all coaches selected in this report rather than coaches of specific sports.

The differences in the course work completed by all the coaches at the two levels are illustrated in Table V. The recorded information shows the reader that the AA coaches have completed a higher percentage of the required classes set up by the Task Force than have A coaches. One feature that is of importance is that none of the coaches at either level had completed a course in principles of coaching. Also of great

interest is the fact that nine out of fifty coaches at the A level had not completed any of the required courses, and only three coaches out of fifty at the AA level had not met the requirements.

TABLE V

A - AA ALL COACHES

AAHPER Task Force Guidelines	A		AA	
	Number	Percent	Number	Percent
Medical Aspects of Coaching	36	72.0	38	76.0
Principles of Coaching	0	0	0	0
Kinesiological Foundations	26	52.0	30	60.0
Physiological Foundations	25	50.0	29	58.0
Techniques of Coaching:				
1. Football	28	56.0	35	70.0
2. Basketball	31	62.0	39	78.0
3. Track & Field	28	56.0	29	58.0
Meet No Requirements	9	18.0	3	.06
	<N = 50>		<N = 50>	

* Although many coaches had completed techniques courses in other sports, the author of this report chose to include only those mentioned above.

Table VI illustrates to the reader the major areas of emphasis and degrees completed. All of the coaches that were selected for this study have been recorded in this table.

TABLE VI
A - AA GRADUATING FIELDS

Coaches' Major Fields	A		AA	
	Number	Percent	Number	Percent
Physical Education Major	26	52	24	48
Physical Education Minor	4	8	5	10
Biology Major	2	4	1	2
Mathematics Major	4	8	5	10
Social Sciences Major	1	2	2	4
Education Major	6	12	9	18
History Major	1	2	2	4
Industrial Arts Major	2	4	1	2
Business Major	1	2	1	2
English Major	3	6	0	0
	$\langle N = 50 \rangle$		$\langle N = 50 \rangle$	

Table VI is presented in such a fashion so that the reader may see in what major fields these coaches sought and obtained degrees. An interesting point brought up by this table is that 52 percent of all coaches at the A level were physical education majors while 48 percent of the coaches at the AA level are physical education majors. Also of interest is the fact that eight percent of coaches at the A level had a physical education minor, while ten percent of the AA coaches had a minor in physical education; ranking second in numbers comes the coaches with a degree in education with 12 percent of the A coaches and 18 percent of the AA coaches holding such a degree.

CHAPTER 5

SUMMARY AND CONCLUSION

In summary, it appears that the one hundred coaches selected for this study from A and AA high schools in Kansas fall short of the suggested certification requirements of the American Association of Health, Physical Education and Recreation Task Force. It has been shown that while only 18 percent of the A level coaches and six percent of AA coaches met none of the recommended requirements, none of the coaches from either level met all of the suggested requirements. Table V shows that approximately three-fourths of the coaches had course work in the medical aspects of coaching and approximately one-half of them had had course work in both kinesiological and physiological foundations. The percentage varied somewhat in the techniques courses for specific sports with the AA dominating all three areas. None of the coaches in either class had completed the work in principles of coaching.

Although 50 to 60 percent of the coaches studied had either majored or minored in physical education, the percentage of those having completed all the task force suggested requirements is minimal due to current changes in college and university physical education curricula.

In conclusion, the author deems it imperative that further studies be made in the coaching related course work that has been completed by coaches of all sports in all five levels of high schools in

Kansas. The author believes that if such extensive studies point up the same sort of information that was found in his limited research, steps should be taken to incorporate into all state college and university curriculums mandatory course work requirements such as those suggested by the American Association of Health, Physical Education and Recreation Task Force.

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The purpose of the study was to determine whether male high school coaches at the A and AA levels in Kansas who are now teaching are meeting the suggested course requirements set up by the American Association of Health, Physical Education and Recreation Task Force.

The subjects were one hundred high school coaches -- fifty coaches were selected at random from each of the two classes. Each of the coaches' college transcripts was analyzed in order to determine the number of courses completed that also appeared in the Task Force outline. The courses recommended by the Task Force are:

1. Medical Aspects of Coaching	3 hours
2. Principles of Coaching	3
3. Kinesiological Foundations	2
4. Physiological Foundations	2
5. Techniques of Coaching	6
	<u>16</u> Total Hours

The tables in the study show that approximately three-fourths of the coaches have had course work in the medical aspects of coaching; approximately one-half of them have had course work in both kinesiological and physiological foundations; the percentages vary somewhat in the techniques courses for specific sports with the AA dominating all three areas; none of the coaches in either class has completed the work in principles of coaching.

The data reveals that a large percentage of coaches at the A and AA levels selected for the study had not met the recommended requirements set up by the Task Force. Also revealed in the study was that, although fifty to sixty percent of the coaches held a major or minor degree in physical education, those having completed all the suggested Task Force requirements were few in number due to the current changes in college and university physical education curriculums.