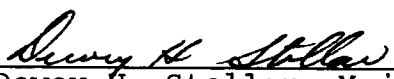
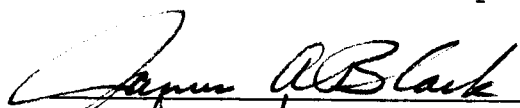
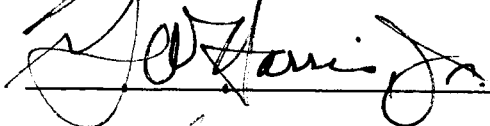


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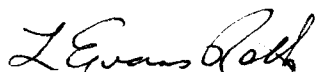
I am submitting herewith a dissertation written by Ronnie Recardo Cox entitled "Coaches' Contractual Perceptions: An Empirical Study." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


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We have read this dissertation
and recommend its acceptance:



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AN EMPIRICAL STUDY

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Ronnie Recardo Cox
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ABSTRACT

Purpose

The purpose of this study was to investigate the status and perceptions of contractual obligations of high school coaches in the states of North Carolina, South Carolina, and Tennessee. Specifically the study assessed contract content, certification, assignment/reassignment, tenure, evaluation and termination relative to secondary coaches.

Method of Research

In May of 1982, 332 questionnaires were mailed to high school coaches in North Carolina, South Carolina and Tennessee as part of a random stratified sample based on competitive levels of the respective states' High School Athletic Associations. Two hundred twenty-seven or 68.76 percent responded. Data were reported by absolute and relative frequencies and cross tabulations were computed using the chi-square statistic.

The major findings of the study were as follows:

1. An additional contract covering coaching duties would be acceptable to coaches that are currently coaching.
2. A head coach should be a certified teacher and be a member of the active faculty.
3. There should be some specified coaches' training in a coaches' collegiate curricula.

4. A principal should have the jurisdiction to reassign a teacher's teaching duties and also be able to reassign a teacher/coach to another school upon resignation of his coaching duties.

5. Coaches should have a written policy covering termination of coaching duties.

6. Coaches should not be terminated on teaching/coaching duties because of a poor won/loss record. However, there should be some specific written criterion about termination of coaching duties only.

7. Coaches should be evaluated separately as a teacher and as a coach. There should be specific criteria for the evaluation of coaching duties.

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CHAPTER I

INTRODUCTION

Despite problems caused by teacher/coach contracts, this issue has not received the attention commensurate with the problems it has evoked. The area of coaching on the secondary school level has far-reaching effects on interscholastic athletics. The issues which confronted interscholastic athletics in the fifties and sixties are still being examined and evaluated. The number of practices and procedures for resolving these problems differ from school board to school board. Educators must examine, evaluate, and update administration of interscholastic athletics.

Initial problems of the teacher/coach contract for interscholastic athletic administrators include: (1) unqualified coaches; (2) no standardized procedures for evaluation, termination, and assignment/reassignment; and (3) content of regular teaching contracts not including tenure relating to coaching duties. In a pilot study of school athletics (March 1951), the Education Policies Commission expressed grave concern over the emphasis on false values involving athletic practices blemishing scholastic athletics in many American schools. The National Council of Secondary School Athletic programs throughout the country identified several areas pertinent to the topic

of contractual obligation relating to the lack of certification and qualifications for high school coaches. Presently, no nationally uniform licensing or certification procedure is available for coaches although the National Association for Sport and Physical Education (NASPE) has appointed a task force on coaching certification directing its efforts toward implementation at the state level.

Coleman (1961) suggested that sports were probably more important than academic achievement for a large number of teenagers. A visitor entering the foyer of many high schools would immediately see a trophy case, perhaps hear students in the halls discussing some sporting events and find students in the gym during their lunch hour shooting baskets. His cursory reading of the school yearbook and newspaper would also indicate the importance athletics play in the life of the school.

Sports increase students' school interest and loyalty. Sports also channel athletics' energies and impulses into socially acceptable activities thereby enabling schools to have greater student social control. Teachers, in handling difficult student problems, often use the attraction of athletics for controlling deviant behavior (Waller, 1932; Schafer, 1968). One might speculate that identification with players on the team makes for vicarious commitment and increases the cohesive solidarity among classmates within a

school. In this country, interscholastic athletics occupy a significant role in the life of a high school.

The teacher/coach faces conditions other academicians can avoid. In few professions are one's skills and performances evaluated in so public and simplistic a fashion. It is all too common for one to look at a coach's won-loss record in order to evaluate his success (Morgolis, 1972). The pressures and demands on many coaches have caused them to subvert educational objectives and values to achieve the ultimate--winning. Martin Rolbovsky suggested this relationship of coaching to the institution:

. . . [Coaches] are middle men, for better or worse. The institutions they represent, the institutions from which they draw their salaries, actually create the circumstances, and leave the coaches to fend for themselves. In actuality, most coaches function as executors of the institution's desire; if the high school principal, or the university president, demands a winning team well . . . produce! (Rolbovsky, 1972: 178).

Teacher/coaches in secondary schools functioned within a very different environment from the collegiate and professional ranks. They are teachers first and coaches second. Although this reference model is not stipulated in a contract, the teacher/coach still faces the demands of the community, principal and his student-athlete for a winning season.

I. STATEMENT OF THE PROBLEM

Although there are no set policies from one school board to another governing teacher/coaching contracts, there is a need to bring about an awareness of the teacher/coach relationship relating to contract content, certification, assignment/reassignment, tenure, evaluation, and termination.

Coaches are thought to belong to an occupational subculture (Massengale, 1974). High school coaches are almost always recruited from athletes and forced by public pressure into the role of a winner. Inbreeding in the training process engenders conformity to the expected values of the subculture. Teachers exist isolated in the relatively secure environment of their classrooms, and do not display their teaching abilities weekly in front of thousands of spectators as do coaches. The classroom teacher's competence almost always is judged professionally rather than by the numbers on a scoreboard. Polarization between coaching and academic communities created by the in-group/out-group relationship maintains and solidifies the coaching subculture (Blumer, 1965).

The teacher/coach usually perceives his main responsibility as coaching and winning (edwards, 1973). Coaches realize that at the end of a losing season they

might be fired or demoted--despite circumstances beyond their control. Organizations wanting to remove a losing coach granted tenure may assign the "loser" to an assistant coaching job, relieve him of all coaching duties, or transfer the person to other jobs inside or outside the athletic department. An organization operating in this manner supports the assumption that a coach greatly contributes to the success of an athletic team. The rigorous evaluational system may produce "self-aggrandizement" of survival behavior. Perhaps Lombardi may have reflected much of the coaching subculture ethos when he wrote "Winning Isn't Everything, But is the Only Thing Worth Striving For" (Lindholm, 1979).

The coaching subculture has rather specific criteria for determining coaching effectiveness--percentage of games won. Selecting winning coaches and casting losing coaches out, is a form of Social Darwinism. This should be reflected in a relationship between the coach's length of tenure and his effectiveness. However, the selection process may not be as stringent as is commonly expected. School administrators state they first hire the teacher and then hire the coach. Administrators consider the daily teaching schedule as the prime responsibility of the teacher/coach.

The 1980's, with changing demographic, economic, and social factors influencing teacher/coaching contracts, will

require new approaches other than the standard teaching contract to cover coaching duties. A systematic approach of contract content, evaluation, and appraisal is a must for the new scholastic athletic coach.

II. THE PURPOSE OF THE STUDY

The purpose of the study was to investigate the status and perception of the contractual obligations of high school coaches in the states of North Carolina, South Carolina, and Tennessee. Specifically the study assessed contract content, certification, assignment/reassignment, tenure, evaluation and termination relative to secondary coaches.

1. To assess the perceptions of high school football coaches in these states relating to contract content, certification, assignment/reassignment, tenure, evaluation and termination;

2. To assess whether perceptions of high school football coaches in these states differ based on identified demographic variables.

3. To assess whether funds were provided in these states for football coaching supplements and additional training;

4. To assess the experience levels of football coaches in these states relative to:

- A. Total number of years coaching all sports,
- B. Number of years head football coach,

C. Number of years as assistant football coach,

D. Number of years as head coach in another sport other than football; and

5. To assess the existence of evaluation procedures by school systems for football coaches in these states.

III. RESEARCH QUESTIONS

1. What were the existing structures of contractual obligations of high school football coaches relating to contract content, certification, assignment/reassignment, tenure, evaluation and termination?

2. What were the perceptions of high school football coaches concerning:

- A. Contract content
- B. Certification
- C. Assignment/reassignment
- D. Tenure
- E. Evaluation
- F. Termination.

3. What were the differences in perceptions of high school football coaches concerning the identified contract variables based on:

- A. Age
- B. Level of education

- C. Teaching assignment
- D. Size of community
- E. State
- F. Level of competition
- G. Total years coaching
- H. Coaching supplement
- I. Number classes taught
- J. Varsity letterman
- K. Number years head football coach
- L. Number years assistant football coach
- M. Expenses for coaching clinic
- N. Number years head coaching other sport
- O. Evaluation procedures

4. Were local board of education funds provided for football coaching supplements and additional training?

5. What were the experience levels of football coaches to:

- A. Total number of years coaching all sports
- B. Number of years head football coach
- C. Number of years assistant football coach
- D. Number of years head coach in another sport

other than football?

6. Were evaluation procedures utilized by school systems for football coaches in the states of North Carolina, South Carolina and Tennessee?

IV. IMPORTANCE OF THE STUDY

This study was prepared in response to widespread expression of concern over present practices in secondary school athletics. Esslinger (1968), among others, stated that the major problem confronting interscholastic athletics in this country centered around the fact that about one fourth of all head coaches had no professional preparation for such a responsibility. Their sole qualification in many cases was their participation on a college or university team in the sport concerned. While this experience was important, many coaches lacked the professional preparation necessary to provide leadership. Willerman (1972) agreed that the selection process of coaches may not be as stringent as commonly thought.

This paper addresses professional educators. The public must understand the problem of interscholastic athletics if interscholastic athletics are to avoid the danger to which they are subjected. It is in a constructive spirit, as a worthy purpose in American education, that this research has been done.

V. ASSUMPTIONS

This study made these assumptions:

1. Coaches would provide candid responses to the questionnaire items.

2. Coaches were knowledgeable about issues relating to teacher/coaching contracts.

3. Coaches surveyed were certified teachers with full-time classroom responsibilities.

VI. DELIMITATIONS AND LIMITATIONS

1. The group of high schools in North Carolina, South Carolina and Tennessee was delimited to those operating under a classification system based upon student enrollment.

2. This study was delimited to school membership in the National High school Athletic Association.

3. Perceptual skills of the selected teacher/coaches limited the quality of the findings.

4. The study was limited by the perceptions of teacher/coaches at only one point in time (one time only).

VII. DEFINITION OF TERMS

Assignment/reassignment of coaching responsibilities.

Upon resigning a specific coaching duty other than the actual teaching, a teacher is assigned or reassigned to another school position.

Certification. Credentials acquired by a course or curriculum mandated by a state or private organization suitable for preparation for a certain occupation or speciality inherent in interschool or interscholastic competition--

standards for teachers of academic subjects who desire to coach.

Coaching supplement. An additional amount of money, usually provided by the local school unit, for coaching responsibilities added to the state based salary of a contract teacher.

Extracurricular activities. Those activities developed in the schools to supplement the curricular program to effect a more complete realization of the objectives of education.

Interscholastic athletics. The competition of sporting events between/among secondary schools.

Interschool athletics. Athletic competition within the immediate school setting (i.e., intramurals).

Intramural athletics. Athletic activities carried on within the walls of an institution.

NCHSAA. North Carolina High school Athletic Association governs the competition between North Carolina high schools.

National High School Athletic Coaches Association. An association established in 1975, composed of high school coaches throughout the United States to give greater national prestige and professional status to high school coaching. This association also provides a medium for projecting the high school coach's views and interests at a national level.

SCHSL. South Carolina High School League governs the competitions between South Carolina high schools.

State High School Coaches Association. A professional organization among the state high school athletic coaches maintaining standards for athletic competition and coaching conditions.

TSSAA. Tennessee Secondary School Athletic Association governs the competition between Tennessee high schools.

Teacher/coach. Any person certified by the State Department of Public Instruction to teach classes and also holding responsibility for the immediate training or coaching of an interscholastic athletics team.

The definitions listed in this study were taken from three sources:

1. The State High School case books governing high school athletics in North Carolina, South Carolina and Tennessee.
2. The state annotated codes of North Carolina, South Carolina and Tennessee.
3. The handbooks for the State Department of Public Instruction from North Carolina, South Carolina and Tennessee.

VIII. PROCEDURES OF THE STUDY

Three methods of research were used to accomplish the objectives of this study: (1) the developmental research

method identifying phenomena characterizing contractual obligations of high school football coaches; (2) a questionnaire collecting perceptions of contractual obligations of secondary football coaches in North Carolina, South Carolina and Tennessee; and (3) chi-square.

Sample

The sample used in this study reflected the total population of football coaches in secondary schools in North Carolina, South Carolina and Tennessee. The population consists of all registered coaches with the State High School Athletic Associations in these states. From a booklet provided by the State High School Athletic Association, a listing of all head high school football coaches was made for mailing purposes. The sample included all four classifications of competition--A, AA, AAA, AAAA--predicted on student enrollment.

This study used a stratified method of selecting a representative portion of all classifications. The random selections were made by identifying all schools in North Carolina, South Carolina and Tennessee in the A classification and then selecting at random .33 percent of the identified samples by use of random numbers. The same method was used to identify all schools in the AA, AAA, and AAAA classifications. The use of random digits contained in

Wyatt and Bridge's Statistics for Behavioral Sciences (1967) was used to obtain the random numbers. Based on the formula suggested by Hauskin (1963), the sample size of schools should be as follows:

$$n = \frac{x^2 NO(1 - 0)}{d^2 (N - 1) + x^2 0 (1 - 0)}$$

Where n = sample size

N = population size

x^2 = chi-square

d = error range

0 + (.50 for largest sample size or percentage of population with a given characteristic).

The researcher identified the population of coaches (N = 967) in all 3 states, North Carolina, South Carolina and Tennessee from secondary coaching manuals provided by the states. This formula determined that a sample size of one third (n = 332) would be sufficient for this study. The researcher used the table of random numbers and identified the desired number of respondents for the sample.

Instrumentation

After an analysis of related studies and pertinent literature, a questionnaire (Appendix) was prepared consisting of 35 factual and perceptual items. The instrument was completed by a pilot group of 23 high school football coaches in North Carolina, South Carolina and

Tennessee. This study used suggestions made by these coaches involved in the pilot study to improve the final draft of the instrument. A cover letter (Appendix) designed to inform the respondents of the nature of the study and to solicit their participation was also prepared.

Collection of the Data

Copies of the cover letter and questionnaire were mailed to each of the 332 individuals who comprised the sample providing the data base for the study. Included in each mailing was a stamped envelop addressed to the writer. The cover letter and questionnaire were mailed to each member of the sample and respondents were asked to return the questionnaire no later than March 19, 1982. (In the event of insufficient returns, a second and/or third follow-up mailing would have been utilized.)

Treatment of Data

Upon receipt of completed questionnaires, the writer coded and transcribed the data onto tabulation sheets. The facilities of Computer Center, The University of Tennessee, Knoxville were utilized to complete the tabulations and analyze the data.

Absolute frequencies representing the responses for each variable on the questionnaire, and relative frequencies representing the percent of the total number of responses

were tabulated and follow the major headings of the questionnaire. Within each section--contract content, certification, assignment/reassignment, tenure, termination and evaluation--data were analyzed to answer the questions of the study. The responses to the questions were also cross-tabulated to show a relationship among the items and the demographic data of each respondent. Cross-tabulations compared respondent groups representing the following categories: age, level of education, teaching assignment, community size, location, competitive classification and years of coaching. The chi-square statistic was calculated for each comparison. A significance level of .05 was used. Questions dealing with coaching supplements, teaching loads, football experience, clinic expenses and evaluation procedures were also analyzed using frequency of responses.

IX. ORGANIZATION OF THE STUDY

The study is divided into four chapters. Chapter I contains a general introduction, statement of the problem, purpose of the study, questions of the study, importance of the study, assumptions, delimitations and limitation, and procedures of the study. Chapter II contains a review of the literature reflecting the diverse perceptions in the area of contractual obligations of secondary football

coaches. Chapter III contains an analysis and interpretation of the data collected in the study. Chapter IV contains the summary, findings, conclusions, and recommendations to the study.

CHAPTER II

A REVIEW OF RELATED LITERATURE

This chapter presents an analysis and synthesis of the literature related to the coaching role in interscholastic athletics in American public high schools. Data were obtained from numerous research studies, books, pamphlets, theses, and periodical literature. The chapter was organized to include an overview of the impact of interscholastic athletics, the status of the coach, and contract content and certification, assignment/reassignment, tenure evaluation and termination procedures.

Problems over teaching/coaching contracts are becoming serious. They have not received any universal policy making as to the specifics of the teaching/coaching contract. Investigations which have been made are more contract oriented with additional duties added in the contract. One might rightly or wrongly surmise that with respect to the topic under investigation that at this time at the secondary level problems do exist, with respect to teacher/coaching contracts. Many knowledgeable and experienced athletic coaches and administrators feel that there is a problem of teachers resigning their coaching duties and continuing with their teaching duties (Gille, 1971). This phenomenon is sometimes tied into the coverage of a tenured teacher.

However, some school systems now are looking at all untenured persons and giving them tenure upon a favorable evaluation of coaching and teaching. Another area of dispute but governed by state statutes is; if an individual does a poor job of coaching or has a poor record, can he be dismissed?

I. IMPACT OF INTERSCHOLASTIC ATHLETICS

As Crossley (1967) stated, the athletic program is an integral part of the educational program--a part of the curriculum not "extra curricular" (Crossley, 1967:152).

Ostro (1981) agreed:

One of the major selling points for athletics was that they offered rich opportunities for the development of outstanding character traits such as respect for teammates and opponents, appreciation of outstanding performance, winning with humility, losing without rancor, and respect for rules and authority (Ostro, 1981:7).

Dumaree (1963) contended that the athletic program touched the lives of all student body either directly or indirectly. Hundred of students were involved in support activities such as assembly pep programs, the marching band and other marching groups, the school newspaper, and program printing and distribution. All of these auxiliary activities contributed to the traditions of the school, making it a unique institution.

Coleman (1961) indicated that schools apart from their athletic contests and similar activities were peculiar

institutions. Because students shared no collective goals, the institutions were lifeless. There were only individual academic achievements made largely at the expense of other students. Athletics provided the collective goals schools lacked. Not only schools, but whole communities depended upon the collective enthusiasm generated by local high school athletic teams. Waller (1961) indicated that athletic activities were the most satisfactory of all activities. These activities were not only the most flourishing, but also the most revered culture pattern. First was football, which still is regarded as the "most diagnostic test of the athletic prowess" of a school (Waller, 1961:113). The most favorable influence of athletics was that it unified the entire school group, as school populations tend to split into hostile segments of teachers and students, further fragmented by cliques among both groups.

Knicker (1974) pointed out that current literature on values in athletics--and at least one of the several conferences on the role of sports in American life concur--that the most commonly advocated values to be gained from athletic participation included control, competition, social security, physical well-being and spirit. However, he emphasized that neither the proponents nor the critics of athletics were able to offer substantial evidence providing that athletics is either beneficial or harmful.

Lindholm (1979) suggested that sports should be taken both seriously and not too seriously: "Their essence is play and fun, though much can be learned in the process" (Lindholm, 1979:736). Sports provided both physical and emotional rewards for participants and provided adolescents with a social group and identity as well as teaching valuable lessons concerning cooperative effort.

According to Coleman (1961) research "demonstrates conclusively that athletics is far and away more important as a value among high school students than intellectual achievement" (Coleman, 1961:33). In his study of male athletes of midwestern schools, 50 percent of the boys desired to be remembered after high school for their athletic participation above all else. An effect of athletics upon incoming freshmen to the schools studied concerned the "leading crowd" in the school. Most high schools had a "leading crowd" in each grade. This crowd was recognized by other students and by its own members, and most students could name members of the "leading crowd." The one attribute shared by every boy in every leading clique was participation in either football or basketball, and most participated in both. No other attribute in background activities or attitudes so sharply distinguished these leading cliques. According to Coleman (1961), interscholastic sports give the school and the community a collective identity.

Kay, Felker and Varoz (1972) found a positive relationship between sports interests and self-concept in adolescents. Cratty (1971) stated that athletic males were generally more ascendant and socially outgoing than their non-athletic peers, while Waller (1961) noted the code of sportsmanship was a very important ethical principle for youngsters. He found many former participants insisted they learned the most important lessons of life on the football field. "They learned to struggle there and to hold on, and they learned to respect the rights of others and to play according to the rules" (Waller, 1961:114).

II. STATUS OF THE COACH

Coaches are essentially teachers of athletically gifted students (Lindholm, 1979; Cratty, 1971; Duncan, 1960; Jenny, 1963; Crossley, 1967; and Puggelli, 1980). Lindholm (1979) stated:

At the very core, coaching is teaching. Playing fields are classrooms of great possibility, and every coach is a teacher. Teaching the skills and broad strategy of a game they enjoy, coaches foster learning and achievements in a competitive atmosphere (Lindholm, 1979:113).

Cratty (1971) agreed: few people were more important than the athletic coach in influencing the outlook of youths in the United States. The coach was usually a central figure within an environment which is often highly charged emotionally. Jenny (1963) declared every coach should be a

master teacher and pointed out that it has long been recognized by those who know the full meaning of sports participation that teaching and coaching are synonymous. Puggelli (1980) noted "superior coaches are superb teachers and motivators . . . teaching is actually another term for motivating" (Puggelli, 1980:90).

Lackey (1977) noted coaching was a volatile profession involving many pressures contributing to less-than-ethical practices on the part of some coaches, attempting to justify those practices by pointing out the need to compete successfully. Staffo (1981) addressed this same problem in suggesting that coaching critics can indeed be cruel.

Whereas hindsight is always 20/20, and every town has its "Monday morning quarterbacks," it seems that a coach is placed between a "rock and a hard place." Whereas most people will admit they are not qualified or capable of being a doctor, lawyer, or airplane mechanic, somehow many people feel they can coach--or at least they feel that they have the answers to why the team lost the last game or have the successful game to bring home a victory in the upcoming game (Staffo, 1981:32).

Cratty (1971) also recognized that coaches must deal with a variety of people and are often forced to deal with pressures from a variety of sources.

Lindholm (1979) contended that for coaches to succeed, they must understand that their job is the unselfish task of educating students. Their job should not seek selfish glory as a single-minded pursuit of stunning records. Coaches must be encouraged by school leaders to keep their sporting

lives in balance, and schools must reassert their responsibility to be truly educative in the sporting realm.

Jenny (1963) found a problem with the dual role of the teacher-coach regarding staff responsibilities.

Since the current practice seems to be to employ teachers as coaches, then the coach to be generally and totally accepted, must fulfill, just as other staff members, his responsibilities as an academic teacher. He must be a good teacher as well as a good coach. And good is not enough--he must recognize the need for and continue his inservice education not only by improving his coaching through clinics but to improve his teaching through curriculum development, inservice education activities and continued university work (Jenny, 1963:39).

Hofner (1962) suggested the role of the athletic coach in the school should be determined as much as possible in a coach's policy handbook. Concise working of policies, noting exceptions wherever possible, would help eliminate the seeking of loopholes for selfish gain. The coach should be expected to show concern for this athlete's physical, mental and moral progress throughout the school year, and be available to serve in a guidance capacity to the athletes whenever the need existed. A coach with a professional philosophy would see some purpose in his occupation beyond victory. His value to the community would be weighted in the unmeasurable realm of the human personality, in the qualities of sacrifice, dedication and sportsmanship, for these things endure after the memory of a victory or defeat fade. Ostro (1981) agreed in declaring the coach is

expected to set an example for both the school and the community as a whole.

According to Puggelli (1980), "the vast majority of high school coaches are concerned, committed individuals who work hard to improve themselves, their programs, and their athletes" (Puggelli, 1980:89). Flatt (1975), in a study of Tennessee interscholastic coaches, found respondents agreeing that character and appearance contributed to overall success. Lindholm (1979) concurred. Persons who love kids and sports and view their coaching in a balanced way should be supported by their schools and communities. They also should be valued as teachers.

III. CONTRACT CONTENT AND CERTIFICATION

The literature did not indicate the widespread use of contracts relating exclusively to coaching responsibilities. Coaches for the most part were regularly certified teachers, teaching under standard teacher contracts (Cratty, 1971; Jenny, 1963; and Duncan, 1960). Jenny (1963) found

Coaching is recognized by all as a form of educational activity. The various high school athletic commissions and federations recognize this and require that coaches be full-time professionally qualified staff members (Jenny, 1963:35-36).

The three states in this study, North Carolina, South Carolina and Tennessee, were governed by state high school athletic associations, in turn governed by the National High School Athletics Association. In these states only

regularly certified and full-time faculty members of schools could be head coaches. One reason for this policy was that most state associations are voluntary organizations. As such they control their memberships by the validity of the regulations they establish. Coaches must be full-time faculty members receiving salary solely from public funds. Only schools having such coaches may join the association.

However, North Carolina has been forced to implement a special regulation due to a lack of male teachers who could coach in some small high schools. This regulation states:

The person responsible for the immediate training or coaching of a high school athletic team should be a member of the regular teaching staff of the school. If a non-faculty member is used, he must be registered by the school in the office of the State Director on a form provided for that purpose before he begins his duties. Such non-faculty member coaches must be at least twenty-one (21) years of age or have completed at two (2) or more years of college work.

All coaches (head and assistants) of interscholastic athletic teams in Class A high schools shall hold teaching certificates which would qualify them as teachers in the high school whose teams they are coaching.

Note: The Representative Council urges that all schools work as rapidly as possible toward realization of the standard that only qualified faculty members are to be used as coaches of interscholastic athletic teams (North Carolina High School Athletic Association Handbook, 1980-81:36).

This situation has been the exception rather than general practice. Most state association bylaws are stringent in establishing the status of coaches. South Carolina's regulation does allow for certain emergencies in stating:

A school shall assign only full-time members of its faculty holding a certificate to teach in South Carolina as coaches of teams representing its school in interscholastic competition.

1. This rule is applicable to all levels of competition--varsity, junior varsity, sophomore, freshman and junior high (Grades 7-12), and it is applicable to practice sessions as well as actual competition.

2. A school may receive emergency relief from the Board of Control for unusual circumstances to employ other than one of its own certified teachers for coaching but emergency permission shall not extend beyond one season in the sport involved (South Carolina High School League Casebook, 1980-81:14).

Tennessee's regulation was more common and the most stringent in stating:

The coach shall be in charge of the training and participation of contestants. He shall be a certified teacher regularly employed by the Board of Education or a Governmental Agency, and his entire salary shall be paid by that body. He shall have not less than three regular periods of classes, gymnasium, study hall, or administrative duty per day (Tennessee Secondary School Athletic Association Official Handbook, 1980-81:26).

A major problem facing interscholastic athletics was the lack of qualified coaches and competent, skilled athletic administrators at the secondary school level. Arthur J. Gallon, in his book Coaching--Ideas and Ideals, pointed out that,

One fourth of the interscholastic athletic coaches currently serving in the United States have not had any form of professional training. One reason for this has been the growth in the number of sports currently being offered on the high school level. The obvious reason for the expansion of the number of teams and the number of activities is to provide a greater opportunity for more students to receive the educational benefits derived from an athletic experience. The impact of such expansion has resulted in the need for more coaches (Gallon, 1974:1).

Dr. Harry Fritz, Dean, School of Health Education, State University of New York, chairman of a task force, pointed out:

Forty-one of the states had no specific certification requirement for coaching, only that they be licensed teachers. Since this survey in 1971, most states have been moving toward some type of certification for non-physical education majors and minors (Fritz, 1970:113).

Professional Preparation

The review of literature suggests that it is administratively impossible to employ certified physical educators for every coaching assignment because of the number of men and women coaches required to conduct an interscholastic athletic program properly in a secondary school. There is a definite need for professionally qualified and certified coaches--in addition to physical educators--in the interscholastic athletic program. The non-physical educator certified to coach also should be certified to teach in an area other than physical education. This professional versatility is a valuable asset in the secondary school.

Certification of High School Coaches

Proposed standards for certification of coaches, who are non-physical education majors or minors, are considered minimal essentials for certification and are not intended to be applicable for teacher certification in physical education. Suggested standards for coaching certification

focus on five essential areas identified by the AAHPER (American Association of Health, Physical Education, and Recreation)-Division of Men's Athletics Task Force of Certification of High school Coaches.

The five areas are: Medical Aspects of Athletic Coaching, Sociological and Psychological Aspects of Coaching, Theory and Techniques of Coaching, Physiological Foundation of Coaching, and Kinesiological Foundation of Coaching. Concepts, competencies and experiences have been suggested for each of the above areas.

While such a program would not provide a comprehensive physical education background, it would aid in the safety and health protection of the athlete. Leaders of youth would realize and understand the socio-psychological implication of sports participation. It would provide for athletic programs conducted by men and women with properly structured technical information in athletics. Prospective coaches would obtain a thorough knowledge of human anatomy and the mechanics of movement. A knowledge and understanding of the functioning of the human organism in addition to the above, would help make the coach a better counselor and a more effective leader (AAHPER, 1974:32-36).

Administrators are pursuing the certification of non-physical education teachers to alleviate the problem of staffing interscholastic athletic programs. F. Gardner Gille, Principal, Schenley High School, Pittsburgh, Pennsylvania, in his article The Principal Looks at Coaches and Their Qualifications, discussed the dilemma occurring on the secondary school level:

It has been the custom over the years for the principals to assign teachers of physical education to various interscholastic coaching posts. The action was justified on the basis that such personnel received special training not only in physical and health education but also in coaching. In recent years, however, the high school principal has been confronted with the

dilemma of not having a sufficient number of physical education teachers to cover the many coaching assignments. This situation is typical in high schools throughout the country (Gille, 1971:176).

This program will be compounded in the near future as many of the states are replacing mandatory physical education programs with elective programs. This actually will mean that the need for hiring physical education teachers will diminish as the number of students enrolling in physical education classes decreases. More interscholastic teams will be coached by teachers from other teaching disciplines. The need for certification of coaches will become even greater.

Some serious thought should be given to the legal implications in the areas of interscholastic athletics, especially when teams are coached by non-certified personnel. Howard C. Leibee, former Director of Physical Education, University of Michigan, in his article Standard of Care in Coaching Sports, stated:

In spite of the fact that many coaches and physical education instructors have little or no professional preparation in the prevention and care of athletic injuries, the judicial tendency is to measure their conduct against that of a hypothetical coach who has had thorough preparation in coaching techniques, the care and prevention of injuries, and the medical aspects of athletic coaching related to the sport which he coaches. It is established, too, that the employment of assignment of an incompetent individual to function in a specific area constitutes negligence on the part of the employer or assigner. School administrators hiring incompetent personnel as coaches are directly liable for any injury occurring as a result of their negligent choice (Leibee, 1971:7).

There are serious medical implications for persons assigned to coach a sport. Dr. Allan J. Ryan, University of Wisconsin Medical Center, stated:

The sports coach who has to depend entirely on others for the knowledge which he should have to promote the health and safety of athletes under his supervision, is in serious trouble.

Most coaches today, however, are anxious to acquire whatever information they can use in this area and attend clinics and enroll in summer courses. Unfortunately, for some, the opportunity has come too late and worthwhile post graduate courses in this area, while increasing, are too few. Regrettably, many become involved in coaching who do not have a basic knowledge of health and safety problems in sports, a background which could have been acquired in the undergraduate professional preparation program. Courses in the care and prevention of athletic injuries and sports medicine must be made available to all those who intend to become coaches and those who become coaches by accident rather than design (Ryan, 1978:96).

Many of the colleges and universities now producing some qualified coaches have majored in a subject area other than physical education. The Southwest Missouri State University, Springfield, Missouri, was one of the first universities to recognize the problem of certification of coaches and actually established coaching certification in 1969. Wayne C. McKinney, Head, Department of Health and Physical Education, Southwest Missouri State University, explained the program:

A required coaching certification has not been adopted in Missouri by the State Board of Elementary and Secondary Education; however, each state college and state university in Missouri is also a legal certifying agency. Each of these institutions offer coaching certification for non-physical education majors who are pursuing Bachelor of Science in Education degrees.

The following minimum standards for certification of coaches who are not certified in physical education were utilized in the Missouri State Universities and Colleges to establish programs in the late 1960's and early 1970's.

Teachers that are certified in some area other than physical education may meet the standards for a coaching certificate by earning a minimum of 15 semester hours in the following five areas with at least two semester hours in each area:

1. Medical aspects. Athletic Injuries, Sport Medicine (a course in First Aid would not meet this competency requirement).

2. Sociological and Psychological aspects. Psychology of Sports, Motor Learning, Introduction and/or Principles of Physical Education and Athletics.

3. Theory and Techniques of Coaching. Organization and Administration of Athletics or Physical Education (at least one sport theory course is required).

4. Kinesiological foundations. Analysis of Sport Skills, Kinesiological, Biomechanics.

5. Physiological aspects. Exercise Physiology and/or Scientific Bases of Conditioning.

The above criteria were used to follow the recommendations made at the AAHPER's Professional Preparation Conference in 1973 at New Orleans.

An Ad Hoc Committee for Secondary Certification is now studying all extracurricular activities certification proposals, including coaching certification, in the State of Missouri. It is anticipated that coaching certification will also be available through Missouri's State Department of Elementary and Secondary Education in 1982. This organization only certifies approximately 20 percent of the teachers while the State Universities and Colleges award certification to the remaining graduates entering the teaching profession (McKinney, 1976:91).

Dr. Robert W. Bergstrom, Assistant Dean, School of Health and Physical Education, Oregon State University, reported a similar movement in the State of Oregon concerning athletic coaching endorsements:

The Oregon Legislature has assigned to the Oregon Teacher Standards and Practices Commission the responsibility for (a) establishing rules for teacher

certification, (b) issuing teaching certificates, (c) adopting standards for approved teacher education programs, and (d) taking disciplinary action against teachers in violation of Oregon statutes performance standards. In the fall of 1975, TSPC appointed a review committee to make recommendations on the proposal for certification of athletic coaches in Oregon. The involved groups including the Oregon Association for Health, Physical Education and Recreation, the Oregon Coaches Association, the Oregon Association of School Administrators and others comprised the review committee. The proposed certification would include a basic (4-year) and a standard (5-year) requirement. The endorsement would appear on the teaching certificate issued by TSPC (Bergstrom, 1976:6).

In review of the literature, Dr. McKenney suggested that adoption by TSPC would occur sometime in 1976, with certification becoming mandatory four years after the initial adoption. Teachers presently coaching athletic teams would not be required to achieve the coaching endorsement, but would be encouraged to do so. Those teachers certified in 1981 or thereafter would be required to hold the athletic coaching endorsement on their teaching certificates in order to be assigned coaching duties.

Many researchers have investigated the issue of certification of coaches (Johnson, 1979; Nathanson, 1979; Caputo, 1978; Ferguson, 1977; Flatt, 1975; Paldanius, 1974; Toothaker, 1974; Chambers, 1972; Fyfe, 1971; Perry, 1968; Larche, 1967; Bucher, 1960; and Bolton, 1956). Those supporting the move for formal certification requirements included Johnson (1979), Caputo (1978), Ferguson (1977), Flatt (1975), Fyfe (1971), and Mach (1969). Toothaker

(1974), Perry (1968), and Bucher (1960) supported an undergraduate minor in coaching, while Bolton (1956) remained committed to a physical education certification for coaches. Competency based programs were recommended by Nathanson (1979) and Paldanius (1974) with a similar approach proposed by Larache (1967) for football coaches in particular. Chambers (1972) took a stand against formal coaching certification, although he recognized the need for some special training.

While the literature indicates almost unanimous support for specialized training and/or formal certification for coaches, movement by states has been slow. At present, none of the three states in this study (North Carolina, South Carolina and Tennessee) have adopted any additional standards to formal teaching certifications. A majority of other states similarly have failed to move on the issue. Bucher (1960) has called for school administrators, physical educators, coaches, state certifying officers and others to get together and arrive at some common standard. According to Esslinger (1968):

It has long been recognized that competitive athletics have exceptional educational potentialities. . . . It is erroneous to assume, however, that untrained leadership can elicit the potential educational values which are inherent in athletics. . . . 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 not capable of protecting the health and well-being of participants (Esslinger, 1968: 131).

IV. ASSIGNMENT/REASSIGNMENT AND TENURE

As in the case of contracts, coaches generally acquire fixed tenure for their positions as teachers, rather than for their positions as coaches. The staffing of coaching positions was related to the staffing process of teaching positions. Assignment and/or reassignment of coaches was relative to both the teaching and coaching requirements within a given school system.

Fyfe (1971) in a study of interscholastic high school coaches found no definite pattern for the selection, hiring, or assignment of coaches based on professional preparation requirements. He did note an imbalance between the number of coaches necessary to properly conduct an interscholastic athletic program and the number of physical education teachers required to instruct physical education classes, making it impractical to require athletic coaches to possess a physical education major.

Toothaker (1974) indicated the majority of coaches studied as physical education majors or minors at the undergraduate level. But again more coaching positions were available than physical education positions. The administrators in this study preferred athletic coaches be assigned to teach in some areas other than physical education, or no more than a split assignment in physical education and some other academic area. A majority of these administrators did

not require a coach to have a major or minor in physical education, but believed coaches should not be assigned to coaching positions without some work in physical education. Since a substantial number of the schools represented in this study had no written policies pertaining to the selection, hiring, or assignment of coaches, the majority of the administrators hired coaches for their ability to coach with minimal regard for their abilities as classroom teachers. Prior athletic coaching experience was the qualification mentioned most frequently by these administrators as the most essential criterion to possess when seeking employment as a coach.

Ferguson (1977) identified some of the problems of staffing public high school interscholastic athletic coaching positions. The number of athletic teams was increasing the number of coaching positions, while veteran coaches, disenchanted with coaching conditions, were resigning coaching positions while retaining their teaching positions. Staff members from one school were being assigned coaching responsibilities in another school to help alleviate this situation. Lackey (1975) noted 70 percent of the schools in his study had coaches who left the profession voluntarily.

Johnson (1979) suggested coaches from metropolitan-suburban school districts were better prepared than were coaches of smaller districts, indicating larger school

systems had more flexibility in the assignment and/or reassignment of coaches because of their larger student populations. Farrell (1965) in a study of high school football coaches, found that most coaches were initially assigned as assistants in large schools or head coaches in small schools. Many duties given to a coach could have been assigned to persons who did not need to be fully trained or paid. According to Coleman (1961), school boards characteristically paid athletic coaches more than teachers, and occasionally paid coaches more than principals.

Bolton (1956) looked at the assigned teaching loads of interscholastic coaches. While public school administrators wanted coaches to have the same number of class hours of teaching as other teachers, college faculty members thought the coaches' schedules should be made lighter during the playing season. Bolton suggested this inequity could account for some of the dissatisfaction of coaches with their coaching responsibilities.

Massengale (1974) noted the frequent reassignment of coaches and stated:

Coaches cannot develop loyalty to a school when they view their position as temporary. If they are successful, they will attempt to move upward to a better position; if they are unsuccessful, they will expect to be fired or transferred. . . . Coaches must win to receive credit (Massengale, 1974:141).

Coaches can personally manage failure by accepting one of three options. They can change jobs (amounting to changing

specific responsibilities in the same sport); change careers, either within or outside their present organization, such as giving up coaching while retaining teaching; or change organizations and start all over again.

Bucher (1960) compared the selection of academic teachers to the selection of coaches. He contended that academic teachers were selected in an efficient manner with one looking for a scholar who knows and has been trained in his subject.

He must be an educator that understands the proper methodology for passing on the cultural heritage and can develop proper mental skills. He must appreciate the needs and characteristics of the product with whom he is working (Bucher, 1960:17).

When it came to employing a coach, there were many additional obstacles. The hopes of alumni and local merchants were a consideration as they usually desired undefeated seasons.

Sometimes more attention is paid to a prospective coaches' "won-loss" record, the number of trophies he has in his library, and the size of his folder of newspaper clippings, than to his understanding of the educational process and the youth with whom he works (Bucher, 1960:76).

The question of whether a coach should be eligible to receive coaching tenure is also related to outside factors. The usual interpretation of tenure was that it was designed to protect the academic freedom and provide job security for teachers. Whether this process should be extended to coaches should be examined in relation to the purposes and

outcomes of the interscholastic athletic programs defining the responsibilities of the coach.

According to Scott (1975), there were two major purposes of interscholastic athletic programs--educational outcomes and entertainment. One must ask whether interscholastic athletics today are a part of the educational program of our public schools or do they exist solely for the entertainment of spectators and fans? These are questions which professionals were hesitant to discuss because answers involve some cherished and long-held concepts about athletics. Yet the question remains: Do coaches have the same responsibilities as other members of the faculty?

For many years one of the strongest arguments for the inclusion of athletics in the academic world was that athletics was an integral part of the physical education instructional program. Athletics was considered the apex of an instructional triangle which included basic skills training and intramural sports. As such, it provided for the highly skilled student in much the same fashion as programs for talented students in art, music, or debate. Participation in interscholastic athletics has been considered a valid part of the learning experience, and at some institutions academic credit for participation was granted. Historically, athletics and physical education have been administratively housed together, with faculty

having teaching as well as coaching assignments (Scott, 1975).

If educational outcomes are the main focus of interscholastic athletic programs, the coach should be no different from other faculty members assigned to work with talented students. However, if public schools use athletics for purposes other than education--to gain national publicity--this change in purpose would affect the responsibilities of the coach, bringing into question the purpose of granting coaching tenure (Scott, 1975).

V. EVALUATION AND TERMINATION

Evaluation of coaches affected the termination process as well as the assignment/reassignment process. Coaching evaluation rested primarily on won-loss records as opposed to the coach's performance in the classroom (Ostro, 1981; Lindholm, 1979; Hamilton, 1974; Knicker, 1974; Demarest, 1963; Duncan, 1960; and Weber, 1960). Lindholm (1979) reported finding schools and school leaders espousing participatory and educational goals with regard to sports, while their teams and coaches reflect a victory-at-all-costs approach.

Any headmaster, principal, or dean, when asked what he desires in his school's athletic program, invariably discusses the educational values and learning possible in school sports. These same school leaders, however, frequently will tolerate utterly obnoxious and unsportsmanlike behavior from their coaches, fans, and

and players, and will "cut loose" a competent and humane coach whose performance displeases alumni or other powerful interests, peripheral to the school (Lindholm, 1979:735).

Massengale (1974) found that coaches were seldom fired for their academic reputation. "Winning often substitutes for academic inadequacies, if inadequacies exist" (Massengale, 1974:142). However, on the other hand, academic excellence and teaching expertise seldom are substituted for losing. This researcher further observed that faculty outside the coaching subculture did not face this dilemma and seldom understood the problem. Duncan (1960) declared the win-loss record of a coach should not be the determining factor in his selection or retention, while Knicker (1974) emphasized that unhealthy competition was often identified as a win-at-all-costs philosophy encouraging manipulation of athletes.

Demarest (1963) suggested the power structure in athletics expressed itself through the insatiable appetite for winning at whatever cost. In the hiring and firing of coaches, the won-loss record spoke much more emphatically than the consideration of what the coach has really taught his players. Winning coaches were seldom released because they had failed to instill noble standards and values in their champions. This researcher suggested that the teaching of integrity, fairness, and discipline could be better accomplished through sports than any other comparable medium. However, there was a need to find a way by which

the coach and the administration could concentrate upon the teaching of such values rather than being under the constant pressure to win whether or not such teaching was taking place.

Lackey (1977) stated that coaching was a volatile profession involving many pressures. These pressures in some cases contributed to less than ethical practices on the part of some coaches attempting to justify those practices by pointing out the need to compete to keep their jobs. A 1975 study cited by Lackey (1977) strongly supported the contention that coaching was a hazardous occupation of pressures and rapid turnover. Almost one half of the schools studied had dismissed a coach in the recent past. Stoffo (1981) characterized coaching as a fickle profession, with a coach's life being very unpredictable and often short-lived. Fararell's (1965) study found coaching tenure to be quite short with a majority leaving the profession after a few years. Weber (1960) noted the pressure of the coaches in stating:

Knowing that his future depends upon winning teams, the coach will put excessive pressure on himself and the athletes to the neglect of other aspects of the program. When the public uses as its main critics of a successful coach the number of games he wins, then it must follow that the coach will make winning his ultimate goal no matter what effect it may have upon others (Weber, 1960:104).

The effect of leadership turnover on organizational effectiveness has been studied by Eitzen and Yetman (1972),

Gamson and Scotch (1964), and Grusky (1963). Grusky (1963) studied major league baseball teams and found that the lower the turnover rate of managers, the higher the organizational effectiveness. Managerial changes contributed to declining morale and expectations of failure, leading to a deterioration of team performance. Gamson and Scotch (1964) in a follow-up of Grusky's study analyzed only midseason changes in baseball managers and found this change had little effect on team performance. Eitzen and Yetman (1972) investigated coaching changes on college basketball teams. Initially, they found the same relationship that Grusky found, the higher the turnover, the poorer the winning percentage. However, when these researchers controlled for the record of the team prior to the coaching change, they found a regression. New coaches taking over a team with a poor record improved the team's records while coaches replacing successful coaches tended to be relative failures. Managerial turnover and team performance might be inversely related; however, the relationship depended on the team's performance prior to the change.

Willerman (1972) studied the relationship between coaching tenure and team effectiveness in Chicago public high schools by examining the length of each coach's tenure and his team's overall winning percentage. His findings led to the rejection of his hypothesis that coaching experience

was related to team effectiveness. The coaches in this study were less prone to school-community pressure to win in their urban setting, than they would have been in suburban or rural settings. Willerman (1972) also concluded that coaching changes were made randomly and were probably the result of many factors in addition to won-loss records.

Waller (1961) pointed out there were problems of the relationship between professionals and amateurs in school athletics. All coaches were professionals and lived by the prowess of their teams, while all players were amateurs. He stated:

A serious indictment of a social system exists which allows the livelihood of a man and his family to depend upon the athletic achievement of boys . . . the coach is so pressed that he uses his human material recklessly. He trains his "men" (aged sixteen) a bit too hard, or he used his star athletes in too many events, or he schedules too many hard games; all this he does from a blameless desire to gain a better position or a raise in salary . . . he often fails to consider the possible effects upon the physical well-being of the rising generation (Waller, 1961:114-115).

Ostro (1981) suggested that too often, those in authority winked at infantile and sometimes violent behavior of coaches, because the coaches happened to be winners or have influence with a politically active booster club.

Hafner (1962) suggested that school officials and enlightened members of the community, when confronted with pressure groups placing winning above all other objectives of the program, should protect and encourage the competent teacher/coach. Runyan (1974) was the only researcher to

suggest that the pressure on high school coaches to win was less than is commonly assumed. In order to develop an evaluation system not dependent on the won-loss record of a coach, Paldanuis (1974) recommended identification of competencies essential to successful performance in coaching. Bolton (1956) surveyed selected head football coaches, college faculty members, and public school administrators in Pennsylvania to determine what aspects would be considered in selecting and evaluating high school football coaches. The following aspects were considered the most important:

1. Character
2. Understanding of children and adolescents
3. Knowledge of the game
4. Academic, professional and athletic experiences
5. Ability in the area of public relations.

Crossley (1967) emphasized that administrators within school systems were ultimately responsible for the athletic programs. They were responsible for interpreting to members of the athletic department and the coaching staff the over-all educational program of the school. Beginning with the employment of coaches, administrators should share their expectations for the athletic program--which should provide every participant opportunities to achieve to his/her maximum. They should look for high standards of

contributions by coaches to these goals. This researcher concluded as follows:

In summary, it is suggested that if the philosophy and objectives of education are known and accepted by the teaching staff, are explained to parents and the community, if the coaching staff is made aware of its responsibilities and its unique opportunity to assist each player to profit from attaining--to the best of his ability--all the established goals of the educational program, and if cooperative and meaningful techniques for evaluation of each coach's contribution to these purposes are established and carried out, then the administrator is professionally obligated and equipped to make and stand behind his evaluative decisions. He can fire a "winning coach" (Crossley, 1967:153).

The main purpose of evaluation or appraisal of the coach's performance was to improve coaching and learning. There were several instruments used to evaluate coaches: observation, checklists, and various types of rating charts. Maxwell Ivey, Director of Athletics for the Atlanta Public Schools, stated:

What we really need at this time is an acceptable accountability program which includes program goals, performance objectives, continuous supervisory development, evaluation interviewing for the purpose of improving present role performance, assistance to strengthen professional performance and provision for feedback (Ivey, 1975:7).

There should be a pre-evaluation conference and a post-evaluation conference, especially if corrective steps are to be prescribed. The post-conference dialogue should have as its main goal the improvement of instruction and should concern itself with the skills and responsibility of coaching duties. Evaluation should be prescriptive in

nature and must be based on the mutual concerns of the evaluator and the evaluatee.

Observations must be recorded on an evaluation form that would give an accurate appraisal of the individual's efforts toward fulfilling requirements relating to responsibility and effectiveness. The evaluation is intended to help the evaluator and evaluatee understand and improve coaching procedures.

William Allen (1975), Director of Physical Fitness for the school district in Brighton, Colorado, used the management support system to identify areas of responsibility, procedures that would be used to fulfill those responsibilities and how to determine the extent in which those areas of responsibility were being met. Based on a needs assessment, a Coach's Assessment was formed as a part of the total evaluation of coaches.

. . . In this manner we point out more clearly where a coach needs assistance and improvement or where there is a total difference of opinion about the specific job within the total coaching assignment (Allen, 1975:18).

The following checklist could be used as a guideline for observation in evaluating the coaching staff according to Allen (1975):

1. Obligations to the administration: supports administration's policy-rules; does not air differences outside department.

2. Obligations to the athletic board: aware of conduct and promotion of his sport; accepts rulings when they do not concur with his.

3. Obligations to athletic director: willingness of coach to contribute ideas for improvement of his sport; willingness to accept decisions and uphold them.

4. Obligations to the admissions office: does not bring pressure on admissions office, goes through proper channels.

5. Obligations for eligibilities: knowledge of rules and regulations; responsible for enforcing rules; does not exert pressure on teachers for grades.

6. Responsibility to injured players: injuries diagnosed by proper medical authority; accepts decision of doctor without coercion from staff.

7. Leadership example to athletes: shows exemplary leadership traits; brings credit to his sport through his actions.

8. Statement in publications: does not rely on newspaper coverage to apply pressure; no direct or implied pressure on administration or players.

9. Conduct during a game: bench discipline; relationship with officials; relationship with opposing coach and team; control of the game.

10. Knowledge of rules: Knows the rules of his sport.

11. Application of rules: applies rules in spirit of their intent.

12. Beating the rules: does not circumvent rules to gain advantage of the opponent.

13. Good sportsmanship: teaches fair play and respect for opponent.

14. Treatment of officials: respects officials' decisions with control during game.

15. Postgame comments: does not alibi nor level criticism at players, opponents, or officials.

16. Public relations with sportswriters and sportscasters: uses discretion in interviews; teaches players respect for information given to press.

17. Relations with alumni and booster organizations: are such organizations encouraged to circumvent administrative control? Do coaches give in to alumni or booster club demands?

18. Organization of the sport: are schedules made and adhered to? Are student-athletes being treated equally?

19. Preparation for practices: are practices well organized and meaningful?

20. Teaching skill: does the coach get across tactical as well as technical skills?

21. Enthusiasm and interest: is the coach optimistic and enthusiastic? Does the coach alibi?

22. Poise and self-confidence: does the coach possess these qualities?

23. Squad discipline: does the coach accept responsibility along with authority?

24. Tolerance: is the coach concerned with student problems?

25. Coach-athlete relations: is there a good coach-athlete relationship?

26. Coaching responsibility: does the coach accept responsibility along with authority?

27. Does the coach stay abreast of developments in the field by attendance at professional meetings, and by reading professional journals?

28. Does the coach have flexibility in accordance with necessary administrative changes?

Allen (1975) suggested that coaching can be and often is a severe drain on the teaching abilities of a teacher. Coaching not only deprived the teacher of adequate time for planning and preparation of classroom work, but sometimes hindered professional growth as well. Praiseworthy as coaching is, the review of literature indicated that there were still some important concerns defining demands put on a secondary coach by the school and community.

Interscholastic athletic activities governed by the State High School Athletic Association were an important

part of the total school experience. The knowledge of Secondary High school Contractual Obligation will help to correct false assumptions regarding misinformation and rumors about contractual obligations of teacher/coaches. This review of literature has provided relevant insights for school administrators, boards of education and other organizations seeking to improve and implement the teaching/coaching contract. This research should be valuable to citizens and to state and community leaders recognizing the importance of a coach's special position in the school setting.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

I. INTRODUCTION

The statistical results analyzed and presented in this chapter were taken from the procedures discussed in Chapter II. The purpose of this study was to gather information concerning perceptions of contractual obligations of high school football coaches, and to form a data base for making future decisions. Data were gathered by securing a State High School Athletic Association Handbook with a list of all high school football coaches. Information from the questionnaire were keypunched onto cards and the statistical package for the Social Sciences (SPSS) provided absolute and relative frequencies (percent). Data were presented in tabular form and organized to answer the questions of this study as follows:

1. What were the existing structures of contractual obligations of high school football coaches relating to contract content, certification, assignment/reassignment, tenure, evaluation and termination?

2. What were the perceptions of high school football coaches concerning:

- A. Contract content
- B. Certification
- C. Assignment/reassignment
- D. Tenure
- E. Evaluation
- F. Termination?

3. What were the differences in perceptions of high school football coaches concerning the identified contract variables based on:

- A. Age
- B. Level of education
- C. Years at present school
- D. Teaching assignment
- E. Size of community
- F. State
- G. Level of competition.
- H. Total years coaching
- I. Coaching supplement
- J. Number classes taught
- K. Varsity letterman
- L. Number years head football coach
- M. Number years assistant football coach
- N. Expenses for coaching clinic

O. Number years head coach other sport

P. Evaluation procedures?

4. Were local board of education funds provided for football coaching supplements and additional training?

5. What were the experience levels of football coaches to:

A. Total number of years coaching all sports

B. Number of years head football coach

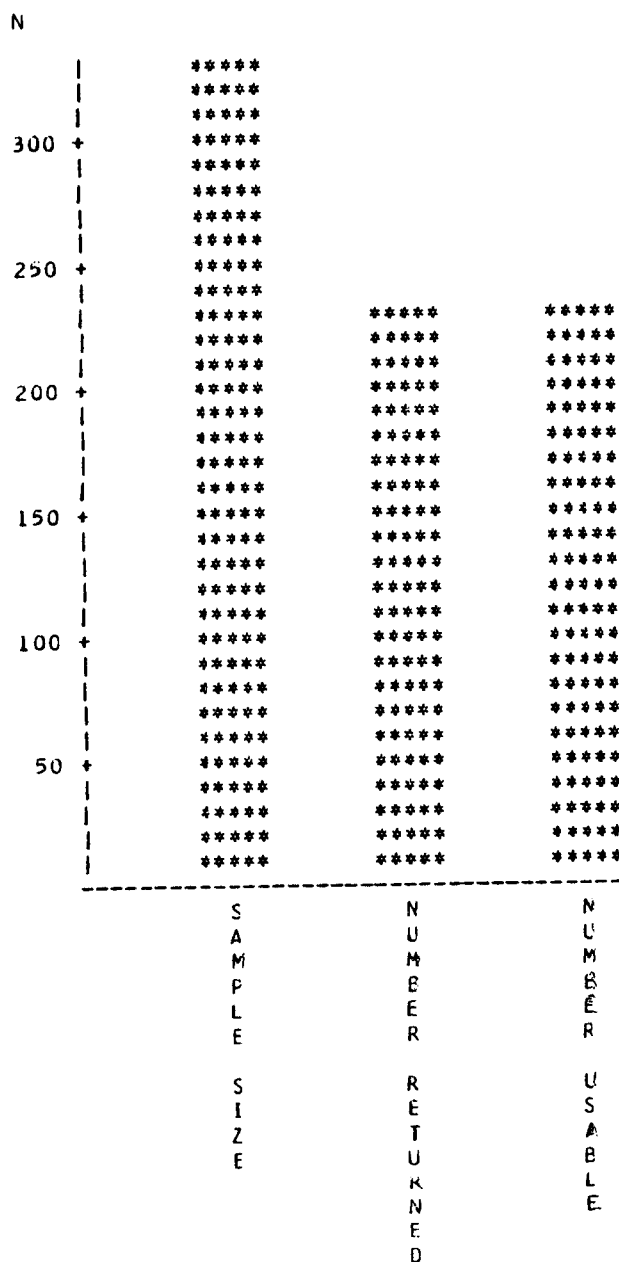
C. Number of years assistant football coach

D. Number of years head coach in another sport other than football?

6. Were evaluation procedures utilized by school systems for football coaches in the states of North Carolina, South Carolina and Tennessee?

Figure 1 contains the number and percent of returned and usable responses of coaches questionnaires mailed to a systematic stratified sample of 332 high school football coaches in the states of North Carolina, South Carolina and Tennessee (see Figure 1).

Table I reports ages of the active high school football coaches in the returned responses. The age of 26 represented the youngest coach and the age of 60 represented the oldest coach. The median age was 35. One hundred and forty-five coaches (63.4 percent) represented the age group of 32 through 41.



Bar Chart of N

Figure 1. Number of Returned and Usable Response of Coaches in Sampled States.

TABLE I

AGE LEVEL OF COACHES IN THE STATES OF NORTH CAROLINA,
SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM
STRATIFIED SAMPLE FOR THE SCHOOL YEAR
1981-1982

Age	Absolute Frequency	Relative Frequency*
26	2	.88
27	3	1.32
28	5	2.20
29	7	3.08
30	7	3.08
31	10	4.40
32	12	5.28
33	14	6.16
34	16	7.04
35	11	4.84
36	16	7.04
37	9	3.96
38	12	5.28
39	8	3.52
40	13	5.72
41	13	5.72
42	9	3.96
43	5	2.20

TABLE I (Continued)

Age	Absolute Frequency	Relative Frequency*
44	5	2.64
45	8	3.52
46	4	1.76
47	2	.88
48	2	.88
49	6	2.64
50	4	1.76
51	2	.88
52	5	2.20
53	1	.44
54	2	.88
55	4	1.76
56	1	.44
57	2	.88
58	1	.44
59	1	.44
60	1	.44

*Relative frequency presented as percent.

Table II reports the level of education of the high school coaches sampled. Eighty seven represents (38.3 percent) held bachelor degrees, 99 (43.6 percent) held masters degrees, 40 (17.3 percent) held masters degrees plus additional hours, and 1 held the Doctor of Philosophy (.5 percent).

Table III reports the teaching assignment of coaches as a classroom teacher, physical education teacher or other which covered any other assignment within the school. Ninety respondents (39.7 percent) were classroom teachers. Seventy eight (34.4 percent) were physical education teachers. Fifty nine (25.9 percent) were included in the category which covered any other assignment within the school.

Table IV reports the size of the community in which the coaches were employed. A total of 35 respondents (15.4 percent) were employed in a community of 2,500 or less. A total of 35 (15.4 percent) were employed in a community of 2,500 to 4,999. A total of 28 (12.3 percent) were employed in a community of 5,000 to 9,999. A total of 32 (14.1 percent) were employed in a community of 10,000 to 19,999. A total of 35 (15.4 percent) were employed in a community of

TABLE II

LEVEL OF EDUCATION OF COACHES IN THE STATES OF NORTH
CAROLINA, SOUTH CAROLINA AND TENNESSEE FROM THE
RANDOM STRATIFIED SAMPLE FOR THE
SCHOOL YEAR 1981-1982

Level of Education	Absolute Frequency	Relative Frequency*
BS	87	38.32
MS	99	43.62
MS Plus	40	17.62
PHD	1	.44

*Relative frequency presented as percent.

TABLE III

TEACHER ASSIGNMENT OF COACHES IN THE STATES OF NORTH
CAROLINA, SOUTH CAROLINA AND TENNESSEE FROM THE
RANDOM STRATIFIED SAMPLE FOR THE
SCHOOL YEAR 1981-1982

Teaching Assignment	Absolute Frequency	Relative Frequency*
Classroom	90	39.64
Physical Education	78	34.37
Other	59	25.99

*Relative frequency presented as percent.

TABLE IV

SIZE OF THE COMMUNITY IN WHICH COACHES WERE EMPLOYED
IN THE STATES OF NORTH CAROLINA, SOUTH CAROLINA AND
TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Community Size	Absolute Frequency	Relative Frequency*
2,500 or less	35	15.41
2,500-4,999	35	15.41
5,000-9,999	28	12.33
10,000-19,999	32	14.09
20,000-50,000	35	15.43
More than 50,000	62	27.33

*Relative frequency presented as percent.

20,000 to 50,000, and a total of 62 (27.4 percent) were employed in a community of more than 50,000.

Table V reports the number of responses by state. North Carolina coaches returned 97 or 87.4 percent of their questionnaires. South Carolina coaches returned 62 (55.8 percent) of the questionnaires sent to South Carolina. Tennessee coaches returned 68 (61.8 percent) of questionnaires sent in that states.

Table VI reports the competition level of coaches who responded to the questionnaire. Twenty two listed (9.6 percent) their level of competition as A; 47 (20.7 percent) classified new schools as AA; 98 (43.1 percent) as AAA; and 60 (26.4 percent) as AAAA.

Table VII reports the years of coaching experience of coaches. The least number of years coached was 4 which represented only one one person or (.4 percent). The most years coached was 46 (.4 percent) or 1 response. The median number of years coached was 12 (7.9 percent) or 140 coaches.

Table VIII reports the school systems financial support of coaches including coaching supplement and coaching expenses. Two hundred and twenty-five (99.11 percent)

TABLE V

LOCATION OF COACHES IN THE STATES OF NORTH CAROLINA,
SOUTH CAROLINA AND TENNESSEE FROM THE
RANDOM STRATIFIED SAMPLE FOR THE
SCHOOL YEAR 1981-1982

State	Percent Returned By State	Absolute Frequency	Relative Frequency*
North Carolina	87.39	97	42.73
South Carolina	55.86	62	27.32
Tennessee	61.89	68	29.95

*Relative frequency presented as percent.

TABLE VI
COMPETITION LEVEL OF COACHES IN THE STATES OF NORTH
CAROLINA, SOUTH CAROLINA AND TENNESSEE FROM THE
RANDOM STRATIFIED SAMPLE FOR THE
SCHOOL YEAR 1981-1982

Level of Competition	Absolute Frequency	Relative Frequency*
A	22	9.69
AA	47	20.70
AAA	98	43.19
AAAA	60	26.42

*Relative frequency presented as percent.

TABLE VII

YEARS OF COACHING EXPERIENCE OF COACHES IN THE STATES OF
NORTH CAROLINA, SOUTH CAROLINA AND TENNESSEE IN THE
RANDOM STRATIFIED SAMPLE FOR THE SCHOOL YEAR
1981-1982

Years Coached	Absolute Frequency	Relative Frequency*
4	1	.44
5	6	2.64
6	8	3.52
7	6	2.64
8	8	3.52
9	12	5.20
10	17	7.48
11	15	6.60
12	18	7.93
13	11	4.84
14	10	4.40
15	13	5.72
16	18	7.93
17	9	3.96
18	8	3.92
19	9	3.96
20	8	3.52
21	9	3.96

TABLE VII (Continued)

Years Coached	Absolute Frequency	Relative Frequency*
22	6	2.64
23	4	1.76
24	7	3.08
25	4	1.76
26	2	.88
27	2	.88
28	4	1.76
29	3	1.32
30	6	2.64
32	1	.44
33	1	.44
46	1	.44

*Relative frequency presented as percent.

TABLE VIII

SCHOOL SYSTEMS FINANCIAL SUPPORT OF COACHES IN THE STATES
OF NORTH CAROLINA, SOUTH CAROLINA AND TENNESSEE IN THE
RANDOM STRATIFIED SAMPLE FOR THE SCHOOL YEAR
1981-1982

Variables	Absolute Frequency	Relative Frequency*
<u>Coaching Supplement</u>		
Yes	225	99.11
No	2	.88
<u>Clinic Expenses</u>		
Yes	176	77.53
No	51	22.46

*Relative frequency presented as percent.

received supplements. Only 2 (.8 percent) did not receive supplements. Coaching Clinic expenses were received by 176 (77.5 percent) of the coaches sampled. Fifty one (22.4 percent) did not receive expenses to attend coaching clinics.

Table IX reports the number of classes taught by coaches in the sample of coaches from the states of North Carolina, South Carolina and Tennessee. Twenty one (9.2 percent) did not teach any classes. Two (2.2 percent) taught 1 class; 7 (3 percent) taught 2 classes; 35 (15.4 percent) taught 3 classes; 65 (23.6 percent) taught 4 classes; 87 (38.3 percent) taught 5 classes; and 7 (3 percent) taught 6 classes.

Table X reports previous playing experience of coaches and the use of specific evaluation procedures for coaches by school systems. One hundred fifty-four respondents (66.8 percent) had previous playing experience. Seventy-three (33.1 percent) had no personal football experience. One hundred seventy-five respondents (77 percent) reported no specific evaluation procedures for coaches. Fifty-two (22.4 percent) reported the use of such procedures.)

TABLE IX

THE NUMBER OF CLASSES TAUGHT BY THE COACHES IN THE STATES
OF NORTH CAROLINA, SOUTH CAROLINA AND TENNESSEE
FROM THE RANDOM STRATIFIED SAMPLE FOR THE
SCHOOL YEAR 1981-1982

Number of Classes Taught	Absolute Frequency	Reletive Frequency*
0	21	9.25
1	2	2.20
2	7	3.08
3	35	15.41
4	65	28.63
5	87	38.32
6	7	3.08

*Relative frequency presented as percent.

TABLE X

SCHOOL SYSTEM EVALUATION PROCEDURE OF COACHES IN THE
STATES OF NORTH CAROLINA, SOUTH CAROLINA AND
TENNESSEE IN THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Variables	Absolute Frequency	Relative Frequency*
<u>Playing Experience</u>		
Yes	154	66.84
No	73	33.16
<u>Specific Evaluation Procedures</u>		
Yes	52	22.46
No	175	77.09

*Relative frequency presented as percent.

Table XI reports the number of years of head football coaching experience in the states of North Carolina, South Carolina and Tennessee. Years of head coaching experience ranged from 0 (.4 percent) to 32 (.4 percent).

Table XII reports the number of years of assistant football coaching experience in the states of North Carolina South Carolina and Tennessee. Years of assistant football coaching experience ranged from 0 (6.6 percent) to 23 (.4 percent).

Table XIII reports the total number of years of coaching other sports. The number of years coaching other sports ranged from 0 (6.1 percent) to 29 (.4 percent). The mean number of years coaching other sports was 7 years.

Table XIV shows coaches perceptions of contract content. A total of 93 (40.9 percent) gave a positive rating to binding agreement in one must teach to coach, while 104 (45.8 percent) gave a negative rating to this item. A total of 156 (68.7 percent) gave a positive rating to a coaching contract in addition to the regular teaching contract. A total of 40 (17.6 percent) gave a negative rating to the use of this additional contract. A total of 81 (35.6 percent) responded positively to supplemental pay by a booster club, while 111 (48.8 percent) responded negatively.

TABLE XI

NUMBER OF YEARS HEAD FOOTBALL COACHING EXPERIENCE OF
COACHES IN THE STATES OF NORTH CAROLINA, SOUTH
CAROLINA AND TENNESSEE FROM THE RANDOM
STRATIFIED SAMPLE FOR THE SCHOOL
YEAR 1981-1982

Years Coached	Absolute Frequency	Relative Frequency*
0	1	.44
1	19	8.37
2	14	6.16
3	21	9.25
4	13	5.72
5	16	7.04
6	10	4.40
7	14	6.16
8	15	6.60
9	12	5.28
10	9	3.96
11	12	5.28
12	10	4.40
13	5	2.20
14	2	.88
15	9	3.96
16	4	2.20
17	5	2.20

TABLE XI (Continued)

Years Coached	Absolute Frequency	Relative Frequency*
18	3	1.32
19	3	1.32
20	5	2.20
21	2	.88
22	3	1.32
23	2	.88
24	4	1.76
25	3	1.32
26	2	.88
27	1	.44
28	1	.44
29	3	1.32
30	1	.44
32	1	.44

*Relative frequency presented as percent.

TABLE XII

NUMBER OF YEARS ASSISTANT FOOTBALL COACHING EXPERIENCE OF
COACHES IN THE STATES OF NORTH CAROLINA, SOUTH CAROLINA
AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Years Coached	Absolute Frequency	Relative Frequency*
0	15	6.61
1	16	7.05
2	22	9.69
3	23	10.13
4	24	10.57
5	26	11.45
6	13	5.73
7	15	6.61
8	20	8.81
9	12	5.29
10	11	4.85
11	4	1.76
12	8	3.52
13	5	2.20
14	6	2.64
15	4	1.76
16	1	.44

TABLE XII (Continued)

Years Coached	Absolute Frequency	Relative Frequency*
22	1	.44
23	1	.44

*Relative frequency presented as percent.

TABLE XIII

NUMBER OF YEARS COACHING EXPERIENCE IN OTHER SPORTS OF
COACHES IN THE STATES OF NORTH CAROLINA, SOUTH
CAROLINA AND TENNESSEE FROM THE RANDOM
STRATIFIED SAMPLE FOR THE SCHOOL YEAR
1981-1982

Number Years Coached Other Sports	Absolute Frequency	Relative Frequency*
0	14	6.16
1	8	3.52
2	13	5.72
3	16	7.04
4	24	10.57
5	17	7.48
6	13	5.72
7	13	5.72
8	19	8.37
9	9	3.96
10	16	7.04
11	11	4.84
12	9	3.96
13	5	2.20
14	5	2.20
15	3	1.32
16	6	2.64

TABLE XIII (Continued)

Number Years Coached Other Sports	Absolute Frequency	Relative Frequency*
17	4	1.76
18	2	.88
19	3	1.32
20	7	3.08
21	4	1.72
24	2	.88
25	1	.44
26	2	.88
29	1	.44

*Relative frequency presented as percent.

TABLE XIV
 CONTRACT CONTENT AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA,
 SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
 FOR THE SCHOOL YEAR 1981-1982

Contract Content	Positive		Neutral		Negative	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Binding agree- ment contract must teach to coach	93	40.96	30	13.21	104	45.81
Additional coach- ing and teaching contract	156	68.72	31	13.65	40	17.62
Can booster club supplement pay	81	35.68	35	15.41	111	48.89

Chi-Square Tests: Contract Content

Table XV reports the chi-square test of contract content. The chi-square test was used to determine if there was a significant difference in the responses of coaches relative to various contract items including binding agreement, additional coaching/teaching contract and booster club supplement pay based on age, level of education, teaching assignment, size of community, state location, level of competition, years of coaching, coaching supplements, number of classes taught, varsity letterman, number of years head football coach, number of years assistant football coach, expenses paid for coaching clinic, number of years head coach of other sports, and formal evaluation procedures.

The chi-square test revealed a significant difference at the .05 level or less in the perceptions of coaches with differing state locations and the existence of booster club supplement pay (chi-square = 13.905; degrees of freedom = 4; probability = 0.0).

Tables XVI reports coaches perceptions of certification. One hundred ninety-four (85.4 percent) responded positively towards a coach being certified by the state in order to coach, while only 13 (5.72 percent) responded negatively. One hundred ninety-six (86.3 percent) responded negatively to having a non-certified non-faculty person as head football coach, while only 13 (5.7 percent)

TABLE XV
CHI-SQUARE OF CONTRACT CONTENT AS PERCEIVED BY COACHES IN THE STATES OF
NORTH CAROLINA, SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM
STRATIFIED SAMPLE FOR THE SCHOOL YEAR 1981-1982

Variables	Binding Agreement Must Teach to Coach	Contract Content	
		Additional Coach and Teaching Contract	Can Booster Club Supplement Pay
Age	2.931 (6)	11.999 (6)	16.616 (6)
Level of Education	3.365 (6)	10.734 (6)	4.690 (6)
Teaching Assignment	12.373 (4)	10.221 (4)	.430 (4)
Size of Community	7.594 (10)	4.264 (10)	8.819 (10)
State	10.332 (4)	5.180 (4)	13.905 (4) *
Level of Competition	6.788 (6)	6.961 (6)	6.850 (6)
Total Years Coaching	4.292 (6)	10.824 (6)	16.063 (6)
Coaching Supplement	2.907 (2)	2.410 (2)	.428 (2)
Number Classes Taught	9.130 (12)	13.612 (12)	12.320 (12)
Varsity Letterman	4.991 (6)	2.833 (6)	2.777 (6)
Number Years Head Football Coach	7.196	10.013 (6)	9.508 (6)
Number Years Assistant Football Coach	5.063 (4)	3.165 (4)	2.867 (4)
Expenses Coaching Clinic	1.206 (2)	.736 (2)	1.091 (2)
Number Years Head Coach Other Sport	1.617 (4)	3.027 (4)	15.684 (4)
Evaluation Procedures	2.286 (4)	4.871 (4)	3.033 (4)

* = Significant Chi-Square at the .05 level; () = Degrees of Freedom.

TABLE XVI

CERTIFICATION AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA,
SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Certification	Positive		Neutral		Negative	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Must be certified by state	194	85.46	20	8.81	13	5.72
Non-certified non-faculty Head Coach	13	5.72	18	7.93	196	86.34
Specified training in collegiate curricula	161	70.92	44	19.38	22	9.69

responded in favor of non-certified non-faculty head football coach. Specified training in the collegiate curricula for coaches was perceived positively by 161 (70.9 percent) while 22 (9.6 percent) responded negatively to this item.

Chi-Square Tests: Certification

Table XVII reports the chi-square test of certification. The chi-square test was used to determine if there was a significant difference in the responses of coaches relative to various certification items including mandatory coaching and certification by state, non-certified, non-faculty head coach, and specified training in collegiate curricula based on age, level of education, teaching assignment, size of community, state location, level of competition, years of coaching, coaching supplements, number of classes taught, varsity letterman, number of years head football coach, number of years assistant football coach, expenses paid for coaching clinic, number of years head coach of other sports, and formal evaluation procedures. The chi-square test revealed no significant differences at the .05 level or less in the perception of coaches relative to these various demographic variables.

Table XVIII reports perceptions on assignment/reassignment. The question of a teacher/coach being

TABLE XVII

CHI-SQUARE OF CERTIFICATION AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA,
SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Variables	Certification		
	Must Coach And Be Certified by State	Non-Certified/Non-Faculty Head Coach	Specified Training In Collegiate Curricula
Age	7.534 (6)	3.016 (6)	4.927 (6)
Level of Education	4.495 (6)	4.707 (6)	1.963 (6)
Teaching Assignment	4.753 (4)	2.801 (4)	4.726 (4)
Size of Community	2.810 (10)	4.481 (10)	3.020 (10)
State	6.263 (4)	5.358 (4)	4.447 (4)
Level of Competition	7.891 (6)	12.011 (6)	2.198 (6)
Total Years Coaching	7.225 (6)	1.546 (6)	8.520 (6)
Coaching Supplement	4.298 (2)	4.928 (2)	3.893 (2)
Number Classes Taught	9.080 (12)	13.753 (12)	13.409 (12)
Varsity Letterman	8.480 (6)	.815 (6)	6.457 (6)
Number Years Head Football Coach	4.304 (6)	3.521 (6)	1.879 (6)
Number Years Assistant Football Coach	1.243 (4)	5.365 (4)	2.203 (4)
Expenses Coaching Clinic	2.560 (2)	1.743 (2)	.864 (2)
Number Years Head Coach Other Sport	5.876 (4)	.578 (4)	1.604 (4)
Evaluation Procedures	1.392 (4)	2.048 (4)	2.317 (4)

* = Significant Chi-Square at the .05 level; () = Degrees of Freedom.

TABLE XVIII

ASSIGNMENT/REASSIGNMENT AS PERCEIVED BY COACHES IN THE STATES OF NORTH
CAROLINA, SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED
SAMPLE FOR THE SCHOOL YEAR 1981-1982

Assignment/ Reassignment	Positive		Neutral		Negative	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Reassigned to another school	132	58.15	47	20.70	48	21.14
Teaching assign- ment at one school coach different school	52	22.90	40	17.62	135	59.47
Principals Juris- diction to reassign	178	78.41	31	13.65	18	7.93

reassigned to another school if he gave up his coaching duties received 132 (58.1 percent) positive responses, while only 48 (21.1 percent) were not in favor of this reassignment. Teaching assignment at one school and coaching at another school was perceived negatively by 135 (59.4 percent) respondents and only 52 (22.9 percent) responded positively to teaching at one school and coaching at another. The principal's jurisdiction to reassign teaching duties was perceived positively by 178 (78.4 percent) of the respondents while 18 (7.9 percent) were negative to this reassignment policy.

Chi-Square Tests: Assignment/Reassignment

Table XIX reports the chi-square test of assignment/reassignment. The chi-square test was used to determine if there was a significant difference in the responses of coaches relative to various assignment/reassignment items including reassignment to another school, teaching and coaching assignments at different schools, and principal's jurisdiction to reassign based on age, level of education, teaching assignment, size of community, state location, level of competition, years of coaching, coaching supplements, number of classes taught, varsity letterman, number of years head football coach, number of years assistant football coach, expenses paid for coaching clinic,

TABLE XIX
CHI-SQUARE OF ASSIGNMENT/REASSIGNMENT AS PERCEIVED BY COACHES IN THE STATES OF
NORTH CAROLINA, SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM
STRATIFIED SAMPLE FOR THE SCHOOL YEAR 1981-1982

Variables	Assignment/Reassignment		
	Reassigned To Another School	Teaching Assignment At One School Coach at Different School	Principals Jurisdiction To Reassign
Age	5.215 (6)	9.187 (6)	7.978 (6)
Level of Education	2.728 (6)	5.265 (6)	10.410 (6)
Teaching Assignment	6.063 (4)	1.747 (4)	4.052 (4)
Size of Community	8.155 (10)	3.863 (10)	6.111 (10)
State	2.168 (4)	6.377 (4)	4.509 (4)
Level of Competition	4.484 (6)	4.028 (6)	5.184 (6)
Total Years Coaching	3.572 (6)	10.681 (6)	9.448 (6)
Coaching Supplement	1.452 (2)	1.693 (2)	.555 (2)
Number Classes Taught	13.085 (12)	14.158 (12)	10.128 (12)
Varsity Letterman	8.653 (6)	5.497 (6)	2.756 (6)
Number Years Head Football Coach	2.538 (6)	8.297 (6)	14.669 (6)
Number Years Assistant Football Coach	12.196 (4)	3.021 (4)	5.486 (4)
Expenses Coaching Clinic	4.610 (2)	2.564 (2)	4.476 (2)
Number Years Head Coach Other Sport	.999 (4)	1.777 (4)	4.519 (4)
Evaluation Procedures	1.132 (4)	5.738 (4)	2.244 (4)

* = Significant Chi-Square at the .05 level; () = Degrees of Freedom.

number of years head coach of other sports, and formal evaluation procedures. The chi-square test revealed no significant differences at the .05 level or less in the perceptions of coaches relative to these various demographic variables.

Table XX reports the perception of coaches regarding tenure. One hundred and fifteen (50.6 percent) were positive about gaining tenure as a coach, while 67 (29.51 percent) were negative. Teacher reassignment was supported by a response of 176 (77.5 percent) in favor of reassignment if a coach resigned his coaching duties, while 20 (8.8 percent) responded negatively to reassignment upon resignation of coaching duties. Tenured teacher/coach reassignment was perceived positively by 145 (63.8 percent) of the respondents, while 41 (18 percent) responded negatively to the reassignment of a tenured teacher/coach.

Chi-Square Tests: Tenure

Table XXI reports the chi-square test of tenure. The chi-square test was used to determine if there was a significant difference in the responses of coaches relative to various tenure items including gaining tenure as a coach, reassignment upon resigning coaching duties, and reassignment of a tenured teacher/coach based on age, level of education, teaching assignment, size of community, state

TABLE XX

TENURE AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA, SOUTH
CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Tenure	Positive		Neutral		Negative	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Gain tenure as coach	115	50.66	45	19.82	67	29.51
Teacher reassignment if resign coaching	176	77.53	31	13.65	20	8.81
Tenure teacher/coach reassigned	145	63.87	41	18.06	41	18.06

TABLE XXI

CHI-SQUARE OF TENURE AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA,
SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Variables	Tenure		
	Gain Tenure As Coach	Allowed to Gain Tenure as Teacher	Tenured Teacher/ Coach Reassigned
Age	7.289 (6)	.346 (3)	1.390 (3)
Level of Education	2.691 (6)	.668 (3)	3.013 (3)
Teaching Assignment	4.208 (4)	4.298 (2)	2.454 (2)
Size of Community	11.233 (10)	6.434 (5)	5.571 (5)
State	7.463 (4)	1.319 (2)	1.402 (2)
Level of Competition	8.115 (6)	.639 (3)	.888 (3)
Total Years Coaching	4.730 (6)	10.025 (3)	1.302 (3)
Coaching Supplement	2.236 (2)	.114 (1)	.572 (1)
Number Classes Taught	10.519 (12)	8.886 (6)	2.419 (6)
Varsity Letterman	4.028 (6)	.253 (3)	1.047 (3)
Number Years Head Football Coach	6.039 (6)	2.048 (3)	1.507 (3)
Number Years Assistant Football Coach	4.017 (4)	3.209 (2)	7.578 (2)
Expenses Coaching Clinic	1.461 (2)	.729 (1)	1.878 (1)
Number Years Head Coach Other Sport	6.785 (4)	10.798 (2)	.050 (2)
Evaluation Procedures	5.761 (4)	2.137 (2)	.532 (2)

* = Significant Chi-Square at the .05 level; () = Degrees of Freedom.

location, level of competition, years of coaching, coaching supplements, number of classes taught, varsity letterman, number of years head football coach, number of years assistant football coach, expenses paid for coaching clinic, number of years head coach of other sports, and formal evaluation procedures. The chi-square test revealed no significant differences at the .05 level or less in the perceptions of coaches relative to these various demographic variables.

Table XXII reports the perception of coaches concerning evaluation. Two hundred and two (88.9 percent) responded positively to separating coaching and teaching evaluation, while 15 (6.6 percent) responded negatively. Coaches' perception of being evaluated on won/lost records alone was supported by 206 (90.7 percent) positive responses, while only 11 (4.8 percent) responded negatively.

Chi-Square Tests: Evaluation

Table XXIII reports the chi-square test of evaluation. The chi-square test was used to determine if there was a significant difference in the responses of coaches relative to various evaluation items including separate evaluations of teaching and coaching duties, and coaching evaluation based solely on age, level of education, teaching assignment, size of community, state location, level of competition, years of coaching, coaching supplements, number

TABLE XXII

EVALUATION AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA, SOUTH
CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Evaluation	Positive		Neutral		Negative	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Evaluate spearate as teacher/coach	202	88.98	10	4.40	15	6.60
Evaluation of won/ lost record alone	206	90.74	10	4.40	11	4.84

TABLE XXIII

CHI-SQUARE EVALUATION AS PERCEIVED BY COACHES IN THE STATES OF
NORTH CAROLINA, SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM
STRATIFIED SAMPLE FOR THE SCHOOL YEAR 1981-1982

Variables	Evaluation	
	Evaluate Separate As Teacher/Coach	Evaluation of Won/Lost Record Alone
Age	2.001 (6)	5.340 (6)
Level of Education	2.019 (6)	9.078 (6)
Teaching Assignment	4.748 (4)	3.456 (4)
Size of Community	7.731 (10)	9.194 (10)
State	1.116 (4)	4.373 (4)
Level of Competition	3.452 (6)	7.527 (6)
Total Years Coaching	16.672 (6)	3.435 (6)
Coaching Supplement	.250 (2)	.206 (2)
Number Classes Taught	13.715 (12)	7.948 (12)
Varsity Letterman	2.905 (6)	.736 (6)
Number Years Head Football Coach	11.397 (6)	12.256 (6)
Number Years Assistant Football Coach	9.602 (4)	3.452 (4)
Expenses Coaching Clinic	1.055 (2)	1.090 (2)
Number Years Head Coach Other Sport	4.901 (4)	3.813 (4)
Evaluation Procedures	24.360 (4) *	2.999 (4)

* = Significant Chi-Square at the .05 level; () = Degrees of Freedom.

of classes taught, varsity letterman, number of years head football coach, number of years assistant football coach, expenses paid for coaching clinic, number of years head coach of other sports, and formal evaluation procedures. The chi-square test revealed no significant differences at the .05 level or less in the perceptions of coaches relative to these various demographic variables.

Table XXIV reports coaches perceptions concerning termination. Coaches perceptions of teaching/coaching termination based on poor won/lost records received 179 (78.8 percent) negative responses, while only 20 (8.8 percent) were positive about being terminated because of a poor won/lost record. The termination of football duties only received 121 (53.3 percent) negative responses, while sixty-three (27.7 percent) responded positively to termination of football duties only on won/lost record. One hundred and eighty-seven (82.3 percent) responded positively to a written policy covering termination. Twelve (5.2 percent) responded negatively to a written policy covering termination.

Chi-Square Test: Termination

Table XXV reports the chi-square test of termination. The chi-square test was used to determine if there was a significant difference in the responses of coaches relative

TABLE XXIV

TERMINATION AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA, SOUTH
CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Termination	Positive		Neutral		Negative	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Termination because of poor won/lost record	20	8.81	28	12.33	179	78.85
Termination of only football duties on won/lost record	63	27.75	43	18.94	121	53.30
Written policy covering termina- tion	187	82.37	28	12.33	12	5.28

TABLE XXV

CHI-SQUARE OF TERMINATION AS PERCEIVED BY COACHES IN THE STATES OF NORTH CAROLINA,
SOUTH CAROLINA AND TENNESSEE FROM THE RANDOM STRATIFIED SAMPLE
FOR THE SCHOOL YEAR 1981-1982

Variables	Termination		
	Termination Because Of Poor Won/Lost Record	Termination Of Only Football Duties On Won/Lost Record	Written Policy Covering Termination
Age	8.091 (6)	5.597 (6)	1.724 (6)
Level of Education	2.030 (6)	6.512 (6)	7.395 (5)
Teaching Assignment	4.791 (4)	2.946 (4)	8.300 (4)
Size of Community	9.846 (10)	14.141 (10)	7.852 (10)
State	6.957 (4)	12.730 (4)	2.073 (4)
Level of Competition	7.938 (6)	1.798 (6)	5.974 (6)
Total Years Coaching	11.861 (6)	5.171 (6)	2.491 (6)
Coaching Supplement	2.712 (2)	2.463 (2)	.432 (2)
Number Classes Taught	6.929 (12)	14.237 (12)	13.206 (12)
Varsity Letterman	5.059 (6)	5.950 (6)	16.735 (6)
Number Years Head Football Coach	13.311 (6)	7.188 (6)	10.247 (6)
Number Years Assistant Football Coach	6.607 (4)	3.350 (4)	4.780 (4)
Expenses Coaching Clinic	.830 (2)	.531 (2)	.862 (2)
Number Years Head Coach Other Sport	5.722 (4)	3.780 (4)	18.394 (4)
Evaluation Procedures	.388 (4)	2.091 (4)	1.371 (4)

* = Significant Chi-Square are the .05 level; () = Degrees of Freedom.

to various termination items including termination of all duties based on poor won/loss record, termination of football duties only, and written policy covering termination based on age, level of education, teaching assignment, size of community, state location, level of competition, years of coaching, coaching supplements, number of classes taught, varsity letterman, number of years head football coach, number of years assistant football coach, expenses paid for coaching clinic, number of years head coach of other sports, and formal evaluation procedures. The chi-square test revealed no significant differences at the .05 level or less in the perceptions of coaches relative to these various demographic variables.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

The purpose of this chapter was to summarize the study. Major conclusions reached as a result of the findings were drawn. Recommendations from the study were listed in the final section.

II. SUMMARY

The Problem

Although there are no set policies from one school board to another governing teacher/coach contracts, there is a need to bring about an awareness of the teacher/coach relationship relating to contract content, certification, assignment/reassignment, tenure, evaluation and termination.

High School football coaches are almost always chosen from athletes and forced by public pressure into the role of a winner. The classroom teacher's competence almost always is judged professionally rather than by the numbers on the scoreboard. The teacher/coach usually perceives his main responsibility as coaching. Coaches realize that at the end of a losing season they be fired or demoted, even though the circumstances are beyond their control.

Organizations wanting to remove a losing tenured teacher/coach may assign the losing coach to an assistant coaching job, relieve him of all coaching duties, or transfer the person to another teaching position. An organization operating in this manner supports the assumption that a coach greatly contributes to the success of an athletic team.

School administrators state they first hire the teacher and then hire the coach. Administrators consider the daily teaching schedule as the prime responsibility of the teacher/coach. The 1980's, with changing demographic, economic and social factors, influencing teacher/coaching contracts will require new approaches other than the standard teaching contracts to cover coaching duties. The lack of definitive information concerning contract content of teacher/coaching contracts is presently non-existent. In addition, perceptions of teacher/coaching contracts were lacking. This research was necessary to appraise and make subsequent decisions requiring coaches' contractual obligations.

The Purpose of the Study

The overall purpose of the study was to provide information concerning perceptions of contractual obligations of high school football coaches in the states of

North Carolina, South Carolina and Tennessee. This study specifically developed:

(1) The perceptions of high school football coaches in these states relating to contract content, certification, assignment/reassignment, tenure, evaluation and termination.

(2) Whether perceptions of high school football coaches in these states differ based identified upon demographic variables.

(3) Whether funds were provided in these states for football coaching supplements and additional training.

(4) The experience levels of football coaches in these states.

Procedures

The process of gathering data for this study was directly related to a review of literature pertaining to coaches contractual obligations. This research provided information to characterize contractual obligations of high school football coaches in North Carolina, South Carolina, and Tennessee.

Through the cooperation of the states of North Carolina, South Carolina, and Tennessee, and with the State High School Athletic Associations, a listing was organized of all head high school football coaches. This portion of

the study gathered perceptions of a systematic sample of teacher/coach perceptions of coaches' contractual obligations through random selection based on classification of competition.

Sampling Procedure

The sampling procedure was designed to establish a relationship between the coaches surveyed in the study, by determining a sample of coaches. Based on the formula suggested by Hauskin (1963), the sample size of coaches should be 332. His formula was as follows:

$$N = \frac{x^2 N_0 (1-0)}{d^2 (N-1) + x^2 0 (1-0)}$$

Where N = population size

n = sample size

x^2 = chi-square

d = error range

0 = .50 for largest sample size or
percent of population with a given
characteristic

From these coaches, a systematic sample of .33 percent of coaches was drawn by selecting every third person from the

list of coaches listed in the states of North Carolina, South Carolina and Tennessee High School Athletic Association Handbook, provided by the State High School Athletic Association.

The Questionnaire

The questionnaire was developed to determine perceptions of contractual obligations of high school football coaches. The first draft of the questionnaire was submitted to doctoral students in educational administration and supervision at The University of Tennessee, Knoxville. A field test of (N=23) was conducted to determine the validity of the instrument with pertinent comments regarding the clarity of content and design being incorporated in the questionnaire. The instrument was then reviewed by a panel of experts embracing a number of superintendents of school districts in the states of North Carolina, South Carolina and Tennessee and the writers doctoral committee members. Their suggestions, additions, deletions, and classification of both form and content were incorporated into the final questionnaire.

The questionnaire required 32 responses:

One question asked for your age.

One question asked for level of education.

One question required the respondent to classify working assignment.

Three questions dealt with level of competition, size of community and state in which one worked.

Four questions related to the number of years coached.

Two questions asked if respondents received a supplement for coaching or expenses paid to attend a coaching clinic.

One question asked if respondent was a varsity letterman in college.

One question asked if there were specific evaluation procedures for a coach in one's school system.

One question asked the number of classes taught per day.

Three questions related to contract content.

Three questions related to certification.

Three questions related to assignment/reassignment.

Three questions related to tenure.

Two questions related to evaluation.

Three questions related to termination.

Treatment of Data

Upon receipt of completed questionnaires, the writer coded and transcribed the data onto tabulation sheets. The facilities of The University of Tennessee, Knoxville,

Computing Center were utilized to complete the tabulations and analyze the data.

Absolute frequencies representing the responses for each variable on the questionnaire, and relative frequencies representing the percent of the total number of responses were tabulated and follow the major headings of the questionnaire. Within each section--contract content, certification, assignment/reassignment, tenure, evaluation and termination--data were analyzed to answer the questions of the study. The responses to the questions were also cross-tabulated to show a relationship among the items and the demographic data of each respondent. Cross-tabulations compared respondent groups representing the following categories: age, level of education, teaching assignment, community size, location, competitive classification and years of coaching. The chi-square statistic was calculated for each comparison. A significance level of .05 was used. Questions dealing with coaching supplements, teaching loads, football experience, clinic expenses and evaluation procedures were also analyzed using frequency of responses and the chi-square statistic.

Analyzing and comparing the processed data revealed the major findings of the study. These findings were the basis for reaching conclusions and making recommendations for an

increased understanding of contractual obligations of high school football coaches.

III. FINDINGS

Findings related to the five questions are the focus of this study and are discussed in numerical order.

Question 1

What were the existing structures of contractual obligations of high school football coaches relating to contract content, certification, assignment/reassignment, tenure, evaluations and termination?

The existing structure of contract content in secondary schools took into account that coaches were hired first as teachers and any other duty was considered an additional duty. The research suggested that the standard teaching contract was the obligatory structure for the teacher/coach. Research was lacking to support the teaching/coaching contract explicitly, as it was covered in the standard teaching contract.

The study did not indicate the widespread use of contracts relating exclusively to coaching responsibilities. Coaches for the most part were regularly certified teachers, teaching under standard teaching contracts.

The study suggested that there should be some standard certifications and classifications for secondary football

coaches. The three states under study were governed by the National High School Athletic Association. In these three states only regularly certified and full-time faculty members of school could be head coaches. Coaches were required to be full-time faculty members receiving salary solely from public funds. Only schools having such coaches were allowed to join the association.

Question 2

What were the perceptions of high school football coaches concerning:

- A. Contract content
- B. Certification
- C. Assignment/reassignment
- D. Tenure
- E. Evaluation
- F. Termination?

Coaches were almost evenly divided in their opinions concerning contracts requiring coaching duties to retain teaching positions. Forty-five percent responded negatively while 40 percent responded positively. Most coaches did not have an additional coaching contract according to the responses; however, over two-thirds (68 percent) of the respondents were in favor of such a contract. Supplemental pay by booster clubs was perceived negatively by almost

one-half (48 percent) of the respondents. About one-third (35 percent) responded positively.

More than four-fifths (85 percent) of the respondents felt positively that coaches must be certified as teachers by the state. A corresponding number (86 percent) felt negatively toward non-certified, non-faculty head coaches. Almost three-fourths (70 percent) of the respondents perceived specified training for coaches on the collegiate level positively.

Slightly more than one-half (53 percent) felt positively that a teacher should be expected to be reassigned to another school upon resigning coaching duties. The remainder of the coaches split between negative and neutral responses. Almost three-fifths (59 percent) responded negatively to teaching assignments at one school and coaching assignments at another school. A greater number (75 percent) felt principals should have the jurisdiction to reassign teaching duties to make room for another teacher/coach.

One-half (50 percent) of the coaches responded positively to a teacher being afforded the opportunity to gain tenure as a coach. Over three-fourths (77 percent) felt positively that a head football coach should be allowed to gain tenure as a teacher. A somewhat smaller number (63 percent) responded positively that tenured teacher/coaches

should expect to be reassigned upon resigning coaching duties.

Both items under evaluation were perceived positively by an overwhelming number of coaches. Separate evaluations of teaching and coaching were perceived positively by 88 percent of the respondents. An even greater number (92 percent) felt a coaches' evaluation should not be based solely on a won/loss record.

Over three-fourths (78 percent) also felt negatively that termination of teaching/coaching duties should be based solely on a won/loss record. Over one-half (53 percent) responded negatively, that termination of only football duties should be based solely on a won/loss record. An even larger number (82 percent) felt positively concerning a written policy covering termination of coaching duties.

Question 3

What were the differences in perceptions of high school football coaches concerning the identified contract variables based on:

- A. Age
- B. Level of education
- C. Teaching assignment
- D. Size of community
- E. State

- F. Level of competition.
- G. Total years coaching
- H. Coaching supplement
- I. Number classes taught
- J. Varsity letterman
- K. Number years head football coach
- L. Number years assistant football coach
- M. Expenses coaching clinic
- N. Number years head coach other sport
- O. Evaluation Procedures?

Analysis of the data showed only one significant difference in the perception of coaches for the category state location. There was a significant difference in perceptions concerning the contract content item, school booster clubs being allowed to supplement a coaches' athletic salary.

Question 4

Were local boards of education funds provided for football coaching supplements and additional training?

Over three-fourths (77 percent) of the respondents received expenses for at least one coaching clinic a year, while less than one-fourth did not. Supplements from local boards of education were received by almost all of the coaches (99 percent) for coaching duties.

Question 5

What were the experience levels of football coaches to:

- A. Total number of years coaching all sports
- B. Number of years head football coach
- C. Number of years assistant football coach
- D. Number of years head coach in another sport other than football?

A. Analysis of the data concerning total number of years coaching all sports indicated more than one-half (56 percent) of the respondents had coached from 10 to 19 years. Approximately one-fifth (21 percent) had coached from 20 to 29 years, and almost the same number (17 percent) had coached up to 9 years. Six coaches (2 percent) had 30 years experience coaching all sports, while 1 coach each had 32, 33, and 46 years respectively.

B. In number of years as head football coach, the largest number of respondents (59 percent) had coached up to 9 years, while less than one-third (27 percent) had 10 to 19 years experience. A total of 24 coaches (11 percent) had from 20 to 29 years experience as head football coach. Three respondents (1 percent) had 30 years experience each while 2 respondents had 32 and 39 years experience respectively.

C. Analysis of the data concerning number of years as assistant football coach revealed that more than four-fifths

(81 percent) of the respondents had served in this capacity up to 9 years. Less than one-fifth (17 percent) of the respondents had served as assistants from 10 to 19 years. Two coaches (.88 percent) had served more than 20 years in an assistant capacity.

D. Close to two-thirds (64 percent) of the coaches had up to 9 years experience as head coach in a sport other than football. Less than one-third (28 percent) had 10 to 19 years of experience and a small number of respondents (7 percent) had experience covering 20 to 29 years as head coach in other sports.

Question 6

Were evaluation procedures utilized by school systems for football coaches in the states of North Carolina, South Carolina and Tennessee?

Analysis of the data concerning formal evaluation procedures by school systems of football coaches revealed over three-fourths (77 percent) of the respondents were not formally evaluated on their coaching responsibilities. Correspondingly, only about one-fourth (22 percent) of the coaches were formally evaluated on their coaching duties.

IV. CONCLUSIONS

The author's findings of this study reveal the following conclusions:

1. An additional contract covering coaching duties should be available to coaches that are currently coaching.
2. A head coach should be a certified teacher and be a member of the active faculty.
3. There should be some specified coaches' training in a coaches' collegiate curricula.
4. A principal should have the jurisdiction to reassign a teacher's teaching duties and also be able to reassign a teacher/coach to another school upon resignation of his coaching duties.
5. School systems should have a written policy covering termination of coaching duties.
6. Coaches should not be terminated on teaching/coaching duties because of a poor won/loss record. However, there should be some specific written criterion about termination of coaching duties only.
7. Coaches should be evaluated separately as a teacher and as a coach. There should be specific criteria for the evaluation of coaching duties.

V. RECOMMENDATIONS

The findings and conclusions of the study suggest the following recommendations.

1. Boards of education should include in current contracts stipulations to cover coaching duties.

2. Boards of education should provide specific evaluation procedures for coaches, in addition to the regular teaching evaluation.

3. Boards of education reassignment policies should be included in the contract signed by coaches.

4. Boards of education should provide a written policy covering termination of coaching duties.

5. Training in the collegiate curriculum should be a prerequisite for coaching certification.

6. The state departments of education should investigate initiation of state coaching certification.

7. Boards of education should undertake a feasibility study to investigate the ramifications of hiring coaches under non-tenured status and community volunteers to help schools that do not have the personnel to carry on a scholastic sport. The number of volunteer personnel should be limited to one in each sport.

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APPENDIX

January 6, 1981

Mr. Dave Harris
Athletic Director
Charlotte/Mecklinburg Schools
Charlotte, NC 28208

Dear Mr. Harris:

I have been referred to you by Dr. Al Proctor of the North Carolina State Department of Education, who is a very close friend of mine. Al has given reference to you as being a person who has a great deal of insight about a topic I have chosen to do my Doctoral Dissertation on: that topic being, "Contractual Obligations of Secondary High School Coaches."

I have chosen this topic because of my having worked in North Carolina as a high school football coach and as to some of the problems this subject possibly will cause in the future to school administrators.

My investigation is centered around the idea of what questions school administrators would like answered as to the contracts they desire to give high school coaches. How are the high school coaches to be evaluated? What, if any, special terms are in the contracts of high school coaches? What happens if a high school coach resigns his coaching duties and wants to keep his teaching position?

I am in the process of designing my questionnaire to sample school administrators and a number of selected coaches in North Carolina, South Carolina, and Tennessee. The feasibility and credibility of this study will be dependent upon the help and responses of people like yourself. As I mentioned earlier, I am completing the requirements for my Doctorate in Educational Administration and with input from people like yourself I feel my investigation will be more valid.

As I design my questionnaire I would like to incorporate ideas and inquiries in accordance with the ideas I receive from you. Thank you, Mr. Harris, for your time and effort.

Sincerely yours,

Ronnie R. Cox

RESEARCH STUDY

NUMBER _____

This questionnaire is designed to gather information from selected secondary high school football coaches in North Carolina, South Carolina, and Tennessee regarding contract content, certification, assignment/reassignment, evaluation, tenure and termination.

You are not to place your name on this questionnaire. Please read each question carefully before answering.

GENERAL INFORMATION

1. Your age: _____
2. Level of education: _____ BS _____ MS _____ MASTERS +45 _____ Doctorate
3. Check block applicable to you: _____ Classroom teacher _____ Physical Education teacher
_____ Other _____ (Specify)
4. Please check the appropriate size or category of the city or community in which your school is located.

_____ 2500 or less	_____ 5000-9999	_____ 20,000-50,000
_____ 2500-4999	_____ 10,000-19,999	_____ more than 50,000
5. State in which you are coaching _____
6. How is your school rated in athletic competition based on enrollment?
 _____ A _____ AA _____ AAA _____ AAAA
7. Total number of years (coaching all sports) _____
8. Do you receive a coaching supplement? _____ Yes _____ No
9. How many classes do you teach per day? _____
10. Were you a varsity football letterman in college? _____ Yes _____ No
11. Number of years head football coach: _____
12. Number of years assistant football coach: _____
13. Does your school pay expenses for at least one coaching clinic a year? _____ Yes _____ No
14. Number of years head coach in another sport other than football: _____
15. Are there specific evaluation procedures for a football coach in your school system?
 _____ Yes _____ No

DIRECTIONS: You are to respond to the following questions with only one of the following answers:

- | | | |
|------------------|------------------|---------------|
| A. Very positive | B. Positive | C. Neutral |
| D. Negative | E. Very negative | F. Don't Know |

Please circle the one response that appeals most to you.

A. Contract Content:

1. There should be a binding agreement in your teaching contract that you must also coach to retain your teaching position. A. B. C. D. E. F.
2. There should be an additional coaching contract signed in addition to your teaching contract. A. B. C. D. E. F.
3. A school booster club should be allowed to supplement a coaches athletic salary. A. B. C. D. E. F.

B. Certification:

- | | | | | | | |
|---|----|----|----|----|----|----|
| 4. A coach should be a certified teacher by the State Department of public instruction, in the state he or she coaches. | A. | B. | C. | D. | E. | F. |
| 5. Non-certified non-faculty should be allowed to serve as a head football coach. | A. | B. | C. | D. | E. | F. |
| 6. There should be some specified training in a collegiate curricula to gain coaching certification. | A. | B. | C. | D. | E. | F. |

C. Assignment/Reassignment:

- | | | | | | | |
|---|----|----|----|----|----|----|
| 7. A teacher should be expected to be reassigned to another school within the system if he or she resigns his or her coaching duties at one school. | A. | B. | C. | D. | E. | F. |
| 8. There should be teaching assignments at one school and coaching assignments at another school within the same school district. | A. | B. | C. | D. | E. | F. |
| 9. A principal should have the jurisdiction to reassign the teaching duties of another to make room for another teacher/coach. | A. | B. | C. | D. | E. | F. |

D. Tenure:

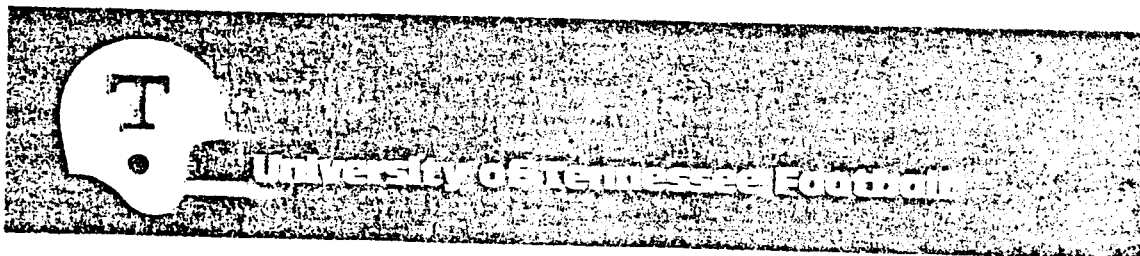
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|--|----|----|----|----|----|----|
| 10. A teacher should be afforded the opportunity to gain tenure as a coach. | A. | B. | C. | D. | E. | F. |
| 11. A head football coach should be allowed to gain tenure as a teacher. | A. | B. | C. | D. | E. | F. |
| 12. Tenured teacher/coaches should expect to be reassigned to another school within the system if he or she resigns their coaching duties. | A. | B. | C. | D. | E. | F. |

E. Termination:

- | | | | | | | |
|--|----|----|----|----|----|----|
| 13. A football coach should be terminated of his teaching/coaching duties because of a poor won-lost record. | A. | B. | C. | D. | E. | F. |
| 14. A football coach should be terminated of only his football duties if he has a poor won-lost record. | A. | B. | C. | D. | E. | F. |
| 15. There should be a written policy covering termination of coaching duties in your school system. | A. | B. | C. | D. | E. | F. |

F. Evaluation

- | | | | | | | |
|--|----|----|----|----|----|----|
| 16. There should be a separate evaluation of teaching and coaching. | A. | B. | C. | D. | E. | F. |
| 17. A coaches' evaluation should not be made on won-lost record alone. | A. | B. | C. | D. | E. | F. |



Dear Coach:

You have been selected as one of the more outstanding and knowledgeable persons in your area on Scholastic Athletics. My name is Ronnie Cox and I am an assistant football coach at The University of Tennessee, Knoxville; I am conducting a study of selected high school football coaches as it relates to contract content, certification, assignment/reassignment, tenure, evaluation and termination.

I am interested in knowing some of your attitudes toward the above mentioned topics. In order to do this, I am asking for your help in two ways:

1. To read and complete the enclosed questionnaire with a minimum of your time, approximately twenty minutes.
2. To return to me within five days the questionnaire, in the enclosed stamped, self-addressed envelope.

The names of participants and participant's information obtained will not be identifiable in the findings or in the reports of this study. Only summary information will be utilized.

Your cooperation and participation will aid me in completing my research. This project will be used with the thought of improvement of salaries and greater professional status for the teacher/coach. In addition, it will hopefully increase attention on the areas investigated, so that some positive input by departments of public instruction, school boards, state high school athletic associations, and any concerned group or person to enhance the position of the teacher/coach in his immediate setting.

Please feel free to call me collect at (615) 974-1203 if you have any questions concerning the questionnaire.

Won't you please give it your immediate attention?

Sincerely,

Ronnie R. Cox
Assistant Football Coach
The University of Tennessee

DEPARTMENT OF ATHLETICS / THE UNIVERSITY OF TENNESSEE / P.O. BOX 47 / KNOXVILLE 37901 / (615) 974-1232

VITA

Ronnie Recardo Cox was born in Baltimore, Maryland in 1951. He attended elementary and secondary school in Port Leutey, Morrocco, North Africa and Stockton, California. He graduated from Edison Senior High School, Stockton, California in 1968. In August of 1968 he entered Fayetteville State University and received a Bachelor of Science in sociology in 1972. In December of 1972 he was drafted into the United States Army and served in a Combat Support Training Brigade and was discharged as a First Lieutenant. During this time he started graduate work toward the masters degree at the University of South Carolina and completed his masters at the University of North Carolina in 1978.

He has taught and coached in public high schools in Columbia, South Carolina, Fayetteville, North Carolina, and Greensboro, North Carolina. The author has coached football at The University of Tennessee, Knoxville since 1979, and is presently an assistant on the offensive staff.

Ronnie received the Doctor of Education degree with a major in Educational Administration and Supervision in December 1982.