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ABSTRACT

A survey questionnaire sought information on the background of paid coaches in Oregon high schools during 1984-85. Specific questions addressed coaches' teacher certification status, preparation for coaching, and training for athletic injury management. Additionally, the gender of the coach was identified. A secondary purpose of the study was to find out the number of volunteer coaches used in various sports programs and to gather information on personnel available specifically for athletic training. Each school's classification for competition based on enrollment was also recorded. Background data collected on 4,238 coaches included information on the following: (1) gender; (2) certified and teaching in the same school in which coaching; (3) certified and teaching in a different school in the district; (4) certified and not teaching; (5) not certified; (6) has physical education degree, a coaching minor, or was a varsity athlete; and (7) extent of training for athletic injury management. A narrative discussion of the findings is presented and statistical data are displayed in 18 tables. (JD)

OREGON COACHES BACKGROUND SURVEY

Background of Coaches in Oregon High Schools 1984-1985

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Introduction

Changing demographics, federal legislation, reduced funding for education. and other factors have resulted in dramatic changes in interscholastic athletic programs in the past decade. The expansion of girls' programs, combined with the reduction in number of teaching positions in many school districts, have created a situation where there are coaching positions to fill without corresponding teaching positions. This reality, together with the fact teacher/coaches are relinquishing their coaching roles yet remaining at the school as teachers, have caused a dilemma for administrators to find competent coaches on a part-time basis. Staffing of athletic programs has become one of the most critical problems facing athletic administrators today. Pflug (1983) estimates that the staffing responsibility which ten years ago required only 10-15 percent of an athletic director's time now requires upwards of 60-70 percent. The shortage of coaches has produced a philosophical predicament as well. Many who apply for these coaching positions are neither certified teachers nor possess competencies essential to effective coaching.

*The authors wish to acknowledge the assistance of Gloria Desertrain in data collection and coding.

There is no national governing body which sets standards for certification of coaches in schools or establishes criteria for hiring coaches. The patterns of control vary between states. In some states, regulations are determined by the State Board of Education. In other states the Activities Association, which governs interscholastic athletics, determines regulations. In yet other states, local school boards are responsible for estalishing regulations. A study by Noble and Corbin (1972) indicated that 45 states had no specific requirements for coaching, however most of these required a public school coach to be a certified teacher A later study by Noble and Sigle (1980) revealed that 39 states required head coaches to be certified to teach. They also found that non-certified teachers were allowed to coach in 34 states on a regular or emergency basis. According to Pflug (1983). the utilization of non-certified as opposed to certified teachers as coaches, once considered merely a stopgap measure, has become a way for schools to supplement their coaching staffs. The advent of the "walk-on-coach" has become a reality.

Recently Pennsylvania adopted certification requirements for coaches who are not employed by the school district. New York has established a training program for coaches who are not certified teachers (The Athletic Director, June 1983). California has begun experimenting with a program called Rent-A-Coach, which uses community members to coach on a short-term basis (Ostro, 1983). Community Colleges in California have begun to offer certification programs for "walk-on-coaches." New Mexico just passed a regulation requiring all coaches to hold American Coaching Effectivenss Program (ACEP) certification.

With an increased demand for coaches and the difficulty in finding part-time coaches, there is a reduction in requirements for filling these positions and a loosening of hiring practices. The State of Oregon is one

state which has changed the requirements to coach in schools. Until recently, the Teacher Standards and Practices Commission (TSPC) established administrative rules governing special certificate requirements for coaches. The TSPC authorized a "Teacher Certificate with Coach Endorsement" if an applicant met the following requirements: (a) held a recognized first aid card, (b) was competent in athletic conditioning and care and prevention of injuries, and (c) had knowledge of growth and development of children and youth. The endorsement was established for individuals who did not hold a teaching certificate. In 1981 a state statute took effect which granted the local school district authority to establish its own requirement for the hiring of coaching staff (Sisley, 1984).

It is necessary to determine the influence of the 1981 legislation. Descriptive data on the current coaches in Oregon Schools could be beneficial for professional physical educators as well as school administrators. This information would be helpful in answering the following questions.

1. What is the background of the current coaches in Oregon?

2. Do the coaches of today possess the kinds of competencies which TSPC required?

3. Are there programs which institutions of higher education could initiate or expand to provide opportunities for prospective coaches to build competencies?

4. What types of inservice programs should be provided for part-time coaches?

5. Are there specific sports where there is greater need for clinics, workshop or college courses?

This study was undertaken to determine the background of paid coaches in Oregon High Schools during 1984-85. Specific questions were designed to

determine coaches' background in relation to (a) teacher certification status (TCS), (b) preparation for coaching (PC), and (c) training for athletic injury management (TAIM). Additionally, the gender of the coach was identified. Secondary purposes were to find out the number of volunteer (non-paid) coaches utilized in the various sports programs and to gather information on personnel available specifically for athletic training.

Review of Literature

There have been several recent studies which investigated the background of high school coaches. Patterson (1983) compared the qualifications of coaches in Wisconsin class B high schools during 1977-1978 and 1981-1982. The Wisconsin Interscholastic Activities Association is the ruling body for coaches in that state. The association has no established criteria to judge individuals qualified to assume coaching positions. Emergency procedures allow school districts to employ non-certified teachers to coach for indefinite periods. Inquiries into school district requirements for head and assistant coaches indicated that practices varied considerably from district to district. In some sports non-certified teachers were allowed to serve as a head coach, while in other sports only certified teachers were permissable. The requirements for assistant coaches were more lenient.

Patterson found an increase in number and percentage of coaches who were certified as teachers but not teaching, as well as coaches who were not certified to teach. The 1981-1982 data indicated a greater percentage of coaches of girls' sports in the first category and a greater percentage of coaches of boys' sports in the latter category.

Schwan (1983) investigated the professional preparation of the 1983-1984 basketball coaches in the top classification (largest) of high schools in the

states of Minnesota (MN), North Dakota (ND) and Oregon (OR). She also reported the existing requirements for coaching certification within the three states. Minnesota was the one state which required all head coaches to hold both a teaching certificate and a coaching license. However, superintendents could request exceptions to the rule by petitioning the State Board of Education. In North Dakota, the Activities Association allowed exceptions to the requirement that coaches be certified teachers. The Oregon regulations have previously been presented.

Schwan's findings revealed a high percentage of coaches taught and coached in the same school (Boys' Program: MN - 85.5%, ND - 92.9%, OR - 90.0%, and Girls' Program: MN - 73.2%, ND - 67.9%, OR - 73.3%). There were marked differences between the coaches of boys and the coaches of girls in relation to the percentage of coaches who were certified to teach, but not currently teaching (Boys' Program: MN - 8.0%, ND - 4.1%, OR - 5.0% and Girls' Program: MN - 17.8%, ND - 14.8% and OR - 14.3%). Data on the use of coaches not certified to teach revealed low percentages (Boys' Program: MN - 6.5%, ND - 3.1%, OR - 5.0%, and Girls' Program: MN - 9.0%, ND - 17.4%, OR - 12.4%). Coaches with special preparation for coaching were most prevalent in Minnesota, the first state to institute a state-wide coaching certification requirement. Over 75% of the coaches held coaching certification as compared to 29.6% in North Dakota and 44.1% in Oregon. Thirty percent of the Minnesota coaches had coaching minors as compared to 26.3% in North Dakota and 11.7% in Oregon.

Data were also obtained relative to training for athletic injury management. Cardio-pulmonary resuscitation certification was held by 40.0% of Minnesota coaches, 34.1% of North Dakota coaches and 51.5% of Oregon coaches. First aid certification was held by the following percentage of coaches from

the respective states: 25.3%, 21.8%, and 80.8%. Additional results from the Schwan study indicated that all coaches in boys' programs were males and that girls' programs also utilized a high percentage of male coaches (MN - 68.2%, ND - 77.8%, OR - 67.7%).

A recent survey (Sabock & Chandler-Garvin, 1985) was conducted to determine the status of part-time coaches in public schools across the country. Forty-eight State Athletic Associations (including the District of Columbia) responded to the questionnaire. The following results were reported: (a) 85% of the nation's public schools are permitted to hire part-time coaches, (b) 29% of the states require coaching certification for part-time coaches (there was no definition of "coaching certification"), (c) 35% of the states require coaching certification for full-time coaches, (d) 48% of respondents indicated they are generally satisfied with teaching of skills by part-time coaches, while 38% are not satisfied, (3) 63% of respondents felt that colleges and universities in general are doing an adequate job preparing people to coach, while 17% felt they are doing a poor job and no one indicated they are doing an outstanding job, and (f) 60% believe colleges and universities could do more to alleviate the problem of unqualified part-time coaches.

Methods

Sample

The population for this study consisted of high schools in the State of Oregon which were members of the Oregon School Activities Association (OSAA). The coaches from the schools which submitted completed questionnaires served as the primary unit of analysis. The statistics describing the background of coaches were limited to analyses of paid coaches in those sports in which OSAA sponsored state championships.

Coaches Background Questionnaire

The Coaches Background Questionnaire (CBQ) was developed to collect data for this investigation. It consisted of two parts. The first part asked for background information about all head coaches and assistant coaches. There were four categories of questions: (a) gender of coach, (b) teacher certification status (TCS), (c) preparation for coaching (PC), and (d) training for athletic injury management (TAIM). In the category of TCS, the principal was to select one of the following responses to describe the status of each coach:

1. Teaches in same school in which coaching
2. Teaches in another school in the district
3. Teaches in a different district
4. Is certified, but not currently teaching
5. Does not hold a teaching certificate.

Under PC all appropriate responses from the following were to be selected:

1. Holds a physical education degree
2. Completed coaching minor, emphasis, option or specialization (institutions use different terms)
3. Participated on a collegiate varsity team or club sport team in the same sport in which coaching.

All appropriate choices under the category of TAIM, as listed below, were to be selected:

1. Holds a current First Aid card
2. Holds a current CPR card
3. Had a formal course in Care and Prevention of Athletic Injuries or Athletic Training
4. Completed inservice program provided by school district.

The sports included were those in which OSAA sponsors state championships: baseball (BA), boys' basketball (B/BX), girls' basketball (G/BX), football (FB), boys' golf (B/GO), girls' golf (G/GO), boys' soccer (B/SO), girls' soccer (G/SO), softball (SB), swimming & diving (SW), boys' tennis (B/TN), girls' tennis (G/TN), track & field (TR), volleyball (VB), wrestling (WR), and cross country (XC). The three coed sports (cross country, swimming & diving, and track) were reported as such because most schools have assigned one head coach rather than a boys' head coach and a girls' head coach and because scheduling of events in these sports is usually done on a coed basis.

The second part of the CBQ asked for demographic information relative to type of high school, number of grades, enrollment and OSAA classification for competition. The average daily membership (attendance) serves as the basis for classifying high schools for competition. Listed below is the breakdown for the classifications:

601 and up.	AAA classification
201 - 600	AA classification
76 - 200	A classification
75 and less.	B classification

OSAA only classifies schools as B for competition in the sports of football, basketball and volleyball. For the purpose of this investigation, however, all schools with an enrollment of 75 or less were classified as B schools, regardless of the sports offered.

The CBQ also contained questions to find out the number of volunteer (non-paid) coaches utilized in each sport and the use of personnel specifically for athletic training.

The principal investigator consulted with professionals familiar with questionnaire construction during the process of developing the questionnaire to check format, ease of answering, ability to obtain desired responses and consistency of questions. Several high school principals and athletic directors also provided input.

Procedures

A mailing list of high school principals was obtained with assistance from both OSAA and the Confederation of Oregon School Administrators. The CBQ was mailed on March 19, 1985 to the principals of all high schools (N = 252) in the State of Oregon which were members of OSAA. A cover letter explained the purpose of the project and requested the cooperation of the principal in completing the questionnaire. The letter emphasized that all data would be treated confidentially. A follow-up letter was sent on April 16 to all principals who had not returned the completed questionnaire. The final date for accepting questionnaires was May 10, 1985.

Of the 252 questionnaires mailed out, 189 (75%) were returned. There were 2 unusable returns; thus, responses from 187 (74.2%) schools provided the data for analysis. The completed questionnaires obtained background information on 4,238 paid coaches.

Analysis of Data

The data were analyzed using a number of descriptive and inferential statistical techniques. Specifically, descriptive analyses provided frequencies and percentages for all the variables. Cross tabulations were used to provide information about the relationships between any two pairs of variables. One way analysis of variance provided a measure of the significance between each of these pairs of variables.

Results and Discussion

The first portion of the data analysis provided profiles of the responding schools and their coaches. Further analysis was undertaken to describe the background of the coaches in relation to (a) TCS, (b) PC, (c) TAIM, (d) sport coached, and (e) OSAA classification. Finally, data on volunteer coaches and personnel for athletic training were analyzed.

Profiles of Responding Schools and Their Coaches

Demographic data describing the 187 schools which made up the sample for this study are presented in Table 1. OSAA classification was selected as the most representative category for grouping school data and was used for further analysis on individual coaches.

Insert Table 1 here

Background data from the 4,238 coaches at the 187 schools was analyzed. These coaches represented paid coaches in the sixteen sports in which OSAA sponsors state championships. The profile of these coaches as a composite group is presented in Table 2. Fifty percent of the coaches were from the larger AAA schools in the state. These schools provide a greater variety of sports and usually have more teams competing in each of the team sports thus employ a greater number of coaches. The large percentage of male coaches

Insert Table 2 here

(82.7%) shows the dominance of males in high school coaching ranks. When looking at TCS, most of the coaches (69.5%) taught in the same school in which they coached. The next greatest percentage of coaches (14.4%) were those who did not hold a teaching certificate. The growing trend across the nation is

to employ more part-time coaches as there are few corresponding teaching positions vacant. This has opened the way for individuals to coach in secondary schools without holding teacher certification. A high percentage of the coaches (54.9%) had been varsity athletes, while 34.5% and 31.3% of the coaches held physical education degrees and/or coaching minors, respectively.

The coaching minor category included those who completed a coaching minor (in most institutions a student can only receive a minor in a deparment other than the one in which the bachelor's degree is awarded) or a coaching emphasis, or specialization or option. Institutions may use different terminology to label the program available to prepare coaches.

Background of Coaches in Relation to Teacher Certification Status (TCS)

Analysis of data grouped by TCS was organized in relation to (a) gender, (b) OSAA classification, (c) sport coached, as a head or assistant coach, (d) PC, and (e) TAIM.

Significant differences were found between the gender of the coach and TCS ($p < .0001$). A higher percentage of males were employed as teachers in the same school in which they were coaching, and a higher percentage of females were certified but not currently teaching. Although not significant, more females than males did not hold a teaching certificate (See Table 3).

Insert Table 3 here

Administrators state the optimal arrangement is to have coaches teaching in the same school in which they coach. From the total sample of coaches, 69.9% fell into this category; 73.3% of the males coached in the school in which they taught, but this was true for only 50.1% of female coaches. On the contrary, most administrators would agree that the least desirable arrangement

is to employ part-time coaches who do not hold teaching certificates. These individuals may not be familiar with the philosophy and operation of athletic programs in high schools and present difficult communication problems. The second largest percentage of coaches grouped by TCS fell into this category; 23.3% of all female coaches came from this category, but only 12.5% of the male coaches did not hold teaching certificates.

There were no significant differences between TCS and OSAA classification of school in which the individual coached (See Table 3). In all OSAA classifications, the greatest percentage of coaches were teaching in the same school in which they coached, with coaches not certified to teach being the second highest percentage in all classifications.

There were some significant differences ($p < .0001$) between TCS and sport coached. These are shown in Table 4. Most of the differences were between the percentage of coaches employed as teachers in the same school and coaches not certified to teach. Specifically, head coaches of baseball, boys' basketball, boys' golf, football, track & field, wrestling and cross-country were more often employed as teachers in the same school. Boys' soccer head and assistant coaches, assistant coaches of girls' soccer, softball and volleyball were more often not certified to teach. This latter finding is the first of several which differentiate the soccer coaches from most of the other coaches. All significant differences between sport coached and TCS can be seen in Table 5.

Insert Tables 4 and 5 here

Additionally, the findings pertaining to the rank order by percentage of head coaches who teach in the same school, as compared to coaches not certified to teach are noted. These data are presented in Table 6. The two

sports (football and track & field) which have the highest percentage of

Insert Table 6 here

head coaches teaching in the same school are the same sports which have the lowest percentage of head coaches not certified to teach. The rankings were the reverse for head coaches in boys' and girls' soccer.

TCS was then analyzed in relation to PC and TAIM. The data showed that coaches who were not certified to teach were different from other coaches in many ways. These differences can be seen in Table 7. Teachers who were not certified to teach were significantly different ($p < .0001$) from coaches teaching in the same school, and from coaches teaching in another school in the same district. This was true for all categories of PC and TAIM except inservice training, where no significant differences were found. In addition, these coaches who were not certified to teach were significantly different ($p < .0001$) from coaches teaching in a different district and from coaches certified to teach but not teaching, in relation to holding a PE degree. Finally, they were different from coaches certified to teach, but not teaching in relation to having a coaching minor and a care and prevention course. In all comparisons, except in relation to being a varsity athlete, the percentage of coaches not certified to teach was significantly lower. Only 4.4% of these coaches held a PE degree and 10.3% held a coaching minor. A significantly higher percentage of coaches not certified to teach were varsity athletes (65.3%).

Insert Table 7 here

Perhaps the coaches who were nct certified to teach pursued career directions other than physical education or coaching while attending college; yet as varsity athletes they had an interest in coaching as an avocation and thus entered the ranks of the part-time coach. The findings may indicate they had different motives for coaching than the certified teachers. They may be coaching because they enjoy the sport rather than to pursue a profession.

Many of these coaches may be individiuals who were unemployed except for the part-time coaching position. Because they had participated in college they were able to fill part-time coaching vacancies while they searched for full-time employment. In urban-collegiate communities, a number of school districts employ college students to fill part-time coaching positions. The part-time coaches do not possess the TAIM that those holding a teaching certificate are required to have. However, coaches not certified to teach do have the same access to, or requirement of inservice training as the other categories of coaches in relation to TCS.

Background of Coaches in Relation to Preparation for Coaching (PC)

Analysis of data grouped by PC was organized in relation to (a) gender, (b) OSAA classification, (c) sport coached, as a head or assistant coach, and (d) TAIM.

There were significant differences in relation to gender: holding a PE degree ($p < .0001$), having a coaching minor ($p = .008$) and being a varsity athlete ($p = .02$). Specifically, a greater percentage of females held a PE degree, whereas a greater percentage of males had a coaching minor or were a varsity athlete. Table 8 shows these relationships, along with the relationships between PC and OSAA classification.

Insert Table 8 here

There were significant differences ($p < .0001$) between all three categories of PC across OSAA classifications. A higher percentage of coaches in AAA schools held a PE degree and were a varsity athlete and a lower percentage of coaches in B schools had a coaching minor. Only 16.0% of the coaches in B schools possessed a coaching minor as compared with a much higher percentage in the other classifications (AAA - 32.3%, AA - 34.0%, and A - 31.1%).

These analyses indicated that males and female coaches have different PC, but could be equally well prepared to coach. However, coaches in AAA schools had more preparation for coaching than coaches in smaller schools. There could be several reasons for this. The AAA schools are more likely to be in an urban areas where there may be more competition for coaching jobs. These schools are likely to have better access to potential coaches, including college athletes, with more qualifications. The pay scale for coaches may be higher in AAA schools therefore attracting a larger pool of applicants which may include more qualified coaches.

There were no significant differences between PC and sport coached, although Table 9 shows some interesting differences.

Insert Table 9 here

A lower percentage of all soccer coaches held a PE degree than all other sports, except cross-country assistants. Soccer, a relatively new sport in the schools, may attract people with different backgrounds than the "traditional" physical educator/coach. Many of the older teacher/coaches have

not had sufficient exposure to the sport of soccer. Younger individuals with soccer playing experience are filling the coaching void. For these coaches either there are no corresponding teaching positions or they are not certified to teach.

Further, PC was significantly ($p < .0001$) related to TAIM in all categories, except holding a PE degree in relation to inservice training ($p = .01$) and being a varsity athlete in relation to first aid card ($p = .0002$). Table 10 shows these relationships. In most PC categories a higher

Insert Table 10 here

percentage of coaches with the specific preparation had TAIM than coaches without the preparation, although there were some exceptions. Specifically, a higher percentage of coaches without a PE degree or coaching minor had a first aid card or inservice training than coaches with a PE degree or coaching minor. A higher percentage of coaches without a coaching minor had a CPR certificate than those with a coaching minor.

Background of Coaches in Relation to Training for Athletic Injury Management (TAIM)

Analysis of data grouped by TAIM was organized in relation to (a) gender, (b) OSAA classification, and (c) sport coached, as a head or assistant coach.

There were no significant differences between either gender and TAIM or OSAA and TAIM, except in relation to gender and inservice training. Significantly more males ($p = .04$) had received inservice training for injury management than females. This may be because a significantly lower percentage of females do not teach in the same school or hold a teaching certificate. Additionally, there were no female coaches in high risk sports (BA, FB, WR)

where inservice training may be mandatory for all coaches. Females may therefore not have such good access to inservice training as males. Although not significant, it was interesting to note that a much lower percentage of coaches in the smaller schools held CPR certification (A - 13.6% and B - 13.7%) as compared to coaches in the larger schools (AAA - 22.8% and AA - 22.1%). Data on the percentages categorized by TAIM are shown in Table 11.

Insert Table 11 here

There were no significant differences between sport coached and TAIM on all categories except having taken a care and prevention course ($p < .00001$). Specifically, more football head coaches had a care and prevention course than (a) assistant coaches in baseball, basketball, boys' soccer, volleyball and wrestling, and (b) head coaches in boys' tennis and softball. A higher percentage of football head coaches held a PE degree than all the above coaches, and therefore may have been required to take a care and prevention course as part of their PE degree. Table 12 presents the percentage of coaches having TAIM.

Insert Table 12 here

Background of Coaches in Relation to Sport Coached

Grouping data by sport coached, and more specifically by head and assistant coach allowed for comparisons to be made across sports. This analysis of data was organized in relation to gender and OSAA classification.

The gender of head and assistant coaches is presented in Table 13. In five of the boys' sports 100% of the head coaches were male. In three of these same sports 100% of the assistant coaches were male. The percentage of

male head coaches was above 82.3% in all boys' sport. Further, in all the coed sports at least 76% of the head coaches were male. The only two girls' sports which had greater than 50% female head coaches were tennis (50.7%) and volleyball (66.5%)

Insert Table 13 here

Volleyball is the one sport more available to girls and women for interscholastic and intercollegiate competition. This could account for the high percentage of female volleyball coaches. The greatest percentage of female coaches in any coaching position was for assistant volleyball coaches (76.7%).

Comparisons between the gender of head and assistant coaches in girls' sports showed males occupied the following percentage of positions: softball head - 75.3% and softball assistant - 46.9%, girls' basketball head - 86.3% and girls' basketball assistant - 51.9%. Girls' soccer had a similar pattern as 58% of the head coaches and 41.1% of the assistant coaches were males. In these three programs where male coaches predominated in the girls' programs, it appeared there were attempts to infuse more females into the assistant coach positions.

Several schools indicated they employed only one coach for boys' and girls' tennis and one coach for boys' and girls' golf. For data coding purposes, these "coed" coaches were recorded separately as coaches for each of the teams. Results indicated 1 (1.2%) female coaching boys' golf and 13 (17.6%) females coaching boys' tennis. There were no assistant coaches in either of these sports.

Four schools employed separate head coaches for boys' and girls' track & field as did one school for swimming & diving. In these cases, the girls head

coach was recorded as the first assistant for coding purpose.

A matrix identifying all the significant differences ($p < .0001$) between sport coached and gender are presented in Table 14.

Insert Table 14 here

There were no significant differences between sport coached and OSAA classification. Table 15 presents this data. However, interesting findings across the classifications were those describing the number of assistant

Insert Table 15 here

coaches. Table 16 indicates the greatest number of assistant coaches for each sport across classifications and the average number of assistant coaches employed. Both of these numbers decreased as the school enrollment decreased, with just a few exceptions. The one school with four basketball assistants was an AA school's girls' program. There were two A soccer programs (one boys' and one girls') with two assistants, while no AA schools had two soccer assistants.

Insert Table 16 here

Background of Coaches in Relation to OSAA Classification

Grouping data on coaches by OSAA classification allowed comparisons to be made among coaches from schools of different sizes. Since a high percentage of schools responded from each classification (AAA - 71.3%, AA - 76.8%, A - 76.9%, and B - 66.7%), the findings were representative of the total population of coaches within the state. The only remaining analysis of data

grouped by OSAA classification which has not been reported is that in relation to gender.

No significant differences were found between the gender of the coach and OSAA classification. However, across all classifications there was a higher percentage of male than female coaches, as indicated in Table 17. Further, the larger the school, the greater the percentage of male coaches.

Insert Table 17 here

Analyses of data grouped by OSAA classification in relation to TCS, PC, TAIM and sport coached were reported earlier in Tables 3, 8, 11, and 15. The only significant differences were those between OSAA classification and PC.

Use of Volunteer Coaches and Athletic Training Personnel

A secondary purpose of the investigation was to find out the number of volunteer coaches utilized in the various sports programs and to gather information on personnel available specifically for athletic training. Table 18 presents the data on volunteer coaches. Volunteers were utilized in all sports, with the greatest number of volunteers in football. It should be noted that three small private schools reported that all of their coaches were volunteers. Two of these schools did not report the number of volunteer coaches in each sport.

Insert Table 18 here

Of the 4,238 coaches included in this study, 2,884 were responsible for athletic injury management. These represented the coaches from 144 (79.6%) of the high schools in the study, which indicated that no other athletic training

personnel were available in the school. Only 9.8%, 6.6% and 6.6% of the schools indicated that a faculty member, graduate student or other personnel was responsible for athletic training in the school. Respondents were able to indicate who these "other" personnel were. Often, these individuals were not available specifically for athletic training. Several schools mentioned they have Emergency Medical Technicians (EMT's) on their staffs who were at home football games; two mentioned a doctor was at selected home athletic events. Among the other responses were bus driver, school nurse and Coast Guard medic. It was apparent that some schools took extra measures to provide for potential injury management at football games, but not necessarily other sports.

Of the schools which indicated they had personnel available for athletic training, 30.2%, 51.2% and 18.6% of the athletic trainers were employed full-time or part-time, or as volunteers, respectively. Further, 62.8% of these athletic training personnel were certified.

Within the State of Oregon, only 20.4% of the high schools had personnel other than coaches responsible for athletic injury management. Thus, TAIM as part of the preparation for coaching in high schools in the State of Oregon is essential because this is most often part of the job responsibility of each individual coach.

Summary

The results of this study indicated that paid coaches in Oregon High Schools had varied backgrounds. Numerous significant differences were found when comparisons were made between coaches with different TCS, PC, and TAIM and when comparisons were made by sport coached and OSAA classification.

1. Analysis of background of coaches in relation to TCS showed significant differences between TCS and (a) gender, (b) sport coached, (c) all PC categories, and (d) all TAIM categories except inservice training. There were no significant differences between TCS and OSAA classification. Specifically, a higher percentage of females, coaches of boys' and girls' soccer, assistant coaches of softball and volleyball, and those who had been varsity athletes were coaches who were not certified to teach.

Do administrators need to look more closely at the data on the part-time coaches who are not certified to teach? This group represented 14% of the sample of coaches. How can these part-time coaches be better prepared to meet all of the responsibilities of coaching? Strategies need to be developed to improve communication with these coaches and the other coaches (16%) who are not teaching in the school in which they coach.

2. Analysis of background of coaches in relation to PC showed significant differences between PC and (a) gender, (b) OSAA classification, and (c) all categories of TAIM. There were no significant differences between PC and sport coached.

Specifically, a greater percentage of females held a PE degree, whereas a greater percentage of males held a coaching minor or were a varsity athlete. A higher percentage of coaches in AAA schools held a PE degree and were a varsity athlete, and a lower percentage of coaches in B schools held a coaching minor. Generally, holding a PE degree, having a coaching minor or being a varsity athlete was related to having all four categories of TAIM. There were some exceptions. A lower percentage of coaches with a coaching

minor had a CPR card, likewise a lower percentage with a coaching minor or PE degree had a first aid card.

3. Analysis of background of coaches in relation to TAIM only showed significant differences between (a) inservice training and gender, and (b) care and prevention and sport coached. No other significant differences were found. Specifically, a greater percentage of males had received inservice training and a greater percentage of football head coaches had taken a care and prevention course.

The findings give evidence that many coaches do not meet the standards which had been required by the Oregon Teachers Standards and Practices Commission (TSPC) for the special "Teacher Certification with Coaching Endorsement." TSPC requirements included that coaches hold a first aid card, and have knowledge of care and prevention of athletic injury. This study showed a number of coaches lacking in both these areas. Coaches need greater TAIM and all should hold a current first aid card.

4. Analysis of background of coaches in relation to sport coached showed significant differences between sport coaches and gender, but not sport coached and OSAA classification. Specifically, a higher percentage of males were employed as head coaches in all sports except girls' tennis and volleyball. A larger percentage of females were employed as assistant coaches in many girls' sports.

5. Analysis of background of coaches in relation to OSAA classification showed no significant differences between OSAA and gender, the only analysis undertaken here.

Results supported findings of previous research showing the dominance of males in high school coaching ranks. Perhaps it is appropriate for administrators to address the issue of the low percentage of female coaches. Are there sufficient role models to encourage girls and women to consider coaching in combination with teaching, or as a part-time job?

The quality of athletic programs in the high schools rests in the hands of coaches and administrators. There is evidence that administrators should pay close attention to the background of coaches and take steps to insure coaches are as competent as possible. Inservice programs are essential to provide additional training to coaches who may have limited preparation and who lack understanding of the philosophy of interscholastic athletics.

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Table 1. Profile of Responding Schools

Category	n	% of Total Returns
OSAA Class		
AAA	57	31.0
AA	43	23.4
A	50	27.2
B	34	18.5
Type of School		
Public	171	92.4
Private	14	7.6
Student Population		
Coed	181	97.8
Single Sex	4	2.2
School Enrollment		
1001+	39	21.9
601-1000	25	14.0
401-600	22	12.4
201-400	28	15.7
76-200	38	21.3
0-75	26	14.6
Grades in School		
3	11	6.1
4	165	92.2
5	1	0.6
6	2	1.1

N = 187 (data in some categories missing)

Table 2. Profile of Coaches from the Responding Schools

Category	n	% of Total Returns
OSAA Class		
AAA	2,091	50.0
AA	1,109	26.5
A	721	17.2
B	262	6.3
Gender		
Male	3,495	82.7
Female	731	17.3
Teacher Cert.		
Same School	2,866	69.5
Diff. School	392	9.5
Diff. District	48	1.2
Cert. Not Teach	221	5.4
Not Certified	594	14.4
Prep. for Coaching		
PE Degree	1,461	34.5
Coach Minor	1,327	31.3
Varsity Ath.	2,314	54.6
Training for Ath. Injury Mgmt.		
First Aid	3,204	75.6
CPR	881	20.8
Care & Prev.	1,511	35.7
Inservice	948	22.4

N = 4,238 (data in some categories missing)

Table 3. Percentage of Coaches in Each Teacher Certification Status Category in Relation to Gender and OSAA Classification

	Teacher Certification Status				
	Same School	Diff. School	Diff. District	Cert. Not Teach	Not Certified
Gender (N = 4,111)					
Male	73.7	9.1	1.1	3.6	12.5
Female	50.1	11.6	1.4	13.7	23.3
OSAA Class (N = 4,070)					
AAA	70.2	9.4	1.1	6.1	13.2
AA	67.4	10.2	1.2	5.1	16.0
A	70.3	9.2	1.0	3.7	15.8
B	75.8	5.8	1.9	3.5	13.2

Table 4. Percentage of Coaches in Each Teacher Certification Status Category in Relation to Sport Coached

Sport Coached	n	Teacher Certification Status: Same School	Diff. School	Diff. District	Cert. Not Teach	Not Certified
BA-H	145	80.7	11.0	0	0.7	7.6
A	185	63.8	10.8	1.6	5.4	18.4
B/BX-H	180	88.3	5.6	0.6	0.6	5.0
A	305	63.9	8.9	2.3	5.9	19.0
G/BX-H	178	77.0	10.7	0	2.2	10.1
A	231	52.8	13.0	3.5	11.2	19.5
FB-H	175	91.4	5.1	1.1	0.6	1.7
A	648	74.1	10.0	0.9	3.5	1.5
B/GO	80	80.0	8.8	1.3	5.0	5.0
G/GO	43	81.4	9.3	0	2.3	7.0
B/SO-H	60	36.7	15.0	1.7	8.3	38.3
A	49	4.7	6.1	0	10.2	49.0
G/SO-H	47	40.4	21.3	0	8.5	29.8
A	28	17.8	17.8	3.6	7.1	53.7
SB-H	90	68.9	4.4	0	6.7	20.0
A	89	42.7	13.5	1.1	15.7	27.0
SW-H	51	56.9	11.8	2.0	11.8	17.6
A	20	25.0	0	0	10.0	65.0
B/TN	71	73.2	8.5	2.8	7.0	8.5
G/TN	70	65.7	10.0	1.4	10.0	12.9
TR-H	173	90.8	6.9	0.6	0.6	1.2
A	377	70.0	8.5	1.3	6.9	13.3
VB-H	181	75.7	10.0	0	6.1	12.2
A	217	49.3	6.9	2.3	12.9	24.9
WR-H	115	86.1	6.1	0.9	2.6	4.3
A	157	58.0	11.5	0.5	4.5	25.5
XC-H	121	87.6	9.1	0	0	3.3
A	35	65.7	25.7	0	0	8.6

N = 4,121

Table 5. Matrix of Significant Differences Between Specific Sport Coached in Relation to Teacher Certification Status

Sport Coached	TR H	FB H	XC H	B BX H	WR H	BA H	G GO	B GO	G BX H	FB A	VB H	TR A
B/BX-H	X	X										
WR-A	X	X		X								
G/BX-A	X	X	X	X								
VB-A	X	X	X	X	X	X			X	X		
G/SO-H	X	X										
SB-H	X	X	X	X	X	X				X		
B/SO-H	X	X	X	X	X	X			X	X		
B/SO-A	X	X	X	X	X	X	X	X	X	X	X	X
G/SO-A	X	X	X	X	X	X	X	X	X	X	X	X
SW-A	X	X	X	X	X	X	X	X	X	X	X	X

Table 6. Rank Order by Percentage of Head Coaches in Selected Teacher Certification Status Categories

Teach in Same School			Not Certified to Teach		
Rank	% in Category	Sport	Rank	% In Category	Sport
1	91.4	Football	1	38.3	Boys' Soccer
2	90.8	Track & Field	2	29.8	Girls' Soccer
3	88.3	Boys' Basketball	3	20.0	Softball
4	87.6	Cross Country	4	17.6	Swimming & Diving
5	86.1	Wrestling	5	12.9	Girls' Tennis
6	81.4	Girls' Golf	6	12.2	Volleyball
7	80.7	Baseball	7	10.1	Girls' Basketball
8	80.0	Boys' Golf	8	8.5	Boys' Tennis
9	77.0	Girls' Basketball	9	7.6	Baseball
10	75.1	Volleyball	10	7.0	Girls' Golf
11	73.2	Boys' Tennis	11	5.0	Boys' Basketball
12	68.9	Softball	12	5.0	Boys' Golf
13	65.7	Girls' Tennis	13	4.3	Wrestling
14	56.9	Swimming & Diving	14	3.3	Cross Country
15	40.4	Girls' Soccer	15	1.7	Football
16	36.7	Boys' Soccer	16	1.2	Track & Field

Table 7. Percentage of Coaches in Each Teacher Certification Status Category in Relation to Preparation for Coaching and Training for Athletic Injury Management

Background Category	Teacher Certification Status				
	Same School	Diff. School	Diff. District	Cert. Not Teach	Not Certified
Prep. for Coaching					
PE Degree	38.8	41.3	37.5	54.8	4.4
Coach. Minor	63.3	33.4	27.1	32.1	10.3
Varsity Ath.	53.8	45.9	50.0	57.0	65.3
Training for Ath. Injury Mgmt.					
First Aid	77.5	76.5	75.0	76.9	67.7
CPR	22.9	23.7	18.8	20.8	11.1
Care & Prev.	39.8	38.5	29.2	38.9	18.2
Inservice	23.7	21.9	14.6	16.7	21.2

N = 4,121

Table 8. Percentage of Coaches With Each Type of Preparation for Coaching in Relation to Gender and OSAA Classification

	Preparation for Coaching		
	PE Degree	Coach Minor	Varsity Ath.
Gender (N = 4,225)			
Male	32.7	32.2	55.4
Female	43.6	27.4	50.6
OSAA Class (N = 4,182)			
AAA	38.8	32.2	59.3
AA	29.2	34.0	48.6
A	31.7	31.1	50.8
B	27.1	16.0	49.6

Table 9. Percentage of Coaches With Each Type of Preparation for Coaching in Relation to Sport Coached

Sport Coached	n	Preparation for Coaching: PE Degree	Coach Minor	Varsity Athlete
BA-H	152	42.8	37.5	62.5
A	190	30.5	29.0	61.0
B/BX-H	181	48.1	35.9	63.0
A	314	28.6	29.6	56.7
G/BX-H	183	37.7	35.0	48.1
A	238	34.4	28.1	47.0
FB-H	177	52.0	38.4	71.2
A	658	33.6	36.3	56.0
B/GO	82	26.8	24.4	41.5
G/GO	44	22.7	29.5	29.5
B/SO-H	61	16.4	26.2	62.3
A	53	11.3	18.8	49.0
G/SO-H	50	24.0	22.0	62.0
A	32	18.7	3.1	65.0
SB-H	93	37.6	29.0	43.0
A	96	30.2	27.1	44.8
SW-H	52	46.2	25.0	65.4
A	21	14.3	23.8	61.9
B/TN	74	30.1	21.9	48.6
G/TN	73	24.7	27.4	47.9
TR-H	177	35.6	36.7	58.8
A	390	29.0	32.8	53.8
VB-H	182	55.5	29.7	46.7
A	227	32.1	23.8	43.6
WR-H	116	45.7	37.1	71.6
A	161	31.7	27.3	54.6
XC-H	124	33.1	31.5	53.2
A	36	11.1	38.9	44.4

N = 4,237

Table 10. Percentage of Coaches With Each Type of Preparation for Coaching in Relation to Training for Injury Management

Training for Athletic Injury Management		Preparation for Coaching					
		PE Degree		Coach Minor		Varsity Athlete	
		Yes	No	Yes	No	Yes	No
First Aid	Yes	28.9	46.7	25.0	50.6	42.5	33.1
	No	5.5	18.9	6.3	18.1	12.1	12.3
CPR	Yes	11.2	9.6	9.1	11.7	12.8	8.0
	No	23.3	55.9	22.3	57.0	41.8	37.4
Care & Prev.	Yes	18.9	16.8	18.0	17.7	22.4	13.2
	No	15.6	48.7	13.4	51.0	32.2	32.2
Inservice	Yes	8.5	13.9	9.4	13.0	14.4	8.0
	No	26.0	51.6	21.9	55.7	40.2	37.4

N = 4,237

Table 11. Percentage of Coaches Having Each Category of Training for Athletic Injury Management in Relation to Gender and OSAA Classification

	Training for Athletic Injury Management			
	First Aid	CPR	Care & Prev.	Inservice
Gender (N = 4,225)				
Male	75.1	21.1	36.3	23.0
Female	78.1	19.7	33.2	19.6
OSAA Class (N = 4,182)				
AAA	74.5	22.8	31.9	23.4
AA	76.8	22.1	43.6	23.0
A	76.5	13.6	36.3	16.0
B	72.9	13.7	27.1	21.8

Table 12. Percentage of Coaches Having Each Category of Training for Athletic Injury Management in Relation to Sport Coached

Sport Coached	n	Training for Athletic Injury Management: First Aid	CPR	Care & Prev.	Inservice
BA-H	152	77.6	21.1	39.5	21.7
A	190	73.7	16.8	27.9	19.5
B/BX-H	181	77.3	21.5	47.0	21.0
A	314	72.3	17.5	32.2	21.6
G/BX-H	183	77.6	16.9	33.3	19.7
A	238	76.4	16.8	30.2	21.0
FB-H	177	82.5	28.8	63.3	31.1
A	658	75.3	24.0	44.4	26.6
B/GO	82	74.4	15.9	31.7	18.3
G/GO	44	63.6	22.7	29.5	25.0
B/SO-H	61	70.5	18.0	24.6	21.3
A	53	60.4	13.2	7.5	20.7
G/SO-H	50	74.0	32.0	32.0	20.0
A	32	68.7	15.6	12.5	21.8
SB-H	93	74.2	29.0	32.3	22.6
A	96	74.0	16.6	21.9	19.8
SW-H	52	88.5	44.2	34.6	25.0
A	21	85.7	19.0	9.5	19.0
B/TN	74	68.5	17.8	20.3	18.9
G/TN	73	63.0	13.7	21.9	16.4
TR-H	177	83.6	20.9	40.7	22.6
A	390	76.1	20.0	30.5	21.8
VB-H	182	77.5	22.0	42.3	23.1
A	227	73.1	15.0	30.4	20.7
WR-H	116	84.5	31.9	44.0	19.0
A	161	75.1	18.6	29.9	21.7
XC-H	124	73.4	19.4	37.9	22.6
A	36	72.2	19.4	33.3	19.4

N = 4,237

Table 13. Number of Head and Assistant Coaches, and and Percentage by Gender

Sport Coached	Head Coaches			Assistant Coaches		
	n	% Male	% Female	n	% Male	% Female
BA	152	100.0	0.0	190	100.0	0.0
B/BX	180	100.0	0.0	313	99.7	0.3
G/BX	185	86.3	13.7	237	51.9	48.1
FB	177	100.0	0.0	658	99.8	0.2
B/GF	82	98.8	1.2	none		
G/GF	44	84.1	15.9	none		
B/SO	61	100.0	0.0	50	100.0	0.0
G/SO	50	58.0	42.0	31	41.1	58.9
SB	93	75.3	24.7	96	46.9	53.1
SW	52	76.9	23.1	21	38.1	61.9
B/TN	74	82.4	17.6	none		
G/TN	73	49.3	50.7	none		
TR	174	94.8	5.2	390	80.3	19.7
VB	182	33.5	66.5	227	23.3	76.7
WR	116	100.0	0.0	161	100.0	0.0
XC	124	96.8	3.2	35	74.3	25.7
Summary						
All Boys	840	98.3	1.7	1372	99.9	0.1
All Girls	625	62.6	37.4	591	39.6	60.4
Coed Sports	350	92.9	7.1	448	77.8	22.2
TOTAL	1815	85.0	15.0	2411	81.0	19.0

N = 4,226

Table 14. Matrix of Significant Differences Between Specific Sport Coached and Gender

	TR A	SB H	G SO H	G BX A	G TN	SB A	G SO H	SW H	VB H	VB A
BA-H	X	X	X	X	X	X	X	X	X	X
BA-A	X	X	X	X	X	X	X	X	X	X
B/BX-H	X	X	X	X	X	X	X	X	X	X
B/SO-H			X	X	X	X	X	X	X	X
B/SO-A			X	X	X	X	X	X	X	X
FB-H	X	X	X	X	X	X	X	X	X	X
WR-H	X		X	X	X	X	X	X	X	X
WR-A	X	X	X	X	X	X	X	X	X	X
FB-A	X	X	X	X	X	X	X	X	X	X
B/BX-A	X	X	X	X	X	X	X	X	X	X
B/GO			X	X	X	X	X	X	X	X
XC-H			X	X	X	X	X	X	X	X
TR-H			X	X	X	X	X	X	X	X
G/BX-H				X	X	X	X	X	X	X
G/GO-H				X		X			X	X
B/TN-H				X	X	X	X		X	X
TR-A				X	X	X	X	X	X	X
SW-H									X	X
SB-H				X		X			X	X
XC-A									X	X
G/SO-H										X
G/BX-A									X	X
G/TN										X
SB-A										X

Table 15. Percentage of Coaches by Sport Coached in Relation to OSAA Classification

Sport Coached	n	OSAA Classification AAA	AA	A	B
BA-H	150	37.3	27.3	26.0	9.3
A	187	55.6	29.4	13.9	1.1
B/BX-H	179	30.7	23.5	27.4	18.4
A	235	44.7	27.2	22.7	5.5
G/BX-H	181	30.9	23.8	26.5	18.8
A	235	44.7	30.6	20.9	3.8
FB-H	175	32.0	24.0	26.3	17.7
A	649	53.9	27.6	14.5	4.0
B/GO	80	65.0	25.0	10.0	none
G/GO	43	74.4	18.6	7.0	none
B/SO-H	60	76.7	16.7	5.0	1.7
A	53	79.2	13.2	7.5	none
G SO-H	49	83.7	14.3	2.0	none
A	32	90.6	3.1	6.3	none
SB-H	92	47.8	32.6	15.2	4.3
A	95	66.3	29.5	3.2	1.1
SW-H	52	78.8	21.2	none	none
A	21	90.5	9.5	none	none
B/TN	74	68.9	14.9	8.1	8.1
G/TN	73	67.1	17.8	9.6	5.5
TR-H	175	32.6	24.6	27.4	15.4
A	385	58.4	27.5	12.2	1.8
VB-H	180	30.6	23.9	27.2	18.3
A	225	42.2	32.9	21.3	3.6
WR-H	114	47.4	32.5	19.3	none
A	157	62.4	28.0	9.6	none
XC-H	122	45.9	34.4	16.4	3.3
A	36	61.1	38.9	none	none

N = 4,183

Table 16. Greatest Number and Average Number of Assistant Coaches Employed in Each Sport* in Relation to OSAA Classification

Sport Coached	OSAA Classification											
	AAA			AA			A			B		
	Sch	#	Avg	Sch	#	Avg	Sch	#	Avg	Sch	#	Avg
BA	56	2	1.9	41	2	1.3	39	2	0.7	14	1	0.1
B/BX	5	3	2.5	42	3	2.0	49	3	1.4	33	1	0.5
G/BX	56	3	1.9	43	4	1.7	48	2	1.0	34	1	0.3
FB	56	9	6.3	42	7	4.3	46	4	2.0	31	2	0.8
B/SO	46	2	0.9	10	1	0.7	3	2	1.3	1	0	0
G/SO	47	2	0.7	7	1	0.1	1	2	2.0	none		
SB	44	2	1.4	30	2	0.9	14	1	0.2	4	1	0.2
SW	41	1	0.5	11	1	0.2	none			none		
TR	57	7	3.9	43	5	2.5	48	3	1.0	27	3	0.3
VB	55	3	1.7	43	3	1.7	49	2	1.0	33	0	0
WR	59	3	1.8	37	2	1.8	22	1	0.7	1	0	0
XC	56	1	0.4	42	1	0.3	20	0			0	

*There were no paid assistant coaches in the sports of golf and tennis
Sch - designates the number of schools which have programs
- indicates the greatest number of assistant coaches for that sport
Ave - indicates the average number of assistant coaches for that sport

Table 17. Percentage of Coaches in Each OSAA Classification in Relation to Gender of the Coach

	OSAA Classification			
Gender	AAA	AA	A	B
Male	84.6	81.1	80.2	80.0
Female	15.4	18.9	19.6	20.0

N = 4,171

Table 18. Number and Percentage of Volunteer Coaches Utilized in the Various Sports

Sport	n	% of Total	Sport	n	% of Total
BA	61	11.4	SB	34	6.4
B/BX	59	11.0	SW	17	3.2
G/BX	39	7.3	B/TN	8	1.5
FB	99	18.5	G/TN	5	0.1
B/GO	14	1.6	TR	56	10.5
G/GO	5	0.1	VB	27	5.0
B/SO	22	0.4	WR	36	6.7
G/SO	15	2.8	XC	11	2.1

N = 535

PE6A-12