

2011

## The Mentoring Role Of Louisiana High School Girls' Basketball Coaches In The Recruiting Process

Charles Anthony Owen

*Louisiana State University and Agricultural and Mechanical College*

Follow this and additional works at: [https://digitalcommons.lsu.edu/gradschool\\_dissertations](https://digitalcommons.lsu.edu/gradschool_dissertations)



Part of the [Human Resources Management Commons](#)

---

### Recommended Citation

Owen, Charles Anthony, "The Mentoring Role Of Louisiana High School Girls' Basketball Coaches In The Recruiting Process" (2011). *LSU Doctoral Dissertations*. 3320.

[https://digitalcommons.lsu.edu/gradschool\\_dissertations/3320](https://digitalcommons.lsu.edu/gradschool_dissertations/3320)

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Doctoral Dissertations by an authorized graduate school editor of LSU Digital Commons. For more information, please contact [gradetd@lsu.edu](mailto:gradetd@lsu.edu).

THE MENTORING ROLE OF LOUISIANA HIGH SCHOOL GIRLS' BASKETBALL  
COACHES IN THE RECRUITING PROCESS

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
Requirements for the degree of  
Doctor of Philosophy

in

The School of Human Resource Education  
And Workforce Development

by

Charles A. Owen  
B.S. Louisiana Tech University, 1984  
M.B.A. Louisiana Tech University, 1986  
M.S. Louisiana State University, 2009  
August 2011

## **DEDICATION**

This work is dedicated to the memory of my dear father, Chester Creighton Owen, and my mother, Gloria Leach Owen, who ingrained in me a love of learning, the value of hard work, self-determination and a “never quit” attitude that has served me well throughout my life. Their love, pride and encouragement were the foundations upon which my life has been built. My father, LSU Class of 1949, had a deep respect and unending love for Louisiana State University and held dear his moments here and the education he received at this institution. My mother supported him in his educational pursuits and helped him achieve his dream of becoming an educator and was by his side as he impacted the lives of countless students in our hometown and across Louisiana. They both believed in the importance of doing the right thing and they both wanted only the best for me. I am who I am today largely because of the values they instilled in me. This dissertation is a tribute to them and all they did for me.

This dissertation is also dedicated to my wonderful wife, Carolyn, and our two daughters, Laura and Emma. I would and could not have completed this long journey without their undying support, help and encouragement. They have allowed me to pursue this lifelong dream and have always been supportive and encouraging. Carolyn is the solid foundation upon which all my dreams have come true and has stood by and endured every up and down and never once wavered in her love for or belief in me. Laura and Emma are wonderful, energetic ladies whose lives have inspired me to be better and to achieve all I am capable of achieving.

More than anyone else, however, I dedicate this dissertation to my Lord and Savior, Jesus Christ. He saved my soul, He inspires me to love others and He is worthy of all the praise and glory for leading me to and through each step along this journey and along life’s road.

## **ACKNOWLEDGEMENTS**

This major academic accomplishment in my life is the apex of a personal academic journey, and it would not have been possible without the inspiration, help and guidance of some highly important people in my life. Though the joy from completing this journey is primarily mine, I sincerely hope these friends, mentors and family members share this exuberance with me. Each individual provided me the motivation, determination and confidence that were critical in order for me to complete this journey.

My deepest appreciation and admiration are extended to my major Professor, Dr. Joe Kotrlik. I am eternally indebted to him for his strong leadership, knowledge, insightful guidance and mentorship through the myriad stages of this endeavor. His belief and confidence in me kept me going, and his accessibility and guidance cannot be understated. Without question, Dr. Kotrlik's patience, expertise, background and diligence were the linchpins that sustained me during the entirety of this project. He inspired me to do my best and proffered unparalleled opportunities for learning, processing, and most importantly, thinking. More than anything else, however, Dr. Kotrlik served as a mentor and role model who put on display an exhibition of academic professionalism to which all in this profession should aspire. He instilled confidence in me through his persistent support, and these things motivated me to do my best at every turn. He is truly a credit to the professional cadre of educators at the university and in this nation. Thank you very much, Dr. Kotrlik for all you have done for me.

My committee members, Dr. Michael Burnett, Dr. Gerri Johnson, Dr. Li Li, and Dr. Robert Justis deserve my deepest appreciation and thanks for their time and willingness to endure this long and very non-traditional journey with me. Each has shared with me their special talents and knowledge, and I am grateful for their time, effort, and patience through it all.

Dr. Mike Burnett, your unparalleled knowledge as a researcher provided the critical foundation for me in this pursuit. Your graduating thoroughness in our research courses helped me in an unbelievable way as I prepared for and finished this project. The level of detail you provided during the courses was outstanding and really inspired me to do my best. Your flexibility and willingness to work with me throughout my entire academic career has been unbelievable. I feel like I have plowed new ground for the university as a nontraditional student, and I could not have done it without your flexibility and willingness to make it all work.

Dr Gerri Johnson, your compassion and understanding stand out as hallmarks and benchmarks for me to emulate. As my first instructor at LSU, you got me off on the right foot in terms of work ethic, expectations, and focusing on the intangibles that made the tangibles possible. Your understanding of the human condition and your willingness to work with me in this off-site pursuit are shining examples of professionalism and dedication in education. I learned a lot from you and through you during this journey.

Dr. Robert Justis, thank you for stepping out of your traditional arena to help in this endeavor. As an MBA, I have a great affinity for the complexities of management and especially personnel management. Your fit on this committee was perfect for me, and I sincerely appreciate you giving of yourself to this project which was outside the bounds of the business arena. Your thoroughness and professionalism added a flair that kept me on my toes.

Finally, Dr. Li Li, I very much appreciate your role as representative of the Graduate School. Your advice during the ramp up phase and fine-tuning my report and instrument were very much appreciated. I deeply appreciate you providing recommendations to me for outside mentors and the time you took to thoroughly review and provide input on my paper.

I would like to pass along my sincere thanks for the wonderful team of people who have helped me from an administrative and technical standpoint during my academic endeavor. In the School of Human Resource Education and Workforce Development, I am indebted to Ms. Anne Harrington, who helped get my schedule arranged and ensured I was in the right sections as I registered for classes over time. I would also like to pay special tribute to Mr. Adam Woerner who personally and professionally ensured that my video links were always up and working and that I was able to receive streaming video and class sessions through state-of-the-art technology. I would be remiss without thanking the nice people at the Red River Research Station, Ms. Faye Guidry in the Veteran's Affairs Office and my former college teammate, Larry Butcher, at the Bursar's Office for the exceptional and timely support I always received.

I need to pay special thanks to my coaching colleagues Steve McDowell, Mitch Downey, Vic Ortiz, and Katie Hall. Each provided key and important assistance during my dissertation preparation and execution. I need to pay tribute to my mentor and advisor, Dr. L. E. Dawson of Ruston, Louisiana, whose advice has been a guidepost and whose strength of character inspired me to keep moving forward. My heartfelt thanks also go out to my Aunt Laura and Uncle Buddy Leach, and my Uncle Rob Watson, who were Tigers way before me and always inspired me to become one. My dear friend and college teammate Jeffrey Luken Hartlage also merits great thanks for encouraging me to keep running and to complete this event.

Finally, I wish to thank my long-time friend and mentor, Dr. Thomas Karam. Tommy has provided unparalleled advice and guidance to me as I have traversed these waters. He encouraged me at every turn and helped me develop the path for completion and success. Without Tommy's encouragement, I could not have completed my tasks, nor accomplished this goal, nor safely laid down the bunt that got my final run across in the top of the 9<sup>th</sup> inning.

## TABLE OF CONTENTS

DEDICATION .....	ii
ACKNOWLEDGEMENTS .....	iii
ACKNOWLEDGEMENTS .....	iii
LIST OF TABLES .....	viii
ABSTRACT .....	x
CHAPTER 1: INTRODUCTION .....	1
Need for the Study .....	7
Purposes and Objectives .....	8
Significance of the Study .....	9
Theoretical/Conceptual Framework for the Study .....	10
CHAPTER 2: REVIEW OF LITERATURE .....	13
Qualifications and Certification for Louisiana Coaches .....	13
Coach Behavior and Immediacy .....	16
What Is at Stake? .....	20
College Coaches: What Are They Seeking? .....	21
Academic Preparation: Necessity of Preparation and Role of the Coach .....	23
The Recruitment Process: Potential for Confusion .....	30
Necessity for Enhanced Training, Certification or Mentorship .....	31
Deficiencies/Limitations in Literature .....	33
Conclusion .....	34
CHAPTER 3: METHOD .....	35
Population and Sample .....	35
Instrumentation .....	36
Data Collection .....	37
Data Analysis .....	39
Louisiana State University Institutional Review Board Approval .....	41
CHAPTER 4: RESULTS .....	42
Objective One: Coaches' Characteristics .....	42
Gender .....	42
Ethnicity .....	43
Educational Level .....	43
Primary Teaching Area .....	43
Years Coaching Experience .....	45
Objective Two: Athletes Who Were Recruited, Signed, or Accepted Scholarships .....	46
Objective Three: Knowledge of NCAA & NAIA Recruiting Rules .....	47
Objective Four: Coach's Role .....	56

Objective Five: Expectations Regarding Collegiate Environment .....	57
Objective Six: Necessity for Additional Training for Louisiana’s High School Basketball Coaches .....	59
CHAPTER 5: SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS .....	62
Summary .....	62
Procedures .....	63
Summary of Findings .....	65
Conclusions .....	71
Conclusions for Objective One: Coaches’ Characteristics.....	71
Conclusion for Objective Two: Athletes Who Were Recruited, Signed, or Accepted Scholarships.....	73
Conclusion for Objective Three: Knowledge of NCAA & NAIA Recruiting Rules .....	74
Conclusion for Objective Four: Coach’s Role .....	74
Conclusion for Objective Five: Expectations Regarding Collegiate Environment.....	75
Conclusion for Objective Six: Necessity for Additional Training for Louisiana’s High School Basketball Coaches.....	76
Implications and Recommendations .....	76
REFERENCES .....	79
APPENDIX A: RESEARCH INSTRUMENT .....	85
APPENDIX B: INITIAL EMAIL NOTIFICATION TO RESEARCH SAMPLE MEMBERS	89
APPENDIX C: EMAIL REQUEST FOR ASSISTANCE BY A RESPECTED HIGH SCHOOL COACH SENT BEFORE FIRST MAILING .....	90
APPENDIX D: FIRST LETTER TO RESEARCH SAMPLE MEMBERS .....	91
APPENDIX E: SECOND EMAIL REQUEST FOR ASSISTANCE BY A RESPECTED COLLEGE COACH SENT BEFORE SECOND MAILING.....	92
APPENDIX F: EMAIL NOTIFICATION OF SECOND MAILOUT TO RESEARCH SAMPLE MEMBERS .....	93
APPENDIX G: SECOND LETTER TO RESEARCH SAMPLE MEMBERS .....	94
APPENDIX H: INSTITUTIONAL REVIEW BOARD APPROVAL.....	95
VITA.....	96



## LIST OF TABLES

Table 1.	Independent Samples <i>t</i> -tests Comparing the Means for Key Variables for the Responses Received During the Telephone Follow-up to those Received by Mail .....	39
Table 2.	Reported Ethnicity of Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year .....	43
Table 3.	Reported Education Level of Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year.....	44
Table 4.	Primary Teaching Area of Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year.....	44
Table 5.	Years of Experience as a Coach, as a Head Girls' Basketball Coach, and as a Classroom Teacher Reported by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year.....	45
Table 6.	Estimated Number of Athletes Who Were Recruited, Signed National Letters of Intent, or Accepted Scholarships during the Course of the Career of the Coach as reported by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year .....	46
Table 7.	Amplified Information, By Category: Number of Coaches Who Had Athletes Who Were Recruited, Signed National Letters of Intent, or Accepted Scholarships during the Course of the Career of the Responding Coaches as reported by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year .....	47
Table 8.	Responses to Information Inventory Assessment of Head Girls' Basketball Coaches in Louisiana .....	48
Table 9.	Distribution of Correct and Incorrect Responses to Item in the Information Inventory of Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year.....	52
Table 10.	Item Discrimination and Difficulty Indices for Responses to Section II of the Instrument (Appendix A) .....	55
Table 11.	Coaches' Perceptions of Their Role as the Head Girls' Basketball Coach for Recruitable Athletes .....	57
Table 12.	Expectations of Collegiate Environment Student Athletes May Encounter – Negative Treatment as Reflected by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year.....	58
Table 13.	Expectations of Collegiate Environment Student Athletes May Encounter – Positive Treatment, as Reflected by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year.....	59

Table 14. Coaches Perceptions Regarding Need for Additional Training on Collegiate Athletic Recruitment Rules, as reflected by Head Girls Basketball Coaches in Louisiana during the 2010-2011 School Year.....	60
---	----

## **ABSTRACT**

The primary purpose of this study was to determine coaches' perceptions of their roles as mentors, the impact that high school coaches have on choices female athletes make regarding attendance in post-secondary education, the type of information possessed by the coaches to assist in these decisions and whether or not the coaches in the state believed in the necessity for additional training for themselves, their peers and whether or not additional training would benefit the athletes under their tutelage. Two hundred twenty four girls' basketball coaches from throughout the state were surveyed and one hundred twenty eight participated in the survey.

A researcher-designed instrument with an embedded information inventory was used to characterize the population of coaches, describe beliefs of the coaches regarding their roles as mentors and assess the level of knowledge of the coaches regarding recruiting rules and eligibility requirements for athletes who transition from high school to collegiate basketball.

A Likert-type scale was used to measure the beliefs of coaches regarding their role, what their athletes would face, and whether additional training would benefit coaches and athletes. It was concluded that coaches have a strong belief in their roles as mentors, have a disparity of beliefs regarding what students will face and believe additional training would benefits themselves, their peers and their athletes. It was further concluded a deficiency exists in the level of knowledge possessed by the coaches regarding recruiting rules and eligibility requirements for athletes who aspire to play at the collegiate level. As a result of these findings, it was recommended that the State of Louisiana or the Louisiana High School Athletic Association investigate a training or certification program for coaches to bolster their knowledge of recruiting requirements with the end goal of enhancing college opportunities for recruitable athletes.

## **CHAPTER 1: INTRODUCTION**

The responsibilities placed on those who willingly take on the role of teacher are enormous. From the very dawn of creation until current times, the weighty responsibility of teaching and mentoring the next generation of students who become scholars and ultimately the leaders of their generation and society has been set aside for a select few. The guardianship that these individuals have over students and the future of these students is highly important in society (Demaray, Malecki, Rueger, Brown, & Summers, 2009).

Education, as known in the West, has many facets, layers, and sub compartments that work together for a larger, collective purpose of preparing generations of learners (Smith & O'Day, 1991). In terms of the paradigm in the western world and more specifically in the United States, formal education begins at the kindergarten level, traditionally prior to age six. Normally, a teacher has a responsibility for a small group of students as they shepherd these students through the year's education. This one individual has responsibility for teaching, training, and mentoring students and can have an enormous impact on the development and progression of children. As children advance in age and as the complexities of school expand, the responsibility for educating children is divided among the specialists in academic disciplines. As a child transcends the kindergarten level and advances to the higher stages of elementary education, the child may have two, three, or even more teachers during a day and throughout a school year (Harvey, 2010). Each of the individual teachers has an equal responsibility for teaching, training, and guiding groups of students.

As the students advance to high school and post-secondary educational levels, the perception of the need for training and monitoring by the instructors may change, but the impact teachers can and often have remains the same (Sánchez, Esparza, Berardi & Pryce, 2011). At the high school level, the degree of impact is probably the most precarious, as children are

transforming to young adults and can be swayed in any number of directions. At the post-secondary level, the impact of educators and teachers is also viable but becomes more complex (Sciarra & Ambrosino, 2001).

During a typical high school experience, a student encounters the influences of 6-12 instructors in an academic year, depending on the type of school in which the student is enrolled. During a four-year high school career, a student may experience instruction from 24 to 32 different instructors who will take their place on the podium in front of the average high school student (Smith, Lemke, Taylor, Kirchner Hoffman, 1998).

Students engaged in extra-curricular activities have access to an even larger number of teachers and mentors. Many students spend numerous hours before or after school, or on weekends, engaged in band, debate, athletics, and other school sponsored student activities. During these times, they are also under the tutelage of instructors who will have the opportunity to shape, mold, and influence the lives of these young adults. In particular, coaches of student-athletes have a tremendous chance to influence and to change the lives of the individual under their charge (Nasir & Hand, 2008).

Each year, over two million students in the United States graduate from various high schools (Greene, 2002). According to the National Center for Higher Education Management Systems (NCHEMS, 2009), close to half (44%) of these graduates enter the workforce or some type of career training while 56% enroll in college. Of those who attend college, 44% are male and 56% are female (Deprete and Buchanan, 2006). According to the National Collegiate Athletic Association (NCAA), of the females who attend college, roughly 50,000 initially attend as or become student-athletes (2009).

The student-athlete of the 21<sup>st</sup> century faces enormous pressure and many challenges. In a variety of situations where athletics is not only an activity, but has transcended to a truly competitive nature, the student-athlete faces unique pressure. In addition to dealing with the regular challenges of daily student life, the student-athlete also spends a tremendous amount of time after and often before school and on weekends preparing for competition. For the student-athlete who attempts to use athleticism as a mechanism to garner assistance for college, the pressure to participate is both real and present, and the pressure to perform at high levels is a daily fact of life (Lawrence, Harrison, & Stone, 2000).

The role of a mentor in both developing the athlete and the person is critical (Brettschneider, 1999). While variance exists across schools districts, the State of Louisiana allows approximately 150 days during a season in which a coach can practice his or her team (Louisiana High School Athletic Association [LHSAA], 2010). Additionally, in the weeks leading up to the beginning of the season, the coach may have direct interaction with these students on a daily basis as a function of weight training and conditioning programs. At the end of the season, the coach may also remain in contact with students if the school has adopted the weights and conditioning model for post- and pre-season class activities, which supplants physical education. Louisiana allows nearly an unlimited number of days for conditioning or team competition camps in the summer between school years in which the coach can be present and active with the athlete throughout the summer months. In essence, high school coaches in Louisiana can have access to their athletes every day of the calendar year (LHSAA, 2010).

For example, in one Louisiana school district, there are 180 school days per year (Bossier Parish School Board, 2010). A basketball coach sees the athlete every day for a minimum of one hour as a component of weight training and conditioning. If you add in an average of two hours

of practice that the average team conducts or undertakes during each of the 150 allowed practice days, and the initial total that a coach is in direct contact with the athlete is 480 hours.

High schools in Louisiana are allowed to play up to twenty regular season basketball games plus up to five tournaments, which usually include 3 games (LHSAA) per tournament; therefore, many schools will play as many as 30-35 regular season games. These games last 32 minutes per contest of playing time, but as is normal with the flow of the game, the length of the game is usually a minimum of one and one-half hours due to game stoppages, time outs, allotted time between period, etc. However, most schools have their athletes arrive a minimum of one hour prior to the contest. Calculate in transit time if the school is competing in an away game, and the hours dedicated to playing activities alone suddenly grow exponentially. With game time and practice time combined, a coach in Louisiana could easily have up to or many more than 500 hours of access to an athlete during just the regular school year.

During this high number of days and hours, the student will be in contact with one or more coaches at a time. The potential for influence, both positive and negative, and the impact on the life of a young athlete is unquestionable (Sanchez, et al., 2011). The head coach is the primary influence in this process.

As the athlete advances through the high school experience and faces the probability of making life choices, the person with the greatest volume of access to the athlete next to family and friends will be the coach (Turman, 2007). The words the coach uses, the perceptions the coach brings to the situation, and the advice the coach provides to the young athlete stand a great chance of being life altering.

A student-athlete may have many different reasons for pursuing athletics as a means to an end for an education. Some pursue these endeavors with the desire of becoming professional

athletes and ultimately making a living through athletic skills (Henderson, Olbrecht, & Polachek, 2005). The truth is, only a small number of individuals ever make a living as a professional athlete; only five percent of high school athletes become college athletes, and of that number, less than one percent of college athletes become professional athletes (NCAA, 2009). Female athletes have an even smaller chance of earning a living than males as there are very few opportunities for significant income. The desire of the student may be lofty, but the coach's responsibility is to communicate the realities and possibilities that lie in front of the student-athlete.

It is critically important for the student-athlete to be aware of *why* colleges recruit athletes. At the heart of the reasons for recruitment of an athlete is the belief that the particular athlete can help or become a key component of a collegiate program. In the cases of revenue sports at the collegiate level, coaches are under pressure to field successful teams (McAllister, 1998). The coaches and the universities are under pressure to have winning programs with the ultimate aim of winning conference and higher championships. While some exceptions exist in sports known as "Olympic" sports (e.g., gymnastics & swimming), the pressure to win is real and very much a part of the everyday existence of college basketball players (Burgess and Masterson, 2006). Student-athletes need to know that helping a team win is the main reason for their recruitment; while many within academic institutions maintain lofty and altruistic goals and aims, the coaches' primary objective remains to win games and championships. The recruited athlete is a key component in this endeavor and he or she needs to understand the realities of this situation (Letawsky, Schneider, Pedersen, & Palmer, 2003).

The coach has responsibility and influence over a high school student-athlete and can be a tremendous asset, hindrance, or impediment to the athlete as he or she prepares to make a



major life decision. A student must handle numerous inputs to navigate through this process.

The importance of a trained, caring mentor is a critical component to helping the athlete pursue the endeavor of attaining an athletic scholarship.

Some students will be “catered to” in exorbitant fashions. While there are many athletes who would like to achieve the goal of attaining a scholarship, only a handful actually will be recruited (NCAA, 2009). Subsequently, an even smaller number of athletes will receive scholarships at the most prestigious colleges and universities. In the competitive world that these young adults are entering, some students may receive intense attention during the recruiting process (Davis, 1996). While some may be equipped to handle such attention, others may not, and the role of an unbiased, but interested third party such as a high school coach can and should serve as a key foundation for the student.

Additionally, demographics in the United States have changed dramatically over the course of the past 40 years, and this change has placed the coach in a potentially expanded and different role than his predecessors from previous generations. In the early 1960s, the chances of finding a single parent household were much less prevalent than they are today. At the beginning of Lyndon Johnson’s “Great Society” program, a single parent or guardian led household was only 30% of poor families in the United States; today, that number is as high as 60% (Ellwood & Jencks, 2002). If an athlete comes from a single parent home, he or she will be relying on the inputs from a single influence, as opposed to one from a multi-parent household.

The necessities of a single parent home are different from traditional households, and issues such as financial aid for college and the pressure to garner this aid may be more prevalent in the decision making process of the family (Bateman & Kennedy, 1999). It is potentially

helpful or even critical that the student-athlete have and receive stable, consistent guidance from a coach during these complex junctures (Staples, 2009).

### **Need for the Study**

A need existed to better equip students for the period of time in which they are being recruited to compete in college athletics. Complex public perceptions exist regarding the role and motivation of athletes and the way athletes are treated. A need exists to apprise students of these issues and to equip them to manage both their futures and the surrounding expectations (Moye & Harrison, 2002). The last line of input or defense for the student-athlete will have to come from a coach or other mentor who is armed with such knowledge. The coach as the mentor could be a critical link in a highly important decision that a young athlete could make.

While this study focused on female basketball players and their coaches at the high school level, foundational data from across the nation provide evidence that shortfalls exist and merit both further study and proactive approaches to ensure female athletes receive appropriate opportunities (Seefeldt & Ewing, 1997). Though a great deal of literature and studies exist regarding the role of a mentor both in the work place and across professions, limited data exists on the role of the coach as a mentor in general. Sparse information is available on the role of the high school coach as the mentor in the recruiting process.

Due to what is potentially at stake, meaning an avenue for education for several thousand female basketball players nationwide each year, there was a definite need to explore, analyze and learn more about the roles and expectations of the coaches who will be mentoring ascending college students during a normative, formative and critical period in life. As the review of literature indicates, little has been written or compiled on the subject of the role of the coach in the recruiting and mentoring process of the female athlete; while a body of research exists on the coach at the collegiate level and a great deal is written on the subject of “mentoring,” little has

been written on the subject of this research. Subsequently, this study investigated the role and expectations for coaches of girls' basketball teams in terms of the way they mentor athletes through the recruiting process.

### **Purposes and Objectives**

This study was conducted to determine coaches' perceptions of their roles as mentors, the impact that high school coaches have on choices female athletes make regarding post-secondary education and the type of information possessed by the coaches to assist in these decisions. Also, the study sought to determine whether Louisiana coaches perceived additional training related to recruitable athletes was needed for themselves and their peers; and whether additional training would benefit the athletes under their tutelage. The objectives of this study were to:

- 1) Describe the personal and demographic characteristics of high school girls' basketball coaches in Louisiana. The following data were collected for this objective:
  - a) Gender;
  - b) Ethnicity;
  - c) Highest college degree attained (e.g., B.S., M.S., Ed.D., Ph.D., or other);
  - d) Academic major for most recent college degree (i.e., Education, Psychology, Mathematics, etc.);
  - e) Years of formal coaching experience;
  - f) Years of experience as a high school head girls' basketball coach; and
  - g) Years of experience as a classroom teacher
- 2) Describe the coaches' estimates of the collegiate athletic opportunities that have been afforded to female basketball players. Specifically, the following data was be collected:

- a) Number of athletes under the tutelage of the coach who were recruited by NCAA Division I, II, or III schools, or by National Association of Intercollegiate Athletics (NAIA) schools during the coach's career;
  - b) Number of athletes under the tutelage of the coach who signed national letters of intent to play college basketball during the career of the coach; and
  - c) Number of athletes under the tutelage of the coach who signed scholarships with NCAA Division I or II schools or NAIA schools during the career of the coach.
- 3) Determine the level of knowledge possessed by coaches with regard to academic standards and recruiting requirements for entry into collegiate athletics into the two primary organizations for collegiate basketball, the NCAA and NAIA.
  - 4) Describe high school girls' basketball coaches' perceptions of their role as mentor for female high school athletes.
  - 5) Describe the coaches' perceptions regarding the collegiate environment that student-athletes may encounter.
  - 6) Determine the perception of coaches with regard to whether or not new or additional training is necessary in terms of preparing or enhancing the knowledge base in recruiting related activities for coaches and their peers and whether or not the training would provide benefits to the coaches and their athletes.

### **Significance of the Study**

This study will contribute to the rather limited body of knowledge regarding the role of the coach from the coach's perspective. This study examined the realities of what a student can expect both during the recruiting process and once the student enrolls in the college environment, and reflect that reality back on the knowledge base of the coaches who will be helping guide the students through these complicated decisions.

From the findings, the researcher will be able to establish what the coaches in Louisiana believe their roles are in terms of preparing student-athletes to make critical decisions regarding educational and athletic opportunities. Further, the researcher will establish the level of knowledge currently within Louisiana in terms of understanding the sequence of events a student-athlete will encounter during the recruiting process and during their lives as college athletes. Upon consolidation of data, the researcher may be able to recommend institutional strategies for the Louisiana Department of Education and the LHSAA. If the research findings indicated a necessity for change, the strategies recommended will be of a Human Resource Education and Workforce Development nature, exploring the possibilities for additional training and certifications for coaches from an information inventory-based perspective.

As data analysis is completed and inferences and conclusions are drawn, the State of Louisiana may consider whether additional training or educational credentials may be necessary for those who undertake coaching duties. The LHSAA may also be a consumer of the information as they maintain oversight regarding coaching credentials and certifications within the association.

### **Theoretical/Conceptual Framework for the Study**

In order to conceptualize a framework for this study, the researcher will have to extrapolate works and analyses done in similar areas, without the benefit of a benchmark study in this particular field of endeavor. As will be addressed in the Review of Literature, there is a lack of published data on the role of the high school coach in terms of preparing and guiding a recruitable athlete through the recruiting process. For the study at hand, the role of mentor will be broadly applied as referenced in Kram (1985), and will be analyzed specifically in the areas of professional and psychosocial maturation of the athlete. Kram's (1985) work, which is considered a seminal study, delineates two forms of support provided in a mentor-mentee

relationship: (a) career (professional) and (b) psychosocial. In the context of the research in this study, the broad topics of career and psychosocial mentoring will be analyzed.

Decision points that an athlete will face can be confronted more effectively if a mentor relationship is established and firm. Kram's (1985) work delineates four sub areas within the career/professional aspect of the relationship. These four sub areas all are germane to this study, but as stated previously, extrapolations and interpretations will have to be made in this instance, as Kram's analysis relates to the relationship between two adults in a work environment, versus a student-teacher type of setting. A mentor is the foundation for the following areas:

- 1) Exposure and visibility, which refers to the senior member of the relationship allowing the junior member to take on responsibility in interaction with other senior personnel;
- 2) Sponsorship, which refers to the senior member actively supporting the pursuits and lateral and vertical advancement of the mentee;
- 3) Protection, which, as the title suggests, relates to the senior member shielding the junior member from harmful influences or situations that the mentee is not prepared to handle; and
- 4) Coaching, which refers to the obvious context as identified in this study, meaning teaching the tradecraft, in this instance the sport (Kram 1985)

Research will seek to find out the importance of these sub facets of the relationship through coaches' perceptions.

The psychosocial aspect of the relationship is relevant in a broader context and could be germane to the research at hand. In this research, psychosocial relationships are expected to have overlapping and parallel influences with the career relationships because of the proximity to the mentee (student) and the age disparity of the relationship in most instances. Four broad areas

of Kram's (1985) work will be analyzed as data are gathered: (1) Role Modeling; (2) Acceptance and Confirmation; (3) Counseling; and (4) Friendship. As data were developed, these areas were scrutinized as components and references as they arose.

Research sought to affirm Kram's assertion that formal mentoring produces a positive result in terms of development of professional expertise. In this case, the extrapolation from the research done on teacher mentor to novice teacher will be applied to the coach athlete relationship. The results of this study may signal the need for a shift in paradigm that can serve as a guidepost for other states and as a bellwether for coaches and associations. Of course, this study could also find that no change in paradigm is indicated by the results.

Ragins and Kram (2007) address the necessity of more research into the area of the "rising star" effect in a mentor-mentee relationship. In essence, they raise a question regarding the possibility that an individual who is being mentored is more than likely to be in the relationship because of his or her status in an organization as someone who has potential for excellence and this relationship is fostered and pursued simply because of the individual's status. This framework and relationship will and should exist as a matter of course in terms of the relationship explored in this research. A young and rising athlete should be in a de facto relationship with a coach and mentor as he or she enters a recruiting process. The perceived necessity for preparing the coach to perform this role is one of the underlying frameworks for this study.

## **CHAPTER 2: REVIEW OF LITERATURE**

The high school coach is the focus of this research. The coach stands at the cross roads between the student and the college or university and potentially a life altering decision for a young athlete. The coach's knowledge and perception of their role are critical for the student-athlete.

In order to convey the complexities of this topic, the review of literature will address several key areas: The qualifications and certifications for coaches; perceived coaching behavior and immediacy characteristics; reasons students are recruited by college and what the college coach is seeking in a potential recruit; the factors that drive the student to make a college choice (meaning what is at stake for the student and her future); the diversity and rigor of college academic programs that an athlete could be expected to encounter; and demographic information that could assist in an understanding of potential trends in and propensities of students making these choices.

### **Qualifications and Certification for Louisiana Coaches**

The first and most critical component in analyzing what coaches in Louisiana know and are required to know is to review the certification and mandates as dictated by the State. There are two groups of governing authorities that merit review in order to establish a baseline of understanding concerning the knowledge and background of the coaches who guide the student-athletes: The Louisiana Department of Education (LDOE), and the Louisiana High School Athletic Association (LHSAA).

In order for an individual to be the head coach of a girls' basketball team in the State of Louisiana, he or she must be a full time faculty member at the school or hold the title and position of "Athletic Director" (LHSAA, 2010). The LHSAA has a program for individuals to



be assistant coaches who are not full time faculty members, but head coaches in the sports of girls' basketball must be full time faculty.

The State of Louisiana has codified requirements for individuals who enter the classroom as teachers (Louisiana Department of Education [LDOE], 2010). In Louisiana, teachers must possess a baccalaureate level degree from an accredited institution and must have passed the Praxis Exam I (general teacher knowledge) and Praxis Exam II (content knowledge). The intent of the requirement is for the teacher to have the degree in a field related to the area in which he or she is teaching (e.g., science education) and to have passed the Praxis Exams in order to be a bona fide teacher (LDOE, 2010).

However, since Louisiana has a chronic shortage of teachers (McBride, 2009), there are a number of alternate certification paths an individual can go through in order to gain entry and employment as a teacher (LDOE, 2010). These alternative paths include the following: The practitioner teacher program alternative path to certification; the master's degree alternative path to certification program; and the certification only alternative path to certification program. A full and complete review of each of these programs is beyond the scope of this research and not fully germane to the topic at hand. However, a brief review is in order.

The practitioner program allows for an individual who has a bachelor's degree in any field from an accredited university with a minimum prescribed grade point average to enter the classroom on a contingent basis. If he or she has obtained the degree and has passed Praxis I/II exams (or only Praxis II if in possession of a Master's degree) and is in possession of a bachelor's degree, he or she can enter the classroom as a teacher on an interim basis. This individual, upon hiring, has a maximum of three school years to complete a prescribed program of study in one of Louisiana's certified teacher programs. The individual does not receive a

degree, but the classroom work complements the bachelor's degree and the passed Praxis exam (LDOE, 2010).

The Master's degree program is similar to the practitioner program in that the individual has both obtained a bachelor's degree, and passed the Praxis I and II (or is in possession of a master's degree in a non-education field). This individual enrolls in a Master's degree program in education to complement the Praxis area of concentration (LDOE, 2010).

The certification only program is an intensive, summer long immersion for an individual in a situation similar to the alternate certification route. The individual is in possession of a BS/BA degree, has passed the Praxis I or II (or simply II if in possession of a MS/MA) but is on an accelerated timeline for completing coursework to validate and shore up education and certification area courses (LDOE, 2010).

The key point in this brief review is that Louisiana has a significant and robust program available for individuals wishing to become school teachers. The possibility exists that a number of head coaches in the state do not possess full credentials when they take the reigns as head coach and, more importantly, as mentor of the student-athletes in their charge. In data released in 2008, 7% of Louisiana's teachers held no certification, and most of these teachers were students in one of the alternate certification programs listed above (McBride, 2009). Data regarding the proportion of coaches who are not fully certified was not available in the literature review but was explored as a component of this research.

The LHSAA does not mandate any special training for head coaches. The only requirements levied for head basketball coaches is that they must be 1) a teacher who teaches at least three classes per day, 2) a full time administrator, or 3) a combination of teacher and administrator (LHSAA). There are no codified requirements for teachers or administrators to

have obtained or have any evidence of obtaining any special knowledge prior to becoming a coach in the context of this research study. The requirements are for the coach to be an educator within the purview of the requirements of either the State of Louisiana or the employing private school.

The LHSAA has a program known as Coaches Education and Certification Program (CECP). This program provides training for personnel who are not faculty or staff members to become assistant coaches for basketball and football and head and assistant coaches for other sports. The CECP program alleviates some coaching shortages, but does not allow for a person to be a head basketball coach; it provides an alternate route to coaching outside the traditional faculty route, and may be used, for example when someone is trying to obtain a certification or degree to become a faculty or staff members.

Private schools maintain differing levels of scrutiny regarding qualification for teachers or coaches. A thorough review of each school under the jurisdiction of the LHSAA is also beyond the scope of this investigation.

### **Coach Behavior and Immediacy**

The influence that the coach has on the athlete and the interaction between the coach and the athlete is the undergirding aspect in need of exploration. Turman (2008) studied the phenomenon of whether the coach's verbal immediacy had an effect on both the individual and on the team. The data collected indicated a definitive link and a predictor of the satisfaction of the athlete both with the program (team) and with the coach himself. Turman's (2008) study also developed data regarding the importance of non-verbal behavior by coaches in terms of predicting how and why an athlete would be attracted to or associate with a social group; as with the verbal interactions, the non-verbal perceptions also proved significant in being able to influence the student-athlete.

Turman (2003) also examined the amount of time players spent with and in close physical proximity to a coach. Though the focus of the study was on verbal and non-verbal immediacies, the extrapolation to applicability to influence is unmistakable. The issue of the intensity and subsequent bonding that accompanies hard work and the emotional up and down nature of athletics that an athlete and his or her coach face are unmistakable.

“Teachers teach, but coaches don’t just seem to coach, they guide. . . . Teachers aren’t supposed to put their arms around you and sympathize. Coaches scream. Coaches criticize,” (Deford, 2004) . . . and endear themselves beyond what the typical classroom teacher can accomplish in the classroom environment (Turman, 2008). This phenomenon builds a bond that transcends the regular relationships in the classroom, especially for the highly competitive athlete. As referenced earlier, the coach has the opportunity to spend some amount of time with an athlete during nearly every calendar day of the year. As a result, the coach can develop and command the respect of the student and can be an enormous influence on the decisions made by a student (Turman, 2003).

Lough (2001) addressed at length the role of mentors in the article, “Mentoring connections between coaches and female athletes.” The study examined the role that coaches undertake as mentors at the college level and how that interaction often drives a career choice by a graduating college student. The role that mentors played in the study was significant. Issues such as developing relationships, understanding communication anomalies, and providing visible and connected examples of role models were key components driving college athletes to make significant career choices (Lough, 2001).

Donohue, Miller, Crammer, Cross, and Covassin (2007) highlighted the importance of the influence of the coach on the athlete in their article, “A Standardized Method of Assessing

Sport Specific Problems in the Relationships of Athletes with Their Coaches, Teammates, Family, and Peers.” While the study had a four-pronged approach for measurement (i.e. looking at relationships with teammates, families, peers and coaches), the primary outcome in relation to study was the apparent dissatisfaction that student-athletes have in significant number with their relationships with their coaches. Data from the survey indicated a wide area of strengths and weaknesses in the various relationships, but poor relationships with and among coaches are problematic. The literature indicated that the lack of time developing relationships could be the cause for this limitation; whereas students spend significant time with parents, peers and teammates, it indicates that coaches are constrained in time allocated for relationship development. Such information is troubling, especially in a place like Louisiana, where students are allocated significant amounts of time to spend with coaches; the revelation could indicate a significant gap in training and information among the coaching cadres around the nation.

Jowett (2005) chronicled a multi-faceted relationship between the coach and the athlete with the broad issue of behavior and interpersonal interactions at the core. Three schools of thought are provided in terms of the level of and depth of the relationship as they relate to the behavior of the coach: Effective versus ineffective relationships; Successful versus unsuccessful relationships; and Helping relationships. The article provided a broad view of what each level of the relationship can and should mean, both in a positive and negative sense and in a non-traditional but certainly in an intuitive sense. Of note is the way in which Jowett (2005) draws out the definitions of successful and helpful. While athletics by its nature is “win oriented,” Jowett (2005) described a level of success that goes to developing a relationship that is both helpful to the coach and to the student. This definition emphasized important parallels with the intent of this study, which is to explore the levels and depths of the relationships and beliefs that

coaches have regarding responsibility. Specifically, Jowett (2005) stated, “The task of a coach in developing optimally effective relationships that the athlete can use for growth, change and personal development is a challenging one, because it is a measure of the growth that they have achieved in themselves. This implies a responsibility on the part of the coach in that they must continually strive to develop their own potentials.”

Jowett and Cockerill (2003) published another study based on interviews with Olympic athletes across a two decade time span which illuminated the importance and volatility of the relationship between the coach and the athlete. Twelve Olympic medalists were interviewed regarding their belief in the importance of their relationships with their coaches and conclusions were drawn regarding the closeness, trust factors, respect and co-orientation with their coaches. Not surprisingly, the relationships were identified as very important and complex. The study concluded that the importance of the relationship was so strong that programs to possibly assist coaches in developing skills in these areas could easily be merited.

In 2003, Mageau and Vallerand published an exhaustive study regarding the coach/athlete relationship. The report was extensive and covered a plethora of areas of study not fully relevant to this research, such as intrinsic and extrinsic motivations of athletes as a function of the coach’s influence and motivation as reflected in the actions of the athlete. Of relevance was a segment of the report that focused on the issue and need for structure in the coach/athlete relationship. The authors concluded that the athlete has the potential to perform better if the coach provides a structured, detailed environment for growth. The assumed extrapolation is that this structure will result in enhanced or improving maturities, thus enabling the athlete to be prepared to make better life decisions. This structure is definitely a function of the behavior of the coach and the environment provided by that coach.

### **What Is at Stake?**

In the addition to the intrinsic reward of earning an athletic scholarship, a great deal of costs and future earnings are also at stake for the student-athlete and within the power of influence by the coach. As presented earlier, students pursue athletic scholarships for a variety of reasons; some do it for the love of the game, some just fall into sports literally by accident and some pursue the scholarships strictly for the opportunity to earn their way to college (Beale, 2004). Regardless of motivation, the costs of a post-secondary education in the United States are higher now than ever before. According to the U.S. government, the average per year cost in an average four-year college is approximately \$10,000 per year. Private and some high prestige public institutions go much higher. In the near term, what is at stake is worth an average of \$40,000 per student who earns a full scholarship (U.S. Department of State, 2009).

In the long term, the average lifetime earnings for a college graduate are \$1.3 million more than the earnings of an average high school graduate. So, in addition to the near term cost of paying for an education, the college graduate has a better opportunity to earn higher life time earnings than someone who does not attend college (University of Wisconsin-River Falls, 2009).

In terms of raw numbers of opportunities available, there are approximately 11,000 basketball scholarships available for women in the United States at any one time. This number is a combination of available scholarships in the National Collegiate Athletic Association (NCAA 2010) at Divisions I and II and in the National Association of Intercollegiate Athletics (National Association of Intercollegiate Athletics, 2010). On average, this translates to approximately 2,750 scholarships that are awarded on an annual basis from the NCAA and NAIA. If you translate the 2,750 available scholarships to the cost of education on average across the country, it is apparent that a great deal is at stake with opportunities available if the athlete has excelled to the point of being a recruitable athlete. By comparison, there are approximately 14,000 high

schools across the United States; in rough figures, this means that one in six high schools in the United States will have a girls' basketball player that will have an opportunity for one of these scholarships each academic year (National High School Center [NHSC], 2009). The key point is that the chances are good that most coaches in Louisiana and across the nation will be exposed to the opportunity and responsibility for mentoring a student through this extremely crucial process.

### **College Coaches: What Are They Seeking?**

Possibly one of the most critical pieces of information a high school coach can know and be prepared to pass on to his or her student-athletes is what a college coach is looking for when they are recruiting athletes. There are many intangibles and tangibles that have been discovered in this review of literature and this information will comprise probably the most critical elements of the survey instrument.

The review of literature indicated several things that college coaches are looking for in their player/recruits. The context of the research offered by Giacobbi, Whitney, Roper, and Butryn (2002) was to explore the type of athletes who developed into successful athletes, as defined by a group of Division I NCAA coaches. Six themes and tendencies of athletes emerged that can be considered relevant. Development of and putting these traits on display by the athlete who wishes to be recruited and garner an athletic scholarship could potentially positively influence an athlete being offered the chance to sign a scholarship offer (Giacobbi et al., 2002).

Traits such as: motivation/competitiveness, "coachability" (referring to an athlete's propensity to receive and use instruction in a positive manner), the development potential of the athlete, the influence of the coach, influence of one's teammates, and miscellaneous contextual influences are identified by Giacobbi et al. (2002) as key elements college coaches and recruiters are seeking in their scholarship athletes. While these traits may seem like "common sense," their existence and prevalence need to be communicated to the potential recruit by someone. The



question arises as to “how” the future college athlete would know these things intrinsically? The rational assumption is that someone would have to impart this knowledge and the ensuing rational step is that the high school coach is the most likely candidate to pass this data along (Lawrence, 2009).

A subsequent area of concern a student-athlete needs to be apprised of relates to the perception or belief that athletes are afforded special treatment simply because of their position as athletes. Moye and Harrison (2002) describe the belief and chronicle incidences of alleged misconduct by student-athletes at the collegiate level and how the athletes were given preferential treatment because of their status as athletes. The commercial nature of collegiate athletics is addressed in this report and the perception that is superimposed on athletes is addressed in detail. The well versed high school coach should be broadly aware of the implications that these perceptions will bring to an athlete (Moye & Harrison, 2002).

For a young student who may have been reared in a rural parish or county, the glare of the spotlight, especially in a high profile school, can be intimidating and overwhelming if the student is not prepared to comport him or herself in the proper manner. Though some may believe it is inherently the responsibility of the college coach to prepare the graduating high school athlete for this eventuality, research will present the possibility for early intervention as a matter of professional and personal responsibility by the high school coach. With appropriate knowledge and or training for the high school coach, potential problems or pitfalls for the young student might be avoided (Storch, Storch, Killiany, & Roberti, 2005).

Hoch (2006) outlined the potential role of coaches in an article entitled “Help with the Recruiting Process.” He suggested an expanding role of the coach as a conduit between high schools and colleges, providing information and forums to the recruitable athlete that otherwise

might not be available. Hoch (2006) recommended setting up recruiting type combines for high school athletes which provide a forum for coaches to come and evaluate talent, on the “home turf” of the athletes in the area or region. He outlined expectations of the college coaches in terms of skill and performance capacities, and suggested that the high school coach’s role as the information conduit can be of significant benefit to the athlete in the pursuit of “scarce” athletic scholarships. The knowledge base of the coach and the willingness of the local coach to both acquire this knowledge and arrange for these types of venues is the linchpin in making this type of event take place.

### **Academic Preparation: Necessity of Preparation and Role of the Coach**

A truly critical reality a coach should prepare students for is the rigor of academics at the collegiate level. Though the role of the coach is to prepare a student for competition at the high school level, this paper has established the fact the massive volume of time spent with the student affords the coach an unparalleled opportunity to provide both guidance and wisdom in terms of telling the student what life will be like once she leaves the friendly and comfortable confines of the high school environment.

The review of literature provided some startling data and anecdotal but believable stories of experiences of high school students upon reaching the collegiate level. A glaring and missing piece in the equation is the role or lack of role that high school coaches had in student’s lives as they prepared to make critical life decisions and in the terminal phase of high school as the student prepared for entry in college.

The case of Mark Hall (Porto, 1984) in the early 1980s illuminated the problem at hand and could be used as a guidepost for students and coaches as the student enters and prepares to enter the college experience in the early 1980’s. Hall was a highly prized football recruit at the University of Minnesota. He went to the University on a football scholarship but lost his

academic eligibility (his grade point average dropped below minimum standards) within a year of arriving at the school. Hall lost his eligibility and later sued the University for denying him due process under the law. The crux of the lawsuit was a highlight of the fact that schools willingly recruit athletes who they know are poor students, but do so with the foreknowledge that they lack the potential for success in what probably awaits the students at the collegiate level (Hall v University of Minnesota, 1982).

While the university athletic and academic officials are excoriated in the now 25 year old review, the glaring omission in references was the lack of information provided per se by anyone to Mr. Hall. The contention in the review of the case (Porto, 1984) was that Hall was recruited primarily to be an athlete, and that denying him an opportunity to finish his academic career (because he failed to meet university academic standards) denied him a “right” to an education. While the specifics of the case are interesting, the implied lack of information provided to Mr. Hall is an indictment of an entire culture that develops around athletes. At the very crux and beginning of this process could be the influences of the high school coach who guided this young man and helped prepare him for this eventuality.

Thamel (2011) reported on the case of Nat Miles, a prized male recruit who lived an odyssey of an existence as a high school student. The young man, who was the focus of the story reportedly moved five different times during high school, mostly at the urging of shadowy “agent” type personnel who tried to convince the young man he had a great future as a collegiate and professional basketball player. Though Mr. Miles was a great player, the “whole person” concept of a solid student, solid person did not exist and his path was shortened and blunted because of probable outside influences. The non-existence of a high school coach and mentor to

guide the young man through these complicated waters is a gaping hole in the article and the story about a lost opportunity.

Letawsky (2003) provided a thorough review of the entire recruitment process in her 2003 article. The broad issue of current trends in college recruiting was examined at a large (40,000+ student population) Research I institution. The target audience of the study was 135 student-athletes at the institution and their reporting on what enticed them or helped them make a final decision with regards to attending this particular university.

Interestingly, the majority of the respondents in the survey at this large institution reported that the academic offerings were, in fact, a key element in helping students make their choices for a university.

This study found that the most important factor for student-athletes was the degree program options offered by the University. Other important factors were the head coach, academic support services, type of community in which the campus is located, and the school's sports traditions. Two of the top three factors were specifically related to the academic rather than athletic environment. This is a key finding and should be understood as recruiting efforts should be broad based, balancing academics and athletics if they are to be effective. (Letawsky, 2003, p 606).

The inference and recommendation in the article is that recruiting efforts should be tailored to a large degree towards the academic preferences of the student as much as anything else. The extrapolated implication for the high school coach is that he or she should prepare the recruited athlete for this reality; research should be conducted to determine the perception that the coach has regarding this phenomenon. As with other previous discussion points, the well-informed coach can and should make the student-athlete aware that he or she truly is in the driver's seat and that it is not out of bounds to make inquiries about academic offerings or the student's desire to achieve a certain degree program. It is rational to assume that a student who believes athletics is his or her only route to an education might feel constrained and not apt to ask the tough

questions regarding academic offerings. To the contrary, according to Letawsky (2003), the student should and probably is expected to ask these types of questions during the recruiting process. However, the first line of information on this front appears to be the high school coach who equips the student-athlete with this information (Letawsky).

A body of evidence compiled by Braddock, Hua, and Dawkins (2008) suggested that perceptions of students regarding which college to attend in general can be influenced by the perception of success or failure of the athletic program of those institutions. In a longitudinal study of African American students, it was reported that the perceived success of an athletic program was a factor in determining whether or not to attend the institution. It seems rational that this fact alone should be connected to the coach or mentor who is guiding a young athlete in a decision making process. Though going to an institution with a perceived modicum of success as a foundation might be important to the non-athlete who is not relying on athletics for a route to an education, the issue of the athlete considering these parameters could become immediately complicated. A wise and well-read and informed coach should be able to guide a student-athlete through this decision making process based on the needs of that student and based on whether or not the student has more than one option in attending college; in other words, if the athlete is only being offered a scholarship by one university, should she even be worried about the success or failure of the program she is committing to?

Adler & Adler (1985) examined the complex relationship between academic performance and athletic participation success in the mid-1980s. The four year study focused on the academic journey of basketball players at a major collegiate program. Interestingly, it was shown that as far back as the 1980s that student-athletes were entering their collegiate experience with an optimistic framework and mindset, believing they could both achieve academically and

athletically. However, because of the radically and obvious cultural and paradigm shift experienced at the college level, many of these athletes retreated in their academic aspirations, often lowering their own, self-developed desires for what they would achieve in the classroom. The authors concluded that the actual structure the students find themselves in while members of a major athletic program often impede academic progress as opposed to assisting in it.

A contrarian view was provided by Aries, McCarthy, Salovey, and Banaji in their 2009 article. A review of athletes entering colleges indicated that while many entered colleges with lower academic credentials than their purely academic counterparts, the athletes performed at the norm across the time span of a college career, meaning they more or less achieved the grades and success that their non-athlete peers achieved, as measured by entry expectations. In brief, data gathered indicated that athletes performed at a level during college that was commensurate with their entry ACT/SAT scores and high school grade point averages. The point reverts back to the information the student has when she enters college: A coach or some other mentor should be prepared to provide the student-athlete with this type of information and to make the student-athlete aware of the expectation for academic performance at the collegiate level. The article did not raise the question or influence of the coach or mentor who could have prepared the students for the eventualities of the college experience

Horton (2009) in a study similar to Adler and Adler's in the early 2008 time frame drew some interesting conclusions based on a national survey of junior college athletes. The application to this study is compelling. Horton highlighted a perception at the junior college level that coaches and administrators were important both in academics and athletics. He emphasized the need for strong involvement from the academic side to support the athletic side and summarized the perceptions of students regarding the importance of academics and the

faculty apparatus for the junior college student. Given the fact that junior college students are just out of high school, their perceptions are applicable to the discussion at hand. Many of the issues faced and related in earlier literature citations were related by the students in Horton's (2008) study, undergirding the assumption that preparation is the key for success in the post high school learning environment.

Harrison et al. (2009) reported on a study to describe the different perceptions of athletes themselves on what would happen to them academically at the collegiate level. A true difference between male and female athletes was reported in the study based on the perception that the athletes had about their expected roles in the collegiate setting. It was discovered that female athletes felt threatened by the possibility of being labeled a "dumb jock" upon entry to college, thus affirming a prevalent stereotype. The study predicted and data affirmed that females at the collegiate level performed more poorly after their academic and athletic identities were linked by personnel on the campus. The inferred interpretation is that these students were probably unaware of the pressures from academia that would become realities at the college level above and beyond which they found at the high school level. Oftentimes, students can be put on pedestals as high school athletes and given a pass or not have to worry about performing at the high school level. However, because it is an academic environment, there is often more of a prestige involved with high academic performance at the college level. When the student who may or may not have been a strong academician is thrust into this arena and immediately has a stigma placed on him or her, the role from high school is reversed and unexpected pressure results (Harrison et al., 2009).

Though negative inputs and things to be "aware" of have made up the review of literature to this point, it should be noted that the inputs provided by a coach can not only help a student

avoid bad things, but it can help a student understand some things that will work to her advantage during the recruiting process. Harrison et al. (2009) conducted an investigation of issues related to the recruiting of high profile athletes which produced some remarkable results. Though the survey was primarily aimed at high profile, African American male athletes, data was collected that related to and is relevant to the recruiting of female athletes.

Harrison et al.'s (2009) study codified a perception that many have suspected or observed casually through the years, primarily that prized recruits are given 'red carpet' or preferential treatment in the recruiting process, especially when the athlete shows up on campus for an official or unofficial visit. The study also found, interestingly, that student-athletes are given preferential treatment in terms of gaining admission to universities when these students are identified by college coaches and key recruits. In "Athleticated versus Educated," Harrison implied that the focus of the lives of the students is to be ball players, as opposed to students primarily. While this may be true, the knowledge of this reality could be easily used to the advantage of the student who desires entry into a more high profile or exclusive college. Phillips (2009) addressed this subject in a similar way, uncovering preferential treatment for student-athletes in the State of Alabama.

Krause (2007) referenced advances in technology and the myriad ways in which athletes are found and recruited at the college level today. He delineated in great detail the change and advancement in communication and evaluation mechanisms that are available both for the athlete to use and for the college to use in finding and evaluating and recruiting an athlete for a particular program. Early in the article, however, he clearly underlined the importance and necessity of the high school coach. In the context of advancing communication avenues and mechanisms, Krause stated, "...I strongly believe the role of the high school coach and athletic



director is more important in the recruiting process than ever before.” The article amplifies nuances of recruiting activities and actions that will hurt or hinder an athlete’s chances of being recruited, and the underlying word of caution is that there must be a knowledgeable coach on board and present for the student in this process.

### **The Recruitment Process: Potential for Confusion**

Lopez (1998) described the complexities and intensities of the recruitment process in a 1998 feature entitled “Full Court Press.” The experiences of a small number of highly recruited athletes are explained and chronicled. The details of the complexities of being recruited incessantly were described in the article as almost a warning to the parents and students and coaches who will be on the receiving end of the process. The startling description of what happened to a highly prized recruit can and should be extrapolated to the lives of nearly any athlete who is being recruited to play basketball at the collegiate level. The article described massive volumes of letters, phone calls, and the presence of coaches and scouting directors at events during the summer after a junior year and during the athlete’s senior year.

The key point as “take away” from the article is that at some point a coach will have an athlete who will probably experience some or all of these events as a recruitable athlete. There are numerous and myriad possibilities for interaction, misinterpretations and decision points that a young athlete will face during these periods that someone should be prepared to manage.

Along these same lines, Klungseth (2005) crafted an article which summarized the five most important recruiting rules a high school coach should know. Though broad in nature and covering overall NCAA rules, it does provide important details for basketball coaches. The article provides a thorough but concise overview of information high school coaches should be appraised of with regards to propriety and legality (in terms of the NCAA) during the recruiting process. The five items, while seemingly “common sense”, have acute and subtle meanings and

definitions within the parameters of the NCAA guidelines. The rules and their applicability are the types of things that coaches should be fully apprised of if the day arrives when they have a recruitable athlete at their high school

Specifically, the rules/areas of concern listed are (1) limits on phone calls and contacts; (2) representatives of athletic interests; (3) offers and inducements; (4) official visits; and (5) national letters of intent. Within each of the five areas, more specific, sport specific rules are outlined and delineated. Though the information is simple on the face, the overlapping nature of issues such as school year guidelines (i.e., what happens during a junior year versus a senior year) are spelled out, sport specific rules are provided, and references to NCAA publications are also provided.

The data provided in the article is critical, but the question the article raises is how proliferated is this information? How many high school coaches across the nation and across Louisiana are aware of these specifics? Do the coaches know the ramifications of recruiting guideline violations? Are the coaches prepared to guide their students through this complicated process?

### **Necessity for Enhanced Training, Certification or Mentorship**

A key component of the study is to determine whether additional training is necessary for Louisiana's coaches. Review of the literature found no direct recommendations or studies tied to this train of thought. However, some studies have been conducted which broadly address the need for training and certification.

Maetozo (1971) published a series of essays addressing the broad topic of the need for certification of high school and junior high school coaches. He addressed the issue from the perspective of the need for standards in hiring and employing coaches. Several conclusions were drawn regarding the necessity of bringing in qualified individuals to lead athletes and the

primary conclusion was that states should consider establishment of certification programs to ensure qualified and competent individuals are hired as coaches. Outlines were provided as recommendations for states to use in implementation and statements were made that “several states” had initiated the programs, but the states were not delineated. Of note, however, is that the college recruiting process was not mentioned whatsoever in this article. Also, no evidence was available in reviewing literature that any national or cohesive state certification programs had been adopted.

Bloom, Durand-Bush, Schenke and Salmela (1998) conducted a detailed study in 1998 in which the issue of mentoring was addressed at length, across a wide girth of sports in the country. As with the Maetozo study, a broad brush was used in the approach, but general applicability can be drawn. The key issue of coaches mentoring athletes was addressed and at length, with conclusions drawn regarding the necessity and benefit for the athlete. Of note, however, the authors highlighted a possible need for formalized mentoring programs; conclusions were drawn from the study regarding the positive impact that a mentor could have long term on an athlete and how important it was both for the athletes near term and long term maturation to be mentored well and appropriately. The report lends credence to the concern addressed earlier regarding the positive impact a trained mentor can have on the young athlete.

Jones, Harris and Miles (2009) conducted a thorough review literature in terms of the function of mentoring in sports coaching. Though the study was conducted and published in the United Kingdom, much can be learned from it and its recommendations, based on current writings. The report delineated mentoring activities in professional areas such as nursing, education and business and drew applicability and parallels to the athletic and coaching arenas. The focus of the article was on mentoring of coaches, vice mentoring of athletes by coaches, but

parallels to Bloom's recommendations for the need of more codified programs were drawn and recommended. In essence, yet another recommendation was made to the effect and insinuated the need for codified programs to help train and prepare young coaches for the rigors of coaching through a structured design. In brief, an endorsement for codified training was made through the research of the literature and from the basis of other professions who have successfully implemented mentoring programs

### **Deficiencies/Limitations in Literature**

There appears to be a significant gap in both the research conducted and the scholarly articles published in the areas of demographics of college athletes. Minimal information exists in the area of the family make up (e.g., single parent family, guardian, etc.), income levels, and demographic characteristics of college athletes who attend college on scholarship. Deficiencies were also noted in the areas of characterizations and analyses of coaches. Searches were conducted to characterize and codify the experience levels of coaches across the nation, and little was found. The researcher sought to analyze the level of involvement and mentoring done by coaches with experience levels of coaches being held as independent variable, but little was uncovered in the review of literature. Additionally, the researcher sought to uncover data on knowledge of coaches regarding recruiting rules and entry requirements for college-bound athletes, but little was found.

Upthegrove, Roscigno, and Charles (1999) addressed the issue broadly in terms of pressures that students face with regards to the effects that deficient or poor economic conditions have on their apparent motivation or desire to become professional athletes. Family backgrounds are listed broadly as partial causes for the drive to attain high levels of excellence. The deficiency in information related to high school students and their role as "mentee" to the coach

could possibly be attributed to institutional review board limitations and restrictions on access to young students.

### **Conclusion**

The review of literature found few direct references to the role of the high school coach as a critical mentor for potential future college athletes. Many direct and indirect references were found regarding what the student should expect during the recruiting process, what he or she should expect during college, and what colleges are looking for when seeking future athletes for a program; however, minimal research exists. The role of the coach in guiding and leading a potential recruit merits serious research as indicated by the almost non-existent status of existing research in this area. While the travails and pitfalls that are in the path of young athletes are unmistakable, there is a limited body of knowledge and information regarding the role of the coach in this critical process. Though the focus of this research is girls' basketball players and the mentoring role of the coach, the applicability to athletes in general and the need for more empirical evidence is stark and revealing.

## **CHAPTER 3: METHOD**

### **Population and Sample**

The target and accessible population for this study was defined as all head coaches of girls' basketball teams in the State of Louisiana whose schools are members of the Louisiana High School Athletic Association (LHSAA). The researcher defined head coaches in the same fashion that the LHSAA defines them: As the responsible authority at the designated school for the year long and day to day management of girls' basketball, including arranging schedules for tryouts, practice, and competitions. The target and accessible population was defined as the head coaches in the 361 LHSAA schools which participate in the girls' basketball. The LHSAA Member School Directory (LHSAA, 2010) contains a listing of all coaches and all sports, and identified head and assistant coaches for all sponsored sports. This list was the foundation for the selection of the mailing list for the random sample. The sampling plan for this study is described below.

Individual schools and coaches were identified by using the LHSAA 2010-2011 Member School Directory (LHSAA, 2010). The target and accessible population for the study is the same number: 361 head coaches of girls' basketball programs from the 391 LHSAA schools as listed in the Member School Directory.

A random sample was drawn of head coaches of girls' basketball teams in Louisiana whose host/sponsor schools were members of the LHSAA in the Fall during the 2010-2011 academic school year. The sample size was determined based on Cochran's Sample Size Formula (Snedecor & Cochran, 1988). The following criteria were utilized to determine the appropriate sample size:

- Number of head girls' basketball coaches in Louisiana:  $N = 361$ .

- Significance level for the study: An *alpha* level of .05 was set. The *t*-value for an alpha level of .05 is 1.96.
- The main variables in the study were measured utilizing a 4-point Likert type scale.
- A 3% acceptable margin of error ( $e=.03$ ) was be used which indicated that the mean of the variables was plus or minus a 3% margin of error.
- Estimated standard deviation was set at 0.67 which was estimated by dividing the number of points on the primary scale (4) by the number of standard deviations for the *alpha* level indicated above (6); therefore,  $4/6 = .67$ .

Therefore, the sample size calculation was:

$$n = \frac{(a)^2 * (sd)^2}{(e)^2} = \frac{(1.96)^2 * (0.67)^2}{(4*.03)^2} = 119$$

As indicated by the formula, the minimum returned sample size according to Cochran's formula is 90. Since the sample size exceeds 5% of the population, Cochran's (1977) sample size correction formula was applied to the calculated sample size:

$$n_1 = \frac{N}{1 + (n/N)} = \frac{119}{119 / (1 + (119/361))} = 90$$

Therefore, the minimum returned sample size for the study was 90. Believing a response rate as low as 40% may occur, the research sample consisted of 224 Louisiana high school girls basketball head coaches.

### **Instrumentation**

The instrument used to collect data for this study consisted of a researcher-designed, hard copy questionnaire. No instrument which met the needs of the study could be located in the research literature; therefore, an instrument was developed by the researcher. The three part

instrument is located in Appendix A. The instrument was developed based on the objectives of the study and a review of the literature to address the study's objectives.

### **Data Collection**

Upon approval to proceed from the LSU Institution Review Board and dissertation advisory committee, the researcher employed a multiple-phase approach to collect data for the body of the study. A master list of coaches in the state was constructed using the aforementioned LHSAA Directory. The list consisted of names, schools, physical mail addresses and electronic mail (email) addresses for each coach. The researcher then proceeded with contact procedures.

The first contact with the sample of coaches occurred on February 28, 2011, via email message. The first email message (Appendix B) on February 28, 2011 was sent by the researcher, and it described the study and indicated that they would receive the survey in the mail, and requested their participation. A second email message (Appendix C) was sent on March 3, 2011, by a respected retired high school coach who had just completed a 33 year coaching career and requested that the coaches participate in the study. The researcher used pre-notification emails prior to each postal mailing in order to alert the coaches of the incoming correspondence. As pointed out by Kent and Turner (2003), email notification to coaches enhances the chances of response by the population on a nationwide basis. The first mailing via postal mail was also conducted on February 28, 2011, and consisted of a copy of the instrument (Appendix A) along with a cover letter (Appendix D) and stamped, self-addressed return envelope.

Then, a second pre-notification e-mail message (Appendix E) was sent on March 14, 2011, by another coach who had recently left the profession after a successful stint as a college player and as an assistant coach at a Division I university in Louisiana; the coaches were told



about the importance of the study and urged to respond. Also on March 14, 2011, an email (Appendix F) was sent by the researcher indicating their response had not been received, that another copy of the survey had been mailed to them, and that their response was requested. The second postal mailing also occurred on March 14, 2011, and consisted of a copy of the instrument (Appendix A), a cover letter (Appendix G), a stamped self-addressed return envelope, and a one dollar bill that was used as an incentive to return the survey. The number of questionnaires that had been returned after the two mailings was 102 (45.54%) out of the sample size of 224.

The researcher conducted personalized follow up phone calls to a random sample of 50 non-respondents to determine if the mail respondents were representative of the population as recommended by Gall, Gall, and Borg (2003). A total of 26 (52.0%) of the 50 coaches in the random sample of non-respondents returned the questionnaire.

Independent samples *t*-tests were used to compare the means for key variables for the responses received during the telephone follow-up to those received by mail as recommended by Gall, Gall, and Borg (2003). No significant differences existed in the responses. Given the response rates and the consistency noted between the mail out and the phone follow up responses, the researcher believes the responses appear to accurately represent the population of head girls' basketball coaches in Louisiana. However, to more confidently draw inferences to the entire population of coaches, additional responses would have to be gathered from the non-respondents from the follow-up phase. The mail responses were combined with the responses received as a result of the telephone follow-up for further analyses. The final response rate was 128 (57.14%) out of the 224 coaches in the random sample.

## Data Analysis

The first objective of this study was to describe the personal and demographic characteristics of high school girls' basketball coaches in Louisiana. Gender, ethnicity, highest college degree attained, and primary teaching area were described using number and percent, which is appropriate for nominal and ordinal data. Years of classroom teaching, years of coaching experience, and years as a high school head girls' basketball coach were interval data and were described using means and standard deviations. The items used to collect this information (item numbers 27 thru 34) are shown in the research instrument in Appendix A.

Table 1. Independent Samples *t*-tests Comparing the Means for Key Variables for the Responses Received During the Telephone Follow-up to those Received by Mail

Variable	Response mode	Descriptive statistics for mail and telephone respondents			Equal variances assumed	Levene's Test for equality of variances		<i>t</i> -test for equality of means		
		<i>n</i>	<i>m</i>	<i>sd</i>		<i>F</i>	<i>P</i>	<i>t</i>	<i>df</i>	<i>P</i>
Coach's role	Mail	102	3.51	.43	Yes <sup>a</sup>	.09	.765	<b>-.96</b>	<b>126.00</b>	<b>.338</b>
	Telephone	26	3.60	.38	No					
Expectations of positive collegiate environment	Mail	101	2.61	.55	Yes <sup>a</sup>	.03	.855	<b>-.08</b>	<b>125.00</b>	<b>.937</b>
	Telephone	26	2.62	.53	No					
Expectations of negative collegiate environment	Mail	102	2.59	.72	Yes <sup>a</sup>	.54	.46	<b>-.84</b>	<b>126.00</b>	<b>.398</b>
	Telephone	26	2.62	.64	No					
Necessity for additional training	Mail	102	3.06	.54	Yes <sup>a</sup>	.37	.546	<b>-.58</b>	<b>126.00</b>	<b>.565</b>
	Telephone	26	3.13	.66	No					

<sup>a</sup>Since none of the Levene's tests for the equality of variances were statistically significant, equal variances were assumed for all *t*-tests. The *t*-test results for the assumption of equal variances are shown in bold font.

The second objective was to describe the coaches' estimates of the collegiate athletic opportunities that have been afforded to female basketball players. These items (item numbers 35 thru 37) may be found in the research instrument in Appendix A. These interval data were described using means and standard deviations and included the following variables:

- Number of athletes who played directly for the coach who had been recruited by a NCAA or NAIA school during the course of the career of the coach;
- Number of athletes who played directly for the coach who signed a national letter of intent during the course of the career of the coach; and
- Number of athletes who played directly for the coach who accepted an athletic scholarship to play basketball during the course of the career of the coach.

The third objective was to describe the level of knowledge possessed by coaches with regard to academic standards and requirements for entry into collegiate athletics into the two, primary playing organizations for collegiate basketball, the NCAA and NAIA. The Information Inventory contained 10 multiple-choice questions designed to measure the coaches' general knowledge about recruiting rules. The coaches were asked to select the correct answer from four choices for each multiple-choice question. The item difficulty and item discrimination power of each of the 10 questions were assessed using the item difficulty and item discrimination indices recommended by Popham (2005). The number of correct answers out of the ten items was summed to produce the test score. The mean and standard deviation of the test scores were used to describe the coaches' knowledge of college recruiting rules.

The fourth objective was to describe the coaches' perception regarding their role in guiding and mentoring student-athletes under his or her tutelage as a coach. The coaches were asked to respond to six statements on a Likert type scale. This objective was descriptive and was

analyzed using descriptive statistics. Means and standard deviations were calculated for each item in the scale. In addition, a summated mean and standard deviation was calculated for the scale.

The fifth objective sought to describe the coaches' perceptions of expectations regarding the collegiate environment. The coaches were asked to respond to five statements on a Likert type scale. This objective was descriptive and was analyzed using descriptive statistics. Means and standard deviations were calculated for each item in the scale. In addition, a summated mean and standard deviation was calculated for the scale.

The sixth objective was to determine the perception of coaches with regard to whether or not new or additional training is necessary in terms of preparing or enhancing the coach's knowledge base in recruiting related activities. The coaches were asked to respond to five statements on a Likert type scale. This objective was descriptive and was analyzed using descriptive statistics. Means and standard deviations were calculated for each item in the scale. In addition, a summated mean and standard deviation was calculated for the scale.

#### **Louisiana State University Institutional Review Board Approval**

Permission for the study was requested and received from the Institutional Review Board (IRB) at Louisiana State University. The approved application may be found in Appendix H.

## **CHAPTER 4: RESULTS**

This study was conducted to determine coaches' perceptions of their roles as mentors, the impact that high school coaches have on choices female athletes make regarding post-secondary education and the type of information possessed by the coaches to assist in these decisions. Also, the study sought to determine whether Louisiana coaches' perceived additional training related to recruitable athletes was needed for themselves and their peers; and whether additional training would benefit the athletes under their tutelage. The results will be presented in order by research objective.

### **Objective One: Coaches' Characteristics**

The first objective of this study was to describe basketball coaches in Louisiana who were listed in the LHSAA Coaches Handbook and On-line Directory for the 2010-2011 School year as head Girls' Basketball Coaches for their respective high schools. The following characteristics were used:

- Gender
- Ethnicity
- Educational level (highest degree obtained)
- Primary Teaching Area
- Experience as a coach and teacher

#### **Gender**

The first variable on which the coaches were described was gender. Of the 128 respondents to the survey, 72 (56.2%) were self-identified as male, 55 (43.0%) were self-identified as female and one respondent (0.8%) did not answer the item on the instrument.

## Ethnicity

The second variable on which the coaches were described was ethnicity. Of the 128 respondents to the survey, 90 (70.3%) were self-identified as Caucasian, 32 (25%) were self-identified as African-American, no respondents self-identified as Hispanic, 3 (2.3%) self-identified as “other,” and 3 (2.3%) did not respond to the survey (Table 2).

Table 2. Reported Ethnicity of Head Girls’ Basketball Coaches in Louisiana during the 2010-2011 School Year

Respondents	<i>N</i>	%
Caucasian	90	70.4
African-American	32	25.0
Other <sup>a</sup>	3	2.3
No response	3	2.3
Total:	128	100.0

<sup>a</sup>The Instrument at Appendix A provided the option of self-identifying the race of the coach and listed “Other, please provide ethnic group if you wish” as an option. One coach responded as “Italian,” and two others checked the block but did not annotate an ethnic group.

## Educational Level

The third variable on which the coaches were described was educational level. Over half of the 128 coaches, (82, or 60.3%) reported completion of a bachelor’s degree, 32 (25.0%) reported completion of a master’s degree, 13 (10.3%) reported completion of a master’s degree plus 30 hours, and one coach (0.8%) reported completion of a doctoral degree (Table 3)

## Primary Teaching Area

The fourth variable on which the coaches were characterized was their primary teaching area. The research instrument provided 10 options for reporting primary teaching area. Each of the areas provided as options in the instrument are shown in Table 4.

The most frequently reported teaching area among the coaches was Physical Education, registering approximately 47 percent of all respondent. The second most frequently reported

Table 3. Reported Education Level of Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year

Education Level	<i>N</i>	%
Bachelor's degree	82	64.0
Master's degree	32	25.0
Master's +30	13	10.2
Doctoral degree	1	.8
No college degree	0	0
Total:	128	100.0

Table 4. Primary Teaching Area of Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year

Primary teaching area	<i>N</i>	%
Physical education	60	46.9
Social studies (history, civics, etc.)	21	16.4
Other <sup>a</sup>	15	11.7
Mathematics	9	7.0
Science (biology, chemistry, etc.)	9	7.0
English or language arts	5	3.9
No teaching responsibilities	5	3.9
Business education	2	1.6
Family and consumer sciences	1	0.8
Agricultural education	0	0.0
No response <sup>b</sup>	1	0.8
Total:	128	100.0

<sup>a</sup> Six coaches listed Special Education as their primary teaching area. Five listed Administrative/Principal duties; Latin, Woodshop, Data Management and Test Proctor each were listed by a one respondent. <sup>b</sup> One respondent did not provide a teaching area.

area was Social Studies, with approximately 17 percent. No single teaching area registered more than 10 percent. After the responses were received, however, the researcher noted an omission was made in the list of primary teaching areas. A key area of teaching was not included in the list of possible teaching areas in the instrument: Special Education. Six coaches (3%) listed

Special Education as a primary teaching duty, making this certification area the sixth largest group among respondents.

A question on the instrument proposed in tandem with teaching responsibility was the issue of certification. The researcher asked the coaches to write in the areas in which they held a teaching certificate from the Louisiana State Department of Education. Of note in these responses was that 23 of the 128 responses left this item blank on the returned survey. If all coaches clearly understood the question posed and left the response blank because they were not certified teachers, this could indicate that approximately 17 percent of individuals who are coaching girls' basketball at the high school level are doing so without having attained a valid teaching certificate in the State. Conversely, the coaches who left the question blank may have misunderstood the question or left it blank for some other, unknown reason.

### **Years Coaching Experience**

The fifth area on which coaches were characterized was experience as a coach, experience as a head coach and experience as a classroom teacher. The years of experience in each category are presented in Table 5.

Table 5. Years of Experience as a Coach, as a Head Girls' Basketball Coach, and as a Classroom Teacher Reported by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year

Experience Category	<i>N</i>	Range	Minimum	Maximum	<i>M</i>	<i>SD</i>
Years of experience as a coach	128	50	1	50	15.20	9.85
Years of experience as a classroom teacher	128	51	0	50	14.70	10.93
Years of experience as a head basketball coach	128	34	1	34	8.59	7.67

Note. *N* = 128.

The average head coach has been in their position as head girls' basketball coach for approximately 9 years ( $M = 8.59$ ,  $SD = 7.67$ ) and has been a member of the coaching profession



for roughly 15 years ( $M = 15.20$ ,  $SD = 9.85$ ). The coaches also reported having slightly less than 15 years ( $M = 14.7$ ,  $SD = 10.93$ ) experience as a classroom teacher.

### **Objective Two: Athletes Who Were Recruited, Signed, or Accepted Scholarships**

The second objective was to describe the coaches' estimates of the number of players who under the tutelage of the respondents had been recruited, signed national letters of intent to play, and/or who had received scholarships to play basketball at the collegiate level. Responses to the items for this objective are presented in Table 6.

Table 6. Estimated Number of Athletes Who Were Recruited, Signed National Letters of Intent, or Accepted Scholarships during the Course of the Career of the Coach as reported by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year

Recruitment category	<i>N</i>	Range	Minimum	Maximum	<i>M</i>	<i>SD</i>
Recruited	128	200	0	200	8.23	19.89
Signed	128	80	0	80	4.41	10.85
Accepted	128	80	0	80	4.35	10.17

Note.  $N = 128$ .

As noted in Table 5, the length of time in a head coaching position for a girls' basketball coach in Louisiana was reported as just less than nine years per coach (8.59). This translates to just less than one athlete per year ( $M = 8.23$  athletes recruited,  $SD = 19.89$ ) who had been the focus of some type of recruiting interest during the career of the responding coach. Additionally, data indicate that on average, 4.41 ( $SD = 10.85$ ) and 4.35 ( $SD = 10.17$ ) are the numbers of athletes who signed letters of intent and accepted scholarships to play basketball, respectively. These statistics subsequently translate to an average of less than one athlete every two years who was signed and accepted a scholarship.

Upon examination of raw data, it was also discovered that 76.56% ( $n = 98$ ) of the coaches had at least one athlete who had been recruited during their tenure as head coach. However, only

25.78% ( $n = 33$ ) of the coaches had 10 or more athletes who had been recruited during their career as head coach. These data are presented in Table 7.

Table 7. Amplified Information, By Category: Number of Coaches Who Had Athletes Who Were Recruited, Signed National Letters of Intent, or Accepted Scholarships during the Course of the Career of the Responding Coaches as reported by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year

Category <sup>a</sup>	Had athletes recruited		Had athletes who signed national letter of intent		Had athletes who accepted scholarship	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
At least one athlete	98	76.56%	76	59.38%	81	63.28%
One to five athletes	82	64.06%	32	25.00%	30	23.44%
Ten or more athletes	33	25.78%	14	10.94%	15	11.72%

Note.  $N = 128$ .

<sup>a</sup>These categories were not included in the research instrument. They were constructed to amplify the communication of the results.

### Objective Three: Knowledge of NCAA & NAIA Recruiting Rules

The third objective sought to describe the level of knowledge possessed by coaches with regard to academic standards and requirements and related recruiting rules for entry into collegiate athletics in the NCAA and NAIA. Ten multiple-choice items were designed to assess the participants' knowledge of basic information related to rules and requirements that are components of the NCAA and NAIA recruiting process. The decision was made to use 10 questions because it was believed that asking a larger number of questions may have resulted in the coaches either skipping the Information Inventory or failing to finish answering the questions in the Information Inventory. The data in Table 8 are presented in order by the highest number of correct scores. As noted in the table, the question which was answered correctly by the highest number of times by coaches was "In order for an athlete to be ruled eligible for NCAA Division I athletics immediately after high school, the athlete must achieve the following. . .",

Table 8. Responses to Information Inventory Assessment of Head Girls' Basketball Coaches in Louisiana

Item number/Item <sup>b</sup>	Response choice / n / % by Answer Choice (Correct response / n / % are shown in bold font)					Total N/%
	Answer choice A	Answer choice B	Answer choice C	Answer choice D	No Answer	
19. In order for an athlete to be ruled eligible for NCAA <u>Division I</u> athletics immediately after high school, the athlete must achieve the following:	An ACT score of 18	Graduate w/a GPA of 3.5 on 4.0 scale	<b>Have combination GPA &amp; ACT on "Sliding Scale"</b>	Have a GPA of at least 3.0, be in top 45% of grad class		
	16/12.5%	1/0.8%	<b>104/81.2%</b>	5/3.9%	2/1.6%	128/100.0%
22. Which of the following institution types does not offer athletic scholarships?	NAIA	<b>NCAA Division III</b>	NCAA Division II	NCAA Division I		
	34/26.6	<b>91/71.0</b>	0/0.0	1/0.8	2/1.6	128/100.0%
24. The type of communication that may not be used by an NCAA coach to communicate with a recruitable athlete is:	<b>Texting</b>	Email	Land line phone calls	Cell phone calls		
	<b>89/69.5</b>	18/14.1	6/4.7	10/7.8	5/3.9	128/100.0%

(table con'd)

Item number/Item <sup>b</sup>	Response choice / n / % by Answer Choice (Correct response / n / % are shown in bold font)					Total N/%
	Answer choice A	Answer choice B	Answer choice C	Answer choice D	No Answer	
17. How many core courses does the National Collegiate Athletic Association (NCAA) require an athlete to complete prior to entering any <u>Division I</u> college or university?	12	14	15	<b>16</b>		
	22/17.2%	12/9.4%	6/4.7%	<b>83/64.8%</b>	5/3.9%	128/100.0%
23. According to the NCAA recruiting calendar, the first time a <u>Division I</u> NCAA women's basketball coach may place a telephone call to a recruitable athlete is:	<b>At the end of athlete's junior year</b>	At the end of athlete's sophomore year	At the end of the athlete's senior year	Never		
	<b>80/62.5</b>	41/32.0	2/1.6	2/1.6	3/2.3	128/100.0%
21. In order for an athlete to be ruled eligible at a National Association of Intercollegiate Athletics (NAIA) institution, the athlete must achieve the following:	A minimum ACT score of 21	A minimum GPA of 2.5 on a 4.0 scale	<b>Meet 2 of 3 minimum standards on 3 broad categories</b>	Have min GPA of 2.0 and min ACT sum score of 68		
	5/3.9	16/12.5	<b>78/60.9</b>	27/21.1	2/1.6	128/100.0%

(table con'd)

Item number/Item <sup>b</sup>	Response choice / n / % by Answer Choice (Correct response / n / % are shown in bold font)					Total N/%
	Answer choice A	Answer choice B	Answer choice C	Answer choice D	No Answer	
20. In order for an athlete to be ruled eligible for NCAA <u>Division II</u> athletics immediately after high school, the athlete must achieve the following:	A minimum ACT score of 18	GPA of at least 3.5 on 4.0 scale	Have combination of min GPA and class ranking	<b>Have min GPA and a min ACT sum score of 68</b>		
	24/18.8	1/0.8	28/21.9	<b>72/56.2</b>	3/2.3	128/100.0%
18. How many core courses does the NCAA require an athlete to complete prior to entering any <u>Division II</u> college or university?	12	<b>14</b>	15	16		
	32/25.0%	<b>42/32.8%</b>	6/4.7%	42/32.8%	6/4.7%	128/100.0%
25. Which statement below describes contact rules for NCAA <u>Division III</u> coaches in terms of making direct contact with recruitable high school athletes?	<b>There are no restrictions</b>	Contact may be initiated prior to the end of the sophomore year	Contact may only be initiated by prospective student	Contact is prohibited		
	<b>39/30.5</b>	58/45.3	20/15.6	7/5.5	4/3.1	128/100.0%
26. A recruitable high school athlete may sign a Letter of Intent to play for an NAIA institution	<b>At any time</b>	After the student's junior year	Only during the student's senior year	Only after the student's senior year		
	<b>28/21.9</b>	41/32.0	47/36.8	9/7.0	3/2.3	128/100.0%

Note: The answer choices provided to survey members appear on the row with the numbered item for each of the four choices (A/B/C/D). The correct answers are indicated by bold font.

which had an 81.2 percent correct response rate (item 19). The item which was answered correctly the least was related to the time frame in which a student athlete could sign a letter of with an NAIA institution at 21.9 percent (item 26). Analysis by playing category (NCAA Divisions I, II, III and NAIA) is presented in Table 9.

The test items were recoded as correct or incorrect. Since there were very few items that were not answered (less than 5% for any individual test item) and the non-answers appeared to be randomly distributed throughout the data, any question for which an answer was not recorded was recoded as incorrect. This action was taken because a review of the data revealed that all coaches attempted questions on the Information Inventory. Upon completion of these procedures, measures of central tendency were calculated. The mean score on the Information Inventory on Recruiting Rules was 5.52 ( $SD = 1.88$ ). The lowest score recorded on the exam was one out of ten correctly answered; the highest score was ten out of ten questions correctly answered. The correct and incorrect response data by test item are presented in Table 9. The data is also organized by NCAA Division or NAIA to show the distribution of questions by each playing category. Scores for NCAA Division II, III and NAIA all were lower than NCAA Division I, with NCAA Division II registering the lowest scores of the subtests. The score data has been presented by playing category for information only since the subtest scores were not the focus of this study.

To analyze item quality of questions used in the Information Inventory, the researcher used an Item Analysis. The two subcomponents in the analysis were an Item Difficulty Index and an Item Discrimination Index. The Item difficulty Index was selected because of the dichotomous nature of the analysis desired (i.e., correct vs. incorrect). The index is derived by dividing the number of examinees who answered questions correctly by the total number that answered the item. The data and output are simple reflections of percentages who responded

Table 9. Distribution of Correct and Incorrect Responses to Item in the Information Inventory of Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year

Competition Category/Test item	Correct responses		Incorrect responses		Range	Score		
	<i>n</i>	%	<i>n</i>	%		<i>M</i>	<i>SD</i>	<i>% Correct</i>
National Collegiate Athletic Association Division I test items								
17. How many core courses does the National Collegiate Athletic Association (NCAA) require an athlete to complete prior to entering any <u>Division I</u> college or university?	83	64.8	44	34.4				
19. In order for an athlete to be ruled eligible for NCAA <u>Division I</u> athletics immediately after high school, the athlete must achieve the following:	104	81.3	23	18.0				
23. According to the NCAA recruiting calendar, the first time a <u>Division I</u> NCAA women’s basketball coach may place a telephone call to a recruitable athlete is:	80	62.5	47	36.7				
NCAA Division I Subtest:					0-3	2.08	.84	.69
National Collegiate Athletic Association Division II test items								
18. How many core courses does the NCAA require an athlete to complete prior to entering any <u>Division II</u> college or university?	42	32.8	85	66.4				
20. In order for an athlete to be ruled eligible for NCAA <u>Division II</u> athletics immediately after high school, the athlete must achieve the following:	72	56.3	55	43.0				
NCAA Division II Subtest:					0-2	.89	.74	.45

(table con'd)

Competition Category/Test item	Correct responses		Incorrect responses		Range	Score		
	<i>n</i>	%	<i>n</i>	%		<i>M</i>	<i>SD</i>	% <i>Correct</i>
National Collegiate Athletic Association Division III test items								
22. Which of the following institution types does not offer athletic scholarships?	91	71.1	36	28.1				
25. Which statement below describes contact rules for NCAA Division III coaches in terms of making direct contact with recruitable high school athletes?	39	30.5	88	68.8				
NCAA Division III Subtest:					0-2	1.01	.68	.50
National Collegiate Athletic Association Division I/II test item								
24. The type of communication that may not be used by an NCAA coach to communicate with a recruitable athlete is:	89	69.5	38	29.7				
NCAA Division I/II Subtest:					0-1	.70	.46	.70
National Association of Intercollegiate Athletics test items								
21. In order for an athlete to be ruled eligible at a National Association of Intercollegiate Athletics (NAIA) institution, the athlete must achieve the following	78	60.9	49	38.3				
26. A recruitable high school athlete may sign a Letter of Intent to play for an NAIA institution	28	21.9	99	77.3				
NAIA Subtest:					0-2	.83	.69	.42
						5.52	1.88	

<sup>a</sup>Of the 36 coaches who answered this question incorrectly, 34 identified the NAIA as being the type of institution which does not offer athletic scholarships, which was incorrect.



correctly. The Item Discrimination Index is derived by dividing the test takers into two groups, those in the top half of overall test scores and those in the bottom half of overall test scores. Then, the following formula is applied for each test item to determine individual item discrimination (Popham, 2005):

$$\frac{(\# \text{ correct respondents from upper half} - \# \text{ correct responses from lower half})}{\# \text{ of responses from the upper half of respondents}}$$

For a test based on formal instruction, item difficulty indices above .50 and item discrimination indices below .30 are considered questionable; however, since this group of coaches may not have received formal instruction on NCAA and NAIA recruiting guidelines and rules, the item discrimination and difficulty indices that exceed these values do not necessarily indicate that a problem exists with any item (Popham, 2005). The item difficulty and item discrimination indices of the 10 items are in Table 10.

Results of the item analysis delineated difficulty indices ranging from .17 to .64. Two items had a difficulty index greater than .60 and one had an index less than .20. Item discrimination indices were calculated and these indices ranged from .13 to .44, with an average .28. No item had a negative discrimination index, which is a considered a plus in test analysis.

Of note in the results of these statistics are the low scores associated with questions related to questions 25 and 26. The difficulty index of these items correlates with the low percentages of respondents who answered the question correctly, as reflected in Table 8. The generated index for questions 17 and 19 are the highest in this analysis and they correspond to the two questions referenced in Table 8 with the highest scores on the exam. Of concern and something that would merit further analysis on the exam is the item discrimination indices related to question 19 and 26. Question 19 had an extremely high percentage of personnel who answered the question correctly, but a relatively low item discrimination index of .27. Question 26 also had the lowest

Table 10. Item Discrimination and Difficulty Indices for Responses to Section II of the Instrument (Appendix A)

Information Inventory item stem <sup>a</sup>	Item Difficulty Index <sup>b</sup>	Item Discrimination Index <sup>c</sup>
17. How many core courses does the National Collegiate Athletic Association (NCAA) require an athlete to complete prior to entering any <u>Division I</u> college or university?	.64	.42
19. In order for an athlete to be ruled eligible for NCAA Division I athletes immediately after high school, the athlete must achieve the following:	.61	.27
24. The type of communication that may not be used by an NCAA coach to communicate with a recruitable athlete is:	.52	.22
22. Which of the following institution types does not offer athletic scholarships?	.51	.22
20. In order for an athlete to be ruled eligible for NCAA <u>Division II</u> athletics immediately after high school, the athlete must achieve the following:	.46	.39
23. According to the NCAA recruiting calendar, the first time a <u>Division I</u> NCAA women's basketball coach may place a telephone call to a recruitable athlete is:	.45	.23
21. In order for an athlete to be ruled eligible at a National Association of Intercollegiate Athletics (NAIA) institution, the athlete must achieve the following:	.45	.20
18. How many core courses does the NCAA require an athlete to complete prior to entering any <u>Division II</u> college or university	.30	.44
25. Which statement below describes contact rules for NCAA <u>Division III</u> coaches in terms of making direct contact with recruitable high school athletes?	.24	.30
26. A recruitable high school athlete may sign a Letter of Intent to play for an NAIA institution	.17	.13

<sup>a</sup> Items listed in Section II of the Instrument <sup>b</sup> The item difficulty=number of correct answers divided by the total number of respondents <sup>c</sup> Item Discrimination Index=((Correct response frequency of the upper half of respondents minus the correct response frequency of the lower half of respondents)/divided by the total number of responses from the upper half of respondents) (Popham, 2005).

item discrimination index (.13) but it also had the lowest correct number of responses on the Information Inventory.

#### **Objective Four: Coach's Role**

The fourth objective sought to describe the coaches' perceptions regarding their role in guiding and mentoring student-athletes under his or her tutelage as a coach. The coaches responded to six statements about the coach's role using a four point Likert-type scale that ranged from 1 = "Strongly Disagree" to 4 = "Strongly Agree." The responses to the items in this scale are presented in Table 11. The following ranges were used to interpret the results:  $M = 1.00$  to  $1.49$  = "Strongly Disagree,"  $M = 1.50$  to  $2.49$  = "Disagree,"  $M = 2.50$ - $3.49$  = "Agree," and  $M = 3.50$  to  $4.00$  = "Strongly Agree." The reliability for this scale was assessed using Cronbach's alpha. The reliability for this scale was .79, which is extensive reliability according to Robinson, Shaver and Wrightsman (1991).

Of the six questions posed, the coaches either agreed or strongly agreed with each statement. Three of the questions had a mean score of more than 3.5, which indicated the coaches strongly agreed with these statements. There is solid agreement that coaches should be mentoring their athletes across the six areas described in these statements. Of note is the agreement in what may be the seminal questions in the survey, the first two questions, "I should be a mentor to my recruitable athletes," and "I should be able to explain to an athlete what it takes to become a recruitable athlete." Though the score of 3.22 indicates concurrence, it does not register the volume of concurrence as the top two items in this section. The summated scale mean for the coaches' role in mentoring recruitable athletes was 3.52 ( $SD = .42$ ), which indicates the coaches' strong agreement that they should be mentoring recruitable athletes.

Table 11. Coaches' Perceptions of Their Role as the Head Girls' Basketball Coach for Recruitable Athletes

Statement's about coaches' role	<i>N</i>	<i>M</i>	<i>SD</i>	Interpretation
I should be able to explain to an athlete what is required to become a recruitable athlete	128	3.74	.49	Strongly agree
I should be a mentor to my recruitable players.	128	3.71	.55	Strongly agree
I should assist my recruitable athletes in being prepared for the rigors of the college academic as well as athletic environment?	128	3.56	.54	Strongly agree
I should assist my recruitable athletes in preparing for the pressures of collegiate athletics?	128	3.49	.60	Agree
I should assist my recruitable athletes in marketing themselves (e.g., send out letters of endorsement, make video highlights, etc.).	128	3.42	.64	Agree
I should help recruitable athletes make wise life decisions such as choosing the correct college	128	3.22	.76	Agree
Coach's Role Scale:	128	3.52	.42	Strongly agree

Note. *N* = 128. Scale ranged from 1 = "Strongly Disagree"; 2 = "Disagree"; 3 = "Agree"; 4 = "Strongly Agree." Cronbach's Alpha for this table was .79. The following ranges were used to interpret the results: *M* = 1.00 to 1.49 = "Strongly Disagree," *M* = 1.50 to 2.49 = "Disagree," *M* = 2.50-3.49 = "Agree," and *M* = 3.49 to 4.00 = "Strongly Agree."

### Objective Five: Expectations Regarding Collegiate Environment

The fifth objective sought to describe the coaches' perceptions of their expectations regarding the collegiate environment. The coaches responded to five statements about the collegiate environment using a four point Likert-type scale that ranged from 1 = "Strongly Disagree" to 4 = "Strongly Agree." The responses to the items in this scale are presented in Tables 12 and 13. Two tables were used to sub divide this objective because part of the questions in the objective were framed in a positive sense and part of them were framed in a negative sense. The following ranges were used to interpret the results: *M* = 1.00 to 1.49 = "Strongly Disagree," *M* = 1.50 to 2.49 = "Disagree," *M* = 2.50-3.49 = "Agree," and *M* = 3.49 to 4.00 = "Strongly Agree." The reliability for this scale was assessed using Cronbach's alpha.

The reliabilities for the two scales in this objective were .82 and .72, which indicate exemplary and extensive reliability, respectively, according to Robinson, et al. (1991).

In the area of coach expectations of students receiving negative treatment (Table 12), the respondents agreed on two of three items and the overall score of the subsection of the objective rated in the “Agree” category. At the highest level, the coaches agreed ( $M=2.80$ ,  $SD=.70$ ) with negative direction, the coaches disagreed with the statement that athletes may encounter negative attitudes from college administrators because they are athletes ( $M=2.42$ ,  $SD=.69$ ).

In the area related to athletes receiving positive treatment (Table 13), the coaches gave their highest rating ( $M = 2.88$ ,  $SD = .76$ ) for the statement, “College athletes may receive positive preferential treatment such as gaining admittance to certain universities and colleges because they are athletes.” The coaches disagreed with the statement that “College athletes may receive positive preferential treatment such as better grades or fewer assignments because they are athletes” ( $M=2.12$ ,  $SD=.83$ ).

Table 12. Expectations of Collegiate Environment Student Athletes May Encounter – Negative Treatment as Reflected by Head Girls’ Basketball Coaches in Louisiana during the 2010-2011 School Year

Statements	<i>N</i>	<i>M</i>	<i>SD</i>	Interpretation
College athletes may encounter negative attitudes from college professors because they are athletes.	128	2.80	.70	Agree
College athletes may encounter negative attitudes from other college students because they are athletes.	127	2.67	.75	Agree
College athletes may encounter negative attitudes from college administrators because they are athletes.	128	2.42	.69	Disagree
Coaches’ Expectations of Collegiate Environment:	127	2.61	.54	Agree

Scale ranged from 1 = “Strongly Disagree”; 2 = “Disagree”; 3 = “Agree”; 4 = “Strongly Agree”  
Cronbach’s Alpha for this table was .82. The following ranges were used to interpret the results:  
 $M = 1.00$  to  $1.49$  = “Strongly Disagree,”  $M = 1.50$  to  $2.49$  = “Disagree,”  $M = 2.50$ - $3.49$  = “Agree,” and  $M = 3.49$  to  $4.00$  = “Strongly Agree.”

Table 13. Expectations of Collegiate Environment Student Athletes May Encounter – Positive Treatment, as Reflected by Head Girls' Basketball Coaches in Louisiana during the 2010-2011 School Year

Statements	<i>N</i>	<i>M</i>	<i>SD</i>	Interpretation
College athletes may receive positive preferential treatment such as gaining admittance to certain universities and colleges because they are athletes.	127	2.88	.76	Agree
College athletes may receive positive preferential treatment such as better grades or fewer assignments because they are athletes.	128	2.25	.83	Disagree
Coaches' Expectations of Collegiate Environment:	127	2.52	.68	Agree

Scale ranged from 1 = "Strongly Disagree"; 2 = "Disagree"; 3 = "Agree"; 4 = "Strongly Agree" Cronbach's Alpha for this table was .72. The following ranges were used to interpret the results:  $M = 1.00$  to  $1.49$  = "Strongly Disagree,"  $M = 1.50$  to  $2.49$  = "Disagree,"  $M = 2.50$ - $3.49$  = "Agree," and  $M = 3.49$  to  $4.00$  = "Strongly Agree."

the statement "College athletes may encounter negative attitudes from college professors because they are athletes. In addition, they agreed with the statement regarding athletes encountering negative attitudes from other college students ( $M=2.67$ .  $SD=.75$ ). Trending slightly in the

### **Objective Six: Necessity for Additional Training for Louisiana's High School Basketball Coaches**

The sixth objective sought to describe the coaches' perceptions of whether additional training is needed in the area of NCAA and NAIA college athlete recruiting rules. The coaches responded to five statement about the collegiate environment using a four point Likert-type scale than ranged from 1 = "Strongly Disagree" to 4 = "Strongly Agree." The responses to the items in this scale are presented in Table 13. The following ranges were used to interpret the results:  $M = 1.00$  to  $1.49$  = "Strongly Disagree,"  $M = 1.50$  to  $2.49$  = "Disagree,"  $M = 2.50$ - $3.49$  = "Agree," and  $M = 3.49$  to  $4.00$  = "Strongly Agree." The reliability for this scale was assessed using Cronbach's alpha. The reliability for this scale was .88, which is exemplary reliability according to Robinson, et al. (1991). These data are presented in Table 14.

Of the five questions posed, the mean scores range from 2.86 to 3.27, with only one of the five questions registering below 3.0. The coaches agreed ( $M = 3.27$ ,  $SD = .70$ ) with the highest rated item which was “Additional training for high school coaches is necessary to ensure coaches stay up-to-date on current college recruiting rules, regulations, and trends.” They also agreed ( $M = 2.86$ ,  $SD = .76$ ) with the lowest rated item which was “Additional certification or training requirements for high school coaches are necessary to ensure *entry level* coaches have the knowledge they need about the college recruiting process prior to entering a

Table 14. Coaches Perceptions Regarding Need for Additional Training on Collegiate Athletic Recruitment Rules, as reflected by Head Girls Basketball Coaches in Louisiana during the 2010-2011 School Year

Coaches believed	<i>N</i>	<i>M</i>	<i>SD</i>	Interpretation
Additional training for high school coaches is necessary to ensure coaches stay up-to-date on current college recruiting rules, regulations, and trends.	128	3.27	.70	Agree
I would benefit from an additional training program for coaches that would keep you up to date on college recruiting rules, regulations and trends.	128	3.10	.64	Agree
Athletes in my school would benefit from a training program that would keep coaches up to date on college recruiting rules, regulations and trends.	128	3.08	.68	Agree
My school would benefit from an additional training program to keep coaches up to date on college recruiting rules, regulations, and trends.	128	3.05	.62	Agree
Additional certification or training requirements for high school coaches are necessary to ensure <i>entry level</i> coaches have the knowledge they need about the college recruiting process prior to entering a coaching position.	128	2.86	.76	Agree
Necessity for Additional Training scale:	128	3.07	.57	Agree

Scale ranged from 1 = “Strongly Disagree”; 2 = “Disagree”; 3 = “Agree”; 4 = “Strongly Agree”  
Cronbach’s Alpha for this table was .88. The following ranges were used to interpret the results:  
 $M = 1.00$  to  $1.49$  = “Strongly Disagree,”  $M = 1.50$  to  $2.49$  = “Disagree,”  $M = 2.50$ - $3.49$  = “Agree,” and  $M = 3.49$  to  $4.00$  = “Strongly Agree.”

coaching position.” The summated mean for the six item scale was 3.07 ( $SD=.679$ ) which indicated that the coaches perceived that additional training on college recruiting rules and guidelines was needed.



## **CHAPTER 5: SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS**

### **Summary**

This primary purpose of the study was to determine coaches' perceptions of their roles as mentors, the impact that high school coaches have on choices female athletes make regarding attendance in post-secondary education, the type of information possessed by the coaches to assist in these decisions and whether or not the coaches in the state believed in the necessity for additional training for themselves, their peers and whether or not additional training would benefit the athletes under their tutelage.

The following objectives were focal points for the study:

- 1) Describe the personal and demographic characteristics of high school girls' basketball coaches in Louisiana, namely ethnicity, sex, education levels, experience as a coach and experience as a classroom teacher
- 2) Describe the coaches' estimates of the collegiate athletic opportunities that have been afforded to female basketball players under their tutelage. Specifically, data were collected on the number of players who had been recruited, signed letters of intent to play and received scholarships to play collegiate basketball.
- 3) Describe the level of knowledge possessed by coaches with regards to academic standards and requirements for entry into collegiate athletics into the two, primary playing organizations for collegiate basketball, the NCAA and NAIA.
- 4) Describe high school girls' basketball coaches' perceptions of their role as mentor for female high school athletes.

- 5) Describe the coaches' knowledge of stigmas and preferential treatment that an athlete might experience upon entry into the recruiting process and during the collegiate experience.
- 6) Determine the perception of coaches with regards to whether or not new or additional training is necessary in terms of preparing or enhancing the coach's knowledge base in recruiting related activities.

## **Procedures**

The target population for this study was girls' basketball coaches in Louisiana as listed in the 2010-2011 LHSAA Coaches Directory (LHSAA, 2010). The researcher used the full power of random assignment in selecting the targeted participants. Two hundred twenty four coaches were selected from the population of 361 coaches to meet the targeted research objectives.

Data collection took place between March 1 and March 25, 2011.

A researcher-created instrument was created for use in the data collection, following a review of literature, which failed to produce a suitable, previously validated instrument. Three sections were included in the instrument to cover the six objectives of the survey. The three sections were broken into a Likert-Type scale comprising 16 questions, an Information Inventory which comprised 10 questions, and a demographics and data collection section to facilitate respondent characterization objectives.

Five experienced high school coaches evaluated the content validity of the researcher developed instrument. All five coaches returned the survey with no input for modification and recommended full adoption. This revelation indicated the items were relevant to assessing the knowledge base of the current population of coaches.

A pilot study was conducted with 35 coaches randomly selected from the list of coaches not selected for the full-scale data collection. The pilot study consisted of a mailed package that

included a cover letter, the instrument (Appendix A) and a self-addressed stamped envelope. The cover letter used in the pilot study was identical to the one used in the full-scale collection (Appendix D), with the exception of date requested for return of the survey. Only one mailing was used for the pilot study because there was not enough time to do a normal data collection (two mailings and a telephone follow-up) and conduct the full study in time to complete the dissertation research by May 2011. The May 2011 deadline was observed because the researcher's seven-year time limit to complete the Ph.D. program expired at this time.

An item analysis was then conducted which included an item difficulty indices and an item discrimination indices for each of the questions in the final instrument. An analysis of the responses from the pilot study indicated that the instrument performed as intended, therefore, no further modifications were necessary.

There was an initial concern in terms of a threat to internal validity as a historical event that arose amidst the pilot study. Approximately half of the basketball referees in the state went on strike (Singleton, 2011) on the day the pilot study was mailed, raising a concern that portions of the coaches could be affected or distracted from completing the survey because of the strike. The return rate of the pilot survey was substantially lower (22%) than the full data collection effort (60%), so some evidence suggests that the perceived threat was real. There was a concern that information collected in the pilot survey could be influenced by the strike or that the low response rate could have caused the rate to be below the projected and desired 40 percent response for the full data collection effort. The researcher decided to move forward with full data collection.

The researcher conducted data collection via mail outs to the random sample of 224 of the 361 head coaches in the state. The initial and follow up packages sent to the randomly selected

group of coaches included a cover letter which explained the intent of the survey and a guarantee of anonymity. Pre-notification emails (Appendix C and Appendix F) were sent prior to both mailings, and pre-notification endorsement emails from former coaches (Appendix B and Appendix E) were disseminated to facilitate awareness prior to both mailing to solicit participation. The researcher also employed telephone follow up of 50 randomly selected coaches from the group of non-respondents.

This was a descriptive study using quantitative data. The statistical program SPSS was used to compile and analyze the data.

### **Summary of Findings**

**Objective 1: Coaches' Characteristics.** The first objective sought to describe the girls' basketball coaches in Louisiana in terms of gender, ethnicity, education and experience. Findings indicate males comprise the majority of girls' basketball coaches (56.7%) and Caucasians comprise an even larger majority (72% vs. 26% to African Americans). Sixty four percent of coaches reported having a bachelor's degree only, with 36 reporting a master's degree or higher as their educational level; only one of the 128 coaches reported having a doctoral degree. Health and Physical Education was the predominant teaching responsibility of coaches (47.1%), while Social Studies (16.5%) was the second highest area listed. No other single area comprised more than 10% of the coach's duties. The coaches reported an average number of 15.2 years of experience as coaches, 8.59 years as head coaches, and 14.7 years of classroom teaching experience. The researcher had hoped to correlate or characterize experience levels of coaches, but with no baseline for defining "experienced," the findings will stand as seminal data points for possible, future research. Intuitively, the fact that on average, coaches have less time in the classroom than they do as a coach seems odd. However, Louisiana's CECP program and other coaching activities (such as time coached during student teaching) could account for time as a

coach prior to becoming a classroom teacher. Of note in the findings was that 17% of the coaches did not respond to the request in the instrument (Appendix A) which asked the recipient to identify the areas in which he or she a Louisiana Teacher Certification.

**Objective 2: Athletes Who Were Recruited, Signed, or Accepted Scholarships.** The second objective was to describe the numbers and types of high school girls basketball players recruited and who signed commitments to play college basketball across the State of Louisiana, as reflected through the experiences reported by the coaches in the survey. Findings indicate that on average, each coach has had approximately eight (8.3) athletes who have been recruited (i.e. received a phone call, letter or was the focus of specific interest) by a college or university. The coaches also reported an average of 4.4 athletes who signed national letters of intent to play college basketball at either the NCAA or NAIA level and reported an average of 4.3 athletes who received college scholarships to play at the NCAA or NAIA level. Data also reflected a substantial majority of coaches (76 percent) had at least one athlete during their career who had been recruited, 59 percent reported at least one athlete signing a national letter of intent and 63 percent reported garnering scholarships. Conversely, data indicates that only 25 percent of coaches in the state reported having 10 or more athletes being recruited, with 11 percent having 10 or more sign letters of intent and 12 percent having athletes who received scholarships.

Of concern is the relative scarcity of coaches having athletes who have been recruited. On the surface, one athlete per year who is recruited and one every other year who signs a letter of intent or gains a scholarship seems like a fairly frequent occurrence. However, given the volume of students a teacher has in a classroom environment throughout the year or on a single or multiple sports teams, a single athlete every year or one every other year seems like a fairly rare occurrence.

**Objective 3: Knowledge of NCAA & NAIA Recruiting Rules.** The third objective was to describe the level of knowledge possessed by coaches regarding academic standards and requirements for entry into collegiate athletics in the two, primary playing organizations for collegiate basketball, the NCAA and NAIA. This was done by administering a 10 question Information Inventory of basic entry and recruiting rules for athletes ascending into the two types of institutions. The mean score on the 10 question inventory was 5.52 ( $SD=1.88$ ), suggesting that the population of coaches in the state has some knowledge of entry and recruiting rules in the NCAA and NAIA, but that gaps exist across the domain of institution types and playing levels.

To identify knowledge gaps, analysis of the responses was conducted within the four types of playing institutions identified as pertinent to assessing the basic knowledge of coaches: NCAA Division I, NCAA Division II, NCAA Division III and NAIA.

The coaches in a solid majority correctly answered questions related to the NCAA Division I entry and requirements. Responses indicated very strong understanding of ACT and grade point average requirements (81.3%) and a strong understanding of core curriculum requirements (64.8%). They also demonstrated a solid, consistent knowledge of recruiting and contact requirements and limitations (62.5% & 69.5%). The fact that all four questions directly related to Division I requirements had a majority of coaches answer correctly seems to indicate knowledge is more widely proliferated on or there is more interest in those requirements than in other playing institutions.

Coaches were less familiar with Division II, Division III and NAIA requirements. For the three questions related to Division II, the participants correctly answered over 60% of the time in only one instance, and that instance was an overlapping question that was also applicable

to Division I (types of communication that may not be used). In the two questions strictly dedicated to Division II, coaches answered correctly 32.8% of the time when asked about entry requirements (number of core courses required) and 56.3% of the time when asked about grade and ACT requirements. This deficiency was a stark drop off from the high number of correct answers related for Division I schools.

Similar, if not more striking contrasts were drawn in certain areas related to Division III and NAIA requirements. On one question related to contact rules for athletes and Division III coaches, the coaches answered correctly only 30.5% of the time, while answering correctly 71.1% of the time regarding the non-availability of scholarships for Division III athletes.

In a question related to time-frames for when an athlete could sign a letter of intent to play for an NAIA school, less than 22 percent (21.9%) of coaches knew the correct answer to this question. While coaches were familiar with NAIA academic requirements at a strong level (60.9%), approximately 25% of the coaches identified NAIA as not having scholarship opportunities for their athletes; this incorrect answer to a question related to Division III is a clarion identifier that information on NAIA is probably not as widely proliferated as it is regarding the NCAA.

What is disturbing about these findings is that gaps appear to exist in three of the four playing areas analyzed for girls' basketball. The logical assumption is that if these gaps exist in the population of coaches, then girls' at the high school level are not getting the information they need or that could potentially help them in recruiting endeavors.

**Objective 4: Coach's Role.** The fourth objective sought to describe the coach's perception regarding their role in guiding and mentoring recruitable athletes under his or her tutelage. A four point, Likert-type scale was used to measure the coach's perception that his or

her role was to mentor recruitable athletes. The coaches were almost unanimous in their responses to three questions: “I should be a mentor to my recruitable athletes” (3.71); “I should be able to explain what it takes to become a recruitable athlete” (3.74); and “I should assist my recruitable athletes in being prepared for the rigors of the college academic as well as athletic environment” (this was question five on the instrument) (3.56). The other three questions posed in this section of the instrument also registered strong concurrence among the coaches. All registered above an average of 3.22 on the 4.0 Likert-type scale: “I should help recruitable athletes make wise life decisions such as choosing the correct college” (3.22); “I should assist my recruitable athletes in marketing themselves (e.g., send out letters of endorsement, make video highlights, etc.) (3.42); and “I should assist my recruitable athletes in preparing for the pressures of collegiate athletics” (3.49).

The overall mean of the six item scale was 3.52 (*SD* .424), indicating strong concurrence among coaches that they had a responsibility to mentor their recruitable athletes. These results indicate that coaches believe they have a key role across a range of duties in assisting their athletes in general and specific areas

This objective was a linchpin component of the research. The data reported in this section underscores a critical fact: Coaches believe they are important and that they should be mentoring their athletes. Without a desire to be one or recognition that their role is to be a mentor, information gathered or proliferated would be superfluous. Data reported in this objective is an encouraging component in the research.

**Objective 5: Expectations Regarding Collegiate Environment.** The fifth objective sought to describe the coaches’ perceptions of expectations regarding the collegiate environment. A four point, Likert-type scale was used to measure the coach’s perception regarding whether or not the coach should advise or prepare the recruitable athlete for an environment that might have varying degrees of negative stigmas or preferential treatment.



The coaches responded consistency across this objective and in the sub objectives. However, the reliability assessment revealed that two constructs were being measured by the five items. Therefore, the researcher broke the five questions asked in the instrument into two scales, one consisting of the three questions posed in the negative, and one consisting of the two questions posed in the affirmative. For questions related to negative treatment the athletes would face at the collegiate level, the coaches were in agreement ( $M=2.61$ ,  $SD=.54$ ) with the construct measured by the scale. When questions were posed regarding positive treatment that athletes would face, the coaches also agreed that some positive preferential treatment could be expected ( $M=2.52$ ,  $SD=.68$ ).

These results suggest a consistency among coaches regarding what they believe across a range of situations and events their athletes may encounter. The intent of the sub section of questions was to assess what coaches believed regarding what their young athletes would face during the recruiting and transition phases to the collegiate environment. It appears as though there is agreement but not unanimity on any of these items.

**Objective Six: Necessity for Additional Training for Louisiana's High School Basketball Coaches.** The sixth objective was to measure perceptions with regard to whether or not new or additional training was considered necessary in terms of preparing or enhancing the coach's knowledge base in recruiting related activities. A four point, Likert-type scale was used to measure the coach's perception of whether or not new or enhanced training or certification would be beneficial to the coaches in general, to new coaches specifically, to the individual coach or to students in the coach's school.

The coaches measured consistently in favor of enhanced training or certification in this sub section of the instrument. In only one of the five specific questions did the coaches register a mean score of less than 3.0: "Additional certification or training requirements for high school

coaches are necessary to ensure entry level coaches have the knowledge they need about the college recruiting process prior to entering a coaching position” (2.86). All others registered in excess of 3.0 (agree), but were all in closer to 3.0 than 3.5 or 4.0: The highest rated item was “Additional training for high school coaches is necessary to ensure coaches stay up-to-date on current college recruiting rules, regulations, and trends” (3.27), while the lowest rated item was “My school would benefit from an additional training program to keep coaches up to date on college recruiting rules, regulations, and trends” (3.05).

The overall mean of the six-item scale was 3.07 ( $SD=.565$ ). These results suggest a general agreement that additional training is necessary for the coaches and that this training would benefit not only the coaches but also the athletes under their leadership. The intent of the sub section of questions was to assess what coaches believed regarding the necessity for training.

Of note is the strongest factor among the five, which was related to “ensure coaches stay up to date.” As other questions and factors were analyzed, the strength of response in the affirmative seemed to dissipate, with the lowest being related to necessity for training of new coaches.

Of concern: It is illuminating to compare the acknowledgment for an across the board need and benefit for new training with the relatively poor results achieved by the coaches in the aforementioned Information Inventory. It is also encouraging to compare this eagerness for training with the resolute agreement among coaches regarding their roles as mentors (Objective Four).

## **Conclusions**

### **Conclusions for Objective One: Coaches’ Characteristics**

**It is concluded that the gender and ethnicity of the typical girls’ basketball coaches in Louisiana are male and predominantly white, respectively.** This conclusion is based on the finding that approximately 70 percent of girls’ basketball coaches are Caucasian and 56 percent are males. This conclusion is in contrast to the population in the state, where Caucasians (not including

Hispanic origin) in Louisiana was reported as 61% and African American as 32% in 2010, (United States Government, 2011).

**It is concluded coaches have the same level of education as their non-coaching, teacher counterparts.** This conclusion is based on data gathered during the study and is consistent with State of Louisiana (Louisiana Department of Education, 2011) statistics which indicate 35.9 percent of public school teachers in Louisiana have a master's degree or higher. Thirty six percent of coaches in this survey reported having a degree above the bachelor's level (MS, MS+30 or doctoral level).

**It is concluded that female high school basketball players in Louisiana are led by an experienced cadre of coaches.** This conclusion is based on the fact that the average head girls' basketball coach is both an experienced teacher and experienced coach. With an average of 15 years in the classroom, 15 years as a coach and nearly 9 years as a head coach, it is apparent that Louisiana's girls basketball players are in the hands of experienced personnel. Though definitions of "experienced" were not located in literature, the fact that on average, head coaches in Louisiana have nearly a decade in their position indicates that players are being led and mentored by personnel who have at least had the opportunity to learn their trade or craft.

**Finally, it is concluded the population of coaches may suffer from the same shortage of certified teachers that the population of teachers suffers from.** This conclusion is based on the fact that 17 percent of the instruments returned to the researcher had no answer in the space where in which the respondent was asked to identify the areas he or she had gained a teaching certificate from the State of Louisiana.

This finding is inconsistent with data reported in the review of literature (McBride) in which it was reported that seven percent of Louisiana's teachers were teaching without a valid certification. As pointed out by McBride (2009), Louisiana has a codified shortage of certified classroom teachers that may reach as high as seven percent. The reason why so many respondents left this question

blank is unknown. Additional research may be needed to investigate this issue or to validate this possible deficiency.

### **Conclusion for Objective Two: Athletes Who Were Recruited, Signed, or Accepted Scholarships**

**It is concluded that coaches routinely encounter recruitable athletes, but do not encounter an overwhelming number of athletes who are recruited or signed to become college basketball players.** This conclusion is based on the analysis of data gathered in the study. On average, a head coach has just under one student per year who receives recruiting interest from an NCAA or NAIA school, making this occurrence not rare, but also not a predominant action in the life of a coach. The figure of one student per year was derived by comparing the average number of players recruited ( $M = 8.59$ ) to the characterization in Objective One in which it was revealed the average head coach in Louisiana has been in his or her position for approximately nine years. This indicates that having a recruitable athlete is not a rare occurrence, but it is also not a frequent occurrence.

**It is concluded that Louisiana schools have a higher probability of experiencing scholarship athletes than their counterparts around the nation.** This conclusion was also based on analysis conducted within this study. Coaches reported 4.4 and 4.3 students signing national letters of intent and receiving scholarships, respectively, which equates to approximately one athlete every two years.

This conclusion is in contrast to the analysis reported by the National High School Center (2009) which indicated that one in six schools will experience a scholarship type student on an annual basis. There is a deficiency of data concerning the average number of athletes that coaches have contact with who are recruited, sign letters of intent, or garner scholarships. The results of this report would be beneficial to the LHSAA, education officials, and analysts of college basketball trends or coaching associations.

### **Conclusion for Objective Three: Knowledge of NCAA & NAIA Recruiting Rules**

**It is concluded that coaches have limited knowledge of recruiting rules and entry requirements among the four types of playing levels for recruitable athletes.** This conclusion is based on the findings in this report which illuminated an average test score of 52% (out of a possible 100%) on an Information Inventory which asked questions about NCAA Division I, II, III and NAIA entry requirements and recruiting rules.

This conclusion is in conflict to the framework proposed by Kram (1985) which pre-supposes the mentor will possess a superior knowledge of key areas of importance to a mentee. As noted in the review of literature, there was no information available that chronicled the depth and breadth of knowledge of coaches in these areas. Data indicate that coaches have a strong understanding of rules and requirements related to one of the four types of playing levels (NCAA Division I) but have across the board limitations in knowledge of rules and requirements related to academics and recruiting for the other three institution types analyzed in the study. As referenced by Hoch (2006) and Krause (2007), the role of the coach as a component to a larger mentoring role is critical for the athlete, but this area of knowledge appears to both be a deficiency for the coaching profession and the lack of knowledge could be a potential limitation for the athletes under the charge of the coaches. The limited knowledge base of coaches is a point of concern.

### **Conclusion for Objective Four: Coach's Role**

**It is concluded that coaches believe they have a role across a range of responsibilities in terms of mentoring their recruitable athletes.** This conclusion is based on the strong level of agreement articulated by the coaches in the data collected, processed, analyzed and published in the report. On the Likert-type scale used in this portion of the research study, the respondents

registered their highest collective score, 3.72 out of 4.0, strongly agreeing that their roles as mentors were real, important and wide ranging.

This conclusion is consistent with Kram's (1985) supposition as presented in the Theoretical Framework that key components of the job as mentor (exposure and coaching) are perceived as important by the coaches. The strong agreement indicates the coaches believe that they are mentors and should be actively helping their athletes.

There is an extremely high degree of consensus by coaches, indicating they believe they are key components in mentoring the athletes in their charge. The coaches have a strong belief that they should mentor their recruitable athletes. As relayed in the review of literature by Jowett (2005), Donohue et al. (2007) and others, the relationship between the athlete and the coach is critical, and the coaches in Louisiana appear to understand the nature of this relationship and place their role at a high degree of importance in this relationship.

#### **Conclusion for Objective Five: Expectations Regarding Collegiate Environment**

**It is concluded that coaches believe treatment for athletes at the collegiate level will be composed of both mildly negative treatment and mildly positive preferential treatment.** This conclusion is based on the finding that coaches believe that athletes will face both negative stigmas (2.61 on 4.0 Likert-type scale) and encounter positive preferential treatment (2.52 on 4.0 Likert-type scale) while in college, simply because they are athletes. The coaches indicated an understanding that the environment an athlete will face will have inequities and athletes could face both positive and negative treatments.

This finding is consistent with and illustrative of the cases of Mark Hall (Porto, 1984) and Nat Miles (Thamel, 2011), both athletes whose lives took unfortunate turns because they were probably not well informed of collegiate expectations. While coaches were consistent in their views on this topic; there were no strong positive or negative feelings on the topic.

### **Conclusion for Objective Six: Necessity for Additional Training for Louisiana's High School Basketball Coaches**

**It is concluded coaches believe additional training for themselves and their peers is necessary and that this training would benefit both coaches and athletes.** This conclusion was based on the concurrence provided by the coaches (3.07 on 4.0 Likert-type scale) in the research indicating the need for additional training for themselves, their peers and the benefit training would provide their schools and athletes.

This conclusion was consistent with Maetozo's (1971) and Bloom et al.'s (1998), recommendations and discussions of the need for training and certification. The coaches indicated a belief that additional training or certification would be beneficial for themselves, their peers and recruitable athletes. In the strongest level of concurrence within this objective (3.27 out of 4.0) the coaches indicated a belief that all coaches would benefit by additional training and certification, indicating a consistency across the population that this was necessary. The weakest level of concurrence (2.86 out of 4.0) was related to the question of whether or not training was needed for entry-level coaches.

### **Implications and Recommendations**

The researcher recommends that the Louisiana High School Athletic Association or the Louisiana Department of Education should examine the necessity for an enhanced training or certification program for girls' high school basketball coaches in Louisiana. The goal of this program should be enhancing the knowledge base of coaches which could ultimately result in coaches doing a better job of serving the population of recruitable athletes in the care of the coaches. Several key facts established in the study merged to drive this recommendation. First of all, coaches registered solid concurrence that: (A) They believe their roles as mentors are important; and (B) They believe that additional training would be beneficial to themselves, their

peers and their students. These two facts, standing alone, indicate both recognition of the critical role of the coach and a self-reflection regarding a necessity for self and community improvement.

Secondly, results from the Information Inventory indicate a deficiency in the knowledge base of recruiting rules and requirement. No evidence or literature was found which provided an indication that coaches have any formal training on the recruiting rules and entry requirements for athletes who play basketball in the NCAA or NAIA. The researcher recommends additional training or certification could be in order for the population of coaches in Louisiana and that this training could result in benefits for girls' basketball players.

Any type of training that is conducted should be comprehensive and germane. Data compiled in this study indicates the aforementioned deficiency in knowledge bases, but it also illuminated a belief by the coaches that the environment college students will face during the recruiting process and in the collegiate environment has both negative and positive trends. If an education or certification program is adopted, it should include a range of topics that enhance the knowledge of the coach across a range of key issues, including such areas as the collegiate environment and the expectations that they relay to their athletes. This type of training could possibly be conducted during teacher in-service or pre-service training.

Even though coaches expressed the need for additional training or certification, a concern exists regarding the apparently low number of athletes who signed national letters of intent or garnered scholarships. On average, a coach has one athlete each year who is the subject of recruiting attention and has one who receives a scholarship or signs a national letter of intent every other year. With figures this low, the question to be posed is whether additional training is truly merited to enhance or potentially help such a small number of athletes. Though the coaches



believe additional training would be beneficial, a cost-benefit analysis would have to be made to determine the utility of such a new program or mandate. Conversely, the fact that Louisiana appears to have an above-the-norm occurrence of scholarship athletes in their midst indicates that an analysis should be conducted of its potential cost-benefit for the population of student-athletes.

It is recommended the knowledge base of all coaches throughout the state be assessed, with possible expansion to coaches across the south or the country. Though this study was focused on girls' basketball coaches, the entire population of coaches in Louisiana could benefit from additional training or certification. The snap shot of coaches in one sport in Louisiana indicates a possible deficiency in knowledge but a willingness to learn and recognition that more training could be valuable. The existence of this limitation in one sport in Louisiana could be a clarion reminder that many student-athletes are not getting the information or, more importantly, the mentoring they need to ascend to a higher level of education and thus a better life.

## REFERENCES

- Adler, P., & Adler, P. (1985). From idealism to pragmatic detachment: The academic performance of college athletes. *Sociology of Education*, 58(4), 241-250
- Aries, E., McCarthy, D., Salovey, P., & Banaji, M. (2004). A comparison of athletes and non-athletes at highly selective colleges: Academic performance and personal development. *Research in Higher Education*, 45(6), 577-602.
- Bateman, M., & Kennedy, E. (1999). Expanding the applicant pool: Exploring the college decision-making of students from single-parent families. *College and University*, 75(1), 2-10.
- Beale, A., & Jacobs, J. (2004). Beyond the professional athlete: introducing middle school students to sports related occupations. *Journal of Career Development*, 31(2), 111-124.
- Bloom, G., Durand-Bush, N., Schinke, R. & Salmela, J. (1998), The importance of mentoring in the development of coaches and athletes. *International Journal of Sports Psychology*, 29, 267-281.
- Bossier Parish School Board. (2011). *2010-2011 calendar*. Bossier City, LA: Bossier Parish Schools. Retrieved from: <http://www.bossierschools.org/>.
- Braddock II, J., Hua, L., & Dawkins, M. (2008). College athletic reputation and college choice among African American high school seniors: Evidence from the educational longitudinal study. *Challenge: A Journal of Research on African American Men*, 14(1), 14-38.
- Brettschneider, W. (1999). Risks and opportunities: Adolescents in top-level sport - growing up with the pressures of school and training. *European Physical Education Review*, 5(2), 121.
- Burgess, D. M., & Masterson, G. (2006). Willing to Pay the High Costs of Becoming a Coach?. *Coach & Athletic Director*, 76(5), 62-63.
- Davis, B. (1996). Looking for a few good recruits. *Insight on the News*, 12(47).
- Deford, F. (2004, August 25). The lasting influence of a good coach (radio commentary). *NPR's Morning Edition*. Retrieved on April 28, 2010, from <http://www.npr.org/templates/story/story.php?storyId=3870197>
- Demaray, M., Malecki, C., Rueger, S., Brown, S., & Summers, K. (2009). The role of youth's ratings of the importance of socially supportive behaviors in the relationship between social support and self-concept. *Journal of Youth & Adolescence*, 38(1), 13-28.

- Deprete, T., & Buchanan, C (2006). Gender-specific trends in the value of education and the emerging gender gap in college completion. *Demography*, 43(1), 1-24.
- Donohue, B., Miller, A., Crammer, L., Cross, C., & Covassin, T. (2007). A standardized method of assessing sport specific problems in the relationships of athletes with their coaches, teammates, family, and peers. *Journal of Sport Behavior*, 30(4), 375-397.
- Ellwood D, & Jencks C. (2002, February 6). *The spread of single parent households since the 1960s*. Cambridge, MA: Harvard University, John F. Kennedy School of Government. Retrieved from <http://www.hks.harvard.edu/inequality/Seminar/Papers/ElwdJnck.pdf>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston: Allyn & Bacon
- Giacobbi Jr., P., Whitney, J., Roper, E., & Butryn, T. (2002). College coaches' views about the development of successful athletes: A descriptive exploratory investigation. *Journal of Sport Behavior*, 25(2), 164.
- Greene, J. (2002). *High school graduation rates in the United States*. Retrieved from <http://www.flace.org/MI-2001-Graduation-Rate-Study.pdf>
- Hall v University of Minnesota, 530 F. Supp 104, 109 (D. Minn, 1982)
- Harrison, C. (2008). "Athleticated" versus educated: A qualitative investigation of campus perceptions, recruiting and African American male student-athletes. *Challenge: A Journal of Research on African American Men*, 14(1), 39-60.
- Harrison, C., Stone, J., Shapiro, J., Yee, S., Boyd, J., & Rullan, V. (2009). The role of gender identities and stereotype salience with the academic performance of male and female college athletes. *Journal of Sport & Social Issues*, 33(1), 78-96.
- Harvey, C. A. (2010). The teachers' take, part 2. *School Library Monthly*, 26(5), 45-49. Retrieved from <http://www.schoollibrarymonthly.com/articles/Harvey2010.v26n5p45.html>
- Henderson, D., Olbrecht, A., & Polachek, S. (2006). Do former college athletes earn more at work? A nonparametric assessment. *Journal of Human Resources*, 41(3), 558-577.
- Hoch D. (2006, December). Help with the recruiting process. *Coach & Athletic Director*, 76(5), 14-15. Retrieved from <http://www.allbusiness.com/to-be-deleted/sector-61-educational-services/4495821-1.html>
- Horton Jr., D. (2009). Class and cleats: Community college student-athletes and academic success. *New Directions for Community Colleges*, (147), 15-27.
- Jones R, Harris R, Miles A. Mentoring in Sports Coaching: A Review of the Literature, 2009. *Physical Education and Sport Pedagogy*. July 1, 2009; 14(3):267-284.

- Jowett, S. (2005). The coach-athlete partnership. *The Psychologist*, 18(7), 412-415.
- Jowett, S., & Cockerill, I. (2003). Olympic medalists' perspective of the athlete-coach relationship. *Psychology of Sport & Exercise*, 4(4), 313. doi:10.1016/S1469-0292(02)00011-0
- Kent, A., Turner, B (2002). Increasing Response Rate Among Coaches: The Role of Pre-notification Methods. *Journal of Sports Management*, 16(1), 230-238.
- Klungseth S. (2005, April). The five NCAA recruiting rules that high school coaches should know. *Coach & Athletic Director*, 74(9), 75-81. Retrieved from [http://findarticles.com/p/articles/mi\\_m0FIH/is\\_9\\_74/ai\\_n17209237/](http://findarticles.com/p/articles/mi_m0FIH/is_9_74/ai_n17209237/)
- Kram, K. E. (1985). *Mentoring at work*. Boston: Scott, Foresman and Company.
- Krause, Chris. (2007). Recruiting 2.0. *Coach & Athletic Director*, 77(1), 38-42.
- Lawrence, S., Harrison, C., & Stone, J. (2009). A day in the life of a male college athlete: A public perception and qualitative campus investigation. *Journal of Sport Management*, 23(5), 591-614.
- Letawsky, N, Schneider, R., Pedersen, P., Palmer, C. (2003). Factors influencing the college selection process of student-athletes: Are their factors similar to non-athletes? *College Student Journal*, 37(4), 604-610.
- Lopez S. (1998, January 19). Full-court press. *Sports Illustrated*, 88(2), 84. Retrieved from <http://sportsillustrated.cnn.com/vault/article/magazine/MAG1142801/index.htm>
- Lough, N. (2001). Mentoring connections between coaches and female athletes. *Journal of Physical Education, Recreation & Dance*, 72(5), 30-33.
- Louisiana Department of Education, MMCS Consulting, (2011). *District and state-level faculty with a master's degree or higher* Baton Rouge, LA: Retrieved from [http://www.laeducationresults.net/State/Faculty\\_Degree.aspx?RecordID=000](http://www.laeducationresults.net/State/Faculty_Degree.aspx?RecordID=000)
- Louisiana Department of Education. (2010, March). *Louisiana Standards for State Certification of School Personnel, Bulletin 746*. Baton Rouge, LA: Author. Retrieved from: [www.doe.louisiana.gov/osr/lac/28v131.doc](http://www.doe.louisiana.gov/osr/lac/28v131.doc).
- Louisiana High School Athletic Association. (2010). *Member school directory*. Baton Rouge, LA: Author. Available: <http://www.lhsaaonline.org/MemberSchoolDirectory.aspx>
- Louisiana High School Athletic Association. (2011). Winter sports - basketball. *LHSAA Online*. Baton Rouge, LA: Author. Retrieved from: <http://www.lhsaa.org/sports.php?id=2>.
- Mageau, G, & Vallerand, R., (2003), The Coach-athlete relationship: A motivational model. *Journal of Sport Sciences*, 21, 883-904.

- Maetozo, M., & American Association for Health, P. (1971). *Certification of High School Coaches*.
- McBride, Daniel. (2009, October 11). Teacher-certification rates raise questions. *Houma Today*. Retrieved from: <http://www.houmatoday.com/article/20091011/articles/910119983?Title=Teacher-certification-rates-raise-questions>
- McAllister, M. (1998). College bowl sponsorship and the increased commercialization of amateur sports. *Critical Studies in Mass Communication*, 15(4), 357-81.
- Moye, J., & Harrison, C. (2002). Who can a 'baller' trust? Analyzing public university response to alleged student-athlete misconduct in a commercial and confusing environment. *Texas Review of Entertainment & Sports Law*, 3(1), 1.
- Nasir, N., & Hand, V. (2008). From the court to the classroom: Opportunities for engagement, learning, and identity in basketball and classroom mathematics. *Journal of the Learning Sciences*, 17(2), 143-179.
- National Association of Intercollegiate Athletics. (2010). *DI women's basketball*. Kansas City, MO: Author. Retrieved from: <http://naia.cstv.com/sports/w-baskbl/naia-w-baskbl-body.html>
- National Center for Higher Education Management Systems. (2009). *College-going rates of high school graduates - Directly from high school*. Boulder, CO: The National Center for Higher Education Management Systems. Retrieved from: <http://www.higheredinfo.org/dbrowser/?year=2004&level=nation&mode=data&state=0&submeasure=63>
- National Collegiate Athletic Association. (2009). *2009-2010 Guide for the college bound student-athlete*. Indianapolis, IN: Author. Retrieved from <http://www.ncaapublications.com/productdownloads/CB10.pdf>
- National Collegiate Athletic Association. (2009). In *estimated probability of competing in athletics beyond the high school interscholastic level*. Indianapolis, IN: Author. Retrieved from <http://www.ncaa.org/wps/ncaa?key=/ncaa/ncaa/academics+and+athletes/education+and+research/probability+of+competing/methodology+-+prob+of+competing>
- National Collegiate Athletic Association. (2010). *Women's basketball administration*. Indianapolis, IN: Author. Retrieved from [http://www.ncaa.org/wps/portal/ncaahome?WCM\\_GLOBAL\\_CONTEXT=/ncaa/ncaa/sports+and+championship/basketball/womens](http://www.ncaa.org/wps/portal/ncaahome?WCM_GLOBAL_CONTEXT=/ncaa/ncaa/sports+and+championship/basketball/womens)
- National High School Center (2009). *High Schools in the United States*; Washington, DC. Retrieved from [http://www.betterhighschools.org/pubs/documents/QuickStatsFactSheet\\_HSintheUS\\_03-13-09.pdf](http://www.betterhighschools.org/pubs/documents/QuickStatsFactSheet_HSintheUS_03-13-09.pdf)

- Phillips, M. (2009). Un-equal protection: Preferential admissions treatment for student-athletes. *Alabama Law Review*, 60(3), 751-782.
- Popham, W. J. (2005). *Classroom assessment: What teachers need to know* (4th Ed.). Boston, MA: Pearson Education, Inc.
- Porto, B. (1984). College athletics on trial: The mark hall decision and its implications for the future. *Journal of Sport & Social Issues*, 8(1), 23-34.
- Ragins, B.R., & Kram, K.E. (2007), *The Handbook of Mentoring at Work*. Sage Publications, Thousand Oaks, CA.
- Robinson, J.P., Shaver, R., Wrightsman, L. (1991), Criteria for scale selection and evaluation. In J.P. Robinson, P.R. Shaver, & L.S. Wrightsman (Eds). *Measures of personality and social psychological attitudes* (pp. 1-16). New York: Academic Press.
- Sánchez, B., Esparza, P., Berardi, L., & Pryce, J. (2011). Mentoring in the Context of Latino Youth's Broader Village During Their Transition From High School. *Youth & Society*, 43(1), 225-252
- Sciarra, D. T., & Ambrosino, K. E. (2011). Post-Secondary Expectations and Educational Attainment. *Professional School Counseling*, 14(3), 231-241.
- Seefeldt V, Ewing M, President's Council on Physical Fitness and Sports W. *Youth Sports in America: An Overview* [e-book]. President's Council on Physical Fitness and Sports Research Digest; 1997.
- Singleton, C. (2011, Feb 14). *Local prep referees still seeking pay raises*. Retrieved from <http://bayoupreps.com/2011/02/local-prep-referees-still-seeking-pay-raises/>.
- Smith, E., Lemke, J., Taylor, M., Kirchner, H., & Hoffman, H., (1998), Frequency of voice problems among teachers and other occupations, *Journal of Voice*, 12(4), 480-488
- Smith, M., & O'Day, J. (1991). A national curriculum in the United States? *Educational Leadership*, 4, 74-81.
- Snedecor, G., & Cochran, W. G. (1989). *Statistical methods* (8th ed.). New York: Wiley.
- Staples, A. (2009). Home grown. *Sports illustrated*, 110(3), 51-54. Available from <http://sportsillustrated.cnn.com/vault/article/magazine/MAG1150937/index.htm>
- Storch, E., Storch, J., Killiany, E., & Roberti, J. (2005). Self-reported psychopathology in athletes: A comparison of intercollegiate student-athletes and non-athletes. *Journal of Sport Behavior*, 28(1), 86-97.
- Thamel, P. As UCONN Plays On, Once-Prized Recruit Can Only Watch, (April 1, 2011), retrieved from:

- [http://www.nytimes.com/2011/04/02/sports/ncaabasketball/02uconn.html?\\_r=1&ref=sports](http://www.nytimes.com/2011/04/02/sports/ncaabasketball/02uconn.html?_r=1&ref=sports)
- Turman, P. (2003). Athletic coaching from an instructional communication perspective: the influence of coach experience on high school wrestlers' preferences and perceptions of coaching behaviors across a season. *Communication Education*, 52(2), 73.
- Turman, P. (2007). Parental sport involvement: Parental influence to encourage young athlete continued sport participation. *Journal of Family Communication*, 7(3), 151-175.
- Turman, P. (2008). Coaches' immediacy behaviors as predictors of athletes' perceptions of satisfaction and team cohesion. *Western Journal of Communication*, 72(2), 162-179. doi:10.1080/10570310802038424
- United States Census Bureau, (2010), *State and County, Quick Facts*, Washington, DC; Retrieved from <http://quickfacts.census.gov/gfd/states/22000.html>
- United States Department of State, (2009). *The cost of college in the United States*. Washington, DC: Author. Retrieved from: <http://www.america.gov/st/educ-english/2008/April/20080519002020SrenoD0.56625.html>
- University of Wisconsin-River Falls. (2009). *Learn more, earn more*. River Falls, WI: Author. Retrieved from: <http://www.uwrf.edu/admissions>
- Upthegrove, T., Roscigno, V., & Charles, C. (1999). Big money collegiate sports: Racial concentration, contradictory pressures, and academic performance. *Social Science Quarterly*, 80(4), 718-737.

## APPENDIX A: RESEARCH INSTRUMENT

### COACHES' MENTORING OF GIRLS BASKETBALL PLAYERS

#### Section 1: Coaches' Perceptions of their Mentoring Role

**Instructions:** **Mentoring** refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. The purpose of this study is to assess the perceptions of the roles of girls' high school basketball coaches in Louisiana regarding their roles as mentors to recruitable athletes. **Please place a check mark (Y) in the column that most accurately represents your response to each statement.**

	Statements About	Strongly Disagree	Disagree	Agree	Strongly Agree
	<b><i>Coach's Role: As a coach</i></b>				
1	I should be a mentor to my recruitable players.				
2	I should be able to explain to an athlete what is required to become a recruitable athlete				
3	I should help recruitable athletes make wise life decisions such as choosing the correct college.				
4	I should assist my recruitable athletes in marketing themselves (e.g., send out letters of endorsement, make video highlights, etc.).				
5	I should assist my recruitable athletes in being prepared for the rigors of the college academic as well as athletic environment?				
6	I should assist my recruitable athletes in preparing for the pressures of collegiate athletics?				
	<b><i>Expectations Regarding Collegiate Environment</i></b>				
7	College athletes may encounter negative attitudes from other college students because they are athletes.				
8	College athletes may encounter negative attitudes from college professors because they are athletes.				
9	College athletes may encounter negative attitudes from college administrators because they are athletes.				
10	College athletes may receive positive preferential treatment such as gaining admittance to certain universities and colleges because they are athletes.				
11	College athletes may receive positive preferential treatment such as better grades or fewer assignments because they are athletes.				
	<b><i>Necessity for Additional Training: As a coach, I believe</i></b>				
12	Additional training for high school coaches is necessary to ensure coaches stay up-to-date on current college recruiting rules, regulations, and trends.				
13	Additional certification or training requirements for high school coaches are necessary to ensure <b>entry level</b> coaches have the knowledge they need about the college recruiting process prior to entering a coaching position.				
14	My school would benefit from an additional training program to keep coaches up to date on college recruiting rules, regulations, and trends.				
15	I would benefit from an additional training program for coaches that would keep you up to date on college recruiting rules, regulations and trends.				
16	Athletes in my school would benefit from a training program that would keep coaches up to date on college recruiting rules, regulations and trends.				

**Please Continue to Next Page** 



---

## Section 2: Information Inventory on Recruiting Rules

---

**Instructions:** The questions below are designed to inventory the information coaches have about NCAA or NAIA recruiting rules. Your responses are anonymous and your responses will not be shared with anyone. Do not look up this information – answer each based on what you know. Circle the letter in front of the best answer to each question. After we receive all surveys, we will remove the code that identifies you before we calculate the scores for the information inventory section. Please circle only one answer.

17. How many core courses does the National Collegiate Athletic Association (NCAA) require an athlete to complete prior to entering any Division I college or university?
- A. 12
  - B. 14
  - C. 15
  - D. 16
18. How many core courses does the NCAA require an athlete to complete prior to entering any Division II college or university?
- A. 12
  - B. 14
  - C. 15
  - D. 16
19. In order for an athlete to be ruled eligible for NCAA Division I athletics immediately after high school, the athlete must achieve the following:
- A. An ACT score of 18
  - B. Graduate with a grade point average (GPA) of at least 3.5 on a 4.0 scale
  - C. Have a combination of minimum grade point average and ACT sum scores, also referred to as a “sliding scale.”
  - D. Have a GPA of at least 3.0 and be in the top 45% of the individual’s graduating class.
20. In order for an athlete to be ruled eligible for NCAA Division II athletics immediately after high school, the athlete must achieve the following:
- A. An ACT score of 18
  - B. Graduate with a grade point average (GPA) of at least 3.5 on a 4.0 scale
  - C. Have a combination of minimum grade point average and class ranking.
  - D. Have a minimum GPA of 2.0 and minimum ACT sum score of 68.
21. In order for an athlete to be ruled eligible at a National Association of Intercollegiate Athletics (NAIA) institution, the athlete must achieve the following
- A. A minimum ACT score of 21
  - B. A minimum GPA of 2.5 on a 4.0 scale
  - C. Meet two of three minimum standards in three broad categories (GPA, ACT and class ranking)
  - D. Have a minimum GPA of 2.0 and minimum ACT sum score of 68.

**Please Continue to Next Page** 

22. Which of the following institution types does not offer athletic scholarships?
- A. NAIA
  - B. NCAA Division III
  - C. NCAA Division II
  - D. NCAA Division I
23. According to the NCAA recruiting calendar, the first time a Division I NCAA women's basketball coach may place a telephone call to a recruitable athlete is:
- A. At the end of the athlete's junior year
  - B. At the end of the athlete's sophomore year
  - C. At the end of the athlete's senior year
  - D. Never
24. The type of communication that may not be used by an NCAA coach to communicate with a recruitable athlete is:
- A. Texting
  - B. Email
  - C. Land line telephone calls
  - D. Cell phone calls
25. Which statement below describes contact rules for NCAA Division III coaches in terms of making direct contact with recruitable high school athletes?
- A. There are no restrictions for contact between high school athletes and Division III coaches
  - B. Contact may not be initiated prior to the end of the sophomore year
  - C. Contact may only be initiated by the prospective student
  - D. Contact is prohibited
26. A recruitable high school athlete may sign a Letter of Intent to play for an NAIA institution
- A. At any time
  - B. After the student's junior year
  - C. Only during the student's senior year
  - D. Only after the student's senior year

---

### Section 3: Personal Information

---

**Instructions: Please check (Y) your responses or provide the information requested below.**

27. Gender:    \_\_\_ Male  
                  \_\_\_ Female
28. Ethnicity: \_\_\_ Caucasian  
                  \_\_\_ African American  
                  \_\_\_ Hispanic  
                  \_\_\_ Other; please provide ethnic group if you wish \_\_\_\_\_

**Please Continue to Next Page** 

29. Highest level of education completed:
- ☐ I do not have a college degree
  - ☐ Bachelor's degree (B.S. or B.A.)
  - ☐ Master's degree (M.S., M.A., M.Ed., etc)
  - ☐ Master's Plus 30
  - ☐ Doctoral degree (Ed.D., Ph.D., D.B.A., etc)
30. Your primary teaching area:
- ☐ Agricultural Education
  - ☐ Business Education
  - ☐ Family and Consumer Sciences
  - ☐ Mathematics (general math, algebra, calculus, etc.)
  - ☐ Physical Education
  - ☐ Science (biology, chemistry, etc.)
  - ☐ Social Studies (history, civics, etc.)
  - ☐ English or Language Arts
  - ☐ Other (Please list your teaching area here: \_\_\_\_\_)
  - ☐ No teaching responsibilities
31. Please list the subjects for which you hold a Louisiana Department of Education teaching certificate. \_\_\_\_\_
- \_\_\_\_\_
32. Your years coaching experience (all sports): \_\_\_\_\_ years
33. Your years of experience as a high school head girls basketball coach: \_\_\_\_\_ years
34. Your years of experience as a classroom teacher: \_\_\_\_\_ years
35. Number of athletes who played directly for you who were recruited by NAIA or NCAA Division I/II/III schools during your career (i.e., received at least one telephone call or received correspondence from the school indicating they had a legitimate interest in the athlete playing at their school) \_\_\_\_\_ athletes
36. Number of athletes who played directly for you who signed national letters of intent to play college basketball during your career. \_\_\_\_\_ athletes
37. Number of athletes who have played directly for you who have accepted athletic scholarships with NAIA or NCAA schools. \_\_\_\_\_ athletes

**Please return this survey to:**  
**Charles Owen, 5208 Meghan Caye St, Benton, LA 71006**  
**THANK YOU!**

**APPENDIX B: INITIAL EMAIL NOTIFICATION TO RESEARCH SAMPLE MEMBERS**

DATE: March 28, 2011  
FROM: Charles Owen (cowen2@tigers.lsu.edu)  
SUBJECT: Survey for Girls' Basketball Coaches  
TO: caodeploy@yahoo.com  
BC: List of 224 email recipients

Coach,

My name is Chuck Owen. I am doing a research project in conjunction with LSU's School of Human Resource Education and Workforce Development. The University has validated and authorized this study. You are one of a small group of coaches from around the state who has been selected to participate in this important study.

You will be receiving a questionnaire in the mail this week and I am respectfully asking that you complete this survey and send it back to me as quickly as possible.

The focus of this study is the mentoring role of girls' basketball coaches. The survey is short and should only take you about 5-10 minutes at most to fill it out. I have provided a self-addressed, stamped envelope for you to use.

Your response will be kept strictly confidential. You will not be identified in any way in research reports or presentations that result from this study. The goal for this study is to gather data which may be helpful to coaches, athletes, families and schools.

Your help is sincerely appreciated. If you have any questions, you can contact me at this email address or my alternate email (caodeploy@yahoo.com) or you can call me at 318 780 1727.

Very respectfully,

Chuck Owen

**APPENDIX C: EMAIL REQUEST FOR ASSISTANCE BY A RESPECTED HIGH SCHOOL COACH SENT BEFORE FIRST MAILING**

From: belindaortiz@suddenlink.com  
Sent: Thursday, March 3, 2011  
To: List of 224 email recipients

Subject: Help With Survey

My name is Vic Ortiz, and I am a retired high school teacher and coach. I taught and coached for 33 years at high schools in Vernon Parish. I am soliciting your help in completing a survey you should have gotten in the mail in the past couple of days.

The survey comes from a long time friend and former athlete of mine, Charles Owen. Mr. Owen is a PhD student at LSU and the survey is designed to gather data and make assessments regarding coach perceptions in Louisiana. Charles' survey and research have been approved by the LSU Institutional Review Board and your responses will be kept strictly confidential. The end state goal of the survey is to find out what our collective body of coaches believes regarding their roles as mentors to athletes who might play at the collegiate level---the "recruitable athletes".

As your busy schedule permits, please take a moment and help Charles in this endeavor. You should have received the survey, with a self-addressed, stamped envelope from him in the past couple of days. As a coach of several players who went on to play at the next level, I know our roles as high school coaches is absolutely vital in mentoring and preparing these young ladies for such a big step in life. It is my hopes that Charles' study will generate some data that will wind up helping both athletes and coaches in our State.

Again, your help is greatly appreciated.

Best regards

Vic Ortiz

**Note:** Your privacy will be maintained and your responses will be kept confidential. You will not be identified in any way in research reports or presentations. By completing and returning the enclosed survey, you agree to participate in the study. If you have questions about your rights as a study participant or other concerns, contact Robert C. Mathews, Institutional Review Board Chairman, 203 B-1 David Boyd Hall, (225) 578-8692. LSU HRE Project: 2011-E5359

## APPENDIX D: FIRST LETTER TO RESEARCH SAMPLE MEMBERS



School of Human Resource Education & Workforce Development

February 28, 2011

Coach Mary Ward  
C/O Benton High School  
636 Hwy 3  
Benton, LA

Dear Coach Ward,

The success of high school athletes who continue to play at the collegiate level is tremendously important to high school coaches. One critical aspect that plays a role in the recruitable athlete's potential success is the mentoring provided by high school coaches as these athletes pursue collegiate opportunities. Although this role is very important, no one has conducted a study of coaches' perceptions of their role in the recruiting process.

I am asking you to respond to a short survey about your perceptions relating to the collegiate recruitment process of recruitable high school girls' basketball players. The results from this study will be very beneficial to the coaches, athletes, athletes' families, and the Louisiana High School Athletic Association (LHSAA) as they monitor or participate in the recruiting process. You are one of a very small number of Louisiana high school girls' basketball coaches who have been selected to participate in this study.

Please be assured your privacy will be maintained and your responses will be kept strictly confidential. I am asking you take 5-10 minutes to complete the enclosed survey and return it in the enclosed stamped addressed envelope by **March 15, 2011**. Your responses are very important to the quality of this study.

If you have any questions, please contact me by e-mail at [caodeploy@yahoo.com](mailto:caodeploy@yahoo.com) or at 318.780.1727. Thank you in advance for your assistance with this very important study. I trust you had a fulfilling season and that you are looking forward to a productive and energizing off season.

Sincerely,

Charles A. (Chuck) Owen

**Note:** Your privacy will be maintained and your responses will be kept confidential. You will not be identified in any way in research reports or presentations. By completing and returning the enclosed survey, you agree to participate in the study. If you have questions about your rights as a study participant or other concerns, contact Robert C. Mathews, Institutional Review Board Chairman, 203 B-1 David Boyd Hall, (225) 578-8692. LSU HRE Project: 2011-E5359

**APPENDIX E: SECOND EMAIL REQUEST FOR ASSISTANCE BY A RESPECTED  
COLLEGE COACH SENT BEFORE SECOND MAILING**

From: Katie Hall [katiechall@mac.com]  
Sent: Monday, March 14, 2011 12:36 PM  
To: Katie Hall  
Bc: List of 180 email recipients  
Subject: Survey

Coach,

My name is Katie Cochran Hall. I am former high school (Byrd High) and college player and coach (Louisiana Tech) and am seeking your assistance for a colleague who is doing a very important research project which is sponsored and approved by LSU's School of Human Resource Education and Workforce Development.

You should have gotten the survey in the mail in the past couple of days, and I am hoping you can take a moment to fill out the questionnaire and send it back to the primary author, Mr. Charles (Chuck) Owen.

The focus of the study is to assess the perceptions that high school coaches have regarding their roles as mentors. I've reviewed the survey and I think this is a noteworthy effort. As a player and coach for many years, I know how vital the role of a high school coach can and should be. Mr. Owen's effort to find out what the population of coaches in Louisiana believes in this regard might be useful in improving things for both coaches and their players in the long run in our state.

I know you are busy, but I hope you can take a moment to pitch in. I hope you have recovered from your season and that things are looking bright for you and your team next year. Best of luck in your off season!

Sincerely,

Katie Cochran Hall

**Note:** Your privacy will be maintained and your responses will be kept confidential. You will not be identified in any way in research reports or presentations. By completing and returning the enclosed survey, you agree to participate in the study. If you have questions about your rights as a study participant or other concerns, contact Robert C. Mathews, Institutional Review Board Chairman, 203 B-1 David Boyd Hall, (225) 578-8692. LSU HRE Project: 2011-E5359

## APPENDIX F: EMAIL NOTIFICATION OF SECOND MAILOUT TO RESEARCH SAMPLE MEMBERS

DATE: March 14, 2011  
FROM: Charles Owen ([cowen2@tigers.lsu.edu](mailto:cowen2@tigers.lsu.edu))  
SUBJECT: LSU Sponsored Survey---Your Opinion Matters  
TO: [caodeploy@yahoo.com](mailto:caodeploy@yahoo.com)  
BC: List of 180 email recipients

Coach,

I'm sincerely soliciting your assistance in an important study which will hopefully benefit coaches, athletes and parents in Louisiana.

About two weeks ago, I sent you a survey that dealt with the perceptions of coaches in terms of their mentoring role in the recruiting process of athletes. I have not heard back from you yet and I am respectfully asking you to help out and fill out this easy survey. You are one of a small number of coaches selected to participate, and I would sincerely like to hear from you and be able to make your opinions key components in this survey.

I just mailed you a new copy of the survey and you should get it in the next couple of days. I've enclosed a self-addressed, stamped envelope for you to use so the only cost to you will be a few minutes of your time. In the package you are about to receive, you will find a small token of appreciation for helping out in this effort; have a cup of coffee or a soda on me when you fill out the survey.

The questionnaire will take you only about 5-10 minutes. The LSU Institution Review Board has validated and approved this study and your anonymity is guaranteed.  
Thank you VERY much for your time.

Chuck Owen  
318 780-1727

**Note:** Your privacy will be maintained and your responses will be kept confidential. You will not be identified in any way in research reports or presentations. By completing and returning the enclosed survey, you agree to participate in the study. If you have questions about your rights as a study participant or other concerns, contact Robert C. Mathews, Institutional Review Board Chairman, 203 B-1 David Boyd Hall, (225) 578-8692. LSU HRE Project: 2011-E5359



## APPENDIX G: SECOND LETTER TO RESEARCH SAMPLE MEMBERS



**School of Human Resource Education & Workforce Development**

March 14, 2011

Coach Steve McDowell, Head Girls' Basketball Coach  
Southwood High School  
9000 Walker Road  
Shreveport, LA 71118-2499

Dear Steve,

Approximately two weeks ago, you were mailed a survey regarding perceptions of high school basketball coaches. Our intention for this survey is to gather data on what Louisiana's coaches believe in terms of their roles and to develop a frame work to hopefully help the entire body of coaches in the state with regards to the necessity or lack of necessity for training for young coaches. I would sincerely appreciate you taking the time to fill out the survey. In the event you did not receive it or misplaced it, I am enclosing an additional copy of the survey for you to use. Please know your responses will be kept anonymous and that total survey results and analyses will be provided to the Louisiana Department of Education. Thanks very much for your time; your experience and knowledge in this survey will hopefully lend in a hand in improving a variety of things in coaching and athletic recruiting in Louisiana.

I sincerely hope things are going well for you and that your upcoming season is shaping up as planned. Keep up the hard work!

Sincerely,

Chuck Owen  
5208 Meghan Caye Street  
Benton, LA 71006  
318 780 1727  
cowen2@tigers.lsu.edu

**Note:** Your privacy will be maintained and your responses will be kept confidential. You will not be identified in any way in research reports or presentations. By completing and returning the enclosed survey, you agree to participate in the study. If you have questions about your rights as a study participant or other concerns, contact Robert C. Mathews, Institutional Review Board Chairman, 203 B-1 David Boyd Hall, (225) 578-8692. LSU HRE Project: 2011-E5359

## APPENDIX H: INSTITUTIONAL REVIEW BOARD APPROVAL

### Application for Exemption from Institutional Oversight

Unless qualified as meeting the specific criteria for exemption from Institutional Review Board (IRB) oversight, ALL LSU research/ projects using living humans as subjects, or samples, or data obtained from humans, directly or indirectly, with or without their consent, must be approved or exempted in advance by the LSU IRB. This Form helps the PI determine if a project may be exempted, and is used to request an exemption.

-- Applicant, Please fill out the application in its entirety and include the completed application as well as parts A-E, listed below, when submitting to the IRB. Once the application is completed, please submit two copies of the completed application to the IRB Office or to a member of the Human Subjects Screening Committee. Members of this committee can be found at <http://www.lsu.edu/screeningmembers.shtml>



Institutional Review Board  
Dr. Robert Mathews, Chair  
131 David Boyd Hall  
Baton Rouge, LA 70803  
P: 225.578.8692  
F: 225.578.6792  
[irb@lsu.edu](mailto:irb@lsu.edu)  
[lsu.edu/irb](http://lsu.edu/irb)

-- A Complete Application Includes All of the Following:

(A) Two copies of this completed form and two copies of part B thru E.

(B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1&2)

(C) Copies of all instruments to be used.

\*If this proposal is part of a grant proposal, include a copy of the proposal and all recruitment material.

(D) The consent form that you will use in the study (see part 3 for more information.)

(E) Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing or handling data, unless already on file with the IRB. Training link: (<http://phrp.nihtaining.com/users/login.php>.)

(F) IRB Security of Data Agreement: (<http://www.lsu.edu/irb/IRB%20Security%20of%20Data.pdf>)

1) Principal Investigator: Charles A. Owen

Rank:

Dept: Human Resource Ed & Wk Dev

Ph: 318-780-1727

E-mail: [cowen2@tigers.lsu.edu](mailto:cowen2@tigers.lsu.edu)

2) Co Investigator(s): please include department, rank, phone and e-mail for each

Ph.D. Committee Chair:  
Dr. Joe W. Kotrlík, James C. Atherton Alumni Professor  
School of Human Resource Education & Workforce Development  
129 Old Forestry Building

IRB#	LSU Proposal #
<input checked="" type="checkbox"/>	Complete Application
<input checked="" type="checkbox"/>	Human Subjects Training

3) Project Title: The mentoring role of Louisiana high school girls basketball coaches in the recruiting process

#### Study Exempted By:

Dr. Robert C. Mathews, Chairman  
Institutional Review Board  
Louisiana State University  
203 B-1 David Boyd Hall  
225-578-8692 | [www.lsu.edu/irb](http://www.lsu.edu/irb)  
Exemption Expires: 1-20-2014

4) Proposal? (yes or no) ☐ If Yes, LSU Proposal Number

Also, if YES, either

☐ This application completely matches the scope of work in the grant

OR

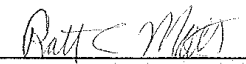
☐ More IRB Applications will be filed later

5) Subject pool (e.g. Psychology students) Louisiana high school basketball coaches

\*Circle any "vulnerable populations" to be used: (children <18; the mentally impaired, pregnant women, the aged, other). Projects with incarcerated persons cannot be exempted.

6) PI Signature  Date 4 Jan 2011 (no per signatures)

\*\* I certify my responses are accurate and complete. If the project scope or design is later changes, I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at LSU for three years after completion of the study. If I leave LSU before that time the consent forms should be preserved in the Departmental Office.

Screening Committee Action: Exempted <input checked="" type="checkbox"/> Not Exempted <input type="checkbox"/> Category/Paragraph 2
Reviewer Mathews Signature  Date 1/21/11

## **VITA**

Charles Anthony Owen was born March 12, 1963, in New Orleans, Louisiana. Charles is the son of Chester Creighton Owen and Gloria Leach Owen, both of Leesville, Louisiana. He spent his childhood and youth in Leesville, where his father was a career educator and mother was the owner of a ladies clothing store. Charles' father was first a teacher, then supervisor, then finally Superintendent of Vernon Parish Schools.

Charles graduated from Leesville High School in 1981. It was during his years at the high school that he developed a passion for sports and coaching. He earned ten varsity letters while at the school, competing on two State Championship Track and Field teams and earning All-District honors in football, cross country and track. After high school, Charles graduated from Louisiana Tech University with bachelor's (cum laude) and master's degrees in business administration. During college, Charles competed on Louisiana Tech's track and cross country teams and was active in the Air Force Reserve Officer Training Corps (AFROTC). Upon completion of AFROTC, Charles was commissioned an officer in the United States Air Force and entered active duty as a Second Lieutenant.

During his first tour of duty in the Air Force, Charles' friends began calling him Chuck, and he has been known as such since that time. Chuck served for 20 years in the Air Force as an Intelligence Officer, traveling the world and living in a number of locations, including Denver, Colorado; Austin, Texas; Shreveport, Louisiana; Stuttgart, Germany; Aviano, Italy; and Yorktown, Virginia. He was deployed on multiple occasions to support wartime contingencies around the world, including direct participation in Operations Desert Storm, Allied Force, Southern Watch, and Enduring Freedom in the immediate aftermath of the September 11, 2001,

attacks on the United States. Chuck received wartime decorations from the Department of Defense on each occasion and was promoted without delay throughout his career and eventually attained the rank of Lieutenant Colonel.

Chuck served all of his tours except one as an intelligence officer; the single tour outside of the intelligence profession landed Chuck at Louisiana State University in Baton Rouge, Louisiana, where he served as an Assistant Professor of Aerospace Studies at AFROTC Detachment 310. During this tour, Chuck was the linchpin in leading a resurrection and rescue of a detachment that had been tagged for possible closure or drawdown. As the Recruiting and Admissions Officer, he led the nation in recruiting while at LSU and was also instrumental in the establishment of a program that continues to this day, "LSU Salutes," a tribute to former members of the "Ole War Skule" every year during the LSU football game which falls closest to the Veteran's Day Holiday.

Upon retirement from the Air Force in 2006, Chuck began work for Patch Plus Consulting, a consulting firm whose focus is the development of training materials for intelligence personnel. During his time with Patch Plus, Chuck has been integral in many studies and the delivery of training programs for Air Force and Department of Defense Personnel.

Chuck has been a volunteer coach at his daughters' high school since his retirement. He has coached both cross country and basketball teams and has developed an acute interest in the necessity of mentoring athletes in general and recruitable athletes in particular as they prepare to make important and life influencing decisions. He has also coached Amateur Athletic Union basketball teams and has been affiliated with two state championship teams as the assistant or head coach.

In 1991, Chuck married Carolyn VanDine, a member of the LSU class of 1990 with a bachelor's degree in education. Carolyn and Chuck were married in their home town of Leesville, Louisiana. They have two daughters, Laura, age 18, and Emma, age 15. Chuck and Carolyn are Ministering Elders in their local congregation, Northpoint Community Church.