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Date July 14, 1970

THE ROLE OF THE ATHLETIC DIRECTOR IN MONTANA

by

KENNETH GORDON COLBO, JR.

A professional paper submitted to the
School of Education in partial
fulfillment of the requirements
for the degree

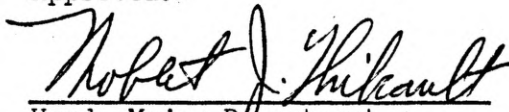
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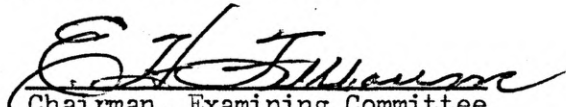
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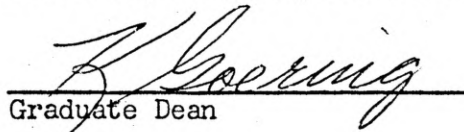
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K. G. C.

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ABSTRACT

The purpose of this study was to conduct a survey of the athletic directors' responsibilities and activities in the twenty largest high schools in Montana. The investigator was interested in finding out if the role of the athletic director was understood by athletic directors, coaches, school board members, and principals. Also, the investigator wanted to determine if the athletic directors were actually performing the tasks that they thought they should be performing.

A questionnaire was formulated and mailed to twenty athletic directors, coaches, school board members, and principals in the twenty largest high schools in Montana. As questionnaires were returned, tables were constructed to reveal information pertinent to the study. Evaluation and interpretation of all data was made.

Conclusions relative to the study reveal that the athletic director should not engage in the following activities according to the responses of the survey: coach at least one sport during the school year; teach as many classes as other faculty members; and administer some other area of athletics. Further, it was concluded that the athletic director should be responsible for purchasing athletic equipment, scheduling athletic contests, selecting athletic officials for home games, arranging medical examinations, directing publicity, keeping abreast of coaches' needs, receiving extra compensation for being athletic director, recommending maintenance of athletic fields, and coordinating the high school athletic program with the grade school athletic program.

Recommendations as a result of the study were that athletic directors who believe they should be doing certain activities all the time and are not allowed to engage in these activities should open the lines of communication between themselves and their administrative superiors. Coaches, principals, and school board members should avail themselves of every opportunity to make themselves more aware of the athletic director's role. Finally, there seems to be enough confusion as to the role of the athletic director to warrant further study in this area.

CHAPTER I

INTRODUCTION

One of the seemingly apparent problems which appears to be obvious to those involved in high school athletics is the lack of standardization concerning the duties and the qualifications of athletic directors in Montana. The occupation of athletic director seems to vary to a large extent among the larger high schools in this state. For example, some athletic directors are actively engaged in coaching within the system they are administering; some athletic directors are not involved in financial decisions concerning athletics; some are involved in financial decisions involving interscholastic athletics, but not physical education classes. These are just a few of the many discrepancies which exist within a few of the schools with which the writer is acquainted after having conversed with coaches and administrators from some of the larger high schools in Montana.

Not only does it seem that athletic directors' duties and qualifications vary extensively from school to school, but also their role in the school is not understood or appreciated by those for whom they work or by those who are under their administration. Many unnecessary complications can arise because of these misunderstandings if they exist. Further, in order to evaluate the athletic directors' performance, school board members, supervisors, and administrators should have a standardized

(2)

guideline of comparison to justify approval or rejection of their athletic director's activities.

If the educational position of the athletic director is to be enhanced, it must be evaluated in accordance with well established rules or policies regulating his administrative activities. Because of misunderstandings evolving out of misconceptions on behalf of coaches, administrators, and school board members, the athletic director would incur a degree of unnecessary insecurity from not knowing what others expect of him. Thus there appears to be a justifiable need of adherence to a standardized policy which is acceptable to all those who are involved in the athletic program.

STATEMENT OF THE PROBLEM

There appears to be doubt as to the duties and qualifications of athletic directors in the state of Montana. Certainly it would be desirable to have an established frame of reference to use as a guideline for improvement or correction. Before a guideline can be effectively utilized in this area, the lack of unity must be substantiated in order to justify change. Thus it is the purpose of this investigation to discover whether or not there is a lack of understanding on behalf of school board members, coaches, and administrators as to the role of the athletic director in the larger high schools in Montana. Also, the study will establish whether or not there is a suitable degree of standard-

(3)

ization in the activities and qualifications of the athletic director in the state of Montana.

PROCEDURE

The data for this investigation was obtained by a questionnaire survey. The largest twenty high schools in Montana were included in the sampling. Questionnaires were sent to one administrator, one coach, one school board member, and one athletic director in each of these schools. The instrument consisted of twenty items designed to measure the discrepancies in existence in the qualifications and duties expected of the athletic director in each school involved. The results of the questionnaire were compiled in graph and tabular form for convenience to the reader.

DEFINITION OF TERMS

Largest Twenty High Schools - Schools which have, according to the

Montana High School Association handbook, the largest number of students in grades 9, 10, 11, and 12 in the state of Montana.

These schools include: Anaconda, Billings Senior, Billings West, Bozeman, Butte, Butte Central, Columbia Falls, Dawson County, Fergus County, Great Falls Central, Great Falls Russell, Great Falls Senior, Havre, Helena, Kalispell, Libby, Livingston, Missoula Hellgate, and Missoula Sentinel.

(4)

High School - A school offering work in any combination of grades from 9 through 12.

Coach - A person who is employed as an assistant or director of an interscholastic sport during the course of a school year in a Montana high school.

School Board Member - A person who currently occupies the position of a member on a board which serves one of the twenty high schools in this survey.

Principal - A person employed in an official capacity for the purpose of administering the educational program for a high school.

Athletic Director - A person employed full or part time in an official capacity for the purpose of administering the athletic program for a high school.

Athletics - Those areas of physical activity within the high school program which are designed for boys who desire to participate in such sports as football, basketball, track, wrestling, or baseball.

Physical Education - Classes within the high school curriculum which allows for the physical training of the student.

LIMITATIONS OF THE STUDY

The survey was limited to schools which had the twenty largest enrollments from grades 9 through 12 according to the 1969 Montana High School Association Handbook. The largest school surveyed was Billings

West High School with an enrollment of 2163 students. The smallest school contacted was Livingston High School with an enrollment of 570. Only athletic directors, coaches, principals, and school board members of the school were sent questionnaires.

CHAPTER II

REVIEW OF LITERATURE

The importance of having well-defined policies to guide the local high school in judging the performance of administrators in athletics is emphasized by Charles Forsythe². Mr. Forsythe states that it is just as important for the local school district to have a well-defined policy as it is for the state association to have a clearly defined policy. This becomes necessary if the athletic director is to avoid many of the embarrassing situations that might evolve through an unnecessary misunderstanding because of an absence of a well-established policy. This policy, according to Forsythe, must include a program which incorporates a well-defined organization and public relations. Also a conception of the school and its relationship to the state association and delegation of duties and responsibilities should be included. In some cases, the obligation to coach one or more sports or to see to it that faculty members are chosen to perform such duties can be incorporated into the policy. These duties may be part of the responsibility of the superintendent, principal, athletic director, faculty manager, coach, or assistant

coach. Knowing this, it behooves the person who is to assume some or all of the responsibility for these matters to give a suitable amount of attention to the wishes and desires of the people he represents.

Concerning the relationship between the principal and the director of athletics, Rice⁷ stressed the importance of working together and respecting each other's responsibilities. He concluded that in order to develop an effective athletic program, there has to be teamwork and loyalty on behalf of the athletic director and the principal. Due to the many facets of the school curriculum today, it is not feasible for the principal to handle a major portion of the administrative decisions concerning athletics. Thus the relationship between the athletic director and the principal must be a dual one in which the athletic director has the responsibility of working for and with his principal if he is to fulfill his role effectively. On the other hand, he has the right to expect his principal to prescribe his duties in a clearly defined manner.

Rice⁷ relates that the principal is responsible for the organization, administration, supervision and evaluation of all areas of instruction in the school curriculum. Because there is no rigid dividing line between regular classroom activities and extra-curricular activities, the athletic program should be considered as a subject taught and as part of the physical education program. Thus it necessarily follows that the principal is as much responsible for the athletic program as he

is for any other subject in the school curriculum. Consequently the role that the principal and the director of athletics play must be built upon cooperation and mutual understanding.

Grieve⁴ reports that frequently coaches are confronted by questions that are not entirely within his administrative realm. He believes that in such cases it would be advisable to have some sort of reference source on policy and procedure. Also, to establish a solid foundation for a well coordinated athletic program, the athletic director should be responsible for establishing both the philosophy and duties of coaches in a handbook which would contain all of the necessary information essential for the proper functioning of an athletic program. Therefore, we find many authors concerned about the possibility of a breakdown in communications which may exist along some level of the administrative process due to a lack of a well-established athletic policy. Certainly many of these problems could be avoided if everyone concerned with the athletic program understood and appreciated the obligations of all the members involved.

But what ingredients are necessary in a policy which would relate sufficiently the obligations and responsibilities of the athletic director and those who are within the realm of his jurisdiction? Rice⁷ believes balance is the most important ingredient for a program of athletics in the high school. Balance can be achieved by keeping the relationship

between the athletic director and the principal on a cooperative level. This relationship has to be one of continuous cooperation based on the knowledge which the athletic director has received from being a successful teacher in the field of physical education. Having been a successful coach will add to his qualifications, but Rice⁷ believes that it is not essential. Rather he feels it is the ability to work well with others that is of prime importance.

In order to cooperate in executing the school athletic policy, Bonder¹ says that all coaches must understand and demand adherence to a school's athletic policy and be knowledgeable enough to suggest procedures to make the overall program more effective. Bonder¹ reports that coaches should carry out these rules even though they disagree with them. Thus it seems obvious that not only does the athletic director have an obligation to cooperate and adhere to school policy, but the coaches in the system must establish a positive relationship with the entire faculty. This positive relationship with the entire faculty must be fostered by exercising initiative and tact in developing a justifiable professional friendship. This situation can only exist when the coaches and fellow faculty members know the philosophy of education and athletics in total. A coach cannot conduct himself in a manner which would be approved by his colleagues unless he has a clear understanding of the faculty's expectations of him.

Charles E. Forsythe² reports that the question "Why do we have athletics in our high schools?" is often asked, but the answer seems so obvious that it seems unnecessary to establish a well-defined set of athletic objectives and policies. Ideally, school policies and objectives should reflect the wishes of everyone within the school system. The fact that the school might have a policy and/or a set of athletic objectives does not insure that everyone will easily gain the respect and cooperation of all involved in athletics. Forsythe² states that it is necessary for a successful athletic director to possess the following qualifications which would help insure his success in the athletic program:

1. Have a complete understanding of the athletic policy of the school administration. He should make sure that his thinking and objectives are in accord with the program desired by the superintendent of schools and the high school principal.
2. Possess sufficient interest in and knowledge of all the sports included in his school's athletic program in order to know their needs and deal with them intelligently.
3. Be qualified to conduct efficiently the business details involved in interscholastic athletics.
4. Maintain a school administration's approved relationships with community leaders who have legitimate interests in the success of the school's athletic program.
5. Fit into the school and faculty activities in a genuine manner.

Forsythe² recognizes the fact that lists of qualifications, objectives, and policies can only be practically applied in relation to the size of

the school involved which would cause coaching equipment, facilities, and player problems to vary considerably. Thus there are but a few general axioms that apply to all schools. Furthermore, general axioms are only as useful as the amount of acceptance of them by the individuals responsible for their application.

William H. Lucio⁶ recognized that there is a conflict between an individual's personal desires and the demands of the school organization. He suggests that whenever a teacher joins a school organization he must give up a certain amount of individual freedom concerning the values and objectives that have guided his individual decisions in the past. Nevertheless, he concludes that organizational restrictions upon the individual teacher are proper when the consequences of teaching extend beyond the classroom situation. Thus coaches and athletic directors must be aware of the institutional elements of the school and be willing to sacrifice certain personal desires for the welfare of the school.

Hughes⁵ reiterated that no adequate organization of athletics can be established until all the administrative officials of the school agree upon the objectives of the athletic program. Administrators must be willing to become aware of the purposes of athletics before they can attempt to solve the problems of organization. Hughes⁵ believes that the principle of central authority and responsibility is primary or most

important in the successful guidance of athletics. It is impossible to perform efficiently in an organization that involves human relationships without adherence to centralization. To be efficient, all physical activities in the school should be administered in the same fashion as any other well-conducted department within the school. Hughes⁵ also concluded that the antiquated system of placing physical education and athletics in separate departments was deplorable, for it gave many who were skeptical of the value of athletics the opportunity to view athletics as extra-curricular activities. On the other hand, athletic directors and coaches sometimes wrongly view that physical education is merely training for the physically unfit. Thus he concludes that there should be only one department administering the athletic and physical education needs of the school. This department should be headed by a Director of Health and Physical Education who shall have the power to do the following:

1. Interpret the rules governing the conduct of athletics.
2. Initiate general policies.
3. Carry out general policies.
4. Decide eligibility of players when protested.
5. Approve schedules of all athletic contests.
6. Assign athletic officials.
7. Approve requisitions involving expenditures of athletic funds by the business division.

Hughes⁵ concedes that these are but a few of the obligations of the athletic director in the school.

The value of considering athletics in the same vein as any other educational offering is easily recognizable. Williams⁸ relates not only is the public sometimes skeptical about the value of the athletic program, but teachers and the students themselves are occasionally very critical. Interscholastic athletics have long been accepted as an integral part of the educational program. This dictates a need for well qualified coaches who are compensated for their work. Further it is advisable to have a principal who is willing to do anything in his power to reduce conflicts between athletics and the class schedule in order to eliminate the criticism of athletic programs.

Greider³ concedes that the primary purpose of administration is to get something done and that there is really no other reason for its existence. In order to educate children to the fullest degree, the administrator must bring all of the components of an educational program into harmonious and fruitful relationships. Consequently the degree to which this harmony has been effected can only be measured by the effects of the educational program on those it touches, and these effects have to be measured according to our philosophy of what American life should be like. Thus the type of administration becomes exceedingly important in relationship to the job that could or should be accomplished.

It seems apparent that the following requirements are necessary for effective administration. First, there has to be an established policy

within the school to serve as a guideline for the actions of the athletic director. Second, those people who work for and with the athletic director have to have an appreciation of his qualifications and duties. They must understand the over-all school objectives and his relationship to the total program. Third, there has to necessarily be a great deal of cooperation between all of the administrators involved in the athletic program. Fourth, the people who are involved in the administration process have to be willing to sacrifice their personal interests for the sake of the total athletic program. Fifth, most of the problems existing within the school concerning athletics could be circumvented if the personnel involved with the policy understood the role of athletics in the school and were willing to abide by the decisions rendered by the administration even though they were opposed to such decisions because of personal bias.

It becomes cumbersome and difficult for school personnel to react to the decisions or actions of an athletic director in a high school if they are unaware of the policies of the school in regard to athletics. The performance of the athletic director can be judged in accordance with his response to this policy. Therefore, without a standard to use for comparison, it becomes very difficult to justify criticism in any educational area.

CHAPTER III

ANALYSIS OF DATA

A twenty item questionnaire was distributed to athletic directors, school board members, coaches, and administrators. Specific categories of information for the survey were:

1. Should the athletic director be responsible for all purchases of equipment made by the Athletic Department?
2. Should the athletic director be responsible for selecting personnel to fill vacant coaching positions?
3. Should the athletic director be responsible for scheduling all athletic contests throughout the school year?
4. Should the athletic director be responsible for selection and approval of athletic officials for all home games?
5. Should the athletic director be responsible for arranging medical examinations for the athletes?
6. Should the athletic director be responsible for making sure the athletic program receives proper publicity?
7. Should the athletic director hold frequent meetings with the coaches to determine their needs?
8. Should the athletic director have previous coaching experience in the school system under his administration?
9. Should the athletic director coach at least one sport during the school year?
10. Should the athletic director have at least a minor in Administration?
11. Should the athletic director be responsible for supervising all physical education classes?
12. Should the athletic director be responsible for teaching as many classes as other faculty members?
13. Should the athletic director be responsible for some other area of administration besides his regular salary?
14. Should the athletic director receive extra compensation for being athletic director besides his regular salary?
15. Should the athletic director be responsible for selecting sponsors for organizations which support athletics?
16. Should the athletic director be responsible for determining what new athletic equipment must be ordered for the next school year?

17. Should the athletic director be responsible for recommending the needed maintenance of all fields and buildings?
18. Should the athletic director be responsible for relating the activities and objectives of the Athletic Department to the rest of the staff?
19. Should the athletic director be responsible for selecting activities which the students participate in while engaged in a physical education class?
20. Should the athletic director be responsible for coordinating the grade school athletic program with the high school athletic program?

A total of fifty-seven, or 71%, of the eighty questionnaires were returned with four, or 5%, of the questionnaires returned without being completed. In all, fourteen athletic directors, or 17.5%, of the people filling out the questionnaires, completed the questionnaire. Similarly, fourteen principals and fourteen coaches completed the questionnaire. Eleven school board members, or 13%, completed the questionnaire. One school, or 5% of the total schools contacted, did not respond to the questionnaire because it did not have an athletic director.

The twenty schools intended to be included in the survey are shown on Table I.

TABLE I. NUMBER AND PERCENT OF QUESTIONNAIRES SENT OUT

	Number	Percent
Questionnaires Sent Out	80	100.0
Questionnaires Returned	53	66.2
Questionnaires Not Returned	23	28.8
Refused Request to Complete It	4	5.0
TOTALS	80	100.0

Table II lists the percentage of principals, coaches, athletic directors, and school board members who completed the eighty questionnaires distributed.

TABLE II. NUMBER AND PERCENT OF PRINCIPALS, COACHES, ATHLETIC DIRECTORS, AND SCHOOL BOARD MEMBERS COMPLETING THE FORM.

	Number	Percent
Athletic Directors	14	17.5
Coaches	14	17.5
Principals	14	17.5
School Board Members	11	13.7
TOTALS	53	66.2

Table III reveals the number of athletic directors, coaches, principals, and school board members who believed that the athletic director should be engaged in the various activities mentioned in questions one through twenty.

TABLE III. NUMBER OF RESPONSES TO ANSWER A BY ATHLETIC DIRECTORS, COACHES, PRINCIPALS, AND SCHOOL BOARD MEMBERS.
(Questions one through twenty will be stated in abbreviated form following the question number in all of the tables for clarification.)

Question Number	Athletic Director	Coach	Principal	School Board Member
1. (Purchase of equipment)	11	13	13	6
2. (Selecting Personnel)	4	8	2	3
3. (Scheduling Contests)	10	12	12	6
4. (Approval of Officials)	10	7	11	5
5. (Arranging Medical Examinations)	13	13	12	6
6. (Securing Publicity)	12	12	11	8
7. (Meet with Coaches)	13	14	14	8
8. (Experience in School System)	3	6	1	1
9. (Coach One Sport)	0	0	0	0
10. (Minor in Administration)	2	4	2	3
11. (Supervise Physical Education Classes)	2	3	2	5
12. (Teach Full Load)	0	0	1	2
13. (Another Area of Administration)	0	0	0	0
14. (Extra Compensation)	12	10	8	7
15. (Selection of Sponsors)	1	3	1	1
16. (Determining New Equipment)	9	8	9	6
17. (Maintenance of Fields)	12	14	11	9
18. (Staff Communication)	13	13	7	8
19. (Activities for Physical Education Class)	2	3	1	3
20. (Coordinating Grade School)	10	12	6	8
NUMBER RESPONDING TO QUESTION A				

In the preceding table responses to question nine indicate that none of the people surveyed believed that it should always be the case that an athletic director coach at least one sport during the school

year. Responses to question thirteen indicated that none of the people believed that the athletic director should always be responsible for some other area of administration besides athletics. Only one principal and two school board members felt that the athletic director should always be responsible for carrying a similar class load as other faculty members within his school system. Only one athletic director, one principal, one school board member, and three coaches thought that the athletic director should always be responsible for selecting sponsors for organizations which support athletics.

At least 80% of these people surveyed believed that the athletic director should always be responsible for: making sure the athletic program receives proper publicity; for holding frequent meetings with the coaches in the program to determine their needs; and for recommending the needed maintenance of all fields or buildings used by the athletic department in order to keep them in usable condition.

Table IV reveals the number of athletic directors, coaches, principals, and school board members who thought that the athletic director should never be responsible for conducting the activities related in questions one through twenty.

TABLE IV. NUMBER OF RESPONSES TO ANSWER B BY ATHLETIC DIRECTORS, COACHES, PRINCIPALS, AND SCHOOL BOARD MEMBERS.

Question Number	Athletic Director	Coach	Principal	School Board Member
1. (Purchase of Equipment)	2	0	0	2
2. (Selecting Personnel)	1	2	5	5
3. (Scheduling Contests)	0	0	0	0
4. (Approval of Officials)	1	3	1	2
5. (Arranging Medical Examinations)	0	0	1	1
6. (Securing Publicity)	0	0	0	0
7. (Meet With Coaches)	0	0	0	0
8. (Experience in School System)	0	0	0	1
9. (Coach One Sport)	3	2	6	6
10. (Minor in Administration)	0	2	0	2
11. (Supervise Physical Education Classes)	4	2	2	3
12. (Teach Full Load)	10	13	9	3
13. (Another Area of Administration)	6	11	5	6
14. (Extra Compensation)	0	2	1	0
15. (Selection of Sponsors)	9	4	7	5
16. (Determining New Equipment)	2	2	1	1
17. (Maintenance of Fields)	0	0	1	0
18. (Staff Communication)	0	0	1	0
19. (Activities for Physical Education Classes)	7	5	6	4
20. (Coordinating Grade School)	0	0	0	0
NUMBER RESPONDING TO QUESTION B				

In the preceding table responses to questions three, six, seven and twenty indicate that none of the people surveyed thought that the athletic director should never be involved in the following activities:

scheduling all athletic activities throughout the school year; making sure the athletic program receives the proper publicity by utilizing all the means of communication available to him; keeping abreast of the needs of the athletic program by holding frequent meetings with coaches; and coordinating the grade school athletic program with the high school athletic program. Only one school board member believed that the athletic director should never have previous coaching experience in the school system under his administration. Further, only one principal felt that the athletic director should never be responsible for recommending the needed maintenance of all fields or buildings used by the athletic department or for relating the activities and objectives of the athletic department to the rest of the staff.

Over 50% of the principals state that the athletic director should never coach at least one sport during the school year, be responsible for teaching as many classes as other faculty members within the school system, or be responsible for selecting sponsors of clubs or organizations supporting the athletic program. Over 50% of the coaches stated that the athletic director should never teach as many classes as other faculty members or be responsible for some other area of administration. Over 50% of the athletic directors felt that athletic directors should never teach as many classes as other faculty members or be responsible for some other area of administration. Over 50% of the athletic directors felt that athletic directors should never teach as many classes as

other faculty members, select sponsors for organizations which support the athletic program, and select the activities which the students participate in while engaged in a physical education class. Over 50% of the school board members believe that athletic directors should never coach at least one sport during the school year or be responsible for some area of administration besides athletics.

Table V reveals the number of athletic directors, coaches, principals, and school board members who believe that the athletic director can sometimes engage in activities mentioned in questions one through twenty.

TABLE V. NUMBER OF RESPONSES BY ATHLETIC DIRECTORS, COACHES, PRINCIPALS, AND SCHOOL BOARD MEMBERS TO ANSWER C.

Question Number	Athletic Director	Coach	Principal	School Board Member
1. (Purchase of Equipment)	1	1	1	3
2. (Selecting Personnel)	9	4	7	3
3. (Scheduling Contests)	4	2	2	5
4. (Approval of Officials)	3	4	2	4
5. (Arranging Medical Examinations)	1	1	1	4
6. (Securing Publicity)	2	2	3	3
7. (Meet With Coaches)	1	0	0	3
8. (Experience in School System)	11	8	13	9
9. (Coach One Sport)	11	12	8	7
10. (Minor in Administration)	12	8	12	6
11. (Supervise Physical Education Classes)	8	9	10	3
12. (Teach Full Load)	4	1	4	6
13. (Another Area of Administration)	8	3	9	7
14. (Extra Compensation)	2	2	5	6
15. (Selection of Sponsors)	4	7	6	5
16. (Determining New Equipment)	3	4	4	4
17. (Maintenance of Fields)	2	0	2	2
18. (Staff Communication)	1	1	6	3
19. (Activities for Physical Education Classes)	5	6	7	4
20. (Coordinating Grade School)	4	2	8	3

NUMBER RESPONDING TO QUESTION C

Table V indicates that over 50% of the athletic directors, coaches, principals and school board members surveyed thought that it was sometimes acceptable for the athletic director to be responsible for having previous coaching experience in the school system; for coaching at least one sport during the school year; and for having at least a minor in administration

from an accredited college.

Athletic directors were asked to state whether or not they actually were engaged in the activities mentioned in questions one through twenty. Table VI shows the results of this section of the questionnaire.

TABLE VI. ACTIVITIES THE ATHLETIC DIRECTOR ENGAGED IN WHILE PERFORMING HIS ADMINISTRATIVE DUTIES.

Question Number	Total Yes	Percentage Number	Total No	Percentage Number
1. (Purchase of Equipment)	13	92.8	1	7.2
2. (Selecting Personnel)	4	28.5	10	71.5
3. (Scheduling Contests)	12	85.7	2	35.8
4. (Approval of Officials)	9	64.2	5	35.8
5. (Arranging Medical Examinations)	11	78.5	3	21.5
6. (Securing Publicity)	13	92.8	1	7.2
7. (Meet With Coaches)	12	85.7	2	14.3
8. (Experience in School System)	10	71.5	4	28.5
9. (Coach One Sport)	4	28.5	10	71.5
10. (Minor in Administration)	6	42.9	8	57.1
11. (Supervise Physical Education Classes)	4	28.5	10	71.5
12. (Teach Full Load)	3	21.5	11	78.5
13. (Another Area of Administration)	5	35.8	9	64.2
14. (Extra Compensation)	10	71.5	4	28.5
15. (Selection of Sponsors)	1	7.2	13	92.8
16. (Determining New Equipment)	13	92.8	1	7.2
17. (Maintenance of Fields)	13	92.8	1	7.2
18. (Staff Communication)	11	78.5	3	21.5
19. (Activities for Physical Education Classes)	3	21.5	11	78.5
20. (Coordinating Grade School)	9	64.2	5	35.5
TOTAL	168	59.3	104	40.7

The preceding table shows that the highest percentage, or 92.8%, of the athletic directors are engaged in each of the following activities: responsible for all the purchases of equipment made by the Athletic Department; responsible for making sure the athletic program receives proper publicity; responsible for determining what new equipment must be ordered for the coming year; and responsible for recommending the needed maintenance of all athletic fields and buildings. The next highest percentage, or 85.7%, of the athletic directors said they were responsible for scheduling all athletic contests throughout the school year and for holding frequent meetings with the coaches involved in the program to determine their needs. The third highest percentage, or 78.5%, of the athletic directors said they were responsible for arranging medical examinations for people in the athletic program and for relating the activities and objectives of the Athletic Department to the rest of the staff.

The fewest number, or 7.2%, of the athletic directors said they were responsible for selecting sponsors for organizations which support athletics. The next smallest percentage, or 21.5%, of the athletic directors said they were responsible for teaching as many classes as other faculty members and for selecting the activities which students participate in while engaged in physical education classes.

Table VII shows the number and percentage of athletic directors who actually are engaged in the activities and percentage of athletic

directors who stated that they believed they should always engage in the activity by responding to question A.

TABLE VII. NUMBER AND PERCENTAGE OF ATHLETIC DIRECTORS WHO ENGAGED IN ACTIVITIES LISTED IN QUESTIONS ONE THROUGH TWENTY, AND NUMBER AND PERCENTAGE WHO STATED THE ATHLETIC DIRECTOR SHOULD ALWAYS ENGAGE IN THESE ACTIVITIES BY CHECKING RESPONSE A.

Question Number	A.D. * Engaged in Activity		A.D. * Res- ponse to A		Variance
1. (Purchase of Equipment)	13	92.8%	11	78.5%	14.3
2. (Selecting Personnel)	4	28.5%	4	28.5%	0.0
3. (Scheduling Contests)	12	85.7%	10	71.5%	14.2
4. (Approval of Officials)	9	64.2%	10	71.5%	+ 7.3
5. (Arranging Medical Examinations)	11	78.5%	13	92.8%	+16.3
6. (Securing Publicity)	13	92.8%	12	85.7%	7.1
7. (Meet With Coaches)	12	85.7%	13	92.8%	+ 7.1
8. (Experience in School System)	10	71.5%	3	21.5%	50.0
9. (Coach One Sport)	4	28.5%	0	0.0%	28.5
10. (Minor in Administration)	6	42.9%	2	14.2%	28.7
11. (Supervise Physical Education Classes)	4	28.5%	2	14.2%	14.3
12. (Teach Full Load)	3	21.5%	0	0.0%	21.5
13. (Another Area of Administration)	5	35.8%	0	0.0%	35.8
14. (Extra Compensation)	10	71.5%	12	85.7%	+14.2
15. (Selection of Sponsors)	1	7.2%	1	7.2%	0.0
16. (Determining New Equipment)	13	92.8%	9	64.2%	28.6
17. (Maintenance of Fields)	13	92.8%	12	85.7%	7.1
18. (Staff Communication)	11	78.5%	13	92.8%	+16.3
19. (Activities for Physical Education Class)	3	21.5%	2	14.2%	7.3
20. (Coordinating Grade School)	9	64.2%	10	71.5%	+ 7.3
TOTAL	166	59.3%	139	49.6%	

* Athletic Director

The results of the preceding table indicate that the greatest variance between what activities athletic directors actually engage in and what they thought they should always be doing occurred in question eight which had a 50% variance. Thus ten athletic directors actually had previous coaching experience in the school system they were administering; but only three athletic directors believed that this should always be an acceptable practice.

The responses to questions two and fifteen indicate that there was no variance in actual participation in the activity and belief that the activity was always acceptable practice. Consequently the number of athletic directors who actually selected personnel to fill vacant coaching positions was the same as the number who believed this was always an acceptable practice. The same was true concerning responsibility for the selection of sponsors for organizations which support athletics.

Table VIII shows how many athletic directors were engaged in the activities mentioned in questions one through twenty. It also shows how many athletic directors believed they should always be engaged in these activities.

TABLE VIII. NUMBER AND PERCENTAGE OF COACHES WHO RESPONDED TO QUESTION A AS COMPARED TO THE NUMBER OF ATHLETIC DIRECTORS WHO WERE ACTUALLY ENGAGED IN THE ACTIVITIES LISTED IN QUESTIONS ONE THROUGH TWENTY.

Question Number	A.D. * Engaged in Activity		A.D. * Res- ponse to A		Variance
1. (Purchase of Equipment)	13	92.8%	13	92.8%	0.0
2. (Selecting Personnel)	4	28.5%	8	57.1%	+28.6
3. (Scheduling Contests)	12	85.7%	12	85.7%	0.0
4. (Approval of Officials)	9	64.2%	7	50.0%	14.2
5. (Arranging Medical Examinations)	11	78.5%	13	92.8%	+14.3
6. (Securing Publicity)	13	92.8%	12	85.7%	7.1
7. (Meet With Coaches)	12	85.7%	14	100.0%	+14.3
8. (Experience in School System)	10	71.5%	6	42.8%	28.7
9. (Coach One Sport)	4	28.5%	0	0.0%	28.5
10. (Minor in Administration)	6	42.9%	4	28.5%	14.4
11. (Supervise Physical Education Classes)	4	28.5%	3	21.5%	7.0
12. (Teach Full Load)	3	21.5%	0	0.0%	21.5
13. (Another Area of Administration)	5	35.8%	0	0.0%	35.8
14. (Extra Compensation)	10	71.5%	10	71.5%	0.0
15. (Selection of Sponsors)	1	7.2%	3	21.5%	+14.3
16. (Determining New Equipment)	13	92.8%	8	57.1%	35.7
17. (Maintenance of Fields)	13	92.8%	14	100.0%	+ 7.2
18. (Staff Communication)	11	78.5%	13	92.8%	+14.3
19. (Activities for Physical Education Class)	3	21.5%	3	21.5%	0.0
20. (Coordinating Grade School)	9	64.2%	12	85.7%	+21.5
TOTAL	166	59.3%	155	55.3%	

*Athletic Directors

The results of Table VIII indicate that the greatest variance among coaches occurred in questions thirteen and sixteen, which had variances of 35.8 and 35.7 respectively. Thus only five coaches were

were responsible for another area of administration besides athletics and no coaches believed this was always an acceptable practice. Further, thirteen coaches were responsible for determining what new equipment must be ordered for the coming year and only eight stated that they believed this was always an acceptable practice.

The number of coaches that believe the athletic director should be responsible for the purchases of equipment, for scheduling all athletic contests throughout the school year, for receiving extra compensation for being athletic director, and for selecting activities which the students participate in while engaged in physical education classes is the same as the number of athletic directors who are involved in these activities.

The results of Table IX indicate that in question nine there was a variance of 64.3%. Thus, ten athletic directors had at least a minor in administration and only one principal thought that athletic directors should always have at least a minor in administration from an accredited college.

TABLE IX. NUMBER AND PERCENTAGE OF PRINCIPALS WHO CHECKED QUESTION A AS COMPARED TO THE NUMBER OF ATHLETIC DIRECTORS WHO ACTUALLY ENGAGED IN THE ACTIVITIES LISTED IN QUESTIONS ONE THROUGH TWENTY.

Question Number	A.D.* Engaged in Activity		A.D.* Response to A		Variance
1. (Purchase of Equipment)	13	92.8%	13	92.8%	0.0 -
2. (Selecting Personnel)	4	28.5%	2	14.2%	14.3 -
3. (Scheduling Contests)	12	85.7%	12	85.7%	0.0 -
4. (Approval of Officials)	9	64.2%	11	78.5%	+14.3 -
5. (Arranging Medical Examinations)	11	78.5%	12	85.7%	+ 7.2
6. (Securing Publicity)	13	92.8%	11	78.5%	14.3
7. (Meet With Coaches)	12	85.7%	14	100.0%	+14.3
8. (Experience in School System)	10	71.5%	1	7.2%	64.3
9. (Coach One Sport)	4	28.5%	0	0.0%	28.5
10. (Minor in Administration)	6	42.9%	2	14.2%	28.7
11. (Supervise Physical Education Classes)	4	28.5%	2	14.2%	14.3
12. (Teach Full Load)	3	21.5%	1	7.2%	14.3
13. (Another Area of Administration)	5	35.8%	0	0.0%	35.8
14. (Extra Compensation)	10	71.5%	8	57.1%	14.4
15. (Selection of Sponsors)	1	7.2%	1	7.2%	0.0
16. (Determining New Equipment)	13	92.8%	9	64.2%	28.6
17. (Maintenance of Fields)	13	92.8%	11	78.5%	14.3
18. (Staff Communication)	11	78.5%	7	50.0%	28.5 -
19. (Activities for Physical Education Class)	3	21.5%	1	7.2%	14.3
20. (Coordinating Grade School)	9	64.2%	6	42.8%	21.4 -
TOTAL		166	59.3%	124	44.2%

* Athletic Directors

The number of athletic directors who were responsible for purchase of equipment made by the Athletic Department, who scheduled all athletic

contests throughout the school year, and selected sponsors for organizations which support athletics is the same as the number of principals who believed this should always be the acceptable practice.

Table X shows how many school board members believed the athletic director should always engage in the activities mentioned in questions one through twenty. This response was compared to the actual number of athletic directors who actually engage in these activities.

TABLE X. NUMBER AND PERCENTAGE OF SCHOOL BOARD MEMBERS WHO RESPONDED TO QUESTION A AS COMPARED TO THE NUMBER OF ATHLETIC DIRECTORS WHO ACTUALLY ENGAGED IN THE ACTIVITIES LISTED IN QUESTIONS ONE THROUGH TWENTY.

Question Number	A.D. * Engaged in Activity		A.D. * Response to A		Variance
1. (Purchase of Equipment)	13	92.8%	6	54.5%	38.3
2. (Selecting Personnel)	4	28.5%	3	27.2%	1.3
3. (Scheduling Contests)	12	85.7%	6	54.5%	31.2
4. (Approval of Officials)	9	64.2%	5	45.4%	18.8
5. (Arranging Medical Examinations)	11	78.5%	6	54.5%	24.0
6. (Securing Publicity)	13	92.8%	8	72.7%	20.1
7. (Meet With Coaches)	12	85.7%	8	72.7%	13.0
8. (Experience in School System)	10	71.5%	1	9.1%	62.4
9. (Coach One Sport)	4	28.5%	0	0.0%	28.5
10. (Minor in Administration)	6	42.9%	3	27.2%	15.7
11. (Supervise Physical Education Classes)	4	28.5%	5	45.4%	+16.9
12. (Teach Full Load)	3	21.5%	2	18.1%	3.4
13. (Another Area of Administration)	5	35.8%	0	0.0%	35.8
14. (Extra Compensation)	10	71.5%	7	63.6%	7.9
15. (Selection of Sponsors)	1	7.2%	1	9.1%	+ 1.9
16. (Determining New Equipment)	13	92.8%	6	54.5%	38.3
17. (Maintenance of Fields)	13	92.8%	9	81.8%	11.0
18. (Staff Communication)	11	78.5%	8	72.7%	5.8
19. (Activities for Physical Education Class)	3	21.5%	3	27.2%	+ 5.7
20. (Coordinating Grade School)	9	64.2%	8	72.7%	+ 8.5
TOTAL		166	59.3%	95	43.1%

* Athletic Directors

The preceding table indicates that question eight shows the highest variance, or 62.4. In responding to question eight and ten, athletic directors actually had previous coaching experience in the school system under their administration. Only one school board member stated that this should always be the practice.

Responses to questions nine and thirteen indicate there was no variance between what athletic directors actually do and what school board members think they should do. Thus four athletic directors stated that they coach at least one sport during the school year and no school board member thought this should always be the practice. Also, five athletic directors were responsible for some other area of administration besides athletics and no school board member indicated that he thought this should always be the practice.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to make a survey of the duties and qualifications of athletic directors in the twenty largest high schools in Montana. Questionnaires were sent to twenty school board members, twenty coaches, twenty principals, and twenty athletic directors who represented these twenty schools. 71.2% of the questionnaires were returned. A twenty-item questionnaire was constructed which could be used to determine if the people surveyed understood the role and activities of the athletic director.

Part of the questionnaire consisted of a special section which was designed to determine what activities the athletic directors conducted in the schools used in the survey.

After the questionnaires were returned, tables were constructed to reveal information relative to the study. Evaluation of all data and interpretation of the athletic director's role was made.

FINDINGS

The following findings were revealed from the questionnaires returned: A total of eighteen out of the possible twenty schools surveyed

had an athletic director. One school did not return any questionnaires and one school stated that it did not have an athletic director. At least one athletic director engaged in all of the activities mentioned in questions one through twenty.

Thirteen out of a total of fourteen athletic directors responding participated in the following activities: purchasing equipment for the Athletic Department; publicity director for the Athletic Department; determining what new equipment must be ordered for the coming year; and recommending the needed maintenance of all fields and buildings used by the Athletic Department.

The smallest fraction, or one out of fourteen athletic directors responding, participated in the following activity as related in question fifteen: that the athletic director should be responsible for selecting sponsors for organizations which support athletics.

Responses indicate that none of the athletic directors, coaches, principals, and school board members believed that the athletic director should always be responsible for coaching at least one sport during the school year and for administering some other area besides athletics.

All fourteen coaches and principals believed that the athletic director should always be responsible for recommending the needed maintenance of all fields and buildings used by the Athletic Department.

Ten athletic directors actually had previous coaching experience in the school system they were administering and only three athletic directors believed this should always be the case, which was the highest variance, or 50%.

The number of athletic directors who actually selected personnel to fill vacant coaching positions was the same as the number who believed this was always acceptable practice. The same was true concerning the selection of sponsors for organizations which support athletics. Thus these two items indicated no variance.

The following activities demonstrated no variance between the athletic director's actual activity and what principals believed should always be the practice: responsible for purchases made by the Athletic Department; responsible for scheduling all athletic contests; and responsible for selecting sponsors for organizations which support athletics.

School board members' responses to answer A and the athletic directors' actual activities indicate that there was at least a 1.3% variance in all responses.

Coaches' responses to answer A as opposed to the athletic directors actually engaged in the activities mentioned in questions one through twenty indicate that there was complete agreement as to the athletic directors' participation in the following areas: responsibility

for purchases made by the Athletic Department; responsibility for scheduling all athletic contests; responsibility for some area of administration other than athletics; and responsibility for selecting the activities which students participate in while engaged in physical education classes.

CONCLUSIONS

The following conclusions were shown based on the responses of the athletic directors, coaches, principals, and school board members.

It was concluded that the athletic director should not engage in the following activities according to the responses of those surveyed: coach at least one sport during the school year; teaching as many classes as other faculty members; and administering some other area other than athletics.

It was concluded that the people surveyed strongly believed that the athletic director should engage in these activities: responsible for purchases of equipment by the Athletic Department; scheduling all athletic contests; selecting athletic officials for home games; arranging medical examinations for those involved in the athletic program; directing publicity for the athletic program; keeping abreast of needs of athletic programs by holding meetings with coaches; receiving extra compensation for being athletic director; recommending the needed

maintenance of all athletic fields and buildings; relating the activities and objectives of the Athletic Department to the rest of the staff; and coordinating the high school athletic program with the grade school athletic program.

RECOMMENDATIONS

The following recommendations became evident from the results of the study.

The limited number of responses by coaches, athletic directors, school board members, and principals made statistical analysis difficult. Therefore it would seem advisable for those involved in the role of the athletic director to continue their survey of his administrative duties.

There seems to be enough confusion as to the athletic director's duties as to warrant further investigation in this area.

Those athletic directors who believe they should be doing certain activities all the time and are not allowed to engage in these activities should open the lines of communication between themselves and their administrative superiors in order to reach a workable solution to this problem.

Coaches, principals, and school board members should avail themselves of every opportunity to make themselves more aware of the

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athletic director's role and in turn the athletic director should explain his role to his colleagues.

If consideration of the above recommendations were made by those involved in the athletic program, the role of the athletic director would be facilitated. If the lines of communication were open and all of the people involved in the athletic program appreciated the importance of good administration in athletics, then some of the problems now apparent could be diminished or eliminated.

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APPENDIX

APPENDIX A

Alphabetized List of Schools in the Survey

1. Anaconda High School
2. Billings Senior High School
3. Billings West High School
4. Bozeman High School
5. Butte Central High School
6. Butte High School
7. Columbia Falls High School
8. Custer County High School
9. Dawson County High School
10. Fergus County High School
11. Great Falls Central High School
12. Great Falls Russell High School
13. Great Falls Senior High School
14. Havre High School
15. Helena High School
16. Kalispell High School
17. Libby High School
18. Livingston High School
19. Missoula Hellgate High School
20. Missoula Sentinel High School

APPENDIX B

Questionnaire Sent to High School Principals

QUESTIONNAIRE ABOUT THE ROLE OF THE ATHLETIC DIRECTOR IN

THE TWENTY LARGEST MONTANA HIGH SCHOOLS

INSTRUCTIONS:

There are twenty (20) different areas which are being investigated. Each item allows you the opportunity to select one of three choices. Please check the one which most closely reflects your feelings about the role of the athletic director.

Comment Section:

Please use the space so marked for any additional ideas about the question you may have. Feel free to comment on any other responsibilities or duties regarding athletic directors that may not be included in this questionnaire.

Special Section for Athletic Directors Only:

If you occupy the position of Athletic Director in your high school, please answer the questions located immediately below the regular questionnaire questions, in addition to these questions.

Please check the position you occupy in your school system.

- () Principal or Superintendent
- () Athletic Director
- () Coach
- () School Board Member

Please use the self-addressed envelope to return your questionnaire. In case you may have no comments or suggestions, please return the blank questionnaire.

* * * * *

1. The Athletic Director should be responsible for all the purchases of equipment made by the Athletic Department during the school year with approval of the principal or superintendent.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for all of the purchases made by the Athletic Department with approval of the Principal or Superintendent.

- ☐ Yes
☐ No

2. The Athletic Director should be responsible for selecting personnel to fill vacant coaching positions.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I select personnel to fill vacant coaching positions.

- ☐ Yes
☐ No

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3. The Athletic Director should be responsible for scheduling all athletic contests throughout the school year.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for scheduling all of the athletic contests throughout the school year.

- ☐ Yes
☐ No

4. The Athletic Director should be responsible for selection and approval of athletic officials for all home games.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for the selecting and approval of athletic officials for all our home games.

- ☐ Yes
☐ No

5. The Athletic Director should be responsible for arranging medical examinations and making available health insurance policies for everyone involved in the athletic program.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for arranging medical examinations and making available insurance policies for all the athletes in the school.

- ☐ Yes
☐ No

6. The Athletic Director should be responsible for making sure the athletic program receives the proper publicity by utilizing all the means of communications available to him.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for the publicity which the Athletic Department receives.

- ☐ Yes
☐ No

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7. The Athletic Director should keep abreast of the needs of the athletic program by holding frequent meetings with the coaches involved in the program to determine their needs.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I frequently hold meetings with the coaching staff to determine their needs.

- ☐ Yes
☐ No

8. The Athletic Director should have had previous coaching experience in the school system under his administration.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I have had previous coaching experience in this high school.

- ☐ Yes
☐ No

9. The Athletic Director should coach at least one sport during the school year.

- ☐ A. This should always be the practice.
- ☐ B. This should never be the practice.
- ☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I coach at least one sport during the school year.

- ☐ Yes
- ☐ No

10. The Athletic Director should have at least a minor in Administration from an accredited college.

- ☐ A. This should always be the practice.
- ☐ B. This should never be the practice.
- ☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I have at least a minor in Administration from an accredited college.

- ☐ Yes
- ☐ No

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11. The Athletic Director should be responsible for supervising all physical education classes within the high school.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for supervising all the physical education classes within the high school.

- ☐ Yes
☐ No

12. The Athletic Director should be responsible for teaching as many classes as other faculty members within his school system.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for teaching a full load of subjects.

- ☐ Yes
☐ No

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13. The Athletic Director should be responsible for some other area of Administration besides athletics. Example: Vice-Principal in charge of discipline.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for another area of administration besides athletics.

- ☐ Yes
☐ No

14. The Athletic Director should receive extra compensation for being Athletic Director besides his regular salary for teaching or coaching.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I receive additional monies for this position besides the monies I receive for teaching or coaching.

- ☐ Yes
☐ No

15. The Athletic Director should be responsible for selecting sponsors for organizations which support athletics such as Pep Clubs, Cheerleaders, Pom Pom Girls, Majorettes, and Letterman Clubs.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for selecting sponsors for organizations which support athletics.

- ☐ Yes
☐ No

16. The Athletic Director should be responsible for determining what new equipment must be ordered for the coming year and for determining what old equipment is no longer usable.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, it is my responsibility to order new equipment for the coming year and for surveying old equipment.

- ☐ Yes
☐ No

17. The Athletic Director should be responsible for recommending the needed maintenance of all fields or buildings used by the Athletic Department in order to keep them in usable condition.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for recommending the needed maintenance of all athletic fields and buildings in order to keep them in usable condition.

- ☐ Yes
☐ No

18. The Athletic Director should be responsible for relating the activities and objectives of the Athletic Department to the rest of the staff through such vehicles of communication as teacher meetings, news bulletins, and bulletin boards.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I relate the objectives and activities of the Athletic Department to the rest of the staff through all vehicles of communication available to me.

- ☐ Yes
☐ No

19. The Athletic Director should be responsible for selecting the activities which the students participate in while engaged in a physical education class.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I select the activities which are available for the students in physical education classes.

- ☐ Yes
☐ No

20. The Athletic Director should be responsible for coordinating the grade school athletic program with the high school athletic program.

- ☐ A. This should always be the practice.
☐ B. This should never be the practice.
☐ C. Sometimes this would be an acceptable practice.

Comment: _____

As an Athletic Director, I am responsible for coordinating the grade school athletic program with the high school athletic program.

- ☐ Yes
☐ No

PLEASE RETURN THIS QUESTIONNAIRE AT YOUR EARLIEST CONVENIENCE.

THANK YOU.

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APPENDIX C

QUESTIONNAIRE LETTER

Town
Date

Dear Educator:

To fulfill the requirements for a master's degree in Education, I have chosen to investigate the role of the Athletic Director in the twenty largest High Schools in Montana. The instrument used to obtain the information required will be the questionnaire which is enclosed.

It is the purpose of this questionnaire to find out what the obligations of the Athletic Director are in your High School and to determine whether or not these obligations are understood and appreciated by those who work for and with the Athletic Director. Please do not write your name on the questionnaire so that the information you give will remain anonymous.

The results of the study will be compiled and included in a professional paper which will be presented to the College of Education of Montana State University.

Thank you for your cooperation.

Sincerely yours,

Name
Position

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