



The role of the community college athletic director as perceived by athletic directors, deans, and presidents in California community colleges
by Max Eugene Fields

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION
Montana State University
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Abstract:

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The questionnaire was mailed to each athletic director, dean of student personnel, and president of ninety-five California community colleges. Eighty percent returned the completed questionnaire.

Each item on the questionnaire was examined by means of a chi square statistic to determine whether or not significant differences existed in the judgments of the three groups. Tables were used to show the responses. The results showed agreement on thirty-eight of the forty-five topics. There was generally agreement among the athletic directors, deans, and presidents concerning the five areas of responsibility for the athletic director. Significant differences existed regarding the athletic director's responsibilities of discussing budget problems with the faculty senate, negotiating salary and released time for coaches, developing a handbook for coaches, attending board of trustee meetings, arranging a transportation system for athletic teams, contributing leadership in a booster organization and allowing student evaluation of coaches.

THE ROLE OF THE COMMUNITY COLLEGE ATHLETIC DIRECTOR AS PERCEIVED
BY ATHLETIC DIRECTORS, DEANS, AND PRESIDENTS
IN CALIFORNIA COMMUNITY COLLEGES

by

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A thesis submitted in partial fulfillment
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ABSTRACT

The purpose of this study was to find out how community college athletic directors, deans of students, and presidents in California community colleges perceived the role of the athletic director. The perceptions of the three groups were compared to determine whether or not differences existed. Comparisons were also made according to school size.

A questionnaire was devised that asked judgments on forty-five different items in five areas of the athletic director's responsibilities; administrative duties, departmental leadership, evaluative responsibilities, school-community relationships, and athletic director-student relationships.

The questionnaire was mailed to each athletic director, dean of student personnel, and president of ninety-five California community colleges. Eighty percent returned the completed questionnaire.

Each item on the questionnaire was examined by means of a chi square statistic to determine whether or not significant differences existed in the judgments of the three groups. Tables were used to show the responses. The results showed agreement on thirty-eight of the forty-five topics. There was generally agreement among the athletic directors, deans, and presidents concerning the five areas of responsibility for the athletic director. Significant differences existed regarding the athletic director's responsibilities of discussing budget problems with the faculty senate, negotiating salary and released time for coaches, developing a handbook for coaches, attending board of trustee meetings, arranging a transportation system for athletic teams, contributing leadership in a booster organization and allowing student evaluation of coaches.

Chapter 1

INTRODUCTION

Administration and supervision have been integral parts of education throughout its history. The administration of an institution and the departments within the institution can perform their functions much more effectively with wise and competent leadership. The improvement of administrative practices should be one of the priorities of any institution. Administrators should be cognizant of the needs of the staff, students, and the community.

A great deal of material was found concerning administrative and supervisory techniques on the elementary, secondary, and four year college levels but there was a minimum amount of material devoted to administration on the community college level, particularly in athletic administration. As the community college system continues to grow throughout the nation, more emphasis will continue to be put upon the administrative practices within these institutions. There has been a definite need for clarification of responsibilities of the community college athletic administrator. Aceto and Ryckman (1972:21) wrote that athletic administrators need more knowledge of themselves, of what their responsibilities are, what their obligations should be.

Improvement of administration in athletics can lead to overall upgrading of the institution. In a study by George and Lehmann (1966:11) it was stated that a well conceived athletic program conducted by capable, well-trained personnel and administered according to clearly defined and educationally sound policies, can enrich the school curriculum. What is needed is more information about the administration of these programs. Ziegler and Spaeth (1975:76) also expressed this need when they wrote that administrators need to be concerned with the study of administrative theory and research.

The president is responsible for the success or failure of every phase of the institution (Shea and Wiemon, 1967:59). Therefore, it is important to select an administrator that will have a thorough understanding of the needs of the department and the institution. Athletics have grown large enough that the athletic director, in most cases, administers the entire program.

STATEMENT OF THE PROBLEM

The problem of this study was (1) to find out how community college athletic directors, community college presidents and deans of students perceived the role of the athletic director; and (2) to compare the perceptions of the three groups to determine if differences existed which may effect the functioning of the athletic

director. To accomplish this end, questions relating to the role of the athletic director as viewed by the athletic directors, presidents, and deans were formulated.

PURPOSE OF THE STUDY

The statement that the responsibility and authority for the conduct of the athletic program should be through the athletic director (Resick, Seidel, and Mason, 1970:101) suggests that one person ought to administer the whole athletic program. In order to improve the quality of this administration in the community college, the athletic director needs to be aware of the expectations others have of him. This study was done to ascertain the perceptions of athletic administration held by the community college president and dean, as well as the athletic director himself. It should shed light on those duties each expects of him.

A great deal of time, effort, and money have been spent annually on athletics. This fact demands an effectively functioning program. This study could help conscientious athletic directors, as well as presidents and deans, to improve in their responsibilities regarding athletics, resulting in a smoother running and more effective operation.

GENERAL QUESTIONS TO BE ANSWERED

The questions answered by the study were: Is there agreement among the participating athletic directors, presidents and deans in how they view the following:

1. The athletic director's chief administrative duties.
2. The athletic director's departmental leadership.
3. The athletic director's school-community responsibilities.
4. The athletic director's evaluation responsibilities.
5. The athletic director-athlete relationships.

GENERAL PROCEDURES

This study was developed in the following manner. An extensive review of literature was completed to provide a background for the problem. A survey questionnaire was developed to gather data on the role of the athletic director in California community colleges. This questionnaire was mailed to athletic directors, deans and presidents in these community colleges. The purpose of the questionnaire was to survey the attitudes and opinions of athletic directors, deans and presidents, regarding the administration of athletic departments in the community colleges. Comparisons of these views

were made. The findings were interpreted and analyzed. From the analysis of the findings, the researcher drew conclusions and made recommendations for effective administrative practices and for further study in this area.

LIMITATIONS AND DELIMITATIONS

There was not an abundance of material related to athletic administration on the community college level. In a study of the community college by Walker (1974:3) it was mentioned that there was an abundance of material written on the elementary and secondary schools' administrative function and behavior, but a miniscule of material on community college administrative functions and behavior.

This investigation included all the public community colleges in California. The investigation was limited to the athletic director, dean of student activities (or comparable positions) and president employed by each of these community colleges.

DEFINITION OF TERMS

Community college (sometimes called junior college). A two-year institution of higher education offering the traditional arts and science curriculum, vocational education curriculum, general education and continuing education.

Dean of Student Activities. The individual appointed by the president and board of trustees who supervises and coordinates the student activities of the community college.

Community college president. The chief executive of the board of trustees responsible for the execution of the policies established by the board of trustees for the organization and administration of the college.

Director of athletics. The individual appointed by the president or subordinate dean to fulfill the responsibilities of administration of the athletic department.

SUMMARY

The ever increasing number and size of community colleges have broadened the role of the athletic director. New legislation regarding mandatory offerings for women's athletics adds to the dimension of his role. The athletic director's professional preparation and experience do not always equip him to effectively administer such a program. Faculty handbooks usually serve as guides in listing duties of the athletic director but do not fully recognize the scope of the project.

The highly trained and skilled staff members of an athletic department have demanded more and more of the administration. They have wanted to devote more time to performing their major

responsibilities, teaching and coaching, and less time to administration and paper work. The higher echelon of the administration of a community college has been plagued with increased demands from all departments. The athletic director's responsibilities have, therefore, increased without specific guidelines given for the job.

It was this need to identify the responsibilities and duties of the athletic director that challenged this writer to conduct this investigation. Many individuals hold certain expectations of the athletic director. The athletic director must become aware of and understand how others perceive his role if he is to more successfully meet other's expectations. It was the purpose of this study to determine what is effective athletic administration as perceived by practicing participants and community college administrators.

Chapter 2

REVIEW OF LITERATURE

Athletic policy in most institutions is an administrative policy (Brubacher, 1965:4). It is this administrative aspect of the community (or junior) college which was researched in this study. An examination of literature was made to provide a contribution to this subject. The historical aspects of community college growth were reviewed. The purpose of the review of literature was to develop an understanding of the purposes and functions of athletic administration at the community college level, administrative practices, the athletic director's responsibility in administration and the need for administration.

THE GROWTH OF THE COMMUNITY COLLEGE

The growth of the community college has been great, particularly in the last several decades. Reynolds (1965:4) dated the first junior college at 1901 in Illinois and another in 1910 in California. California has been a leader in this movement with approximately one hundred community colleges existing within the state. These California community colleges range in size from 450 students at Palo Verde College in Blythe to more than 25,000 students at El Camino College in the Los Angeles area. Though not a new idea

the junior college concept has reached the respectable age of sixty-five years (Gleazer, 1968:5).

Fields (1962:29) believed that junior college growth occurred in those states where the universities offered their leadership. While not the first state to develop institutions known as the junior college, California was among the first, and to date has been the most prolific producer.

Community colleges have helped to meet several different needs of a large number of college-age youth: (1) transfer training for four-year colleges and universities, (2) terminal vocational education, and (3) a broad general education for both terminal and transfer students. Fields (1962:3) spoke of the community college as a baby born in the years immediately following World War II and as the fastest growing member in the field of higher education. Blocker (1965:3) stated that the four-year college and university are ill-equipped to cope with increasing hordes of education-minded individuals. The community college has helped to alleviate some of the problems of growth at the four-year institutions. The community college serves purposes other than the transfer of college juniors into four-year schools. Many vocational courses are offered to enable a student to terminate his education with an Associate of Arts degree and to pursue employment in a given area. Many students use the terminal programs to enhance their employment capabilities.

Many community colleges had their beginnings as part of local high school districts but their movement was toward autonomy. The schools are now in districts of their own and have complete autonomy from high schools and four-year institutions. They have separated themselves by establishing their own facilities on campuses of their own. This has been a significant factor in the popularity of the community college. This is especially true in California where so many community colleges exist.

Brossman and Roberts (1973:88-89) summed up the California community college picture in the following manner:

Much has been written about California's unique role as a kind of laboratory for the western world. New institutions and life styles seem to emerge as curiosities at first only to be accepted gradually by the rest of the nation and often by the world. California's Community Colleges clearly fall into this general pattern. Lightly regarded for many years, particularly in the eastern United States, community colleges have spread rapidly across the nation. The nature of our socioeconomic system, the unique role of young people in almost every industrialized society today and the growing demand for higher education all seem to point out the fact that if community colleges did not already exist they would have to be invented.

THE PURPOSES AND FUNCTIONS OF ATHLETIC ADMINISTRATION ON THE COMMUNITY COLLEGE LEVEL

As community colleges grew in size and importance, the curriculum and extracurricular programs naturally became larger. The larger the institution, the more staff members were added. The

administration of the community college could possibly be called unique because of the transitional nature of the institution. This also has been true in the administration of athletics. The athletic programs have continued to expand and likely will continue to do so because of the inclusion of women's athletic programs.

Blocker (1965:15) mentioned that it has been said that the campus of the comprehensive community college is the community, and that such an institution should provide those educational and cultural services which are not made available by other agencies in the area. This would also include athletics. Community college athletics have been advancing and growing in breadth and depth. The community college has provided the opportunity for local high school athletes to continue in their education and athletic careers.

Administration in the community college situation has not differed greatly from that of a four-year institution whether in the College of Education or an athletic department. It has been quite evident that the administration and supervision of athletics is needed due to the complexity of eligibility on a national, state, and conference basis. Code books have been written and guidelines established for the athletic director's responsibility to follow such guidelines and to ensure that his athletic staff will do the same.

Burns (1962:107) pointed out that modern intercollegiate athletics can eat away administrative character so wolfishly that most presidents trapped into big-time athletics finally turn their backs on it. And, yet, ideally, the president is nobody's man. He is the institution's man, the only officer charged with the responsibility to the institution as a whole (Capen, 1953:44). The president is inevitably the spokesman for the institution. To assist him in this activity he will usually have a director of public information, publicity director or director of press relations (Carson, 1960:67). Various deans or directors are delegated responsibilities to provide for smooth operations of certain departments of which they are in charge. This has been true of athletic administration as well.

Sprandel (1975:21) explained leadership in this way:

The leader behavior that is the ideal union of experience and administrative schooling is termed the Administrative Science Professional He is, by experience and formal training, able to see and weigh numerous options and then choose that course which serves his department most fully. If he fails to exist in reality, this paragon should at least be the model for administrators who are striving for professional growth.

The athletic director's probable experience as athlete, coach, teacher, and administrator have determined his reaction to a given situation. Ideally all of these have helped the administrator to fulfill his responsibilities with character and concern. His

schooling and training ought to have given him the necessary "know how" for his task. Good rapport with the department could help make his job an easier one. Understanding the nature of athletics, what is required of an athlete and a coach, has made him more sensitive to the needs of his department. A wise administrator has made use of this experience he has gained over the years.

The administrator chosen to lead his department has usually been held to strict accountability for its successful functioning. His job has been to organize and supervise the activities in his area so that they are kept in the proper perspective with the objectives of the institution. College presidents have delegated responsibilities down to the athletic administrator. Salmen (1971:98) stated that the athletic director becomes the leader of the program which will represent his institution in the eyes of a large part of the public, alumni, students, and those that might be students. It is expected that he will conduct his duties in an exemplary and professional manner.

ADMINISTRATIVE PRACTICES

The athletic administrator has functioned in several ways. It could be in an autocratic manner or a more democratic process could be used. The administrator should be open and helpful in dealing with his staff. In an activity, whether it be budgeting,

dealing with facilities or staff problems, it is beneficial for the administrator to endeavor to work with the people around him. Burns (1962:29) indicated that the effective functioning of an educational institution requires positive leadership. An atmosphere of mutual respect and cooperation will help make the administrative operation an easier task for all concerned.

Moore (1970:126) cited that the administrator is a key figure in the success or failure of any developmental program. He is the liaison person between the program leader, the board of trustees, the community, the faculty and others. He presents the budget requests and other proposals to the policy-making body.

The leader of a program may often be requested to arrange for communication between his department and other factions of the college. This could include working with the faculty senate, administrators, and the board of trustees. Community trust can be achieved by a conscientious leader. Moore (1970:135-136) went on to say that not only should the administrator make sure he touches the entire community, but he should make sure that he remains a professional when he is among his fellow school leaders.

The good leader is not aloof. He is able to effectively help in enhancing his program to many individuals within the community. In every way the program director should make every effort to be cooperative, affable, concerned, open, congenial, flexible,

and knowledgeable. It helps if he is an articulate and charismatic individual (Moore, 1970:142).

Hughes and McVey (1952:107) remind us that the head of a department is usually regarded as the leader of the department, the man who sets the pace and maintains the standard. It is he who sets the example for the rest of the athletic staff to follow.

The athletic director should have a position high enough in the college hierarchy to have some influence on the decisions which affect the program. It is best if it is a full-time assignment. Moore (1970:141) proposed for the best results that the project [area] he directs be a regular department or division of the college.

Athletics in the two-year institution has enabled many students to prepare for the four-year institution in the same manner that students would prepare for the academic world of a university. Guidance is needed for these young people to successfully complete their stay in the junior college. The athletic director, as well as all staff members, can play a rôle in helping to steer a young athlete toward achieving success on the college level. Therefore, by working with the students the athletic director can fulfill an important role in guidance for the athletes participating in his area.

One criteria for a successful two-year program has been to place athletes in four-year institutions. In their study, Blocher and others (1965:18) mentioned that the junior colleges are, by common consent, destined to assume a progressively larger role as more students become involved with college aspirations. This should be true in all departments of a junior college, and especially true of the athletic department with its close contact with the student athlete. Green (1974:6) suggested that students need adequate counseling to develop realistic career goals, improve in their studies, and attain a college degree. An expanded counseling program helps all athletes, regardless of color, to receive fair treatment and a quality education. It is incumbent upon the athletic director to help achieve these goals.

THE ATHLETIC DIRECTOR'S RESPONSIBILITY IN ADMINISTRATION

The duties of the community college athletic director are becoming increasingly more complex as colleges and their programs grow. Title IX of the Education Amendments of 1972, put out by the United States Department of Health, Education, and Welfare, in its final form has contributed even more to the complexity of his job by the inclusion of women's athletic teams. Loveless (1972:29) agreed in offering girls the opportunity to participate in

intercollegiate athletics. His philosophy has been that any time enough students want to put the time and energy together to have an activity, then the university should offer it and be prepared to pay for it. All such expansion requires more staff members to implement it and thus more administration for the athletic director.

In administering an athletic program, the athletic director has responsibilities to his institution, the administration, his staff, the athletes, and the community. According to Daughtrey (1976:404), the director of athletics is responsible for supervising the entire program. This responsibility includes evaluation of coaches, handling school-community relations, providing interpretation for the program and overseeing the general administration of the program. Daughtrey (1976:366-371) further stated that the athletic director's duties include scheduling contests, establishing travel procedures, supervising coaches, maintaining eligibility, preparing contracts, preparing for contests, preparing the budget, and certifying medical services. The athletic director sets up the athletic program and makes additions and deletions with the approval of the administration. He is, at least, an advisor in the hiring and firing process of coaches, if not totally responsible.

Voltmer and Esslinger (1958:46) have said administration is more time consuming than teaching. The task of the administrator is never finished. His responsibilities are so numerous that it is

a rare occasion when there is nothing to be done. He is concerned with every aspect of his department's operation and he is obligated to see that everything functions smoothly.

THE NEED FOR ADMINISTRATION

All areas in an institution need governance, the athletic department not excepted. It is necessary that each school adhere strictly to athletic codes set up by various rule-making bodies. History has indicated that this often requires patrolling. This "police officer" is the athletic director, who, this writer believes, should be one of the strongest college administrators. Resick (1970:330-31) stated that the authority and responsibility for the conduct of a program should be centered in one person, the athletic director.

The many areas of responsibility in an athletic department lead institutions to delegating this work to an athletic director. He is in all aspects an administrator.

Administration means the constructive leadership that plans and maintains the program, and that enables the program to function effectively in accomplishing the established and worthwhile goals (Williams and Associates, 1964:19).

This explanation of administration points out a definite need for athletic administration.

SUMMARY

Most institution presidents have delegated responsibilities to other administrators. Athletics has been one of these areas. Phenomenal growth in population and popularity of the community college increases the need for specialized athletic administration. This administrator, hopefully, comes to the community college with a wealth of experience and training to aid him in successfully fulfilling his many faceted job. Bauer (1955:16) summed matters up by stating that successful administration demands administrators with thorough preparation for the complex and difficult tasks of educational leadership today. Athletic administration is certainly no exception.

Chapter 3

PROCEDURES

The purpose of this chapter was to present the population description, description of investigation categories, methods of collecting data, method of organizing data, statistical hypotheses, precautions taken for accuracy, and the procedure for analysis of data.

POPULATION DESCRIPTION

The population of this study consisted of the entire population of athletic directors, deans and presidents of all the publicly-supported community colleges in California. The community colleges were classified into two classifications; those community colleges with over ten thousand students was noted as Class I. Class II included those community colleges with less than ten thousand students. The enrollment figures were taken from the Directory of California Community Colleges published annually by the Chancellor's office in Sacramento, California and the Directory of Intercollegiate Athletics published annually by Ray Franks Publishing Ranch, Amarillo, Texas. Names of the participants were also obtained from these two sources.

The nine community colleges located in Arizona were used for preliminary testing of the questionnaire. The population for pretesting also consisted of the athletic directors, deans, and

presidents employed by these institutions. There were two community colleges in the Phoenix area that had both the presidency and deanship vacant; therefore, no responses were available in those categories. The responses came from nine athletic directors, four deans, and four presidents for a 68 percent return. The findings from the Arizona schools coincided with the returns of California community colleges as shown on tables in Chapter 4.

DESCRIPTION OF INVESTIGATION CATEGORIES

This study compared the perceptions of the population categories, the community college athletic directors, deans, and presidents, in the following areas:

1. The administrative duties of the athletic director.
2. The departmental leadership of the athletic director.
3. The school-community relationships of the athletic director.
4. The evaluation responsibilities of the athletic director.
5. The student-athlete relationships of the athletic director.

METHOD OF COLLECTING DATA

The questionnaire (Appendix C) used to compare the perceptions of the categories was adapted from an instrument used by Harms (1974:39) that was modeled from a study by Shannon at Columbia University in 1962. The instrument in these studies concerned the role of the community college president.

The data for the study was obtained during the winter quarter of 1977. Each respondent was sent a questionnaire with a self-addressed envelope for the return of the questionnaire. Approximately sixty follow-up letters were sent to presidents and deans who failed to respond to the first mailing. A 96 percent return from athletic directors was obtained on the first mailing. After a second mailing, 72 percent of the deans and 73 percent of the presidents returned the questionnaire.

In addition to the questionnaire, an information sheet was requested of the athletic directors only. It included the following requests:

1. Length of service at the institution.
2. Length of service as athletic director at the institution.
3. The classes taught.

4. The highest degree held.
5. Methods of selection for the position.

METHOD OF ORGANIZING DATA

The data for this study was obtained from the questionnaire that was mailed to the athletic directors, deans of students, and presidents of California community colleges. Tables reflecting views of the groups of respondents on each item of the questionnaire were presented. The tables are presented classifying colleges with over ten thousand enrollment as Class I. The colleges with under ten thousand enrollment are classified as Class II participants. The two classes are combined to show the judgments as a total representation of all community colleges in California and are presented as Classes I and II. The analyses compared the responses from the presidents, deans, and athletic directors on each item.

STATISTICAL HYPOTHESES

The data gathered for this study was compiled and presented in a statistical presentation and descriptive narration. The statistical presentation was used to test the following null hypotheses.

1. There is no significant difference among the participants in how they view the athletic director's chief administrative duties.

2. There is no significant difference among the participants in how they view the athletic director's departmental leadership.

3. There is no significant difference among the participants in how they view the athletic director's school-community responsibilities.

4. There is no significant difference among the participants in how they view the athletic director's evaluation responsibilities.

5. There is no significant difference among the participants in how they view the athletic director's student-athlete relationships.

ANALYSIS OF DATA

Chi square was utilized in analyzing the null hypotheses in this study. The following formula from Ferguson (1973:184) was used:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Ferguson (1973:173-174) stated:

That in many experimental situations we wish to compare observed with theoretical frequencies. The observed frequencies are those obtained empirically by direct observation and experiment. The theoretical frequencies are generated on the basis of some hypothesis, or line of theoretical speculation, which is independent of the data at hand. The question arises as to whether the differences between the observed and the theoretical frequencies are significant. If they are, this constitutes evidence for the rejection of the hypothesis or theory that gave rise to the theoretical frequencies.

Thus to calculate a value of χ^2 we find the differences between the observed and expected values, square these, divide each difference by the appropriate expected values and sum over all frequencies.

The .05 level of significance of chi square is commonly used. The .05 level displays a degree of confidence that a real difference exists.

Tables were constructed for the study. The formula for determining chi square was treated by computer, and the null hypotheses were tested.

PRECAUTIONS TAKEN FOR ACCURACY

After the compilation of data had been completed, the data was coded, punch pressed, and submitted to the computer center at Imperial Valley College with the appropriate program. The data was treated by computer during the spring semester of 1977. The data was re-run for double checking purposes during the summer quarter at the Montana State University computer center. A hand calculator was also used to further validate the results.

SUMMARY

To accomplish the purpose of the study, a questionnaire was prepared and sent to community college presidents, deans, and athletic directors in ninety-five California community colleges. The three

individuals in each college comprised the population categories. The data obtained from the questionnaire are presented in tables and compared to test five null hypotheses. The chi-square test of independence was used to analyze the data.

Chapter 4

DESCRIPTION OF THE DATA

The purpose of this study was to determine whether or not there was a difference in the role of the athletic director in California community colleges as perceived by the community college presidents and deans as well as the athletic directors.

The data for this study was obtained from questionnaires mailed to all California community college athletic directors, deans of student personnel and presidents. An overall 80 percent return provided data for the study. The following shows the numbers and percentages of return from the three populations:

| <u>Population</u> | <u>Mailed</u> | <u>Returned</u> | <u>Percent</u> |
|--------------------|---------------|-----------------|----------------|
| Athletic Directors | 95 | 92 | 96.8 |
| Deans | 95 | 68 | 71.6 |
| Presidents | <u>95</u> | <u>69</u> | <u>72.6</u> |
| | 285 | 229 | 80.3 |

Not all 229 respondents answered each survey question; thus the total in some of the tables does not always equal the total number of respondents.

PERSONAL DATA CONCERNING THE ATHLETIC DIRECTORS

Section I of the polling instrument was to be completed by athletic directors only. This section requested personal data

pertaining to each respondent's own position. This information was requested in order to give a composite picture of the California community college athletic director.

Tables 1-7 indicate the responses of the population of athletic directors on Section I. The narrative includes an analysis of these responses.

The first question on the Community College Athletic Director's Questionnaire asked for the number of years of experience at their respective institutions. The least experience recorded was two years and the most thirty years. Thirteen and six-tenths years was the mean number of years at the present institution. The tabulation of responses is shown in Table 1.

Table 1
Number of Years at Present Institution

| Years | Number | *Percent |
|-------|--------|----------|
| 0- 5 | 8 | 9 |
| 6-10 | 25 | 28 |
| 11-15 | 21 | 24 |
| 16-20 | 17 | 19 |
| 21-25 | 7 | 8 |
| 26-30 | 10 | 11 |

*Categories have been rounded and do not consistently total 100%.

Athletic directors were next asked for the number of years each had served as athletic director at his institution. Table 2 presents the results.

Table 2
Number of Years as Athletic Director at Institution

| Years | Number | *Percent |
|-------|--------|----------|
| 0- 5 | 37 | 42 |
| 6-10 | 23 | 26 |
| 11-15 | 12 | 14 |
| 16-20 | 8 | 9 |
| 21-25 | 6 | 7 |
| 26-30 | 2 | 2 |

*Categories have been rounded and do not consistently total 100%

Respondents reported serving from one to twenty-eight years as athletic director giving a mean number of years of 8.5 years.

Table 3 indicates responses to requests regarding the number of credits the community college athletic directors teach in addition to administrative duties. Twelve reported they do not teach any classes but work strictly in an administrative capacity while seven reported teaching over fifteen credits. Table 3 shows a tabulated summary.

Table 3

Number of Credits Taught

| Credits Taught | Number of Athletic Directors | *Percent |
|----------------|---------------------------------|----------|
| no credits | 12 | 13 |
| 1- 5 | 20 | 22 |
| 6-10 | 33 | 36 |
| 11-15 | 20 | 22 |
| over 15 | 7 | 8 |

*Categories have been rounded and do not consistently total 100%

Respondents were next asked to report what sports they coach. Twelve athletic directors indicated they coach two sports while nearly half had no coaching responsibilities. Football was the most often reported sport coached but most other areas were represented--golf, track, baseball, basketball, cross country, volleyball, wrestling, and swimming. Table 4 shows the tabulated results.

Table 4

Number of Sports Coached

| Sports Coached | Number of Athletic Directors | *Percent |
|----------------|---------------------------------|----------|
| 0 | 44 | 48 |
| 1 | 36 | 39 |
| 2 | 12 | 13 |

*Categories have been rounded and do not consistently total 100%

The athletic directors of the California community colleges were next asked to respond to the question "What is the highest degree that you have earned?" Table 5 is a presentation of their responses.

Table 5
Highest Degree Earned

| Highest Degree | Number of Athletic Directors | *Percent |
|----------------------|---------------------------------|----------|
| Bachelors | 8 | 9 |
| Masters | 81 | 88 |
| Doctor of Education | 3 | 3 |
| Doctor of Philosophy | 0 | 0 |

*Categories have been rounded and do not consistently total 100%

The results indicated that most community college athletic directors had earned a Masters degree but none had earned the degree Doctor of Philosophy.

Previous positions held was the next information requested of the athletic directors. Eighty-two of the ninety-two respondents answered this question. Three athletic directors came to their present position from positions unrelated to athletics. The most prevalent previous position was that of a head football coach as reflected in Table 6.

Table 6

Positions Held Previous to Athletic Directorship

| Previous Positions | Number of Athletic Directors | *Percent |
|--|---------------------------------|----------|
| Head Football Coach--Instructor | 22 | 27 |
| Coach--Physical Education Instructor | 18 | 22 |
| High School Teacher--Athletic Director | 14 | 17 |
| Department Chairman--Instructor | 7 | 9 |
| Basketball Coach--Instructor | 5 | 6 |
| Baseball Coach--Instructor | 5 | 6 |
| High School Teacher and Coach | 3 | 4 |
| Assistant Athletic Director | 2 | 2 |
| Director of Activities or Intramurals | 2 | 2 |
| Pro Football Player | 1 | 1 |
| Assistant Principal in a High School | 1 | 1 |
| Superintendent of Recreation and Parks for a City | 1 | 1 |
| Director of Community Services | 1 | 1 |

*Categories have been rounded and do not consistently total 100%

The final request made of the athletic directors regarding personal data asked which of several methods had been used in their selection as athletic director. Eighty-nine of those surveyed responded to this request. The greatest percentage had been selected by the president and board of trustees. Table 7 indicates the tabulated responses.

Table 7

Methods of Selection

| Methods of Selection | Number of Athletic Directors | *Percent |
|---|---------------------------------|----------|
| By a Committee Responsible to the President | 12 | 13 |
| By a Committee of the Faculty and Board of Trustees | 1 | 1 |
| By a President and Board of Trustees | 37 | 42 |
| By the President Acting Alone | 22 | 25 |
| By a Committee Comprised of Deans, Faculty, and Students | 5 | 6 |
| By the Administrative Staff | 1 | 1 |
| By the President and Dean | 6 | 7 |
| Elected by Athletic Staff and Approved by the President | 2 | 2 |
| By the President, Chancellor, and Dean | 1 | 1 |
| By the President, Dean, and P.E. Chairman | 1 | 1 |
| By a District Exam | 1 | 1 |

*Categories have been rounded and do not consistently total 100%

COMPARISON OF RATINGS ON THE RESPONSIBILITIES
OF THE ATHLETIC DIRECTOR

A second major purpose of this study was to compare the judgments of the athletic directors, deans, and presidents concerning responsibilities found in the area of athletic administration. The items found in the tables are presented in the following manner: Class I represents institutions with enrollments over ten thousand students; Class II shows institutions with enrollments under ten

thousand enrollment. Classes I and II are combined to present the overall judgments of the populations. The writer believes that each item found in the tables can be found on campuses everywhere that field athletic teams.

A comparison of the ratings by the three populations for each of the forty-five topic areas was performed using the chi square test of independence. The computer program developed by Mr. Bill Thornburg of Imperial Valley College was used and all data was again treated for errors by computer with the aid of Dr. Al Suvak of Montana State University. The .05 level of significance was deemed appropriate as a level of testing to determine if a significant difference existed among the judgments of the three populations.

The following forty-five tables reflect the judgments of the three populations in the case of each of the topic areas of the athletic director's role appearing on the questionnaire. The calculated chi square, the degrees of freedom, and the critical value of chi square are reported for each comparison. The degrees of freedom vary because of the requirements to collapse cells in the tables in order to calculate chi square.

The tables are presented with the Class I participants representing community colleges of over ten thousand enrolled

students. The Class II portion of the table represents the judgments of athletic directors, deans, and presidents in schools with below ten thousand enrollment. Classes I and II are combined to show the judgments as a total representation of all community colleges in California.

Using a five-point scale, the three populations of Class I and Class II were asked to judge forty-five topics on the questionnaire. A rating of "5" indicated the item was most important. A "4" indicated the respondent felt the item was important. A "3" meant the respondent was undecided. A "2" indicated little importance and a "1" indicated no importance.

Athletic Director's Administrative Duties

Items concerning administrative duties of the community college athletic director are shown in Table 8 through Table 21.

Table 8 shows the judgments of the athletic directors, deans, and presidents regarding the athletic director's role in discussing budget problems with administrators. There was strong agreement among the populations in the "important" and "most important" response areas. There was no significant difference among the judgments of the three populations.

Table 8

Discussing Athletic Budget Problems with the Administration

| Class | Category | Response | | | | | χ^2 |
|--------|---------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | | | 16 | 28 | .60 |
| | Deans | | | | 12 | 17 | |
| | Presidents | | | | 14 | 17 | |
| | df = 2 critical value = 5.99 | | | | | | |
| II | Athletic Directors | | | | 11 | 37 | 2.01 |
| | Deans | | | | 12 | 27 | |
| | Presidents | | | | 13 | 24 | |
| | df = 2 critical value = 5.99 | | | | | | |
| I & II | Athletic Directors | | | | 27 | 65 | 1.90 |
| | Deans | | | | 24 | 44 | |
| | Presidents | | | | 27 | 41 | |
| | df = 2 critical value = 5.99 | | | | | | |

A significant difference shown in Table 9 existed among the Class II and combined Class I and II populations. The respondents of the above ten thousand student enrollment did not place importance on athletic director's discussion athletic budget matters with the faculty senate.

Table 9

Discussing Athletic Budget Problems with the Faculty Senate

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|---|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 29 | 8 | 7 | | | 3.39 |
| | Deans | 19 | 7 | 3 | | | |
| | Presidents | 15 | 10 | 6 | | | |
| | df = 4 critical value = 9.49 | | | | | | |
| II | Athletic Directors | 24 | 14 | 5 | 0 | | 14.08 |
| | Deans | 10 | 22 | 2 | 5 | | |
| | Presidents | 15 | 14 | 5 | 4 | | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | 53 | 22 | 12 | 0 | | 15.01 |
| | Deans | 29 | 29 | 5 | 5 | | |
| | Presidents | 30 | 24 | 11 | 4 | | |
| | df = 6 critical value = 12.59 | | | | | | |

There was no significant difference among the three groups concerning the athletic director's role in preparing the final budget for athletics. The three populations' views are shown in Table 10, and there was strong agreement in the "important" and "most important" columns.

Table 10

Preparing the Final Budget for Athletics

| Class | Category | Response | | | | | χ^2 |
|--------|--|----------|---|---|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 7 9 6 | 37 20 25 | 2.48 |
| II | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 8 8 8 | 39 31 28 | 1.00 |
| I & II | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 15 17 14 | 76 51 53 | 1.75 |

The judgments of the three populations concerning the athletic director working closely with administrators are shown in Table 11. There was no significant difference among the perceptions of the populations. All three populations agreed that this was an important responsibility of the athletic director.

Table 11

Working Closely with Administrators Regarding Athletics

| Class | Category | Response | | | | | χ^2 |
|--------|--|----------|---|---|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 15 14 9 | 29 15 22 | 2.59 |
| II | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 19 11 12 | 29 28 24 | 1.24 |
| I & II | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 34 25 22 | 58 43 46 | .43 |

There was agreement among the populations concerning the determining of teaching loads of coaches by the athletic director. The three populations concurred in rating this item an important area. Table 12 presents the results.

Table 12

Determining Teaching Loads for Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 5 | 2 | 4 | 14 | 18 | 4.48 |
| | Deans | 3 | 2 | 4 | 8 | 12 | |
| | Presidents | 3 | 4 | 3 | 13 | 8 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 4 | 3 | 2 | 28 | 10 | 1.54 |
| | Deans | 4 | 4 | 3 | 20 | 7 | |
| | Presidents | 3 | 4 | 2 | 22 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 9 | 5 | 6 | 42 | 28 | 4.45 |
| | Deans | 7 | 6 | 7 | 28 | 19 | |
| | Presidents | 6 | 8 | 5 | 35 | 15 | |
| | df = 8 critical value = 15.51 | | | | | | |

No significant difference existed among the athletic directors, deans, and presidents concerning the athletic director's duties involving ticket sales at athletic events. Most thought this a duty of little importance. Table 13 shows the comparison of the populations.

Table 13

Being Responsible for Ticket Sales at Athletic Events

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 10 | 14 | 6 | 9 | 5 | 5.66 |
| | Deans | 10 | 7 | 2 | 6 | 4 | |
| | Presidents | 4 | 12 | 5 | 5 | 5 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 17 | 10 | 7 | 16 | 3 | 7.48 |
| | Deans | 7 | 13 | 2 | 11 | 5 | |
| | Presidents | 11 | 12 | 4 | 8 | 4 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 27 | 24 | 13 | 25 | 8 | 6.47 |
| | Deans | 17 | 20 | 4 | 17 | 9 | |
| | Presidents | 15 | 24 | 9 | 13 | 9 | |
| | df = 8 critical value = 15.51 | | | | | | |

Table 14 shows no significant difference regarding the populations' opinions of the athletic director obtaining insurance for athletic teams. The comparisons presented in Table 14 show agreement of the importance of the athletic director obtaining insurance.

Table 14

Obtaining Necessary Insurance for Athletic Teams

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 7 | 5 | 7 | 17 | 7 | 3.37 |
| | Deans | 5 | 4 | 2 | 13 | 4 | |
| | Presidents | 4 | 4 | 6 | 10 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 5 | 8 | 4 | 18 | 10 | 14.09 |
| | Deans | 7 | 6 | 4 | 15 | 6 | |
| | Presidents | 7 | 9 | 2 | 12 | 8 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 12 | 13 | 11 | 35 | 17 | 3.24 |
| | Deans | 12 | 10 | 6 | 28 | 10 | |
| | Presidents | 11 | 13 | 8 | 22 | 15 | |
| | df = 8 critical value = 15.51 | | | | | | |

There was no significant difference among the three populations in their judgments of the athletic director's responsibility for game management and crowd control. Over 50 percent in each category felt this was an important area. Table 15 shows the results.

Table 15

Being Responsible for Game Management and Crowd Control

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 5 | 5 | 1 | 23 | 10 | 14.42 |
| | Deans | 8 | 5 | 3 | 8 | 4 | |
| | Presidents | 2 | 9 | 1 | 12 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 6 | 10 | 2 | 15 | 14 | 6.76 |
| | Deans | 3 | 11 | 2 | 14 | 8 | |
| | Presidents | 5 | 8 | 6 | 12 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 11 | 15 | 3 | 38 | 24 | 7.89 |
| | Deans | 11 | 16 | 5 | 22 | 12 | |
| | Presidents | 7 | 17 | 7 | 24 | 14 | |
| | df = 8 critical value = 15.51 | | | | | | |

The athletic directors, deans, and presidents held much the same judgment concerning the athletic director determining athletic eligibility. There was no significant difference as shown in Table 16.

Table 16

Working on Eligibility for Athletic Teams

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 2 | 3 | 4 | 9 | 25 | 5.93 |
| | Deans | 3 | 2 | 1 | 10 | 13 | |
| | Presidents | 2 | 1 | 5 | 9 | 14 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 2 | 2 | 1 | 21 | 22 | 6.63 |
| | Deans | 1 | 6 | 1 | 10 | 21 | |
| | Presidents | 1 | 2 | 1 | 16 | 18 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 4 | 5 | 5 | 30 | 47 | 6.12 |
| | Deans | 4 | 8 | 2 | 20 | 34 | |
| | Presidents | 3 | 3 | 6 | 25 | 32 | |
| | df = 8 critical value = 15.51 | | | | | | |

When asked about the responsibility of the athletic director delegating responsibility to coaches, the populations placed a high degree of importance on this item. Their perceptions are presented in Table 17.

Table 17

Delegating Responsibility to Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|---|----------|---|--------------|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 5 3 2 | 13 11 16 | 24 15 14 | 2.95 |
| II | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 5 3 5 | 27 24 14 | 15 15 19 | 4.81 |
| I & II | Athletic Directors Deans Presidents df = 6 critical value = 12.59 | | | 10 6 7 | 40 35 30 | 39 30 33 | .84 |

Judgments were requested regarding the administrative duty of the athletic director of assuming committee responsibilities. Table 18 reports no significant difference on this item. The participants showed strong agreement in considering this an important task.

Table 18

Assuming Committee Responsibilities as Needed

| Class | Category | Response | | | | | χ^2 |
|--------|---|-------------|-------------|-------------|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 6 critical value = 12.59 | | 5 7 1 | 3 4 3 | 22 15 18 | 14 7 10 | 6.30 |
| II | Athletic Directors Deans Presidents df = 8 critical value = 15.51 | 2 1 1 | 4 2 3 | 6 2 3 | 30 28 23 | 5 7 7 | 3.49 |
| I & II | Athletic Directors Deans Presidents df = 8 critical value = 15.51 | 2 1 1 | 9 9 4 | 9 6 6 | 52 43 41 | 19 14 17 | 2.52 |

Table 19 presents the views of participants on informing the board of trustees regarding athletic matters. The three groups shared the same views resulting in no significant difference but showing a rating of importance.

Table 19

Keeping the Board of Trustees Informed Regarding Athletics

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 3 | 12 | 5 | 20 | 3 | 4.98 |
| | Deans | 2 | 11 | 2 | 13 | 1 | |
| | Presidents | 1 | 8 | 7 | 16 | 1 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 3 | 7 | 6 | 27 | 8 | 13.51 |
| | Deans | 4 | 8 | 5 | 18 | 4 | |
| | Presidents | 3 | 15 | 3 | 17 | 0 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 6 | 19 | 11 | 47 | 11 | 9.47 |
| | Deans | 6 | 19 | 7 | 31 | 5 | |
| | Presidents | 4 | 23 | 10 | 33 | 1 | |
| | df = 8 critical value = 15.51 | | | | | | |

Opinions among the three populations showed no significant difference about the approval of all athletic schedules by the athletic director. The results gave importance to this item. Table 20 illustrates this finding.

Table 20

Approving all Athletic Scheduling

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | | 3 | 18 | 23 | .66 |
| | Deans | | | 2 | 14 | 13 | |
| | Presidents | | | 3 | 13 | 16 | |
| | df = 4 critical value = 9.49 | | | | | | |
| II | Athletic Directors | | | 3 | 16 | 22 | 1.44 |
| | Deans | | | 2 | 15 | 22 | |
| | Presidents | | | 2 | 11 | 25 | |
| | df = 4 critical value 9.49 | | | | | | |
| I & II | Athletic Directors | | 3 | 6 | 34 | 45 | 1.77 |
| | Deans | | 2 | 4 | 29 | 35 | |
| | Presidents | | 1 | 5 | 24 | 41 | |
| | df = 6 critical value = 12.59 | | | | | | |

A rating of "important" was given to the item regarding addition and deletion of sports by the majority of athletic directors, deans, and presidents. Table 21 illustrates the results of this last item under Administrative Duties.

Table 21

Adding and Deleting Sports

| Class | Category | Response | | | | | χ^2 |
|--------|---|----------|-------------|-------------|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 2 0 3 | 14 15 13 | 27 14 16 | 5.20 |
| II | Athletic Directors Deans Presidents df = 6 critical value = 12.59 | | 1 1 3 | 2 2 2 | 20 19 16 | 26 17 17 | 3.05 |
| I & II | Athletic Directors Deans Presidents df = 6 critical value = 12.59 | | 1 1 3 | 4 2 5 | 34 34 29 | 53 31 33 | 6.40 |

Athletic Director's Departmental Leadership

Responding to the item on the questionnaire concerning involving coaches with the preparation of the budget, 97 percent of the populations regarded it an important responsibility. No one rated it of "no" or "little importance." Table 22 displays

the first of the findings under the athletic director's departmental leadership.

Table 22.
Involving Coaches with the Preparation of the Budget

| Class | Category | Response | | | | | χ^2 |
|--------|--|----------|---|-------------|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 22 18 22 | 22 11 10 | 2.84 |
| II | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 23 20 22 | 22 19 16 | .47 |
| I & II | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 3 2 2 | 45 38 44 | 44 30 26 | 2.44 |

Response to the athletic director's counseling staff members with personal problems found no significant difference among the three populations. Table 23 shows agreement in the importance the three groups of participants gave to this item.

Table 23

Counseling Staff Members with Personal Problems

| Class | Category | Response | | | | | X |
|--------|---|-------------|---------------|----------------|----------------|---------------|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 6 critical value = 12.59 | | 5 3 5 | 12 4 11 | 18 17 9 | 8 5 5 | 6.38 |
| II | Athletic Directors Deans Presidents df = 8 critical value = 15.51 | 4 1 1 | 6 5 7 | 10 14 9 | 20 14 17 | 8 5 4 | 5.64 |
| I & II | Athletic Directors Deans Presidents df = 8 critical value = 15.51 | 4 1 1 | 11 8 12 | 22 18 20 | 38 31 26 | 16 10 9 | 4.25 |

The participants were asked to respond to the item shown on Table 24 as to whether the athletic director should negotiate salaries and released time for coaches. There was a significant difference of 20.97 among Class I participants. Sixty-nine percent of the athletic directors and 71 percent of the deans deemed this an important responsibility while only 33 percent of the presidents considered it important.

Table 24
Negotiating Salary and Released Time for Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 2 | 10 | 1 | 16 | 13 | 20.97 |
| | Deans | 2 | 4 | 2 | 16 | 4 | |
| | Presidents | 2 | 10 | 8 | 6 | 4 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | | 4 | 6 | 24 | 15 | 8.53 |
| | Deans | 3 | 7 | 3 | 18 | 7 | |
| | Presidents | 4 | 6 | 4 | 16 | 9 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 2 | 14 | 7 | 40 | 28 | 16.33 |
| | Deans | 5 | 11 | 5 | 34 | 11 | |
| | Presidents | 6 | 16 | 12 | 22 | 13 | |
| | df = 8 critical value = 15.51 | | | | | | |

Among the combined Classes I and II, a significant difference of 16.33 was found. Again it was the presidents who felt this duty was less important.

There was no significant difference found in the judgments of the three populations regarding the athletic director working to maintain high morale among the coaches. Most judged it an important task. The findings are shown in Table 25.

Table 25

Working to Attain High Morale Among the Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|--|----------|---|-------------|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 2 0 2 | 15 10 10 | 27 19 19 | 1.80 |
| II | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 4 1 1 | 19 17 13 | 23 21 23 | 3.07 |
| I & II | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 6 1 3 | 34 27 23 | 50 40 42 | 2.95 |

A significant difference of 17.84 was found among the combined Class I and II populations concerning the athletic director developing a handbook for coaches. Table 26 displays the findings. No significant difference was found among the Class I and Class II respondents.

Table 26
Developing a Handbook for Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 4 | 10 | 10 | 12 | 7 | 9.21 |
| | Deans | 1 | 2 | 7 | 8 | 6 | |
| | Presidents | 3 | 1 | 11 | 8 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 5 | 9 | 11 | 18 | 4 | 10.45 |
| | Deans | 1 | 5 | 14 | 8 | 7 | |
| | Presidents | 1 | 6 | 6 | 8 | 16 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 9 | 19 | 21 | 30 | 11 | 17.84 |
| | Deans | 2 | 7 | 21 | 16 | 13 | |
| | Presidents | 4 | 7 | 17 | 16 | 23 | |
| | df = 8 critical value = 15.51 | | | | | | |

The participants were asked to give their judgments regarding the athletic director having complete knowledge of rules and regulations regarding recruiting, financial aid programs, and athletic eligibility. The responses given in Table 27 resulted in no significant difference among the respondents. This was judged an important duty.

Table 27

Having Complete Knowledge of Rules and Regulations Regarding Athletic Recruiting, Financial Aid, and Eligibility

| Class | Category | Response | | | | | X |
|--------|---|----------|-------------|-------------|----------------|----------------|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 10 6 6 | 34 23 25 | .12 |
| II | Athletic Directors Deans Presidents df = 4 critical value = 9.49 | | | 1 2 3 | 8 8 5 | 37 29 29 | 2.12 |
| I & II | Athletic Directors Deans Presidents df = 6 critical value = 12.59 | | 2 2 4 | 1 2 3 | 18 14 11 | 71 52 54 | 3.55 |

Judgments were asked regarding the athletic director attending board of trustees meetings. Table 28 shows no significant difference on this item. The participants did not feel this was an important area.

Table 28
Attending Board of Trustee Meetings

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Director | 14 | 11 | 10 | 9 | | 11.49 |
| | Deans | 18 | 9 | 4 | 3 | | |
| | Presidents | 7 | 15 | 4 | 5 | | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Director | 8 | 15 | 8 | 12 | 0 | 15.38 |
| | Deans | 7 | 18 | 4 | 6 | 4 | |
| | Presidents | 15 | 10 | 4 | 5 | 4 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Director | 22 | 26 | 18 | 21 | 0 | 13.70 |
| | Deans | 25 | 27 | 8 | 9 | 4 | |
| | Presidents | 22 | 25 | 8 | 10 | 4 | |
| | df = 8 critical value = 15.51 | | | | | | |

The three groups were asked their perceptions about the athletic director's role in directing and supervising the coaches. A majority of the respondents placed this responsibility in the "important" categories as shown in Table 29.

Table 29
Directing and Supervising the Coaching Staff

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | | 4 | 11 | 30 | 2.78 |
| | Deans | | | 1 | 12 | 16 | |
| | President | | | 2 | 10 | 19 | |
| | df = 4 critical value = 9.49 | | | | | | |
| II | Athletic Directors | | 1 | 1 | 22 | 21 | 8.58 |
| | Deans | | 3 | 0 | 13 | 23 | |
| | Presidents | | 3 | 2 | 9 | 24 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 1 | 5 | 33 | 51 | 5.21 |
| | Deans | | 3 | 1 | 25 | 39 | |
| | Presidents | | 3 | 4 | 19 | 43 | |
| | df = 6 critical value = 12.59 | | | | | | |

The athletic directors, deans, and presidents do not demonstrate strong feelings that the item shown in Table 30 is important. The item queried the respondents about the athletic director's attendance at faculty senate meetings.

Table 30

Attending the Faculty Senate Meetings

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 23 | 8 | 7 | 5 | | 3.15 |
| | Deans | 15 | 7 | 3 | 4 | | |
| | Presidents | 13 | 10 | 4 | 2 | | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | 10 | 10 | 10 | 14 | 2 | 11.00 |
| | Deans | 5 | 14 | 9 | 9 | 2 | |
| | Presidents | 12 | 5 | 6 | 10 | 8 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 33 | 18 | 17 | 19 | 2 | 11.88 |
| | Deans | 20 | 21 | 12 | 13 | 2 | |
| | Presidents | 25 | 15 | 10 | 12 | 8 | |
| | df = 8 critical value = 15.51 | | | | | | |

The athletic directors, deans, and presidents were also asked to judge importance on the athletic director's acting as liaison between the coaching staff and faculty. A majority rated it high in importance as reported in Table 31.

Table 31

Acting as Liaison Between the Coaching Staff and Faculty

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 7 | 4 | 15 | 17 | 7.78 |
| | Deans | | 1 | 3 | 18 | 6 | |
| | Presidents | | 3 | 4 | 15 | 9 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 4 | 9 | 21 | 13 | 3.64 |
| | Deans | | 1 | 5 | 19 | 17 | |
| | Presidents | | 2 | 5 | 18 | 11 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 11 | 13 | 36 | 30 | 6.33 |
| | Deans | | 2 | 8 | 37 | 23 | |
| | Presidents | | 5 | 9 | 33 | 20 | |
| | df = 6 critical value = 12.59 | | | | | | |

Table 32, dealing with the judgments of the three populations concerning the requirement by the athletic director of equipment inventories by coaches, shows there was no significant difference. Very few respondents regarded this item of "little" or "no importance."

Table 32

Requiring Inventory of Equipment From All Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 4 | 2 | 21 | 18 | 1.42 |
| | Deans | | 3 | 1 | 15 | 10 | |
| | President | | 3 | 1 | 12 | 15 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 4 | 3 | 18 | 19 | 1.55 |
| | Deans | | 3 | 2 | 20 | 14 | |
| | Presidents | | 3 | 2 | 15 | 18 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 8 | 5 | 39 | 37 | 2.66 |
| | Deans | | 6 | 3 | 35 | 24 | |
| | Presidents | | 6 | 3 | 27 | 33 | |
| | df = 6 critical value = 12.59 | | | | | | |

Attending conference and state athletic meetings was judged important by the respondents. Their opinions, presented in Table 33, did not differ significantly.

Table 33

Attending Conference and State Athletic Meetings

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | | 5 | 14 | 25 | 7.62 |
| | Deans | | | 5 | 14 | 10 | |
| | Presidents | | | 1 | 17 | 12 | |
| | df = 4 critical value = 9.49 | | | | | | |
| II | Athletic Directors | | 1 | 1 | 26 | 19 | 4.89 |
| | Deans | | 2 | 1 | 19 | 16 | |
| | Presidents | | 1 | 3 | 24 | 10 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 1 | 6 | 40 | 44 | 5.93 |
| | Deans | | 2 | 6 | 33 | 26 | |
| | Presidents | | 1 | 4 | 41 | 22 | |
| | df = 6 critical value = 12.59 | | | | | | |

The stimulation of a weak staff member by the athletic director was deemed "important" by the populations. No significant difference is shown in Table 34.

Table 34
Stimulating a Weak Staff Member

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | | 4 | 26 | 14 | 3.99 |
| | Deans | | | 1 | 20 | 8 | |
| | Presidents | | | 2 | 15 | 15 | |
| | df = 4 critical value = 9.49 | | | | | | |
| II | Athletic Directors | | 2 | 3 | 25 | 14 | .77 |
| | Deans | | 1 | 2 | 21 | 15 | |
| | Presidents | | 1 | 2 | 21 | 14 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 2 | 7 | 51 | 28 | 2.63 |
| | Deans | | 1 | 3 | 41 | 23 | |
| | Presidents | | 1 | 4 | 36 | 29 | |
| | df = 6 critical value = 12.59 | | | | | | |

Judging the athletic directors arranging for money making activities brought opinions in all possible responses, but no significant difference existed among the three groups. Table 35 displays the comparisons.

Table 35

Arranging for Money Making Activities

| Class | Category | Response | | | | | X |
|--------|----------------------------------|----------|----|----|----|---|-------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 5 | 19 | 8 | 12 | | 5.75 |
| | Deans | 5 | 12 | 4 | 8 | | |
| | Presidents | 1 | 18 | 7 | 5 | | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | 3 | 8 | 6 | 22 | 6 | 14.27 |
| | Deans | 3 | 12 | 8 | 11 | 5 | |
| | Presidents | 8 | 14 | 3 | 11 | 2 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 8 | 27 | 14 | 34 | 6 | 8.13 |
| | Deans | 8 | 24 | 12 | 19 | 5 | |
| | Presidents | 9 | 32 | 10 | 16 | 2 | |
| | df = 8 critical value = 15.51 | | | | | | |

The item concerning the athletic director's role in providing medical supervision for athletic teams resulted in no significant difference among the three populations. Table 36 shows a high "important" and "most important" response among the three groups.

Table 36

Providing Proper Medical Supervision for Student Athletes

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | | 0 | 18 | 24 | 5.54 |
| | Deans | | | 3 | 13 | 13 | |
| | Presidents | | | 2 | 17 | 13 | |
| | df = 4 critical value = 9.49 | | | | | | |
| II | Athletic Directors | | | 1 | 15 | 25 | 3.02 |
| | Deans | | | 3 | 17 | 19 | |
| | Presidents | | | 2 | 19 | 17 | |
| | df = 4 critical value = 9.49 | | | | | | |
| I & II | Athletic Directors | 3 | 4 | 1 | 33 | 49 | 8.92 |
| | Deans | 2 | 2 | 6 | 30 | 32 | |
| | Presidents | 1 | 2 | 4 | 36 | 30 | |
| | df = 8 critical value = 15.51 | | | | | | |

Table 37 shows the comparisons of the athletic directors', deans', and presidents' views concerning the arranging of transportation for athletes by the athletic director. The responses showed a significant difference of 14.24 among the populations of the combined Class I and II schools. This was classified an important area.

Table 37

Arranging an Efficient Transportation System
for Intercollegiate Athletics

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 0 | 2 | 17 | 24 | 6.36 |
| | Deans | | 2 | 1 | 15 | 11 | |
| | Presidents | | 3 | 2 | 14 | 12 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 0 | 2 | 17 | 25 | 9.40 |
| | Deans | | 3 | 2 | 20 | 14 | |
| | Presidents | | 2 | 2 | 23 | 11 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 0 | 4 | 34 | 49 | 14.24 |
| | Deans | | 5 | 3 | 35 | 25 | |
| | Presidents | | 5 | 4 | 37 | 23 | |
| | df = 6 critical value = 12.59 | | | | | | |

Athletic Director's School-Community Relations

Table 38 begins items in the category of the athletic director's responsibility in school-community relations. The findings of the three populations showed no significant difference existed among the participants in their opinions concerning the athletic director's role as a public relations officer for the college. The groups agreed on the importance of this task.

Table 38

Acting as Public Relations Officer for the College

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 2 | 6 | 10 | 23 | 7 | 5.21 |
| | Deans | 3 | 4 | 2 | 15 | 5 | |
| | Presidents | 2 | 3 | 3 | 19 | 4 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 0 | 4 | 7 | 14 | 17 | 9.01 |
| | Deans | 4 | 5 | 4 | 14 | 11 | |
| | Presidents | 4 | 5 | 6 | 16 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 2 | 10 | 17 | 37 | 24 | 10.41 |
| | Deans | 7 | 9 | 6 | 29 | 16 | |
| | Presidents | 6 | 8 | 9 | 35 | 11 | |
| | df = 8 critical value = 15.51 | | | | | | |

The responses in Table 39 reflect the opinions of the three populations about the athletic director informing the public concerning the college's athletic program. There was no significant difference found but they agreed it was an important task.

Table 39

Informing the Public About the
Athletic Program of the College

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 2 | 3 | 2 | 28 | 9 | 7.54 |
| | Deans | 2 | 1 | 1 | 23 | 1 | |
| | Presidents | 1 | 0 | 1 | 23 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | | 1 | 2 | 21 | 21 | 5.11 |
| | Deans | | 3 | 2 | 22 | 12 | |
| | Presidents | | 3 | 1 | 24 | 11 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | 2 | 4 | 4 | 49 | 30 | 5.17 |
| | Deans | 2 | 4 | 3 | 45 | 13 | |
| | Presidents | 1 | 3 | 2 | 47 | 18 | |
| | df = 8 critical value = 15.51 | | | | | | |

A significant difference of 15.68 existed on the item concerning the athletic director's assuming the leadership in booster clubs. Class I and II in the combined groups showed a significant difference of 20.69. There was no significant difference among the Group I populations. Table 40 shows the differences.

Table 40

Assumes Leadership in Working With
Any Booster Club Organization

| Class | Category | Response | | | | | χ^2 |
|--------|-----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 9 | 4 | 14 | 15 | 3 | 9.07 |
| | Deans | 4 | 3 | 2 | 12 | 3 | |
| | Presidents | 4 | 5 | 8 | 9 | 6 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 5 | 7 | 8 | 15 | 12 | 15.68 |
| | Deans | 1 | 3 | 2 | 25 | 8 | |
| | Presidents | 4 | 3 | 7 | 11 | 13 | |
| | df = 8 critical values = 15.51 | | | | | | |
| I & II | Athletic Directors | 14 | 11 | 22 | 30 | 15 | 20.69 |
| | Deans | 5 | 6 | 4 | 37 | 11 | |
| | Presidents | 8 | 8 | 15 | 20 | 19 | |
| | df = 8 critical values = 15.51 | | | | | | |

The views concerning the athletic director serving as a resource person to the community on athletics were found to have no significant difference among the populations. Table 41 shows the findings. A majority of the participants put this item in the "important" response area.

Table 41

Serves as a Resource Person to the Community on Athletics

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 6 | 3 | 29 | 6 | 2.51 |
| | Deans | | 3 | 3 | 16 | 7 | |
| | Presidents | | 3 | 4 | 20 | 5 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 3 | 6 | 20 | 16 | 3.47 |
| | Deans | | 1 | 3 | 24 | 11 | |
| | Presidents | | 3 | 3 | 20 | 12 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 9 | 9 | 49 | 22 | 1.08 |
| | Deans | | 4 | 6 | 40 | 18 | |
| | Presidents | | 6 | 7 | 40 | 17 | |
| | df = 6 critical value = 12.59 | | | | | | |

The item referring to the athletic director belonging to community service clubs was found to have no significant difference in the judgments of the three populations. The populations tended to place this item in the "little" and "no importance" areas. Table 42 shows the comparisons.

Table 42

Belong to Civic Organizations Such as Kiwanis, Rotary, etc.

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 6 | 14 | 13 | 10 | | 2.68 |
| | Deans | 5 | 8 | 9 | 7 | | |
| | Presidents | 5 | 12 | 5 | 9 | | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | 10 | 11 | 13 | 8 | 0 | 10.81 |
| | Deans | 3 | 13 | 11 | 9 | 3 | |
| | Presidents | 7 | 8 | 7 | 8 | 3 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 16 | 25 | 26 | 18 | 0 | 7.94 |
| | Deans | 8 | 21 | 20 | 16 | 3 | |
| | Presidents | 12 | 20 | 12 | 17 | 3 | |
| | df = 8 critical value = 15.51 | | | | | | |

Although no significant difference was found on the item regarding the athletic director preparing news releases about athletics, the presidents rated it less important than the other populations. The findings on this item are in Table 43.

Table 43

Preparing News Releases for the Public
About the Athletic Program

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 8 | 8 | 12 | 13 | 2 | 3.88 |
| | Deans | 5 | 8 | 5 | 9 | 2 | |
| | Presidents | 4 | 11 | 7 | 7 | 2 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 6 | 8 | 10 | 16 | 5 | 14.14 |
| | Deans | 2 | 9 | 7 | 16 | 5 | |
| | Presidents | 7 | 13 | 11 | 7 | 0 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 14 | 16 | 22 | 29 | 7 | 12.76 |
| | Deans | 7 | 17 | 12 | 25 | 7 | |
| | Presidents | 11 | 24 | 18 | 14 | 2 | |
| | df = 8 critical value = 15.51 | | | | | | |

Athletic Director's Evaluation Responsibilities

The next five tables deal with the athletic director's evaluation responsibilities. The three populations of athletic directors, deans, and presidents showed "important" and "most important" judgments about the athletic director evaluating and recommending necessary changes in equipment and facilities. The findings show no significant difference was found in Table 44.

Table 44

Evaluating and Recommending Necessary Changes
in Equipment and Facilities

| Class | Category | Response | | | | | χ^2 |
|--------|--|----------|---|---|----------------|----------------|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 21 16 18 | 23 13 15 | .52 |
| II | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 23 20 21 | 24 18 15 | 1.16 |
| I & II | Athletic Directors Deans Presidents df = 2 critical value = 5.99 | | | | 44 36 39 | 47 31 30 | 1.11 |

Responses to the item concerning evaluation of each coach at the end of the season by the athletic director showed no significant difference existed. The three populations rated this as an "important" area. The results are shown in Table 45.

Table 45

Evaluating Each Coach at the Conclusion of His/Her Season

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 6 | 2 | 18 | 19 | 1.16 |
| | Deans | | 2 | 1 | 14 | 12 | |
| | Presidents | | 3 | 1 | 13 | 14 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 2 | 5 | 19 | 17 | 4.28 |
| | Deans | | 2 | 1 | 15 | 20 | |
| | Presidents | | 1 | 2 | 19 | 16 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | 1 | 8 | 7 | 37 | 36 | 4.08 |
| | Deans | 2 | 4 | 2 | 29 | 32 | |
| | Presidents | 2 | 4 | 3 | 32 | 30 | |
| | df = 8 critical value = 15.51 | | | | | | |

Concerning the topic "having students evaluate their coaches," a significant difference of 15.78 was found among the Class I athletic directors, deans, and presidents. The presidents in this class did not agree with athletic directors and deans as to the importance of this item. Class II schools also showed a significant difference among the populations' views--16.83. Table 46 shows the comparisons.

Table 46

Having Students Evaluate their Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 8 | 10 | 10 | 10 | 5 | 15.78 |
| | Deans | 3 | 5 | 8 | 9 | 14 | |
| | Presidents | 5 | 11 | 7 | 6 | 2 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 8 | 7 | 20 | 7 | 5 | 16.83 |
| | Deans | 5 | 8 | 6 | 11 | 0 | |
| | Presidents | 7 | 4 | 10 | 16 | 1 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 16 | 17 | 30 | 17 | 10 | 14.36 |
| | Deans | 8 | 13 | 14 | 20 | 14 | |
| | Presidents | 12 | 15 | 17 | 22 | 3 | |
| | df = 8 critical value = 15.51 | | | | | | |

There was no significant difference in the views of the three populations concerning the athletic director's role in selecting, retaining and dismissing coaches. The populations rated this item "important." Table 47 presents the findings.

Table 47

Recommending the Selection and Retention of Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 3 | 3 | 9 | 30 | 3.33 |
| | Deans | | 1 | 2 | 10 | 16 | |
| | Presidents | | 2 | 1 | 11 | 18 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 3 | 1 | 12 | 30 | 4.90 |
| | Deans | | 0 | 1 | 14 | 24 | |
| | Presidents | | 2 | 1 | 16 | 19 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 6 | 4 | 21 | 60 | 7.22 |
| | Deans | | 1 | 3 | 24 | 40 | |
| | Presidents | | 4 | 2 | 27 | 37 | |
| | df = 6 critical value = 12.59 | | | | | | |

The responses concerning recommendations for the dismissal of coaches by the athletic director showed no significant difference among the three populations. The "important" responses received high ratings from the three populations. The tabulations of the responses are found in Table 48.

Table 48
Recommending the Dismissal of Coaches

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 2 | 6 | 10 | 24 | 5.63 |
| | Deans | | 1 | 2 | 13 | 14 | |
| | Presidents | | 2 | 1 | 12 | 17 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 2 | 3 | 24 | 19 | 6.17 |
| | Deans | | 2 | 1 | 11 | 25 | |
| | Presidents | | 2 | 1 | 15 | 20 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 4 | 9 | 34 | 43 | 4.67 |
| | Deans | | 3 | 3 | 24 | 39 | |
| | Presidents | | 4 | 2 | 27 | 37 | |
| | df = 6 critical value = 12.59 | | | | | | |

Athletic Director-Athlete Relationships

The remaining four tables deal with athletic director-athlete relationships. The majority of the three populations placed the "important" and "most important" responses on the athletic director assisting with student-athlete discipline cases. Table 49 displays no significant difference existed among the participants of the study.

Table 49

Assisting with Student-athlete Discipline Cases

| Class | Category | Responses | | | | | χ^2 |
|--------|----------------------------------|-----------|---|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 5 | 4 | 24 | 10 | 2.04 |
| | Deans | | 3 | 1 | 17 | 8 | |
| | Presidents | | 2 | 3 | 17 | 10 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | 0 | 4 | 3 | 27 | 9 | 8.15 |
| | Deans | 2 | 4 | 3 | 18 | 12 | |
| | Presidents | 2 | 4 | 1 | 19 | 18 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 0 | 9 | 7 | 51 | 19 | 7.45 |
| | Deans | 2 | 7 | 4 | 35 | 20 | |
| | Presidents | 2 | 6 | 4 | 36 | 28 | |
| | df = 8 critical value = 15.51 | | | | | | |

When asked about the athletic director assisting with recruitment of athletes, the responses showed no significance difference among the deans, presidents, and athletic directors. The majority of the three populations placed this item in the "important" response area. The responses are displayed in Table 50.

Table 50

Assisting with the Recruitment of
Prospective Student Athletes

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 2 | 5 | 7 | 26 | 3 | 6.83 |
| | Deans | 3 | 4 | 2 | 18 | 3 | |
| | Presidents | 1 | 6 | 3 | 15 | 7 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 2 | 7 | 4 | 18 | 15 | 2.43 |
| | Deans | 1 | 6 | 1 | 15 | 12 | |
| | Presidents | 1 | 4 | 3 | 18 | 11 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 4 | 12 | 11 | 44 | 18 | 4.04 |
| | Deans | 4 | 10 | 3 | 33 | 15 | |
| | Presidents | 2 | 10 | 6 | 33 | 18 | |
| | df = 8 critical value = 15.51 | | | | | | |

The table presenting the views of the three populations concerning their judgments about the athletic director's role in counseling students showed no significant difference. The "important" response showed the highest rating. Responses to this item are presented in Table 51.

Table 51
Counseling Student Athletes

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|----|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | | 4 | 5 | 26 | 8 | 7.07 |
| | Deans | | 7 | 3 | 20 | 2 | |
| | Presidents | | 1 | 3 | 19 | 9 | |
| | df = 6 critical value = 12.59 | | | | | | |
| II | Athletic Directors | | 3 | 7 | 28 | 10 | 2.75 |
| | Deans | | 5 | 3 | 21 | 10 | |
| | Presidents | | 4 | 3 | 23 | 8 | |
| | df = 6 critical value = 12.59 | | | | | | |
| I & II | Athletic Directors | | 7 | 12 | 54 | 18 | 6.58 |
| | Deans | | 12 | 6 | 41 | 12 | |
| | Presidents | | 5 | 6 | 42 | 17 | |
| | df = 6 critical value = 12.59 | | | | | | |

The "important" response shows a high rating concerning the athletic director working to place student-athletes in four-year colleges. The opinions of the athletic directors, deans, and presidents are displayed in Table 52 and show no significant difference existed among the populations.

Table 52
Working to Place Student Athletes in
Four-year Schools

| Class | Category | Response | | | | | χ^2 |
|--------|----------------------------------|----------|----|---|----|----|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| I | Athletic Directors | 1 | 10 | 4 | 20 | 8 | 11.67 |
| | Deans | 3 | 2 | 5 | 16 | 3 | |
| | Presidents | 0 | 3 | 4 | 17 | 8 | |
| | df = 8 critical value = 15.51 | | | | | | |
| II | Athletic Directors | 2 | 4 | 5 | 21 | 14 | 8.24 |
| | Deans | 1 | 8 | 3 | 18 | 9 | |
| | Presidents | 3 | 1 | 5 | 18 | 11 | |
| | df = 8 critical value = 15.51 | | | | | | |
| I & II | Athletic Directors | 3 | 14 | 9 | 41 | 22 | 6.07 |
| | Deans | 4 | 10 | 8 | 34 | 12 | |
| | Presidents | 3 | 4 | 9 | 35 | 19 | |
| | df = 8 critical value = 15.51 | | | | | | |

SUMMARY

A description of the data collected from the questionnaire is presented in Chapter 4 in order to determine how athletic directors, deans, and presidents perceive the role of the California community college athletic director. An overall 80 percent responded to the questionnaire sent to each person in the above positions employed by each of the ninety-five California community colleges.

The questionnaire contained two parts, the first requesting personal data from athletic directors only. Ninety-two percent of the athletic directors responded reporting a mean of 13.6 years of work in their present institution and 8.5 years in their position as athletic director. Thirteen percent of the athletic directors teach no classes but most teach between six and ten credits. Nearly half also coach, with football being the most-often-reported sport. Twenty-seven percent of the present athletic directors are ex-head football coaches. With three exceptions, all were previously in athletic-related positions. Three percent have attained a Doctorate of Education while the majority have Master of Arts degrees. Most reported the method of their selection to the post as being by the president and the board of trustees.

In Section II all three populations responded by giving judgments rating importance of the athletic director's responsibilities

on a scale of "1" to "5" from "no importance" to "most important." Comparison of the judgments of the three populations was accomplished by the application of a chi square test of independence at the .05 level of significance for each of forty-five topics.

Judgments were asked on forty-five different items based on null hypothesis in five areas of the athletic director's responsibility: administrative duties, departmental leadership, school-community relations, evaluation responsibilities, and athletic director-athlete relationships.

Comparisons were made of the opinions on the forty-five items among the three populations (athletic directors, deans, and presidents) in California community colleges with an enrollment of over 10,000 students (Class I). Such a comparison was also made among those from schools with less than 10,000 student enrollment. Finally the opinions of the three categories were compared regardless of size of institution (combined Class I and II).

The null hypotheses tested in this study stated that no significant differences existed among the three categories of participants in how they view the role of the athletic director. Forty-five items were surveyed and compared in three classes each. Of the null hypotheses, only ten comparisons under seven items were rejected. The rest were retained, no significant differences being found.

Significant differences existed in the following items of the questionnaire:

1. Discussing athletic budget problems with the faculty senate--Class II.
2. Discussing athletic budget problems with the faculty senate--Combined Class I and II.
3. Negotiating salary and released time for coaches--Class I.
4. Negotiating salary and released time for coaches--Combined Class I and II.
5. Developing a handbook for coaches--Combined Class I and II.
6. Arranging an efficient transportation system for inter-collegiate athletics--combined Class I and II.
7. Assumes leadership in working with any booster club organization--Class II.
8. Assumes leadership in working with any booster club organization--Combined Class I and II.
9. Having students evaluate their coaches--Class I.
10. Having students evaluate their coaches--Class II.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to find out how community college athletic directors, deans of student personnel, and presidents perceived the role of the athletic director and to compare the perceptions of the groups to determine if differences exist which may affect the functioning of the athletic director.

The importance of this study is threefold: (1) to assist administrators in understanding the complexities of athletics in today's schools, (2) to assist community college athletic directors in having a better understanding of what is expected of them, and (3) to assist in areas of leadership training in four-year institutions where preparation for potential administrators of athletics has been taught.

The study was limited to the public community colleges in the state of California. Ninety-five colleges participated in the study. The investigation's population was comprised of athletic directors, deans, and presidents. There was an 80 percent return on the completed questionnaires by the respondents.

The review of literature selected for this study was divided into five basic categories: (1) the growth of the community college,

(2) the purposes and functions of athletic administration on the community college level, (3) administrative practices, (4) the athletic director's responsibility in administration, and (5) the need for administration.

The methods and procedures of this investigation were organized into five major areas: (1) introduction, (2) review of literature, (3) procedures used to conduct the study, (4) description of the data, and (5) summary, conclusions, and recommendations of the investigation.

The questionnaire used in the study was modeled from the original study by William G. Shannon in 1962 concerning the role of the community college president. It was used in two additional studies, Harms in 1975 and Walker's study of Deans of Instruction in 1974.

The data used for this investigation was collected from three sources. These three sources were athletic directors, deans of student personnel, and college presidents. The responsibilities of the community college athletic director were divided into five categories. They are as follows:

1. Administrative Duties
2. Departmental Duties
3. School-Community Relations

4. Evaluation Responsibilities
5. Athlete Relationships

The data collected for this study was compiled and presented in statistical presentation and descriptive narrative. The statistical presentation was used to test the following null hypotheses:

1. There is no significant difference among the participants in how they view the athletic director's chief administrative duties.

2. There is no significant difference among the participants in how they view the athletic director's departmental leadership.

3. There is no significant difference among the participants in how they view the athletic director's school-community responsibilities.

4. There is no significant difference among the participants in how they view the athletic director's evaluation responsibilities.

5. There is no significant difference among the participants in how they view the athletic director's student-athlete relationships.

Section I of the questionnaire answered only by athletic directors gave a composite of the typical California community college athletic director. He has served 8.5 years in his position and has been at his present institution 13.6 years. He teaches six to ten credits and either coaches football or did so previously. With a Master of Arts degree he was selected to his post by the college president and the board of trustees.

Section II of the questionnaire requested judgments concerning the responsibilities of the athletic director as perceived by the athletic directors, deans, and presidents. The data were compared using a chi square statistic, testing at the .05 level of significance to determine where significant differences appeared among the judgments of the three populations.

The data were described and illustrated in tables in Chapter 4. A significant difference of the views of participants regarding discussing budget problems with the faculty senate existed. Agreement was also low regarding the responsibilities of negotiating salary and released time for coaches, developing a handbook for coaches, attending board of trustee meetings, arranging a transportation system for athletic teams, contributing leadership in a booster organization and allowing student evaluation of coaches.

CONCLUSIONS

After an analysis of the data obtained for this study, the following conclusions are presented:

1. Deans, presidents, and athletic directors agreed that the administrative duties of the athletic director were important. Of the fourteen items which dealt with that aspect of the job, eight were rated as important or most important by all or a majority of respondents. In only two instances, "discussing athletic problems with the

faculty senate" and "being responsible for ticket sales at athletic events," did the majority feel the duties were of no or little importance.

Significant differences were found in the populations' judgments of the athletic director discussing athletic problems with the faculty senate. In the case of the Class II schools, the difference was not due to whether the item was important or not important, but rather to whether they considered it to be of little importance or no importance as is shown by the following distribution of responses:

| | <u>Class II</u> | | | | |
|-----------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
| Athletic Directors | 56% | 33% | 12% | 0% | 0% |
| Deans | 26% | 56% | 5% | 13% | 0% |
| Presidents | 39% | 37% | 13% | 11% | 0% |

The differences between the Combined Class I and II groups on the same item was likewise due to disagreement on whether it was of little or no importance, rather than as to whether it was or was not important. The distribution of responses for Combined Class I and II schools was as follows:

Combined Class I and II

| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
|--------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| Athletic Directors | 61% | 25% | 14% | | |
| Deans | 43% | 43% | 7% | 7% | |
| Presidents | 45% | 36% | 13% | 6% | |

2. Athletic directors, deans, and presidents agreed that the area of departmental leadership was important. Thirteen out of sixteen items received mostly important or most important ratings. The three items which the three groups felt were of little or no importance were the athletic director attending board of trustee meetings, attending the faculty senate meetings, and arranging for money making activities.

Significant differences were found among the Class I and Combined Class I and II populations in negotiating released time and salaries for coaches. A majority of athletic directors and deans felt this was an important duty, whereas more of the presidents felt it was not important. The results are shown by the following distributions:

| | <u>Class I</u> | | | | |
|--------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
| Athletic Directors | 5% | 24% | 2% | 38% | 31% |
| Deans | 7% | 14% | 7% | 57% | 14% |
| Presidents | 2% | 33% | 26% | 20% | 13% |

Combined Class I and II

| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
|-----------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| Athletic Directors | 2% | 15% | 8% | 44% | 31% |
| Deans | 8% | 17% | 8% | 52% | 17% |
| Presidents | 9% | 23% | 17% | 32% | 19% |

A third significant difference existed among the Combined Class I and II populations under departmental leadership regarding the athletic director developing a handbook for coaches. Athletic directors attached less importance to this function than did deans or presidents. The distribution of responses is as follows:

Combined Class I and II

| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
|-----------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| Athletic Directors | 1% | 21% | 23% | 33% | 12% |
| Deans | 3% | 12% | 36% | 27% | 22% |
| Presidents | 6% | 10% | 25% | 24% | 34% |

Another significant difference was shown regarding the arranging of an efficient transportation system among the Combined Class I and II populations. The responses are shown in the following percentages:

Combined Class I and II

| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
|-----------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| Athletic Directors | | 0% | 4% | 39% | 56% |
| Deans | | 7% | 4% | 51% | 37% |
| Presidents | | 7% | 6% | 54% | 33% |

3. The three populations agreed that all six of the items in the area of the athletic director's responsibilities in school-community relations were to be considered important.

The only significant difference found among the groups was on the item concerning the athletic director assuming leadership of a booster organization. The deans reported this to be an important area while the two other populations did not concur. The distribution in percentages is as follows:

Class II

| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
|-----------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| Athletic Directors | 11% | 15% | 17% | 32% | 26% |
| Deans | 3% | 8% | 5% | 64% | 21% |
| Presidents | 11% | 8% | 18% | 29% | 34% |

Combined Class I and II

| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
|--------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| Athletic Directors | 15% | 12% | 24% | 33% | 16% |
| Deans | 8% | 10% | 6% | 59% | 17% |
| Presidents | 11% | 11% | 21% | 29% | 27% |

4. The athletic directors, deans, and presidents agreed that the area of evaluation was an important area of responsibility of the athletic director. Four of the five items were rated as important or most important by the participants, with only the item on having students evaluate their coaches considered to be unimportant. Presidents did not consider this to be an important responsibility, whereas deans did and athletic directors were almost evenly divided.

A significant difference existed in Class I and Class II populations on the item regarding the athletic director having students evaluate their coaches. The responses are shown in percentages in the following distributions:

| | <u>Class I</u> | | | | |
|--------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
| Athletic Directors | 19% | 23% | 23% | 23% | 12% |
| Deans | 8% | 13% | 21% | 23% | 36% |
| Presidents | 16% | 35% | 23% | 19% | 6% |

Class II

| | <u>No</u> <u>Importance</u> | <u>Little</u> <u>Importance</u> | <u>Undecided</u> | <u>Important</u> | <u>Most</u> <u>Importance</u> |
|-----------------------|--------------------------------|------------------------------------|------------------|------------------|----------------------------------|
| Athletic Directors | 17% | 15% | 43% | 15% | 11% |
| Deans | 17% | 27% | 20% | 37% | 0% |
| Presidents | 18% | 11% | 26% | 42% | 3% |

5. The three populations agreed on the importance of the athletic director maintaining good relations with the student athletes. All four items were rated important or most important by all or a majority of the populations. No significant differences were found among the groups on any of the items in this category.

6. In the final analysis, the athletic directors, deans, and presidents generally agreed on the role of the athletic director encompassing all five areas of the athletic director's leadership roles.

RECOMMENDATIONS

Based on the review of related professional literature, information compiled by the study on the athletic director's role, and conclusions drawn from the analysis of study, the following recommendations are offered:

1. It is recommended that studies be made to compare the role of the community college athletic director with that of the athletic directors at the four-year college level.

2. It is recommended that studies be made to explore the role of women in athletic administration.

3. It is recommended that colleges and universities strengthen and broaden their curriculum in athletic administration.

4. It is recommended that colleges and universities, working through their athletic and physical education departments, offer workshops and conferences in athletic administration.

5. It is recommended that individual colleges use the questionnaire from this study to see if there is agreement on their perceptions of the athletic director's role.

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APPENDICES

APPENDIX A

COVER LETTER

September 27, 1976

Dear Colleague,

This letter is to request your assistance in securing information for a research study concerning how Community College Athletic Directors perceive their responsibilities. The basic purpose of this study is to compare the Athletic Director's perceptions with the views of his President and Dean.

Your participation in this study will involve you in completing the enclosed questionnaire. This questionnaire should take only fifteen minutes of your time.

The code number in the upper left hand corner of the questionnaire is being used to identify those colleges who have not returned the questionnaire. All information will be kept strictly confidential and will be treated in a professional and ethical manner.

Part I is for only Athletic Directors to fill out. Please return the completed questionnaire in the enclosed stamped and addressed envelope as soon as possible.

Sincerely,

Max Fields
Athletic Director

Enclosures

APPENDIX B

FOLLOW-UP LETTER

January 25, 1977

Dear Colleague,

Several weeks ago you received a questionnaire regarding a comparative study of the Athletic Director's role as perceived by Community College Athletic Directors, Deans, and Presidents. The response from the Athletic Directors has been tremendous, but more information is needed from the Deans and Presidents.

Would you please take a few minutes and fill out the enclosed questionnaire? This will enable me to finish the study and be able to determine the results. Please ignore the section relating to Athletic Directors (Part I).

Thank you for your time and consideration.

Sincerely,

Max Fields
Director of Athletics
Imperial Valley College

APPENDIX C

COMMUNITY COLLEGE ATHLETIC DIRECTOR'S QUESTIONNAIRE

I. Background information for your position:

1. How many years have you worked at this institution? ____ yrs.
2. How long have you been athletic director at this institution?

____ yrs.

3. Do you teach classes?

____ Yes

____ No

How many credits?

____ 0-5

____ 6-10

____ 10-15

____ over 15

4. What sports do you coach? _____

5. What is the highest degree that you have earned?

____ Bachelors

____ Masters

____ Ed.D.

____ Ph.D.

6. Previous position held prior to athletic directorship at this institution? _____

7. Which of the following methods was used in your selection as athletic director? Please check all applicable answers.

- a. By a committee of the faculty responsible to the President.
 - b. By a committee of the faculty and board of trustees.
 - c. By the president and board of trustees.
 - d. By the president acting alone.
 - e. By a dean acting alone.
 - f. By a committee comprised of deans, faculty, and students.
 - g. Any other method. Please explain _____
-

II. Administrative Duties

The responsibilities of a community college athletic director have been clustered into five categories (A-E below) in this section. Please circle the number on each item which best represents the importance you place on it as a responsibility of your community college athletic director.

The scale for each item is as follows:

1 - no importance; 2 - little importance; 3 - undecided;
4 - important; 5 - most important.

| | No Importance | Little Importance | Undecided | Important | Most Important |
|--|---------------|-------------------|-----------|-----------|----------------|
| A. Administrative Duties | | | | | |
| 1. Discussing athletic budget problems with the administration | 1 | 2 | 3 | 4 | 5 |
| 2. Discussing athletic budget problems with the faculty senate | 1 | 2 | 3 | 4 | 5 |
| 3. Preparing the final budget for athletics | 1 | 2 | 3 | 4 | 5 |
| 4. Working closely with administrators regarding athletics | 1 | 2 | 3 | 4 | 5 |
| 5. Determining teaching loads for coaches | 1 | 2 | 3 | 4 | 5 |
| 6. Being responsible for ticket sales at athletic events | 1 | 2 | 3 | 4 | 5 |
| 7. Obtaining necessary insurance for athletic teams | 1 | 2 | 3 | 4 | 5 |
| 8. Being responsible for game management and crowd control | 1 | 2 | 3 | 4 | 5 |
| 9. Working on eligibility forms for athletic teams | 1 | 2 | 3 | 4 | 5 |
| 10. Delegating responsibilities to coaches | 1 | 2 | 3 | 4 | 5 |
| 11. Assuming committee responsibilities as needed | 1 | 2 | 3 | 4 | 5 |
| 12. Keeping the board of trustees informed regarding athletics | 1 | 2 | 3 | 4 | 5 |
| 13. Approving all athletic scheduling | 1 | 2 | 3 | 4 | 5 |

| | No Importance | Little Importance | Undecided | Important | Most Important |
|---|---------------|-------------------|-----------|-----------|----------------|
| 14. Adding and deleting sports | 1 | 2 | 3 | 4 | 5 |
| B. Departmental Leadership | | | | | |
| 15. Involving coaches with the preparation of the budget | 1 | 2 | 3 | 4 | 5 |
| 16. Counseling staff members with personal problems | 1 | 2 | 3 | 4 | 5 |
| 17. Negotiating salary and release time for coaches | 1 | 2 | 3 | 4 | 5 |
| 18. Working to attain high morale among coaches | 1 | 2 | 3 | 4 | 5 |
| 19. Developing a handbook for coaches | 1 | 2 | 3 | 4 | 5 |
| 20. Having complete knowledge of rules and regulations regarding athletic recruiting, financial aid and eligibility | 1 | 2 | 3 | 4 | 5 |
| 21. Attending board of trustee meeting | 1 | 2 | 3 | 4 | 5 |
| 22. Directing and supervising the coaching staff | 1 | 2 | 3 | 4 | 5 |
| 23. Attending the faculty senate meetings | 1 | 2 | 3 | 4 | 5 |
| 24. Acting as liaison between the coaching staff and faculty | 1 | 2 | 3 | 4 | 5 |
| 25. Requiring inventory of equipment from all coaches | 1 | 2 | 3 | 4 | 5 |

| | No Importance | Little Importance | Undecided | Important | Most Important |
|--|---------------|-------------------|-----------|-----------|----------------|
| 26. Attending conferences and state athletic meetings | 1 | 2 | 3 | 4 | 5 |
| 27. Stimulating a weak staff member | 1 | 2 | 3 | 4 | 5 |
| 28. Arranging for money making activities | 1 | 2 | 3 | 4 | 5 |
| 29. Providing proper medical supervision | 1 | 2 | 3 | 4 | 5 |
| 30. Providing an efficient transportation system for intercollegiate athletics | 1 | 2 | 3 | 4 | 5 |
| C. School-Community Relations | | | | | |
| 31. Acting as public relations officers for the college | 1 | 2 | 3 | 4 | 5 |
| 32. Informing the public about the athletic program of the college | 1 | 2 | 3 | 4 | 5 |
| 33. Assumes leadership in working with any booster club organization | 1 | 2 | 3 | 4 | 5 |
| 34. Serves as a resource person to the community on athletics | 1 | 2 | 3 | 4 | 5 |
| 35. Belongs to civic organizations such as Kiwanis, Rotary, etc. | 1 | 2 | 3 | 4 | 5 |
| 36. Preparing news releases for the public about the athletic program | 1 | 2 | 3 | 4 | 5 |
| D. Evaluation Responsibilities | | | | | |
| 37. Evaluating and recommending necessary changes in equipment and facilities | 1 | 2 | 3 | 4 | 5 |

| | No Importance | Little Importance | Undecided | Important | Most Important |
|--|---------------|-------------------|-----------|-----------|----------------|
| 38. Evaluating each coach at the conclusion of his/her season. | 1 | 2 | 3 | 4 | 5 |
| 39. Having student athletes evaluate their coaches | 1 | 2 | 3 | 4 | 5 |
| 40. Recommending the selection and retention of coaches | 1 | 2 | 3 | 4 | 5 |
| 41. Recommending the dismissal of coaches | 1 | 2 | 3 | 4 | 5 |
| E. Athletic Director-Athlete Relationships | | | | | |
| 42. Assisting with student-athlete discipline cases | 1 | 2 | 3 | 4 | 5 |
| 43. Assisting with the recruitment of prospective student athletes | 1 | 2 | 3 | 4 | 5 |
| 44. Counseling student athletes | 1 | 2 | 3 | 4 | 5 |
| 45. Working to place student athletes in four-year schools | 1 | 2 | 3 | 4 | 5 |

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athletic director ...

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