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PERCEPTIONS OF GRADUATE COURSES AND COMPETENCIES
ASSOCIATED WITH HIGH SCHOOL AND JUNIOR COLLEGE
ATHLETIC ADMINISTRATION

THESIS

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Texas 5A high school and junior college athletic directors' perceptions concerning graduate courses and competencies relating to athletic director performance were investigated. Graduate courses needing emphasis for prospective directors, most and least beneficial graduate courses, perceptions of values of graduate courses, and selected skills necessary for performance of duties were ranked. Significant differences of perceptions of values of graduate courses between 5A high school and junior college athletic directors were found using chi square. Significant differences between graduate course areas and competency areas in Communications, Technical, Business and Public Relations were found utilizing a t -test. 5A athletic directors receive adequate preparation in Communications. Junior college athletic directors receive adequate preparation in Business and Public Relations.

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CHAPTER I

INTRODUCTION

Duties and responsibilities of sport administrators are becoming more complex. According to Williams and Miller (5), there exists a need for well prepared administrators who are capable of meeting the demands of expanding and diverse athletic programs. "Despite the desire for capable administrators who can function effectively in sports-related areas, it appears that the preparation of administrators leaves much to be desired." Ulrich and Parkhouse (3) note that a challenge exists to develop curricula to balance the practical and academic components of athletic administration.

Competencies associated with athletic administration may assist in defining parameters for preparation of practitioners. Common areas of responsibilities should be incorporated into professional preparation programs for athletic administration positions as emphasized by Williams and Miller (5). Quain and Parks (1) listed professional competencies for management as human relations, personnel management, money management, writing, time management, public speaking, knowledge of sport and fitness. Wiles and Bondi (4) suggested a hierarchy or taxonomy of skills that contributes to effective administration. Four

areas of competence are technical, interpersonal, instructional and political competence. Professional preparation should reflect the varying skills of the athletic administrator.

Professional preparation of administrators has been described by Williams and Miller (5) as haphazard and poorly articulated. Substantive changes of the position of administrator in the last decade has revealed that there is an increased need to plan the preparation of the "new" administrator according to Williams and Miller (5). Williams and Miller (5) indicated an identifiable portfolio of knowledge is essential for the preparation of athletic administrators. Professional preparation can be more appropriately addressed as the competencies for athletic administration are more clearly identified.

Opportunities exist for well prepared individuals to enter athletic administrative-management positions. Competencies must be clearly identified and graduates must possess the requisite competencies as recommended by Quain and Parks (1). A study is needed to investigate the professional preparation and the common areas of competencies of athletic directors to determine if there is congruency between the two in order to more adequately prepare prospective sport administrators for Texas 5A high schools and junior colleges.

Statement of the Problem

The problem in this study is to ascertain athletic directors' perceptions concerning graduate courses and competencies as relating to athletic director performance.

Purposes of the Study

The purposes of the study are:

1. To determine professional preparation in athletic administration of selected Texas 5A high school and junior college athletic directors.
2. To determine differences in perception values of graduate course work between selected Texas 5A high school and junior college athletic directors.
3. To determine the necessity of selected competencies applying to athletic administration as indicated by selected Texas 5A high school and junior college athletic directors.
4. To determine graduate course areas of professional preparation in athletic administration which are advocated for increased emphasis as indicated by selected Texas 5A and junior college athletic directors.
5. To determine which graduate courses in athletic administration are considered most beneficial as indicated by selected Texas 5A high school and junior college athletic administrators.
6. To determine which graduate courses in athletic administration are considered least beneficial as indicated

by selected Texas 5A high school and junior college athletic directors.

7. To determine if graduate course work areas in athletic administration are associated with selected competency areas as determined by selected Texas 5A high school and junior college athletic directors.

Research Questions

This study was designed to assist in answering the following questions:

1. What graduate courses in athletic administration do selected Texas 5A high school and junior college athletic directors perceive as relating to the performance of athletic director duties?

2. Do the perception of values of graduate courses differ between Texas 5A high school and junior college athletic directors?

3. What selected competencies do Texas 5A high school and junior college athletic directors consider as necessary for performance of athletic director duties?

4. Which graduate courses relating to athletic administration are advocated for increased emphasis by Texas 5A high school and junior college athletic directors?

5. Which graduate courses relating to athletic administration are considered most beneficial by Texas 5A high school and junior college athletic directors?

6. Which graduate courses relating to athletic administration are considered as least beneficial to Texas 5A high school and junior college athletic directors?

7. Are graduate course areas in athletic administration associated with selected competency areas of Texas 5A high school and junior college athletic directors?

Delimitations

1. Two hundred fifty 5A high school and 49 junior college athletic directors listed in the 1987-88 Texas Sports Guide of High Schools and Colleges (2) were selected as subjects for this study.

2. Athletic directors were respondents who were officially assigned at least 50 percent of their work load as athletic director duties.

Limitations

1. Some subjects did not return or fully answer the questionnaire.

2. Though anonymity was stressed, some subjects may not have used complete honesty when answering the questionnaire.

Definition of Terms

Athletic administration is the act or process employed to perform executive duties relative to athletics.

Athletic Director is the person holding the highest executive level of administration in the athletic department.

Competencies are professional skills needed by the athletic administrator to successfully direct an athletic program. Competencies include skills in communication, business, technical and public relations. Course work is graduate credited academic preparation in athletic administration.

Significance of the Study

Competency demands for athletic directors are expanding with the rapid growth in athletics. Specific graduate courses of study are designed to professionally prepare athletic directors. However, research concerning the relationship of athletic director graduate courses and competencies needs to be reported. A descriptive study that evaluates graduate courses as relating to competencies would assist in determining feasibility of graduate course work and assist in identification of selected competencies of athletic directors. An outcome of this study will provide potential athletic directors with knowledge of course work which relates to competency demands. An additional outcome is to provide personnel of graduate curriculums in athletic administration with information to assist in establishing curriculum selections most beneficial for prospective athletic directors.

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CHAPTER II

REVIEW OF LITERATURE

A review of literature revealed that numerous articles, dissertations and books have been written on athletic administration. Authors have attempted to determine a definition of administration, a purpose for administration and to establish skills necessary for athletic administration. In order to study the professional preparation of athletic administrators and the complexities of the duties, it is important to understand the competencies required of athletic administrators.

Administration Definitions

There exists several forms of the definition of administration. Bucher (1) proposed that administration is concerned with the functions and responsibilities essential to the achievement of established goals through associated effort. Jensen (11) expressed that a meaningful way to describe certain aspects of administration is by the use of the term management. Hall, in Shenk (17) utilized a combination of terms stating that administration is essentially concerned with setting up a program and seeing that all of the available resources are so managed as to make the program effective. In addition, administration involves

the management of human beings. Differences exist in author opinions of a clear cut definition of administration.

An administrator accepts the responsibility for the overall direction of a sound program. The goal is the efficient administration of a total sport program as recommended by Clayton and Clayton (2). Administration consists of leadership and guidance of individuals, procuring and manipulating of resources, and coordinating of many diverse efforts so effective progress can be made toward the achievement of the goal and purposes of an organization as stated by Frost and Marshall (3).

The management concept applied to athletic administration necessitates change. Management concepts relevant to administration of athletic programs were first introduced at the collegiate level. Management concepts have not been as universal at the high school level according to Fuoss and Troppmann (4). Because of decentralization of schools, the modern athletic administrator in the high school plays an increasingly important role in department management indicated Pestolesi (15). Administration has been referred to by Hall (6) as the management of all departmental affairs.

Bucher (1) stated that in light of the definitions of administration and management, the term administration should be used, because it encompasses the management function.

Healey and Healey (8) stated:

The purpose of administration is to (1) make plans to help solve future problems rather than wait for them to appear and attempt to solve them at the time they occur, (2) organize, direct, and make use of the talents of those affected quickly and efficiently to accomplish the tasks at hand, (3) direct and inform those involved in the anticipated changes which are to take place in the future, (4) inform and bring small minority groups into the total picture so that their efforts can be coordinated within the total group in a uniform effort to solve problems, (5) coordinate the talents of all the individuals in a total effort to create an esprit de corps among the participants (8, p. 4).

Controversy concerning the terms management and administration exist. Administration pertains to the executive position in the educational setting and management is used to describe skills and duties of executives in non educational settings. Administration will be the definition used in this study to identify the performance of executive duties of athletic directors.

Athletic Director Competencies

Bucher (1) and Jensen (11) indicated that administrative and managerial duties of the athletic director consist of staffing, budgeting, coordinating, planning, communicating, reporting and scheduling. Competencies of athletic directors have been identified through subjective-determination or survey responses of job responsibilities. Williams and Miller (19) reported a study about athletic administration and NCAA/AIAW Divisional differences.

They offered the following rank order of competencies:

Budgeting, eligibility concerns, policy development, representative to governing organizations, attending athletic contests, personnel recruitment and management, public relations, scheduling events/facilities, record keeping and reports, financial aids concerns, game/contests management, equipment ordering, fund-raising/promotions and travel arrangements (19, p. 401).

Quain and Parks (16) listed writing, personnel management, public speaking, time management, money management, human relations, personal fitness and knowledge of sports as professional competencies for the practitioners of administration in sport. In 1983 Bucher (1) compiled a complete list of administrative duties performed by high school athletic directors that would apply to college and university athletic directors. Included in the list of high school and college athletic director skills were: general administration tasks, public relations and community service, professional activities, equipment and facilities and specialized sports tasks.

Jensen (11) grouped competencies of athletic administrators into the following categories: (a) planning, (b) organizing, (c) staffing, (d) directing and (e) controlling. Katz, according to Jackson (9) also grouped administrative tasks into skill categories; conceptual, technical, and human. Zeigler (20) added conjoined skills and personnel skills to Katz' categories.

Gleason (5) stated that demands for the changing industry requires a myraid of marketing skills, computer knowledge, extensive communications skills, legal knowledge and business skills. Top athletic directors from major college conferences in the country were surveyed by Landry (13). The most important attributes of a successful athletic director according to prominence of successful athletic directors were identified as being people oriented, business oriented, knowledge of fund raising, public relations, personnel, budget control and communication skills.

Specific professional competencies may be categorized differently as noted by several authors including Gleason (5); Jackson (9); Jamieson (10); Jensen (11); Landry (13); Quain & Parks (16); Williams and Miller (19); and Zeigler (20). For this study, the selected skills have been categorized into four competency areas: communications, technical, business and public relations.

Graduate Course Work

Steward in Fouss and Troppman (4) expressed the need for a specific program in athletic administration because of growth in size and complexity of athletic programs in the secondary schools, colleges and universities. Steward indicated the need for capable, highly trained people in sports administration has greatly increased. Parkhouse

(14) concurred with Steward noting that athletic administration and sport management (AASM) are sufficiently unique to require specialized training at the graduate level. The growing complexity of the school athletic administrator's role mandates a job related course of study. Parkhouse indicated that a vast majority of individuals being employed as athletic directors on the high school and college level have not had adequate training. Therefore, it is necessary to provide specialized training for individuals who seek administrative positions.

Jamieson (10) found top level recreation managers identified management techniques, business procedures and communications as top curriculum areas based on competency statements. Safety procedures, facility/maintenance and philosophy were ranked lowest by top level recreational managers. Jamieson (10) expressed that the value of identifying competencies extends to the certification of professionals through use of curricular competencies as a basis for evaluation.

Gleason (5) indicated that courses in sports marketing, computers, communications, journalism, facilities, law and business should be taught to prepare prospective athletic directors. Coaching skills and/or backgrounds in physical education no longer suffice to meet the complexities of the demands for athletic director competencies.

Hatfield, Wrenn and Bretting (7) grouped academic course work for professional preparation for students within sport management fields according to the following classifications: business/management courses, exercise and sport science courses, marketing and public relations courses, sport administration, sciences, arts and humanities and education. Athletic director regards for the importance of certain graduate course work experience were rated by Williams and Miller (19). The top six graduate course work selections were: communication (speaking), communication (writing), business (budgeting, marketing), public relations (media), administration of athletics and human relation/personnel psychology. The bottom three graduate course works rated according to importance were liberal education, history of sport and political science.

Ulrich and Parkhouse (18) stated that current methods employed for curriculum design fail to develop professional preparation programs which coincide with competencies required of athletic directors. Surveys were sent to sport management alumni to report courses taken and work satisfaction. Subjects reported that the most applicable or relevant courses include the internship, public relations, communications, management principles, and athletic administration. Ulrich and Parkhouse (18) concluded that courses to be considered for curriculum design based on alumni preferences were: (a) organization management (b) communications and (c) internship.

Specialized course work as indicated by Hatfield, Wrenn and Bretting (7), Ulrich and Parkhouse (18) and Williams and Miller (19) should appear in athletic administration professional preparation programs. Graduate courses in athletic administration which most relate to athletic director performance must be available for potential athletic directors.

Research Recommendations

Research in administration was recommended by Ulrich and Parkhouse (18) to clearly define the parameters for each sport management occupation. As a result of their study, the authors indicated that current training is weak and that a restricted range of preparation exists for a wide range of occupations.

Zeigler (20) indicated that while research is being done in the general area of management, the physical education professional also has a responsibility to engage in research to add to this body of knowledge and to make it available to physical education and sport administrators in the fields. Up to this date, and in comparison with completed investigations in other disciplinary areas of physical education, a limited amount of research has been done relating course work to competencies in athletic administration at the 5A high school or junior college level.

Summary

Curricula should be developed and designed to reflect the relationship between graduate courses and competencies required of athletic directors according to Lambrecht (12). As the need for specialty tracks is emphasized, researchers should be able to establish a relationship between graduate course work and competencies needed by athletic directors. Research has been reported on professional preparation or on competency levels of athletic directors and physical education chairpersons at the collegiate level. No reported studies have compared graduate courses and competencies at the high school or junior college level.

This study has been undertaken to ascertain athletic directors' perceptions concerning graduate course work and competencies as relating to athletic director performance. Researchers need to seek information regarding the integration of graduate course work offerings with the competencies of athletic directors and report their findings to curriculum personnel and potential athletic directors.

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CHAPTER III

PROCEDURES

This study was designed to determine the perception of value of selected graduate courses and competencies of Texas 5A high school and junior college athletic directors. An additional purpose of the study was to determine the relationship between graduate courses and competency skills of Texas 5A high school and junior college athletic directors.

Selection of Subjects

The population of this study was 250 5A high school and 49 junior college athletic directors in Texas. Athletic director names were obtained from Texas Sports Guide of High School and Colleges (2). Selected subjects were athletic directors officially assigned at least 50% of their work load as athletic director duties. Athletic directors officially assigned to less than a 50% work load as athletic director were eliminated as subjects. A total number of 70 5A high school and 33 junior college athletic directors were officially assigned at least 50% of their work load as athletic directors.

Selection of Tool

Methods of experts seeking information in the field of athletic administration were studied and evaluated. A structured questionnaire was developed as the most appropriate instrument for collection of data for this study (Appendix B). Section A of the questionnaire requested information concerning demographics, including age and degree information. Section B requested information concerning the respondent's professional experience. This section included questions concerned with current position in athletic administration, number of years served as athletic director, number of months officially assigned for athletic director duties, and approximate number of hours per week actually spent performing athletic director duties.

Section C of the questionnaire included 19 graduate courses based upon previous assessments by Ulrich and Parkhouse (3) and Williams and Miller (4). The respondents were asked to use a four choice Likert scale (very important, important, less important and not important) to determine the value of each course as relating to performance of athletic director duties. Respondents were asked to list courses needing greater emphasis for prospective preparation of athletic directors, completed graduate courses most beneficial to performance of athletic director duties.

The instrument also contained 20 skills necessary for performance of athletic director duties. The skills were grouped into four administrative competency areas: communications, technical, business and public relations (Appendix D). Selected competencies were developed from literature by Quain and Parks (3) and Williams and Miller (4). Respondents were asked to rate the degree of necessity of each administrative skill as associated with successful performance by using a four choice Likert scale (very necessary, necessary, less necessary, and not necessary). Graduate courses were matched to competency areas to show an association between graduate courses and selected competency areas (Appendix D). The questionnaire concluded with instructions to whom the questionnaire should be returned and the deadline for returns.

A panel of five judges, in public school administration, with expertise in the fields of education and administration, were selected to assist with determining the effectiveness of the questionnaire. The judges were asked to review the questionnaire for clarity, appropriateness of the instrument and to determine content validity of each item in the study. The panel of judges were encouraged to suggest additional items for consideration to be included in the questionnaire. Three items under professional experience and one item in professional preparation were judged inappropriate by the panel of judges and were deleted. Items in the graduate

course work area and selected competencies were considered valid. The questionnaire was revised and a final copy printed.

Data Collection

A numerically color coded questionnaire was mailed to 250 Texas 5A high school and 49 junior college athletic directors from the state of Texas. A cover letter explaining the purpose of this study was included in the mailing (Appendix A). The athletic directors were asked to complete the questionnaire, (Appendix B) then place the completed questionnaire in the enclosed envelope and return it to an appropriate third party. Follow up letters were mailed two weeks after the initial mailing to enhance the number of returned responses (Appendix C). Of the identified athletic directors, 158 returned completed questionnaires. Because of response irregularities 71 returns were eliminated from the data analysis.

Statistical Procedures

After 5A high school and junior college athletic directors completed and returned questionnaires, statistical treatment of each section was completed. Data was analyzed by utilizing the SPSS statistical computer package. Data was divided into two groups: 5A high school and junior college athletic directors in Texas.

Analysis of responses relating to research questions one through seven were completed as follows:

1. Weighted means of perceived graduate course work values relating to performance of Texas 5A high school and junior college athletic directors duties were ranked to determine courses with highest and lowest value.

2. A Chi square test of independence was used to determine if differences occurred between Texas 5A high school and junior college athletic directors' perceptions of graduate course work values.

3. Means of selected skill values perceived as necessary for the performance of Texas 5A high school and junior college athletic director duties were ranked to determine selected skill most and least necessary for performance of athletic director duties.

4. Graduate courses work areas in athletic administration advocated for increased emphasis by Texas 5A high school and junior college athletic directors were reported by rank order of response.

5. Graduate course work areas in athletic administration considered most beneficial by Texas 5A high school and junior college athletic directors were reported by rank order of response.

6. Graduate course work areas in athletic administration considered least beneficial by Texas 5A high school and junior college athletic directors were reported by rank order of response.

7. A t -test was used to determine differences between means of graduate course work areas to competency areas identified by Texas 5A high school and junior college athletic directors.

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CHAPTER IV

RESULTS AND DISCUSSION

The total number of Texas 5A high school athletic directors returning the questionnaire was 125 (50% of total distributed) with 55 respondents eliminated because of questionnaire response irregularities. The total number of Texas junior college athletic directors returning the questionnaire was 33 (67% of total distributed) with 16 respondents eliminated due to irregularities in response.

Section A of the questionnaire pertained to general data and section B sought professional experience information. Section C was divided into questions relating to importance of graduate courses, emphasis of graduate courses, most and least beneficial graduate courses and degree of necessity of selected administrative skills as skills relate to performance of athletic director duties (Appendix B).

Texas 5A high school athletic directors average age was approximately 44 years of age. Master's degrees were held by 64.3% of 5A high school athletic directors and 12.9% held specialists degrees. Texas institutions granted 91.2% of degrees earned by respondents. Respondents served 5 - 8 years as athletic directors. Texas 5A high school athletic directors responded that 70% of athletic directors worked 40

hours or more per week performing athletic director duties.

Junior college respondents average age was 40 years of age. Master's degrees were held by 100% with 1 respondent also holding a specialist's degree and a doctoral degree. Texas institutions granted 88.3% of degrees to junior college athletic director respondents. On the average, junior college athletic directors served in their position 5 - 8 years. Respondents indicated that 35.33% of junior college athletic directors worked 40 or more hours per week performing athletic director duties.

Rankings of Perception Values of Graduate Courses

A four choice Likert type rating scale consisting of assigned weighted values (4), very important (3), important (2), less important and (1), not important was used to determine perceptions of importance of each course as relating to the performance of athletic director duties. Frequencies (F) were tallied, means (\bar{X}) calculated and rankings assigned based upon means of weighted values for 5A high school and junior college athletic directors. Means and rankings indicating perceptions of graduate course values relating to performance of duties in athletic administration are shown in Table I for 5A high school athletic directors and Table II for junior college athletic directors.

Texas 5A high school athletic directors perceived 10 of 19 graduate courses as very important or important. Texas

junior college athletic directors perceived 13 of 19 graduate courses as very important or important. The 5A high school athletic directors perceived Communications ($\bar{X} = 3.70$), Financial Management ($\bar{X} = 3.70$), Personnel Management ($\bar{X} = 3.68$), School Law ($\bar{X} = 3.48$) and Business Procedures ($\bar{X} = 3.43$) as the top five most valuable as relating to performance of duty. Philosophy of Sport ($\bar{X} = 2.87$), Regulatory Agencies ($\bar{X} = 2.81$), Statistics ($\bar{X} = 2.63$), Grants and External Funding ($\bar{X} = 2.31$) and Sport History ($\bar{X} = 2.24$) were perceived as having the lowest importance value as relating to performance of duty (Table I).

TABLE I

HIGH AND LOW MEANS AND RANKINGS OF PERCEIVED VALUES OF GRADUATE COURSES BY 5A HIGH SCHOOL ATHLETIC DIRECTORS

Highest Course Rankings		
	Mean	Rank
Communications	3.70	1.5
Financial Management	3.70	1.5
Personnel Management	3.68	3
School Law	3.48	4
Business Procedures	3.42	5

TABLE I--Continued

Lowest Course Rankings		
	Mean	Rank
Philosophy of Sport	2.87	15
Regulatory Agencies	2.81	16
Statistics	2.63	17
Grants and External Funding	2.31	18
Sport History	2.24	19

Findings indicated that high school athletic directors in this study perceived courses in Communications, Financial Management and Personnel Management to be more important than courses in Grants and External Funding and Sport History.

Junior college athletic directors perceived graduate courses in Communications ($\bar{X} = 3.80$), Financial Management ($\bar{X} = 3.79$), Facilities/Materials Management ($\bar{X} = 3.79$), Business Procedures ($\bar{X} = 3.67$) and Administrative Theory ($\bar{X} = 3.53$) as having the highest values as relating to performance of duty. Practicum/Internship ($\bar{X} = 2.92$), Philosophy of Sport ($\bar{X} = 2.87$), Contract Negotiations/Compensation Theory ($\bar{X} = 2.77$), Statistics ($\bar{X} = 2.65$) and Sport History ($\bar{X} = 2.43$) were perceived as having lowest importance value as relating to performance of duties (Table II).

TABLE II

HIGH AND LOW MEANS AND RANKINGS OF PERCEIVED VALUES OF GRADUATE COURSES BY JUNIOR COLLEGE ATHLETIC DIRECTORS

Highest Course Rankings		
	Means	Rank
Communications	3.80	1
Financial Management	3.79	2.5
Facilities/Materials Management	3.79	2.5
Business Procedures	3.67	4
Administrative Theory	3.53	5
Lowest Course Rankings		
	Means	Rank
Practicum/Internship	2.92	15
Philosophy of Sport	2.87	16
Contract Negotiations/ Compensation Theories	2.77	17
Statistics	2.65	18
Sport History	2.43	19

Junior college athletic director respondents perceived courses in Communication, Financial Management and Facilities/Materials Management to be of highest value as relating to performance of duties. Junior college respondents perceived Statistics and Sport History as having the least value as relating to duty performance.

Texas 5A high school and junior college athletic directors ranked Communications as the most important graduate course. Texas 5A high school and junior college athletic directors concurred Financial Management and Business Procedures among the highest five most important courses. School Law and Personnel Management were ranked in the top five by 5A high school athletic directors, and junior college athletic directors did perceive each course as having importance (Appendix E). Facilities/Materials Management and Administrative Theory were ranked in the top five by junior college athletic directors. Texas 5A high school athletic directors ranked Facilities/Materials Management sixth and Administrative Theory as seventh in rank order. Gleason (2), Williams and Miller (5) and Ulrich and Parkhouse (4) indicated that Communication is a priority course for athletic directors. Gleason's article (1986) agreed with 5A high school athletic directors that courses in communications, law and business should be taught to prospective athletic directors. Junior college athletic directors placed high value on communication, facilities and business procedure courses as did Gleason (2). In contrast, Gleason (2) indicated that computer knowledge should be taught. In this study, Computer courses were ranked 11.5 and 10 by Texas 5A and junior college athletic directors respectively (Appendix E).

Differences in Perception of Values of Graduate Courses

Perceptions of values of graduate courses with significant differences between Texas 5A high school and junior college athletic directors are presented in Table III. Chi square was utilized to test whether significant differences in perceptions of value of graduate courses exist between Texas 5A and junior college athletic directors. Chi square values and significance for each course are indicated in Appendix F to show differences between high school and junior college athletic directors' perceived values of graduate courses. Differences were found at $p < .05$ level of significance and are listed in Table III.

TABLE III

PERCEPTIONS OF VALUES OF GRADUATE COURSES
WITH SIGNIFICANT DIFFERENCES BETWEEN 5A
AND JUNIOR COLLEGE ATHLETIC DIRECTORS

Courses	\bar{X} values	P values
Grants and External Funding	14.68	.001
Administration Theory	5.52	.019
School Law	5.13	.024
Facilities/Materials Management	3.91	.048
Marketing	3.90	.048

The findings indicated significant differences between 5A and junior college athletic director perceptions of values of the

following graduate courses: Grants and External Funding, ($P = <.001$), Administration Theory ($P = .019$), School Law ($P = .024$), Facilities/Materials Management ($P = .048$) and Marketing ($P = .048$) in Table III. Mean rating differences of perceptions of values of graduate courses were higher for junior college athletic directors in every course area except School Law in which 5A high school athletic director's mean was higher than junior college athletic director's mean (Appendix F).

Selected Skills Necessary for Performance of Athletic Director Duties

Selected skills were deemed most necessary or necessary for performance of athletic director duties by Texas 5A high school and junior college athletic directors. 5A high school athletic director skills had a mean value of 2.53 or greater and 2.82 or greater for junior college athletic directors. When rating selected skills Texas 5A high school athletic directors cited Administrative Skills ($\bar{X} = 3.83$), Community Relations ($\bar{X} = 3.81$), Staff Evaluation ($\bar{X} = 3.74$), Scheduling of Events ($\bar{X} = 3.74$), and Eligibility Concerns ($\bar{X} = 3.74$) as being most necessary for the performance of duties. Of the 5A high school athletic directors who indicated skill values, Computer Utilization ($\bar{X} = 2.85$), Political Relations ($\bar{X} = 2.87$), Representation to Professional Organizations ($\bar{X} = 2.88$), Contract Negotiations ($\bar{X} = 2.97$) and Transportation/Travel Arrangements ($\bar{X} = 3.26$)

were cited as having the least value of the necessary skills (Table IV).

TABLE IV
MEAN RANKING OF SELECTED SKILLS NECESSARY FOR
PERFORMANCE OF 5A HIGH SCHOOL
ATHLETIC DIRECTOR DUTIES

Highest Ranked Selected Skills		
Skill	Mean	Rank
Administrative Skill	3.83	1
Community Relations	3.81	2
Staff Evaluation	3.74	4
Scheduling of Events	3.74	4
Eligibility Concerns	3.74	4
Lowest Ranked Selected Skills		
Skill	Mean	Rank
Transportation/Travel Arrangements	3.26	16
Contract Negotiations/Compensation Theory	2.97	17
Representation to Professional Organizations	2.88	18
Political Relations	2.87	19
Computer Utilization	2.85	20

Administrative skills were perceived as most necessary for performance of duties by 5A high school athletic directors, followed by Community Relations. Computer Utilization was perceived as the lowest valued selected skill and Political Relations as the next lowest skill.

Texas junior college athletic director responses indicated Eligibility Concerns ($\bar{X} = 3.88$), Budget/Marketing ($\bar{X} = 3.82$), Community Relations ($\bar{X} = 3.76$) Administrative Skills ($\bar{X} = 3.73$) and Media Relations ($\bar{X} = 3.71$) were the most necessary skills for performance of athletic director duties (Table V).

TABLE V
MEAN RANKINGS OF SELECTED SKILLS NECESSARY
FOR PERFORMANCE OF JUNIOR COLLEGE
ATHLETIC DIRECTOR DUTIES

Highest Ranked Selected Skills		
Skill	Mean	Rank
Eligibility Concerns	3.88	1
Budgeting/Marketing	3.82	2
Community Relations	3.77	3
Administrative Skill	3.73	4
Media Relations	3.71	5
Lowest Ranked Selected Skills		
Skill	Mean	Rank
School Law	3.18	16
Department Policy Development	3.13	17
Contract Negotiations/Compensation Theory	2.94	18
Political Relations	2.82	19.5
Computer Utilization	2.82	19.5

Junior college athletic directors identified Computer Utilization ($\bar{X} = 2.82$), Political Relations ($\bar{X} = 2.82$), Contract Negotiations/Compensation Theory ($\bar{X} = 2.94$), Department Policy Development ($\bar{X} = 3.13$) and School Law ($\bar{X} = 3.18$) as least necessary of the identified skills (Table V).

Eligibility Concerns ranked as highest of selected skills necessary for performance of junior college athletic director duties, with Budgeting/Marketing also being of high concern. Political Relations and Computer Utilizations ranked lowest of selected skills necessary for performance of duty.

Texas 5A high school and junior college athletic directors deemed all selected skills as most necessary or necessary for performance of athletic director duties (Appendix G). Administrative Skills, Community Relations and Eligibility Concerns were ranked in the top five by both groups of athletic directors. High school and junior college athletic directors agreed that Contract Negotiations/Compensation Theory, Computer Utilization and Political Relations were the least of necessary skills. This study concurred with Bucher (1) and Jensen (3) in that budgeting, communicating, reporting and scheduling were valued as most necessary. Williams and Miller's (5) study of NCAA/AIAW athletic directors supported this study. Budgeting and Eligibility were rank ordered in their study as

the most important skills. This concurs with the findings of this study with Eligibility Concerns ranked first and Budgeting ranked second by junior college athletic directors. In contrast, Williams and Miller (5) ranked Policy Development as third but junior college athletic directors in this study selected Policy Development as one of the least five necessary skills. Gleason (2) stated that the changing industry demands computer knowledge. In contrast, 5A high school and junior college athletic directors ranked Computer Utilization as the lowest necessary skill.

Graduate Courses Most Beneficial, Least Beneficial, and Needing Emphasis

Table VI and Table VII combine data for questions four, five and six answered by 5A high school and junior college athletic directors. Various responses were given by athletic directors as they determined completed graduate courses: (a) most beneficial to athletic director duties (b) least beneficial to athletic director duties and (c) needing greater emphasis for prospective athletic directors. Courses are listed in rank order according to the number of responses with frequencies of responses shown.

Completed graduate courses found most beneficial relating to performance of duties by 5A athletic director duties were Law (16 responses), Finance (10 responses), Communications (9 responses) and Administration (9 responses). A total of 94 responses of various courses

were given. Completed graduate courses found to be least beneficial to performance of duties by Texas 5A athletic directors were Philosophy of Sport (8 responses), History of Sport (4 responses) and Curriculum (3 responses). A total of 65 responses of various responses were given. They indicated that Finance (22 responses), Personnel Management (18 responses) and School Law (18 responses) need greater emphasis for athletic director preparation.

TABLE VI

GRADUATE COURSES MOST BENEFICIAL, LEAST BENEFICIAL AND
NEEDING INCREASED EMPHASIS ACCORDING TO
5A HIGH SCHOOL ATHLETIC DIRECTORS

Courses Most Beneficial	Number of responses
Law	16
Finance	10
Communications	9
Administration	9
Total Course Responses	94
Courses Least Beneficial	Number of Responses
Philosophy of Sport	8
History of Sport	4
Curriculum	3
Total Course Responses	65

TABLE VI--Continued

Courses Needing Increased Emphasis	Number of Responses
Finance	22
Personnel Management	18
Law	18
Total Course Responses	142

Law and Finance courses were found to be most beneficial and History of Sport and Sport Philosophy to be least beneficial to high school athletic directors. Findings indicated that courses in Finance, Personnel Management and Law should be emphasized for prospective athletic directors.

Completed graduate courses found most beneficial by Texas junior college athletic directors to performance of athletic director duties were Personnel Management (7 responses) Facilities (3 responses) and Finance (3 responses) (Table III). Completed graduate courses found least beneficial were History of Sport (3 responses) and Philosophy of Sport (3 responses). Texas junior college athletic directors indicated Facilities (6 responses), Communications (3 responses), Business (3 responses) need greater emphasis for preparation of athletic directors. Based on a wide range of responses to these questions it cannot be concluded that identified courses are considered most or least beneficial for athletic administration preparation.

TABLE VII

GRADUATE COURSES MOST BENEFICIAL, LEAST BENEFICIAL
AND NEEDING INCREASED EMPHASIS ACCORDING TO
JUNIOR COLLEGE ATHLETIC DIRECTORS

Courses Most Beneficial	Number of Responses
Personnel Management	7
Facilities	3
Finance	3
Total Responses	23
Courses Least Beneficial	Number of Responses
History of Sport	3
Philosophy of Sport	3
Total Responses	18
Courses Needing Increased Emphasis	Number of Responses
Facilities	6
Communications	3
Business	3
Personnel Management	3
Total Responses	33

Responses by 5A high school and junior college athletic directors varied concerning most beneficial completed graduate courses. Texas 5A athletic directors responded that Law was the most beneficial course and junior college athletic directors responded that Personnel Management courses were most beneficial. Facilities received the next

highest number of responses by junior college athletic directors. Texas 5A athletic director respondents did not indicate that Facilities was most beneficial for their needs. Courses in Communication and Administration received high numbers of responses from 5A high school athletic directors. Texas 5A high school and junior college athletic directors History of Sport and Philosophy of Sport to be least beneficial when related to performance of duties. Texas 5A and junior college athletic directors agreed that Personnel Management was a common course needing emphasis for prospective athletic directors.

Response totals from 5A athletic directors indicated that Finance and Law courses were needed for increased emphasis whereas junior college athletic directors response totals indicated that Facilities, Communication and Business courses were needed for increased emphasis for prospective athletic directors.

Gleason (2) and 5A high school athletic directors agreed that Law and Communications are beneficial courses or should be emphasized. In this study Texas 5A high school and junior college athletic directors concurred that History of Sport and Philosophy of Sport were least beneficial. The Williams and Miller (5) study supported History of Sport as being least essential. Facilities courses received the second highest responses from junior college athletic directors concerning most beneficial and Facilities

received the highest number of responses concerning courses needing increased emphasis.

Graduate Courses Identified as Providing Preparation
in Selected Competency Areas

Selected courses were matched to four competency areas. The Communications Area included courses in Administration Theory, Communications and Personnel Management. The Technical Area included courses in Computer Utilization, Contract Negotiations/Compensation Theories, Curriculum, Financial Management, Grants and External Funding, Philosophy of Sport, Practicum/Internship, Regulatory Agencies, Sport History, Statistics and Women in Sport. Courses in the Business Area included Administration Theory, Business Procedure, Computer Utilization, Contract Negotiations/Compensation Theory, Facilities/Materials Management, Financial Management, Marketing, Personnel Management, Regulatory Agencies, School Law and Statistics. The Public Relations Area included courses in Communications, Issues and Trends in Sport and Personnel Management (Appendix D).

Selected skills were matched to four competency areas: Communications competency area included Administrative Skills, Behavior Management, Department Policy Development, Representation of Professional Organizations and Speaking/Writing Skills. The Technical Competency Area included skills in Contract/Negotiations/Compensation Theory,

Eligibility Concerns, Program Development, Scheduling Events/Facilities and Staff Evaluations. The Business Area included Budgeting/Marketing Skills, Computer Utilization, Facilities/Material Management, Personnel Development, School Law and Transportation/Travel Arrangements. The Public Relations Competency Area included Attending Athletic Events, Community Relations, Media Relation and Political Relations (Appendix G).

Means of grouped course values matched with competency areas in Communication, Technical, Business and Public Relations were computed. Means of selected skill values grouped under competency areas: Communications, Technical, Business and Public Relations were computed. A t -test was utilized to identify the difference between grouped area means of selected courses and grouped area means of selected skills.

Means of course values within identified competency areas by 5A high school athletic directors were Communications $\bar{X} = 3.54$, Technical $\bar{X} = 2.89$, Business $\bar{X} = 3.23$ and Public Relations $\bar{X} = 3.21$. Means of course values within identified competency areas for junior college athletic directors were Communications $\bar{X} = 3.67$, Technical $\bar{X} = 3.06$, Business $\bar{X} = 3.22$ and Public Relations $\bar{X} = 3.28$.

Means for selected values matched with competency areas by 5A high school were Communications $\bar{X} = 3.50$, Technical

$\bar{X} = 3.71$, Business $\bar{X} = 3.49$ and Public Relations $\bar{X} = 3.59$. Means for skills matched with competency areas by junior college athletic directors were Communication $\bar{X} = 3.44$, Technical $\bar{X} = 3.33$, Business $\bar{X} = 3.28$ and Public Relations $\bar{X} = 3.52$.

A t-test for mean rating differences of the four selected graduate course areas and selected competency areas for 5A high school athletic directors and junior college athletic directors was utilized (Table VIII).

TABLE VIII

VALUES FOR DIFFERENCES BETWEEN MATCHED COURSES AND COMPETENCY AREAS BY 5A HIGH SCHOOL AND JUNIOR COLLEGE ATHLETIC DIRECTORS

5A High School Athletic Directors				
Competency Area	Course \bar{X}	Skill \bar{X}	<u>t</u> -value	<u>P</u> -value
Communications	3.54	3.50	-0.076	.449
Technical	2.89	3.71	11.49	<.001**
Business	3.23	3.49	3.94	.001
Public Relations	3.21	3.59	4.61	<.001**

Junior College Athletic Directors				
Competency Area	Course \bar{X}	Skill \bar{X}	<u>t</u> -value	<u>P</u> -value
Communications	3.67	3.44	2.72	.024*
Technical	3.06	3.33	3.23	.012*
Business	3.28	3.29	0.09	.932
Public Relations	3.28	3.52	1.50	.162

P = ** <.01

P = * <.05

The t -test results for 5A high school athletic directors in Communication Course Area and Communication Competency Area indicated no significant difference at $t = -0.076$. The mean ratings for the Technical Course Area and the Technical Competency Area indicated a significant difference at $t = 11.49$. The Business Course Area and Business Competency Area had a t value of 3.94 thus indicating a significant difference. The Public Relations Course Area and Public Relations Competency Area also showed a significant difference at a t value of 4.61.

High school respondents indicated that selected college courses in Communications were suited to selected competency skills in Communications. Findings indicated that significant differences existed between course work and selected skills in the Technical, Business and Public Relations Areas.

Junior college athletic directors indicated that differences in mean ratings of the Communication Course Area and Communication Competency Area were significant at $t = 2.72$. Differences for the Technical Course Area and Technical Competency Area were also significant at $t = 3.23$. No significant differences were identified in the Business Course Area and Business Competency Area ($t = 0.09$) or the Public Relations Course Area and Public Relations Competency Area ($t = 1.50$).

Significant differences in mean ratings of Communications and Technical Areas of course work and selected competency skills indicated the course work does not match with selected skills. No significant differences in Business and Public Relations Areas in course work and selected competency skills indicate that course work is satisfactory for the selected competency skills.

Discussion

5A high school athletic directors perceived courses in Communications, Financial Management and Personnel Management as having highest value and Grants and External Funding and Computer Utilization as having lowest course value. High school respondents ranked Administrative Skills and Community Relations as being superior skills and ranked Political Relations and Computer Utilization as ranking lowest as selected skills necessary for performance of duties. Courses in Law and Finance were deemed as most beneficial and Philosophy of Sport and History of Sport were listed as least beneficial to athletic director duties. Finance, Personnel Management and Law were selected as courses needing increased emphasis for prospective athletic directors. Communication course work and competency areas matched for 5A athletic directors but Technical, Business and Public Relations course work areas did not match with their selected skill areas.

Junior college athletic directors perceived courses in Communications, Financial Management and Facilities/Materials Management as having highest value and Statistics and Sport History as having lowest course value. Junior college subjects selected skills in Eligibility Concerns and Budgeting/Marketing as being most necessary for performance of duties and Political Relations and Computer Utilization skills as being least necessary. Graduate courses most beneficial to junior college athletic directors were Personnel Management, Facilities and Finance with History and Philosophy of Sport as being least beneficial. Junior college respondents indicated that Facilities need increased emphasis for prospective athletic directors. Junior college subjects indicated that Communication and Technical course areas differed from the selected competency areas and that course areas in Business and Public Relations did not differ significantly. Lastly perceptions of values of graduate courses with significant differences between 5A high school and junior college athletic directors were found in the following courses: Grants and External Funding, Administrative Theory, School Law, Facilities/Materials Management and Marketing. Further investigation is needed to determine reasons for apparent similarities and differences between selected course areas and selected skills matched to competency areas. No known research has attempted to match specific courses to selected competency areas to determine if a difference does exist.

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CHAPTER V

SUMMARY

The purposes of this study were designed to evaluate course values, identify courses most or least beneficial and to identify courses needing emphasis for preparation of athletic directors. An additional purpose was to evaluate graduate course work areas matched with competency areas. The investigation was initiated with a review of literature. The questionnaire was designed to address purposes of this study. The population was surveyed and results were analyzed.

Summary of Findings Pertaining to Perceptions of Values of Graduate Courses

High school athletic directors perceived Communications, Financial Management, Personnel Management, School Law and Business Procedures as having highest value. Junior college athletic directors perceived Communications, Financial Management, Facilities/Materials Management, Business Procedures and Administrative Theory as having highest value. There was general agreement between groups of athletic directors on highest value of Communications, Financial Management and Business Procedures. High school and junior college athletic directors were in general agreement that

Philosophy of Sport and History of Sport were low, in value. They differed as high school athletic directors perceived Regulatory Agencies and Grants and External Funding as low and junior college athletic directors perceived Practicum/Internship and Contract Negotiation/Compensation Theory as low in value.

Summary of Findings of Differences in Perception of Values of Graduate Courses

The responses of high school athletic directors differed significantly from junior college athletic director responses concerning perception of value of Grants and External Funding, Administrative Theory, School Law, Facilities/Materials Management and Marketing. It seems there was general agreement between the two groups regarding their perceptions of values for the remaining 14 course values.

Summary of Findings of Selected Skills Necessary for Performance of Athletic Director Duties

High school and junior college athletic directors agreed on rankings of Administrative Skills and Community Relations as having highest value of selected skills. High school athletic directors ranked Staff Evaluation, Scheduling of Events and Eligibility Concerns as highest skills. Junior college athletic directors ranked Eligibility, Budget and Media Relations skills highest. Both groups agreed that Contract Negotiation/Compensation Theory, Political Relations and Computer Utilization were lowest of necessary skill

values for performance of duties. High school athletic directors ranked Transportation/Travel and Representation to Professional Organizations as lowest in value. In opposition, junior college athletic directors ranked School Law and Department Policy Development as lowest skills necessary for performance of duties.

Summary of Findings of Graduate Courses Most Beneficial
Least Beneficial and Needing Emphasis

The responses of high school and junior college athletic directors differed concerning most beneficial graduate courses. High school athletic directors found Law, Finance and Communication courses to be most beneficial. In contrast, junior college athletic directors found Personnel Management, Facilities and Finance to be most beneficial. High school and junior college athletic directors agreed that History and Philosophy of Sport were least beneficial as graduate courses. Both high school and junior college respondents agreed Personnel Management needs greater emphasis in preparation of athletic directors. High school athletic directors indicated Finance and Law need greater emphasis and junior college respondents indicated Facilities, Communications and Business courses need greater emphasis for preparation of athletic directors.

Summary of Findings of Differences Between Graduate Courses and Competency Areas

The responses of high school and junior college athletic directors agreed there was a difference in values between courses matched to the Technical competency area. High school respondents indicated differences in values between courses in Business and Public Relations competency areas. Junior college athletic directors agreed a difference exists between course values and competency area values in Communications. No significant differences exist between Business or Public Relation courses and competency area values.

Conclusions

Based on the findings of this study, the following conclusions are evident concerning Texas 5A high school and junior college athletic directors.

1. Greater emphasis in personnel management is recommended for the preparation of athletic directors by 5A high school and junior college athletic directors.

2. Courses stressing athletic director duties include Law, Finance, Communications, Administrative Theory, Personnel Management, and Facilities and should be included in athletic administration programs.

3. At the present time, Philosophy of Sport and History of Sport are two academic areas that need not be required in degree programs.

4. At present, high school athletic directors perceive that they are receiving adequate preparation in Communication.

5. Junior college athletic directors indicate that colleges are providing adequate preparation in Business and Public Relations. Therefore, changes are not recommended for these areas.

6. Even though computer utilization is increasingly recommended as a necessary technical skill for athletic administrators, the population of this study did not concur with the recommendation. At the high school and junior college athletic administration level athletic directors are just beginning to utilize computer programs.

Recommendations for Further Research Drawn from this Study

Based on the findings and conclusions of this study, the researcher, offers the following recommendations:

1. Further investigation into additional high school athletic director skills for performance may reveal clarification of specific graduate courses which would benefit performance.

2. Additional studies evaluating present college curricula as they relate to performance of athletic director duties should be conducted to define the range of beneficial course offerings for prospective athletic directors.

3. Continued research should be developed to assist with balancing and establishing parameters of graduate courses which reflect the varying skills of athletic directors.

APPENDIX A

COVER LETTER FOR QUESTIONNAIRE

Return Address

Date

Dear Athletic Director,

You have been selected as the recipient of this questionnaire because of your knowledge of athletic director performance. The enclosed questionnaire seeks to determine the academic graduate course work and skills you consider necessary for performance of your athletic director duties. This research study has received the approval of the Division of Physical Education at North Texas State University.

The specialized skills of athletic directors are recognized as diverse. Your evaluation of academic graduate course work and skills necessary for performance of athletic director duties may serve to improve future curriculum planning and to assist potential athletic directors in graduate course selection.

The information submitted will be handled confidentially. Your assistance in completion of this form will be appreciated. Please return your questionnaire to the appropriate person prior to October 20, 1987 in the enclosed return addressed envelope. An abstract of the results of the survey will be forwarded to you upon request.

Thank you for your cooperation.

Sincerely,

Diane Davey

Major Professor

Dr. Roxanne Albertson

Enclosures

APPENDIX B

ATHLETIC DIRECTOR ACADEMIC PREPARATION AND
COMPETENCY QUESTIONNAIRE

ATHLETIC DIRECTOR

ACADEMIC PREPARATION AND COMPETENCY QUESTIONNAIRE

GENERAL DIRECTIONS:

1. Please answer all questions by checking the appropriate responses and supplying additional information where indicated.
2. To provide for anonymity, all data will be reported in summary form; therefore it will be impossible to associate responses with any particular respondent.

SECTION A: GENERAL DATA

1. Age. ___ 20 to 24 ___ 35 to 39 ___ 50 to 54
 ___ 25 to 29 ___ 40 to 44 ___ 55 to 59
 ___ 30 to 34 ___ 45 to 49 ___ 60 to over
2. Indicate year, major field and granting institution of each degree received.

	Year received	Major field	Granting institution
Bachelor	_____	_____	_____
Master	_____	_____	_____
Specialist	_____	_____	_____
Doctorate	_____	_____	_____

SECTION B: PROFESSIONAL EXPERIENCE

1. Indicate your current position in athletic administration.
 - ___ Athletic director
 - ___ Assistant athletic director
 - ___ Other (Specify) _____
2. Total number of years you have served as athletic director.
 - ___ 1 to 4 yrs. ___ 9 to 12 yrs. ___ 17 or more
 - ___ 5 to 8 yrs. ___ 13 to 16 yrs.
3. Number of months officially assigned annually for athletic director duties.
 - ___ less than ___ 9 mos. ___ 11 mos.
 - 9 mos. ___ 10 mos. ___ 12 mos.
4. Percent of work load officially assigned annually for athletic director duties.
 - ___ 10 percent ___ 30 percent ___ 60 percent
 - ___ 20 percent ___ 50 percent ___ 75 percent
 - ___ 100 percent
5. Approximate number of hours per week actually spent performing athletic director duties.
 - ___ 10 hrs. ___ 30 hrs. ___ more than
 - ___ 20 hrs. ___ 40 hrs. 40 hrs.

SECTION C: GRADUATE COURSE WORK AND COMPETENCY PERCEPTIONS

1. Below is a rating scale indicating progressive degrees of importance of graduate course areas relating to athletic director duties. A two (2) step response is requested.
 - a. Place a check (✓) to the left of each course which you have completed.
 - b. Then place a check (✓) in the column at the right which best rates your perception of importance of each course to the performance of your athletic director duties. Indicate your perception whether OR not you have completed the course.

Completed	Graduate course	Course Work Value			
		very important	important	less important	not important
_____	Administration theory	_____	_____	_____	_____
_____	Business procedure	_____	_____	_____	_____
_____	Communication	_____	_____	_____	_____
_____	Computer utilization	_____	_____	_____	_____
_____	Contract negotiation/ Compensation theory	_____	_____	_____	_____
_____	Curriculum	_____	_____	_____	_____
_____	Facilities/materials management	_____	_____	_____	_____
_____	Financial management	_____	_____	_____	_____
_____	Grants and external funding agencies	_____	_____	_____	_____
_____	Issues and trends in sport	_____	_____	_____	_____
_____	Marketing	_____	_____	_____	_____
_____	Personnel management	_____	_____	_____	_____
_____	Philosophy of sport	_____	_____	_____	_____
_____	Practicum/internship	_____	_____	_____	_____
_____	Regulatory agencies	_____	_____	_____	_____
_____	School law	_____	_____	_____	_____
_____	Sport history	_____	_____	_____	_____
_____	Statistics	_____	_____	_____	_____
_____	Women in sport	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

2. List graduate courses you believe need greater emphasis in preparing prospective athletic directors.
 1. _____
 2. _____
 3. _____
3. List three graduate courses which you have completed that are most beneficial to your athletic director duties.
 1. _____
 2. _____
 3. _____

4. List three graduate courses which you have completed that are least beneficial to your athletic director duties.

1. _____
2. _____
3. _____

5. Below are four administrative competency areas. Under each major area, selected skills are listed that may be necessary for performance of athletic director duties. Check (✓) the column which most appropriately identifies the degree of necessity of each administrative skill as it relates to successful performance.

	Competency Work Value			
	very necessary	necessary	less necessary	not necessary
COMMUNICATIONS				
Administrative skills	_____	_____	_____	_____
Behavior management	_____	_____	_____	_____
Department policy development	_____	_____	_____	_____
Representation to professional organizations	_____	_____	_____	_____
Speaking/writing skills	_____	_____	_____	_____
TECHNICAL				
Contract negotiations	_____	_____	_____	_____
Eligibility concerns	_____	_____	_____	_____
Program development	_____	_____	_____	_____
Scheduling events/facilities	_____	_____	_____	_____
Staff evaluations	_____	_____	_____	_____
BUSINESS				
Budgeting/marketing skills	_____	_____	_____	_____
Computer utilization	_____	_____	_____	_____
Facility/materials management	_____	_____	_____	_____
Personnel development	_____	_____	_____	_____
School law	_____	_____	_____	_____
Transportation/travel arrangements	_____	_____	_____	_____
PUBLIC RELATIONS				
Attending athletic events	_____	_____	_____	_____
Community relations	_____	_____	_____	_____
Media relations	_____	_____	_____	_____
Political relations	_____	_____	_____	_____
Other	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

I would like a copy of the results. _____ yes _____ no

Please return the completed questionnaire in the enclosed return addressed envelope.

Thank you for your time and assistance.

APPENDIX C

COVER LETTER FOR SECOND MAILING

Return Address

Date

Approximately three weeks ago you should have received a questionnaire designed to determine academic graduate course work and competency skills considered necessary for performance of athletic director duties. Your completion of the questionnaire is imperative for the reliability of the study. Your responses will add significance to the study when combine with the previously received responses.

Enclosed you will find another copy of the questionnaire in case the previously mailed copy was misplaced. Return the completed questionnaire in the enclosed stamped return addressed envelope. In the event that you have returned your responses, please disregard this second request. To ensure your anonymity, submit your responses to Kathy Shackelford. Please return your questionnaire prior to November 9, 1987.

Your attention and time is appreciated.

Sincerely,

Diane Davey
NTSU Graduate Student

APPENDIX D

GRADUATE COURSES MATCHED TO COMPETENCY AREAS

GRADUATE COURSES MATCHED TO COMPETENCY AREAS

Communications

Administration Theory
Communications
Personnel Management

Technical

Computer utilization
Contract negotiation/compensation theories
Curriculum
Financial management
Grants and external funding
Philosophy of sport
Practicum/internship
Regulatory agencies
Sport History
Statistics
Women in sport

Business

Administration theory
Business procedure
Computer utilization
Contract negotiation
Facilities/materials management
Financial management
Marketing
Personnel management
Regulatory agencies
School law
Statistics

Public Relations

Communications
Issues and trends in sport
Personnel management

APPENDIX E

RANKINGS OF PERCEPTION OF VALUES
OF COURSES BY 5A HIGH SCHOOL ATHLETIC DIRECTORS

RANKINGS OF PERCEPTIONS OF VALUES
OF COURSES BY 5A HIGH SCHOOL ATHLETIC DIRECTORS

Frequencies						
Graduate Courses	4	3	2	1	Mean	Rank
Administration Theory	14	37	7	0	3.12	7
Business Procedure	21	25	1	0	3.43	5
Communications	37	10	1	0	3.75	1
Computer Utilization	7	26	6	1	2.98	11.5
Contract Negotiation/ Compensation Theory	6	18	6	1	2.94	14
Curriculum	17	28	9	2	3.07	8
Facilities/Materials Management	24	19	3	2	3.35	6
Financial Management	33	12	1	0	3.70	2
Grants and External Funding agencies	2	12	12	6	2.31	18
Issues and Trends	10	19	11	0	2.98	11.5
Marketing	8	19	7	1	2.97	13
Personnel Management	33	13	1	0	3.68	3
Philosophy of Sport	11	26	1	3	2.87	15
Practicum/Internship	13	20	1	0	3.02	10
Regulatory Agencies	4	18	8	1	2.81	16
School Law	26	20	1	1	3.48	4
Sport History	2	15	21	8	2.24	19
Statistics	4	24	20	1	2.63	17
Women in Sport	9	16	8	2	3.03	9

APPENDIX E--Continued

RANKINGS OF PERCEPTION OF VALUES
OF COURSES BY JUNIOR COLLEGE ATHLETIC DIRECTORS

Graduate Courses	Frequencies				Mean	Rank
	4	3	2	1		
Administration Theory	8	7	0	0	3.53	5
Business Procedure	8	4	0	0	3.67	4
Communications	12	3	0	0	3.80	1
Computer Utilization	3	8	1	0	3.17	10
Contract Negotiation/ Compensation Theory	0	10	3	0	2.77	17
Curriculum	4	8	3	0	3.07	13
Facilities/Materials Management	11	3	0	0	3.79	2.5
Financial Management	11	3	0	0	3.79	2.5
Grants and External Funding agencies	6	6	0	0	3.50	6.5
Issues and Trends	4	9	1	0	3.21	9
Marketing	7	6	1	0	3.43	8
Personnel Management	7	7	0	0	3.50	6.5
Philosophy of Sport	3	7	5	0	2.87	16
Practicum/Internship	2	7	3	0	2.92	15
Regulatory Agencies	2	10	1	0	3.08	11
School Law	3	9	2	0	3.07	12
Sport History	7	6	1	8	2.43	19
Statistics	1	10	5	1	2.65	18
Women in Sport	3	6	4	0	2.92	14

APPENDIX F

DIFFERENCES BETWEEN JUNIOR COLLEGE AND 5A HIGH SCHOOL
ATHLETIC DIRECTORS IN THEIR PERCEPTIONS OF
VALUES OF GRADUATE COURSES

DIFFERENCES BETWEEN JUNIOR COLLEGE AND 5A HIGH SCHOOL
ATHLETIC DIRECTORS IN THEIR PERCEPTIONS OF
VALUES OF GRADUATE COURSES

Course	Chi Square Values	Significance
Administration Theory	5.52	0.019
Business Procedures	1.90	0.168
Communications	0.07	0.788
Computer Utilization	0.74	0.388
Contract/Negotiation Compensation Theory	0.79	0.375
Curriculum	0.01	0.938
Facilities/Materials Management	3.92	0.048
Financial Management	0.29	0.593
Grants and External Funding	14.64	0.000
Issues and Trends	1.17	0.279
Marketing	3.90	0.048
Personnel Management	1.71	0.191
Philosophy of Sport	0.02	0.877
Practicum/Internship	0.20	0.657
Regulatory Agencies	1.56	0.212
School Law	5.13	0.024
Sport History	0.84	0.360
Statistics	0.10	0.759
Women in Sport	0.06	0.800

APPENDIX G

RANKINGS OF PERCEPTIONS OF VALUES OF SKILLS BY
5A HIGH SCHOOL ATHLETIC DIRECTORS

RANKINGS OF PERCEPTIONS OF VALUES OF SKILLS BY
5A HIGH SCHOOL ATHLETIC DIRECTORS

Skills	Values				Means	Rank
	4	3	2	1		
Communications						
Administrative Skills	59	10	1	0	3.83	1
Behavior Management	35	29	4	0	3.46	13
Department Policy Development	37	27	3	0	3.51	12
Representation of Professional Organizations	14	32	20	1	2.88	18
Speaking/Writing Skills	45	25	0	0	3.64	9
Technical						
Contract/Negotiations	19	28	15	3	2.97	17
Compensation Theory						
Eligibility Concerns	50	18	0	0	3.74	4
Program Development	48	20	1	0	3.68	8
Scheduling Events/Facilities	51	18	0	0	3.74	4
Staff Evaluations	54	14	2	0	3.74	4
Business						
Budgeting/Marketing Skills	43	21	3	0	3.58	10
Computer Utilization	12	37	16	3	2.85	20
Facilities/Materials Management	36	25	6	0	3.45	14
Personnel Development	39	27	1	0	3.57	11
School Law	33	24	10	0	3.34	15
Transportation/Travel	28	31	10	0	3.26	16
Public Relations						
Attending Athletic Events	52	14	1	1	3.72	6
Community Relations	57	13	0	0	3.81	2
Media Relations	50	18	1	0	3.71	7
Political Relations	20	28	15	7	2.87	19

APPENDIX G--Continued

RANKINGS OF PERCEPTIONS OF VALUES OF SKILLS BY
JUNIOR COLLEGE ATHLETIC DIRECTORS

Skills	Values				Means	Rank
	4	3	2	1		
Communications						
Administrative Skills	11	4	0	0	3.73	4
Behavior Management	7	3	0	0	3.44	11
Department Policy Development	3	11	1	0	3.51	17
Representation of Professional Organizations	3	13	0	0	3.19	15
Speaking/Writing Skills	11	3	2	0	3.56	8
Technical						
Contract/Negotiations	3	10	4	0	2.94	18
Compensation Theory						
Eligibility Concerns	15	2	0	0	3.88	1
Program Development	11	26	0	0	3.65	6
Scheduling Events/Facilities	9	7	1	0	3.47	9.5
Staff Evaluations	8	8	1	0	3.41	12
Business						
Budgeting/Marketing Skills	14	4	0	0	3.82	2
Computer Utilization	2	10	5	0	2.82	19.5
Facilities/Materials Management	8	9	0	0	3.47	9.5
Personnel Development	8	6	3	0	3.29	13
School Law	5	10	2	0	3.18	16
Transportation/Travel	6	9	2	0	3.24	14
Public Relations						
Attending Athletic Events	11	5	1	0	3.59	7
Community Relations	13	4	0	0	3.77	3
Media Relations	12	5	0	0	3.71	5
Political Relations	6	3	7	1	2.82	9.5

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