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AN INVESTIGATION OF THE DUTIES PERFORMED BY  
HEAD COACHES OF BOYS' BASKETBALL AND FOOTBALL  
TEAMS WITHIN THE SECONDARY HIGH SCHOOLS OF  
TENNESSEE.

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Dayton Donald Moser

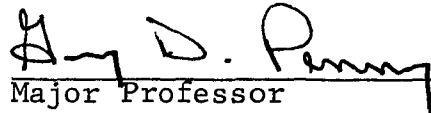
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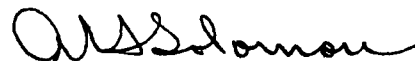
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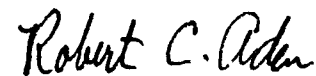
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## ABSTRACT

### AN INVESTIGATION OF THE DUTIES PERFORMED BY HEAD COACHES OF BOYS' BASKETBALL AND FOOTBALL TEAMS WITHIN THE SECONDARY HIGH SCHOOLS OF TENNESSEE

by Dayton Donald Moser

The purpose of this study was to identify the duties of the head coaches of the boys' basketball and football teams in the secondary high schools of Tennessee and to analyze the frequency, difficulty, and importance as well as time involvement of these duties.

A survey instrument was distributed to 650 coaches of boys' basketball and football teams to identify the duties they performed. Three hundred thirty-one coaches responded to the questionnaire. The boys' basketball and football coaches were selected because they assumed the direct responsibility of an athletic team and should be the most knowledgeable of all aspects of an athletic coach's job. The responses were recorded in seven general categories.

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Data were analyzed statistically by the utilization of a chi-square technique to determine if the duties performed were different in the three school classifications, A, AA, and AAA. Also, the frequency of performing these duties for each school classification was analyzed with ANOVGUN. In addition, a Scheffé Test was computed to determine significant differences between the means of A, AA, and AAA for the frequency of duties performed by the head coaches in each of the seven categories.

The results of the study revealed that the head coaches responding to the questionnaire performed 124 of the 144 duties identified by the questionnaire. In addition, it was revealed that the majority of time spent by the coaches was with the team. However, the majority of duties checked by the coaches was in the category of sport administration.

## ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to Dr. Glen P. Reeder, Dr. Charles W. Babb, and Dr. Robert C. Aden, committee members, for their suggestions and interest in this study. Special gratitude is extended to Dr. Guy D. Penny, chairman of the committee, for his patience and cooperation during the entire study.

Sincere gratitude is expressed to Dr. Ann Cumbie for the many hours of assistance given with the statistical aspects of the study.

The research could not have been conducted without the cooperation of the head coaches of the boys' basketball and football teams within the secondary high schools of Tennessee who responded to the questionnaire. To each, appreciation is expressed.

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## Chapter 1

### INTRODUCTION

The need for proper supervision and acceptance of varied duties and responsibilities associated with coaching and programs of interscholastic athletics originated early in American education. The American colonists brought with them an educational system and philosophy that afforded no place within its framework for programs of interscholastic athletics in the educational preparation of its youth; in many instances, the physical aspect of individual development was banned.

Van Dalen states that programs of interscholastic athletics began as a schoolboy venture, one that was organized, coached, and played by students and largely ignored by school personnel.<sup>1</sup>

Hackensmith revealed that sports and athletics became a part of the total school program, not because school administrators saw important educational opportunities in them but because the pupils themselves

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<sup>1</sup>Deodold B. Van Dalen, A World History of Physical Education (New Jersey: Prentice-Hall, 1971), p. 461.

engaged in the activities with or without consent of school authorities.<sup>2</sup>

The trend toward students becoming actively engaged in nonschool activities gained recognition of such proportion that school authorities came to the realization that responsible leadership and direction were needed.

Williams indicated:

Early attempts to exercise accountable administrative control of interscholastic athletics were prompted by the embarrassment of school authorities over unethical procedures, rather than by an awakened consciousness by those officials that educational values might be derived from such contests.<sup>3</sup>

Because of the need for proper leadership and guidance, organized interscholastic athletic programs throughout the United States were established; and with the advancement of these programs new duties and responsibilities were also established. In Tennessee, for example, changes in school enrollment and increased interscholastic competition have created new and varied duties for the coaches. Therefore, a determination of the actual duties and responsibilities of the coaches in Tennessee was the focus of this research.

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<sup>2</sup>C. W. Hackensmith, History of Physical Education (New York: Harper and Row, 1966), p. 379.

<sup>3</sup>J. F. Williams, The Administration of Health and Physical Education (Philadelphia: W. B. Saunders Co., 1947), p. 346.

### STATEMENT OF THE PROBLEM

This study was conducted to investigate the duties of head boys' basketball and football coaches in the secondary high schools of Tennessee, and to analyze the frequency, difficulty, importance, and time involvement of these duties.

### PURPOSE OF THE STUDY

The purpose of this study was to identify and to help standardize the duties of the head coaches of the boys' basketball and football teams within the secondary high schools of Tennessee. Additionally, the investigator hoped the results of this study would provide guidelines for establishing professional preparation courses in coaching in Tennessee's four-year institutions of higher learning.

### DELIMITATIONS OF THE STUDY

The investigator imposed the following limitations:

1. This study was limited to the 296 football and 354 boys' basketball head coaches associated with programs of interscholastic athletics in classifications A, AA, and AAA high schools in the state of Tennessee for the academic year 1978-79.

2. In addition, this study was limited to an analysis of a questionnaire (developed by Dr. Jean Smith)



which identifies the duties of head boys' basketball and football coaches.

#### DEFINITIONS OF TERMS

The following terms related to this study are hereinafter defined:

Athletics--high school-sponsored programs of scheduled sports contests that provide interscholastic competition between schools.

Duty--a service or activity; responsibility.

Head athletic coach--the person who has the major responsibilities for the training and participation of an athletic team.

Interscholastic athletics--athletic competition between two different senior high schools.

TSSAA--Tennessee Secondary School Athletic Association; a corporation established to stimulate and regulate the athletic relations of the secondary schools in Tennessee.<sup>4</sup>

AAA high schools--senior high schools with an enrollment of over 1,000 students.

AA high schools--senior high schools with an enrollment of over 500 and under 1,000 students.

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<sup>4</sup>Tennessee Secondary School Athletic Association Official Handbook, 1977-78, p. 3.

A high schools--senior high schools with an enrollment of under 500 students.

#### BASIC ASSUMPTIONS

The investigator assumes the head coaches' responses were truthful and complete. It was also assumed that the 331 head coaches who returned the questionnaire are a representative sample of the total population.

#### HYPOTHESES

The investigator postulated the following hypotheses:

1. There will be no difference in the duties performed by the head coaches of the boys' basketball and football teams in the three school classifications, A, AA, and AAA.
2. There will be no difference in the frequency of performing these duties by the coaches in the three school classifications, A, AA, and AAA.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Many studies dealing with duties or tasks of physical education, and/or athletics, and/or recreation have been conducted at all levels of education ranging from the elementary to the college level. They have used varied types of measuring and evaluating tools such as questionnaires, check lists, and score cards. Some difficulty, however, existed in finding current literature pertaining to responsibilities and duties of the athletic coach.

The review of related literature will be presented in three parts: (1) duties and responsibilities associated with the administration of interscholastic athletic events, (2) studies related to the duties and responsibilities in athletics, and (3) categorical duties of athletic coaches.

#### DUTIES AND RESPONSIBILITIES ASSOCIATED WITH THE ADMINISTRATION OF INTERSCHOLASTIC ATHLETIC EVENTS

Authorities generally agreed that when properly planned, supervised, and administered interscholastic

athletics have many educational values; however, considerable concern was also expressed regarding numerous cases of misconduct among coaches, players, officials, and spectators.

Pate contended that crowd control at interscholastic athletic contests ranked as one of the most pressing responsibilities of school administrators. Pate conducted a survey on crowd control problems relevant to health and physical education administrators in Connecticut. Results of the survey indicated such trends and practices as:

1. spectator or control problems are increasing and at a faster rate in the larger cities
2. all school districts take the greatest precautions in football, basketball, and soccer
3. most school districts hire teachers to supervise at athletic events
4. all school districts use police protection at football and basketball games
5. sportsmanship assemblies, uniformed police protection, examples set by coaches, and faculty supervision were listed most often as "successful techniques."<sup>1</sup>

Kozak, in a national survey of athletic directors on practices utilized for spectator crowd control, reported a variety of measures taken to alleviate disturbances. The development of student sportsmanship programs was the most common practice and was followed by additional practice of human relations programs between schools, review of

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<sup>1</sup>Robert M. Pate, "Crowd Control at Athletic Events," Journal of Health, Physical Education and Recreation, XXXX (April, 1969), 30.

facilities for safety and security, and evaluation committees to review and recommend policies. Other practices were limited spectator attendance, scheduled afternoon league games, and restricted sale of tickets at the gate.<sup>2</sup>

Keller states that there can be no guarantee that interscholastic activities will have significant educational value for growth without the school personnel working together in establishing its goals and developing procedures and techniques in obtaining said aims. Keller implied that even with such efforts some misconduct may occur, but, without appropriate procedures for enforcement of policies and responsibilities of school personnel, misconduct could jeopardize the future of interscholastic athletics.<sup>3</sup>

Murphy believed that disturbances at interscholastic athletic events should be viewed as a national community problem and that the only way to obtain community support was to involve the community. As commissioner of athletics and community relations for the Toledo, Ohio, public

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<sup>2</sup>George T. Kozak, "Crowd Control at Athletic Events," Journal of Health, Physical Education and Recreation, XXXX (April, 1969), 29.

<sup>3</sup>Irvin Keller, "Tolerating Misconduct Can Jeopardize Interscholastic," Administration of High School Athletics (report of the National Council on Secondary School Athletic Directors, Washington, D.C., December, 1970, published by the American Association for Health, Physical Education and Recreation, a Department of the National Education Association, Washington, D.C.), p. 5.

schools, Murphy helped organize a task force consisting of game officials, students, parents, safety officials, fire and police officers, and the judicial officials in an effort to control disturbances at athletic events.<sup>4</sup>

In direct support of community action, Keller, in an article on misconduct at interscholastic events, concluded that the crowd control could best be achieved by involving as many individuals as practical.<sup>5</sup>

Similarly, Jorndt indicated that the complexity of problems related to crowd control at athletic events in the Chicago public schools led to the organization of a committee to assist in the reduction of these problems. The committee, consisting of students, school personnel, law authorities, and civic leaders, met each week to assign games and to evaluate problems that occurred during the previous week. In addition to the committee project, the public schools in Chicago incorporated a "plan of operation for spectator conduct and control" which was designed to contribute to the welfare and security of every individual who attended interscholastic athletic events.<sup>6</sup>

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<sup>4</sup>Hilton Murphy, "Your Community is Involved," Journal of Health, Physical Education and Recreation, XXXI (March, 1968), 41.

<sup>5</sup>Keller, p. 7.

<sup>6</sup>Louis C. Jorndt, "Basic Issues," Journal of Health, Physical Education and Recreation, XI (January, 1966), 28.

Meyer, in a report of responsibilities of state and national associations, revealed that every state had some type of association directly involved in the administration of high school interscholastic athletic activities and that it had become imperative for each association to adopt rules and regulations governing the conduct of athletic events under its jurisdiction.<sup>7</sup>

The TSSAA, cognizant of problems related to the administration of interscholastic events under its jurisdiction, included sections in its official handbook related to athletic codes of responsibilities for principles, teachers, coaches, officials, and athletes. The coaches' responsibilities were listed as follow:

1. Urge the student body at every opportunity to be polite, courteous, and fair to the visiting team.
2. Display good sportsmanship always--losing or winning--so all observers can pattern their behavior after his.
3. Maintain poise and self-control at all times, especially at the games, never "showboat," never boo and never make a scene.
4. Teach his team to play fairly and play hard without using unethical practices.
5. Be a perfect host to the visiting team, coach, officials and crowd. Treat them as if they were guests in his own home.
6. Discipline and, if necessary, dismiss players who disregard good sportsmanship.

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<sup>7</sup>Harold Meyer, "Responsibilities of State and National Association," Administration of High School Athletics (report of the National Conference of Secondary Athletic Directors, Washington, D.C., December, 1970, published by the American Association for Health, Physical Education and Recreation, a Department of the National Education Association, Washington, D.C.), p. 9.

7. Educate the players on the bench to the fact that it is unsportsmanlike to yell intimidating remarks at the visiting team or officials.

8. Strive to promote a good relationship with the press in order to improve public relations.

9. Treat the officials like gentlemen, respecting their judgment.

10. Concentrate his efforts on controlling his own team and let the officials control the game.

11. Publicly shake hands with opposing coach before and after the game.

12. Make plans with administrator and properly make known time schedule for the game and half-time.<sup>8</sup>

Meyer, concerned with the irresponsible conduct displayed by players and coaches at some interscholastic athletic events, implied that it was imperative that all schools make a determined effort to emphasize the fundamentals of good sportsmanship and that coaches and players should conduct themselves in a manner not detrimental to the game or the school.<sup>9</sup>

Accordingly, Alderson ascertained that the coach exercised a greater influence and did more to determine the conduct and general climate of sportsmanship by spectators and attendants than any other person and, in most instances, a coach could maintain control of a team and its followers or incite them to riot.<sup>10</sup>

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<sup>8</sup>Tennessee Secondary School Athletic Association Official Handbook, 1977-78, p. 10.

<sup>9</sup>Meyer, p. 10.

<sup>10</sup>C. J. Alderson, "Officials, Coaches are on the Same Team," Journal of Health, Physical Education and Recreation, XXXIII (November-December, 1963), 40.



In support of Alderson's observation, Myer indicated that the majority of coaches realized that actions on the sidelines had a decided effect on the attitude of spectators and should govern themselves accordingly. However, Meyer suggested that provisions should be made for controls or penalties, other than those incurred in the game itself, for the few coaches who failed to assume responsibilities toward crowd control.<sup>11</sup>

Such provisions were noted in the constitution of the TSSAA. Article VII, Section 1, of the constitution, located in the TSSAA Official Handbook, 1978-79, stated that:

It is the clear obligation of principal, coaches, members, students, fans, and all representatives of member schools, and the general public, to practice the highest principles of sportsmanship and the ethics of competition.<sup>12</sup>

Wyrick recognized the existence of the regrettable won-loss standard by which coaching success was often judged, but this failed to morally permit the development of unethical character and unsportsmanlike attitudes and actions. Wyrick stated,

We would like to produce the kind of man in this country who can play the game on the field or in the office

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<sup>11</sup>Meyer, p. 11.

<sup>12</sup>Tennessee Secondary School Athletic Association Official Handbook, p. 21.

while recognizing the opponents and officials as necessary and respected members of the game.<sup>13</sup>

Alderson noted that, while the students, the school personnel, and the entire community had responsibilities for the administration of interscholastic athletic events, the coaches and officials shared the primary responsibility, and the success or failure of such an undertaking depended upon the extent of teamwork.<sup>14</sup>

Meyer indicated that competent officials were a vital factor for the successful administration of interscholastic athletic events. Further need was noted in the selection, training, and professional growth of officials.<sup>15</sup> In relation to officiating, Alderson indicated that the tendency of coaches, players, and/or spectators to harrass officials resulted in the reduced efficiency of officiating and at the same time cheapened and degraded the contest. Subsequently, by eliminating the rude and disrespectful conduct of coaches, players, and spectators, the level of officiating could be appreciably raised.<sup>16</sup>

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<sup>13</sup>Warren Wyrick, "Officials in the American Culture," Journal of Health, Physical Education and Recreation, XXI (February, 1966), 35.

<sup>14</sup>Alderson, p. 40.

<sup>15</sup>Meyer, p. 10.

<sup>16</sup>Alderson, p. 41.

STUDIES RELATED TO THE DUTIES AND  
RESPONSIBILITIES IN ATHLETICS

One of the first studies related to the duties of athletic coaches was conducted by Monroe in 1926. His study was concerned with the duties of men engaged as physical directors or athletic coaches in high schools in the United States. This study involved subject background information, conditions, duties, and professional training of subjects according to their actual occurrence. A questionnaire was used to collect the data. Monroe found from his study that most coaches were responsible for keeping the members of their teams in good physical condition. Only 28 percent attempted to improve health conditions in the community, and 49 percent carried on publicity work connected with advertising games, health campaigns, etc. Approximately 79 percent purchased athletic equipment, but only 38 percent managed the finances related to athletics.<sup>17</sup>

McCarver, in 1942, examined the duties performed by male physical education teachers in the Texas high schools. This study also included the duties of athletic coaches. McCarver stated in his study that coaching duties were found

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<sup>17</sup>W. S. Monroe, "The Duties of Men Engaged as Physical Directors of Athletic Coaches in High Schools," University of Illinois Bulletin, XXX (May, 1926), 5-22.

to be first in time requirement.<sup>18</sup> The duties of boys' physical education department heads were studied by Shepard in 1943. The study also included athletics and the duties were related on frequency of performance.<sup>19</sup> A master's thesis written in 1939 by Lantz surveyed the related duties of athletic coaches in the state of Wyoming. His study was also related to the frequency of performance.<sup>20</sup>

Holloway conducted a study in 1952 concerning the duties connected with coaching sports. He tried to break the workload of coaches into clock hours so that the workload of coaches could be adjusted. His questionnaire contained fourteen duties that were related to all sports. He discovered that most coaches gave an average of thirteen hours each week for an average period of twenty-six weeks a year to the performance of the fourteen duties in all sports.<sup>21</sup>

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<sup>18</sup>C. Edward McCarver, "An Analysis of the Duties Performed by Men Physical Education Teachers in Texas High Schools" (unpublished Doctoral dissertation, The University of Texas, 1942).

<sup>19</sup>J. B. Shepard, "Duties Commonly Performed by Boys Physical Education Department Heads," Journal of Health, Physical Education and Recreation, V (April, 1934), 30-31, 55.

<sup>20</sup>Everett D. Lantz, "The Status of Head Athletic Coaches of the Secondary Schools in the Rocky Mountain States" (unpublished Master's thesis, University of Wyoming, 1939).

<sup>21</sup>Robert M. Holloway, Jr., "The Work Load of Coaches in the Rio Grande Valley of Texas" (unpublished Master's thesis, The University of Texas, 1952).

Hindman developed a questionnaire in 1937 to analyze the activities of male physical education teachers in the secondary schools. However, this research included all activities performed by the subjects as a physical education teacher and an athletic coach. Hindman's study was conducted for curricular implications and he used the evaluative criteria of performance, importance, and necessity of pre-service training.<sup>22</sup> Jackson, in 1943, described the duties of physical education teachers and athletic coaches in the high schools of Illinois, to help in the reevaluation and strengthening of teacher-training curricula at the university level. Breadth, variety, and occurrence provided the basis for analysis of duties.<sup>23</sup>

Humphrey conducted a survey, in 1953, of selected public school physical education directors. The duties were rated on frequency, difficulty, and importance. The participants were also asked to estimate the percentage of their total time spent on the categories of duties. Two purposes of this research were to provide data for usage in

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<sup>22</sup>D. A. Hindman, "An Analysis of the Activities of Physical Education Teachers in High Schools," Research Quarterly, VIII (May, 1937), 117-131.

<sup>23</sup>C. O. Jackson, "Activities Engaged in by Teachers of Physical Education in the High Schools of Illinois," Research Quarterly, XXIV (March, 1943), 60-81.

physical education curricula reevaluation and to compare the work of physical education directors.<sup>24</sup>

The duties of athletic directors were studied by Kelliher in 1956. He evaluated the duties in terms of frequency, importance, and difficulty of performance in colleges and universities. Kelliher stated that successful athletic directors were more concerned with duties in the areas of financial soundness, department organization, personnel matters, public relations, and care of property and equipment.<sup>25</sup>

Watson, in 1956, conducted a survey of the duties of head football coaches in Class B high schools in Arkansas. His study was limited to the duties performed and their frequency of performance.<sup>26</sup>

Zech evaluated the duties and responsibilities of high school head coaches of selected sports in Washington state high schools in 1956. The threefold purpose of this research was to identify the duties of head coaches, compare college preparation to teaching areas, and make

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<sup>24</sup>J. H. Humphrey, "A Job Analysis of Selected Public School Physical Education Directors," Research Quarterly, XXVI (September, 1953), 56-66.

<sup>25</sup>M. C. Kelliher, "Job Analysis of the Duties of Athletic Directors," Research Quarterly, XXXVII (March, 1956), 451-452.

<sup>26</sup>H. F. Watson, "The Duties of Head Football Coaches of Class B High Schools in Arkansas" (unpublished Master's thesis, Washington State University, 1956).

recommendations to colleges for the preparation of individuals desiring to conduct athletic programs. Questionnaires were used to obtain the data. The duties were reported by percentage of responding subjects performing each duty and the approximate time involvement of that duty.<sup>27</sup>

Smith conducted a survey to identify the duties performed by head athletic coaches on one sport within Virginia public high schools in 1977. The results of the study demonstrated that athletic coaches spent their time in the area of sport administration; rules and regulations; facilities, equipment, and supplies; public relations; athletes; team; and professional. She found that women coaches performed about the same number of duties as did men coaches. She also discovered that, regardless of the sport assignment of a coach or the size of the school in which the coach was working, there were no significant differences in the number of duties coaches had to perform in their jobs. Even though coaches performed the greatest number of duties in sport administration, they spent most of their coaching time with team functions.<sup>28</sup>

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<sup>27</sup>D. Zech, "A Job Analysis of High School Head Coaches" (unpublished Master's thesis, Washington State University, 1955).

<sup>28</sup>Jean Carol Smith, "An Analysis of the Duties Performed by Public High School Head Athletic Coaches" (unpublished Doctoral dissertation, The University of North Carolina at Greensboro, 1977).

### CATEGORICAL DUTIES OF ATHLETIC COACHES

Sabock and Gallon indicated the main categorical duties related to athletic coaches were as follow: sports skills and strategy, athletic training, athletic programs, conditioning, athletic injuries, motivation, and professional.<sup>29</sup>

Books related to the psychology of coaching such as Tulko and Richards', Moore's, Frost's, and Singer's classified the duties of athletic coaches most frequently in the areas of athlete, team, teaching, learning, and practice.<sup>30</sup>

Humphrey included physical education directors and athletic coaches, and used the following duty categories: administrative; facilities, equipment, and supplies; instruction; special services; supervisory; community activities; and personal professional growth and contributions.<sup>31</sup> Duties of high school coaches other than

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<sup>29</sup>R. J. Sabock, The Coach (Philadelphia: W. B. Saunders, 1973), pp. 65-81; and A. J. Gallon, Coaching Ideas and Ideals (Boston: Houghton Mifflin, 1974), pp. 20-31.

<sup>30</sup>T. A. Tulko and J. W. Richards, Psychology of Coaching (Boston: Allyn and Bacon, 1971), pp. 25-30; J. W. Moore, The Psychology of Athletic Coaching (Minneapolis: Burgess, 1970), pp. 38-41; R. B. Frost, Psychological Concepts Applied to Physical Education and Coaching (Reading: Addison-Wesley, 1971), pp. 22-31; and R. N. Singer, Coaching Athletics and Psychology (New York: McGraw-Hill, 1972), pp. 10-15.

<sup>31</sup>J. H. Humphrey, "Coach--Jack-of-all-trades," Journal of Health, Physical Education and Recreation, XXV (December, 1954), 15, 22.



teaching were broken into supervisory, public relations, custodial, and club sponsorship by Zech.<sup>32</sup> Neal grouped the responsibilities of athletic coaches as instruction, organization and management, and personal and professional relationships.<sup>33</sup>

Hindman's investigation of the duties of high school physical education teachers and athletic coaches classified the following responsibilities as relating only to inter-scholastic athletics: administering interschool athletics; establishing eligibility rules; interpreting and administering eligibility rules; establishing rules of amateurism; keeping politics and jealousy out of athletics; supervising a team through a tournament; taking teams on trips; scouting; showing hospitality to visiting teams and coaches; operating a system of student managers; operating a system of cheerleaders; holding officials' clinics; holding annual banquets for athletic teams; arranging for pep meetings; arranging for transportation of spectators; educating spectators in sportsmanship; arranging for insurance for athletic injuries; admitting visitors to

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<sup>32</sup>Zech, p. 10.

<sup>33</sup>J. G. Neal, "Professional Preparation of Athletic Coaches in the Public Schools of Minnesota," Research Quarterly, XXXVIII (March, 1957), 176-178.

practice sessions; and issuing bulletins to squads during the summer.<sup>34</sup>

Bucher also indicates the following activities pertinent to the conduct of an interscholastic athletic program: crowd control; health of the players; contracts; officials; protests and forfeitures; game management; schedules and practice period; awards; records; and transportation.<sup>35</sup> Lawther combined the responsibilities of athletic coaches as: budgetary procedures; purchases and care of equipment; dealing with faculty members; administration; and team.<sup>36</sup>

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<sup>34</sup>Hindman, pp. 120-124.

<sup>35</sup>Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (St. Louis: The C. V. Mosby Company, 1971), pp. 226-229.

<sup>36</sup>J. D. Lawther, Psychology of Coaching (New Jersey: Prentice-Hall, 1951), pp. 48-59.

## Chapter 3

### METHODS AND PROCEDURES

A questionnaire to investigate the duties performed by the head coaches of boys' basketball and football teams in Tennessee was mailed to 354 high school principals with a cover letter (Appendix A), asking their assistance in distributing the questionnaires to the head coaches. The responses were recorded in seven general categories. The chi-square technique was utilized to determine if the duties were different in the three school classifications, A, AA, and AAA. Also, the frequency of performing these duties for each school classification was analyzed.

### SURVEY SAMPLE

The subjects selected for this study were 650 head coaches of boys' basketball and football teams within the secondary high schools of Tennessee. These coaches were selected because they assume the direct responsibility of an athletic team and should be the most knowledgeable of all aspects of an athletic coach's job.

The schools selected for this study are grouped into three classifications, based on total student enrollment in

grades nine, ten, eleven, and twelve, as listed in the Tennessee Secondary School Athletic Association Official Handbook for the 1978-79 academic year.

The number of football and basketball schools within each classification were as follow: class A, 95 football schools, 151 basketball schools; class AA, 91 football schools, 93 basketball schools; and class AAA, 110 football schools, 110 basketball schools, for a total of 296 football schools and 354 basketball schools.

#### QUESTIONNAIRE

A questionnaire developed by Dr. Jean Smith, while completing the requirement for the Ed.D. degree at The University of North Carolina at Greensboro in 1977, was used to analyze the duties performed by secondary boys' basketball and football coaches in the TSSAA.

The questionnaire was validated through a pilot study by Dr. Smith in which questionnaires were presented to Virginia head coaches of two sports for their analysis. Criticisms, recommendations, and comments were incorporated in the development of the final questionnaire.

The main coaching duties presented in the questionnaire represented the following duty categories: sport administration; rules and regulations; facilities, equipment and supplies; public relations; athletes; team; and professional.

The coaches evaluated the duties on the criteria of frequency, difficulty, and importance of performance. A five-point numerical scale showing graduation within each criterion was used in the questionnaire. The frequency with which a duty was performed was measured on the following scale: 5 = Constantly, 4 = Very Frequently, 3 = Frequently, 2 = Infrequently, and 1 = Occasionally. The difficulty associated with the performance of a duty was measured: 5 = Very Hard, 4 = Hard, 3 = Average, 2 = Easy, and 1 = Very Easy. The importance attached to the duty performed was measured on the following scale: 5 = Extreme Importance, 4 = Considerable Importance, 3 = Moderate Importance, 2 = Some Importance, and 1 = Little/No Importance.

The questionnaire (Appendix C) consisted of two parts: Part A, questionnaire of the duties actually performed by athletic coaches according to their frequency, difficulty, and importance; and Part B, estimated percentage of coaching time spent related to these duties in each of the seven categories.

#### ADMINISTERING THE QUESTIONNAIRE

After obtaining the names and addresses of the high school principals from the TSSAA office in Nashville, the investigator mailed, on May 8, 1979, two questionnaires to each principal with a cover letter (Appendix B) explaining the purpose of the survey. In addition, the principals were

asked to distribute the questionnaires to the head coaches of boys' basketball and football teams. They were also asked to encourage their coaches to complete and return the questionnaires by May 25, 1979. Two self-addressed, stamped envelopes were included to facilitate questionnaire returns. A follow-up letter (Appendix D) was mailed on May 18, 1979, to those head coaches not responding to the questionnaire.

#### STATISTICAL ANALYSIS

The questionnaire used to identify the duties performed by the head coaches of boys' basketball and football teams within the secondary high schools in Tennessee were divided into seven categories. The duties performed by the responding coaches were scored according to frequency, converted to percentages, and reported in tables in descending rank order for each category.

A chi-square statistical technique was further utilized to test each questionnaire statement to determine if a significant difference existed in the duties performed by coaches in the three school classifications, A, AA, and AAA.

Also, those responses on the questionnaire related to the frequency of the duties performed were analyzed with ANOVGUN (Analysis of Variance General Unweighted Means) to determine if there were a significant difference in the frequency of duties performed in the three school

classifications. The investigator set the level of significance at .05. In addition, a Scheffé Test was computed to determine significant differences between the means of classes A, AA, and AAA for the frequency of the duties performed by the head coaches in each of the seven categories.

The total time of involvement in performing these duties was also figured for each duty category, reported in percentages and presented in tables in descending rank order.

## Chapter 4

### ANALYSIS OF DATA

The data for this study were obtained by means of a questionnaire completed by head coaches of the boys' basketball and football teams within Tennessee secondary high schools during the 1978-79 academic year.

Six hundred fifty questionnaires were distributed to coaches of the boys' basketball and football teams to identify the duties they performed. Three hundred thirty-one coaches responded to the questionnaire.

The schools selected for this study were grouped into three classifications, based on total student enrollment, in grades nine, ten, eleven, and twelve as listed in the Tennessee Secondary School Athletic Association Official Handbook for the 1978-79 academic year.

The number of schools in each classification and the number of respondents to the questionnaire associated with each classification are presented in Table 1.

The data accumulated from the questionnaires were divided into two areas for investigation: (1) Duties of Athletic Coaches were analyzed according to the categories



Table 1  
Total Number of Coaches Responding to the  
Questionnaire by School Classification

Classification	Number Schools	Responding Schools	%
A	246	114	46
AA	184	97	53
AAA	220	119	54

Sport Administration, Rules and Regulations, Facilities, Equipment and Supplies, Public Relations, Athletes, Team, and Professional; in addition to the occurrence of duties, they were analyzed according to frequency, difficulty, and importance and (2) the duties were further analyzed on the estimated time involvement of duties performed per category.

#### DUTIES OF ATHLETIC COACHES

The data for evaluation and analysis of the duties performed by the athletic coaches will be presented in three areas.

1. The first area to be considered is an identification of the duties performed by the coaches of boys' basketball and football teams. Duties performed by at least 50 percent of the respondents were accepted as actual duties performed by the coaches. The duties performed by the responding coaches were scored according to frequency,

then converted to percentage, and reported in tables in descending rank order for each of the seven categorical areas to be analyzed.

2. A chi-square ( $X^2$ ) statistical technique was utilized to further analyze the questionnaire statements to determine if a significant difference existed in the duties performed by coaches in the three school classifications, A, AA, and AAA. Results of the responses by the coaches were recorded in tables which contained items of identification, chi-square values, and the level of significance. In addition, a composite of responses for each category was tested by the chi-square technique to determine if a significant difference existed in the duties performed by the coaches within the three school classifications. Tables were also presented to show the level of significant difference for each category.

3. Finally, those responses on the questionnaire related to the frequency of duties performed were analyzed with ANOVGM (Analysis of Variance General Unweighted Means) to decide whether observed differences among more than two means can be attributed to chance (sampling error) or whether they are indicative of actual differences among the means of the corresponding population, classes A, AA, and AAA. Only those questionnaire items that had a significant F ratio at the .05 level of significance when evaluated at the appropriate degrees of freedom were reported. For items

that revealed significance, a Scheffé Test was computed to determine where the difference was between the means of classes A, AA, and AAA as related to frequency of the duties performed by the head coaches in each of the seven categories.

#### Sport Administration

Duties performed within the sport administration category. Those duties related to the administration of the interscholastic athletic program were presented under the category of sport administration. The performance of the various sport administration duties are presented in descending order in Table 2.

A certain percent of all the coaches performed all the duties. However, only thirty-six of the fifty possible administrative duties on the questionnaire were performed by at least 50 percent of the responding coaches. These thirty-six were considered to be the main duties performed by the coaches.

The primary functions of the athletic coach in sport administration area were traveling with the team, establishing the team's practice schedule, selecting student aides, arranging for extra-team scrimmages, formulating specific objectives, and conducting an evaluation of his sport program.

Table 2

Rank Order Responses by Coaches to the Questionnaire Items  
in the Sport Administration Category

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
23.	Travel with the team	327	99	4	1	331	100
14.	Establish team practice schedule	325	98	6	2	331	100
6.	Select student aides	324	98	7	2	331	100
16.	Arrange for extra-team scrimmages	324	98	7	2	331	100
43.	Distribute athletic awards	324	98	7	2	331	100
42.	Give recognition for sport achievement	320	97	11	3	331	100
1.	Set up specific objectives for sport program	317	96	14	4	331	100
48.	Notify parents and school officials in case of accidents	311	94	20	6	331	100
7.	Clarify duties of student aides	310	94	21	6	331	100
37.	Distribute and ensure completion of parental consent forms	307	93	24	7	331	100
15.	Schedule athletic contests	300	91	31	9	331	100
45.	Maintain game and individual player statistics	297	90	34	10	331	100
19.	Meet visiting coaches and teams	294	89	37	11	331	100
39.	Verify athletes' eligibility	290	88	41	12	331	100

Table 2 (Continued)

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
38.	File parental consent forms	286	86	45	14	331	100
40.	Submit eligibility forms	282	85	49	15	331	100
32.	Greet game officials	280	85	51	15	331	100
46.	Follow established accident polices and procedures	278	84	53	16	331	100
49.	Secure or verify that athletes have accident insurance	278	84	53	16	331	100
3.	Assign assistant coaches	277	84	54	16	331	100
44.	Record athletic participation and recognition	277	84	54	16	331	100
36.	Plan for and supervise pre-season and/or post-season sport activities	276	83	55	17	331	100
22.	Arrange for team transportation	261	79	70	21	331	100
9.	Supervise sanitation of facilities	260	79	71	21	331	100
17.	Prepare and obtain game contracts	255	77	76	23	331	100
8.	Evaluate student aides	254	77	77	23	331	100
5.	Call and conduct sport staff meetings	234	71	97	29	331	100
10.	Work with medical doctors	231	70	100	30	331	100
50.	Conduct an evaluation in the sport program	230	69	101	31	331	100
13.	Communicate with athletic director	228	69	103	31	331	100

Table 2 (Continued)

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
41.	Maintain record of athletes' medical records	228	69	103	31	331	100
47.	Fill out athletic injury forms and/or insurance forms	224	68	107	33	331	100
11.	Work with school cheerleaders	218	66	113	34	331	100
25.	Follow procedures to get checks	217	66	114	35	331	100
4.	Evaluate assistant coaches	205	62	126	38	331	100
24.	Secure and handle team travel money	201	61	130	39	331	100
31.	Secure game officials	165	50	166	50	331	100
34.	Elicit class excuses for athletes	164	50	167	50	331	100
2.	Select assistant coaches	163	49	168	51	331	100
27.	Determine cost for operation of sport program	161	49	170	51	331	100
28.	Prepare and submit proposed budget request	157	47	174	53	331	100
12.	Work with athletic trainer	145	44	186	56	331	100
18.	Arrange for medical assistance at games	139	42	192	58	331	100
33.	Procure and deliver pay checks to game officials	136	41	195	59	331	100
35.	Host sport tournament	117	35	214	65	331	100

Table 2 (Continued)

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
26.	Keep financial records	113	34	218	66	331	100
21.	Arrange for contest police security	50	15	281	85	331	100
20.	Arrange for game traffic and parking supervision	37	11	294	89	331	100
30.	Supervise game and season ticket sales	31	9	300	91	331	100
29.	Handle money from game and season ticket sales	28	8	303	92	331	100

Other duties that consumed a portion of the coach's time were notifying parents and school officials in case of accidents, meeting visiting coaches and teams, greeting officials, verifying athlete's eligibility, and scheduling athletic contests. Coaches gave special recognition for sport achievement. Accident policies and procedures were followed by coaches in addition to working with medical doctors.

Statistical analysis of duties performed within sport administration category. When the duties in the sport administration category were analyzed with the chi-square technique, it was determined that coaches differed significantly in performing duties related to the activities of determining the cost for the operation of their sport program, scheduling athletic contests, submitting required eligibility forms, and in preparing and submitting proposed budget requests (see Table 3).

The chi-square composite for cross-tabulation (see Table 4) shows a significant difference in the duties performed by the coaches of the three school classifications in the sport administration category. A chi-square of 12.31 was computed.

Statistical analysis of the frequency of the duties performed within sport administration category. The data collected on the frequency, difficulty, and importance as



Table 3

Chi-square Values and Levels of Significance of the  
Coaches' Responses to Questionnaire Items in  
Sport Administration Category

Duty	$\chi^2$	Level of Significance
1. Set up specific objectives for your sport program	0.59	
2. Select assistant coach	10.91*	.05
3. Assign assistant coaches to duties	7.74*	.05
4. Evaluate assistant coaches	4.02	
5. Call and conduct sport staff meetings	10.28*	.05
6. Select student aides (managers)	.19	
7. Clarify duties of student aides	.07	
8. Evaluate student aides	2.92	
9. Supervise sanitation of facilities	2.20	
10. Work with medical doctors	6.79*	.05
11. Work with school cheerleaders	4.65	
12. Work with athletic trainer	3.07	
13. Communicate with athletic director	.38	
14. Establish team practice schedule	1.10	
15. Schedule athletic contests	11.34*	.05
16. Arrange for extra-team scrimmages	3.90	
17. Prepare and obtain game contracts	4.84	
18. Arrange for medical assistance at home games	6.97*	.05
19. Meet visiting coaches and teams	.70	
20. Arrange for game traffic and parking supervision	1.51	
21. Arrange for contest police security	.59	
22. Arrange for team transportation	4.92	
23. Travel with the team	4.62	
24. Secure and handle team travel money	.79	
25. Follow procedures to get checks	2.88	

Table 3 (Continued)

Duty	$\chi^2$	Level of Significance
26. Keep financial records of sports budget allowance and expenditures	7.92*	.05
27. Determine the cost for the operation of your sport program	14.38*	.05
28. Prepare and submit proposed budget request	13.58*	.05
29. Handle money from game and season ticket sales	5.15	
30. Supervise game and season ticket sales	2.63	
31. Secure game officials	10.71*	.05
32. Greet game officials	.95	
33. Procure and deliver pay checks to game officials	3.66	
34. Elicit excuses from classes for athletes for competitive events	.24	
35. Host sport tournaments, field days	3.63	
36. Plan for and supervise pre-season and/or post-season sport activities	2.78	
37. Distribute and ensure that parental physical consent forms (or separate forms) are completed	.69	
38. File parental physical consent forms (or separate forms)	.84	
39. Verify athletes' eligibility	11.23*	.05
40. Submit required eligibility forms	14.69*	.05
41. Maintain records of athletes' medical reports	1.13	
42. Give special recognition for sport achievement	4.68	
43. Distribute athletic awards for your sport	.29	
44. Record all athletic participation and recognition	6.45*	.05
45. Maintain game and individual player statistics	.25	

Table 3 (Continued)

Duty	$\chi^2$	Level of Significance
46. Follow established accident policies and procedures	.09	
47. Fill out athletic injury forms and/or insurance forms	1.37	
48. Notify parents and school officials in case of accidents	4.26	
49. Secure or verify that athletes have accident insurance	1.97	
50. Conduct an evaluation of the sport program	3.48	

$$*\chi^2 > \chi^2_{.95/df_2} = 5.991$$

Table 4

Chi Square for Cross-tabulation of the Duties Performed  
and Not Performed Within the School Classifications  
for the Sport Administration Category

Classification	Performed	Not Performed	N
A	3882	1868	5750
AA	3413	1437	4850
AAA	4161	1789	5950
Total	11456	5094	16550
$\chi^2 = 12.31$			
$\chi^2 .95, 2 = 5.991$			

determined by coaches in relationship with sport administration duties are presented in Appendix E. Table 5 shows that among the three school classifications a significant difference did exist in the frequency of the duties performed in fourteen of the fifty possible administrative duties. The results of the Scheffé Test in sport administration revealed the following:

Item #3, "Assign assistant coaches to duties."

Class A assigned duties to assistants significantly more than class AA, and class AAA assigned duties to assistants significantly more than class AA.

Item #5, "Call and conduct sport staff meetings."

Class AAA called and conducted significantly more sport meetings than either class A or class AA.

Table 5  
 Analysis of Variance Summary of Questionnaire Items  
 Related to Sport Administration

Main Variables	SS	DF	MS	F	P
3. Assign assistant coaches to duties	16.1443 539.658	2 279	8.07214 1.93426	4.173	0.016
5. Call and conduct sport staff meetings	23.7184 455.463	2 242	11.8592 1.8821	6.301	0.003
7. Clarify duties of student aides	12.1767 448.072	2 304	6.08835 1.47392	4.131	0.017
9. Supervise sanitation of facilities	7.3209 302.838	2 257	3.66047 1.17836	3.106	0.045
10. Work with medical doctors	13.3715 414.816	2 235	6.68574	3.788	0.023
11. Work with school cheerleaders	12.3668 434.168	2 224	6.18339 1.93825	3.190	0.042
13. Communicate with athletic director	18.4459 305.856	2 212	9.22297 1.44272	6.393	0.002
14. Establish team practice schedule	5.60511 90.5320	2 319	2.80255 0.283799	9.875	<0.001
15. Schedule athletic contests	18.5000 560.766	2 291	9.25000 1.92703	4.800	0.009
19. Arrange for extra-team scrimmages	10.4548 301.847	2 283	5.22742 1.06660	4.901	0.008
23. Travel with the team	12.4213 177.342	2 317	6.21066 0.559437	11.102	<0.001
31. Secure game officials	17.9491 492.466	2 181	8.97456 2.72080	3.298	0.021
32. Greet game officials	11.3492 382.944	2 263	5.67462 1.45606	3.897	0.021
48. Notify parents and school officials in case of accidents	31.5829 596.310	2 307	15.7915 1.94238	8.130	<0.001

Item #7, "Clarify duties of student aides." Class A clarified duties to student aides significantly more than either class AA or class AAA.

Item #9, "Supervise sanitation of facilities." Class A and class AA supervised sanitation of facilities significantly more than class AAA.

Item #10, "Work with medical doctors." Class AAA worked with medical doctors significantly more than either class A or class AA.

Item #11, "Work with school cheerleaders." Class A worked with school cheerleaders significantly more than either class AA or class AAA.

Item #13, "Communicate with athletic director." Class A communicated with the athletic director significantly more than either class AA or class AAA.

Item #14, "Establish team practice schedule." Class A and class AA established team practice schedules significantly more than class AAA.

Item #15, "Schedule athletic contests." Class A scheduled significantly more athletic contests than class AAA, and class AA scheduled athletic contests significantly more than class AAA.

Item #19, "Arrange for extra-team scrimmages." Class A arranged for significantly more extra-team scrimmages than either class AA or class AAA.

Item #23, "Travel with the team." Class A traveled with the team significantly more than class AAA.

Item #31, "Secure game officials." Class A and class AA secured game officials significantly more than class AAA.

Item #32, "Greet game officials." Class A greeted game officials significantly more than either class AA or class AAA.

Item #48, "Notify parents and school officials in case of accidents." Class A notified parents and school officials in case of accidents significantly more than class AAA.

### Rules and Regulations

Duties performed within the rules and regulations category. Rules and regulations govern athletics and are utilized by the coach in the conduct of a sport program. Table 6 presents the data on the performance of rules and regulations duties by percentage in descending rank order.

The responses revealed that coaches followed and enforced the rules established by the Tennessee Secondary School Athletic Association and local control group, developed and enforced rules necessary to the operation of their sport programs, and accepted the responsibility of explaining the established rules and regulations to their athletes.

Table 6

Rank Order Responses by Coaches to the Questionnaire Items  
in the Rules and Regulations Category

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
59.	Enforce your rules and regulations	328	99	3	1	331	100
61.	Explain rules, regulations, and policies to athletes	327	99	4	1	331	100
54.	Develop rules regarding practice attendance	325	98	6	2	331	100
51.	Study rules and regulations of appropriate athletic governing organization	322	97	9	3	331	100
55.	Develop athlete conduct regulations	314	95	17	5	331	100
60.	Develop policies and procedures for the dismissal of athletes from the team	313	95	18	5	331	100
52.	Enforce organization rules and regulations	309	93	22	7	331	100
53.	Develop rules for the athlete's use of athletic facilities	301	91	30	9	331	100
58.	Develop rules about drug abuse	294	89	37	11	331	100
56.	Establish or follow a code of dress for athletes	253	76	78	24	331	100
57.	Establish procedures for college recruiters	164	50	167	50	331	100



In the category of rules and regulations, all the duties, with the exception of establishing rules for college recruiters to follow, were performed by at least 76 percent of all the coaches. Perhaps every school has not had high school athletes sought by college recruiters; therefore, the coaches would not have been faced with recruiting activities affecting their athletes.

Statistical analysis of duties performed within the rules and regulations category. The results of the chi-square analysis of the duties performed by athletic coaches in the category of rules and regulations indicated that a significant difference existed in the area of developing rules for the athlete, use of athletic facilities, and developing athletic conduct regulations (see Table 7).

The results of the composite analysis in the category of rules and regulations show a significant difference in the duties performed by the coaches in the three school classifications (see Table 8). A chi square of 7.60 was computed.

Statistical analysis in frequency of the duties performed within the rules and regulations category. Frequency, difficulty, and importance ratings are presented in Appendix E. The results of ANOVGUN for the frequency in the duties performed by the coaches within the three school classifications indicated that a significant difference existed in the activity related to developing rules for the

Table 7

Chi-square Values and Levels of Significance of the  
Coaches' Responses to Questionnaire Items in  
the Rules and Regulations Category

Duty	$\chi^2$	Level of Significance
51. Study the rules and regulations of appropriate athletic governing organizations	2.01	
52. Enforce organization rules and regulations	5.23	
53. Develop rules for the athlete's use of athletic facilities	7.01*	.05
54. Develop rules regarding practice attendance	3.34	
55. Develop athlete conduct regulations	9.85*	.05
56. Establish or follow a code of dress for athletes	4.00	
57. Establish procedures for college recruiters	5.47	
58. Develop rules about drug use	5.82	
59. Enforce your rules and regulations	2.78	
60. Develop policies and procedures for the dismissal of athletes from the team	1.35	
61. Explain rules, regulations and policies to athletes	4.43	

$$*\chi^2 > \chi^2_{.95/df_2} = 5.991$$

Table 8

Chi Square for Cross-tabulation of the Duties Performed  
and Not Performed Within the School Classifications  
for the Rules and Regulations Category

Classification	Performed	Not Performed	N
A	1134	131	1265
AA	930	137	1067
AAA	1186	123	1309
Total	3250	391	3641
$\chi^2 = 7.60$			
$\chi^2 .95, 2 = 5.991$			

athlete's use of athletic facilities (see Table 9). The results of the Scheffe Test in the rules and regulations category revealed in item #53, "Develop rules for the athlete's use of athletic facilities," that class A developed rules for the athlete's use of facilities significantly more than either class AA or class AAA.

Table 9

Analysis of Variance Summary of Questionnaire Items  
Related to Rules and Regulations

Main Variables	SS	DF	MS	F	P
53. Develop rules for the athlete's use of athletic facilities	12.5576	2	6.27882	3.918	0.020
	471.148	394	1.60254		

### Facilities, Equipment and Supplies

Duties performed within facilities, equipment and supplies category. A coach's responsibility for athletic facilities, equipment and supplies was noted in this category. All of the fourteen duties listed with regard to facilities, equipment and supplies were accepted as descriptive of an athletic coach's function since they were performed by at least 50 percent of the coaches. Table 10 presents responses of the coaches' duties for the performance of facilities, equipment and supplies by percentage in descending rank order.

Talking with sporting goods salesmen was a duty performed by 99 percent of the coaches. It was interesting to note that requisition, inventory, collection, and cleaning and repair of team uniforms and equipment were marked by over 81 percent of the coaches. Considering the cost of these items, it was not unexpected that coaches performed activities to preserve them.

Statistical analysis of duties performed within the facilities, equipment and supplies category. It was determined from the analysis of the duties performed by the athletic coaches within the category of facilities, equipment and supplies that a significant difference existed in the areas of checking facilities for safety, appropriate game markings, and in securing facilities at the conclusion of activities (see Table 11).

Table 10

Rank Order Responses by Coaches to the Questionnaire Items  
in the Facilities, Equipment and Supplies Category

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
69.	Talk with sporting goods salesmen	327	99	4	1	331	100
68.	Inventory team uniforms, equipment and supplies	324	98	7	2	331	100
74.	Store team uniforms, equipment and supplies	319	96	12	4	331	100
62.	Instruct in proper care of facilities, equipment and supplies	318	96	13	4	331	100
71.	Order team uniforms, equipment and supplies	318	96	13	4	331	100
72.	Issue and collect team equipment	309	93	22	7	331	100
75.	Supervise the care, maintenance, and storage of team uniforms, equipment and supplies	305	92	26	8	331	100
70.	Requisition for needed equipment and supplies	295	89	36	11	331	100
66.	Set up and remove practice equipment	284	86	47	14	331	100
63.	Schedule use of facilities for practices, scrimmages and competitive events	268	81	63	19	331	100
64.	Check facilities for safety and appropriate game markings	266	80	65	20	331	100

Table 10 (Continued)

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
65.	Prepare facilities for competitive events	259	78	72	22	331	100
67.	Secure facilities at conclusion of activity	259	78	72	22	331	100
73.	Clean and/or repair team uniforms and equipment	250	76	81	24	331	100

Table 11

Chi-square Values and Levels of Significance of the  
Coaches' Responses to Questionnaire Items in the  
Facilities, Equipment and Supplies Category

Duty	X <sup>2</sup>	Level of Significance
62. Instruct athletes and staff in the proper care of facilities, equipment and supplies	3.51	
63. Schedule use of facilities for practices, scrimmages and competitive events	.31	
64. Check facilities for safety and appropriate game markings	5.05	
65. Prepare facilities for competitive events	14.21*	.05
66. Set up and remove practice equipment	5.87	
67. Secure facilities at conclusion of activity	11.31*	.05
68. Inventory team uniforms, equipment and supplies	.63	
69. Talk with sporting goods salesmen	5.03	
70. Requisition for needed equipment and supplies	2.53	
71. Order team uniforms, equipment and supplies	1.94	
72. Issue and collect team equipment	3.25	
73. Clean and/or repair team uniforms and equipment	4.70	
74. Store team uniforms, equipment and supplies	5.13	
75. Supervise the care, maintenance, and storage of team uniforms, equipment and supplies	1.40	

$$*X^2 > X^2_{.95/df_2} = 5.991$$

A cross-tabulation of the composite responses of the duties performed by the coaches in different classifications indicated that there were no significant differences in the performance of their duties in the category of facilities, equipment and supplies (see Table 12). A chi square of 4.65 was computed.

Table 12

Chi Square for Cross-tabulation of the Duties Performed  
and Not Performed Within the School Classifications  
for the Facilities, Equipment and Supplies  
Category

Classification	Performed	Not Performed	N
A	1435	175	1610
AA	1214	144	1358
AAA	1452	214	1666
Total	4101	533	4634
$X^2 = 4.65$			
$X^2 .95, 2 = 5.991$			

Statistical analysis of frequency of the duties performed within the facilities, equipment and supplies category. Frequency, difficulty and importance ratings are presented in Appendix E. The statistical analysis related to the frequency of the duties performed by the coaches revealed significant differences in the duties associated with checking facilities for safety, appropriate game



markings, preparing facilities for competitive events, and talking with sporting goods salesmen (see Table 13). The results of the Scheffé Test in facilities, equipment and supplies revealed the following:

Item #64, "Check facilities for safety and appropriate game markings." Class A accepted the responsibility for checking facilities for safety and appropriate game markings significantly more than either class AA or class AAA.

Item #65, "Prepare facilities for competitive events." Class A prepared facilities for competitive events significantly more than either class AA or class AAA.

Item #69, "Talk with sporting goods salesmen." Class A talked with sporting goods salesmen significantly more than either class AA or class AAA.

Table 13

Analysis of Variance Summary of Questionnaire Items  
Related to Facilities, Equipment and  
Supplies Category

Main Variables	SS	DF	MS	F	P
64. Check facilities for safety and appropriate game markings	15.0307 439.213	2 265	7.51535 1.65741	4.534	0.012
65. Prepare facilities for competitive events	9.51504 257.757	2 253	4.75752	4.670	0.010
69. Talk with sporting goods salesmen	11.6586 413.713	2 322	5.82931 1.28482	4.537	0.011

## Public Relations

Duties performed within the public relations category. Activities of the coach when representing an athletic team to the public were designated public relations duties. In Table 14 the responses on public relations duties are presented by percentage in descending rank order. Seven of the ten activities were performed by over 50 percent of the coaches.

Corresponding with the athlete's parents was the task performed by 93 percent of the coaches. Coaches reported their competitive event results to the news media for team publicity and were interviewed by sport reporters. As a representative of the school as well as the athletic program, coaches participated in school assembly programs and worked with the school booster club.

Statistical analysis of duties performed within the public relations category. Coaches in the three school classifications differed significantly in the performance of certain duties within the public relations category. The most significant appeared in delivering speeches to local civic or professional groups and working with local booster clubs. A significant difference also occurred in the area of serving as a subject for sport reporting interviews. Perhaps this may indicate that the larger schools receive the greatest amount of publicity from the news media for their athletes and sports programs (see Table 15).

Table 14

Rank Order Responses by Coaches to the Questionnaire Items  
in the Public Relations Category

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
84.	Correspond with the athlete's parents	311	94	20	6	331	100
85.	Participate in school assembly athletic programs	275	83	56	17	331	100
81.	Serve as a subject for sport reporter interviews	273	82	58	18	331	100
78.	Arrange for the team competitive schedule to be printed	261	79	70	21	331	100
79.	Distribute team printed schedules	255	77	76	23	331	100
83.	Report game results to news media	248	75	83	25	331	100
76.	Work with the local booster club	225	68	106	32	331	100
77.	Deliver speeches to local civic or professional groups	163	49	168	51	331	100
82.	Prepare news write-ups on the players and the team	163	49	168	51	331	100
80.	Arrange for or prepare printed game programs	121	37	210	63	331	100

Table 15

Chi-square Values and Levels of Significance of the  
Coaches' Responses to Questionnaire Items in  
the Public Relations Category

Duty	$\chi^2$	Level of Significance
76. Work with the local booster club	10.73*	.05
77. Deliver speeches to local civic or professional groups	18.81*	.05
78. Arrange for the team competitive schedule to be printed	.66	
79. Distribute team printed schedules	6.16*	.05
80. Arrange for or prepare printed game programs	.06	
81. Serve as a subject for sport reporter interviews	12.75*	.05
82. Prepare news write-ups on the players and the team	1.55	
83. Report game results to news media	3.90	
84. Correspond with the athlete's parents	10.97	.05
85. Participate in school assembly athletic programs	.47	

$$*\chi^2 > \chi^2_{.95/df_2} = 5.991$$

Table 16 indicates that there were no significant differences in the composite analysis of the duties performed by the coaches in different classifications in the category of public relations. A chi square of 4.61 was computed.

Table 16

Chi Square for Cross-tabulation of the Duties Performed  
and Not Performed Within the School Classifications  
for the Athletes Category

Classification	Performed	Not Performed	N
A	771	379	1150
AA	679	291	970
AAA	845	345	1190
Total	2295	1015	3310
$X^2 = 4.61$			
$X^2 .95, 2 = 5.991$			

Statistical analysis of the frequency of the duties performed within the public relations category. The rating scale values and percentages of responses for frequency, difficulty, and importance are presented in Appendix E. There were no significant differences in the frequency of the duties performed in the different classifications by the coaches to the questionnaire items in the category of public relations as analyzed with ANOVGUN.

### Athletes

Duties performed within the athletes category. The category, athletes, denoted individual work with sport participants other than group skills instruction. The responses of the coaches' performance of various athletes duties are presented in descending order by percentage in Table 17.

Twenty of the twenty possible duties were performed by at least 85 percent of all coaches. Therefore, all the functions under the athletes category were descriptive of coaches' tasks for individual work with sport participants.

To inspire athletes to perform to the best of their ability and instilling a desire to win in athletes were duties performed by all the coaches. Psychological preparation for competition, counseling, sport skills analysis, and first aid applications were performed by 96 percent of the coaches.

Not only did coaches counsel athletes on present problems but they also worked with athletes in regard to their future plans, such as acquainting them with various colleges and helping athletes secure athletic scholarships. All the duties within this category were considered descriptive of the duties of a coach related to the athletes.

Statistical analysis of duties performed within the athletes category. When the duties in the athletes category were analyzed, the highest significant chi-square values

Table 17

Rank Order Responses by Coaches to the Questionnaire Items  
in the Athletes Category

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
94.	Inspire athletes to perform to the best of their ability	331	100	0	0	331	100
95.	Instill a desire to win in athletes	331	100	0	0	331	100
88.	Listen to and advise athletes with personal problems	329	99	2	1	331	100
93.	Prepare athletes psychologically for competition	328	99	3	1	331	100
87.	Hold conferences with individual athletes and team captains	323	98	8	2	331	100
97.	Stimulate a desire to learn in athletes	323	98	8	2	331	100
101.	Analyze player's sport skills	323	98	8	2	331	100
104.	Sell players on team strategy and game plans	323	98	8	2	331	100
105.	Penalize misdemeanors by athletes	323	98	8	2	331	100
96.	Develop and maintain athletes' interest	320	97	11	3	331	100
98.	Apply emergency first aid	320	97	11	3	331	100
103.	Compare the ability of athletes with their actual competitive performances	319	96	12	4	331	100

Table 17 (Continued)

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
86.	Recognize and initiate procedures to resolve behavioral and emotional problems of athletes	318	96	13	4	331	100
102.	Analyze player's game strategical movements	316	95	15	5	331	100
92.	Aid athletes in securing athletic scholarships	315	95	16	5	331	100
89.	Counsel athletes in educational and occupational plans	313	95	18	5	331	100
99.	Treat athletic injuries or tape athletes	305	92	26	8	331	100
90.	Counsel and advise athletes on dealing with college recruiters	298	90	33	10	331	100
100.	Provide rehabilitation for athletes following injury	298	90	33	10	331	100
91.	Acquaint athletes with various colleges and universities	284	86	47	14	331	100



were obtained from the coaches' responses for the following duties: "Apply emergency first aid"; "Treat athletic injuries or tape athletes"; "Counsel and advise athletes on dealing with college recruiters"; and "Aid athletes in securing athletic scholarships" (see Table 18).

A chi square of cross-tabulation of the total responses of coaches, in the three school classifications, revealed that there were no significant differences in the duties the coaches performed in the category of athletes (see Table 19). A chi square of 5.46 was computed.

Statistical analysis of frequency of the duties performed within the athletes category. The frequency tally and percentage per scale value on the criteria frequency, difficulty, and importance are presented in Appendix E. ANOVGUN results in the frequency of the duties performed by the coaches indicated that coaches differed significantly in five duties related to the athletes category (see Table 20). The results of the Scheffé Test analysis in the athletes category revealed the following:

Item #90, "Counsel and advise athletes on dealing with college recruiters." Class AAA counseled and advised athletes on dealing with college recruiters significantly more than class A.

Item #92, "Aid athletes in securing athletic scholarships." Class AA and class AAA aided athletes in

Table 18

Chi-square Values and Levels of Significance of the  
Coaches' Responses to Questionnaire Items in  
the Athletes Category

Duty	$\chi^2$	Level of Significance
86. Recognize and initiate procedures to resolve behavioral and emotional problems of athletes	4.81	
87. Hold conferences with individual athletes and team captains	6.05*	.05
88. Listen to and advise athletes with personal problems	.84	
89. Counsel athletes in educational and occupational plans	.88	
90. Counsel and advise athletes on dealing with college recruiters	9.37*	.05
91. Acquaint athletes with various colleges and universities	4.73	
92. Aid athletes in securing athletic scholarships	6.55*	.05
93. Prepare athletes psychologically for competition	5.38	
94. Inspire athletes to perform to the best of their ability	.00	
95. Instill a desire to win in athletes	.00	
96. Develop and maintain athletes' interest	4.77	
97. Stimulate a desire to learn in athletes	4.69	
98. Apply emergency first aid	15.07*	.05
99. Treat athletic injuries or tape athletes	11.36*	.05
100. Provide rehabilitation for athletes following injury	4.93	
101. Analyze player's sport skills	5.87	

Table 18 (Continued)

Duty	$\chi^2$	Level of Significance
102. Analyze player's game strategical movements	1.90	
103. Compare the ability of athletes with their actual competitive performances	1.03	
104. Sell players on team strategy and game plans	2.04	
105. Penalize misdemeanors by athletes	1.35	

$$*\chi^2 > \chi^2_{.95/df_2} = 5.991$$

Table 19  
 Chi Square for Cross-tabulation of the Duties Performed  
 and Not Performed Within the School Classifications  
 for the Athletes Category

Classification	Performed	Not Performed	N
A	2189	111	2300
AA	1854	86	1940
AAA	2297	83	2380
Total	6340	280	6620
$X^2 = 5.46$			
$X^2 .95, 2 = 5.991$			

Table 20  
 Analysis of Variance Summary of Questionnaire Items  
 Related to Athletes Category

Main Variables	SS	DF	MS	F	P
90. Counsel and advise athletes on dealing with college recruiters	14.8957 503.608	2 287	7.44787 1.75473	4.244	0.015
92. Aid athletes in securing athletic scholarships	27.6982 490.411	2	13.8491 1.58197	8.754	<0.001
94. Inspire athletes to perform to the best of their ability	6.83128 143.120	2	3.41564 0.436340	7.828	<0.001
95. Instill a desire to win in athletes	11.2305 138.927	2 327	5.61525 0.424852	13.217	<0.001
99. Treat athletic injuries or tape athletes	20.9678	2	10.4839	10.324	<0.001

securing athletic scholarships significantly more than class A.

Item #94, "Inspire athletes to perform to the best of their ability." Class A and class AA inspired athletes to perform to the best of their ability significantly more than class AAA.

Item #95, "Instill a desire to win in athletes." Class A and class AA instilled a desire to win in their athletes significantly more than class AAA.

Item #99, "Treat athletic injuries or tape athletes." Class A and class AA treated athletic injuries or taped athletes significantly more than class AAA.

### Team

#### Duties performed within the team category.

Activities for inclusion in the team category were those a coach performed with or for the group of sport participants referred to as the team. Questionnaire responses on the performance of various team duties are shown in descending order by percentage in Table 21. All twenty-nine team duties listed (see Table 21) were accepted as descriptive of an athletic coach's function with the team since they were performed by at least 50 percent of the coaches.

Regardless of the individual or team sport classification, all coaches employed strategical analysis of their opponents and their own teams before and after

Table 21

Rank Order Responses by Coaches to the Questionnaire Items  
in the Team Category

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
108.	Conduct team practices	331	100	0	0	331	100
115.	Decide what team strategy to employ with available personnel	330	100	0	1	331	100
116.	Instruct in offensive and defensive stages	330	100	0	1	331	100
118.	Drill members of team in fundamentals of that sport	330	100	0	1	331	100
119.	Recognize skill and strategical mistakes	330	100	0	1	331	100
129.	Advise team during competition	330	100	0	1	331	100
133.	Develop and maintain team spirit-morale	330	100	0	1	331	100
127.	Conduct inter-team scrimmages	329	99	2	1	331	100
120.	Correct skill and strategical mistakes	327	99	4	1	331	100
128.	Decide when and whom to substitute in a game	327	99	4	1	331	100
109.	Decide when to call competitive event time-outs	325	98	6	2	331	100
123.	Explain sport rules and regulations	325	98	6	2	331	100
131.	Employ strategical game analysis on opponents	325	98	6	2	331	100

Table 21 (Continued)

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
111.	Select and organize material to be presented in each practice session	324	98	7	2	331	100
112.	Instruct in individual physical skills	324	98	7	2	331	100
117.	Demonstrate athletic skills	321	97	10	3	331	100
134.	Analyze player interactions	321	97	10	3	331	100
114.	Instruct in the proper use of skills	319	96	12	4	331	100
126.	Plan and direct a team physical conditioning program	319	96	12	4	331	100
113.	Instruct in fundamental principles of movement	318	96	13	4	331	100
132.	Scout opposing athletic teams	318	96	13	4	331	100
130.	Conduct a post-competitive evaluation of team performance	316	95	15	5	331	100
122.	Foster in team members recognition of opponents' techniques and strategy	312	94	19	6	331	100
125.	Organize the pre-competitive event team warm-up	312	94	19	6	331	100
110.	Form athletes into competing units or special groups	298	90	33	10	331	100
121.	Utilize audio-visual materials	268	81	63	19	331	100
106.	Conduct athletic team try-outs	264	80	67	20	331	100

Table 21 (Continued)

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
107.	Determine and announce the students selected for the team	258	78	73	22	331	100
124.	Conduct election of team captains	232	70	99	30	331	100



competition. All the team duties were considered descriptive of this segment of the coaches' functions.

Statistical analysis of duties performed within the team category. Chi-square results of the duties performed by the coaches in the team category revealed significant differences in the activities related to utilizing audio-visual materials, conducting elections of team captains, and organizing the pre-game warm-up activities (see Table 22).

The chi square for cross-tabulation of total responses in the items related to the team category revealed a significant difference in the duties performed by the coaches in the three school classifications (see Table 23). A chi square of 9.55 was computed.

Statistical analysis of frequency of the duties performed within the team category. The number of responses and percentages of responses on the frequency, difficulty, and importance rating for questionnaire items in the team category are presented in Appendix E. As revealed in Table 24, between the coaches in the three school classifications, a significant difference existed in the frequency of duties performed in fourteen of the twenty-nine possible duties in the team category. The result of the Scheffé Test in the team category revealed the following:

Item #108, "Conduct team practices." Class A and class AA conducted significantly more team practices than Class AAA.

Table 22  
Chi-square Values and Levels of Significance of the  
Coaches' Responses to Questionnaire Items in  
the Team Category

Duty	$\chi^2$	Level of Significance
106. Conduct athletic team try-outs	5.65	
107. Determine and announce the students selected for the team	1.02	
108. Conduct team practices	.00	
109. Decide when to call competitive event time-outs	.68	
110. Form athletes into competing units or special groups	.90	
111. Select and organize material to be presented in each practice session	.77	
112. Instruct in individual physical skills	4.66	
113. Instruct in fundamental principles of movement	2.49	
114. Instruct in the proper use of skills	5.20	
115. Decide what team strategy to employ with available personnel	1.77	
116. Instruct in offensive and defensive strategies	1.77	
117. Demonstrate athletic skills	6.39*	.05
118. Drill members of team in fundamentals of that sport	1.78	
119. Recognize skill and strategical mistakes	1.78	
120. Correct skill and strategical mistakes	1.78	
121. Utilize audio-visual materials	15.57*	.05
122. Foster in team members recognition of opponents' techniques and strategy	.16	
123. Explain sport rules and regulations	2.97	
124. Conduct election of team captains	8.41*	.05

Table 22 (Continued)

Duty	$\chi^2$	Level of Significance
125. Organize the pre-competitive event team warm-up	6.06*	.05
126. Plan and direct a team physical conditioning program	3.74	
127. Conduct inter-team scrimmages	2.42	
128. Decide when and whom to substitute in a game	4.42	
129. Advise team during competition	1.77	
130. Conduct a post-competitive evaluation of team performance	10.76*	.05
131. Employ strategical game analysis on opponents	1.52	
132. Scout opposing athletic teams	5.65	
133. Develop and maintain team spirit-morale	1.46	
134. Analyze player interactions	.48	

$$*\chi^2 > \chi^2_{.95/df_2} = 5.991$$

Table 23

Chi Square for Cross-tabulation of the Duties Performed  
and Not Performed Within the School Classifications  
for the Team Category

Classification	Performed	Not Performed	N
A	3335	186	3521
AA	2813	171	2984
AAA	3451	149	3600
Total	9599	506	10105
$\chi^2 = 9.55$			
$\chi^2 .95, 2 = 5.991$			

Table 24  
 Analysis of Variance Summary of Questionnaire Items  
 Related to the Team Category

	Main Variables	SS	DF	MS	F	P
108.	Conduct team practices	8.00306 74.4366	2 323	4.00153 0.230454	17.364	<0.001
110.	Form athletes into competing units or special groups	5.73110 241.048	2 289	2.86555 0.834077	3.436	0.32
112.	Instruct in individual physical skills	5.62694 176.997	2 321	2.81347 0.551393	5.102	0.007
113.	Instruct in fundamental principles of movement	12.1435 253.181	2 316	6.07173 0.801204	7.578	<0.001
114.	Instruct in the proper use of skills	8.42544 162.855	2 317	4.21272 0.513740	8.200	<0.001
115.	Decide what team strategy to employ with available personnel	5.43982 126.627	2 326	2.71991 0.388426	7.002	0.001
116.	Instruct in offensive and defensive strategies	4.51736 93.6457	2 326	2.25868 0.287257	7.863	<0.001
117.	Demonstrate athletic skills	17.2215 363.704	2 314	8.61077 1.15829	7.434	0.001
118.	Drill members of team in fundamentals of that sport	12.2713 140.650	2 327	6.13565 0.43122	14.265	<0.001
119.	Recognize skill and strategical mistakes	6.76086 211.251	2 326	3.38043 0.648009	5.217	0.006

Table 24 (Continued)

Main Variables	SS	DF	MS	F	P
120. Correct skill and strategical mistakes	4.15142 222.559	2 324	2.07571 0.686912	3.002	0.049
128. Decide when and whom to substitute in a game	6.83697 177.454	2 324	3.41848 0.547698	6.242	0.003
129. Advise team during competition	8.10534 141.444	2 326	4.05267 0.433878	9.341	0.001
133. Develop and maintain team spirit-morale	3.11511 126.282	2 325	1.55756 0.388560	4.009	0.019

Item #110, "Form athletes into competing units or special groups." Class A formed athletes into competing units or special groups significantly more than class AAA.

Item #112, "Instruct in individual physical skills." Class A instructed in individual physical skills significantly more than class AAA.

Item #113, "Instruct in fundamental principles of movement." Class A and class AA instructed in fundamental principles of movement significantly more than class AAA.

Item #114, "Instruct in the proper use of skills." Class A and class AA instructed in the proper use of skills significantly more than class AAA.

Item #115, "Decide what team strategy to employ with available personnel." Class A decided what team strategy to employ with available personnel significantly more than class AAA.

Item #116, "Instruct in offensive and defensive strategies." Class A instructed in offensive and defensive strategies significantly more than either class AA or class AAA. Class AA also instructed in offensive and defensive strategies significantly more than class AAA.

Item #117, "Demonstrate athletic skills." Class A demonstrated athletic skills significantly more than either class AA or class AAA.

Item #118, "Drill members of team in fundamentals of that sport." Class AA drilled more fundamentals in the team significantly more than class AAA.

Item #119, "Recognize skill and strategical mistakes." Class A corrected skill and strategical mistakes significantly more than either class AA or class AAA.

Item #128, "Decide when and whom to substitute in a game." Class A and class AA decided when and whom to substitute in a game significantly more than class AAA.

Item #129, "Advise team during competition." Class A and class AA advised their teams during competition significantly more than class AAA.

Item #133, "Develop and maintain team spirit-morale." Class A developed and maintained team spirit and/or morale significantly more than class AAA.

### Professional

#### Duties performed within the professional category.

The professional category denoted the functions of a coach as a professional individual within the athletic and sport program. Responses by subjects in regard to the performance of professional duties are presented in Table 25 in descending rank order. Sixty-four percent of the coaches participated in school faculty meetings, attended coaching clinics, employed current research findings, held membership in professional organizations, read and studied current



Table 25

Rank Order Responses by Coaches to the Questionnaire Items  
in the Professional Category

#	Duty	Performed		Not Performed		Total	
		N	%	N	%	N	%
136.	Participate in school faculty meetings	328	99	3	1	331	100
144.	Read and study current literature in your sport area	328	99	3	1	331	100
135.	Participate in school athletic banquets	326	98	5	2	331	100
143.	Attend coaching clinics and meetings	325	98	6	2	331	100
138.	Participate in athletic department policy making	293	89	38	11	331	100
141.	Hold membership in representative professional organizations	262	79	69	21	331	100
142.	Employ current research findings	243	73	88	27	331	100
137.	Serve on various athletic committees	214	65	117	35	331	100
140.	Serve as a sponsor for school athletic club(s)	145	44	186	56	331	100
139.	Serve on the school athletic council or athletic governing board	103	31	228	69	331	100

literature, employed current research findings, participated in athletic department policy making, and served on various athletic committees.

Most of the coaches did not serve on the school athletic council or as sponsors for athletic clubs. This could have indicated that either schools did not have athletic councils or athletic clubs or that the coaches were not permitted to work with such organizations.

Statistical analysis of duties performed within the professional category. When the duties in the professional category were analyzed with the chi-square technique, it was revealed that coaches differed significantly in the duties related to participating in school athletic banquets, holding membership in representative professional organizations, and serving on the school athletic council or athletic governing board (see Table 26).

In Table 27, the chi square for cross-tabulation of coaches' responses in the school classifications showed significant differences in the duties performed by the coaches in the professional category. A chi square of 8.11 was computed.

Statistical analysis of frequency of the duties performed within the professional category. The coaches' responses and percentages per scale value on the criteria of frequency, difficulty, and importance are presented in Appendix E. The analysis of the frequency of duties

Table 26

Chi-square Values and Levels of Significance of the  
Coaches' Responses to Questionnaire Items in  
the Professional Category

Duty	$\chi^2$	Level of Significance
135. Participate in school athletic banquets	9.04*	.05
136. Participate in school faculty meetings	5.71	
137. Serve on various athletic committees	7.05*	.05
138. Participate in athletic department policy making	3.98	
139. Serve on the school athletic council or athletic governing board	8.91*	.05
140. Serve as a sponsor for school athletic club(s)	1.86	
141. Hold membership in representative professional organizations	11.39*	.05
142. Employ current research findings	1.10	
143. Attend coaching clinics and meetings	.94	
144. Read and study current literature in your sport area	2.89	

$$*\chi^2 > \chi^2_{.95/df_2} = 5.991$$

Table 27

Chi Square for Cross-tabulation of the Duties Performed  
and Not Performed Within the School Classifications  
for the Professional Category

Classification	Performed	Not Performed	N
A	880	270	1150
AA	732	238	970
AAA	955	235	1190
Total	2567	743	3310
$\chi^2 = 8.11$			
$\chi^2 .95, 2 = 5.991$			

performed by the coaches indicated that a significant difference existed in the activities related to attending coaching clinics and meetings, serving on the school athletic council or athletic governing board, and in reading and studying literature in the coaches' sport area (see Table 28). The results of the Scheffé Test in the professional category between school classifications revealed the following:

Item #139, "Serve on the school athletic council or athletic governing board." Class A served on the school athletic council or athletic governing board significantly more than class AA.

Table 28  
 Analysis of Variance Summary of Questionnaire Items  
 Related to the Professional Category

Main Variables	SS	DF	MS	F	P
139. Serve on the school athletic council or athletic governing board	15.6083 195.923	2 95	7.80413 2.06236	3.784	0.025
143. Attend coaching clinics and meetings	12.5715 642.114	2 319	6.28577 2.01290	3.123	0.044
144. Read and study current literature in your sport area	5.76449 300.120	2 324	2.88224 0.926297	3.112	0.044

Item #143, "Attend coaching clinics and meetings." Class AAA attended coaching clinics and meetings significantly more than either class A or class AA.

Item #144, "Read and study current literature in your sport area." Class AAA read and studied current literature in the sport area significantly more than class A.

#### TIME INVOLVEMENT

A descriptive analysis of the total duties performed by the coaches was made for the seven categories. In Table 29, a distribution of time involved in performing the duties in the seven categories is presented. The number of

Table 29

Percentage of Coaching Time Involved in Performing  
Duties in the Seven Categories

Category	Percentage of Time												Total N
	0 N	5 N	10 N	20 N	30 N	40 N	50 N	60 N	70 N	80 N	90 N	100 N	
Sport Administration	25	134	113	26	14	14	2	2	1	0	0	0	331
Rules and Regulations	45	229	34	13	5	4	1	0	0	0	0	0	331
Facilities, Equipment and Supplies	17	117	138	41	11	6	1	0	0	0	0	0	331
Public Relations	26	223	57	15	5	5	0	0	0	0	0	0	331
Athletes	2	23	52	133	68	23	17	6	7	0	0	0	331
Team	0	10	30	27	74	61	55	32	32	8	2	0	331
Professional	46	216	40	14	9	5	1	0	0	0	0	0	331

descriptive duties per category, performed by over 50 percent of the respondents, were tallied for this time-duty comparison.

The breakdown of responses by percent of the coaches' time devoted to each category reveals that the duties related to the athlete and team required the most time; whereas the duties dealing with sport administration and facilities, equipment and supplies required less time.

The duty-based categorical composite (see Table 30) revealed the greatest number (36) of individual duties

Table 30

Composite of Total Possible Duties, Duties Performed,  
and Percent of Duties Performed  
in the Seven Categories

Category	Total Possible Duties N	Duties Performed by Coaches N	% of Total Duties Performed %
Sport Administration	50	36	29
Team	29	29	23
Athletes	20	20	16
Facilities, Equipment and Supplies	14	14	11
Rules and Regulations	11	10	8
Professional	10	8	7
Public Relations	10	7	6
Total	144	124	100

descriptive of a category were performed in sport administration. A rank ordering of the number of descriptive duties performed per category revealed the sequence: sport administration; team; athletes; facilities, equipment and supplies; rules and regulations; professional; and public relations.

It is of interest to note that, even though the greatest number of duties performed were in the category of sport administration, the coaches allotted the highest percentage of their coaching time to the duties related to the athlete and team as shown in Table 29. As reported by the majority of coaches, the time allocated to sport administration activities was 5 to 10 percent of the total time. A possible explanation is that, even though sport administration duties are reported to be head coaches' responsibilities, many of these duties are performed by athletic directors and assistant coaches.

The composite of the total duties performed (see Table 30) reveals that the categories that use approximately 5 to 10 percent of the coaches' time to complete (sport administration; rules and regulations; facilities, equipment and supplies; public relations; and professional) contain 75 of the 124 descriptive duties of a coach. Forty-nine (39 percent) of the 124 descriptive duties were performed with the athletes and team which occupied most of the coaches' time. The number of duties performed and time spent



performing these duties did not coincide. It can be deducted from the comparison of the time and descriptive duties that the primary work areas of a coach are in the athletes and team categories.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

The information accumulated for this investigation was divided into two areas: (1) duties of athletic coaches, analyzed according to the categories sport administration; rules and regulations; facilities; equipment and supplies; public relations; athletes; team; and professional, and (2) those duties were further analyzed on estimated time involvement of duties performed per category.

The primary purpose of the research was to identify the duties performed by head coaches of boys' basketball and football teams in the secondary high schools within Tennessee. Duties were analyzed through an evaluative criteria analysis of the duties they performed. Those duties performed by at least 50 percent of the respondents were considered descriptive of the duties of an athletic coach. The duties were further analyzed to determine the frequency, difficulty, and importance of the duties performed.

An identification of the duties coaches perform was analyzed by categories. In the administration of sport

program, coaches set up objectives for their sport program and worked with assistant coaches, athletic director, student aides, and medical doctors. Arrangements for team practice schedule, extra-team scrimmages, and transportation were made by the coaches. In addition, the coaches traveled with the team. Pre-season and post-season activities were planned for and supervised by the head athletic coach. However, the coach also performed many clerical functions with budget requests, class excuses, parental consent forms, medical records, participation and recognition records, insurance forms, and player-game statistics.

The coaches adhered to and enforced rules and regulations in cooperation with the Tennessee Secondary Athletic Association and with local athletic governing organizations. Coaches also developed and enforced their own rules. All rules and regulations were explained to the athletes by the coaches.

Coaches were responsible for the requisition, ordering, care, and maintenance of equipment and supplies. Coaches also had to schedule athletic facilities and supervise the people in the facilities.

The coach, as a representative of the athletic team, worked with local booster clubs, participated in school assembly programs, and corresponded with the athletes' parents. Coaches also reported their competitive event

results to the news media for team publicity and were interviewed by sport reporters.

Coaches inspired athletes to perform to the best of their ability, developed and maintained the athletes' interest, and stimulated a desire to learn in athletics. The coach also worked with athletes through guidance and counseling, athletic training, and psychological preparation for athletic participation. The coach was also concerned with preventing, treating, and providing rehabilitation for athletic injuries.

In regard to the team, the coach selected and announced the team members and then drilled them in sport skills for athletic competition. Inter-team scrimmages were conducted by the coaches. The coach studied and analyzed opponents before and during competition as well as analyzing his own team. Coaches also substituted players and advised their teams during time-outs and during competition.

As a professional individual within the school and athletic program, the coach held membership in his professional organization, attended school faculty and athletic department meetings, as well as attending coaches' clinics and studying current literature.

At least 50 percent of the coaches performed duties within each of the seven categories. Therefore, the duty categories on the questionnaire were representative of the work of an athletic coach. One hundred twenty-four (86%) of

the 144 duties on the questionnaire were performed by at least 50 percent of the responding coaches.

The final area of data that was analyzed included the estimated time involvement and number of descriptive duties performed per category. A comparison of the duties performed and time spent performing these duties revealed that a coach spent most of his coaching time in the duties related to the team, but performed a majority of duties related to administration.

#### CONCLUSIONS

The following conclusions are presented from the analysis of the questionnaire items in the seven categories.

1. The majority of duties performed by the coaches was in the area of sport administration.
2. All head coaches were responsible for performing too many administrative duties.
3. Rules and regulations were imposed on athletes because coaches were concerned with their general attitude and conduct.
4. Coaches were concerned with the general conduct of their athletes, not only during the athletic contest but also when they were not under their direct supervision.
5. The majority of the coaches had the responsibility of purchasing athletic equipment, but did not

accept the responsibility for preparing a yearly budget for their athletic programs.

6. All head coaches in the three school classifications took a very active part in community activities such as speech making, working with booster clubs, and communicating with the news media.

7. Coaches spent the majority of their coaching time with team functions.

8. Most of the coaches belonged to the local and state organizations that were related to their profession.

9. Coaches in class A performed administrative duties more often than the coaches in either class AA or class AAA.

10. Coaches in class A had a greater responsibility for maintaining athletic facilities and equipment than either class AA or class AAA coaches.

11. Coaches in class A talked with sporting goods salesmen and accepted the responsibility for purchasing athletic supplies more often than either class AA or class AAA coaches.

12. Coaches in class A performed duties more often in the area related to athletic injuries than either class AA or class AAA coaches.

13. Class AAA coaches aided athletes in securing athletic scholarships more often than class A coaches.

14. Coaches in class A spent more time in teaching their athletes basic fundamentals and physical skills than either class AA or class AAA coaches.

15. Coaches in class AAA had more audio-visual materials available to them for instructional purposes than class A coaches.

16. Coaches in class AA and class AAA were more concerned with updating their coaching knowledge by studying current literature and attending coaching clinics than the coaches in class A.

17. Coaches in class AAA had more assistance in performing various athletic duties than class A coaches.

#### RECOMMENDATIONS

Based on the results of this study, the following recommendations are presented.

1. Due to the number of duties related to being a head coach, an individual should not assume the head coaching duties in more than one sport.

2. Because of the percentage of time devoted to clerical and administrative duties, head coaches should receive assistance in performing these responsibilities.

3. Due to the number of duties performed by class A coaches in preparing and maintaining athletic facilities, additional school custodians seem warranted.

4. Based on this study, it was determined that better articulation between the head coaches and the individual responsible for purchasing athletic equipment is needed.

5. Due to the number of duties performed by head coaches, more responsibilities should be assigned to the assistants.

6. An effort should be made by the Tennessee Secondary School Athletic Association to standardize the duties performed by the head coaches of the boys' basketball and football teams in the three school classifications.

In addition, the investigator recommends that colleges and universities in Tennessee offer, within their physical education or coaching courses, principles and methods to enable future coaches to perform the duties identified in this survey.



APPENDIXES

APPENDIX A

COVER LETTER TO PRINCIPALS

Dear Mr.

Your cooperation is needed for a study being conducted within the state of Tennessee. This investigation, "A Study of the Duties Performed by Head Coaches of Boys' Basketball and Football Teams in Tennessee," has the approval of the Tennessee Secondary School Athletic Association. The duties a coach performs to fulfill his responsibility for an athletic team is the focus of this study.

The purpose of this study is to assist me in completing the requirement for the Doctor of Arts degree at Middle Tennessee State University. The results could provide a basis for the standardization of the duties of coaches in Tennessee.

I am requesting your assistance in distributing the enclosed questionnaire to the head coaches of the boys' basketball and football teams of your school. Please encourage your coaches to complete and return the questionnaire in the enclosed, stamped, addressed envelope as soon as possible.

The validity of the study depends upon the largest possible return of questionnaires. I would greatly appreciate the consideration of your time and cooperation.

Sincerely,

Don Moser  
Joelton High School  
Joelton, Tennessee

APPENDIX B

COVER LETTER TO COACHES

May 7, 1979

Dear Coach

Your participation is needed for a study being conducted within the state of Tennessee. Would you please take a few minutes from your schedule to complete the enclosed questionnaire concerning your duties and responsibilities as a head coach in Tennessee? The purpose of this study is to assist me in completing the requirements for the Doctor of Arts degree at Middle Tennessee State University. The results of this study could assist in providing a basis for the standardization of the duties of head coaches in Tennessee.

I will appreciate your completing and returning this questionnaire in the enclosed, self-addressed, stamped envelope as soon as possible.

Thank you for your time and cooperation at a very busy time of the year.

Sincerely,

Don Moser  
Joelton High School  
Joelton, Tennessee

APPENDIX C  
QUESTIONNAIRE

## QUESTIONNAIRE

School: \_\_\_\_\_

Name of Coach reporting: \_\_\_\_\_

Position: \_\_\_\_\_

Classification of school size (circle) AAA, AA, A

DIRECTION: The following pages contain 144 duties believed to be performed by head athletic coaches. Based upon one coaching season, please rate the duties you actually perform according to three criteria:

- (1) FREQUENCY OF PERFORMANCE of the duty,
- (2) DIFFICULTY of performing the duty, and
- (3) IMPORTANCE of the duty in your job as an athletic coach.

If a duty is not performed by you, indicate by circling the "X" under the section, NOT PERFORMED, and do not rate that duty on frequency, difficulty and importance.

The criteria for the duties actually performed are subdivided in the following manner:

FREQUENCY of Performance

- 5 = Constantly = Performed nearly every day of the sport season  
 4 = Very frequently = Performed once or twice per week  
 3 = Frequently = Performed two or three times per month  
 2 = Infrequently = Performed once per month  
 1 = Occasionally = Performed one or two times per sport season

DIFFICULTY

- 5 = Very Hard  
 4 = Hard  
 3 = Average  
 2 = Easy  
 1 = Very Easy

IMPORTANCE

- 5 = Extreme Importance  
 4 = Considerable Importance  
 3 = Moderate Importance  
 2 = Some Importance  
 1 = Little/No Importance

PROCEDURES: Keys to the number appear at the top of each page of the questionnaire. If you do not perform a duty, circle "X" and go on to the next duty. If you do perform that duty, rate that duty on FREQUENCY, DIFFICULTY and IMPORTANCE. Please use the following procedures when rating the performed duty:

- (1) Circle that number under FREQUENCY which best describes the frequency with which you PERSONALLY perform that duty.
- (2) Circle that number under DIFFICULTY which best describes the degree of difficulty you associate with the performance of that duty.
- (3) Circle that number under IMPORTANCE which best describes the importance you attach to that duty as a part of your job as an athletic coach.

Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY					DIFFICULTY					IMPORTANCE				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>I. SPORT ADMINISTRATION</b>																
1. Set up specific objectives for your sport program	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
2. Select assistant coaches	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
3. Assign assistant coaches to duties	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
4. Evaluate assistant coaches	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
5. Call and conduct sport staff meetings	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
6. Select student aides (managers)	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
7. Clarify duties of student aides	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
8. Evaluate student aides	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
9. Supervise sanitation of facilities	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
10. Work with medical doctors	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
11. Work with school cheerleaders	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
12. Work with athletic trainer	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
13. Communicate with athletic director	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
14. Establish team practice schedule	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
15. Schedule athletic contests	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
16. Arrange for extra-team scrimmages	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
17. Prepare and obtain game contracts	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
18. Arrange for medical assistance at home games	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
19. Meet visiting coaches and teams	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
20. Arrange for game traffic and parking supervision	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
21. Arrange for contest police security	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
22. Arrange for team transportation	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
23. Travel with the team	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
24. Secure and handle team travel money	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
25. Follow procedures to get checks	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1



Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY	DIFFICULTY	IMPORTANCE
		5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
26. keep financial records of sport budget allowance and expenditures	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
27. Determine the cost for the operation of your sport program	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
28. Prepare and submit proposed budget request	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
29. Handle money from game and season ticket sales	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
30. Supervise game and season ticket sales	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
31. Secure game officials	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
32. Greet game officials	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
33. Procure and deliver pay checks to game officials	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
34. Elicit excuses from classes for athletes for competitive events	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
35. Host sport tournaments, field days	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
36. Plan for and supervise pre-season and/or post-season sport activities	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
37. Distribute and ensure that parental physical consent forms (or separate forms) are completed	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
38. File parental physical consent forms (or separate forms)	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
39. Verify athletes' eligibility	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
40. Submit required eligibility forms	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
41. Maintain records of athletes' medical reports	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY	DIFFICULTY	IMPORTANCE
		5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
42. Give special recognition for sport achievement	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
43. Distribute athletic awards for your sport	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
44. Record all athletic participation and recognition	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
45. Maintain game and individual player statistics	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
46. Follow established accident policies and procedures	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
47. Fill out athletic injury forms and/or insurance forms	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
48. Notify parents and school officials in case of accidents	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
49. Secure or verify that athletes have accident insurance	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
50. Conduct an evaluation of the sport program	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
<b>II. RULES AND REGULATIONS</b>				
51. Study the rules and regulations of appropriate athletic governing organizations	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
52. Enforce organization rules and regulations	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
53. Develop rules for the athlete's use of athletic facilities	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
54. Develop rules regarding practice attendance	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY					DIFFICULTY					IMPORTANCE				
		5=Constantly	4=Very Frequently	3=Frequently	2=Infrequently	1=Occasionally	5=Very Hard	4=Hard	3=Average	2=Easy	1=Very Easy	5=Extreme	4=Considerable	3=Moderate	2=Some	1=Little/None
55. Develop athlete conduct regulations	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
56. Establish or follow a code of dress for athletes	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
57. Establish procedures for college recruiters	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
58. Develop rules about drug use	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
59. Enforce your rules and regulations	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
60. Develop policies and procedures for the dismissal of athletes from the team	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
61. Explain rules, regulations and policies to athletes	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<b>III. FACILITIES, EQUIPMENT AND SUPPLIES</b>																
62. Instruct athletes and staff in the proper care of facilities, equipment and supplies	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
63. Schedule use of facilities for practices, scrimmages and competitive events	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
64. Check facilities for safety and appropriate game markings	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
65. Prepare facilities for competitive events	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
66. Set up and remove practice equipment	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
67. Secure facilities at conclusion of activity	X	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY	DIFFICULTY	IMPORTANCE
		5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
68. Inventory team uniforms, equipment and supplies	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
69. Talk with sporting goods salemen	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
70. Requisition for needed equipment and supplies	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
71. Order team uniforms, equipment and supplies	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
72. Issue and collect team equipment	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
73. Clean and/or repair team uniforms and equipment	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
74. Store team uniforms, equipment and supplies	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
75. Supervise the care, maintenance, and storage of team uniforms, equipment and supplies	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
<b>IV. PUBLIC RELATIONS</b>				
76. Work with the local booster club	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
77. Deliver speeches to local civic or professional groups	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
78. Arrange for the team competitive schedule to be printed	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
79. Distribute team printed schedules	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
80. Arrange for or prepare printed game programs	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
81. Serve as a subject for sport reporter interviews	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
82. Prepare news write-ups on the players and the team	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY	DIFFICULTY	IMPORTANCE
		5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
83. Report game results to news media	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
84. Correspond with the athlete's parents	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
85. Participate in school assembly athletic programs	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
<b>V. ATHLETES</b>				
86. Recognize and initiate procedures to resolve behavioral and emotional problems of athletes	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
87. Hold conferences with individual athletes and team captains	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
88. Listen to and advise athletes with personal problems	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
89. Counsel athletes in educational and occupational plans	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
90. Counsel and advise athletes on dealing with college recruiters	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
91. Acquaint athletes with various colleges and universities	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
92. Aid athletes in securing athletic scholarships	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
93. Prepare athletes psychologically for competition	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
94. Inspire athletes to perform to the best of their ability	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
95. Instill a desire to win in athletes	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
96. Develop and maintain athletes' interest	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY	DIFFICULTY	IMPORTANCE
		5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
97. Stimulate a desire to learn in athletes	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
98. Apply emergency first aid	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
99. Treat athletic injuries or tape athletes	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
100. Provide rehabilitation for athletes following injury	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
101. Analyze player's sport skills	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
102. Analyze player's game strategical movements	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
103. Compare the ability of athletes with their actual competitive performances	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
104. Sell players on team strategy and game plans	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
105. Penalize misdemeanors by athletes	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
<b>VI. TEAM</b>				
106. Conduct athletic team try-outs	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
107. Determine and announce the students selected for the team	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
108. Conduct team practices	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
109. Decide when to call competitive event time-outs	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
110. Form athletes into competing units or special groups	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
111. Select and organize material to be presented in each practice session	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Circle the number under each criteria which best describes that duty as if pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY	DIFFICULTY	IMPURTANCE
		5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
112. Instruct in individual physical skills	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
113. Instruct in fundamental principles of movement	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
114. Instruct in the proper use of skills	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
115. Decide what team strategy to employ with available personnel	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
116. Instruct in offensive and defensive strategies	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
117. Demonstrate athletic skills	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
118. Drill members of team in fundamentals of that sport	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
119. Recognize skill and strategical mistakes	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
120. Correct skill and strategical mistakes	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
121. Utilize audio-visual materials	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
122. Foster in team members recognition of opponents' techniques and strategy	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
123. Explain sport rules and regulations	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
124. Conduct election of team captains	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
125. Organize the pre-competitive event team warm-up	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
126. Plan and direct a team physical conditioning program	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
127. Conduct inter-team scrimmages	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Circle the number under each criteria which best describes that duty as it pertains to your job as a head coach. If you do not perform a duty, circle the "X" under NOT PERFORMED.	NOT PERFORMED	FREQUENCY	DIFFICULTY	IMPORTANCE
		5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
128. Decide when and whom to substitute in a game	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
129. Advise team during competition	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
130. Conduct a post-competitive evaluation of team performance	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
131. Employ strategical game analysis on opponents	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
132. Scout opposing athletic teams	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
133. Develop and maintain team spirit - morale	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
134. Analyze player interactions	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
<b>VII. PROFESSIONAL</b>				
135. Participate in school athletic banquets	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
136. Participate in school faculty meetings	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
137. Serve on various athletic committees	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
138. Participate in athletic department policy making	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
139. Serve on the school athletic council or athletic governing board	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
140. Serve as a sponsor for school athletic club(s)	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
141. Hold membership in representative professional organizations	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
142. Employ current research findings	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
143. Attend coaching clinics and meetings	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
144. Read and study current literature in your sport area	X	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1



Please estimate the percentage of your TOTAL COACHING TIME spent in each of the following categories:

	<u>% Time</u>
I. Sport Administration	_____
II. Rules and Regulations	_____
III. Facilities, Equipment and Supplies	_____
IV. Public Relations	_____
V. Athletes	_____
VI. Team	_____
VII. Professional	_____
Total Coaching Time	= <u>100%</u>

APPENDIX D

FOLLOW-UP LETTER TO COACHES

Dear Coach

Perhaps you have set aside my questionnaire concerning a research study pertaining to your duties and responsibilities as a head coach in Tennessee. I realize that this is a very busy time of the year for you. However, it would be most appreciated if you would take a few minutes to complete and return the questionnaire.

The validity of the study depends upon the largest possible return of questionnaires. By completing the questionnaire, you will be making a worthwhile contribution toward a description of the duties Tennessee head athletic coaches perform.

Thank you for making this study possible.

Sincerely,

Don Moser  
Joelton High School  
Joelton, Tennessee

APPENDIX E

TOTAL QUESTIONNAIRE RESPONSES FOR FREQUENCY,  
DIFFICULTY, AND IMPORTANCE FOR THE  
ITEMS IN THE SEVEN CATEGORIES

## SPORT ADMINISTRATION

Duty	Responses	Frequency									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
1	317	32	10	22	7	32	10	89	28	142	45
2	163	64	39	47	29	21	13	23	14	8	5
3	277	30	11	19	7	53	19	39	14	136	49
4	205	20	10	27	13	59	29	33	16	66	32
5	234	33	14	37	16	47	20	42	18	75	32
6	324	97	30	29	9	49	15	19	6	130	40
7	310	37	12	35	11	62	20	80	26	96	31
8	254	56	22	28	11	81	32	20	8	69	27
9	260	15	6	21	8	52	20	73	28	99	38
10	231	69	30	49	21	65	28	20	9	28	12
11	218	65	30	46	21	68	31	15	7	24	11
12	145	17	12	25	17	29	20	23	16	51	35
13	228	7	3	9	4	59	26	55	24	98	43
14	325	7	2	7	2	14	4	23	7	274	85
15	300	18	6	12	4	15	5	15	5	240	80
16	324	16	5	13	4	13	4	72	22	210	65
17	255	82	32	28	11	51	20	18	7	76	30
18	139	26	19	14	10	49	35	22	16	28	20
19	294	3	1	15	5	29	10	59	20	188	64
20	37	13	35	2	6	10	28	2	4	10	27
21	50	15	30	9	18	9	17	10	20	7	15
22	261	23	9	13	5	47	18	53	20	125	48

## SPORT ADMINISTRATION

## Frequency (Continued)

Duty Responses		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
23	327	10	3	10	3	13	4	33	10	261	80
24	201	28	14	22	11	40	20	30	15	81	40
25	217	26	12	24	11	35	16	37	17	95	44
26	113	14	12	14	12	28	25	19	17	38	34
27	161	26	16	27	17	32	20	27	17	49	30
28	157	49	31	17	11	22	14	11	7	58	37
29	28	6	20	11	36	4	12	4	13	3	19
30	31	4	12	6	20	10	31	6	19	5	18
31	165	8	5	25	15	41	25	30	18	61	37
32	280	6	2	11	4	42	15	50	18	171	61
33	136	10	7	7	5	23	17	31	23	65	48
34	164	28	17	15	9	41	25	29	18	51	31
35	117	29	25	23	20	25	21	21	18	19	16
36	276	30	11	33	12	66	24	50	18	97	35
37	307	46	15	6	2	25	8	21	7	209	68
38	286	48	17	12	5	29	10	23	8	174	60
39	290	49	17	12	4	29	10	12	4	188	65
40	282	56	20	28	10	20	7	6	2	172	61
41	228	48	21	27	12	32	14	30	13	91	40
42	320	48	15	26	8	96	30	38	12	112	35
43	324	84	26	13	4	26	8	16	5	185	57
44	277	39	14	8	3	42	15	50	18	138	50

## SPORT ADMINISTRATION

## Frequency (Continued)

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
45	297	9	3	6	2	33	11	60	20	189	64
46	278	19	7	22	8	33	12	22	8	182	65
47	224	38	17	45	20	29	13	22	10	90	40
48	311	65	21	25	8	53	17	16	5	152	49
49	278	44	16	31	11	33	12	25	9	145	52
50	230	23	10	30	13	46	20	39	17	92	40

## SPORT ADMINISTRATION

Duty	Responses	Difficulty									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
1	317	22	7	22	7	158	50	96	30	19	6
2	163	24	15	33	20	46	28	49	30	11	7
3	277	8	3	50	18	138	50	75	27	6	2
4	205	12	6	37	18	98	48	49	24	9	4
5	234	35	15	61	26	119	51	12	5	7	3
6	324	26	8	55	17	130	40	100	31	13	4
7	310	31	10	56	18	140	45	61	20	22	7
8	254	38	15	81	32	89	35	30	12	15	6
9	260	5	2	29	11	80	31	68	26	78	30
10	231	46	20	58	25	81	35	21	9	25	11
11	218	54	25	59	27	65	30	31	14	9	4
12	145	27	19	38	26	49	34	19	13	12	8
13	228	73	32	59	26	61	27	23	10	12	5
14	325	42	13	84	26	123	38	59	18	17	5
15	300	15	5	9	3	102	34	90	30	84	28
16	324	52	16	42	13	129	40	78	24	23	7
17	255	76	30	54	21	97	38	23	9	5	2
18	139	14	10	35	25	66	48	7	5	17	12
19	294	109	37	73	25	97	33	9	3	6	2
20	37	2	5	12	32	7	20	7	18	9	25
21	50	2	4	21	42	22	44	2	4	3	6
22	261	13	5	47	18	99	38	65	25	37	14



## SPORT ADMINISTRATION

## Difficulty (Continued)

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
23	327	114	35	49	15	122	37	16	5	26	8
24	201	12	6	4	2	80	40	48	24	57	28
25	217	20	9	22	10	89	41	39	18	47	22
26	113	9	8	9	8	49	43	32	28	14	13
27	161	14	9	19	12	64	40	39	24	25	15
28	157	17	11	23	15	60	38	38	24	19	12
29	28	3	10	3	12	12	40	7	26	3	12
30	31	4	13	6	20	16	50	4	13	1	4
31	165	16	10	36	22	66	40	28	17	19	11
32	280	140	50	70	25	50	18	8	3	12	4
33	136	57	42	27	20	38	28	4	3	10	7
34	150	6	5	45	30	75	50	15	10	9	6
35	109	5	5	16	15	30	28	38	35	20	17
36	252	40	16	28	11	113	45	46	18	25	10
37	282	65	23	68	24	65	23	70	25	14	5
38	261	13	5	63	24	110	42	42	16	33	13
39	265	26	10	27	8	109	41	34	13	74	28
40	257	31	12	67	24	108	42	18	7	38	15
41	209	12	6	37	18	104	50	36	17	20	10
42	293	6	2	88	30	141	48	35	12	23	8
43	296	24	8	83	28	171	58	12	4	6	12
44	253	10	4	60	24	132	52	46	18	5	2

## SPORT ADMINISTRATION

## Difficulty (Continued)

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
45	271	16	6	27	8	114	42	76	28	43	16
46	255	11	4	46	18	122	48	51	20	25	10
47	204	14	7	35	17	102	50	37	18	16	8
48	285	40	14	34	12	128	45	57	20	26	9
49	254	20	8	23	9	130	51	51	20	30	12
50	211	8	4	17	8	93	44	68	32	25	12

## SPORT ADMINISTRATION

Duty	Responses	Importance									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
1	317	6	2	13	4	32	10	76	24	190	60
2	163	5	3	8	5	13	8	33	20	104	64
3	277	3	6	3	1	30	11	81	29	160	58
4	205	12	6	8	4	31	15	62	30	92	45
5	234	5	2	12	5	40	17	93	40	84	36
6	324	20	6	32	10	45	14	97	30	130	40
7	310	6	2	19	6	65	21	124	40	96	31
8	254	33	13	36	14	64	25	51	20	70	28
9	260	13	5	18	7	36	14	71	27	122	47
10	231	9	4	14	6	35	15	55	24	118	51
11	218	33	15	39	18	83	38	35	16	28	13
12	145	9	6	5	3	26	18	30	21	75	52
13	228	9	4	9	4	23	10	55	24	132	58
14	325	13	4	16	5	20	6	49	15	227	70
15	300	6	2	9	3	42	14	81	27	162	54
16	324	3	1	13	4	55	17	91	28	162	50
17	255	26	10	20	8	46	18	66	26	97	38
18	139	2	1	8	6	25	18	29	21	75	54
19	294	9	3	18	6	62	21	99	34	106	36
20	37	1	3	2	5	10	27	18	48	6	17
21	50	2	3	2	4	14	28	6	11	26	54
22	261	5	2	8	3	18	7	60	23	170	65

## SPORT ADMINISTRATION

## Importance (Continued)

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
23	327	13	4	7	2	26	8	39	12	242	74
24	201	10	5	18	9	38	19	42	21	93	46
25	217	13	6	18	8	39	18	52	24	95	44
26	113	5	4	3	3	16	14	31	28	58	51
27	161	2	1	5	3	19	12	38	24	97	60
28	157	6	4	9	6	19	12	21	13	102	65
29	28	3	10	3	10	8	28	4	17	10	35
30	31	0	1	1	4	9	29	13	41	8	25
31	165	3	2	7	4	26	16	30	18	99	60
32	280	8	3	17	6	81	29	84	30	90	32
33	136	9	6	4	3	35	26	27	20	61	45
34	164	13	8	15	9	30	18	56	34	50	31
35	117	12	10	14	12	32	27	36	31	23	20
36	276	11	4	14	5	61	22	77	28	113	41
37	307	9	3	9	3	18	6	32	10	239	78
38	286	12	4	17	6	26	9	31	11	200	70
39	290	6	2	15	5	11	4	26	9	232	80
40	282	4	1	7	2	38	13	35	12	198	70
41	228	3	1	7	3	36	16	40	18	142	62
42	320	6	2	6	2	33	10	83	26	192	60
43	324	6	2	10	3	29	9	72	22	207	64
44	277	6	2	6	2	69	25	86	31	110	40

## SPORT ADMINISTRATION

(Importance (Continued))

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
45	297	9	3	6	2	45	15	89	30	148	50
46	278	8	3	8	3	23	8	44	16	195	70
47	224	2	1	4	2	18	8	45	20	155	69
48	311	3	1	3	1	25	8	25	8	255	82
49	278	8	3	8	3	8	3	40	14	214	77
50	230	2	1	9	4	23	10	76	33	120	52

## RULES AND REGULATIONS

Duty	Responses	Frequency									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
51	322	35	11	35	11	39	12	58	18	155	48
52	309	19	6	15	5	56	18	62	20	157	51
53	301	27	9	36	12	54	18	63	21	121	40
54	325	45	14	28	9	26	8	32	10	194	60
55	314	31	10	47	15	78	25	16	5	142	45
56	253	15	6	50	20	72	28	20	8	96	38
57	164	26	16	52	32	31	18	16	10	39	24
58	294	44	15	59	20	53	18	65	22	73	25
59	328	16	5	16	5	33	10	66	20	197	60
60	313	56	18	63	20	28	12	38	12	119	38
61	327	20	6	13	64	59	18	65	20	170	52

## RULES AND REGULATIONS

Duty	Responses	Difficulty									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
51	322	29	9	55	17	148	46	80	25	10	3
52	309	37	12	59	19	124	40	62	20	28	9
53	301	30	10	61	20	126	42	60	20	24	8
54	325	42	13	46	14	130	40	52	16	55	17
55	314	19	6	47	15	129	41	57	18	63	20
56	253	35	14	43	17	111	44	46	18	18	7
57	164	33	20	30	18	60	37	25	15	16	10
58	294	53	18	56	19	103	35	50	17	32	11
59	328	36	11	56	17	89	27	98	30	49	15
60	313	47	15	47	15	56	18	75	24	88	28
61	327	48	15	82	25	167	51	20	6	10	3

## RULES AND REGULATIONS

Duty	Responses	Importance									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
51	322	16	5	16	5	31	10	44	20	225	70
52	309	3	1	6	2	40	13	59	19	201	65
53	301	3	1	3	1	20	7	60	20	213	71
54	325	3	1	3	1	7	2	62	19	250	77
55	314	3	1	3	1	13	4	78	25	217	69
56	253	5	2	3	1	75	30	68	27	102	40
57	164	8	5	10	6	41	25	46	28	59	36
58	294	9	3	9	3	20	7	38	13	218	74
59	328	7	2	7	2	13	4	32	10	269	82
60	313	3	1	9	3	26	8	56	18	219	70
61	327	3	1	7	2	13	4	46	14	258	79



## FACILITIES, EQUIPMENT AND SUPPLIES

Duty	Responses	Frequency									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
62	318	29	9	29	9	45	14	67	21	148	47
63	268	24	9	27	10	46	17	48	18	123	46
64	266	19	7	16	6	32	12	48	18	152	57
65	259	16	6	23	9	36	14	60	23	124	48
66	284	9	3	23	8	43	15	45	16	164	58
67	259	3	1	5	2	26	10	44	17	181	70
68	324	32	10	32	10	62	19	49	15	149	46
69	327	49	15	59	18	75	23	46	14	98	30
70	295	53	18	38	13	77	26	35	12	92	31
71	318	95	30	57	18	57	18	36	11	73	23
72	309	56	18	31	10	27	12	43	14	142	46
73	250	45	18	42	17	50	20	38	15	75	30
74	319	57	18	54	17	45	14	32	10	131	41
75	305	52	17	30	18	52	17	31	10	140	46

## FACILITIES, EQUIPMENT AND SUPPLIES

Duty	Responses	Difficulty									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
62	318	48	15	48	15	95	30	89	28	38	12
63	268	27	10	46	17	123	46	56	21	16	6
64	266	37	14	56	21	125	47	37	14	11	4
65	259	28	11	21	8	104	40	78	30	28	11
66	284	28	10	43	15	130	46	60	21	23	8
67	259	18	7	65	25	130	50	30	12	16	6
68	324	39	12	45	14	136	42	68	21	36	11
69	327	78	24	92	28	150	46	3	1	3	1
70	295	32	11	71	24	139	47	38	13	15	5
71	318	45	14	54	17	143	45	60	19	16	5
72	309	31	10	46	15	145	47	56	18	31	10
73	250	16	5	38	12	124	39	108	34	32	10
74	319	26	8	54	17	153	48	57	18	29	9
75	305	18	6	37	12	177	58	46	15	27	9

## FACILITIES, EQUIPMENT AND SUPPLIES

Duty	Importance										
	Responses										
Number	Number	N	%	N	%	N	%	N	%	N	%
62	318	3	1	3	1	29	9	60	19	223	70
63	268	3	1	13	5	32	12	59	22	161	60
64	266	3	1	3	1	21	8	66	25	173	65
65	259	8	3	10	4	26	10	49	19	166	64
66	284	9	3	11	4	40	14	71	25	153	54
67	259	5	2	3	1	20	8	57	22	174	67
68	324	6	2	10	3	23	7	65	20	220	68
69	327	13	4	49	15	108	33	72	22	85	26
70	295	9	3	24	8	59	20	94	32	109	37
71	318	6	2	13	4	57	18	83	26	159	50
72	309	11	4	14	5	39	13	80	27	165	54
73	250	3	1	10	4	44	18	75	30	118	47
74	319	13	4	10	3	45	14	86	27	165	52
75	305	3	1	12	4	46	15	88	29	156	51

## PUBLIC RELATIONS

Duty	Responses	Frequency									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
76	225	56	25	27	12	70	31	23	10	49	22
77	163	46	28	58	36	33	20	13	8	13	8
78	261	78	30	48	18	39	15	26	10	70	27
79	255	43	17	48	19	61	24	26	10	77	30
80	121	28	23	22	18	33	27	18	15	20	17
81	273	55	20	38	14	71	26	46	17	63	23
82	163	21	13	29	18	46	28	28	17	39	24
83	248	15	6	17	7	35	14	50	20	131	53
84	311	44	14	40	13	93	30	56	18	78	25
85	275	63	23	33	12	69	25	41	15	69	25

## PUBLIC RELATIONS

Duty Number	Responses Number	Difficulty									
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
76	225	29	13	50	22	90	40	38	17	18	8
77	163	26	16	29	18	67	41	31	19	10	6
78	261	29	11	78	30	120	46	23	9	11	4
79	255	60	24	82	32	87	34	18	7	8	3
80	121	23	19	21	17	50	42	22	18	5	4
81	273	44	16	82	30	123	45	16	6	8	3
82	163	10	6	34	21	72	44	41	25	6	4
83	248	35	14	50	20	116	47	37	15	10	4
84	311	32	10	109	35	124	40	40	13	6	2
85	275	30	11	66	24	132	48	33	12	14	5

## PUBLIC RELATIONS

Duty	Responses	Importance									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
76	225	10	5	14	6	43	19	63	28	95	42
77	163	11	7	8	5	49	30	46	28	49	30
78	261	10	4	10	4	65	25	68	26	108	41
79	255	8	3	28	11	56	22	76	30	87	34
80	121	10	8	18	15	29	24	40	33	24	20
81	273	5	2	25	9	79	29	74	27	90	33
82	163	7	4	7	4	33	20	52	32	64	40
83	248	5	2	5	2	35	14	79	32	124	50
84	311	6	2	9	3	47	15	100	32	149	48
85	275	14	5	22	8	77	28	85	31	77	28

## ATHLETES

Duty	Responses	Frequency									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
86	318	25	8	48	15	89	28	80	25	76	24
87	323	16	5	26	8	65	20	103	32	113	35
88	329	16	5	50	15	92	28	92	28	79	24
89	313	41	13	41	13	69	22	106	34	56	18
90	298	69	23	63	21	86	29	36	12	45	15
91	284	48	17	51	18	92	32	45	16	48	17
92	315	69	22	57	18	85	27	41	13	63	20
93	328	10	3	7	2	26	8	85	26	200	61
94	331	13	4	10	3	23	7	40	12	245	74
95	331	4	1	13	4	26	8	46	14	242	73
96	320	3	1	3	1	42	13	54	17	218	68
97	323	7	2	7	2	45	14	64	20	200	62
98	320	54	17	58	18	99	31	36	11	73	23
99	305	30	10	46	15	64	21	52	17	113	37
100	298	43	16	42	14	83	28	42	14	83	28
101	323	10	3	6	2	36	11	78	24	193	60
102	316	19	6	19	6	28	9	92	29	158	50
103	319	6	2	10	3	51	16	86	27	166	52
104	323	10	3	19	6	45	14	94	29	155	48
105	323	55	17	65	20	94	29	48	15	61	19

## ATHLETES

## Difficulty

Duty Number	Responses Number	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
86	318	9	3	16	5	121	38	99	31	73	23
87	323	32	10	78	24	142	44	45	14	26	8
88	329	33	10	36	11	122	37	102	31	36	11
89	313	22	7	75	24	163	52	38	12	15	5
90	298	24	8	66	22	143	48	50	17	15	5
91	284	23	8	60	21	153	54	26	9	22	8
92	315	25	8	16	5	101	32	113	36	60	19
93	328	13	4	26	8	85	26	99	30	105	32
94	331	10	3	20	6	106	32	83	25	112	34
95	331	7	2	16	5	86	26	96	29	126	38
96	320	22	7	32	10	83	26	90	28	93	29
97	323	3	1	26	8	81	25	84	26	129	40
98	320	19	6	38	12	160	50	70	22	33	10
99	305	30	10	37	12	165	54	43	14	30	10
100	298	15	5	33	11	163	55	60	20	27	9
101	323	10	3	18	6	162	50	94	29	39	12
102	316	19	6	28	9	139	44	95	30	35	11
103	319	16	5	32	10	128	40	89	28	54	17
104	323	10	3	13	4	113	35	103	32	84	26
105	323	19	6	52	16	129	40	81	25	42	13



## ATHLETES

## Importance

Duty	Responses		1		2		3		4		5	
	Number	Number	N	%	N	%	N	%	N	%	N	%
86	318		6	2	6	2	25	8	95	30	184	58
87	323		3	1	10	3	32	10	94	29	184	57
88	329		7	2	7	2	23	7	95	29	197	60
89	313		6	2	9	3	32	10	106	34	160	51
90	298		6	2	12	4	48	16	89	30	143	48
91	284		3	1	3	1	77	27	85	30	116	41
92	315		6	2	13	4	28	9	110	35	158	50
93	328		3	1	3	1	34	10	49	15	239	73
94	331		3	1	3	1	21	6	46	14	258	78
95	331		3	1	3	1	33	10	70	21	222	67
96	320		3	1	3	1	26	8	64	20	224	70
97	323		3	1	10	3	29	9	61	19	220	68
98	320		3	1	3	1	29	9	58	18	227	71
99	305		6	2	6	2	28	9	70	23	195	64
100	298		6	2	6	2	14	5	60	20	212	71
101	323		3	1	6	2	23	7	104	32	187	58
102	316		3	1	22	7	16	5	104	33	171	54
103	319		3	1	6	2	33	10	108	34	169	53
104	323		3	1	10	3	32	10	87	27	191	59
105	323		3	1	13	4	52	16	119	37	136	42

TEAM											
Frequency											
Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
106	264	66	25	26	10	42	16	29	11	100	38
107	258	72	28	16	6	44	17	23	9	103	40
108	331	7	2	13	4	13	4	20	6	278	84
109	325	6	2	6	2	52	16	52	16	209	64
110	298	26	9	20	7	80	27	54	18	118	40
111	324	16	5	10	3	39	12	39	12	220	68
112	324	13	4	7	2	29	9	45	14	230	71
113	318	9	3	9	3	52	16	76	24	172	54
114	319	6	2	10	3	29	9	38	12	236	74
115	330	3	1	7	2	33	10	73	22	214	65
116	330	7	2	13	4	26	8	46	14	238	72
117	321	19	6	32	10	62	19	80	25	128	40
118	330	3	1	6	2	33	10	72	22	213	65
119	330	10	3	7	2	26	8	76	23	211	64
120	327	3	1	6	2	33	10	72	22	213	65
121	268	3	1	5	2	46	17	107	40	107	40
122	312	6	2	12	4	50	16	116	37	128	41
123	325	10	3	23	7	81	25	58	18	153	47
124	232	74	32	18	8	32	14	20	8	88	38
125	312	12	4	22	7	48	15	62	20	168	54
126	319	13	4	25	8	42	13	57	18	182	57

## TEAM

## Frequency (Continued)

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
127	329	26	8	40	12	69	21	59	18	196	60
128	327	20	6	16	5	36	11	59	18	135	41
129	330	7	2	20	6	36	11	56	17	211	64
130	316	6	2	22	7	61	19	79	25	148	47
131	325	6	2	26	8	101	31	72	22	120	37
132	318	45	14	42	13	82	26	54	17	95	30
133	330	3	1	7	2	43	13	66	20	211	64
134	321	13	4	26	8	58	18	64	20	160	50

TEAM											
Difficulty											
Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
106	264	21	8	26	10	111	42	58	22	48	18
107	258	18	7	57	22	80	31	64	25	39	15
108	331	40	12	40	12	152	46	66	20	33	10
109	325	39	12	42	13	146	45	59	18	39	12
110	298	24	8	35	12	125	42	60	20	54	18
111	324	13	4	36	11	162	50	81	25	32	10
112	324	13	4	29	9	152	47	91	28	39	12
113	318	3	1	57	18	153	48	63	20	42	13
114	319	13	4	29	9	172	54	73	23	32	10
115	330	10	3	23	7	106	32	99	30	92	28
116	330	16	5	30	9	135	41	99	30	50	15
117	321	19	6	38	12	162	50	83	26	19	6
118	330	16	5	26	8	163	49	92	28	33	10
119	330	23	7	33	10	136	41	92	28	46	14
120	327	3	1	24	7	137	42	124	38	39	12
121	268	32	12	48	18	118	44	43	16	27	10
122	312	25	8	31	10	100	32	128	41	28	9
123	325	29	9	65	20	162	50	43	13	26	8
124	232	42	18	56	24	95	41	23	10	16	7
125	312	34	11	78	25	150	48	31	10	19	6
126	319	57	18	74	23	77	24	57	18	54	17

## TEAM

## Difficulty (Continued)

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
127	329	39	12	85	26	164	50	31	9	10	3
128	327	23	7	36	11	131	40	91	28	46	14
129	330	20	6	43	13	139	42	92	28	36	11
130	316	19	6	22	7	145	46	102	32	28	9
131	325	26	8	29	9	130	40	104	32	36	11
132	318	19	6	32	10	130	41	89	28	48	15
133	330	26	8	33	10	106	32	99	30	66	20
134	321	13	4	35	11	115	36	100	31	58	18

## TEAM

Duty	Responses	Importance									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
106	264	3	1	5	2	13	5	48	18	195	74
107	258	5	2	8	3	21	8	44	17	180	70
108	331	7	2	10	3	13	4	23	7	278	84
109	325	3	1	7	2	33	10	74	23	208	64
110	298	3	1	3	1	45	15	107	36	140	47
111	324	3	1	16	5	29	9	78	24	198	61
112	324	3	1	3	1	26	8	65	20	227	70
113	318	3	1	3	1	25	8	83	26	204	64
114	319	3	1	3	1	16	5	58	18	239	75
115	330	7	2	10	3	26	8	76	23	211	64
116	331	3	1	3	1	24	7	66	20	235	71
117	321	6	2	10	3	64	20	90	28	151	47
118	330	3	1	3	1	21	6	66	20	237	72
119	330	3	1	3	1	20	6	66	20	234	71
120	327	3	1	3	1	17	5	62	19	242	74
121	268	8	3	11	4	91	34	75	28	83	31
122	312	3	1	16	5	38	12	118	38	137	44
123	325	6	2	6	2	20	6	65	20	228	70
124	232	9	4	14	6	42	18	56	24	111	48
125	312	3	1	19	6	50	16	97	31	143	46
126	319	6	2	6	2	20	6	80	25	207	65

## TEAM

## Importance (Continued)

Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
127	329	6	2	13	4	60	18	105	32	145	44
128	327	3	1	6	2	30	9	66	20	222	68
129	330	3	1	3	1	17	5	66	20	241	73
130	316	0	0	3	1	28	9	114	36	171	54
131	325	6	2	20	6	58	18	111	34	130	40
132	318	13	4	22	7	67	21	95	30	121	38
133	330	3	1	3	1	21	6	59	18	244	74
134	321	9	3	13	4	52	16	83	26	164	51

## PROFESSIONAL

		Frequency									
Duty	Responses	1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
135	326	78	24	7	2	59	18	26	8	156	48
136	328	26	8	30	9	69	21	39	12	164	50
137	214	47	22	34	16	45	21	28	13	60	28
138	293	53	18	32	11	85	29	35	12	88	30
139	103	18	18	10	10	21	20	12	11	42	41
140	145	32	22	26	18	29	20	14	10	44	30
141	262	68	26	16	6	45	17	26	10	107	41
142	243	44	18	41	17	41	17	34	14	83	34
143	325	62	19	39	12	65	20	59	18	100	31
144	328	7	2	13	4	56	17	59	18	193	59



## PROFESSIONAL

Duty	Responses	Difficulty									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
135	326	72	22	98	30	101	31	29	9	26	8
136	328	52	16	82	25	125	38	39	12	30	9
137	214	30	14	60	28	71	33	32	15	21	10
138	293	23	8	76	26	152	52	35	12	7	2
139	103	19	18	22	21	46	45	8	8	8	8
140	145	10	7	36	25	67	46	28	19	4	3
141	262	73	28	76	29	102	39	8	3	3	1
142	243	19	8	63	26	122	50	22	9	17	7
143	325	49	15	58	18	156	48	46	14	16	5
144	328	46	14	89	27	134	41	33	10	26	8

## PROFESSIONAL

Duty	Responses	Importance									
		1		2		3		4		5	
Number	Number	N	%	N	%	N	%	N	%	N	%
135	326	16	5	26	8	52	16	82	25	150	46
136	328	30	9	36	11	75	23	79	24	108	33
137	214	2	1	21	10	54	25	62	29	75	35
138	293	6	2	23	8	53	18	100	34	111	38
139	103	2	2	5	5	21	20	32	31	43	42
140	145	6	4	14	10	35	24	46	32	44	30
141	262	24	9	24	9	55	21	55	21	104	40
142	242	12	5	24	10	46	19	83	34	78	32
142	325	10	3	13	4	58	18	78	24	166	51
144	328	10	4	12	5	24	10	71	30	121	51

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