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**A STUDY OF ADMINISTRATIVE DUTIES AND THEIR IMPORTANCE
BY THOSE WHO ADMINISTER INTERCOLLEGIATE ATHLETIC
PROGRAMS FOR WOMEN IN TENNESSEE**

Delores M. Hunt

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts**

May, 1976

A STUDY OF ADMINISTRATIVE DUTIES AND THEIR IMPORTANCE
BY THOSE WHO ADMINISTER INTERCOLLEGIATE ATHLETIC
PROGRAMS FOR WOMEN IN TENNESSEE

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ABSTRACT

A STUDY OF ADMINISTRATIVE DUTIES AND THEIR IMPORTANCE BY THOSE WHO ADMINISTER INTERCOLLEGIATE ATHLETIC PROGRAMS FOR WOMEN IN TENNESSEE

by Delores M. Hunt

The purpose of this study was to reveal much needed information concerning the administration of women's intercollegiate athletic programs; more specifically, to relate the duties performed by those who administer these programs and to disclose their opinions concerning the importance of the tasks.

The sample was composed of those people who direct women's intercollegiate athletic programs in sixty-six institutions, classified by kind, of higher learning in Tennessee. A survey, developed from the study of related literature, recommendations by the dissertation committee, experiences of the writer, recommendations by administrators of women's intercollegiate athletic programs, and comments by experienced administrators in the field of athletics, was utilized. There were fifty questions or statements categorized under two headings: General Information and Administrative Duties.

A total of 66.66 percent of the surveys were returned. Twenty-six (59.10%) of the responses were provided by directors whose institution provided an intercollegiate athletic program for women. Eighteen (40.90%) of the responses were provided by those institutions which did not offer intercollegiate athletic programs for women.

A 62.55 percent return showed yes responses in regard to performing the administrative duties in the survey, while 37.45 percent return showed no responses.

In relating their opinion as to the importance of the administrative duties performed, a mean of 4.38 was reported by the administrators.

Comments made by the administrators regarding their specific administrative duties indicated the significant role the coach has in the administration of women's intercollegiate athletic programs. General comments indicated that the administrators worked closely with school administrators; however, many times they felt uncertain in ascertaining their specific duties.

The General Information section of the survey revealed that basketball was the most frequent program offering. Teaching was reported as the additional duty most often required of the administrators. This section also revealed a mean of 3.6 years of experience in administering women's intercollegiate athletic programs.

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Any effort to mention all the people to whom the writer is indebted in this endeavor would be futile, but special recognition should be given to:

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Administrators of women's intercollegiate athletic programs whose suggestions and comments were helpful in the construction of the study instrument.

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Chapter 1

INTRODUCTION

The woman's role in competitive athletic programs has undergone much criticism and reevaluation recently. With the enactment of the Educational Amendments Act of June 23, 1972, came the opportunity for women to express themselves to their optimum capacity in competitive programs for women.¹ Total acceptability and social respectability of the woman in athletics is still incomplete, but the mandatory requirements of Title IX offer the foothold that is needed to demand an opportunity to participate in a previously male-dominated area.

The value of intercollegiate competition for women is currently a burning issue. The decisions made concerning its place in the American educational system will have far-reaching and long enduring effects upon women and men.² Therefore, careful consideration of policies and proper

¹Marjorie Blaufarb, "Opportunity Knocks Through Title IX," Update, April 1, 1972, p. 1.

²Charlotte Lambert, "Pros and Cons of Intercollegiate Competition for Women: A Middle of the Road Position Paper," Journal of Health, Physical Education, and Recreation, XXXX (May, 1969), 75.

administration of programs for women should be of primary concern for those people in administrative positions.

Those people who administer intercollegiate athletic programs for women should be cognizant of the important role they play in providing leadership. The quality of leadership has often been credited with the success or failure of educational programs. Robert T. Bowen summarizes the importance of leadership in regard to women's athletic programs in the following:

With the expanding competitive sports program for girls and women, it is imperative that the proper leadership comes forward. The program will grow whether the best of women's leadership assumes responsibility for it or not. Some of the "evils" for the program for boys and men have developed because of a failure on the part of men of wisdom and leadership ability to accept their obligation in the early development of these programs. Likewise, the reluctance to accept the leadership role and the grave responsibility it carries could produce serious problems for women.³

Becky Sisley, an administrator of intercollegiate athletics for women, writing about the value of good leadership states that:

The ultimate worth of intercollegiate athletic programs depends on the leadership qualities of the administrators as well as the knowledge skills

³Robert T. Bowen, "A Man Looks at Girls' Sports," Journal of Health, Physical Education, and Recreation, XXXVIII (November-December, 1967), 43.

possessed by the coaches. It is the administrators who have the most critical influence on the conduct of the program.⁴

Along with the recent rapid expansion of intercollegiate athletic programs for women and the important role leadership connotes in these programs, a broad range of questions and interests has been expressed by administrators, coaches, teachers, student athletes, and others. In order to comply with these expressed interests and questions and to enhance the experiences of those who participate in women's athletic programs, more information is needed; however, the availability of information relative to the administration of athletic programs for women is limited at the time of this writing. After an investigation of literature concerning women's athletic programs, the information most often reported dealt with the program itself rather than the actual administration of the program.

The writer agrees with the findings of Becky Sisley which state that many small areas of responsibility encompass the broad field of administration.⁵ The question then arises as to the specific areas of responsibility or duties the administrator must perform. A second question is

⁴Becky Sisley, "A New Breed: The Woman Athletic Director," Journal of Physical Education and Recreation, XXXXVI (June, 1975), 47.

⁵Sisley, p. 47.

the relative importance of these responsibilities or duties in the administration of the women's intercollegiate athletic programs. These two questions and others not included in this study point to the need for a closer examination of intercollegiate athletic programs for women in Tennessee.

STATEMENT OF THE PROBLEM

The study was designed (1) to ascertain the duties of those who administer intercollegiate athletic programs for women in Tennessee and (2) to report their opinions as to the relative importance of these tasks.

PURPOSE OF THE STUDY

The purpose of this study was to reveal much needed information concerning the administration of women's intercollegiate athletic programs. More specifically, the results of this study identified the duties performed by those who administered the programs and disclosed their opinions concerning the importance of the tasks.

DEFINITIONS OF TERMS

For the purpose of this study, the following terms and definitions are used.

AAHPER. Currently the American Alliance for Health, Physical Education, and Recreation, formerly the American Association for Health, Physical Education, and Recreation.

Administration.

Administration is concerned with the functions and responsibilities essential to the achievement of established goals through associated effort. It is also concerned with that group of individuals who are responsible for directing, guiding, coordinating, and inspiring the associated efforts of individual members, so that the purposes for which an organization has been established may be accomplished in the most effective and efficient manner possible.⁶

AIAW. The Association for Intercollegiate Athletics for Women.

Athletic Director. One who implements the established athletic policies of an athletic program and assumes the responsibility and authority for the conduct of the program.

Competitive Athletics. All athletic teams operated by an institution where selection of participants is based on competitive skill and includes training, coaching, and forms of competition with other institutions.

DGWS. The Division for Girls' and Women's Sports, recently changed (1974) to the National Association for Girls and Women in Sport (NAGWS).

⁶ Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (St. Louis: C. V. Mosby Company, 1971), p. 3.

Intercollegiate Athletic Program for Women. A program of competitive athletics for highly skilled females enrolled in an institution of higher learning.

DELIMITATIONS OF THE STUDY

1. The study was limited to those who administered intercollegiate athletic programs for women in Tennessee at the time of this study.

2. No attempt was made to generalize the findings of this study to all administrators of intercollegiate athletic programs for women in other states.

3. No attempt was made to assess the effectiveness of the administrator in the various programs.

Chapter 2

REVIEW OF RELATED LITERATURE

A limited amount of literature has been identified concerning the administration of intercollegiate athletic programs for women. This is even more true when literature specifically concerned with the duties and responsibilities of those who administer these rapidly growing programs is considered. The related literature is presented in three parts: (1) myths and facts pertaining to women's athletics, (2) program administration, and (3) administrative recommendations.

MYTHS AND FACTS PERTAINING TO WOMEN'S ATHLETICS

Athletics for women is one of the cultural phenomena of current times. Traditionally, the term "tomboy" has been associated with masculine tendencies on the part of the female. Frequently, boys were rewarded for achievement in movement while females were rewarded for knowledge. The

woman athlete was often seen as exceptional, a "she-man" and not to be taken seriously.¹

Probably the most subtle means that have been used by society to discourage women from participating in sports and athletics have dealt with three myths that surround the differences between men and women. These myths, as stated by Neal and Tutko, are:

1. The female is physically unable to engage in strenuous activity.

2. The female is psychologically unable to cope with the stress of competition.

3. The female is unable to remain feminine while she participates in sports and athletics.²

There have been more myths than these three, but these specific ones have lingered longer than most others and they should be dispelled for good, report the authors.³

Rarick, in a study dealing with the desirability of competitive sports for girls and women, found that:

1. Training and sports competition have no adverse effect on physical growth.

¹Beverly Wilson, "The Battle Between the Sexes in Physical Education," The Physical Educator, XXIX (October, 1972), 139.

²Patsy E. Neal and Thomas A. Tutko, Coaching Girls and Women: Psychological Perspectives (Boston: Allyn and Bacon, Inc., 1975), p. 17.

³Neal and Tutko, p. 18.

2. The danger of permanent damage to the female organs from strenuous exercise during menstruation has been exaggerated.

3. Childbearing functions of women have not been adversely affected by participation in competitive athletics during adolescence.

4. Athletic participation in and of itself does not bring on masculinization.

5. Girls who have participated over a period of several years in highly competitive individual sports are as well balanced psychologically and emotionally as non-participants.

6. The health of young women is not impaired by heavy training.⁴

A review of literature by Dorothy Harris produced no evidence to support the notion that active participation in competitive sports may harm the female.⁵

As more evidence is found that athletics do not harm the female and as more people disregard traditional

⁴G. Lawrence Rarick, "Competitive Sports for Girls: Effects on Growth, Development and General Health," DGWS Research Reports: Women in Sports (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971), pp. 49-51.

⁵Dorothy V. Harris, "The Sportswoman in Our Society," DGWS Research Reports: Women in Sports (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971), p. 1.

sex-oriented patterns, athletic opportunities for female participation should increase. At present, more girls and women are participating and are doing so more frequently.⁶

In their book, Coaching Girls and Women: Psychological Perspectives, Neal and Tutko report that there has been a great upsurge in girls' and women's athletic programs, and it is evident that interest in competing in women's sports is a growing phenomena.⁷

A recent article appearing in Sports Illustrated cited an example of the explosion of female participation in schools and colleges. The University of Washington was spending \$18,000 (seven-tenths of 1% of a \$2.6 million athletic budget) in 1973-74. The 1974-75 budget will be close to \$200,000.⁸

In the article, "Challenges Facing the Woman Athletic Director," Sisley made the following statements:

Overnight women's athletic programs have been approved when none existed. Budgets for existing programs have multiplied as many as twenty-five times. Across the nation funds are being appropriated for women's athletic programs in the colleges just as if money were falling from the sky.⁹

⁶Harris, p. 4.

⁷Neal and Tutko, p. 1.

⁸Bill Gilbert and Nancy Williamson, "Women in Sport: A Progress Report," Sports Illustrated, XXXXI (July 29, 1974), 26.

⁹Becky Sisley, "Challenges Facing the Woman Athletic Director," The Physical Educator, XXXII (October, 1975), 121.

Resick, Seidel, and Mason state that it is an undeniable fact that competitive athletic programs for girls and women are increasing in both number and scope.¹⁰ They also report that the competitive athletic programs for women on the college level are either very limited or very broad.¹¹

PROGRAM ADMINISTRATION

The value of leadership in the administration of intercollegiate athletic programs for women is reflected in the following statements by Becky Sisley. She writes:

The ultimate worth of intercollegiate athletic programs is dependent on the leadership qualities of the administrators as well as on the knowledges and skills which the coaches possess. Administrators, indeed, have the most critical influence on the conduct of the program.¹²

This point of view is further emphasized in a timely article by McKnight and Hult. The article reveals that the athletic director should assume the role of leadership and

¹⁰Matthew C. Resick, Beverly L. Seidel, and James G. Mason, Modern Administrative Practices in Physical Education and Athletics (Reading, Massachusetts: Addison-Wesley Company, 1970), p. 153.

¹¹Resick, Seidel, and Mason, p. 154.

¹²Sisley, p. 122.

must act in an administrative capacity for the implementation of a sound program.¹³

Gilbert and Williamson state that better athletic programs for girls and women should develop more aggressive females. Furthermore, they believe that these females will be confident, value personal achievement, and have a strong sense of identity.¹⁴

Engle, in a similar study contends that better athletic programs for girls will build better women. Moreover, girls will (1) value achievement, competitiveness, discipline, and teamwork, (2) be better equipped to make their way in the world, and (3) no longer be content to stand on the sidelines of life.¹⁵

In a recent presentation by Oglesby, she urged cooperative governance efforts of administrators, coaches, officials, and participants within women's collegiate athletics.¹⁶ She also suggested that administrators rethink and reanalyze the administrative placement of athletics

¹³Dorothy McKnight and Joan Hult, "Competitive Athletics for Girls--We Must Act," Journal of Health, Physical Education, and Recreation, XXXV (June, 1974), 45.

¹⁴Bil Gilbert and Nancy Williamson, "Women in Sport: Programmed to Be Losers," Sports Illustrated, XXXVIII (June 11, 1973), 68.

¹⁵Kathleen M. Engle, "Revolution in Sports: The Greening of Girls' Sports," Nations Schools, XCII (September, 1973), 34.

¹⁶Carole Oglesby, "Future Directions and Issues" (paper presented to AAHPER Convention), Minneapolis, 1973.

within the setting of higher education. The following are suggested as implication areas:

1. A laboratory for integrated learning, properly belonging under a department of physical education.

2. A recreation program for a highly skilled minority residing in the student services or campus recreation area.

3. An honors program in movement arts with credit for participation analogous to an independent study opportunity.

4. An applied arts or professional-vocational program leading to a professional career in athletics.¹⁷

According to Murray, three points are important in providing the best possible athletic program for women: (1) proper leadership, (2) best facilities possible under existing circumstances and conditions, and (3) provision of competitive experiences that are of good caliber.¹⁸

The Division for Girls' and Women's Sports (DGWS) believes it essential that women physical educators, coaches, and athletic directors should have input in the planning, development, and administration of athletic

¹⁷Oglesby, paper presented to AAHPER Convention.

¹⁸Mimi Murray, "The Woman in Athletics," Journal of Health, Physical Education, and Recreation, XXXV (January, 1974), 66.

programs for girls and women. The DGWS also believes these people should be included on boards and councils that develop policies for the programs.¹⁹

While listing projected matters of concern for the future, Oglesby included the following two matters relating to the administration of intercollegiate athletic programs for women:

1. Administrative leadership within athletic departments will become increasingly important. Women must be educated in the administration of athletic affairs.

2. Superintendents, deans, and athletic directors must be kept aware of the development and direction that competition for women is taking. These programs must be educationally sound and must progress through the proper organizational channels.²⁰

ADMINISTRATIVE RECOMMENDATIONS

In order for the women's athletic program to flourish, Sisley reports that program authority and conduct should be centered in the athletic director. She lists the following as their major duties:

¹⁹Division for Girls' and Women's Sports, "Sports Programs for Girls and Women: A DGWS Position Paper," Journal of Health, Physical Education, and Recreation, XXXV (April, 1974), 12.

²⁰Oglesby, paper presented to AAHPER Convention.

1. To conduct the program according to policies, rules and regulations established within the institution and by state, regional and national organizations.
2. To organize the athletic personnel for the most effective results. This includes making staff assignments, carrying out evaluations and making recommendations for change.
3. To prepare budgets and supervise the expenditure of funds including the establishment of bookkeeping and accounting procedures.
4. To develop the schedule of competitive events.
5. To provide proper health and medical services.
6. To coordinate travel arrangements.
7. To maintain channels of communication among the university administration, coaches and student-athletes.
8. To develop an effective public relations program.
9. To purchase equipment and supplies.
10. To act as the official representative from the institution to various athletic organizations.²¹

Bucher and Dupee also cited important duties of the administrator. These duties were: (1) administering the objectives for which the program is established, (2) providing a safe, healthful, and desirable physical environment for conducting sports, and (3) seeing that publicity is in accord with the purposes of the program.²²

²¹Sisley, p. 122.

²²Charles A. Bucher and Ralph K. Dupee, Jr., Athletics in Schools and Colleges (New York: Center for Applied Research in Education, Inc., 1965), p. 77.

The Association for Intercollegiate Athletics for Women (AIAW) does not provide a specific account of the duties to be performed by the administrators of its member institutions; however, it does provide a Code of Ethics for Administrators to be used as a guide in applying various aspects of sports programs.²³ The considerations which should be taken into account are:

1. Hire coaches or assign coaching duties to personnel who are qualified and interested in the particular sport.
2. Insist that players and coaches abide by and adhere to the rules and regulations set forth by organizations of which the institution is a member.
3. Strive to obtain the services of a full-time athletic trainer and team physician.
4. Encourage coaches to become knowledgeable in the prevention and immediate care of athletic injuries.
5. Ultimately be responsible for the health and safety of all participants in the intercollegiate program by:
 - a. Assuring that health forms are completed for all players prior to participation.
 - b. Assuring that some form of medical insurance covers each player for the duration of a season.
6. Reflect support of the intercollegiate program to both players and coaches through personal actions and, when possible, through presence at athletic events.

²³Telephone conversation, Alma Beals, American Alliance for Health, Physical Education, and Recreation Program Assistant for the Association for Intercollegiate Athletics for Women, Washington, D.C., October 30, 1975.

7. Strive to obtain adequate funds for the intercollegiate program and disperse such funds to the various sports in a fair and equitable manner. There should be no designation of major and minor sports.
8. Make provisions for the budgeting of qualified officials.
9. Seek approval for the use of adequate facilities for practices and competition and assure that teams are supplied with quality equipment.
10. Strive to gain release of class time and/or compensation for personnel who have coaching duties; and to seek approval for the hiring of additional personnel if the size of the program warrants.
11. Keep university administrative personnel informed of problems, issues and accomplishments of the intercollegiate program in order to maintain or create greater understanding between the university and athletic administrations.
12. Strive to obtain and/or retain a cooperative working relationship with personnel associated with the men's athletic program.
13. Constantly be aware of changes in policy and rules of all the organizations with which the institution is affiliated.
14. Attend, when possible, meetings, workshops, conventions, etc. in order to obtain greater insight into the operating procedures of intercollegiate organizations.
15. Provide for student input when formulating policies and procedures regarding intercollegiate participation.
16. Continually evaluate existing policies regarding operation of the intercollegiate program and, with input from coaches and players, initiate action to improve and strengthen the program.²⁴

²⁴Judith R. Holland, ed., AIAW Handbook of Policies and Operation Procedures (Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1974 and 1975), pp. 28-29.

A recent article, which appeared in the Journal of Physical Education and Recreation, outlined some of the challenges athletic directors of intercollegiate programs for women should meet to be successful. These challenges were:

1. To be alert to the needs and interests of student-athletes.
2. To maintain the program for the participant.
3. To staff the program with quality personnel.
4. To be knowledgeable of AIAW rulings and policies which govern the operation of the program.
5. To establish priorities for action within a sound philosophical framework.
6. To maintain effective channels of communication.
7. To be alert to the developments of the NCAA which may affect the women's program.
8. To attend professional meetings in an effort to upgrade management techniques.
9. To prevent the position from becoming more important than the participants.
10. To accept and to meet the demands of change.²⁵

²⁵Becky Sisley, "A New Breed: The Woman Athletic Director," Journal of Physical Education and Recreation, XXXXVI (June, 1975), 48.

The administrators of intercollegiate athletic programs for women are continuously challenged in their efforts to provide meaningful experiences for the program participants. These challenges should be given careful professional and personal consideration in order to heighten program directions.

Chapter 3

METHODS AND PROCEDURES

A survey was used to evaluate the responses of those who administer intercollegiate athletic programs for women in Tennessee institutions of higher learning. The data tabulated from the survey were compiled to identify the duties performed by these administrators and to disclose their opinions regarding the importance of the duties.

SURVEY SAMPLE

The sample was composed of those people who direct women's intercollegiate athletic programs in sixty-six institutions of higher learning in Tennessee. No attempt was made to determine if intercollegiate athletic programs for women exist in all sixty-six of these institutions prior to the mailing. The survey provided an opportunity for limited responses by those institutions which offer no intercollegiate athletic program for women.

INSTRUMENT

The instrument utilized in this study was developed from the study of related literature, recommendations by the

dissertation committee, experiences of the writer, recommendations by administrators of women's intercollegiate athletic programs, and comments by experienced administrators in the field of athletics. A pilot study was conducted utilizing the directors of women's intercollegiate athletic programs in five institutions of higher learning in Alabama and Georgia. The data obtained from this study were incorporated in the final development of the instrument which will be used in this study.

The instrument was divided into two sections. Section I (General Information) was comprised of ten questions or statements concerned with information basic to a study of this type. Section II (Administrative Duties) consisted of forty questions dealing with the administrative duties and the importance of these duties as seen by those who direct intercollegiate athletic programs for women. The subjects were asked to respond to the forty questions in the following manner:

1. Columns 1 (YES) and 2 (NO)

The respondent was asked to check the appropriate answer in regard to the performance of the specific administrative duty involved.

2. Column 3 (IMPORTANCE)

The respondent, if answering YES in column 1, was asked to assign a numerical level of importance to the specific duty performed. The levels of importance are: (5) very important, (4) important, (3) neutral, (2) unimportant, and (1) very unimportant.

3. Column 4 (COMMENTS)

Space was provided for any comments the respondent felt necessary in regard to the specific duty involved.

COLLECTING THE DATA

The survey pertaining to administrative duties and their importance was mailed to the directors of intercollegiate athletic programs for women in institutions of higher learning in Tennessee. Since no attempt was made to determine the exact number of Tennessee institutions that provide an intercollegiate program for women, all institutions (sixty-six) were surveyed.

A cover letter stating the purpose of the study and the instructions for administering the survey were attached to each copy of the instrument. Additional directions were provided for the respondent at the beginning of each section of the survey. Also included with the instrument was a self-addressed, stamped envelope to be used by the respondent. Follow-up letters were mailed to each institution after a reasonable amount of time had elapsed since the initial mailing.

ANALYSIS OF DATA

The information obtained from the responses to the survey was treated, first, in terms of total sample scores.

Second, the information was categorized into six areas: (1) four-year state supported institutions, (2) two-year state supported institutions, (3) four-year private denominational institutions, (4) four-year private non-denominational institutions, (5) two-year private denominational institutions, and (6) two-year private non-denominational institutions.

The responses consisting of yes or no answers, numerical values (5-1), and statement completions were tabulated and the responses relating to comments were summarized.

Percentages and means were calculated on the above mentioned areas of responses; and then from this information tables and graphs relevant to each of the six main categories and combinations of each were constructed.

Chapter 4

ANALYSIS OF DATA

The data to be analyzed were obtained by means of a survey completed by those who administer intercollegiate athletic programs for women in Tennessee institutions of higher learning. A limited amount of data was also procured from those institutions which offer no intercollegiate athletic programs for women.

On January 29, 1976, sixty-six surveys were mailed to the directors of women's intercollegiate athletic programs in Tennessee. A cover letter stating the purpose of the study and giving the instructions for administering the survey was attached to each copy. On February 6, 1976, follow-up letters were mailed to those institutions which had not responded. A terminal date, February 16, 1976, for the reception of surveys to be used in the study was established.

Forty-four (66.66%) of the surveys were returned. Twenty-six (59.10%) of the responses were provided by directors whose institution provided an intercollegiate program for women. Eighteen (40.90%) of the responses were

provided by those institutions which do not offer intercollegiate athletic programs for women.

The survey, which was divided into two sections, provided the format for the analysis of the responses. Section I (General Information) was composed of ten questions or statements concerned with obtaining information basic to a study of this type. The data from this section are presented in terms of total sample scores by those institutions without intercollegiate athletic programs for women and by those institutions with intercollegiate athletic programs for women. These scores are then presented according to the type of institution: (1) four-year state supported institutions, (2) two-year state supported institutions, (3) four-year private denominational institutions, (5) two-year private denominational institutions, and (6) two-year private non-denominational institutions.

Section II (Administrative Duties) consisted of forty questions dealing with the administrative duties and the importance of these duties as seen by those who direct intercollegiate athletic programs for women. Percentages and means of the total sample scores (twenty-six) were calculated on the forty questions. These scores were then categorized into the above mentioned six areas.

Due to the inconsistency of some of the respondents, different totals may be noted in the reporting of the data. An effort was made by the researcher to account for all responses reported in the survey.

There was space for each respondent to enter comments if the respondent felt an explanation of responses was necessary. A summary of these comments as they relate to the specific duty is presented.

INSTITUTIONAL RESPONSES: NO INTERCOLLEGIATE ATHLETIC PROGRAM FOR WOMEN

In presenting the responses from the institutions which do not offer an intercollegiate program for women, the following procedure will be utilized. Each question will be discussed in relation to the information provided by the respondents. Tables or figures are used where necessary for further explanation. The respondents of this section were asked to respond to only the first three questions.

Question One: Does your institution offer an intercollegiate athletic program for women?

Eighteen schools or 40.90 percent report that their institutions do not provide an intercollegiate athletic program for women.

Question Two: The type of institution.

Table 1 represents the percentage of each type of institution which does not provide an intercollegiate

athletic program for women. Data show that the four-year private denominational and the four-year private non-denominational institutions were the most frequently reported institutions (27.80%), while the four-year state and the two-year private non-denominational institutions reported the lowest percentage (5.50).

Table 1

Institutional Types Which Offer No Intercollegiate
Athletic Program for Women

Type of Institution	N	%
Four-year State	1	5.5
Two-year State	3	16.7
Four-year Private Denominational	5	27.8
Four-year Private Non-denominational	5	27.8
Two-year Private Denominational	3	16.7
Two-year Private Non-denominational	1	5.5
Total	18	

Question Three: The estimated number of undergraduate females enrolled in your institution.

In those institutions which do not have an intercollegiate program for women, the data show that 7,793 female students do not have access to a program. The distribution of undergraduate females, according to the type of institution, is shown in Table 2.

Table 2

Undergraduate Females Enrolled in the Types of
Institutions with No Intercollegiate
Athletic Program for Women

Type of Institution	N of Females
Four-year State	2200
Two-year State	2770
Four-year Private Denominational	2011
Four-year Private Non-denominational	535
Two-year Private Denominational	275
Two-year Private Non-denominational	2
Total	7,793

INSTITUTIONAL RESPONSES: WITH AN
INTERCOLLEGIATE ATHLETIC
PROGRAM FOR WOMEN

The directors of intercollegiate athletic programs for women in Tennessee were asked to react to all the questions in Section I (General Information). As previously mentioned, each question is presented individually with tables or figures used for greater clarity.

Question One: Does your institution offer an intercollegiate athletic program for women?

Twenty-six schools or 59.10 percent reported that their institutions provide an intercollegiate athletic program for women.

Question Two: The type of institution.

The greatest percentage (34.60) of intercollegiate athletic programs for women was found in the four-year private denominational institutions. No programs were reported in the two-year private non-denominational institutions. The remainder of the institutional programs is shown in Table 3.

Table 3

Institutional Types Which Offer an
Intercollegiate Athletic
Program for Women

Type of Institution	N	%
Four-year State	4	15.4
Two-year State	7	26.9
Four-year Private Denominational	9	34.6
Four-year Private Non-denominational	4	15.4
Two-year Private Denominational	2	7.7
Two-year Private Non-denominational	0	0.0
Total	26	

Question Three: The estimated number of undergraduate females enrolled in your institution?

A total of 30,355 undergraduate females were enrolled in those institutions which provide an intercollegiate athletic program for women. Table 4 further reflects the distribution of the females enrolled.

Table 4

Undergraduate Females Enrolled in the Types of
Institutions with an Intercollegiate
Athletic Program for Women

Type of Institution	N of Females
Four-year State	16,194
Two-year State	4,981
Four-year Private Denominational	4,780
Four-year Private Non-denominational	4,200
Two-year Private Denominational	200
Two-year Private Non-denominational	0
Total	30,355

Question Four: The total number of participants in your intercollegiate athletic program for women.

The total number of females participating in the twenty-six intercollegiate athletic programs reporting were 1,055. This sum represented 3.50 percent of the total number of undergraduate females enrolled in these twenty-six institutions. The total number of participants, as well as the mean number of participants in the six types of institutions is found in Table 5.

Question Five: Please indicate the sports included in your intercollegiate athletic program for women.

An analysis of the offerings dealing with the sports included in the intercollegiate programs reflected some of

Table 5

Number and Mean of Participants in the
Intercollegiate Athletic Programs
for Women in the Types
of Institutions

Type of Institution	N	Mean ^a
Four-year State	308	77
Two-year State	109	16
Four-year Private Denominational	314	35
Four-year Private Non-denominational	276	69
Two-year Private Denominational	48	24
Two-year Private Non-denominational	0	0
Total	1,055	

the following responses. Twenty-four (92.30 %) of the twenty-six respondents listed basketball as one of the sports offered in the intercollegiate athletic program for women. Tennis was found in nineteen (73.10%) of the institutions, while volleyball was the third largest with thirteen (50.00%). Archery was not offered in any of the programs. Listed as offered, but not included in the survey, were badminton and field hockey (23.10%).

Question Six: Is your institution a member of the Association for Intercollegiate Athletics for Women?

Fifteen respondents (57.70%) reported that their institutions were not members of the Association for

Figure 1

Frequencies and Percentages of the Sports Included in the Intercollegiate Athletic Programs for Women in Tennessee

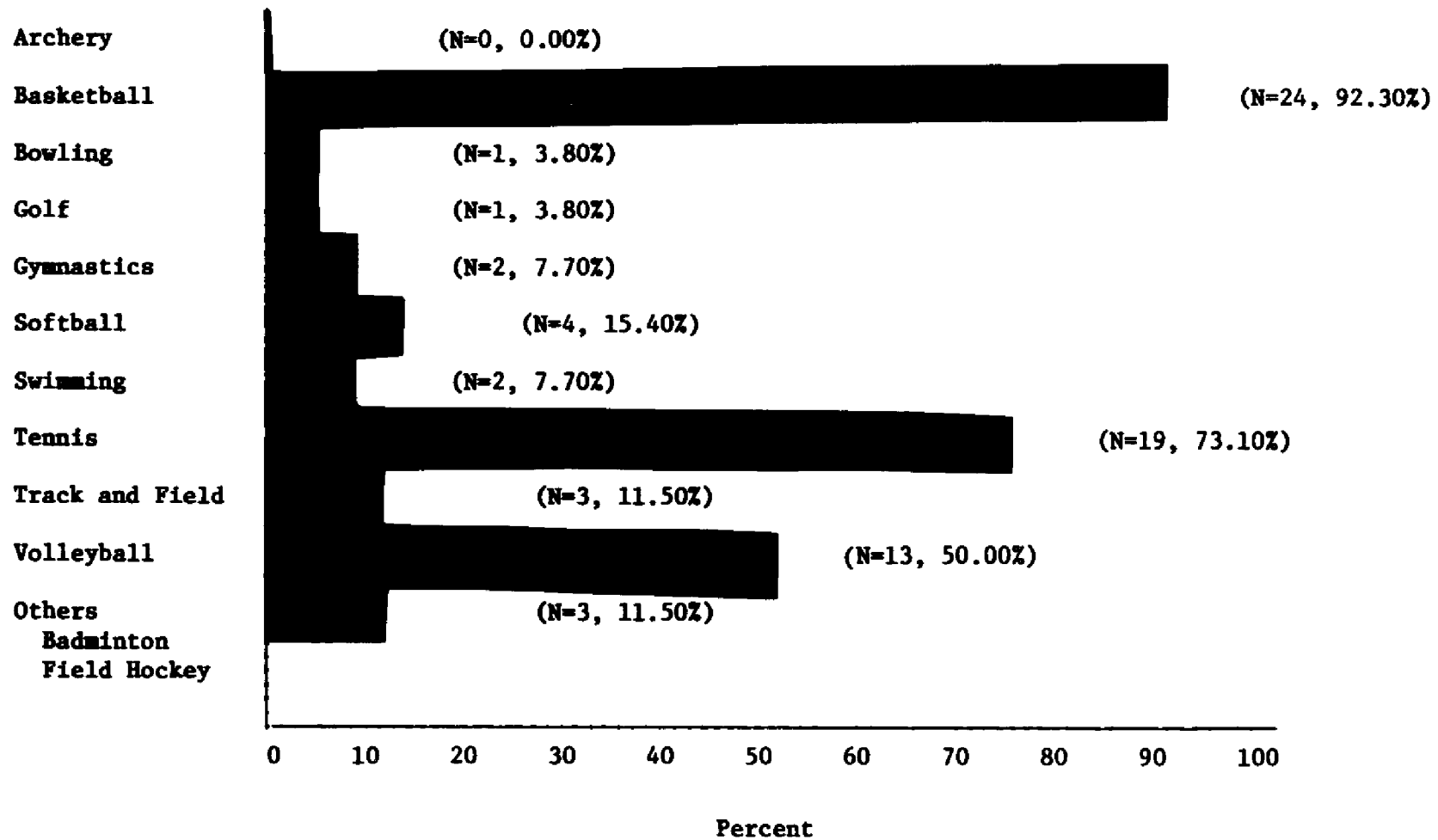


Table 6

Summary of the Women's Intercollegiate Athletic Sports
in the Six Types of Institutions

	<u>Four-year State</u>		<u>Two-year State</u>		<u>Four-year Private Denominational</u>		<u>Four-year Private Non-denominational</u>		<u>Two-year Private Denominational</u>		<u>Two-year Private Non-denominational</u>	
	N	%	N	%	N	%	N	%	N	%	N	%
Archery	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Basketball	4	100.00	7	100.00	8	88.90	3	75.00	2	100.00	0	0.00
Bowling	1	25.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Golf	1	25.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Gymnastics	2	50.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Softball	0	0.00	0	0.00	2	22.20	2	50.00	0	0.00	0	0.00
Swimming	1	25.00	0	0.00	0	0.00	1	25.00	0	0.00	0	0.00
Tennis	4	100.00	3	43.00	6	66.70	4	100.00	2	100.00	0	0.00
Track and Field	2	50.00	0	0.00	0	0.00	1	25.00	0	0.00	0	0.00
Volleyball	4	100.00	0	0.00	6	66.70	3	75.00	0	0.00	0	0.00
Others	4	100.00	0	0.00	1	11.11	1	25.00	0	0.00	0	0.00
Total	23		10		23		15		4		0	

Intercollegiate Athletics for Women (AIAW), while eleven (42.30%) directors cited their institutions as being members. One hundred percent membership was noted in the four-year state institutions, followed by the four-year private denominational institutions with 55.50 percent. The two-year private denominational and non-denominational institutions indicated non-membership in the organization. Institutional membership is reflected in Table 7.

Table 7

Types of Institutional Membership in the AIAW

Type of Institution	Yes	No	%
Four-year State	4	0	100.00
Two-year State	1	6	14.30
Four-year Private Denominational	5	4	55.50
Four-year Private Non-denominational	1	3	25.00
Two-year Private Denominational	0	2	0.00
Two-year Private Non-denominational	0	0	0.00
Total	11	15	

Question Seven: Sex of the respondent.

The largest percent (77.00) of respondents to the survey was females. The male respondents accounted for 23.00 percent of the returns.

Table 8

Male-Female Responses to the Survey in
the Types of Institutions

Type of Institution	Male		Female	
	N	%	N	%
Four-year State	0	0.00	4	100.00
Two-year State	3	42.80	4	57.20
Four-year Private Denominational	1	11.10	8	88.90
Four-year Private Non-denominational	1	25.00	3	75.00
Two-year Private Denominational	1	50.00	1	50.00
Two-year Private Non-denominational	0	0.00	0	0.00
Total	6		20	

Question Eight: Previous years of experience in administering intercollegiate athletic programs for women.

A total of ninety-three years of experience in administering women's intercollegiate athletic programs was indicated by the twenty-six respondents. The mean of these experiences was 3.6 years. Institutional means are represented in Table 9.

Question Nine: The number of years executing these functions under current title.

A total of eighty-eight years was reported in executing the administrative duties under the director's

Table 9

Number and Mean of Years of Experience in Administering
Intercollegiate Athletic Programs for Women
in the Types of Institutions

Type of Institution	N	Mean
Four-year State	14	3.5
Two-year State	25	3.6
Four-year Private Denominational	26	2.9
Four-year Private Non-denominational	16	4.0
Two-year Private Denominational	12	6.0
Two-year Private Non-denominational	0	0.0
Total	93	

current title. A mean of 3.4 years was found in functioning under the current title.

Table 10

Number and Mean of Years Executing Administrative Duties
Under Current Title in the
Types of Institutions

Type of Institution	N	Mean
Four-year State	8	2.0
Two-year State	19	2.7
Four-year Private Denominational	25	2.8
Four-year Private Non-denominational	23	5.7
Two-year Private Denominational	13	6.5
Two-year Private Non-denominational	0	0.0
Total	88	

Question Ten: The duties in addition to administering the intercollegiate athletic program for women.

Teaching was listed as the largest additional duty aside from administering the women's intercollegiate athletic program. Sixteen of the administrators stated coaching was an additional duty, while intramurals was reported by seven of the respondents. Duties listed other than coaching, intramurals, and teaching were: club sponsor, faculty committee member, women's athletic trainer, and a secretary. The data also reflect combinations of the above mentioned duties.

Figure 2

Frequencies and Percentages of the Duties in Addition to Administering the Women's Intercollegiate Athletic Program

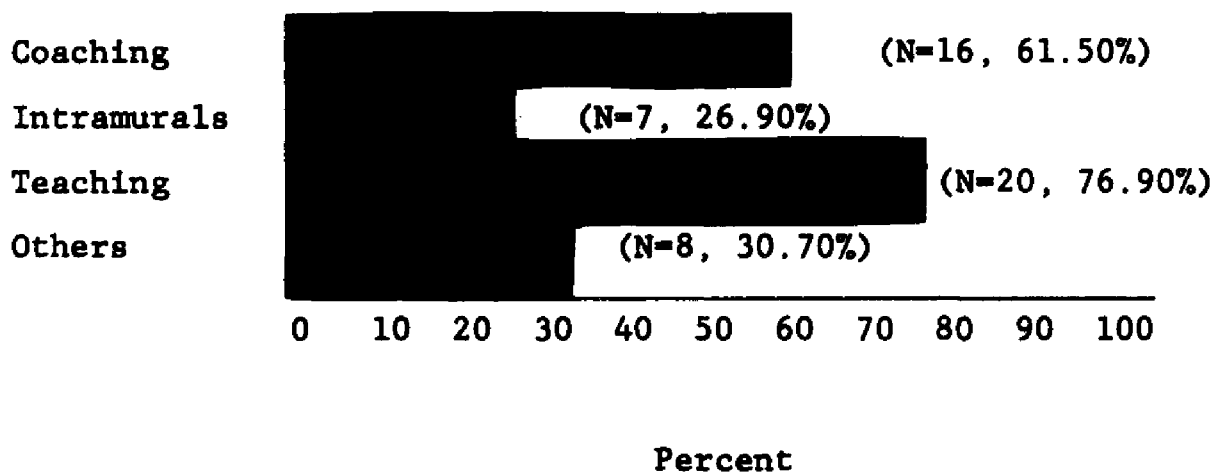


Table 11

Summary of Duties in Addition to Administering the Women's
Intercollegiate Athletic Programs in the
Six Types of Institutions

Type of Institution	<u>Coaching</u>		<u>Intramurals</u>		<u>Teaching</u>		<u>Others</u>	
	N	%	N	%	N	%	N	%
Four-year State	0	0.00	1	14.30	4	20.00	1	12.50
Two-year State	5	31.25	1	14.30	6	30.00	1	12.50
Four-year Private Denominational	6	37.50	3	42.80	6	30.00	1	12.50
Four-year Private Non-denominational	3	18.75	2	28.60	3	15.00	5	62.50
Two-year Private Denominational	2	12.50	0	0.00	1	5.00	0	0.00
Two-year Private Non-denominational								
Total	16		7		20		8	

ADMINISTRATIVE DUTIES

The analysis of data relevant to the administrative duties and the importance of these duties as seen by those who direct intercollegiate athletic programs for women in Tennessee is reported in three categories: yes and no responses in regard to performing the administrative duties; importance responses in regard to the values of the administrative duties; and comments regarding the administrative duties. Previous data reviewed included references to the two-private non-denominational institutions; however, this type of institution did not report programs for evaluation. Question twenty-four was composed of six sub-topics.

"Yes" and "No" Responses in Regard to Performing the Administrative Duties

In regard to performing the specific administrative duties as listed in the survey, the administrators answered with a total of 673 yes responses. A total of 403 no responses was recorded in responding to the questions. The yes responses represented 62.55 percent of the total answers, while 37.45 percent represented the no responses. Tables 12 through 16 depict the yes and no responses of the five types of institutions. Table 17 is a summary of the total yes and no responses of all the responding institutions.

Table 12

Yes and No Responses of Administrative Duties
Four-year State Institutions

N = 223

Question	<u>Yes</u>		<u>No</u>	
	N	%	N	%
1	3	60.00	2	40.00
2	3	60.00	2	40.00
3	4	80.00	1	20.00
4	4	100.00	0	0.00
5	5	100.00	0	0.00
6	5	100.00	0	0.00
7	3	60.00	2	40.00
8	2	40.00	3	60.00
9	3	60.00	2	40.00
10	5	100.00	0	0.00
11	2	40.00	3	60.00
12	2	40.00	3	60.00
13	5	100.00	0	0.00
14	5	100.00	0	0.00
15	5	100.00	0	0.00
16	5	100.00	0	0.00
17	4	80.00	1	20.00
18	2	50.00	2	50.00
19	4	80.00	1	20.00
20	4	80.00	1	20.00
21	5	100.00	0	0.00
22	3	60.00	2	40.00
23	2	40.00	3	60.00
24	2 2 2 2 2 2	40.00	3 3 3 3 3 3	60.00
25	4	80.00	1	20.00
26	4	80.00	1	20.00
27	3	60.00	2	40.00
28	2	40.00	3	60.00
29	5	100.00	0	0.00
30	5	100.00	0	0.00
31	5	100.00	0	0.00
32	5	100.00	0	0.00
33	5	100.00	0	0.00
34	5	100.00	0	0.00
35	5	100.00	0	0.00
36	5	100.00	0	0.00
37	5	100.00	0	0.00
38	5	100.00	0	0.00
39	5	100.00	0	0.00
40	5	100.00	0	0.00
Total	170		53	

Table 13

Yes and No Responses of Administrative Duties
Two-year State Institutions

Question	<u>Yes</u>		<u>No</u>	
	N	%	N	%
1	6	85.70	1	14.30
2	4	57.10	3	42.90
3	6	85.70	1	14.30
4	3	42.90	4	57.10
5	6	85.70	1	14.30
6	5	71.40	2	28.60
7	6	85.70	1	14.30
8	7	100.00	0	0.00
9	6	85.70	1	14.30
10	3	50.00	3	50.00
11	5	71.40	2	28.60
12	2	28.60	5	71.40
13	6	85.70	1	14.30
14	7	100.00	0	0.00
15	7	100.00	0	0.00
16	5	71.40	2	28.60
17	4	57.10	3	42.90
18	0	0.00	7	100.00
19	2	28.60	5	71.40
20	5	71.40	2	28.60
21	2	33.30	4	66.70
22	7	100.00	0	0.00
23	7	100.00	0	0.00
24	2 2 2 3 2 2	37.10	4 4 3 3 4 4	62.90
25	2	28.60	5	71.40
26	4	57.10	3	42.90
27	4	57.10	3	42.90
28	5	71.40	2	28.60
29	6	85.70	1	14.30
30	6	85.70	1	14.30
31	5	71.40	2	28.60
32	6	85.70	1	14.30
33	7	100.00	0	0.00
34	6	85.70	1	14.30
35	5	71.40	2	28.60
36	6	100.00	0	0.00
37	5	71.40	2	28.60
38	2	33.30	4	66.70
39	4	57.10	3	42.90
40	4	57.10	3	42.90
Total	201		53	

Table 14

Yes and No Responses of Administrative Duties
Four-year Private Denominational
Institutions

Question	Yes		No	
	N	%	N	%
1	5	71.40	2	28.60
2	2	33.30	4	66.70
3	6	85.70	1	14.30
4	3	50.00	3	50.00
5	4	66.70	2	33.30
6	4	66.70	2	33.30
7	2	33.30	4	66.70
8	4	57.10	3	42.90
9	2	33.30	4	66.70
10	2	33.30	4	66.70
11	2	33.30	4	66.70
12	1	16.70	5	83.30
13	5	83.30	1	16.70
14	6	85.70	1	14.30
15	6	85.70	1	14.30
16	3	42.90	4	57.10
17	3	50.00	3	50.00
18	0	0.00	7	100.00
19	1	16.70	5	83.30
20	3	42.90	4	57.10
21	3	42.90	4	57.10
22	5	71.40	2	28.60
23	4	66.70	2	33.30
24	2 2 2 2 2 1	26.20	5 5 5 5 5 6	63.80
25	3	42.90	4	57.10
26	4	57.10	3	42.90
27	4	57.10	3	42.90
28	4	57.10	3	42.90
29	3	42.90	4	57.10
30	2	28.60	5	71.40
31	3	42.90	4	57.10
32	3	42.90	4	57.10
33	4	57.10	3	42.90
34	6	85.70	1	14.30
35	6	85.70	1	14.30
36	4	66.70	2	33.30
37	3	50.00	3	50.00
38	2	33.30	4	66.70
39	3	50.00	3	50.00
40	2	33.30	4	66.70
Total	139		158	

Table 15

Yes and No Responses of Administrative Duties
Four-year Private Non-denominational
Institutions

N = 165

Question	<u>Yes</u>		<u>No</u>	
	N	%	N	%
1	4	100.00	0	0.00
2	2	66.70	1	33.30
3	4	100.00	0	0.00
4	3	75.00	1	25.00
5	3	75.00	1	25.00
6	3	75.00	1	25.00
7	4	100.00	0	0.00
8	4	100.00	0	0.00
9	4	100.00	0	0.00
10	1	33.30	2	66.70
11	1	33.30	2	66.70
12	0	0.00	3	100.00
13	4	100.00	0	0.00
14	2	100.00	0	0.00
15	4	100.00	0	0.00
16	1	33.30	2	66.70
17	1	25.00	3	75.00
18	0	0.00	3	100.00
19	0	0.00	2	100.00
20	1	25.00	3	75.00
21	2	50.00	2	50.00
22	2	50.00	2	50.00
23	2	50.00	2	50.00
24	3 3 3 3 3 1	64.00	1 1 1 1 4 1	36.00
25	2	66.70	1	33.30
26	0	0.00	4	100.00
27	1	25.00	3	75.00
28	0	0.00	4	100.00
29	2	66.70	1	33.30
30	1	33.30	2	67.70
31	0	0.00	3	100.00
32	0	0.00	3	100.00
33	2	50.00	2	50.00
34	3	75.00	1	25.00
35	4	100.00	0	0.00
36	3	75.00	1	25.00
37	2	50.00	2	50.00
38	2	66.70	1	33.30
39	3	75.00	1	25.00
40	3	75.00	1	25.00
Total	96		69	

Table 16

Yes and No Responses of Administrative Duties
Two-year Private Non-denominational
Institutions

Question	<u>Yes</u>		<u>No</u>	
	N	%	N	%
1	2	100.00	0	0.00
2	2	100.00	0	0.00
3	2	100.00	0	0.00
4	1	50.00	1	50.00
5	2	100.00	0	0.00
6	1	50.00	1	50.00
7	2	100.00	0	0.00
8	2	100.00	0	0.00
9	1	50.00	1	50.00
10	2	100.00	0	0.00
11	2	100.00	0	0.00
12	1	50.00	1	50.00
13	2	100.00	0	0.00
14	2	100.00	0	0.00
15	2	100.00	0	0.00
16	1	50.00	1	50.00
17	0	0.00	2	100.00
18	0	0.00	2	100.00
19	0	0.00	2	100.00
20	1	50.00	1	50.00
21	0	0.00	2	100.00
22	1	50.00	1	50.00
23	2	100.00	0	0.00
24	2 2 2 2 2 1	91.70	0 0 0 0 0 1	8.30
25	0	0.00	2	100.00
26	0	0.00	2	100.00
27	0	0.00	2	100.00
28	0	0.00	0	0.00
29	1	50.00	1	50.00
30	1	50.00	1	50.00
31	2	100.00	0	0.00
32	2	100.00	0	0.00
33	2	100.00	0	0.00
34	2	100.00	0	0.00
35	2	100.00	0	0.00
36	2	100.00	0	0.00
37	2	100.00	0	0.00
38	2	100.00	0	0.00
39	1	50.00	1	50.00
40	2	100.00	0	0.00
Total	63		25	

Table 17

Summary of Yes and No Responses of Administrative Duties
by the Five Types of Institutions

Question	Yes		No	
	N	%	N	%
1	20	80.00	5	20.00
2	13	56.50	10	43.50
3	22	88.00	3	12.00
4	14	60.90	9	39.10
5	20	83.30	4	16.70
6	18	75.00	6	25.00
7	17	70.80	7	29.20
8	19	76.00	6	24.00
9	16	66.70	8	33.30
10	13	59.10	9	40.90
11	12	52.20	11	47.80
12	6	26.10	17	73.90
13	22	91.70	2	8.30
14	22	95.60	1	4.40
15	24	96.00	1	4.00
16	15	62.50	9	37.50
17	12	50.00	12	50.00
18	2	8.70	21	91.30
19	7	31.80	15	68.20
20	14	56.00	11	44.00
21	12	50.00	12	50.00
22	18	72.00	7	28.00
23	17	70.80	7	29.20
24	11 11 11 12 11 7	43.70	13 13 12 12 13 18	56.30
25	11	45.80	13	54.20
26	12	48.00	13	52.00
27	12	48.00	13	52.00
28	11	47.80	12	52.20
29	17	70.80	7	29.20
30	15	62.50	9	37.50
31	15	62.50	9	37.50
32	16	66.70	8	33.30
33	20	80.00	5	20.00
34	22	88.00	3	12.00
35	22	88.00	3	12.00
36	20	86.90	3	13.10
37	17	70.80	7	29.20
38	13	59.10	9	30.90
39	16	65.50	7	34.50
40	16	56.70	8	33.30
Total	673		403	

Importance Responses in Regard
to the Values of the
Administrative Duties

In regard to importance responses, the administrators were asked to relate their opinion as to the importance of the particular administrative duties performed. The following scale was used in assessing these values: 5--very important, 4--important, 3--neutral, 2--unimportant, and 1--very unimportant. Some administrators assigned a value to some of the duties for which they were not responsible. The mean of these responses was 3.72. These values were not included in tabulating the responses of the duties performed by the administrators.

A summary of the individual institutional means for each of the forty questions is provided in Tables 18 through 22. The mean for each question, as reported by the administrators, is summarized in Table 23.

Two types of institutions, the four-year state supported and the two-year private denominational, reported the highest mean (4.74) for the forty questions involving administrative duties. A mean of 4.31 was indicated by the two-year state supported institutions, followed by the four-year private denominational institutions with a mean of 4.14. The lowest mean was assessed by the four-year private

Table 18

Importance Means of Administrative Duties
Four-year State Institutions

N = 776

Question	N	Mean
1	14	4.66
2	13	4.33
3	16	4.00
4	24	4.80
5	24	4.80
6	24	4.80
7	13	4.33
8	10	5.00
9	15	5.00
10	19	3.80
11	7	3.50
12	10	5.00
13	28	4.66
14	24	4.80
15	25	5.00
16	25	5.00
17	20	5.00
18	10	5.00
19	20	5.00
20	20	5.00
21	24	4.80
22	9	4.50
23	5	5.00
24	1 1 1 1 1 2 (35)	5.00 5.00 5.00 5.00 5.00 5.00
25	20	5.00
26	15	5.00
27	15	5.00
28	15	5.00
29	25	5.00
30	25	5.00
31	23	4.60
32	22	4.40
33	21	4.20
34	24	4.80
35	24	4.80
36	25	5.00
37	21	4.20
38	23	4.60
39	22	4.40
40	22	4.40

Table 19

Importance Means of Administrative Duties
Two-year State Institutions

N = 769

Question	N	Mean
1	21	4.20
2	19	4.75
3	20	5.00
4	14	4.66
5	23	4.60
6	16	4.00
7	24	4.00
8	25	4.16
9	17	3.40
10	13	4.33
11	18	4.50
12	10	5.00
13	21	4.20
14	25	4.16
15	27	4.50
16	18	4.50
17	19	4.75
18	0	0.00
19	10	5.00
20	21	4.20
21	10	5.00
22	28	4.66
23	27	4.50
24	3 3 2 3 3 3 (68)	4.00 4.00 4.00 4.00 4.00 4.00
25	9	4.50
26	17	4.25
27	18	4.50
28	18	4.50
29	22	4.40
30	22	4.40
31	20	5.00
32	19	3.80
33	25	4.16
34	17	4.25
35	14	4.66
36	19	4.75
37	14	4.66
38	10	5.00
39	17	4.25
40	14	4.66

Table 20

Importance Means of Administrative Duties
Four-year Private Denominational
Institutions

N = 552

Question	N	Mean
1	20	5.00
2	9	4.50
3	18	4.50
4	10	3.33
5	19	4.75
6	13	4.33
7	13	4.33
8	16	4.00
9	13	4.33
10	9	4.50
11	10	5.00
12	5	5.00
13	24	4.80
14	20	5.00
15	25	5.00
16	3	3.00
17	7	3.50
18	0	0.00
19	4	4.00
20	13	4.33
21	12	4.00
22	17	4.25
23	17	4.25
24	2 2 2 2 2 1 (40)	4.50 4.50 4.50 4.50 4.50 4.00
25	13	4.33
26	13	4.33
27	13	4.33
28	13	4.33
29	12	4.00
30	8	4.00
31	12	4.00
32	12	4.00
33	11	3.66
34	24	4.80
35	24	4.80
36	17	4.25
37	12	4.00
38	8	4.00
39	14	4.66
40	9	4.50

Table 21

**Importance Means of Administrative Duties
Four-year Private Non-denominational
Institutions**

N = 335

Question	N	Mean
1	15	3.75
2	7	3.50
3	11	3.66
4	10	3.33
5	13	4.33
6	17	4.25
7	13	3.25
8	14	3.50
9	11	2.75
10	4	4.00
11	4	4.00
12	0	0.00
13	15	3.75
14	9	4.50
15	19	4.75
16	4	4.00
17	0	0.00
18	0	0.00
19	0	0.00
20	5	5.00
21	8	4.00
22	9	4.50
23	9	4.50
24	2 2 2 2 2 0 (36)	4.50 4.50 4.50 4.50 4.50 0.00
25	7	3.50
26	0	0.00
27	3	3.00
28	0	0.00
29	5	5.00
30	5	5.00
31	0	0.00
32	0	0.00
33	8	4.00
34	10	3.33
35	14	3.50
36	14	4.66
37	7	3.50
38	8	4.00
39	9	3.00
40	12	4.00

Table 22

**Importance Means of Administrative Duties
Two-year Private Denominational
Institutions**

N = 109

Question	N	Mean
1	5	5.00
2	5	5.00
3	5	5.00
4	0	0.00
5	5	5.00
6	0	0.00
7	5	5.00
8	5	5.00
9	0	0.00
10	5	5.00
11	5	5.00
12	0	0.00
13	4	4.00
14	5	5.00
15	5	5.00
16	0	0.00
17	0	0.00
18	0	0.00
19	0	0.00
20	5	5.00
21	0	0.00
22	0	0.00
23	0	0.00
24	0 0 0 0 0 0 (0)	0.00 0.00 0.00 0.00 0.00 0.00
25	0	0.00
26	0	0.00
27	0	0.00
28	0	0.00
29	4	4.00
30	4	4.00
31	4	4.00
32	5	5.00
33	5	5.00
34	5	5.00
35	5	5.00
36	0	0.00
37	5	5.00
38	4	4.00
39	5	5.00
40	4	4.00

Table 23

Summary of Importance Means of Administrative
Duties in the Five Types of Institutions

N = 2558

Question	N	Mean
1	75	4.41
2	53	4.42
3	70	4.12
4	58	4.14
5	84	4.66
6	70	4.37
7	68	4.00
8	70	4.12
9	56	3.73
10	50	4.16
11	44	4.40
12	25	4.16
13	92	4.38
14	83	4.61
15	101	4.80
16	50	3.57
17	46	4.60
18	10	5.00
19	34	4.85
20	64	4.57
21	54	4.50
22	63	4.50
23	58	4.46
24	35 35 31 35 35 21 (192)	4.37 5.00 4.43 4.37 4.37 3.50
25	49	4.45
26	45	4.50
27	49	4.45
28	45	4.50
29	64	4.26
30	68	4.85
31	59	4.21
32	58	4.14
33	70	4.12
34	80	4.44
35	81	4.50
36	80	5.00
37	59	4.21
38	53	4.42
39	67	4.19
40	61	4.36

non-denominational institutions (4.00). The total mean for the forty questions in all types of institutions was 4.38.

Comments Regarding the
Administrative
Duties

The administrators were provided the opportunity to comment on each of the administrative duties listed. More discussion of these comments is found in Chapter 5; however, the responses provided by the administrators are summarized as follows:

1. The coaches developed the competitive schedules and development of the schedules by the administrators was done for new coaches.

2. Game contracts were handled by the secretaries and by the coaches. In some cases, the contracts were verbal agreements between the schools. Several administrators reported no use of game contracts.

3. Written or oral competitive schedule communications were most often undertaken by the coaches or occasionally done by the administrators.

4. Program policies and procedures were primarily established or handled by or through the school administration. In some cases, the coach was responsible for the establishment of the policies and procedures.

5. No comments were made concerning the enforcement of program policies and procedures.

6. No comments were made concerning the interpretation of program policies and procedures.

7. Overnight lodging was not needed by some institutions. The secretary or coach handled the procedures for lodging when necessary.

8. The coaches, working with the administrators or individually, secured transportation for away games. Other administrators reported the arrangements being made by their secretaries.

9. Travel records were sometimes developed by the administrators, while others reported the records handled by the coaches or secretaries.

10. Those programs which did not recruit had no recruiting policies.

11. In recruiting the student athletes, the coaches held the primary responsibility. Other administrators indicated only an interest in perspective athletes or no formal scholarship awards.

12. In institutions where scholarships were awarded, final approval was made by the athletic director or the institution's scholarship committee.

13. No comments were made concerning the channels of communication with university administration.

14. Channels of communication with coaches were maintained through the administrators.

15. No comments were made concerning the channels of communication with student athletes.

16. Coaching staff management was handled by the coaches and by the administrators.

17. The athletic administrative board or the program directors, with the help of the school administration, were responsible for selecting the coaching staff.

18. Coaching salaries were usually determined by the school administration. Some program directors indicated input into the decision, while some programs had volunteer coaches.

19. Coaching staff appraisal was done through a self-evaluation kind of process.

20. The athletic budget was reported to be developed by four different groups or individuals. They were: the president of the institution, the school administration, input by the director of intercollegiate athletic sports, or by the coaches.

21. Allocation of the budget for each sport was managed by the program directors or by the school administration.

22. The coaches or the athletic directors were responsible for securing home game officials.

23. Most administrators listed the coaches as being responsible for home game scorers, timers, judges, etc.

24. Budget allocations for food, lodging, equipment, supplies, uniforms, and athletic financial aid were noted as the responsibility of the business office, the coaches, or joint cooperation between the program directors and the coaches.

25. No comments were made concerning the development of financial records.

26. The establishment of medical services was reported in four areas: the training staff, the school nurse, the infirmary, or the business office.

27. Development of medical records was cited as the responsibility of the training staff, the school nurse, or the infirmary.

28. The training staff or the school nurse was listed as being responsible for carrying out insurance policies and procedures. Another program director reported no institutional insurance for student athletes.

29. Public relation programs were established by the sports information director or with the help of the athletic director.

30. Some directors reported little or no information being related to the news media. Where related in other institutions, the athletic director and the public

relations department were in charge of the outgoing information.

31. No comments were made concerning the relating of program information through public appearances.

32. Visits with student athletes to relate program information were reported to be handled by the coaches.

33. One administrator noted representation in the TCWSF as an athletic organization.

34. Use of facilities by the women's program was arranged through cooperation with the men or with the help of the coaches.

35. The use of equipment was arranged through cooperation with the men or was shared with the men.

36. The eligibility status of the athletes was verified by the institutional records office, with the cooperation of the coaches, or by the athletic director.

37. The coaches, the athletic committee, and the athletes were noted as having input into the development of an awards system. Several schools reported no awards system.

38. No comments were made concerning the appraisal of the entire women's intercollegiate staff.

39. No comments were made concerning the periodic appraisal of the budget.

40. No comments were made concerning the periodic appraisal of program policies and procedures.

The data in this chapter were analyzed and presented in tabular form with appropriate summaries and discussions. The data were reported in three divisions: (1) institutional responses--no intercollegiate athletic program for women, (2) institutional responses--with an intercollegiate athletic program for women, and (3) administrative responses. More specifically, the three divisions were sub-divided to facilitate analysis and presentation.

Chapter 5

SUMMARY, FINDINGS, AND RECOMMENDATIONS

SUMMARY

Athletic programs for women are increasing in popularity. In the opinion of the writer, this popularity should designate intercollegiate programs that would meet the needs, individual differences, and interests of the highly skilled woman. In order to ascertain these needs, differences, and interests, all those concerned with or directly related to women's intercollegiate athletic programs must accept these challenges and responsibilities.

The majority of the challenges and responsibilities rests with those who administer these popular programs. Through effective leadership, the administrators of these programs should be able to direct and enhance the experiences of the females involved in these programs. In the leadership of these programs, administrators must direct their attention to numerous duties. These duties, combined with an interest in women's intercollegiate athletic programs in Tennessee, stimulated the researcher to conduct this study.

The purpose of this study was to reveal much needed information concerning the administration of women's intercollegiate athletic programs in Tennessee. Two additional and more specific purposes were: (1) to relate the duties performed by those who administer these programs, and (2) to disclose their opinions concerning the importance of these duties.

The data were obtained by means of a survey mailed to the directors of women's intercollegiate athletic programs in sixty-six institutions of higher learning in Tennessee. No attempt was made to determine if programs exist in all sixty-six institutions prior to the mailing; however, the instrument provided an opportunity for limited responses by those institutions which offer no intercollegiate athletic program for women.

Forty-four (66.66%) surveys were completed and returned. Of the forty-four respondents, 59.10 percent were provided by directors whose institution offers an intercollegiate athletic program for women, while 40.90 percent of the returns were provided by those institutions which offer no intercollegiate athletic program for women.

The surveys were analyzed according to total sample scores and the six types of institutions responding. The analysis of Section I (General Information) was presented in relation to the information obtained from each question.

Section II (Administrative Duties) was presented in three areas: yes and no responses in regard to performing the administrative duties, importance responses in regard to the values of the administrative duties, and comments regarding the administrative duties. Tables and graphs were incorporated in the analysis of both sections.

FINDINGS

Institutions Which Offer No Intercollegiate Athletic Program for Women

Eighteen of the sixty-six institutions receiving surveys indicated that no intercollegiate athletic program for women existed in their college or university. The four-year private non-denominational institutions represented the largest number of non-program offerings, followed closely by the four-year private denominational institutions. Three respondents revealed immediate plans to initiate intercollegiate programs for women in their institutions.

Undergraduate females enrolled in these institutions numbered 7,793. This total becomes more significant when viewed as the number of females not having access to an organized program of intercollegiate athletics. Due to the diversity and magnitude of their undergraduate programs, the majority of the females were enrolled in the four-year institutions.

Institutions Which Offer An
Intercollegiate Athletic
Program for Women

Twenty-six Tennessee institutions of higher learning reported organized intercollegiate athletic programs for women. The majority of the programs were found in the four-year private denominational institutions with the two-year state supported institutions ranking second. No programs were reported in the two-year private non-denominational institutions.

A total of 1,055 females were cited as participating in the intercollegiate program from the 30,355 total undergraduate females enrolled in the responding institutions. These figures represent a small percentage (3.50) of females who are involved in these programs.

Regarding the sports provided in the intercollegiate programs, all but two respondents listed basketball as a part of their program. Tennis and volleyball were listed as the next most popular program offerings. The most common combination of sport offerings was the three previously mentioned sports--basketball, tennis, and volleyball. A total of twelve sports or combinations of these twelve were reported by the respondents. One administrator stated seven different sport offerings in the program. Two other programs reported six different sports. Individual sports, such as golf and bowling, received only one response.

The Association for Intercollegiate Athletics for Women was found to have eleven members from the participating institutions. Fifteen institutions reported non-membership in the organization. Those surveys completed by administrators whose institutions belong to the AIAW were congruent in most of their responses. Program governance was not specifically referred to by those who were non-members.

Twenty of the administrators completing the survey were females. The remaining six administrators who completed the survey were males.

In regard to the amount of experience in the administration of women's intercollegiate athletic programs, a mean of 3.6 years was indicated by those who administer these programs in Tennessee. Executing these administrative functions under their current titles, the administrators accounted for a mean of 3.4 years.

On the basis of their additional duties, other than administering the intercollegiate athletic program for women, teaching was found to be the most frequent additional duty. Next to be reported was coaching, while the remainder of the duties consisted of such functions as intramurals, faculty committee responsibilities, club sponsors, secretaries, and athletic trainers. The majority of the additional duties was accounted for by those who administer

women's intercollegiate athletic programs in the four-year private denominational institutions.

"Yes" and "No" Responses in
Regard to Performing
the Administrative
Duties

In response to Section II (Administrative Duties), the total number of yes responses was 673, while the no responses numbered 403. The yes responses represented 62.55 percent of the total responses and the no responses 37.45 percent.

Importance Responses in
Regard to the Values
of the Administrative
Duties

A numerical scale ranging from five (highest) to one (lowest) was used by the administrators to assess the importance of their duties in the opinion of the administrators. The mean importance rating of all institutions for the forty questions was 4.38. Both four-year state supported and two-year private denominational institutions reported a mean of 4.74. The two-year state, four-year private denominational, and four-year private non-denominational types of institutions reported means of 4.61, 4.14, and 4.00, respectively. These high means depict the high values placed on their duties by the administrators.

Comments Regarding the
Administrative
Duties

The forty questions listed in the survey provided the respondents an opportunity to write comments pertaining to their administrative duties. Twenty-six administrators utilized the opportunity to respond in thirty-two questions.

Many of the comments indicated that the coach has a significant role in the administration of women's inter-collegiate athletic programs. The coaches seemed to have the major responsibility or being of assistance in executing twenty-one of the forty duties. Furthermore, some administrators suggested that they perform certain duties for new coaches until they are acclimated to their positions.

Comments made regarding competitive schedules were generally concerned with those people who handle these duties. Verbal agreements were cited as one means of formalizing competitive game contracts.

Generally, program policies and procedures were found to be significant in the administration of the program. However, the comments regarding these policies and procedures were limited in scope. The administrators felt that the college or university administrators should have input in the interpretation and establishment of program policies and procedures.

Lodging and transportation for away contests seem to be the primary responsibility of the coach. Records dealing with travel information were also handled by the coaches or by secretaries.

The recruiting of student athletes and the awarding of athletic scholarships were generally reported as small responsibilities. The administrators, commenting on these duties, indicated that many of their programs did not recruit student athletes, nor did they provide athletic scholarships. If an institution were a member of the AIAW, then their policies were used in these areas.

Coaching staff salaries, selection, and appraisal initiated comments from administrators pointing out their lack of responsibility in these areas. Most of the responsibility rested with the athletic director or the administrative board of the institution. Several of the administrators had input, but no final decisions regarding the coaching staff.

In regard to developing the athletic budget for the women's programs, the administrators felt the primary responsibility should rest with other administrators and the president of the institution; however, they should participate in the decisions.

Allocation of monies for the different sports and other related areas was generally decided by the business office or the coaches for each sport.

Commenting on medical services and insurance policies and procedures, the directors of intercollegiate athletic programs for women reported limited responsibility in these areas. Their comments gave direction to training staffs, school nurses, and school infirmaries. One director commented that the insurance for their participants was handled by the participating athlete.

The majority of the administrators felt the area of public relations important; however, the institution's athletic director or public relations director was in charge of this responsibility. Some of the administrators point to a lack of interest on the part of school officials which made the area of public relations even more important.

Facility and equipment usage was reported to be shared with the men's programs. No comments were made that would cause the researcher to believe a lack of cooperation existed between the men's and women's programs. The coaches also shared the responsibility of facility and equipment usage with the administrators.

RECOMMENDATIONS

Within the limitations of the survey instrument and the sample responses made by the directors of intercollegiate athletic programs for women in Tennessee, the researcher offers the following recommendations:

1. Due to the large number of undergraduate females enrolled in the four-year institutions of higher learning in Tennessee and the small number of participants in the programs offered, it is recommended that programs be provided to include a larger number of participants.

2. Based on the results of this study which shows basketball, tennis, and volleyball as the predominant intercollegiate athletic programs, the writer recommends that a need exists for program diversity.

3. Since the AIAW does not designate specific rules and regulations to be followed in administering women's intercollegiate athletic programs, the results of this survey reveal a definite similarity in terms of duties and the importance assessed to these duties; therefore, the writer recommends that standardized policies and procedures be established.

4. Inasmuch as the administrators of women's intercollegiate athletic programs are concerned with additional duties such as teaching and coaching, consideration should be given to a clear delineation of their administrative responsibilities.

5. The administrative duties in most institutions were performed by the coaches; therefore, a need for courses in the administration of women's athletics at the graduate

level merits consideration by professional preparation institutions.

6. Since the safety and welfare of the participants were summarized as being of major importance, athletic administrations of women's programs should develop policies that would aid in the establishment of sound medical services for all participants.

7. Due to the lack of internal and external support of the women's intercollegiate program, an effective program of public relations should be established.

8. Based on the results of this study, there appears to be a need for standardization in the allocation of monies for food, lodging, and uniforms.

The researcher suggests the following implications for additional study in this area:

1. By utilizing this instrument or a similar instrument, replicate this study in other sections of the United States.

2. Develop a more specific measure of discrimination in assessing the importance values of the administrators.

3. Investigate the role of the woman athletic director in relation to her educational background and her administrative experience.

4. Develop the ideas of professional educators, athletic administrators, and coaches into a coaching curriculum that would meet the needs of those who coach intercollegiate athletic programs for women.

5. Study the attitudes and opinions of those in institutional administrative positions concerning women's athletic programs and their analysis of the role of these athletic programs in the total educational system.

6. Investigate the implications of the AIAW in the administration of women's intercollegiate athletic programs.

APPENDIXES

APPENDIX A

THE SURVEY

Box 4618
Middle Tennessee State University
Murfreesboro, TN 37132

January 28, 1976

Dear Administrator:

The information requested in this study will assist me in completing the requirements for the Doctor of Arts degree in Physical Education at Middle Tennessee State University. In the interest of Intercollegiate Athletic Programs for Women in Tennessee, I would like you to complete the enclosed survey. The survey has been designed to ascertain what your administrative duties are with regard to the administration of intercollegiate athletics for women and to obtain your opinion as to the relative importance of these tasks.

The survey is comprised of two sections: (I) General Information; and (II) Administrative Duties. If your institution provides an intercollegiate athletic program for women, please answer all of the questions and return in the self-addressed, stamped envelope. If your institution does not provide an intercollegiate athletic program for women, please answer questions (1) one, (2) two, and (3) three in Section I (General Information) and return as indicated above.

Your immediate cooperation will be greatly appreciated and I am thanking you in advance for your assistance.

A summary of the survey results may be obtained by checking the appropriate response at the end of the survey.

Respectfully yours,

Delores M. Hunt

**A SURVEY OF ADMINISTRATIVE DUTIES AND THEIR IMPORTANCE
BY THOSE WHO ADMINISTER INTERCOLLEGIATE
ATHLETIC PROGRAMS FOR WOMEN**

I. General Information

Directions:

This section of the survey was devised to provide information basic to a survey of this nature. Appropriate instructions and sufficient space have been included to aid you in your response to this section. Additional comments or explanations you might offer are welcome.

1. Does your institution offer an intercollegiate athletic program for women? (circle appropriate answer)

yes

no

2. The type of institution. (check appropriate answer)

Four-year State _____

Two-year State _____

Four-year Private: Denominational _____
Non-denominational _____

Two-year Private: Denominational _____
Non-denominational _____

3. The estimated number of undergraduate females enrolled in your institution is: _____
4. The total number of participants in your intercollegiate athletic program for women is: _____
5. Please circle the sport or sports included in your intercollegiate athletic program for women.

Archery
Basketball
Bowling
Golf
Gymnastics

Softball
Swimming
Tennis
Track and Field
Volleyball

Others: _____

6. Is your institution a member of the Association for Intercollegiate Athletics for Women? (circle appropriate answer)
- yes no
7. Please circle appropriate answer. I am a
- male female
8. Your previous years of experience in administering intercollegiate athletic programs for women. _____
9. The number of years executing these functions under your current title. _____
10. Please circle your duties in addition to administering the intercollegiate athletic program for women in your institution.
- Coaching Others: _____
Intramurals _____
Teaching _____

Additional comments or explanations:

II. Administrative Duties

Directions:

This section of the survey was constructed to assess the importance of your duties as you see them in administering the intercollegiate athletic program for women in your institution. The following is a description of the way your responses should be recorded.

Columns 1 (YES) and 2 (NO)--Please check the appropriate answer in regard to performing the specific administrative duty involved.

Column 3 (IMPORTANCE)--If you perform the specific administrative duty involved, please attribute a numerical level of its importance in administering the intercollegiate athletic program for women in your institution.

		IMPORTANCE		
		YES	NO	COMMENTS
i. e.				

The following scale should be used in your responses:

- 5 - very important
- 4 - important
- 3 - neutral
- 2 - unimportant
- 1 - very unimportant

Column 4 (COMMENTS)

In administering the intercollegiate athletic program for women in your institution, do you:

	YES	NO	IMP.	COMMENTS
1. develop the competitive schedules				
2. formulate the game contracts				
3. undertake written and oral communications regarding competitive schedules				
4. establish the program policies and procedures				
5. enforce the program policies and procedures				
6. interpret the program policies and procedures				
7. secure the lodging for away contests				
8. secure the transportation for away contests				
9. develop the travel records				
10. develop and interpret the recruiting policies				
11. recruit the student athletes				

Do you . . .

	YES	NO	IMP.	COMMENTS
12. make the final approval of athletic scholarships				
13. maintain a channel of communication with university administration				
14. maintain a channel of communication with coaches				
15. maintain a channel of communication with student athletes				
16. manage the coaching staff				
17. select the coaching staff				
18. determine the coaching salaries				
19. appraise the coaching staff				
20. develop the athletic budget				
21. allocate the athletic budget for each sport				
22. secure the home game officials				
23. secure the home game scorers, timers, judges, etc.				

Do you . . .

	YES	NO	IMP.	COMMENTS
24. allocate the athletic budget for:				
food				
lodging				
equipment				
supplies				
uniforms				
athletic financial aid				
25. develop the financial records				
26. establish the medical services				
27. develop the medical records				
28. carry out the insurance policies and procedures of the institution				
29. establish a program of public relations				
30. relate the program information to news media				
31. relate the program information through public appearances				
32. relate the program information through visits with student athletes				

Do you . . .

	YES	NO	IMP.	COMMENTS
33. represent the institution to various athletic organizations				
34. arrange for facility's use by the women's intercollegiate program				
35. arrange for equipment use by the women's athletic program				
36. verify the eligibility status of female athletes				
37. develop a system of awards				
38. periodically appraise the entire women's intercollegiate staff				
39. periodically appraise the budget				
40. periodically appraise the program policies and procedures				

Do you request a summary of survey results?

yes _____ no _____

If yes, the address you would like the summary sent to:

APPENDIX B

FOLLOW-UP LETTER

February 6, 1976

Dear Administrator:

Recently you were mailed a survey for assessing your administrative duties and your opinion of the importance of these duties in the administration of the intercollegiate athletic program for women in your institution. Possibly you have not had the time to complete the survey or it could have been overlooked. If you could find the time to complete the survey and return it to me, it will be greatly appreciated.

Thank you for your time and assistance.

Sincerely yours,

Delores M. Hunt
Box 4618
MTSU
Murfreesboro, TN 37132

APPENDIX C

TENNESSEE INSTITUTIONS OF HIGHER LEARNING

TENNESSEE INSTITUTIONS OF HIGHER LEARNING

American Baptist Theology Seminary	John Gupton College
Aquinas Junior College	Johnson Bible College
Austin Peay State University	King College
Belmont College	Knoxville College
Bethel College	Lambuth College
Bryan College	Lane College
Carson Newman College	Lee College
Chattanooga State Technical Community College	LeMoyne-Owen College
Christian Brothers College	Lincoln Memorial University
Cleveland State Community College	Martin College
Columbia State Community College	Maryville College
Cumberland College of Tennessee	Meharry Medical College
David Lipscomb College	Memphis Academy of Arts
Dyersburg State Community College	Memphis State University
East Tennessee State University	Memphis Theological Seminary
Fisk University	Mid-South Bible College
Free Will Baptist Bible College	Middle Tennessee State University
Freed-Hardeman College	Milligan College
George Peabody College for Teachers	Morristown College
Harding Graduate School of Religion	Motlow State Community College
Hiwassee College	Nashville State Technical Institute
Jackson State Community College	

Roane State Community College	Tusculum College
Scarritt College for Christian Workers	Union University
Shelby State Community College	University of Tennessee
Southern College of Optometry	University of Tennessee at Chattanooga
Southern Missionary College	University of Tennessee at Martin
Southwestern at Memphis	University of Tennessee Medical Units
State Technical Institute at Memphis	University of Tennessee-- Nashville
Steed College	The University of the South
Tennessee State University	Vanderbilt University
Tennessee Technological University	Walters State Community College
Tennessee Temple College	
Tennessee Wesleyan College	
Trevecca Nazarine College	

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