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AN ANALYSIS OF THE DUTIES PERFORMED
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ATHLETIC COACHES

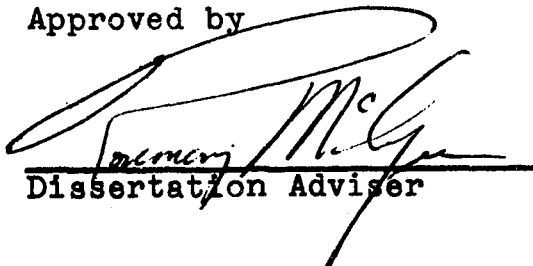
by

Jean Carol Smith

A Dissertation Submitted to
the Faculty of the Graduate School at
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of the Requirements for the Degree
Doctor of Education

Greensboro
1977

Approved by



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APPROVAL PAGE

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ABSTRACT

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The purpose of the study was to identify and to analyze the duties actually performed by head athletic coaches through job analysis. Duties were assigned to categories.

Additional information was provided on the evaluative criteria of frequency, difficulty, and importance of the duties performed. Spearman rank-order correlation was used to determine the relationship between the evaluative criteria, and ANOVA was employed to determine if a difference existed at the .01 level of significance between the mean number of duties performed on the selected background variables of sex, size of school, and sport. A comparison between the estimated time involvement for each duty category and the number of descriptive duties performed per category provided an overview of the job, "athletic coach".

A survey instrument was sent to 300 head athletic coaches of one sport within Virginia public high schools. One hundred and sixty-five respondents provided usable returns. Most of the subjects were males employed in the AA- or AAA-size school, who were not trained in physical education.

Descriptions of the job, "athletic coach" and the position, "coaching" were obtained from 118 different activities performed by at least 50 percent of the 165 respondents. The results of the study demonstrated that athletic coaches spend their time in the areas of: sport administration; rules and regulations; facilities, equipment and supplies; public relations; athletes; team; and professional. Nearly all of the duties were perceived by coaches as being from average to high in frequency, difficulty, and importance of performance. The frequency of occurrence of duties was moderately related to the coach's perceived difficulty of that activity. Difficulty and importance perceptions showed a moderate relationship. Higher relationships existed, however, between the frequency and the importance of duties. Men coaches performed about the same number of duties as did women coaches. Regardless of the sport assignment of a coach or the size of 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.

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The study is dedicated to the researcher's former students and athletes whose questioning spurred the author's interest in studying and conducting research within athletics and coaching.

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CHAPTER I

INTRODUCTION

Job analysis, as an investigative process, provides the means to identify the contents of a job and a position. The "athletic coach" and "coaching" are the focus of this research. In a study involving an analysis of the professional preparation of interscholastic coaches, "911 of the 959 responding coaches indicated that no job analysis was available concerning their coaching positions" (Maetozo, 1965, p. 91). A recommendation from this study was the development and usage of job analysis procedures concerned with the duties, responsibilities, and obligations of coaching positions.

A position is the "work performed by a given individual whether or not such work differs from the work assignments of other individuals" (Patton, Littlefield & Self, 1964, p. 67). If coaching is considered a position, then coaching is the work performed by a given individual. What individual does this work? Logic dictates that coaching is the work performed by a coach. Specifically, athletic coaching is the work done by athletic coaches.

According to the Dictionary of Occupational Titles, (1965, Vol. I), "athletic coach" is the title of a job in

education. A job is "a work assignment having a specific set of duties, responsibilities, and conditions different from those of other work assignments" (Patton et al., 1964, p. 67).

If the title "athletic coach" is a work assignment, and "coaching" is the work performed by an athletic coach, then it follows that a job analysis of an athletic coach reveals an analysis of coaching. Using the job analysis technique, this study focused on the duties of an athletic coach.

Job analysis has been defined in many ways, but uniformly it has denoted a technique for determining duties, work, tasks, or activities. Neilson (1930) included the elements of a job and the human qualifications necessary for their successful performance. Responsibilities and conditions were added to duties' analysis by Patton et al. (1964). "The activities of work and the demands made upon workers" were stressed by Livy (1975, p. 45). In essence, job analysis is a process for determining the content of a job. This process deals solely with the work performed, not with the person performing that work. It is concerned with the basic requirements of the job, not how well some individual might perform in that position. An analysis of the duties of the athletic coach yielded a description of the job, "athletic coach" and the position, "coaching."

Coaching literature is dichotomous. One view has presented coaching as involving only direct contact with an athletic team. Some of the writers in this area have referred to coaching as teaching. The Dictionary of Occupational Titles, (1965, Vol. I) did not use the terms "teaching" and "coaching"; however, it did list an instructor of physical education at the secondary level as a job title different from athletic coach.

This first view of the coach and coaching stresses the prime responsibility of the coach as sports skills instruction. Can a coach fulfill the responsibilities of coaching by being an expert in sports skills, sport strategy, or skill instruction? The coach is seen by the general public when that individual is performing some activities associated with a competitive event. Some people might have seen the coach actually conducting a team practice session. However, one cannot help but question the accuracy of the description of coaching depicted solely by this view. Are practices and games all that are involved in coaching or is sports skills instruction all that a coach does?

The coach has been referred to as a manager (Sage, 1973) of an athletic team and coaching as management. Leadership is another word which has been used synonymously with coaching. In an attempt to determine what a coach does Danielson, Zelhart and Drake (1975) studied the coach as a

leader. Leader and manager have been terms used to describe the coach in team-coach sport interaction situations.

The second point of view of coaching is usually found under the topic, coach. This individual has been depicted as having numerous functions in addition to those dealing directly with the athletic team. This view of coaching has illustrated the essential activities a coach performs because of the responsibility for an athletic team. Those duties of the coach not usually seen by the public have been included. Contained within this group have been such activities as team scheduling, ordering uniforms and equipment, conducting public relations work, and budgeting. The coach usually performs these activities alone; therefore, an individual outside the athletic scene would not be aware of the complexity of the job of an athletic coach. The point to be remembered is that the coach performs these functions because said individual is an athletic coach. If all of a coach's work is considered coaching, then so are the solitary activities performed in that job.

Logically, a description of athletic coaching originates with the duties that the athletic coach actually performs. Therefore, a determination of what a coach does was the focus of this research. Livy stated that a job analysis must identify and "scale the main duties according to their frequency, difficulty, and importance to the job

as a whole" (1975, p. 48). To further enhance the value of this research for curricular implications, the duties performed by athletic coaches were also studied for their time involvement. Frequency, difficulty, importance, and time involvement were the criteria utilized to describe the duties of a coach. An analysis of the duties performed by athletic coaches was presumed to be an analysis of coaching.

Statement of the Problem

Using the job analysis technique, this research analyzed the duties performed by public high school head athletic coaches. A subproblem was the development of an appropriate job analysis instrument with a list of duties arranged in a format to yield an objective ordering of data. Answers to the following questions were sought:

1. What are the duties of head athletic coaches within the public high schools?
2. What is the frequency, difficulty, importance, and time involvement of these duties performed by athletic coaches?

Definitions of Terms

The following definitions were accepted for the purposes of this research:

Athletics: a competitive interscholastic sports program.

Athletic Coach: a job title for an individual who assumes responsibility for competitive sport(s) within education; coach.

Duty: a service or activity; responsibility.

Head Coach: title of an individual assuming the direct responsibility for an athletic team.

High School: any public school so designated in name as a high school or senior high school.

Job: "the composition of all the activities performed by a single person, which can be regarded as a unified concept, and which finds a place in the organization chart" (Livy, 1975, p. 46).

Job Analysis: "is a process of investigation into the activities of work" (Livy, 1975, p. 45).

Job Description: "a written statement of the main duties and responsibilities which a job entails" (Livy, 1975, p. 46).

Job Title: "a distinctive, descriptive term for a particular job" (Patton, Littlefield & Self, 1964, p. 67).

Position: "work performed by a given individual whether or not such work differs from the work assignments of other individuals" (Patton et al., 1964, p. 67); coaching.

Assumptions

The investigator acknowledged the following assumptions:

1. Coaching is a position.
2. Coaching is the work performed by an athletic coach.
3. A consensus exists for the duties of an athletic coach.
4. All pertinent duties of a coach can be ascertained through a closed-form questionnaire.
5. Public high school head athletic coaches are a valid source of information for an analysis of the duties of a high school athletic coach.

Limitations

The investigator imposed or accepted the following limitations:

1. The subjects were limited to head athletic coaches of only one sport in the public high schools within the state of Virginia.
2. A mailed closed-form questionnaire was used. The data analyzed were confined to the information solicited on the questionnaire and to the number of individuals returning their questionnaires.

3. The areas of information collected from coaches were restricted to general background information and the duties actually performed by the athletic coach.

Significance of the Study

The focus of this study was an analysis of the duties performed by athletic coaches in public high schools. Thus, the significance of this research rests upon its presentation of the duties of the job, athletic coach, at the high school level.

The data collected might provide a foundation for curriculum planning for training programs in coaching, coach selection, coach evaluations, athletic personnel research, and standardization of the duties of the coach.

CHAPTER II

SURVEY OF RELATED LITERATURE

The review of related literature was composed of three categories: that of job analysis, that of athletic coach and coaching, and that of categorical duties of athletic coaches. Since job analysis was the process used to study the duties of a coach, and a job must be identified as a job before it can be studied, it was first necessary to understand job analysis as a process.

Job Analysis

The procedure for uncovering factual information about a job is job analysis (Zerga, 1943). Job information has been of importance in industry for a long time. Presently, job analysis is a starting point for an occupation problem and the fundamental prerequisite of job evaluation (Livy, 1975). Patton et al. (1964) stated that the evaluation of a job originates with a job analysis.

Industry

In 1871, the first attempts were made at job evaluation by the United States Civil Service Commission (Patton et al., 1964). However, it was after the turn of the century that the first real interest began to develop with

the advent of scientific management and work study (Livy, 1975). Job evaluation was launched as a major management technique by the impetus it received from American industrial unions of the 1930's and the United States National War Labor Board (Livy, 1975).

In industry, the analysis of jobs falls into two general classifications according to Otis and Leukart, "(1) job analysis to develop information for personnel operations, and (2) time and motion study and methods analysis for engineering purposes" (1948, p. 180).

These two important fields of analysis differ completely in purpose. Motion study is pointed toward improving the method of performing the job. . . . Job analysis, in contrast, merely takes the job as it is and describes duties, responsibilities, working conditions, and relationship to other jobs which will make it possible to determine the worth of the given job in relation to others (Patton et al., 1964, p. 69).

Differences in purpose lead to differences in information, techniques, and personnel involved. "The information sought in job analysis is that which will provide a broad picture of various duties involved in a job, with attendant responsibilities and conditions" (Patton et al., 1964, p. 69).

This information obtained through job analysis then permits job comparison or job evaluation.

As a separate process, job analysis in industry has evolved into a technique presently used in personnel management in job evaluation. The purpose of job evaluation is

"to determine the relative worth of the jobs of an enterprise" (Patton et al., 1964, p. 4), and "to determine guidelines for arriving at absolute wages and salary levels" (Livy, 1975, p. 69). Regardless of its ultimate industrial purpose, job personnel analysis is approached from the worker's point of view. Techniques utilized in gathering data are questionnaires, interviews, and observation (Otis & Leukart, 1948; and Livy, 1975). According to Otis and Leukart, the duties of workers is one area of subject matter covered in a job analysis, along with skills, knowledges, responsibilities, effort, and working conditions. Livy (1975) suggested one manner in which to view a job is through the duties and responsibilities that the job entails. Job analysis as a tool of personnel administration, according to Voorhies (1948, p. 33), "provides a clear characterization of the duties and responsibilities of all jobs in an organization." In reference to job analysis as a fundamental tool of personnel management, Livy (1975, p. 45) defined job analysis as "a process of investigation into the activities of work and the demands made upon workers, irrespective of the type or level of employment." Patton et al. (1964, p. 67), defined job analysis as "the process of studying the duties, responsibilities, and conditions of a job."

Job analysis and job evaluation deal solely with the job and not the individual. It is concerned

with the basic requirements of the job, not how well some individual now performs it (Plant & Pope, 1946, p. 15).

A job must be identified as a job before one can attempt to analyze the work. According to Livy (1975, p. 46) a job "is the composition of all the activities performed by a single person, which can be regarded as a unified concept, and which finds a place in the organization chart." Patton et al. (1964, p. 67) expressed their definition of a job as "a work assignment having a specific set of duties, responsibilities, and conditions different from those of other work assignments." Stead and Masincup (1942, p. 172), defined a job as "a collection of tasks performed by one person." The consistent thread in the above definitions is an identifiable set of duties or activities, or task performed by an individual. The "written statement of the main duties and responsibilities which the job entails" (Livy, 1975, p. 46) is a job description.

Standard job titles and descriptions were formulated and listed in the Dictionary of Occupational Titles, Patton et al. (1964, p. 67) defined a job title as "a distinctive, descriptive term for a particular job." An analysis of jobs is performed on jobs as they exist (Stead & Masincup, 1942). Therefore, one could utilize job analysis to obtain factual information about a job which has been identified in the Dictionary of Occupational Titles.

Stead and Masincup (1942) stated that a "job" and a "position" could be the same when a job is composed of only one position. A "position" is the "work performed by a given individual whether or not such work differs from the work assignment of other individuals" (Patton et al., 1964, p. 67). If a "job" is a unique work assignment, and a "position" is the work performed, then a job analysis would also be a position analysis. However, the "job" still has its own duties as a position has its duties. The question becomes one of whether a "job" and a "position" are filled by the same person. "Position" duties do not have to be different from the work assignment of other individuals. "Position" refers to the specific duties performed by one person different from other work assignments. Therefore, a job analysis based upon an accepted job title would be a position analysis. A job description would also be a position description. Griffenhagen (1931, pp. 1136-1137) stated that job analysis is "an informal way of referring to the process of ascertaining, and examining duties and the other attributes that go to define a given position."

The uses of the results of job analysis in industry are:

personnel recruitment and selection, the identification of training needs, definition of training programmes, organisation (sic) and manpower planning, job evaluation, the design of equipment and methods of work -- more or less the whole range of personnel activities (Livy, 1975, p. 45).

Zerga (1943) stated that job analysis information had approximately 20 uses among which are hiring specifications, classification of job duties, education, and training. Griffenhagen recommended the use of job analysis as a process "to learn all that it is practicable to learn regarding the duties of each position in the service" (1931, p. 1139).

Process

The job to be analyzed must first be identified as a job. The Dictionary of Occupational Titles prepared by the United States Employment Service, after a massive job analysis study, contains standard job titles. After an identification of the job title, one has to identify the possible duties of that job. A survey of the literature, observation, and interview are the methods usually used to provide the information for the development of a possible duties checklist. The tentative checklist is reworked to form a final checklist or formulated into a questionnaire with appropriate evaluative criteria. According to Livy (1975, p. 48) when identifying the steps in the process of job analysis, one must "identify the main duties involved" and "scale the main duties according to their frequency, difficulty, and importance to the job as a whole."

The most rapid method used to obtain job information is the questionnaire. The questionnaire is completed by

employees, their supervisors, or both. "Use of this method assumes that employees are closely familiar with their jobs and that, if given suitable guides, they can and will supply data adequate for rating jobs" (Patton et al., 1964, p. 70).

Certain principles are followed when organizing and writing job description data for the duties-performed section of a job analysis questionnaire. The following guides are listed:

1. Arrange duties in logical order.
2. State separate duties clearly and concisely.
3. Begin each sentence . . . with an active, functional verb in the present tense.
4. Use quantitative words where possible.
5. Use specific words where possible, avoiding vague, ambiguous generalizations.
6. State duties as duties.
7. Avoid proprietary names that might make the description obsolete when equipment changes occur.
8. Determine or estimate the percentage of total time spent on each activity, and indicate whether duties are regular or occasional.
9. Limit use of the word, "may" with regard to performance of certain duties (Patton et al., 1964, pp. 93-94).

The industrial job analysis duties' instrument is a questionnaire employing the evaluative criteria of frequency, difficulty, importance, and estimated time involvement.

Education

Under the topic, components in analysis, Good (1972, p. 416) stated, "components are those elements or parts that can be combined to form the whole object." Duties are the

functions, activities, or tasks that can be summed to form the description of a job. "Job analysis and description portray positions in terms of their components" (Good, 1972, p. 416). Therefore, an analysis of a job reveals a position in terms of its duties or functions. Examples provided by Good (1972) which utilized job analysis were the functions of state departments of educations and the activities of school superintendents. In a sense, job analysis in education has been a continuation of original industrial job analysis for obtaining factual information about a job.

By means of scheduled conferences and activity analysis, Shuster (1965) developed a modified job analysis which considered both the jobs of elementary principals and teachers. Shuster illustrated how a modified job analysis could be used to create staff awareness of each member's tasks, stimulate individual professional growth, and upgrade classroom instructional efficiency.

Educators seem to object to the term, "job analysis" preferring "activity analysis." Nevertheless, job analysis has been utilized in education and physical education for many years. Synonymous with job analysis are activity analysis, trait analysis, occupational analysis, and functional analysis for educational work (Charters, 1928). However, all of these terms are descendants of job analysis.

Activity analysis has its function in curriculum construction. According to Charters (1928), individuals have prepared textbooks for teachers without an analysis of the activities teachers have to perform. From a list of duties by frequency of performance, difficulty, and importance, it is possible to directly build courses to cover important topics (Charters, 1928).

In 1930, Neilson encouraged the use of job analysis technique in physical education which concentrated on the duties performed. Bean (1927) supported job analysis as an investigatory technique for athletics. "That process which results in establishing the component elements of a job and ascertaining the human qualifications necessary for its successful performance" is job analysis as defined by Neilson (1930, p. 9). However, Neilson limited the use of job analysis either to an individual with personal experience in the particular job to be analyzed or an individual who would utilize the experience of individuals presently engaged in the job.

The duties performed by boys' physical education department heads in Los Angeles senior high schools were studied through a checklist form of job analysis by Shepard (1934). Later, Laporte (1936) pointed out some of the major responsibilities which the physical education

teacher should be prepared to assume through a job analysis of the functions of the physical education teacher.

A recommendation from a disseration follows:

A very limited number of job analyses are in use concerning the duties, responsiblilites, and obligations of coaching positions. Comprehensive outlines should be developed and instituted by local and state authorities. The matching of qualifications and job requirements would encourage intelligent selection of coaches on the basis of competency, preparation, and experience rather than upon expedience or politics or friendship (Maetozo, 1965, pp. 182-183).

Not only have physical educators recommended the use of job analysis but many have utilized job analysis as a technique, process, or method in their research endeavors.

Job analysis dealing with duties, activities, or tasks have been employed in physical education, and/or athletics, and/or recreation for many years with many different subjects. The early Monroe study, conducted in 1926, studied the duties of men engaged as physical directors or athletic coaches in high schools located across the United States. This study dealt with subject background information, duties, conditions, and professional training of subjects according to their actual occurance. Data were collected by means of an open-form questionnaire.

Job analysis and seminars in combination were used by Neilson in 1930 to determine what physical education teachers did on the job. What teachers did was decided by the frequency of performance of duties which were later categorized. The duties of boys' physical education department heads were studied by Shepard in 1934 by means of a job analysis employing the frequency of duties performed.

After surveying the literature and categorizing activities, a questionnaire was used by Hindman in 1937 to analyze the activities of men 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 employed the evaluative criteria of performance, importance, and necessity of pre-service training. Jackson (1942, 1943) described the duties of physical education teachers in the high schools of Illinois to help in the re-evaluation and strengthening of teacher-training curricula at the university level. Occurrence, breadth, and variety provided the basis for analysis of duties.

Humphrey, in 1953, conducted a job analysis of selected public school physical education directors. Duties were rated on frequency, difficulty, and importance. Subjects 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 physical education curricula re-evaluation and to compare the work of physical education directors. Industrial job analysis writers, Livy, Patton, Littlefield, and Self, recommended evaluative criteria of frequency, difficulty, importance, and time involvement, all of which were embodied in Humphrey's duties analysis.

State health and physical education directors' duties were analyzed by Lovelass in 1953. From a survey of literature and interviews, a checklist was constructed to elicit information about the administrative tasks involved in carrying out duties and the degree of responsibility associated with specific duties. Specific duties were analyzed with a frequency of performance tally.

Athletic directors' duties were studied by Kelliher in 1956. He identified the duties in terms of frequency, importance, and difficulty of performance in various size colleges and universities. However, Kelliher went beyond other job analyses studies by making a determination of the duties associated with successful athletic directors.

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 (Kelliher, 1956, p. 5).

Following instructions from job analysis writers, Mackey, in 1956, formulated a duties checklist with categories and identified the duties composing the job of a woman physical education supervisor. These duties were analyzed for frequency, difficulty, importance, and time devoted to units of duties. Mackey also determined factors affecting the infrequent performance of duties believed to be important to the job in elementary and secondary public schools located within the United States.

A master's thesis written in 1956 by Watson covered 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.

Zech, in his 1965 master's thesis, conducted a job analysis of high school head coaches to identify the duties and responsibilities of head coaches of selected sports in Washington state high schools. The three-fold purpose of this research was to identify the duties of head coaches, compare college preparation to teaching areas, and make recommendations to colleges for the preparation of individuals desiring to conduct athletic programs. Questionnaires were employed to obtain the data. The duties were reported by percentage of responding subjects performing that duty and the approximate time involvement of each duty.

An attempt to describe the job, "administrative head of health, physical education, and recreation", was made by Davis in a 1972 doctoral dissertation employing job analysis. A closed-form questionnaire was used to collect information. The duties of subjects were analyzed by frequency, difficulty, importance, and time involvement.

The area of recreation was tapped for a job analysis of the position, "national park superintendent", by Patton in 1973. The purpose of this master's thesis was to collect a body of facts on what national park superintendents do, and what they should know in order to perform their duties and responsibilities. What national park superintendents do was determined by a duty categorized questionnaire.

Summary

After the identification or acceptance of a standard term for a particular job, an investigation of the activities of that work begins. Job analysis originated in industry and has been drawn upon as a process to investigate job facets in education and physical education. It is a recognized process to identify the components of a job and/or position. Specifically, the duties, tasks, activities, or functions an individual performs in the job is the focus of job analysis in educational research. Industrial and educational job analysis have measured the duties of a job or

position through a questionnaire with evaluative criteria of frequency, difficulty, importance, and time involvement.

Athletic Coach and Athletic Coaching

Cowell and Schwehn in a principles and methods of physical education book stated:

It is important for beginning physical education teachers to have some analytical knowledge of the scope of duties on their chosen profession. Careful scrutiny of lists based on activity analysis gives considerable validity to much of the course-content of the professional curricula (Cowell & Schwehn, 1965, p. 62).

If it is true that an analytical knowledge of duties performed will help beginning teachers, then it should also be true that such information can benefit beginning coaches. As teacher preparatory programs have been aided through practical knowledge of job duties, so can preparatory programs for coaches.

Too infrequently the inexperienced coach does not comprehend all the duties and responsibilities of his work and, due to this fact, he creates the unfortunate impression in the community and among his players that he is lazy and indolent (Donn, 1975, p. 175).

In 1951 Sterner found that participation in a sport was considered more desirable preparation for coaching than certification in physical education. Maetozo's 1965 research recommended the use of job analysis centering around the duties and responsibilities of coaching positions

for the purpose of matching job requirements and qualifications for the intelligent selection of coaches. Competency, preparation, and experience were to be the bases for the assignment of coaches, instead of merely player experience.

Qualified coaches in coaching positions based upon competencies needed, as exemplified through an analysis of the duties performed by athletic coaches, is a goal to be sought by individuals interested in coaching preparatory programs. Thus, the second category of literature to be reviewed was the athletic coach and athletic coaching.

Through an analysis of the job, "athletic coach," utilization of "head athletic coach" subjects, and the activities in "coaching," evolved a job description for the athletic coach, a position description for head athletic coaches, and a description of coaching as a position. This research approach necessitated the inclusion of all possible duties to be performed by athletic coaches, head athletic coaches, and the activities in coaching. The related literature for this research included investigations of duties, activities, and/or functions of athletic coaches, head coaches, and coaching.

One description of an athletic coach is the following:

Instructs groups at playgrounds and schools in fundamentals and rules of competitive sports: forms groups into competing units. Demonstrates, by example, techniques of play. Drills members of group in fundamentals until they are familiar with all phases of the game, giving particular

attention to physical conditioning. May be designated as baseball coach; football coach; tennis coach (United States Department of Labor, 1965, Vol. I, p. 29).

This description denoted activities performed by the coach when working with a group (team). It is a questionable description that limits the functions of a coach to coach-team sport interaction situations. The Dictionary also stated that a coach may be labeled according to the sport assignment.

The Dictionary of Occupational Titles, (1965, Vol. II) listed the job title, "athletic coach" under occupations in education concerned with research, administration, and teaching. Further searching through the Dictionary revealed that "teaching" and "coaching" were not included as job titles under education occupations. However, "instructor of physical education" was listed as a job title separate from "athletic coach."

A description of coaching needs to include all the functions a coach performs.

Although the coach prefers to see himself as an encyclopedia of knowledge and master of strategy, he is called upon to perform the roles of salesman, public relations man, counselor, and psychologist (Tutko & Ogilvie, 1967, p. 355).

Tutko and Ogilvie stated that a coach's training has been centered upon sport expertise. The coach is considered to be an expert in his particular sport. Singer (1972)

agreed with the sport skills and sport knowledge preparation of a coach, but he also added the roles of public relations person, counselor, organizer, and motivator to the instructional role. Most often coaches fail in the responsibility areas of public relations, salesman, counselor, and motivator where they have not been specifically trained (Tutko & Ogilvie; and Slovenko & Knight, 1967). Tamberelli (1975, p. 95), writing about the coach as a public relations person said "the coach's job does not begin and end with his team." The following description of a coach's job was offered:

A coach is called upon to do many things. He must not only teach the sport and manage the players, but he must speak at pep rallies, talk to civic groups and booster clubs, conduct news conferences, host the visiting team, and usually teach some classes (Frost, 1969, p. 28).

Additional roles and responsibilities of a coach have been presented by other writers. When discussing the law and athletics, Appenzeller (1975) said coaches are expected to administer emergency first aid, supervise equipment, facilities, and team practices, and enforce reasonable rules and regulations. The importance of policies, rules, and regulations were pointed out by Forsythe and Keller (1972). They said the coach must not only adhere to school, department, and athletic organization policies, rules, and regulations, but that individual usually has to establish policies and rules for the athletes and for their sport.

Discussing coaching as a profession, it was said:

Athletic coaches, besides being expertly trained in their special field, should present evidence of education and competency equivalent to academic teachers in order to be bona fide members of high school faculties. The privileges of faculty rank for the coach bring with them responsibilities toward the student, department, and institution, as well as responsibilities directly related to the athletic program (Moore, 1970, p. 8).

Based upon a job analysis study of coaches and physical directors in small high schools, Humphrey (1954) referred to the coach as a "jack-of-all-trades." A descriptive summary of the job under investigation is the following:

Many interscholastic coaches, considered to be professionally trained, still lack fundamental knowledge about the leadership role that they assumed upon accepting the position of coach. This leadership transcends the mere coaching of an activity and requires professional knowledge about subjects such as conditioning and training methods, drug use in athletics, public relations, legal aspects of athletics, dealing with college recruiters, travel policies, awards, relations with game officials, relations with fellow staff members, motivation in athletics, educational value of athletics, managing a budget, and purchasing and caring for equipment. In addition, the interscholastic athletic coach is usually faced with the handling of administrative tasks that really should be the responsibility of an athletic director; for now, at least, he must know how to perform this job too (Gallon, 1974, p. xi).

In an article, "What is Coaching?", Ralston, White and Wilson (1975) discussed a teacher-coach in terms of personal qualities and the process of interaction between individual athletes, the squad as a group, and the coach. They emphasized the coach as a teacher of physical skills.

However, they did not precisely define "coaching." Poindexter and Mushier (1973, p. 29) did state that, "coaching is highly skilled teaching of a limited number of individuals." They also indicated the ultimate responsibility of the coach for the safety, welfare, and conduct of players. The aforementioned sources described "coaching" as a sport interaction situation between the coach and the team and individual athletes.

Coaching in actuality is teaching not only because sports are a psychologically educational experience but also because players must be instructed in the proper use of skills (Gallon, 1974, p. 2).

Poindexter and Mushier (1973, p. 29) stated that "defining the term 'coaching' is complicated by the fact that those persons affected by the ability and influence of a coach perceive the coach differently." School administrators see the coach as a teacher responsible for the competitive play and behavior of students representing the school. Players view the coach as a highly skilled teacher. Spectators usually notice the coach when that individual is directing or is associated with a competitive event. Perhaps the viewers of the coach have hindered the formulation of a clear description of coaching.

Sage (1973) discussed the coach as an appointed leader similar to management leaders of the business world. As he sees the organization, "the team and the players . . . are instruments for the fulfillment of organizational goals"

(Sage, 1973, p. 37). The coach was the leader and coaching was management; however, coaching even when considered as management according to Sage, only included the team and individual athletes on a sport skill interaction basis with the coach. Even though Singer (1972) admitted there was more to coaching than sport expertise and teaching, he dealt with the athlete and team in an athletic setting from a teaching-learning view.

Generally, the term "coaching" has been used in the context of team-coach interactions. Most often this was when the coach was fulfilling instructional functions. The term "coach" or "athletic coach" has been used to discuss the roles, duties, and/or functions of this person other than in an instructional capacity. Sometimes each view, "coaching" or "athletic coach," recognized the existence of the opposite view; however, generally the literature was one-sided. Coaching was limited to sport-skill team interaction settings while the activities of the athletic coach involved organizational and administrative details.

The following statement was made in regard to administrative details:

The actual administrative details of scheduling, purchasing and maintaining uniforms and equipment, and maintaining facilities are tasks that do not appeal to all teachers or coaches (Poindexter & Mushier, 1973, p. 13).

Because these tasks do not appeal to coaches does not mean that they do not exist and are not a part of coaching. A "coach must manage," according to Miller (1974, p. 47), and these managerial aspects of coaching involve organizational and procedural details such as planning, scheduling, publicity, and eligibility. Coaching is a position; therefore, it includes all the tasks performed by an individual in the job of an athletic coach.

Neal and Tutko (1975) writing on the psychological perspectives of coaching girls and women, referred to coaching only in a team and athlete context. When talking about the coach, they included such areas of work as facilities and equipment, finances, and publicity. In her coaching methods book, Neal (1969) used "coaching" in reference to coach interactions with the team and athletes. When covering budget, facilities, gate receipts, scholarships, and standards as factors in the administration of athletic programs, Neal employed the word, "coach."

The term "teacher-coach," was utilized by Frost (1971) as he approached coaching from a motor-learning perspective. Frost presented one section on teaching sports and another section on coaching hints. The teaching section was related to physical education and coaching area to athletics. Under the coaching section, Frost mentioned some nonsport skill-related activities of a coach. The duties of a coach as

well as a coach's sport knowledge and skill were included by Lawther (1951) in his discussion of the nature of the coaching profession.

If coaching is a position, a work assignment, then a description of coaching has to include not only team and athletic duties, but also all activities performed by the individual coach. Therefore, the literature's general restrictive view of coaching as only involving skill learning, performance, and instruction is only partially correct in describing coaching as a position. There should be one description which covers both coaching and the work of an athletic coach. Harmony in views is reflected in the following statements:

While it possesses many features found in other enterprises, athletic coaching involves enough different facets to be considered unique even in the overall pattern of teaching. Daily, the coach faces problems of organization, leadership, training, teaching, recruitment, public relations, and many others. His knowledge, personality, and judgment will be called upon to produce a smooth-running program. Rarely is a coaching position considered dull and uninteresting (Moore, 1970, p. 267).

The following expressed a need for unity in description:

The final point that needs to be clarified and elaborated upon is the fact that coaching is many things that extend above and beyond actually coaching a team, regardless of the level or situation in which a coach works. A high school coach wears many hats during the entire school year because of his unique role in the school community and because of the special relationships that normally exist between coach and athlete. It is important that

beginning coaches, especially, become aware of this fact and begin to develop an understanding of these various roles and responsibilities (Sabock, 1973, p. 5).

Categorical Duties of Athletic Coaches

Books and research studies were surveyed to help in the formulation of key coaching concepts to be used as duty categories on the questionnaire and as organizational cores for the duties of coaches. The areas considered worthy of separate chapter designation in a coaches manual by the National Association for Sport and Physical Education (1975) were athletics in education, nature of the profession, interactions with school personnel, student relationships, the team, community, public relations, equipment and facilities, legal liability, budget, and self-evaluation. Some overlap was found in the American Association of Health, Physical Education and Recreation's coaches handbook (1960). It listed public and student, other school personnel, student body, community, news media, organized athletics, interscholastic athletic program, athletic equipment, athletic facilities, preparation for contests, awards, and liability for injuries in athletics.

Those distinct terms mentioned in both the aforementioned sources were public relations, facilities, equipment and supplies, relationships, and liability. Since relationships logically must exist with someone and liability must be for something, relationships and liability were omitted as possible task-grouping terms.

When books on coaching by Miller (1974), Neal (1969), Sabock (1973) and Gallon (1974) were reviewed, uniformity in the usage of the following concepts was discovered: athletic programs, athletic training, conditioning, athletic injuries, sports skill and strategy, profession, and motivation. Separate categories were seen as: athletic program, athlete, and profession. Training, conditioning, athletic injuries, sports skill and strategy, and motivation are reflected in actions by a coach toward an athlete or team. Therefore, the term, athlete, was selected as inclusive.

A study of books in the psychology of coaching such as Tutko and Richards' (1971), Moore's (1970), Lawther's (1951), Frost's (1971), Neal and Tutko's (1975), and Singer's (1972) revealed possible categorical work areas. The terms appearing most frequently were profession, athlete, team, teaching, learning, and practice. Teaching, learning, and practice are employed primarily in a team setting; therefore, from the psychology of coaching sources the term, team, was included as a coach's category of duties. Combining terms procured from coaches, coaching, and psychology of coaching books, the following categories resulted: public relations; facilities, equipment and supplies; athletic program; athlete; profession; and team.

Research studies were viewed for organization of the duties of a coach. Humphrey's (1953) job analysis, which

included physical education directors and athletic coaches, used the following duty categories: administrative; facilities, equipment and supplies; instruction; special services; supervisory; community activities; and personal professional growth and contributions. Using school superintendents, football and basketball coach subjects, Neal (1957) found the recommended competencies for athletic coaches fell into three general groups: instruction; organization and management; and personal and professional relationships. In Monroe's (1926) analysis of duties of men high school physical directors and athletic coaches, general activities were grouped as physical plant and equipment, non-instructional, and teaching. Duties of high school coaches other than teaching were broken into supervisory, club sponsorship, public relations, and custodial by Zech (1955).

Hindman's (1937) analysis of activities of high school physical education teachers and athletic coaches classified the following activities as applying only to interscholastic athletics: administering interschool athletics; establishing eligibility rules; interpreting and administering eligibility rules; establishing rules of amateurism; interpreting and administering 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 practice sessions; and issuing bulletins to squads during the summer. The activities from Hindman's study could be grouped as administration, rules, public relations, athletes, and team.

The one aspect that stood out from the research studies that had not been previously noted as a possible category was the aspect of the administrative functions of an athletic coach. Previously, athletic program was included as a possible category of activities; however, athletic program was an extremely broad concept that could denote all the work of a coach. Specifically, administration and rules and regulations stood out as possible workable groups worthy of distinction. It appeared more logical and distinctive to use the term, sport administration, instead of athletic program and to add another category, rules and regulations.

After careful consideration of coaching literature, the following classification system of duties was determined: sport administration; rules and regulations;

facilities, equipment and supplies; public relations; athletes; team; and professional. Thus, the above terms served as categorical titles for grouping specific duties believed to be performed by athletic coaches. Each will be discussed and the subcategories identified.

Sport Administration

The term, sport administration, was suggested by Vanderzwaag (1975, p. 26) as the name for a training program to prepare individuals as head coaches, athletic directors and others, because "much of the work in the conduct of sports programs is of an administrative nature." Personnel management, paperwork, budget, and facilities were factors which the sport administrator faced daily. Vanderzwaag also referred to head coach as an administrative position similar to athletic director. The following parallel was drawn between the duties and functioning of a coach and a business executive:

Either alone, or in conjunction with other people, the coach formulates certain plans. These plans as pertaining to his department, are executed or put into effect by the coach. Thus, he is in an executive capacity, being responsible for planning and carrying out these plans through the coordination of ideas, equipment, facilities, and people working toward a common goal (Hanks, 1975, p. 309).

According to Frost (1969) high school coaches cannot avoid all administrative work. Budgetary procedures, purchase and care of equipment, and dealings with faculty members, administrators, and coaching staff are administrative

functions of a coach. In many instances, the coach may have to select coaching personnel. Additional responsibilities of a coach may be the scheduling and maintenance of facilities, certain aspects of contest management, interpretation of eligibility rules, and open communications with physicians.

The high school coach is involved in the athletic budget either as a user or an administrator. Thus, the coach has to know about budget preparation and school financial procedures.

Some coaches are given complete control of developing and administering the budget for their sports. Others are asked to supply information about their need to someone in a position of higher authority, who then analyzes it, taking into consideration available funds and the needs of all sports, and informs the coaches of the final budget for their sport (Gallon, 1974, pp. 141-142).

Even though the coach may receive a budget allotment, that individual still has to manage an amount of money, either on paper or materially.

The selection of assistant coaches, scheduling competitive events for a sport program, preparation for competitive events, and the purchase of equipment were some of the tasks of a coach according to Moore (1970). Without a team schedule and actual competitive events a specific sport athletic program would not exist. A team schedule of competitive

events "at home" forced contest management of those specific competitive events to be included within sport administration.

Sport program organization was pinpointed in the following:

The head coach must . . . be able to organize the program in order to make it the kind that gives every athlete an opportunity to demonstrate his ability, one that will be enjoyable to him, and one that will be a worthwhile educational experience for each participant (Sabock, 1973, p. 61).

R. L. Donn (1975) included the business portion of the sport program assigned to the coach for administration. The business part of a sport program involved any or all of the following:

organization and administration of the budget; purchase, repair, and care of equipment; supervision of ticket sales; general publicity and special game publicity; seating and comfort of spectators; automobile traffic and parking; arrangements for officials (Donn, 1975, p. 176).

Evaluation was also noted by Donn as a duty of an athletic coach.

The main subareas of sport administration were identified as objectives, staff and personnel, relationships, scheduling, contest management, team travel, budget, officials, records and awards.

Rules and Regulations

Not only are athletics governed by rules and regulations, but coaches employ them for the existence of a sport

program. The importance of policies, rules, and regulations was stressed by Forsythe and Keller (1972). Current litigation surrounding reasonable rules and regulations in athletics, and a coach's actions and policies in regard to the treatment of athletes, as expressed by Appenzeller (1975), established rules and regulations as an important area in coaching. Sabock (1973) discussed recruiting as a segment of coaching to which beginning coaches give very little thought until they are faced with a recruiting situation. Rules of training, standards of conduct, and all other necessary rules must be either drawn up or implemented by the coach, according to Rice (1975), and explained to the athletes.

Agreement must be reached on policies and rules that the youngsters will need to observe such as attendance at practices, punctuality, player responsibilities while on the injured list, language, conduct in the locker room, use of training room, and so on (Sabock, 1973, p. 186).

The main subareas under rules and regulations as acknowledged and enforced by the coach are athletic governing organizations, local control groups, sport participants, and college recruiters.

Facilities, Equipment and Supplies

A coach is ultimately responsible for the particular athletic equipment used, the manner in which equipment and supplies are used, and the athletic facilities utilized by

sport personnel. Gallon (1974) concurred with this responsibility of a coach and he also included the purchase and care of all kinds of equipment and supplies, and the need to encourage athletes to respect and care for facilities, equipment, and supplies. The purchase of equipment was labeled by Moore (1970) as work to be done by a coach. A basic responsibility of the coach, according to Gallon (1974) is protection of the athletes by ensuring a safe playing environment and taking all precautions possible to prevent accidents. The importance of facilities, equipment, and supplies to the coach was also pointed out by Appenzeller (1975) from a legal liability view.

The procurement, inventory, storage, safety, maintenance, repair, and use of athletic facilities, equipment, and supplies were identified as functions of a coach.

Public Relations

Those activities which a coach performs when representing a particular athletic team were designated as public relations functions. Resick and Erickson (1975) included public relations work and speaking engagements as involving a coach's work time. According to Forsythe and Keller (1972) a coach is called upon to discuss the team's prospects for the upcoming season at booster clubs and service clubs. The coach must also provide news releases on the team.

"Public speaking has become an essential part of the coach's job" (Fessenden & Fessenden, 1975, p. 128). In regard to the public relations responsibility of the coach, it was said:

A major part of the high school coach's job is to establish and maintain good public relations with the school community. The coach's position of leadership makes him a public figure, representing both his school and his profession, and his actions and words can influence the opinions of members of the community who are concerned with athletics; players, parents, other coaches, students, fellow teachers, and school staff members, booster groups, the news media, and citizens whose taxes pay for the schools (Gallon, 1974, p. 227).

From the news media to communication with the athlete's parents, the coach represents the athletic sport, program, school, and profession.

Athletes

Work with sport participants on an individual basis was presented under the athletes category. One of the most important duties of a coach beyond those of producing a team is guiding and developing youth, according to Tutko and Richards (1971). Ogilvie and Tutko (1966) referred to the most difficult problem in coaching as handling the adolescent. The athlete's educational and occupational plans for the future are to be formalized through guidance and counseling by the coach, according to Synder (1975). The first responsibility of a coach on the subject of college recruiters, as referred to by Sabock (1973), is to educate the athletes in the ways of college recruiters.

Not only personal conferences, and maybe referral to trained counselors, but occupational counseling is engaged in by the coach when working with athletes. An insight into athletes must be applied by the coach (McKinney, 1975).

Learning, practices, motivation, player analysis, and athletic injuries involve the athlete as an individual. "Coaches are teacher, and as teachers they are, or should be familiar with the principles involved in the process of learning" (Tutko & Richards, 1971, p. 149). Not only must the coach be able to instruct in skills and strategy in an athletic environment conducive to learning and performance, but a coach must also be able to analyze and correct (Lawther, 1951).

Grieve (1975a), writing about a coach's ability to analyze, said it was an essential part of coaching. The coach is usually faced with analysis in a minimum amount of time. Analysis for the purpose of better performance is employed by the coach in learning and competitive situations.

The coach must work with the athlete on an individual basis whether it is learning, practice, motivation, counseling, athletic injuries, or player skill analysis.

Team

Activities under the team category included those functions a coach performs with athletes as a group. This area has been referred to in the literature as coaching. The

selection, conditioning, instruction, training, and evaluation of a team are items in this grouping. It has previously been reported that a coach not only must possess sport expertise but must be able to communicate that knowledge for effective athletic performances. This includes the coach's ability to conduct beneficial practice sessions and off-season programs. A special ability to analyze and act quickly are utilized by the coaches of some sports.

Football, basketball, and swimming were sport references connected with the following comments on coaching decisions:

The (the coaches) are confronted with frequent problems, and are forced to make a number of decisions when planning their seasons, conducting practice sessions, and while competition is underway. As a game or meet progresses the coach must not only make qualitative and quantitative judgments concerning his athletes' group performance but must also evaluate the quality of the hundreds of decisions each of his players may be called upon to make. Player and coaching decisions must be made rapidly and are influenced by both the unique traits of individual athletes and by the specifics of sport situations (Cratty, 1970, p. 46).

The coach's ability to analyze or the rapidity with which he does analyze is affected by the nature of a sport, according to Grieve (1975a). Since some coaches work with the team as a group in the competitive situation, their decision-making time is limited to that amount allowable by the rules of that particular sport. Grieve (1975a) limited the following as four time periods in which a coach must

analyze the opponent: preliminary planning (scouting); formulating practice plans; during the game or competitive event; and postgame. Analysis and evaluation are employed by the coach on the team's group and individual efforts, as well as on opponents before, during, and after competition.

An important aspect of the coach's job, according to Moore (1970), is organization for learning where the coach plans teaching and learning situations in accordance with the concepts of learning.

Teaching, learning, conditioning, training, and performance in an athletic setting are the subareas dealt with under the team category.

Professional

The professional category of duties included those tasks a coach performs as a representative of a profession. Gallon, Moore, and Lawther have all referred to coaching as a profession. Functions such as self-improvement, and involvement in the athletic department, school and athletic governing organizations were noted as professional obligations. Within the duties and responsibilities of an athletic coach, R. L. Donn (1975) included reading and studying books on coaching.

Summary

Job analysis, as a recognized process for identification of the activities of a job and/or position, focuses upon the duties an individual actually performs. An identification of the potential duties of an athletic coach and the activities of coaching were revealed through a survey of coaching material. The categories and subcategories identified were instrumental in formulating a comprehensive job analysis questionnaire. The coach functions in many work areas such as: sport administration; rules and regulations; facilities, equipment and supplies; public relations; athletes; team; and professional.

Athletic coach, as a standard job title, provided the avenue for unifying the components of coaching, since the name of the work done by an athletic coach is coaching. Unification of elements in coaching served to tie the roles, duties, tasks, and/or functions of a coach with the single-minded view of coaching as teaching.

Analysis beyond simple description of the duties performed by athletic coaches was made possible by using evaluative measures of frequency, difficulty, importance, and time to the specific tasks listed under each category of duties. The frequency, difficulty, and importance criteria became important because of their potential to identify those aspects of a coach's job needing professional assistance.

CHAPTER III

PROCEDURES

The purpose of this study was to identify the duties performed by public high school head athletic coaches and to describe the frequency, difficulty, importance, and time involvement attached to the performance of these duties. Communications occurred between the researcher and officers of the Virginia High School League (Appendixes A, B, and C). The Virginia High School League is a state secondary school athletic governing organization and the vehicle used to help identify the work of public high school head athletic coaches. The following general step-by-step procedures were employed in this research:

1. establish "athletic coach" as a job title and "coaching" as a position;
2. identify the duties of an athletic coach through a survey of the literature and empirical knowledge as a coach;
3. categorize the collected duties and present these activities in the form of a checklist;
4. develop the questionnaire including Part A, Background Questionnaire, and Part B, Job Analysis Questionnaire;
5. conduct a pilot study;
6. modify the questionnaire on the basis of information gleaned from the pilot study;
7. select head athletic coach single sport subjects;
8. code questionnaires;
9. formulate the cover letter;

10. submit subject-addressed packets containing a cover letter, questionnaire, and return-addressed stamped envelope to the Virginia High School League for inclusion in their school mailing of "League Notes";
11. collect data from the sample population;
12. develop a follow-up study cover letter;
13. conduct a follow-up study by mailing directly to nonrespondent subjects a second packet containing a follow-up letter, questionnaire, and return-addressed stamped envelope;
14. collect data from the follow-up sample population;
15. statistically analyze the data.

The following procedures warrant detailed presentation:

- (1) selection of subjects, (2) measuring device,
- (3) collection of data, and (4) analysis of data.

Selection of Subjects

The population selected for this study consisted of head athletic coaches of only one sport within the public high schools of the state of Virginia. Those individuals designated as head coaches were representative of athletic coaches because head coaches assume the direct responsibility for an athletic team. Logically, head coaches should be the most knowledgeable of all aspects of an athletic coach's job. Head coaches of one sport were identified in the Virginia High School League Directory more often than head coaches of more than one sport. By including only head coaches of one sport as subjects, the possibility of examining sport specific duties was provided. Public high school head coaches of a single sport were identified from the Virginia High School League Directory.

Starting with page one of the final draft print copy of the 1976-77 Virginia High School League Directory, each single sport head athletic coach listed was numbered consecutively. The coaches were selected at random using the last four digits of random numbers according to Rand Corporation's (1955) random numbers book.

Ary, Jacobs and Razavich (1972) suggested that descriptive research utilize a sample size of 10-20 percent of the accessible population. There were 1,497 head athletic coaches of one sport listed in the final draft print copy of the 1976-77 Virginia High School League Directory. The larger proportional sample size, 300, was decided upon because a mailed questionnaire was used. This was 20 percent of the 1,497 accessible population.

Measuring Device

A subproblem in this research was the development of an appropriate instrument for the collection of data. The main instruments employed with job analysis, according to Livy (1975) were observation, interview, and questionnaire. The quantity and in-depth analysis of duties sought in this study were not feasible to obtain through any means other than a questionnaire.

A card file of over 300 activities was compiled by identifying the duties of a coach through a survey of the literature. Pertinent coaching duties were presented in

the questionnaire under one of the following duty categories: sport administration; rules and regulations; facilities, equipment and supplies; public relations; athletes; team; and professional. The 300 activities were sorted into the seven categories. Because of duplications, and regrouping of the activities, 177 duties believed to be descriptive of the job of an athletic coach were retained. These categorized duties were then added to factors of background information on public school athletic coaches to comprise the full questionnaire.

Livy (1975) stated that the duties must be evaluated on the criteria of frequency, difficulty, and importance of performance. A five-point numerical scale showing gradation within each criterion was employed 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 as follows: 5 = Very Hard, 4 = Hard, 3 = Average, 2 = Easy, and 1 = Very Easy. The importance attached to the duty as a part of coaching was measured on the following scale: 5 = Extreme Importance, 4 = Considerable Importance, 3 = Moderate Importance, 2 = Some Importance, and 1 = Little/No Importance.

Work analysis and job analysis have utilized percentage of time as an additional evaluative measure. One page of the questionnaire included estimated time involvement for each of the seven categories of duties.

The investigator personally went through the questionnaire with three Virginia Head athletic coaches of two sports. Two of the subjects were females and one subject was a male. The coaches found the directions and design of the research instrument to be clear. They suggested that some of the items needed to be reworded for clarity or combined because of the length of the questionnaire. Comments from the interview subjects were complimentary on the thoroughness of the measuring device.

A further check on the clarity of instrument design and directions was conducted by mailing three copies of the questionnaire to other Virginia head coaches of two sports. Two of these subjects were females and one was a male. All three copies of the questionnaire were returned and directions had been followed as stated. These subjects did not elect to comment upon the instrument. They were asked to note the length of time it took them to complete the questionnaire. Twenty-eight minutes were the average time indicated for the completion of the questionnaire.

The final changes made in the questionnaire were based upon results from the pilot study involving three personal

interviews, three returned mailed questionnaires, a conference with an officer of the Virginia High School League, and empirical judgment of the researcher as an athletic coach. Corrections were made in the general background questionnaire due to changes in school sport offerings and to conform to Virginia High School League terminology. The job analysis instrument was reduced from 177 to 144 duties. Some of the items were omitted and some were combined. Thus, the questionnaire was reduced from 21 to 14 pages.

The final closed-form questionnaire (Appendix D) consisted of two parts: Part A, Background Questionnaire, elicited information believed to be pertinent to the job of a coach: Part B, Job Analysis Questionnaire, secured numerical values for the duties actually performed by athletic coaches according to their frequency, difficulty, and importance. Estimated time involvement was also extracted for each category of coaching duties in the job analysis section.

The questionnaires were then printed and coded individually in the event that a follow-up study was necessary. A cover letter (Appendix E) was written and printed for distribution with the questionnaires and return, self-addressed, stamped envelopes. These materials were placed in a large envelope addressed to the coach and delivered to the Virginia High School League Office in Charlottesville,

Virginia, on October 12, 1976. They were included in the "League Notes" mailing by the Virginia High School League to the principals of the high schools involved in the study. Instructions for the principal's use in distributing the study envelopes were provided in the "League Notes" (Appendix F). Thus, the 300 questionnaire packets labeled for coaches were mailed on October 15, 1976, requesting a return date of November 12, 1976.

Collection of Data

A minimum return of ten percent of the accessible population or 50 percent of those to whom the questionnaire was sent was established as that number of questionnaires needed for a valid description of athletic coaches (Ary, et al., 1972). Thus, 150 usable returned questionnaires was the target number. On November 12, 1976, 119 out of 300 questionnaires had been returned. A follow-up statement (Appendix G) was included in the November 12th mailing of the Virginia High School League's "League Notes". By allowing additional time for mail delivery and response to the reminder from the Virginia High School League, a total of 130 questionnaires had been returned by November 22nd. A complete follow-up packet including a letter (Appendix H), questionnaire, and return-addressed return envelope was mailed on November 23rd directly to the head athletic coaches who did not respond to the original material. The

return deadline for the collection of data in the follow-up study was December 4, 1976.

By December 20th, 196 questionnaires out of 300 had been received for a 65 percent return rate. Of the 196 questionnaires, 165 were usable. The 31 nonusable ones included 13 head coaches of 2 or more sports, 6 first-year head athletic coaches who had not begun their jobs as athletic coaches, and 12 incorrectly filled out or incomplete questionnaires. Therefore, the data collected on 165 questionnaires from head athletic coaches of only one sport were used in the analysis.

Analysis of Data

The Statistical Package for the Social Sciences, SPSS, computer program was used for the analysis of collected data (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). Rank-order correlations were figured by calculators. Personal background information was converted to percentages to provide a description of the study's responding subjects.

The first focus of this research was upon an identification of the duties actually performed by public high school head athletic coaches. These duties performed by the responding coaches were tallied according to frequency, converted to percentages, and reported in duty category performance tables in descending rank-order. The result was the duties descriptive of the job, athletic coach.

The second focus of this study was an analysis of the descriptive duties by frequency, difficulty, importance, and time. Percentages were computed for each duty using a numerical scale value 1 - 5 on the criteria of frequency, difficulty, and importance. Ranks were provided for comparative purposes. Spearman rank-order correlations between duty criterion measures of frequency, difficulty, and importance were calculated for descriptive purposes.

Selected personal background variables such as sex of coach, size of school, and sport assignment were analyzed for possible relationships to specific duties performed. Categorical comparisons of the mean number of duties performed per variable were computed with ANOVA to determine statistical difference at the .01 level of significance.

Coaching time involvement was figured for each duty category, reported in percentile, and presented in a table in descending rank order. Data were discussed according to the statistical indices indicated and followed a descriptive format. The analytical results evolved into a description of the job, "athletic coach," and the position, "coaching."

CHAPTER IV
ANALYSIS AND DISCUSSION OF DATA

A determination of the duties performed by public high school head athletic coaches within Virginia was the focus of this study. Head athletic coaches of only one sport indicated their perceptions of their job as an athletic coach by the frequency, difficulty, importance, and time involvement of the duties they performed. The data accumulated from questionnaires were divided into three areas for analysis: (1) Description of Responding Subjects, which included Personal Data, Educational Data, and Professional Data; (2) Duties of Athletic Coaches, which were analyzed according to the categories: 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. (3) The duties were further analyzed on the estimated time involvement and number of descriptive duties performed per category.

Description of Responding Subjects

Personal Data

Of the 165 coaches supplying the data for this study, 75 percent were males and 25 percent were females. The highest percentage (32) were in the 26 to 30 age group; however, 72 percent were within 21 to 35 years of age (Table 1).

Table 1
Subjects' Personal Data

	N	%
Sex		
Male	124	75
Females	41	25
Total	165	100
Age		
21-25 years	28	17
26-30 years	53	32
31-35 years	38	23
36-40 years	22	14
41-45 years	10	6
46-50 years	7	4
51-55 years	2	1
56-60 years	3	2
61-65 years	1	1
Total	164	100
No Response	1	

Educational Data

The Bachelor's degree was held by 59 percent of the respondents. Forty-one percent had obtained a Master's degree. Slightly, over 50 percent of the athletic coaches did not have a physical educational academic background (Table 2).

Table 2
Subjects' Educational Data

	N	%
Degree		
Bachelor's	97	59
Master's	67	41
Doctoral	0	0
Total	164	100
No Response	1	
Major		
Physical Education	76	46
Non-Physical Education	88	54
Total	164	100
No Response	1	
Coaching Preparation		
Yes	98	59
No	67	41
Total	165	100
No Response	0	
Number of Coaching Courses Taken		
1	6	6
2	16	17
3	17	18
4	19	20
5	11	12
6	11	12
7	1	1
8	8	8
9	4	4
10	2	2
Total	96	100
No Response	2	

Even though only 46 percent had received physical education preparation, 59 percent indicated they had received special training or academic preparation in coaching. Some respondents could have taken courses in coaching as a minor for their degree in another academic area. Those indicating they had received special training in coaching had taken between one and ten courses and, 49 percent had taken between two to six courses (Table 2). All possible courses listed on the questionnaire, 1 - 10, were checked by at least one subject. The possibility of misinterpretation on this question existed because of the range of answers. Some respondents wrote "physical education courses" on the questionnaire. The possibility of an educational institution offering from 6 to 10 coaching courses within their curriculum seemed slim. It was not doubted that some individuals received training in coaching, but it was questioned whether some individuals received as much training as was indicated beyond the physical education curriculum. It is true; however, that slightly over half of the subjects received their educational preparation in areas other than physical education.

Professional Data

The highest percentage (37) of the subjects had been in a coaching position from one to five years. Sixty percent of the coaches had been a head coach from one to five years.

Table 3

Subjects' Professional Data - Coaching Years

Years	Coaching		Head Coach		Present Job	
	N	%	N	%	N	%
1 - 5	62	37	88	60	120	74
6 - 10	54	33	32	22	27	16
11 - 15	26	16	19	13	13	8
16 - 20	17	10	5	3	1	1
21 - 25	4	2	2	1	2	1
26 - 30	1	1	1	1	0	0
31 - 35	0	0	0	0	0	0
36 - 40	1	1	0	0	0	0
41 - 45	0	0	0	0	0	0
Total	165	100	147	100	163	100
No Response	0		18		2	

As shown in Table 3-A, 70 percent of the subjects had been athletic coaches from one to ten years. Only 60 percent had been a head athletic coach from one to five years and 74 percent had been in their present job from one to five years.

The sport assignments of the athletic coaches responding (Table 4) were predominately basketball, baseball, outdoor track, tennis, golf, football, and wrestling. Seventy-one percent of the coaches were assigned to boys' teams which was not surprising since 75 percent of the respondents were males.

Table 4
Subjects' Professional Data - Sport Assignment

Sport	Boys' Teams		Girls' Teams		Total	
	N	%	N	%	N	%
Baseball	24	15	0	0	24	15
Basketball	14	9	14	9	28	18
Cross Country	8	4	0	0	8	4
Football	17	10	0	0	17	10
Field Hockey	0	0	3	2	3	2
Golf	19	12	0	0	19	12
Gymnastics	1	1	4	2	5	3
Indoor Track	0	0	0	0	0	0
Outdoor Track	10	6	10	6	20	12
Softball	0	0	5	3	5	3
Soccer	4	2	0	0	4	2
Swimming	0	0	0	0	0	0
Tennis	10	6	10	6	20	12
Volleyball	0	0	2	1	2	1
Wrestling	10	6	0	0	10	6
Total	117	71	48	29	165	100

Of the 165 head athletic coaches of one sport serving as subjects in the study, 79 were assistant coaches for a different sport. Therefore, only slightly over half (52 percent) of the head coaches worked with only one sport.

Classes were taught by 98 percent of the subjects in addition to their job as a coach (Table 5). Only 39 percent; however, taught within the area of physical education. Therefore, most coaches were not teaching within the area of physical education which has been traditionally aligned with the coach and athletics.

Table 5
Subjects' Professional Data - Teaching Assignments

	N	%
Teaching Assignments		
Yes	161	98
No	4	2
Total	165	100
No Response	0	
Subject Taught		
Art	0	0
Driver Education	12	8
English	9	6
Foreign Language	0	0
History	26	18
Home Economics	1	1
Industrial Arts	3	2
Mathematics	8	5
Music	0	0
Physical Education	58	39
Psychology	1	1
Science	10	7
Sociology	1	1
Vocational Education	4	3
Other	14	9
Total	147	100
No Response	14	
Periods Taught Per Day		
1	1	1
2	1	1
3	4	2
4	15	9
5	126	79
6	12	8
Total	159	100
No Response	6	

Of the 40 percent having job assignments in addition to instructor and/or coach, 14 worked as either an assistant principal, guidance counselor, athletic director, or physical education department chairperson as shown in Table 6. Others wrote in on the questionnaire such activities as homeroom, lunch duty, hall duty, etc. Since these functions are not job titles, they did not qualify as additional job assignments.

Table 6
Subjects' Professional Data - Additional Job Assignments

	N	%
Jobs Other Than Teaching and/or Coaching		
Yes	64	40
No	98	60
Total	162	100
Job Assignments		
Principal	0	0
Assistant Principal	2	3
Guidance Counselor	6	9
Athletic Director	1	2
Assistant Athletic Director	2	3
Girls' Sports Director	0	0
Physical Education, Head	3	5
Other	49	78
Total	63	100
No Response	1	

The Virginia High School League classification for athletic competition is based upon the size of school enrollment: A (1-500), AA (501-1000), and AAA (1001 and up). The representation of coaches by school size was predominantly from AAA and AA schools as shown in Table 7.

Table 7

Subjects' Professional Data - Size School

Size	N	%
A	33	20
AA	57	34
AAA	75	46
Total	165	100

Summary

Some general descriptive phrases are characteristic of the respondents for the study:

1. The subjects were predominantly males within the 26- to 35-year range who held Bachelor's degrees in subjects other than physical education.
2. They had from one to ten years' experience as a coach, and served as a head coach in their present job from one to five years.
3. They were assigned to work with a boys' team either in basketball, baseball, track, tennis, football, golf, or wrestling.

4. They held both an athletic coach job and an instructor job and worked in only one sport area.
5. They had a five-period instructor load outside the area of sports and were employed in either a AAA or AA size school.

Duties of Athletic Coaches

The analysis will reflect four types of information:

1. The main area under investigation is an identification of the duties actually performed by public high school head athletic coaches. This will provide the information for a description of the job, athletic coach. Duties performed by at least 50 percent of the respondents will be accepted as activities descriptive of the coach's job. Categorical areas utilized on the questionnaire provided the subheadings for analyzing the coaches' activities. The seven categories will be described separately. The duties will be listed in descending order according to the percentage of coaches who performed them. This will give a quantitative value of each duty reflecting the prevalence with which each duty is performed.
2. All duties performed by at least 50 percent of the coaches (descriptive) will be analyzed further according to the evaluative criteria of frequency, difficulty, and importance.

The frequency of performance criterion was assigned a five-point scale:

- 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.

The difficulty associated with the performance of a duty was assessed by a five-point scale:

- 5 - Very Hard,
- 4 - Hard,
- 3 - Average,
- 2 - Easy,
- 1 - Very Easy.

The importance coaches attached to each duty was also evaluated on a five-point scale:

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

The percentages of ratings from average to high for each descriptive duty in each category are totaled, ranked, and presented in a table. This will give a qualitative dimension to each descriptive duty. The complete results for the three evaluative criteria of frequency, difficulty, and importance are presented in Appendix I. For discussion purposes, the descriptive duties rated from average to high (3 - 5 points) were extracted from the data in Appendix I for presentation in this section.

3. The relationships between frequency, difficulty, and importance will be revealed next. These correlations are based on responses to only the designated descriptive duties in a category; i. e., those performed by 50 percent or more of the coaches. Spearman rank-order correlation coefficients are computed on the scale values assigned to each duty by the coaches and the rank difference between criteria.
4. Finally, the differences in the number of duties performed by category will be analyzed according to background variables using ANOVA. The mean number of duties performed in each category will be compared using the selected variables of sex of coach, size of school, and sport assignment. The ANOVA regression approach was used to compensate for the uneven distribution of

responses on the variables. The .01 level of significance was established as the statistical reference for determining if significant differences existed in the data.

Sport Administration

Duties Performed Within Sport Administration Category.

Those activities necessary to administer a sport program were placed under the category of sport administration. Responses indicative of whether or not a duty was performed by the 165 head athletic coach subjects are presented in descending order by percentages in Table 8.

All of the duties were performed. Thirty-one of the fifty possible administrative duties on the questionnaire, however, were performed by at least 50 percent of the responding subjects. These duties were considered descriptive of athletic coaches' sport administration functions.

Table 8

Sport Administration Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
23.	Travel with the team	161	99	2	1	163	100	2
37.	Distribute and ensure completion of parental consent forms	160	99	2	1	162	100	3
43.	Distribute athletic awards	160	98	4	2	164	100	1
13.	Communicate with athletic director	159	98	4	2	163	100	2
14.	Establish team practice schedule	157	98	3	2	160	100	5
45.	Maintain game and individual player statistics	157	95	8	5	165	100	0
42.	Give recognition for sport achievement	153	94	10	6	163	100	2
46.	Follow established accident policies and procedures	147	89	18	11	165	100	0
19.	Meet visiting coaches and teams	143	89	18	11	161	100	4
48.	Notify parents and school officials in case of accidents	143	88	20	12	163	100	2
1.	Set up specific objectives for sport program	139	88	19	12	158	100	7
6.	Select student aides	139	85	24	15	163	100	2
40.	Submit eligibility forms	126	79	34	21	160	100	5
7.	Clarify duties of student aides	126	78	36	22	162	100	3
16.	Arrange for extra-team scrimmages	124	78	34	22	158	100	7
44.	Record athletic participation and recognition	119	73	44	27	163	100	2

Table 8 (Cont'd)

Sport Administration Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
38.	File parental consent forms	116	73	44	27	160	100	5
39.	Verify athlete's eligibility	117	72	46	28	163	100	2
49.	Secure or verify that athletes have accident insurance	112	70	47	30	159	100	6
50.	Conduct an evaluation of the sport program	107	67	53	33	160	100	5
28.	Prepare and submit proposed budget request	104	64	58	36	162	100	3
9.	Supervise sanitation of facilities	104	64	59	36	163	100	2
47.	Fill out athletic injury forms and/or insurance forms	102	62	62	38	164	100	1
34.	Elicit class excuses for athletes	100	61	63	39	163	100	2
22.	Arrange for team transportation	95	58	70	42	165	100	0
36.	Plan for and supervise pre-season and post-season sport activities	94	58	68	42	162	100	3
8.	Evaluate student aides	89	56	69	44	158	100	7
10.	Work with medical doctors	90	55	73	45	163	100	2
32.	Greet game officials	86	53	76	47	162	100	3
41.	Maintain records of athletes' medical reports	83	51	79	49	162	100	3
3.	Assign assistant coaches	81	50	60	50	161	100	4
27.	Determine cost for operation of sport program	73	45	90	55	163	100	2

Table 8 (Cont'd)

Sport Administration Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
24.	Secure and handle team travel money	73	44	91	56	164	100	1
11.	Work with school cheerleaders	72	44	90	56	162	100	3
15.	Schedule athletic contests	66	42	92	58	158	100	7
5.	Call and conduct sport staff meetings	64	39	99	61	163	100	2
25.	Follow procedures to get checks	62	38	99	62	161	100	4
12.	Work with athletic trainer	59	36	103	64	162	100	3
4.	Evaluate assistant coaches	57	35	104	65	161	100	4
26.	Keep financial records	56	34	109	66	165	100	0
2.	Select assistant coaches	47	29	115	71	162	100	3
35.	Host sport tournaments	42	26	119	74	161	100	4
31.	Secure game officials	30	18	135	82	165	100	0
33.	Procure and deliver pay checks to game officials	26	16	135	84	161	100	4
18.	Arrange for medical assistance at games	20	12	142	88	162	100	3
17.	Prepare and obtain game contracts	14	9	148	91	162	100	3
30.	Supervise game and season ticket sales	10	6	153	94	163	100	2
29.	Handle money from game and season tickets sales	9	5	155	95	164	100	1
20.	Arrange for game traffic and parking supervision	7	4	157	96	164	100	1
21.	Arrange for contest police security	5	3	159	97	164	100	1

Many activities necessary to conduct an athletic program would be performed by an athletic director; therefore, the athletic coach had to communicate with the athletic director because that coach's sport program is only one segment of the athletic program at any school. Within the total athletic framework, a coach had to establish the team's practice schedule, arrange for extra-team scrimmages, arrange for team transportation, travel with the team, and plan for and supervise pre-season and/or post-season team activities.

Coaches formulated objectives and conducted an evaluation of their sport program. Assistant coaches were assigned to various duties by the head coach. The selection, assignment to activities, and evaluation of student aides were other duties of head coaches. A coach's responsibility for the facilities used by sport personnel was exemplified in the coach's function of supervising the sanitation of facilities.

Hospitality also consumed a portion of the coach's time in meeting visiting coaches and teams and greeting officials. Paperwork involved such activities as preparing and submitting budget requests, eliciting class excuses for athletes, processing athletes' parental consent forms and eligibility forms, reviewing medical records, and compiling participation and recognition records, accident and insurance records, and game and player statistics sheets. Coaches gave special

recognition for sport achievement. Accident policies and procedures were followed by coaches in addition to working with medical doctors.

Since most of the coaches did not work with an athletic trainer, apparently there was no designated athletic trainer within the school athletic program. If this is true, then coaches would be attending to athletic injuries occurring in their sport. The sport administration subareas included staff and personnel, relationships, objectives, scheduling, contest management, team travel, budget, officials, records, and awards.

Evaluative Criteria Analysis. The data collected on the frequency, difficulty, and importance as perceived by coaches in connection with sport administration activities are presented in Appendix I. Extracted from Appendix I, Table 9 shows the percentages and rank of the descriptive duties using the average to high ratings (3 - 5 points) on the criteria scales. The task, securing and/or verifying that athletes have accident insurance, received a similar rank (17) on all three of the criteria. The lowest percentage (34) was found under the difficulty criterion for activity, (#32), greeting game officials. All but 4 of the descriptive duties, (# 10, 19, 23, 32) were perceived by the coaches as being from average to high in frequency, difficulty, and importance.

Table 9

Ranking of Duties in the Sport Administration Category Rated by the Coaches From Average to High in the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
1.	Set up specific objectives for sport program	83	11	81	4.5	98	13
3.	Assign assistant coaches	89	7	63	22	100	1.5
6.	Select student aides	60	29	72	13.5	96	20.5
7.	Clarify duties of student aides	74	18.5	58	24.5	94	24.5
8.	Evaluate student aides	62	28	51	27	87	31
9.	Supervise sanitation of facilities	86	9	71	15	89	29.5
10.	Work with medical doctors	45	31	49	28	89	29.5
13.	Communicate with athletic director	93	5.5	58	24.5	98	13
14.	Establish team practice schedule	98	3	69	16	99	6
16.	Arrange for extra-team scrimmages	65	2.6	78	6	95	23
19.	Meet visiting coaches and teams	93	5.5	37	30	92	27
22.	Arrange for team transportation	88	8	76	7.5	98	13
23.	Travel with the team	99	1.5	46	29	99	6
28.	Prepare and submit proposed budget request	52	30	84	3	94	24.5
32.	Greet game officials	95	4	34	31	93	26
34.	Elicit class excuses for athletes	74	18.5	67	18	91	28
36.	Plan for and supervise pre-season and post-season sport activities	77	15	89	1	96	20.5

Table 9 (Cont'd)

Ranking of Duties in the Sport Administration Category Rated by the Coaches From Average to High in the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
37.	Distribute and ensure completion of parental consent forms	77	15	76	7.5	98	13
38.	File parental consent forms	78	13	65	21	97	17.5
39.	Verify athlete's eligibility	77	15	74	10.5	99	6
40.	Submit eligibility forms	69	24	72	13.5	99	6
41.	Maintain records of athletes' medical reports	70	23	75	9	96	20.5
42.	Give recognition for sport achievement	71	22	66	19.5	98	13
43.	Distribute athletic awards	66	25	52	26	99	6
44.	Record athletic participation and recognition	84	10	74	10.5	96	20.5
45.	Maintain game and individual player statistics	99	1.5	81	4.5	99	6
46.	Follow established accident policies and procedures	81	12	73	12	99	6
47.	Fill out athletic injury forms and/or insurance forms	63	27	66	19.5	100	1.5
48.	Notify parents and school officials in case of accidents	72	21	60	23	98	13
49.	Secure or verify that athletes have accident insurance	75	17	68	17	97	17.5
50.	Conduct an evaluation of the sport program	73	20	86	2	98	13

Basically, coaches placed average to high values on the frequency, difficulty, and importance of the sport administration duties they performed. These functions were viewed as the most significant administrative duties performed by a person in a coaching position.

Relationship Between the Evaluative Criteria. The figures derived from Spearman rank-order correlations for the category sport administration showed a moderate correlation ($r_s = .615$) between the frequency and importance attached to duties by coaches (Table 10). The frequency of performance of activities was low ($r_s = .424$) in relation to difficulty. A moderate correlation ($r_s = .590$) was also noted between importance and difficulty in the sport administration category. The frequency with which a coach executed a particular task was moderately related to the importance the coach attached to that task. However, coaches did not perceive difficulty of duties as highly related to the frequency with which they performed various duties.

Table 10

Rho Correlation Coefficients for the Evaluative Criteria
in the Sport Administration Category

	Difficulty	Importance
Frequency	.424	.615
Difficulty		.590

Investigation of Background Variables. The selected background variables were sex of coach, size of school, and sport assignment. The ANOVA level of significance was .999 on the comparison between mean number of duties performed by men and women coaches, by coaches in A, AA, and AAA schools, and by coaches assigned to the sports of basketball, baseball, football, track, tennis, golf, and wrestling (Table 11). Therefore, based upon the criterion .01 level, the one-way analysis of variance figures revealed no significant difference in the data because the .999 result was not lower than the .01 level for determining a significant difference. Men coaches executed about the same number of sport administration duties as did women coaches. Coaches in different size school averaged close to the same number of duties performed. Various sport coaches had a similar number of sport administration tasks. The exact duties by sex of coach, size of school, and sport assignment comparison might not have been exactly the same, but the number of tasks was similar.

Table 11

One-Way ANOVA on Background Variables for the Sport Administration Category

Main Variables	DF	MS	F	Significant Level
Sex	1	434187.812	.156	.999
Size	2	1091963.000	.392	.999
Sport	6	717111.312	.257	.999
Residual	121	2786769.000		

Rules and Regulations

Duties Performed Within Rules and Regulations Category.

Rules and regulations govern athletics and are utilized by the coach in the conduct of a sport program. The performance of the various rules and regulations activities are shown in descending order in Table 12.

The coach studied, followed, and enforced the rules of various sport organizations and local control groups. A specific sport program such as basketball or track as a part of the total athletic program, had to operate within the regulations of the athletic governing organizations and the local school. The coach also developed and enforced rules necessary to the operation of the sport program. Regardless of the origin of rules and regulations, the coach explained them to athletes (Table 12).

Except for rules for college recruiters to follow, Table 12 shows that at least 69 percent of all coaches performed the activities indicated under rules and regulations. Writers have stated that the one area often forgotten by the coach that later presents problems is dealing with college recruiters. 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 sport, athletes, and/or team.

Table 12

Rules and Regulations Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
61.	Explain rules, regulations, and policies to athletes	164	100	0	0	164	100	1
54.	Develop rules regarding practice attendance	162	99	1	1	163	100	2
51.	Study rules and regulations of appropriate athletic governing organizations	158	97	5	3	163	100	2
59.	Enforce your rules and regulations	155	97	5	3	160	100	5
52.	Enforce organization rules and regulations	155	94	10	6	165	100	0
55.	Develop athlete conduct regulations	151	94	10	6	161	100	4
60.	Develop policies and procedures for the dismissal of athletes from the team	146	91	14	9	160	100	5
53.	Develop rules for the athlete's use of athletic facilities	130	81	31	19	161	100	4
56.	Establish or follow a code of dress for athletes	114	70	49	30	163	100	2
58.	Develop rules about drug abuse	111	69	51	31	162	100	3
57.	Establish procedures for college recruiters	69	42	96	58	165	100	0

The rules and regulations category was warranted since 10 of 11 listed activities were performed by at least 50 percent of the respondents in describing their rules and regulations functions.

Evaluative Criteria Analysis. Frequency, difficulty, and importance ratings are represented in Appendix I. The percentage and rank of the descriptive duties on the 3 - 5 criteria ratings are displayed in Table 13. The frequently to constantly, average to very hard, and moderate to extreme importance perceptions were placed upon all 10 of the rules and regulations descriptive activities performed by coaches. The range of percentages was from 61 to 100 for all criteria.

Table 13

Ranking of Duties in Rules and Regulations Category Viewed From Average to High by
the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
51.	Study the rules and regulations of appropriate athletic governing organizations	83	3	75	2.5	95	8.5
52.	Enforce organization rules and regulations	91	2	73	4	95	8.5
53.	Develop rules for the athlete's use of athletic facilities	82	4	71	5	98	4.5
54.	Develop rules regarding practice attendance	77	6	65	8	97	6
55.	Develop athlete conduct regulations	76	7	67	7	99	2.5
56.	Establish or follow a code of dress for athletes	71	8	69	6	94	10
58.	Develop rules about drug use	65	9	63	9	96	7
59.	Enforce your rules and regulations	92	1	75	2.5	100	1
60.	Develop policies and procedures for the dismissal of athletes from the team	61	10	80	1	98	4.5
61.	Explain rules, regulations and policies to athletes	81	5	60	10	99	2.5

Relationship Between the Evaluative Criteria. Spearman rank-order correlations showed a high correlation ($r_s = .738$) between the frequency and importance of duties (Table 14). Low correlations appeared between frequency of duty performance and its perceived difficulty ($r_s = .327$), and difficulty and importance ($r_s = .347$). Thus, the frequency with which rules and regulations tasks were performed by a coach were substantially related to the importance the coach placed on that duty.

Table 14

Rho Correlation Coefficients for the Evaluative Criteria
in the Rules and Regulations Category

	Difficulty	Importance
Frequency	.327	.738
Difficulty		.347

Investigation of Background Variables. ANOVA findings on a one-way analysis did not show a significant difference between the number of rules and regulations duties performed according to sex of coach (.201), sport assignment of coach (.142), and size of school (.999) as shown in Table 15. The sex of the coach and sport assignment ANOVA results were closer to the .01 level of significant differences than school size.

Table 15

One-Way ANOVA on Background Variables for the Rules and Regulations Category

Main Variables	DF	MS	F	Significant Level
Sex	1	296327.875	1.629	.201
Size	2	24154.195	.133	.999
Sport	6	297642.125	1.636	.142
Residual	121	181936.625		

Facilities, Equipment and Supplies

Duties Performed Within Facilities, Equipment and Supplies Category. A coach's responsibility for athletic facilities, equipment and supplies were noted in this category. Table 16 presents the data on the performance of facilities, equipment and supplies duties by percentage in descending rank order.

All 14 of the possible functions with regard to facilities, equipment and supplies were performed by at least 50 percent of the coaches (Table 16). This supported the separate categorization of these activities on the questionnaire and indicated that all the duties were descriptive of an athletic coach's facilities, equipment and supplies duties.

Table 16

Facilities, Equipment, and Supplies Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
62.	Instruct in proper care of facilities, equipment and supplies	145	90	17	10	162	100	3
70.	Requisition for needed equipment and supplies	143	88	19	12	162	100	3
68.	Inventory team uniforms, equipment, and supplies	142	87	21	13	163	100	2
72.	Issue and collect team equipment	139	86	23	14	162	100	3
74.	Store team uniforms, equipment, and supplies	134	83	27	17	161	100	4
64.	Check facilities for safety and appropriate game markings	120	75	40	25	160	100	5
66.	Set up and remove practice equipment	119	74	42	26	161	100	4
75.	Supervise the care, maintenance, and storage of team uniforms, equipment and supplies	118	74	42	26	160	100	5
67.	Secure facilities at conclusion of activity	112	70	50	30	162	100	3
69.	Talk with sporting goods salesmen	110	70	48	30	158	100	7
65.	Prepare facilities for competitive events	108	68	52	32	160	100	5
71.	Order team uniforms, equipment, and supplies	108	67	53	33	161	100	4
63.	Schedule use of facilities for practices, scrimmages, and games	100	62	61	38	161	100	4
73.	Clean and/or repair team uniforms and equipment	91	57	69	43	160	100	5

Instruction in the proper care of facilities, equipment and supplies was performed by 90 percent of the subjects. It was interesting to note that the requisition, inventory, issuance and collection, and cleaning and repair of team uniforms and equipment were marked by over 80 percent of the coaches. Considering the cost of these items, it was not unexpected that coaches performed activities to preserve them.

Evaluative Criteria Analysis. All facilities, equipment and supplies activities were performed by at least 50 percent of the respondents. All duties were descriptive of the coach's facilities, equipment and supplies functions in coaching. Every duty within the category was rated from moderate to extreme importance, and was performed frequently to constantly by coaches (Table 17). These activities did appear to denote an important area of coaching, and coaches perceived them to be from average to very hard in difficulty of execution.

Table 17

Ranking of Duties in Facilities, Equipment and Supplies Category Viewed From Average to High by the Majority of Coaches in the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
62.	Instruct in proper care of facilities, equipment and supplies	83	5	71	9	97	5
63.	Schedule use of facilities for practices, scrimmages, and games	82	6	74	7.5	98	2.5
64.	Check facilities for safety and appropriate game markings	88	3	66	12.5	96	8
65.	Prepare facilities for competitive events	86	4	85	1	98	2.5
66.	Set up and remove practice equipment	91	2	77	5	96	8
67.	Secure facilities at conclusion of activity	99	1	67	11	99	1
68.	Inventory team uniforms, equipment, and supplies	69	9	76	6	95	11.5
69.	Talk with sporting goods salesmen	65	13	50	14	80	14
70.	Requisition for needed equipment and supplies	67	11	66	12.5	97	5
71.	Order team uniforms, equipment, and supplies	52	14	70	10	95	11.5
72.	Issue and collect team equipment	70	8	78	4	96	8
73.	Clean and/or repair team uniforms and equipment	67	11	84	2	95	11.5

Table 17 (Cont'd)

Ranking of Duties in Facilities, Equipment and Supplies Category Viewed From Average to High by the Majority of Coaches in the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
74.	Store team uniforms, equipment, and supplies	67	11	74	7.5	95	11.5
75.	Supervise the care, maintenance, and storage of team uniforms, equipment and supplies	74	7	79	3	97	5

Relationship Between the Evaluative Criteria. A moderate correlation ($r_s=.631$) existed between frequency of performing the duties and their perceived difficulty. A high correlation ($r_s=.749$) was found between frequency and importance as shown in Table 18. However, a moderate to high correlation ($r_s=.721$) was noted between the difficulty and importance criterion. The importance coaches attach to duties does appear to be related to the frequency with which they perform that duty. The highest correlation is between frequency and importance. This pattern seems to be consistent throughout the categories.

Table 18

Rho Correlation Coefficients for the Evaluative Criteria in the Facilities, Equipment and Supplies Category

	Difficulty	Importance
Frequency	.631	.749
Difficulty		.721

Investigation of Background Variables. On the selected variables sex of coach, size of school, and sport assignment, ANOVA significance figures were .999 for each variable under investigation (Table 19). Thus, no significant differences were noted at the .01 level for facilities, equipment and supplies data comparisons.

Table 19

One-Way ANOVA on Background Variables for the
Facilities, Equipment and Supplies Category

Main Variables	DF	MS	F	Significant Level
Sex	1	300019.500	.301	.999
Size	2	524940.500	.526	.999
Sport	6	114443.250	.115	.999
Residual	121	997055.062		

Public Relations

Duties Performed Within Public Relations Category.

Activities of the coach when representing an athletic team to the public were designated public relations duties. These duties are presented by performed designated percentages in descending order in Table 20. Six of the ten functions were performed by over 50 percent of the subjects. Many authors have stressed the importance of public relations activities; however, all listed duties did not meet the 50 percent criterion for inclusion in the final job description.

Table 20

Public Relations Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
84.	Correspond with athlete's parents	143	89	18	11	161	100	4
83.	Report game results to news media	144	88	19	12	163	100	2
85.	Participate in school assembly athletic programs	131	80	32	20	163	100	2
81.	Serve as a subject for sport reporter interviews	121	74	43	26	164	100	1
82.	Prepare news write-ups on the players and the team	96	59	66	41	162	100	3
76.	Work with local booster club	91	56	72	44	163	100	2
79.	Distribute team printed schedules	77	49	81	51	158	100	7
78.	Arrange for team competitive schedule to be printed	59	37	102	63	161	100	4
77.	Deliver speeches to civic or professional groups	57	35	106	65	163	100	2
80.	Arrange for or prepare printed game programs	29	18	133	82	162	100	3

Correspondence with the athlete's parents was the task performed most prevalently. Coaches reported their competitive event results to the news media for team publicity and were interviewed by sport reporters. News releases were prepared by coaches on their sport program personnel and activities. 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.

Evaluative Criteria Analysis. The evaluative criteria results on frequency, difficulty, and importance are presented in Appendix I. The percentages on the average to high scale values and rank, are noted in Table 21. These six duties were those considered descriptive of the coach's public relations duties. At least 54 percent of the responses were in the average to high range. All the activities describing the coach's public relations work were performed frequently to constantly, considered average to very hard on difficulty, and were of moderate to extreme importance.

Table 21

Ranking of Duties in Public Relations Category Viewed From Average to High by the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
76.	Work with the local booster club	65	6	65	2	89	5.5
81.	Serve as a subject for sport reporter interviews	66	4.5	55	5	89	5.5
82.	Prepare news write-ups on the players and the team	70	3	75	1	94	3
83.	Report game results to news media	94	1	60	4	98	1
84.	Correspond with athlete's parents	74	2	54	6	97	2
85.	Participate in school assembly athletic programs	66	4.5	64	3	92	4

Relationships Between the Evaluative Criteria. Spearman rank-order correlations demonstrated a moderate relationship on frequency to difficulty ($r_s=.586$), frequency to importance ($r_s=.696$), and importance to difficulty ($r_s=.643$). Apparently, coaches' perceptions of public relations functions on frequency, difficulty, and importance are similar.

Table 22

Rho Correlation Coefficients for the Evaluative Criteria in the Public Relations Category

	Difficulty	Importance
Frequency	.586	.696
Difficulty		.643

Investigation of Background Variables. The public relations category ANOVA results were .999 on the sex of coach, size of school, and sport assignment variables (Table 23). Therefore, no significant differences were found between the average number of duties performed by male and female coaches, coaches in A, AA or AAA schools, and coaches assigned to basketball, baseball, track, tennis, football, golf, and wrestling.

Table 23

One-Way ANOVA on Background Variables for the
Public Relations Category

Main Variables	DF	MS	F	Significant Level
Sex	1	1.710	.000	.999
Size	2	20917.793	.032	.999
Sport	6	77626.250	.117	.999
Residual	121	661755.062		

Athletes

Duties Performed Within Athletes Category. The category, athletes, denoted individual work with sports participants other than group skills instruction. Respondents' data on the performance of athletes duties are presented in descending order by percentages in Table 24.

Twenty of the twenty possible activities were performed by at least 70 percent of all coaches. Therefore, all functions under the athletes category were descriptive of coaches' tasks for individual work with sports participants.

Table 24
Athletes Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
94.	Inspire athletes to perform to the best of their ability	163	100	0	0	163	100	2
96.	Develop and maintain athletes' interest	161	100	0	0	161	100	4
97.	Stimulate a desire to learn in athletes	160	100	0	0	160	100	5
95.	Instill a desire to win in athletes	160	99	1	1	161	100	4
88.	Listen to and advise athletes with personal problems	160	99	2	1	162	100	3
93.	Prepare athletes psychologically for competition	160	99	2	1	162	100	3
101.	Analyze player's sport skills	160	98	3	2	163	100	2
87.	Hold conferences with individual athletes and team captains	157	97	5	3	162	100	3
103.	Compare the ability of athletes with their actual performances	149	94	9	6	158	100	7
89.	Counsel athletes in educational and occupational plans	150	93	11	7	161	100	4
98.	Apply emergency first aid	145	92	13	8	158	100	7
86.	Recognize and initiate procedures to resolve behavioral and emotional problems of athletes	148	91	15	9	163	100	2
102.	Analyze player's game strategical movements	144	89	18	11	162	100	3

Table 24 (Cont'd)

Athletes Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
105.	Penalize misdemeanors by athletes	144	89	18	11	162	100	3
99.	Treat athletic injuries or tape athletes	139	86	22	14	161	100	4
104.	Sell players on team strategy and game plans	138	85	24	15	162	100	3
91.	Acquaint athletes with various colleges and universities	135	83	27	17	162	100	3
92.	Aid athletes in securing athletic scholarships	124	76	39	24	163	100	2
100.	Provide rehabilitation for athletes following injury	118	72	45	28	163	100	2
90.	Counsel and advise athletes on dealing with college recruiters	115	71	47	29	162	100	3

The following duties were performed by 100 percent of the coaches: inspire athletes to perform to the best of their ability, develop and maintain athletes' interest, and stimulate a desire to learn in athletes. Psychological preparation for competition, counseling, sport skills analysis, and first aid applications occupied 90 percent of the coaches.

Analysis by the coach had a high incidence of occurrence. These findings concurred with Grieve's (1975) and other writers' opinions on the importance of skill analysis in coaching positions. Reference to athletic training was noted by 86 percent of the coaches treating athletic injuries and 72 percent providing rehabilitation for athletes following injury.

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. The athletes category pinpointed the main subareas of psychology, guidance and counseling, skill analysis, and athletic training. All the duties within this category were considered descriptive of tasks of a coach related to the athletes.

Evaluative Criteria Analysis. The frequency tally and percentages per scale value on the criteria frequency, difficulty, and importance are presented in Appendix I. The percentages of responses that occurred under the 3 - 5 (average to high) values were totaled and ranked. This information is shown under the appropriate criterion in Table 25. All the duties considered descriptive of a coach's athletes work were designated by at least 59 percent of the respondents as ranging from average to high in frequency, difficulty, and importance. It was especially noteworthy that most of the duties were perceived by many more than 59 percent of the coaches.

Table 25

Ranking of Duties in Athletes Category Viewed From Average to High by the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
86.	Recognize and initiate procedures to resolve behavioral and emotional problems of athletes	73	14.5	95	2	99	6
87.	Hold conferences with individual athletes and team captains	87	10	70	20	100	2
88.	Listen to and advise athletes with personal problems	73	14.5	84	13	99	6
89.	Counsel athletes in educational and occupational plans	76	11.5	85	12	98	11
90.	Counsel and advise athletes on dealing with college recruiters	57	20	73	18	96	18.5
91.	Acquaint athletes with various colleges and universities	65	16	71	19	94	20
92.	Aid athletes in securing athletic scholarships	59	19	91	6	97	15.5
93.	Prepare athletes psychologically for competition	97	5	93	4	100	2
94.	Inspire athletes to perform to the best of their ability	98	2.5	96	1	100	2
95.	Instill a desire to win in athletes	98	2.5	94	3	97	15.5
96.	Develop and maintain athletes' interest	98	2.5	90	7	99	6

Table 25 (Cont'd)

Ranking of Duties in Athletes Category Viewed From Average to High by the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
97.	Stimulate a desire to learn in athletes	96	6.5	92	5	98	11
98.	Apply emergency first aid	63	17	82	14.5	99	6
99.	Treat athletic injuries or tape athletes	76	11.5	76	17	99	6
100.	Provide rehabilitation for athletes following injury	74	13	82	14.5	97	15.5
101.	Analyze player's sport skills	98	2.5	89	8	98	11
102.	Analyze player's game strategical movements	94	8.5	88	9.5	97	15.5
103.	Compare the ability of athletes with their actual performances	96	6.5	88	9.5	98	11
104.	Sell players on team strategy and game plans	94	8.5	86	11	98	11
105.	Penalize misdemeanors by athletes	62	18	79	16	96	18.5

Relationship Between the Evaluative Criteria. A moderate correlation ($r_s = .472$) was found between the frequency with which a coach performed an activity and its believed difficulty (Table 26). Another moderate correlation ($r_s = .571$) was discovered between the importance attached to a duty and its difficulty of performance. However, the highest correlation ($r_s = .786$) occurred between frequency and importance in the athletes category. Apparently, coaches believed they performed important duties and these duties were executed frequently.

Table 26

Rho Correlation Coefficients for the Evaluative Criteria in Athletes Category

	Difficulty	Importance
Frequency	.472	.786
Difficulty		.571

Investigation of Background Variables. Significant differences were not found to exist in the average number of athletes activities performed according to the variables sex of coach, size of school, and sport assignment on one-way analysis. The ANOVA results were .999 for each of the variables as shown in Table 27.

Table 27

One-Way ANOVA on Background Variables for the
Athletes Category

Main Variables	DF	MS	F	Significant Level
Sex	1	1435053.000	.616	.999
Size	2	21422.820	.009	.999
Sport	6	1009405.000	.433	.999
Residual	121	2329925.000		

Team

Duties Performed Within Team Category. Activities for inclusion in the team category were those a coach performed with or for the group of sports participants referred to as the team. Respondent data on the performance of various team duties are shown in descending order by percentages in Table 28. All 29 duties listed (Table 28) were accepted as descriptive of an athletic coach's job functions with the team since they were performed by at least 50 percent of the subjects.

After the coach conducted team try-outs, that individual announced the team members. Then the work began to shape sport participants into a competitive athletic team. Physical conditioning programs were planned and carried out by the coach. After evaluation and planning, the coach conducted practice sessions in which that person demonstrated, instructed, analyzed, corrected, and drilled the skill execution of the team in preparation for competition. Inter-team scrimmages were held. Coaches utilized audio-visual materials.

Table 28
Team Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
108.	Conduct team practices	162	100	0	0	162	100	3
133.	Develop and maintain team spirit-morale	160	99	1	1	161	100	4
123.	Explain sport rules and regulations	152	99	2	1	154	100	11
119.	Recognize skill and strategical mistakes	156	97	5	3	161	100	4
120.	Correct skill and strategical mistakes	154	97	5	3	159	100	6
118.	Drill members of team in fundamentals of that sport	157	96	6	4	163	100	2
114.	Instruct in individual physical skills	156	96	7	4	163	100	2
112.	Instruct in the proper use of skills	156	95	8	5	164	100	1
117.	Demonstrate athletic skills	151	94	10	6	161	100	4
113.	Instruct in fundamental principles of movement	154	93	11	7	165	100	0
134.	Analyze player interactions	149	93	11	7	160	100	5
130.	Conduct a post-competitive evaluation of team performances	150	92	13	8	163	100	2
106.	Conduct athletic team try-outs	151	92	14	8	165	100	0
111.	Select and organize material to be presented in each practice	151	92	14	8	165	100	0

Table 28 (Cont'd)

Team Duties

#	Duty	Performed		Not Performed		Total		No Response
		N	%	N	%	N	%	N
107.	Determine and announce students selected for the team	146	90	17	10	163	100	2
126.	Plan and direct a team physical conditioning program	145	90	17	10	162	100	3
125.	Organize pre-competitive team warm-up	144	89	17	11	161	100	4
127.	Conduct inter-team scrimmages	141	89	18	11	159	100	6
115.	Decide what team strategy to employ with available personnel	142	89	18	11	160	100	5
122.	Foster recognition of opponents' techniques and strategy	137	87	21	13	158	100	7
129.	Advise team during competition	137	84	26	16	163	100	2
124.	Conduct or supervise the election of team captains	129	79	34	21	163	100	2
116.	Instruct in offensive and defensive strategies	127	78	35	22	162	100	3
128.	Decide when and whom to substitute in a game	122	74	42	26	164	100	1
110.	Form athletes into competing units or special groups	116	73	44	27	160	100	5
121.	Utilize audio-visual materials	115	72	45	28	160	100	5
131.	Employ strategical game analysis on opponents	112	71	46	29	158	100	7
132.	Scout opposing athletic teams	97	61	62	39	159	100	6
109.	Decide when to call competitive event time-outs	98	60	65	40	163	100	2

Team sports rules allow special activities different from the rules governing individual sports. The competitive event of team activities permits a coach to analyze and correct team mistakes, and to analyze opponents and adapt to or select appropriate strategical changes. The coach substituted players and called time-outs. However, the rules governing individual sports do not allow the coach to function in this capacity because there are no time-outs to control game tempo or for strategical changes. The time-out and substitution differences between team and individual sports may explain the lower percentage of performance of these duties in Table 28.

As noted in the description of responding subjects, there were more team sport coaches participating in the study than individual sport coaches. This fact did not prevent coaches from performing all the possible duties which appeared under the team category. Regardless of the individual or team sport classification, all coaches employed strategical analysis on their opponents and their own team before and after competition. All the team duties were considered descriptive of this segment of the coach's job.

Evaluative Criteria Analysis. Analysis by percentages on the frequency, difficulty, and importance rating scale values are presented in Appendix I. All of the team duties were performed by at least 55 percent of the subjects from frequently to constantly, were associated with average to very hard difficulty, and were perceived as being of moderate to extreme importance in coaching (Table 29).

Relationship Between the Evaluative Criteria. Spearman rank order correlations between criteria measures of frequency, difficulty, and importance revealed a moderate relationship between the frequency of a duty's performance and its perceived difficulty ($r_s = .544$), and difficulty and importance ($r_s = .595$) as shown in Table 30. The highest correlation ($r_s = .842$) existed between the importance attached to an activity and its perceived frequency of performance.

The highest of all the relationships between frequency and importance was found in the team category. As indicated in the survey of literature, the team category represents what has been referred to as "coaching."

Table 29

Ranking of Duties in Team Category Viewed From Average to High by the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
106.	Conduct athletic team try-outs	69	26	82	19	98	14.5
107.	Determine and announce students selected for the team	66	27	80	21.5	96	22
108.	Conduct team practices	99	1.5	77	23	100	2
109.	Decide when to call competitive event time-outs	94	13	74	24	98	14.5
110.	Form athletes into competing units or special groups	88	21.5	81	20	96	22
111.	Select and organize material to be presented in each practice	94	13	85	12.5	97	19
112.	Instruct in the proper use of skills	98	5.5	85	12.5	99	7.5
113.	Instruct in fundamental principles	96	11	88	6	99	7.5
114.	Instruct in individual physical skills	98	5.5	88	6	100	2
115.	Decide what team strategy to employ with available personnel	97	9.5	90	3.5	99	7.5
116.	Instruct in offensive and defensive strategies	98	5.5	92	1	98	14.5
117.	Demonstrate athletic skills	92	17	83	17.5	94	26
118.	Drill members of team in fundamentals of that sport	99	1.5	85	12.5	99	7.5

Table 29 (Cont'd)

Ranking of Duties in Team Category Viewed From Average to High by the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
119.	Recognize skill and strategical mistakes	98	5.5	85	12.5	99	7.5
120.	Correct skill and strategical mistakes	98	5.5	91	2	99	7.5
121.	Utilize audio-visual materials	58	29	63	27.5	93	27.5
122.	Foster recognition of opponents' techniques and strategy	94	13	90	3.5	98	14.5
123.	Explain sport rules and regulations	92	17	68	25	97	19
124.	Conduct or supervise the election of team captains	61	28	55	29	92	29
125.	Organize pre-competitive team warm-up	90	20	67	26	95	24.5
126.	Plan and direct a team physical conditioning program	87	23	83	17.5	99	7.5
127.	Conduct inter-team scrimmages	85	24	63	27.5	96	22
128.	Decide when and whom to substitute in a game	93	15	84	15.5	98	14.5
129.	Advise team during competition	98	5.5	80	21.5	98	14.5
130.	Conduct a post-competitive evaluation of team performances	92	17	86	9.5	100	2
131.	Employ strategical game analysis on opponents	88	21.5	87	8	97	19
132.	Scout opposing athletic teams	71	25	84	15.6	93	27.5

Table 29 (Cont'd)

Ranking of Duties in Team Category Viewed From Average to High by the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
133.	Develop and maintain team spirit-morale	97	9.5	88	6	99	7.5
134.	Analyze player interactions	91	19	86	9.5	95	24.5

Table 30

Rho Correlation Coefficients for the Evaluative Criteria in Team Category

	Difficulty	Importance
Frequency	.544	.842
Difficulty		.595

Perhaps the literature's association of these activities with "coaching", and the total time consumption of these work areas were reflected in the frequency to importance, and frequency to difficulty correlations for the team descriptive job duties. These duties were also stated in a more global nature in comparison to the sport administration activities.

Investigation of Background Variables. There were no significant differences on ANOVA results of duties with the variables sex of coach, size of school, and sport assignment under the team activities of coaches at the .01 level of significance. A .999 figure was found for each variable under investigation (Table 31).

Table 31

One-Way ANOVA on Background Variable for the Team Category

Main Variables	DF	MS	F	Significant Level
Sex	1	298477.937	.116	.999
Size	2	2544891.000	.988	.999
Sport	6	288010.625	.112	.999
Residual	121	2575421.000		

Professional

Duties Performed Within Professional Category. Professional tasks 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 32 in descending rank order. At least 63 percent of the coaches participated in school faculty meetings, read and studied current literature, participated in school athletic banquets, attended coaching clinics, held membership in professional organizations, employed current research findings, participated in athletic department policy making, and served on various athletic committees. These duties described the professional functions of an athletic coach (Table 32).

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

Table 32
Professional Duties

#	Duty	Not Performed		Performed		Total		No Response
		N	%	N	%	N	%	N
136.	Participate in school faculty meetings	159	98	4	2	163	100	2
144.	Read and study current literature in your sport area	159	97	5	3	164	100	1
135.	Participate in school athletic banquets	155	95	9	5	164	100	1
143.	Attend coaching clinics and meetings	145	88	19	12	164	100	1
141.	Hold membership in representative professional organizations	138	85	25	15	163	100	2
142.	Employ current research findings	118	72	45	28	163	100	2
138.	Participate in athletic department policy making	116	71	47	29	163	100	2
137.	Serve on various athletic committees	102	63	60	37	162	100	3
140.	Serve as a sponsor for school athletic club(s)	55	34	106	66	161	100	4
139.	Serve on the school athletic council or athletic governing board	37	23	124	77	161	100	4

Evaluative Criteria Analysis. The data in Appendix I served as a reference for the frequency, difficulty, and importance evaluative criteria information presented in Table 33. The percentage of responses to the professional descriptive duties occurring within the 3 - 5 (average to high) scale values were totaled and ranked.

All the professional descriptive activities of a coach were identified by at least 66 percent of the subjects as falling in the average to high range on frequency and importance. Two of the eight duties had only 43 percent of the responses within the average to very hard difficulty range. The remaining six duties; however, were believed to be between average and very hard in difficulty by 61 percent or more of the respondents.

Table 33

Ranking of Duties in Professional Category Viewed From Average to High by the Majority of Coaches on the Evaluative Criteria

#	Duty	Frequency Frequently to Constantly		Difficulty Average to Very Hard		Importance Moderate to Extreme	
		%	R	%	R	%	R
135.	Participate in school athletic banquets	72	6	43	7.5	91	3.5
136.	Participate in school faculty meetings	84	2	61	6	84	8
137.	Serve on various athletic committees	66	8	67	4	86	7
138.	Participate in athletic department policy making	71	7	73	1	91	3.5
141.	Hold membership in representative professional organizations	82	3	43	7.5	87	5.5
142.	Employ current research findings	76	4	70	2	87	5.5
143.	Attend coaching clinics and meetings	74	5	68	3	94	2
144.	Read and study current literature in your sport area	96	1	64	5	96	1

Relationship Between the Evaluative Criteria. Low to moderate Spearman rank-order correlations were found between the frequency of professional activities performance and their difficulty ($r_s = .428$), and difficulty and importance ($r_s = .421$). Consistent with the other categories, the highest correlation ($r_s = .746$) was discovered between the frequency and importance of the ten professional descriptive duties (Table 34).

Table 34

Rho Correlation Coefficients for the Evaluative Criteria in Professional Category

	Difficulty	Importance
Frequency	.428	.746
Difficulty		.421

Investigation of Background Variables. The sex of coach, size of school, and sport assignment variables ANOVA results revealed no significant differences in the number of professional duties performed on the selected variables investigation. A .999 figure was indicative of the level of significance on each variable studied, and this figure was not below the .01 established level of significant difference (Table 35).

Table 35
One-Way ANOVA on Background Variables for the
Professional Category

Main Variables	DF	MS	F	Significant Level
Sex	1	11552.051	.032	.999
Size	2	0.202	.000	.999
Sport	6	174174.000	.475	.999
Residual	121	366727.000		

Time Involvement

A categorical analysis of the percentage distribution of total coaching time and the number of duties descriptive of an athletic coach's job were made for an overview of the coach's job. Coaches were asked to estimate the percentage of their total coaching time devoted to each category of duties. The number of descriptive duties per category, those performed by over 50 percent of the respondents, were tallied for this time-duty comparison.

The breakdown of data by percentage of coaching time is presented in Table 36. The majority of responses in the 10 percent designation were in the public relations, professional, and rules and regulations categories. The categories dealing with sport administration, and facilities, equipment and supplies took somewhat more time. The categories of athletes and team were the most time-consuming for coaches.

Athletes and team activities could be placed on one side of a time continuum and activities in sport administration, rules and regulations, facilities, equipment and supplies, public relations, and professional could appear on the other side to account for a coach's total coaching time.

Table 36
Coaching Time Involvement

Category	Percentage of Time										Total N
	10 N	20 N	30 N	40 N	50 N	60 N	70 N	80 N	90 N	100 N	
Sport Administration	116	21	4	1	1	0	1	1	1	0	146
Rules and Regulations	133	16	2	0	0	0	0	0	0	0	151
Facilities, Equipment, and Supplies	113	29	3	2	0	0	0	0	0	0	147
Public Relations	139	9	0	0	0	0	0	0	0	0	148
Athletes	33	49	37	15	8	4	2	3	0	0	151
Team	7	18	29	32	32	13	8	8	3	1	151
Professional	136	4	1	2	0	0	0	0	0	0	143

The duty-based categorical breakdown (Table 37) revealed the greatest number (31) of individual duties 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.

Table 37
Numbered Percent of Duties by Category

Category	Possible Duties	Descriptive Duties	
	N	N	%
Sport Administration	50	31	26
Team	29	29	25
Athletes	20	20	17
Facilities, Equipment and Supplies	14	14	12
Rules and Regulations	11	10	8
Professional	10	8	7
Public Relations	10	6	5
Total	144	118	100

It was interesting to note that even though the greatest number of duties performed in any category was in sport administration, the coaches allotted the highest percentage of their coaching time to the team category as shown in Table 36. The time allocated to sport administration activities was usually 10 percent of the total coaching time. Possible explanations were that sport administration

activities were not considered a portion of the coaching position, that these activities do not consume as much time as team activities, and/or that the occurrence of many sport administration duties outside the actual competitive season made a comparative time allotment more difficult to estimate accurately.

Another difference was noted between the data in Tables 36 and 37. The categories appearing to use approximately 10 percent of the coaching time (sport administration; rules and regulations; facilities, equipment and supplies; public relations; and professional) contained 69 of the 118 descriptive duties of a coach. Forty-nine (or 42 percent) of the 118 descriptive duties were performed with the athletes and team which occupied most of the coach's time. The number of duties performed did not coincide with the time spent on the duty categories. It could be deducted from the time and descriptive duties comparison that the primary work areas of a coach are in the athletes and team categories.

Summary

The data collected were analyzed in three areas: (1) Description of Responding Subjects; (2) Duties of Athletic Coaches; and (3) Time Involvement.

First, the description of responding subjects was provided by personal, educational, and professional information. The personal data on responding subjects showed that most of the subjects were males and between 26 to 35 years of age. Slightly over half of the subjects held Bachelor's degrees, were not physical education majors, and had some special preparation for coaching, according to their educational data. The respondents' professional data indicated that athletic coaches worked with one sport and had been in coaching from one to five years. Subjects served as instructors and coaches. The instructor job was generally in an area other than physical education. More than likely the coach functioned with a AAA- or AA-sized high school.

The focus of the research was upon the second area: duties of athletic coaches. The duties of athletic coaches were reflected by a quantitative assessment of those activities actually performed by coaches and a qualitative view of these duties through an evaluative criteria analysis. Duties performed by at least 50 percent of the respondents were considered descriptive of the job, athletic coach, and were analyzed on the evaluative criteria of frequency, difficulty, and importance. Relationships between evaluative criteria explorations and investigations of background variables provided a more in-depth analysis of the descriptive duties of coaches.

An identification of the duties coaches perform was analyzed by categories: sport administration; rules and regulations; facilities, equipment and supplies; public relations; athletes; team; and professional. Each category contributed to the description of the job, athletic coach.

In the administration of a sport program, coaches worked with assistant coaches, athletic directors, student aides, and medical doctors. They set up objectives for their sport program and evaluated the sport program. Arrangements for team practice schedule, extra-team scrimmages, and transportation were made by the coach. In addition, the coach traveled with the team. Pre-season and post-season activities were planned for and supervised by the individual called 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 records, and game and player statistics.

The coach studied, adhered to, and enforced rules and regulations in cooperation with state and local athletic governing organizations. Coaches also developed and enforced their own rules. All rules and regulations were explained to the athletes by the coach.

Coaches had to schedule athletic facilities, then prepare the facilities for practices or competitive events,

and supervise the people in the facilities. Coaches were responsible for the requisition, ordering, care, and maintenance of equipment and supplies.

As the representative of the athletic team, the coach corresponded with athletes' parents, participated in school assembly programs, and worked with the local booster club. Communication with the news media occurred by means of interviews, written sport releases, and phone calls.

The coach worked with athletes through guidance and counseling, skill analysis, athletic training, and psychological preparation for athletic participation. Coaches inspired athletes to perform to the best of their ability, developed and maintained the athletes' interest, and stimulated a desire to learn in athletes. It was also the responsibility of the coach to prevent, treat, and provide rehabilitation for athletic injuries.

In connection with the team, the coach conducted try-outs, selected and announced the team members. Then the coach began practice sessions in which that person demonstrated, instructed, analyzed, corrected, and drilled the team in sport skills and strategy. Coaches prepared the team physically for competition. Interteam scrimmages were conducted by coaches. The coach studied and analyzed opponents before and during competition as well as their

own team. Coaches substituted players, called time-outs, and advised their teams during competition.

The coach, as a professional individual within the school and athletic program, participated in school faculty and athletic department meetings and committees. In addition to holding membership in professional organizations, the coaches continued to update their knowledge by studying current literature, and attending coaching clinics. The coach also employed current research findings.

At least 50 percent of the coaches performed duties within each category: sport administration; rules and regulations; facilities, equipment and supplies; public relations; athletes; team; and professional. Therefore, the duty categories on the questionnaire were representative of the work of an athletic coach. Eighty-two percent of 144 duties on the questionnaire were performed by at least 50 percent of the coaches. It is these 118 duties which describe the job, athletic coach.

The analysis by evaluative criteria demonstrated that most of the duties were perceived as being from average to high in frequency, difficulty, and importance of performance in all categories. The Rho correlation coefficients on the criteria of frequency, difficulty, and importance showed a moderate relationship between the perceived difficulty and importance of duties. A moderate correlation resulted

consistently between the frequency of activities and their difficulty. Moderate to high correlations, however, existed consistently between frequency and importance. Coaches' frequency of duty execution was related moderately to how hard it was for them to execute that activity and more related to how important they believed that duty to be in coaching. Coaches performed more frequently the duties they believed to be important in coaching. Since this pattern was consistent throughout the categories, coaches did not appear to distinguish between the more general (global) duties and the specific (administrative) activities in regard to importance. These activities were frequently performed and believed to be important.

It was most interesting that the lowest relationship existed between frequency and difficulty measures. If difficulty were interpreted by respondents as indicative of time consumption, then it is understandable that more time would be devoted to those duties that coaches considered most important. However, if difficulty were interpreted as how hard it is to perform a specific function, then the explanation may be the lack of professional training in coaching. Difficulty and importance correlations demonstrated a moderate relationship. Thus, coaches performed the duties frequently that were believed to be important, regardless of the difficulty of execution.

The investigation of background variables utilized ANOVA. The ANOVA results based upon the variables sex of coach, size of school, and sport assignment, indicated no significant difference in the mean number of duties performed in each category. Therefore, the background variables investigation revealed no significant differences at the .01 level of significant difference.

A summary of the duties of a coach was obtained through a categorical comparison of duties. The final area of data analysis included the estimated time involvement and number of descriptive duties performed per category. The frequency tally on percentage of coaching time devoted to the various categories of duties revealed more time was spent in team and athletes functions. The highest number of duties were performed in the sport administration category. A comparison of the time - duty information revealed that a coach spent more of the coaching time with the team, but performed a greater number of duties in sport administration.

CHAPTER V
FINDINGS AND RECOMMENDATIONS

Findings

The problem under investigation was an identification of the duties actually performed by public high school head athletic coaches for a description of the job, athletic coach, and the position, coaching. The duties performed by coaches were analyzed in seven categories. Each duty was retained if at least 50 percent of the respondents actually executed that duty. By duty category, the following were those functions descriptive of an athletic coach's job in order of prevalence of performance:

I. Sport Administration

1. Travel with the team;
2. Distribute and ensure completion of parental consent forms;
3. Distribute athletic awards;
4. Establish team practice schedule;
5. Communicate with athletic director;
6. Maintain game and individual player statistics;
7. Give recognition for sport achievement;
8. Follow established accident policies and procedures;
9. Meet visiting coaches and teams;
10. Set up specific objectives for sport program;
11. Notify parents and school officials in case of accidents;
12. Select student aides;
13. Submit eligibility forms;
14. Clarify duties of student aides;
15. Arrange for extra-team scrimmages;
16. Record athletic participation and recognition;
17. File parental consent forms;

18. Verify athlete's eligibility;
19. Secure or verify that athletes have accident insurance;
20. Conduct an evaluation of the sport program;
21. Prepare and submit proposed budget request;
22. Supervise sanitation of facilities;
23. Fill out athletic injury forms and/or insurance forms;
24. Elicit class excuses for athletes;
25. Plan for and supervise pre-season and post-season sport activities;
26. Arrange for team transportation;
27. Evaluate student aides;
28. Work with medical doctors;
29. Greet game officials;
30. Maintain records of athletes' medical reports;
31. Assign assistant coaches;

II. Rules and Regulations

32. Explain rules, regulations, and policies to athletes;
33. Develop rules regarding practice attendance;
34. Study rules and regulations of appropriate athletic governing organizations;
35. Enforce your rules and regulations;
36. Enforce organization rules and regulations;
37. Develop athlete conduct regulations;
38. Develop policies and procedures for the dismissal of athletes from the team;
39. Develop rules for the athlete's use of athletic facilities;
40. Establish or follow a code of dress for athletes;
41. Develop rules about drug abuse;

III. Facilities, Equipment and Supplies

42. Instruct in proper care of facilities, equipment and supplies;
43. Requisition for needed equipment and supplies;
44. Inventory team uniforms, equipment and supplies;
45. Issue and collect team equipment;
46. Store team uniforms, equipment and supplies;
47. Check facilities for safety and appropriate game markings;
48. Set up and remove practice equipment;
49. Supervise the care, maintenance, and storage of team uniforms, equipment and supplies;
50. Secure facilities at conclusion of activity;

51. Talk with sporting goods salesmen;
52. Prepare facilities for competitive events;
53. Order team uniforms, equipment and supplies;
54. Schedule use of facilities for practices, scrimmages, and games;
55. Clean and/or repair team uniforms and equipment;

IV. Public Relations

56. Correspond with athletes' parents;
57. Report game results to news media;
58. Participate in school assembly athletic programs;
59. Serve as a subject for sport reporter interviews;
60. Prepare news write-ups on the players and the team;
61. Work with local booster club;

V. Athletes

62. Inspire athletes to perform to the best of their ability;
63. Develop and maintain athletes' interest;
64. Stimulate a desire to learn in athletes;
65. Instill a desire to win in athletes;
66. Listen to and advise athletes with personal problems;
67. Prepare athletes psychologically for competition;
68. Analyze player's sport skills;
69. Hold conferences with individual athletes and team captains;
70. Compare the ability of athletes with their actual performances;
71. Counsel athletes in educational and occupational plans;
72. Apply emergency first aid;
73. Recognize and initiate procedures to resolve behavioral and emotional problems of athletes;
74. Analyze player's game strategical movements;
75. Penalize misdemeanors by athletes;
76. Treat athletic injuries or tape athletes;
77. Sell players on team strategy and game plans;
78. Acquaint athletes with various colleges and universities;
79. Aid athletes in securing athletic scholarships;
80. Provide rehabilitation for athletes following injury;

81. Counsel and advise athletes on dealing with college recruiters;

VI. Team

82. Conduct team practices;
83. Develop and maintain team spirit - morale;
84. Explain sport rules and regulations;
85. Recognize skill and strategical mistakes;
86. Correct skill and strategical mistakes;
87. Drill members of team in fundamentals of that sport;
88. Instruct in individual physical skills;
89. Instruct in the proper use of skills;
90. Demonstrate athletic skills;
91. Instruct in fundamental principles of movement;
92. Analyze player interactions;
93. Conduct a post-competitive evaluation of team performances;
94. Conduct athletic team try-outs;
95. Select and organize material to be presented in each practice;
96. Determine and announce students selected for the team;
97. Plan and direct a team physical conditioning program;
98. Organize pre-competitive team warm-up;
99. Conduct inter-team scrimmages;
100. Decide what team strategy to employ with available personnel;
101. Foster recognition of opponents' techniques and strategy;
102. Advise team during competition;
103. Conduct or supervise the election of team captains;
104. Instruct in offensive and defensive strategies;
105. Decide when and whom to substitute in a game;
106. Form athletes into competing units or special groups;
107. Utilize audio-visual materials;
108. Employ strategical game analysis on opponents;
109. Scout opposing athletic teams;
110. Decide when to call competitive event time-outs;

VII. Professional

111. Participate in school faculty meetings;
112. Read and study current literature in your sport area;

113. Participate in school athletic banquets;
114. Attend coaching clinics and meetings;
115. Hold membership in representative professional organizations;
116. Employ current research findings;
117. Participate in athletic department policy making;
and
118. Serve on various athletic committees.

Athletic coaches performed 118 different duties in their job. These duties represented the work areas: sport administration; rules and regulations; facilities, equipment and supplies; public relations; athletes; team; and professional.

An analysis of the duties performed by coaches was the second step in the investigation. Coaches perceived most of the duties they performed as being from frequently to constantly in frequency, from average to very hard in the difficulty associated with performance, and from moderately to extremely in the importance aspect in their job. Spearman rank-order correlations of the descriptive duties revealed moderate relationships between the frequency of a duty's performance and either its perceived difficulty or importance. Higher correlations existed between frequency and importance perceptions for each category. According to the ANOVA results, there were no significant differences in the mean number of duties performed per category between men and women coaches, coaches of various sports, and coaches in different size schools.

The greatest amount of time was spent with team activities. The greatest number of duties were performed in sport administration, according to the categorical duty breakdown.

The research instrument and the descriptive duties appear to represent the work of a coach since 82 percent of the activities on the questionnaire were performed by at least 50 percent of the respondents. Coaches performed activities in all the categories; therefore, they would also be indicative of a coach's general work areas. The support given the representativeness of the duties and duty categories, combined with correlational findings, should make the description of the coach's job and coaching worthy of consideration by individuals interested in coaching at the secondary level.

Recommendations

Some recommendations from this research are that:

1. An evaluation be made of the difficulty criterion as employed in job analysis research. A better means to secure information on task difficulty should be developed.
2. The duties descriptive of a coach's job be ascertained for various states so comparisons could be made.

3. A relationship analysis be undertaken between the areas of academic preparation of athletic coaches and their jobs as coaches.
4. The perceived difficulty and importance of job duties be examined in relation to academic preparation.
5. A training curriculum for coaches be developed based upon an analysis of the duties actually performed by athletic coaches in athletic coaching positions.
6. An investigation be made of the duties of a coach which might be specific to sex and sport.

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APPENDIXES

APPENDIX A
PERMISSION LETTER

September 27, 1976

Mr. William C. Pace
Executive Secretary
Virginia High School League
Box 3697
University Station
Charlottesville, Virginia

Dear Mr. Pace:

At the present time, I am a doctoral student at the University of North Carolina at Greensboro, and am beginning work on my dissertation, AN ANALYSIS OF THE DUTIES PERFORMED BY PUBLIC HIGH SCHOOL HEAD ATHLETIC COACHES. The data collected in this study will be elicited solely from subjects within the state of Virginia.

The purpose of this letter is to obtain permission from the Virginia High School League to: utilize the Virginia High School League Directory as a source for obtaining subjects for the study; and use the name, Virginia High School League, within the study. Any additional support the Virginia High School League can provide for this research endeavor will be greatly appreciated.

Thank you for your time and efforts.

Sincerely,

Ms. Jean Carol Smith
409 S. Chapman Street
Greensboro, North Carolina
27403

APPENDIX B
APPROVAL LETTER

September 30, 1976

Ms. Jean Carol Smith
409 S. Chapman Street
Greensboro, North Carolina 27403

Dear Ms. Smith:

It was good to learn of your projected dissertation, AN ANALYSIS OF THE DUTIES PERFORMED BY PUBLIC HIGH SCHOOL HEAD ATHLETIC COACHES. You certainly have the support of the Virginia High School League as you seek responses from coaches in our state.

This is to formally advise that you have the League's permission to utilize the VHSL Directory in obtaining sources for your study and to use the Virginia High School League's name within the framework of your study. If you will let me know when your survey is distributed I will make a general announcement in League Notes for the benefit of some coaches that receive this publication. Just let Claudia Dodson know the nature of such an announcement.

The 1976-77 League Directory is currently at the press. Upon its receipt we will forward a copy to you. Upon completion of your study we would welcome the opportunity of noting your findings. Best wishes in your endeavor.

Sincerely,

William C. Pace
Executive Secretary

WCP/sc

cc: Miss Claudia Dodson
VHSL Girls Sports Programs Supervisor

(A copy of the original letter received by the researcher.)

APPENDIX C
SUPPORT STATEMENT

University of Virginia
School of Continuing Education
Virginia High School League
Box 3697
University Station
Charlottesville, Virginia

Dear Jean,

VHSL will be able to assist you to the extent of including your survey in our League Notes mailing to the principal. Should you want to address envelopes, enclose survey and seal, we will be glad to put the proper envelope(s) in the proper school. However, the school name must be part of your envelope address. We will comment in our notes giving direction to the principal for proper distribution.

Let me know if you should desire to use our mailing. Our mailing dates are Oct. 15, Nov. 12, Jan. 14, Feb. 15, March 29, and May 2.

Sincerely,

Claudia Dodson

9/10/76

(A copy of the original letter received by the researcher.)

APPENDIX D
SURVEY QUESTIONNAIRE

PART A
BACKGROUND QUESTIONNAIRE

DIRECTIONS: Please place a check by the ONE response for each question that best describes you, your job and your school.

I. Personal Information

1. Sex
 Male (1) Female (2)
2. Age
 21-25 years (1) 26-30 years (2) 31-35 years (3)
 36-40 years (4) 41-45 years (5) 46-50 years (6)
 51-55 years (7) 56-60 years (8) 61-65 years (9)

II. Educational Background

3. What is the highest degree you hold?
 Bachelor's Degree (1) Master's Degree (2)
 Doctor's Degree (3)
4. What was your area of concentration (major) in your last degree?
 Physical Education (1) Non-Physical Education (2)
5. Did you receive special training or academic preparation in coaching?
 Yes (1) No (2)
6. If the answer to question number 5 was yes, how many courses did you take?
 1. 2. 3. 4. 5.
 6. 7. 8. 9. 10.

III. Professional

7. How many years have you been involved in coaching?
 1-5 years (1) 6-10 years (2) 11-15 years (3)
 16-20 years (4) 21-25 years (5) 26-30 years (6)
 31-35 years (7) 36-40 years (8) 41-45 years (9)
8. For how many years have you served in a head coach job?
 1-5 years (1) 6-10 years (2) 11-15 years (3)
 16-20 years (4) 21-25 years (5) 26-30 years (6)
 31-35 years (7) 36-40 years (8) 41-45 years (9)

9. How long have you been in your present job as a head athletic coach?
- | | | |
|--------------------------|--------------------------|--------------------------|
| 1-5 years | 6-10 years | 11-15 years |
| <u> </u>
(1) | <u> </u>
(2) | <u> </u>
(3) |
| 16-20 years | 21-25 years | 26-30 years |
| <u> </u>
(4) | <u> </u>
(5) | <u> </u>
(6) |
| 31-35 years | 36-40 years | 41-45 years |
| <u> </u>
(7) | <u> </u>
(8) | <u> </u>
(9) |
10. For which of the following sports are you presently the head coach?
- | | |
|---------------------------|---------------------------|
| Baseball | Outdoor Track, Boys |
| <u> </u>
(1) | <u> </u>
(13) |
| Basketball, Boys | Outdoor Track, Girls |
| <u> </u>
(2) | <u> </u>
(14) |
| Basketball, Girls | Softball, Girls |
| <u> </u>
(3) | <u> </u>
(15) |
| Cross Country, Boys | Soccer, Boys |
| <u> </u>
(4) | <u> </u>
(16) |
| Cross Country, Girls | Soccer, Girls |
| <u> </u>
(5) | <u> </u>
(17) |
| Football | Swimming, Coed |
| <u> </u>
(6) | <u> </u>
(18) |
| Field Hockey | Swimming, Boys |
| <u> </u>
(7) | <u> </u>
(19) |
| Golf, Boys | Swimming, Girls |
| <u> </u>
(8) | <u> </u>
(20) |
| Golf, Girls | Tennis, Boys |
| <u> </u>
(9) | <u> </u>
(21) |
| Gymnastics, Boys | Tennis, Girls |
| <u> </u>
(10) | <u> </u>
(22) |
| Gymnastics, Girls | Volleyball |
| <u> </u>
(11) | <u> </u>
(23) |
| Indoor Track | Wrestling |
| <u> </u>
(12) | <u> </u>
(24) |
11. Are you the head athletic coach for more than one sport?
Yes (1) No (2)
12. Are you an assistant coach in another sport?
Yes (1) No (2)
13. Do you have any teaching assignments?
Yes (1) No (2)
14. If the answer to question number 13 is yes, what is the subject area in which you do most of your teaching?
- | | |
|---------------------------|---------------------------|
| Art | Mathematics |
| <u> </u>
(1) | <u> </u>
(8) |
| Driver Education | Music |
| <u> </u>
(2) | <u> </u>
(9) |
| English | Physical Education |
| <u> </u>
(3) | <u> </u>
(10) |
| Foreign Language | Psychology |
| <u> </u>
(4) | <u> </u>
(11) |
| History | Science |
| <u> </u>
(5) | <u> </u>
(12) |
| Home Economics | Sociology |
| <u> </u>
(6) | <u> </u>
(13) |
| Industrial Arts | Vocational Education |
| <u> </u>
(7) | <u> </u>
(14) |
| Other | |
| <u> </u>
(15) | |

15. How many periods are you assigned to teach per day?
 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
16. Do you have any job assignments other than coaching, or coaching and teaching?
 Yes (1) No (2)
17. If your answer to question 16 is yes, what is the additional job assignment?
 Principal (1) Asst. Athletic Director (5)
 Assistant Principal (2) Girls' Sports Director (6)
 Guidance Counselor (3) Physical Education, Head (7)
 Athletic Director (4) Other (8)
18. What is the Virginia High School League group classification of the school in which you work as an athletic coach?
 A (1 - 500) (1) AA (501 - 1000) (2)
 AAA (1001 & up) (3)

PART B

JOB ANALYSIS QUESTIONNAIRE

DIRECTIONS: 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 numbers 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	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
I. SPORT ADMINISTRATION																
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	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
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

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	PERFORMED		
		FREQUENCY 5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	DIFFICULTY 5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	IMPORTANCE 5=Extreme 4=Considerable 3=Moderate 2=Some 1=Little/None
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
II. RULES AND REGULATIONS				
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
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

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	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
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
III. FACILITIES, EQUIPMENT AND SUPPLIES																
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
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 salesman	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

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	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
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
IV. PUBLIC RELATIONS																
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
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

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	PERFORMED		
		FREQUENCY 5=Constantly 4=Very Frequently 3=Frequently 2=Infrequently 1=Occasionally	DIFFICULTY 5=Very Hard 4=Hard 3=Average 2=Easy 1=Very Easy	IMPORTANCE 5=Extremes 4=Considerable 3=Moderate 2=Some 1=Little/None
V. ATHLETES				
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
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

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	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
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
VI. TEAM																
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
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

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	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
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 or supervise the 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
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

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	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
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 strategic 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
VII. PROFESSIONAL																
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 E
STUDY COVER LETTER

October 12, 1976

Dear Head Coach:

Your participation is needed for a study being conducted within the state of Virginia. This research, AN ANALYSIS OF THE DUTIES PERFORMED BY PUBLIC HIGH SCHOOL HEAD ATHLETIC COACHES, has the approval of the Virginia High School League.

The duties a coach performs to fulfill his responsibility for an athletic team is the focus of the study. To gain information in regard to these duties a questionnaire designed for you as an athletic coach is enclosed. An analysis of your duties, as determined from the questionnaire, should provide a foundation for coaching training programs at the college/university level.

Your cooperation in returning the questionnaire in the enclosed addressed envelope by November 12th is most important. Your reply will remain anonymous. However, the questionnaire is coded for the purpose of conducting a follow-up, if necessary. A summary of the study findings will be sent upon your request.

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

Sincerely,

Jean C. Smith
The University of North
Carolina at Greensboro

APPENDIX F
INFORMATION FOR PRINCIPALS

*PRINCIPAL: Please forward the enclosed materials to the appropriate school personnel.

- (4) If members of your coaching staff have been selected to be included in a survey pertaining to coaching duties and responsibilities, this mailing contains an envelope addressed to them. Please see that the designated head coach receives this material. This study is being conducted by Miss Jean Smith from the University of North Carolina (Greensboro) and the results will be shared with VHSL membership in subsequent publications. Your cooperation in this study is most needed and will be most appreciated.

* Excerpt from Virginia High School League "League Notes", Volume VI, Number 3, October 15, 1976.

APPENDIX G

FOLLOW-UP MESSAGE FOR PRINCIPALS

*PRINCIPAL: PLEASE encourage your coaching staff members to return their questionnaires for the survey on coaching duties to Jean Smith, 409 S. Chapman Street, Greensboro, North Carolina, 27401. The deadline date was November 5 (sic)!

* Excerpt from Virginia High School League "League Notes", Volume VI, Number 4, November 12, 1976.

APPENDIX H

FOLLOW-UP STUDY LETTER

November 22, 1976

Dear Head Coach:

On October 15th you were mailed a questionnaire to collect data for a research project, AN ANALYSIS OF THE DUTIES PERFORMED BY PUBLIC HIGH SCHOOL HEAD ATHLETIC COACHES, conducted under the supervision of the University of North Carolina at Greensboro and the approval of the Virginia High School League.

The validity of the description of the duties of athletic coaches depends upon the largest possible return of questionnaires. By completing the questionnaire, you will be contributing approximately thirty minutes of your time and your knowledge of your job toward a description of the work Virginia head athletic coaches perform. It is extremely important that your questionnaire be included in this research. Another questionnaire and stamped addressed return envelope are enclosed in the event that your original materials have been misplaced.

May you have the time to complete the questionnaire and mail it to me by December 4th.

Sincerely,

Jean C. Smith
The University of North
Carolina at Greensboro

APPENDIX I
EVALUATIVE CRITERIA RESPONSES

Table A
Sport Administration

Duty #	Response #	Frequency									
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
1	139	17	12	7	5	19	14	24	17	72	52
2	47	25	53	8	17	4	9	4	9	6	12
3	81	4	5	5	6	17	21	14	17	41	51
4	57	5	9	11	19	12	21	9	16	20	35
5	64	8	12	9	14	16	25	10	16	21	33
6	139	42	30	14	10	21	15	14	10	48	35
7	126	19	15	14	11	34	27	24	19	35	28
8	89	16	18	18	20	27	30	8	9	20	23
9	104	7	6	8	8	26	25	29	28	34	33
10	90	33	37	16	18	23	26	7	7	11	12
11	72	22	30	14	20	22	30	7	10	7	10
12	59	6	10	10	17	12	21	9	15	22	37
13	159	4	3	7	4	29	18	36	23	83	52
14	157	3	1	1	1	5	3	12	8	136	87
15	66	17	25	13	20	15	23	6	9	15	23
16	124	23	19	20	16	34	27	12	10	35	28
17	14	6	43	2	14	1	7	1	7	4	29
18	20	4	20	1	5	9	45	2	10	4	20
19	143	3	2	7	5	14	10	30	21	89	62
20	7	3	42	0	0	2	29	0	0	2	29
21	5	3	60	1	20	1	20	0	0	0	0
22	95	9	9	3	3	17	18	17	18	49	52
23	161	1	1	0	0	7	4	18	11	135	84
24	73	12	16	10	14	14	19	9	13	28	38
25	62	7	11	5	8	9	15	10	16	31	50
26	56	6	11	6	11	13	23	9	16	22	39
27	73	15	21	9	12	12	17	9	12	28	38
28	104	36	35	11	10	14	13	7	4	36	35
29	9	2	22	3	34	1	11	1	11	2	22
30	10	1	10	2	20	3	30	2	20	2	20
31	30	2	7	5	17	7	23	5	17	11	36
32	86	1	1	3	4	15	17	17	20	50	58
33	26	3	12	1	4	5	19	4	15	13	50
34	100	15	15	11	11	27	27	17	17	30	30
35	42	12	28	8	19	8	19	7	17	7	17

Sport Administration (Cont'd)

Duty Responses		Frequency									
#	#	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
36	94	10	11	11	12	24	25	19	20	30	32
37	160	30	19	6	4	11	7	13	8	100	62
38	116	21	18	5	4	10	9	7	6	73	63
39	117	23	20	4	3	10	9	8	7	72	61
40	126	29	23	10	8	9	7	6	5	72	57
41	83	18	22	7	8	11	13	9	11	38	46
42	153	32	21	12	8	14	9	19	12	76	50
43	160	49	31	5	3	12	7	9	6	85	53
44	119	14	12	5	4	16	13	20	17	64	54
45	157	1	1	0	0	15	10	33	21	108	68
46	147	13	9	15	10	21	14	9	6	89	61
47	102	20	19	18	18	14	14	8	8	42	41
48	143	29	20	12	8	23	16	8	6	71	50
49	112	17	15	11	10	9	8	8	7	67	60
50	107	16	15	13	12	20	19	17	16	41	38

Note * 1 = Occasionally
 2 = Infrequently
 3 = Frequently
 4 = Very Frequently
 5 = Constantly

Table A (Cont'd)
Sport Administration

Duty #	Responses #	Difficulty									
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
1	139	16	11	11	8	64	46	43	31	5	4
2	47	3	7	7	15	15	32	11	23	11	23
3	81	10	12	20	25	35	43	11	14	5	6
4	57	2	4	11	19	24	42	16	28	4	7
5	64	10	16	18	28	33	52	2	3	1	1
6	139	13	9	26	19	59	43	31	22	10	7
7	126	14	11	39	31	53	42	15	12	5	4
8	89	14	16	29	33	34	38	10	11	2	2
9	104	9	9	21	20	40	38	23	22	11	11
10	90	24	27	22	24	27	30	8	9	9	10
11	72	21	29	18	25	21	29	11	15	1	2
12	59	10	17	15	25	24	40	5	9	5	9
13	159	36	22	32	20	63	40	19	12	9	6
14	157	22	14	26	17	59	38	32	20	18	11
15	66	10	15	7	10	20	30	23	35	6	10
16	124	14	11	13	11	57	46	32	26	8	6
17	14	6	43	2	14	4	29	2	14	0	0
18	20	1	5	4	20	12	60	3	15	0	0
19	143	52	36	39	27	45	32	5	4	2	1
20	7	1	14	3	43	2	29	1	14	0	0
21	5	0	0	2	40	3	60	0	0	0	0
22	95	7	7	16	17	37	39	22	23	13	14
23	161	59	37	28	17	56	35	6	4	12	7
24	73	15	21	15	21	33	45	6	8	4	5
25	62	10	16	12	19	32	52	6	10	2	3
26	56	4	7	3	5	25	45	17	30	7	13
27	73	6	8	8	11	31	43	19	26	9	12
28	104	9	9	7	7	44	42	28	27	16	15
29	9	1	11	1	11	4	45	2	22	1	11
30	10	0	0	2	20	4	40	1	10	3	30
31	30	4	13	2	7	13	44	7	23	4	13
32	86	31	36	25	30	24	28	3	3	3	3
33	26	8	31	6	23	11	42	0	0	1	4
34	100	14	14	19	19	46	46	11	11	10	10
35	42	1	2	6	14	12	29	15	36	8	19

Sport Administration

Difficulty

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
36	94	6	6	5	5	48	51	25	27	10	11
37	160	20	13	18	11	77	48	31	19	14	9
38	116	21	18	20	17	53	46	16	14	6	5
39	117	14	12	16	14	53	45	21	18	13	11
40	126	18	14	17	14	62	49	19	15	10	8
41	83	11	13	10	12	47	57	12	14	3	4
42	153	22	14	31	20	75	49	21	14	4	3
43	160	40	25	35	22	65	40	17	10	3	2
44	119	15	12	17	14	63	56	21	17	3	1
45	157	16	10	14	9	74	47	36	23	17	11
46	147	18	12	22	15	82	56	22	15	3	2
47	102	13	13	22	21	49	48	16	16	2	2
48	143	29	20	28	20	65	46	15	10	6	4
49	112	13	12	23	20	59	53	14	12	3	3
50	107	6	6	8	8	45	42	39	36	9	8

Note * 1 = Very Easy
 2 = Easy
 3 = Average
 4 = Hard
 5 = Very Hard

Table A (Cont'd)
Sport Administration

Duty #	Responses #	Importance									
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
1	139	2	1	1	1	9	6	33	24	94	68
2	47	0	0	2	4	3	6	7	15	35	75
3	81	0	0	0	0	8	10	24	30	49	60
4	57	2	3	1	2	10	17	16	28	28	49
5	64	3	5	1	1	13	20	19	30	28	44
6	139	0	0	6	4	22	16	51	37	60	43
7	126	0	0	7	6	28	22	45	36	46	36
8	89	4	4	8	9	28	32	25	28	24	27
9	104	5	5	6	6	15	14	29	28	49	47
10	90	4	4	6	7	13	14	22	25	45	50
11	72	9	13	14	19	29	40	9	13	11	15
12	59	4	7	1	2	10	17	12	20	32	54
13	159	1	1	2	1	18	11	53	33	85	54
14	157	0	0	1	1	4	2	15	10	137	87
15	66	2	3	2	3	10	15	16	24	36	55
16	124	1	1	5	4	31	25	34	27	53	43
17	14	3	22	1	7	3	22	2	14	5	35
18	20	0	0	1	5	4	20	4	20	11	55
19	143	3	2	8	6	28	20	49	34	55	38
20	7	0	0	0	0	2	29	4	57	1	14
21	5	0	0	0	0	2	40	0	0	3	60
22	95	0	0	2	2	6	6	23	24	64	68
23	161	0	0	1	1	12	7	16	10	132	82
24	73	0	0	6	8	18	25	16	22	33	45
25	62	0	0	7	11	13	21	12	19	30	48
26	56	1	2	1	2	9	16	13	23	32	57
27	73	1	1	2	3	11	15	11	15	48	66
28	104	3	3	3	3	13	13	12	11	73	70
29	9	1	11	1	11	3	33	1	11	3	33
30	10	0	0	1	10	2	20	4	40	3	30
31	30	0	0	0	0	5	17	5	17	20	66
32	86	2	2	4	5	28	32	17	20	35	41
33	26	2	8	0	0	3	12	4	15	17	65
34	100	3	3	6	6	17	17	20	20	54	54
35	42	1	2	3	7	4	10	16	38	18	43

Sport Administration

Importance

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
36	94	0	0	4	4	23	24	27	29	40	43
37	160	1	1	1	1	4	2	13	8	141	88
38	116	0	0	3	3	8	7	11	9	94	81
39	117	0	0	1	1	4	3	12	10	100	86
40	126	0	0	1	1	5	4	12	9	108	86
41	83	0	0	3	4	14	17	16	19	50	60
42	153	2	1	1	1	19	12	38	25	93	61
43	160	1	1	0	0	17	10	37	23	105	66
44	119	1	1	3	3	19	16	36	30	60	50
45	157	0	0	1	1	23	14	47	30	86	55
46	147	0	0	1	1	11	7	22	15	113	77
47	102	0	0	0	0	8	8	16	16	78	76
48	143	1	1	1	1	9	6	15	10	117	82
49	112	1	1	2	2	3	3	18	16	88	78
50	107	0	0	2	2	8	7	37	35	60	56

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

Table B
Rules and Regulations

Duty Responses		Frequency									
		1		2		3		4		5	
#	#	N	%	N	%	N	%	N	%	N	%
51	158	12	8	15	9	30	19	19	12	82	52
52	155	7	5	6	4	19	12	13	8	110	71
53	130	17	13	7	5	17	13	15	12	74	57
54	162	24	15	13	8	12	7	6	4	107	66
55	151	25	17	11	7	17	11	11	7	87	58
56	114	23	20	10	9	29	25	11	10	41	36
57	69	23	33	6	9	19	28	5	7	16	23
58	111	27	24	12	11	14	13	8	7	50	45
59	155	7	5	5	3	13	8	19	12	111	72
60	146	43	30	13	9	25	17	8	5	57	39
61	164	18	11	13	8	30	18	16	10	87	53

Duty Responses		Difficulty									
		1		2		3		4		5	
#	#	N	%	N	%	N	%	N	%	N	%
51	158	16	10	23	15	76	48	31	20	12	7
52	155	16	10	27	17	68	44	32	21	12	8
53	130	11	8	27	21	55	42	27	21	10	8
54	162	27	16	31	19	66	41	27	17	11	7
55	151	22	15	27	18	64	42	23	15	15	10
56	114	15	13	21	18	49	43	20	18	9	8
57	69	16	23	14	20	24	35	10	15	5	7
58	111	21	19	20	18	41	37	19	17	10	9
59	155	14	9	25	16	56	36	35	23	25	16
60	146	13	9	16	11	50	34	44	30	23	16
61	164	26	16	39	24	79	48	9	5	11	7

Table B (Cont'd)
Rules and Regulations

		Importance									
Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
51	158	3	2	5	3	15	10	29	18	106	67
52	155	4	3	3	2	8	5	27	17	113	73
53	130	1	1	2	1	10	8	33	25	84	65
54	162	1	1	3	2	3	2	29	18	126	77
55	151	0	0	1	1	8	5	28	18	114	76
56	114	3	3	4	3	36	32	32	28	39	34
57	69	1	1	5	7	19	28	20	29	24	35
58	111	2	2	2	2	7	6	16	14	84	76
59	155	0	0	0	0	6	4	16	10	133	86
60	146	2	1	2	1	8	6	29	20	105	72
61	164	0	0	1	1	6	4	21	12	136	83

Table C
Facilities, Equipment and Supplies

Frequency

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
62	145	12	8	13	9	31	22	19	13	70	48
63	100	7	7	11	11	20	20	15	15	47	47
64	120	7	6	7	6	15	12	20	17	71	59
65	108	1	1	8	7	14	13	26	24	59	49
66	119	2	2	8	7	15	12	17	14	77	65
67	112	0	0	1	1	13	12	16	14	82	73
68	142	26	19	17	12	23	16	9	6	67	47
69	110	17	15	22	20	35	32	13	12	23	21
70	143	26	18	20	14	35	25	15	10	47	32
71	108	37	34	15	14	20	19	12	11	24	22
72	139	27	19	15	11	14	10	16	12	67	48
73	91	14	15	16	18	19	21	13	14	29	32
74	134	35	26	9	7	19	14	12	9	59	44
75	118	24	20	7	6	21	18	11	9	55	47

Difficulty

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
62	145	15	10	28	19	81	56	16	11	5	4
63	100	8	8	18	18	47	47	20	20	7	7
64	120	13	11	27	23	59	49	16	13	5	4
65	108	9	8	7	7	44	41	37	34	11	10
66	119	12	10	15	13	56	47	28	23	8	7
67	112	8	7	29	26	57	51	12	11	6	5
68	142	13	9	21	15	61	43	33	23	14	10
69	110	25	23	30	27	52	47	3	3	0	0
70	143	17	12	31	22	69	48	20	14	6	4
71	108	15	14	17	16	50	46	22	20	4	4
72	139	11	8	20	14	67	48	29	21	12	9
73	91	3	3	12	13	36	40	32	35	8	9
74	134	11	8	24	18	66	49	23	17	10	8
75	118	9	8	16	13	65	55	19	16	9	8

Table C (Cont'd)
Facilities, Equipment and Supplies

Duty Responses		Importance									
		1		2		3		4		5	
#	#	N	%	N	%	N	%	N	%	N	%
62	145	1	1	3	2	12	8	35	24	94	65
63	100	0	0	2	2	9	9	29	29	60	60
64	120	0	0	5	4	9	8	22	18	84	70
65	108	0	0	2	2	9	8	21	19	76	71
66	119	2	2	3	2	16	13	28	24	70	59
67	112	1	1	0	0	10	9	25	22	76	68
68	142	1	1	5	4	11	8	36	25	89	62
69	110	7	6	15	14	39	35	23	21	26	24
70	143	0	0	4	3	28	19	47	33	64	45
71	108	0	0	5	5	21	19	27	25	55	51
72	139	1	1	4	3	20	14	34	24	80	58
73	91	1	1	4	4	18	20	30	33	38	42
74	134	0	0	7	5	18	13	39	29	70	53
75	118	1	1	3	2	16	14	37	31	61	52

Note

Frequency

- 1 = Occasionally
 2 = Infrequently
 3 = Frequently
 4 = Very Frequently
 5 = Constantly

Difficulty

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

Importance

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

Table D
Public Relations

Frequency

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
76	91	19	21	13	14	28	31	10	11	21	23
77	57	18	32	21	37	12	21	3	5	3	5
78	59	19	32	11	19	8	14	2	3	19	32
79	77	13	17	15	20	17	22	7	9	25	32
80	29	7	24	5	17	8	28	4	14	5	17
81	121	25	21	16	13	33	27	23	19	24	20
82	96	10	10	19	20	28	29	15	16	24	25
83	144	4	3	5	3	21	15	30	21	84	58
84	143	20	14	17	12	45	31	28	20	33	23
85	131	32	24	13	10	36	28	19	14	31	24

Difficulty

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
76	91	11	12	21	23	37	41	16	18	6	6
77	57	12	21	10	18	24	42	10	18	1	1
78	59	7	12	15	25	32	54	4	7	1	2
79	77	23	30	24	31	26	34	4	5	0	0
80	29	5	17	4	14	12	41	5	17	0	0
81	121	17	14	37	31	55	46	9	7	3	2
82	96	5	5	19	20	45	47	23	24	4	4
83	144	19	13	39	27	61	43	23	16	2	1
84	143	14	10	51	36	59	41	18	12	1	1
85	131	13	10	35	26	69	53	13	10	1	1

Table D (Cont'd)

Public Relations

Importance

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
76	91	6	6	5	5	16	18	27	30	37	41
77	57	3	5	3	5	18	32	18	32	15	26
78	59	0	0	3	5	14	24	17	29	25	42
79	77	1	1	7	10	18	23	24	31	27	35
80	29	2	7	4	14	7	24	10	34	6	21
81	121	3	3	10	8	40	33	36	30	32	26
82	96	0	0	6	6	20	21	30	31	40	42
83	144	1	1	2	1	18	13	45	31	78	54
84	143	0	0	4	3	20	14	46	32	73	51
85	131	1	1	9	7	39	30	42	32	40	30

Table E

Athletes

Frequency

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
86	148	18	12	22	15	39	26	28	19	41	28
87	157	9	6	11	7	50	32	33	21	54	34
88	160	17	11	26	16	45	28	32	20	40	25
89	150	18	12	18	12	50	34	29	19	35	23
90	115	23	20	26	23	34	30	13	11	19	16
91	135	22	16	26	19	46	34	20	15	21	16
92	124	30	24	21	17	34	28	15	12	24	19
93	160	3	2	1	1	12	7	43	27	101	63
94	163	1	1	1	1	10	6	25	15	126	77
95	160	0	0	3	2	15	9	24	15	118	74
96	161	0	0	3	2	20	12	26	16	112	70
97	160	3	2	3	2	25	15	33	21	96	60
98	145	26	18	28	19	43	30	15	10	33	23
99	139	14	10	19	14	30	22	23	16	53	38
100	118	13	11	18	15	34	29	16	14	37	31
101	160	2	1	1	1	19	12	41	25	97	61
102	144	1	1	7	5	12	8	40	28	84	58
103	149	3	2	3	2	17	11	43	29	83	56
104	138	5	4	3	2	21	15	38	27	71	52
105	144	26	18	29	20	43	30	20	14	26	18

Note * 1 = Occasionally
 2 = Infrequently
 3 = Frequently
 4 = Very Frequently
 5 = Constantly

Table E (Cont'd)

Athletes

Difficulty

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
86	148	2	1	6	4	37	25	71	48	32	22
87	157	14	9	33	21	83	53	23	15	4	2
88	160	8	5	17	11	62	39	53	33	20	12
89	150	8	5	15	10	80	54	39	26	8	5
90	115	7	6	24	21	58	51	21	18	5	4
91	135	10	7	29	22	81	60	10	7	5	4
92	124	6	5	5	4	42	34	45	36	26	21
93	160	4	32	6	4	39	24	64	40	47	29
94	163	5	3	2	1	37	23	65	40	54	33
95	160	3	2	7	4	40	25	62	39	48	30
96	161	7	4	10	6	49	30	54	34	41	26
97	160	3	2	10	6	42	26	64	40	41	26
98	145	10	7	16	11	78	54	30	21	11	7
99	139	12	9	21	15	78	56	14	10	14	10
100	118	7	6	14	12	63	53	25	21	9	8
101	160	5	3	13	8	62	39	58	36	22	14
102	144	6	4	11	8	44	31	65	45	18	12
103	149	7	5	11	7	40	27	67	45	24	16
104	138	4	3	15	11	40	29	62	45	17	12
105	144	9	6	21	15	66	46	38	26	10	7

Note * 1 = Very Easy
 2 = Easy
 3 = Average
 4 = Hard
 5 = Very Hard

Table E (Cont'd)

Athletes

Importance

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
86	148	0	0	2	1	11	7	45	31	90	61
87	157	0	0	0	0	17	11	47	30	93	59
88	160	0	0	1	1	11	7	42	26	106	66
89	150	0	0	3	2	17	11	52	35	78	52
90	115	0	0	4	4	20	17	38	33	53	46
91	135	1	1	7	5	37	27	44	33	46	34
92	124	1	1	3	2	13	10	44	36	63	51
93	160	0	0	0	0	8	5	23	14	129	81
94	163	0	0	0	0	3	2	19	12	141	86
95	160	1	1	3	2	10	6	27	17	119	74
96	161	0	0	1	1	7	4	33	20	120	75
97	160	1	1	1	1	9	5	34	21	115	72
98	145	1	1	0	0	9	6	24	16	111	77
99	139	1	1	0	0	8	6	35	25	95	68
100	118	2	2	1	1	5	4	25	21	85	72
101	160	0	0	1	1	11	6	51	32	97	60
102	144	0	0	4	3	5	3	52	36	83	58
103	149	1	1	2	1	15	10	54	36	77	52
104	138	1	1	2	1	11	8	40	29	84	61
105	144	1	1	5	3	25	17	50	35	63	44

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

Table F

Team

Frequency

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
106	151	37	24	11	7	22	15	12	8	69	46
107	146	38	26	12	8	21	15	12	8	63	43
108	162	1	1	0	0	1	1	3	1	157	97
109	98	4	4	2	2	12	12	18	19	62	63
110	116	7	6	7	6	32	28	22	19	48	41
111	151	5	3	5	3	16	11	20	13	105	70
112	156	1	1	2	1	15	10	24	15	114	73
113	154	1	1	5	3	24	15	32	21	92	60
114	156	2	1	2	1	12	8	20	13	120	77
115	142	2	1	3	2	12	8	32	23	93	66
116	127	3	2	0	0	10	8	19	15	95	75
117	151	4	3	7	5	31	20	40	26	69	46
118	157	2	1	0	0	10	6	28	18	117	75
119	156	2	1	1	1	12	7	35	25	106	66
120	154	2	1	1	1	11	7	33	21	107	70
121	115	20	18	28	24	28	24	13	11	26	23
122	137	6	4	3	2	23	17	45	33	60	44
123	152	4	2	9	6	36	24	29	19	74	49
124	129	38	30	11	9	20	15	7	5	53	41
125	144	8	5	8	5	23	16	29	21	76	53
126	145	9	6	10	7	20	14	24	17	82	56
127	141	6	4	16	11	31	22	17	12	71	51
128	122	3	2	5	4	13	10	21	17	80	66
129	137	2	1	2	1	13	10	23	17	97	71
130	150	8	5	5	3	31	21	35	23	71	48
131	112	5	5	8	7	34	30	27	24	38	34
132	97	15	15	14	14	24	25	15	15	29	31
133	160	3	2	1	1	14	9	21	13	121	75
134	149	6	4	7	5	30	20	30	20	76	51

Note * 1 = Occasionally
 2 = Infrequently
 3 = Frequently
 4 = Very Frequently
 5 = Constantly

Table F (Cont'd)

		Team									
		Difficulty									
Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
106	151	14	9	14	9	64	43	33	22	26	17
107	146	12	8	18	12	45	31	38	26	33	23
108	162	45	9	23	14	77	48	29	18	18	11
109	98	11	12	14	14	45	46	14	14	14	14
110	116	7	6	15	13	66	57	22	19	6	5
111	151	6	4	16	11	79	52	37	24	13	9
112	156	10	7	13	8	72	46	42	27	19	12
113	154	6	4	13	8	75	49	40	26	20	13
114	156	7	4	12	8	82	53	38	24	17	11
115	142	6	4	9	6	43	31	54	38	30	21
116	127	4	3	6	5	61	48	39	31	17	13
117	151	9	6	16	11	77	51	41	27	8	5
118	157	10	6	14	9	78	50	43	27	12	8
119	156	7	5	15	10	66	42	49	31	19	12
120	154	5	3	9	6	60	39	60	39	20	13
121	115	13	11	30	26	48	42	17	15	7	6
122	137	5	3	9	7	67	49	45	33	11	8
123	152	13	9	35	23	78	51	17	11	9	6
124	129	26	20	32	25	52	40	12	9	7	6
125	144	17	12	30	21	79	55	13	9	5	3
126	145	8	5	17	12	71	49	37	26	12	8
127	141	15	11	37	26	72	51	11	8	6	4
128	122	6	5	13	11	50	41	34	28	19	15
129	137	8	6	19	14	55	40	41	30	14	10
130	150	9	6	12	8	71	47	46	31	12	8
131	112	3	3	11	10	46	41	38	34	14	12
132	97	5	5	11	11	42	43	26	27	13	14
133	160	7	4	12	8	55	34	50	31	36	23
134	149	7	5	13	9	53	35	48	32	28	19

Note * 1 = Very Easy
 2 = Easy
 3 = Average
 4 = Hard
 5 = Very Hard

Table F (Cont'd)

		Team									
		Importance									
Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
106	151	1	1	1	1	7	4	24	16	118	78
107	146	2	2	3	2	9	6	28	19	104	71
108	162	0	0	0	0	0	0	13	8	149	92
109	98	1	1	1	1	8	8	23	24	65	66
110	116	0	0	5	4	19	16	40	35	52	45
111	151	0	0	4	3	9	6	43	28	95	63
112	156	0	0	1	1	6	4	34	22	115	73
113	154	1	1	0	0	14	9	37	24	102	66
114	156	0	0	0	0	7	5	30	19	119	76
115	142	0	0	2	1	8	6	34	24	98	69
116	127	0	0	3	2	6	5	24	19	94	74
117	151	1	1	7	5	29	19	41	27	73	48
118	157	0	0	1	1	6	4	33	21	117	74
119	156	0	0	2	1	7	5	33	21	114	73
120	154	0	0	1	1	5	3	26	17	122	79
121	115	0	0	8	7	41	36	29	25	37	32
122	137	0	0	3	2	18	13	55	40	61	45
123	152	0	0	5	3	6	4	33	22	108	71
124	129	1	1	9	7	23	18	29	22	67	52
125	144	1	1	6	4	24	17	44	30	69	48
126	145	0	0	2	1	6	4	35	24	102	71
127	141	0	0	6	4	21	15	48	34	66	47
128	122	0	0	3	2	9	7	25	21	85	70
129	137	1	1	1	1	3	2	30	22	102	74
130	150	0	0	0	0	15	10	52	35	83	55
131	112	0	0	4	3	19	17	41	37	48	43
132	97	1	1	6	6	20	21	31	32	39	40
133	160	0	0	1	1	9	5	25	16	125	78
134	149	1	1	6	4	21	14	40	27	81	54

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

Table G
Professional

Frequency

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
135	155	38	25	5	3	25	16	8	5	79	51
136	159	10	6	15	10	35	22	19	12	80	50
137	102	21	21	13	13	26	25	14	14	28	27
138	116	24	21	10	8	38	33	15	13	29	25
139	37	10	27	3	8	7	19	1	3	16	43
140	55	10	18	12	22	6	11	5	9	22	40
141	138	18	13	7	5	25	18	13	10	75	54
142	118	12	10	16	14	30	25	17	14	43	37
143	145	22	15	16	11	31	21	23	16	53	37
144	159	2	1	5	3	28	18	32	20	92	58

Difficulty

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
135	155	36	24	51	33	51	33	10	6	7	4
136	159	24	15	38	24	71	45	16	10	10	6
137	102	8	8	26	25	51	50	14	14	3	3
138	116	5	4	27	23	63	54	17	15	4	4
139	37	7	19	8	22	17	46	3	8	2	5
140	55	4	7	14	26	26	47	10	18	1	2
141	138	39	28	40	29	50	36	5	4	4	3
142	118	6	5	29	25	65	55	11	9	7	6
143	145	21	15	25	17	73	50	21	15	5	3
144	159	23	14	35	22	74	47	17	11	10	6

Table G (Cont'd)

Professional

Importance

Duty #	Responses #	1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
135	155	4	2	11	7	26	17	42	27	72	47
136	159	8	5	17	11	36	23	42	26	56	35
137	102	3	3	11	11	24	23	28	28	36	35
138	116	3	3	7	6	20	17	41	35	45	39
139	37	1	3	1	3	8	21	11	30	16	43
140	55	1	2	6	11	13	23	18	33	17	31
141	138	7	5	11	8	29	21	32	23	59	43
142	118	2	2	13	11	21	18	42	35	40	34
143	145	0	0	8	6	20	15	39	27	76	52
144	159	0	0	7	4	14	9	51	32	87	55