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An Analysis of the Qualifications and Perceived Effectiveness of Athletic Directors in the Maryland Public Secondary School Athletic Association

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The study identified through questionnaire format, the personal characteristics and professional qualifications of athletic directors in the member schools of the Maryland Public Secondary School Athletic Association. Also determined was the essentiality of the listed qualifications for the position of athletic director. The following was found about the responding athletic directors: 72.5 percent were between 30 and 49 years of age, 7.4 percent were female, and less than 6 percent were Negro. Additional findings were: 26 of the 47 qualifications were rated as essential, the rank-order of qualifications differed according to the size of the school, athletic directors and principals agreed on the essential qualifications, "related" education courses was the most important category, and intercollegiate and interscholastic athletic directors agreed on the order of essential qualifications for the position of athletic director. The athletic directors in the Maryland Public Secondary School Athletic Association were found to be well qualified in terms of general education, coaching experience, sports participation, and professional involvement, but not as well qualified in terms of administrative experience and "related" education courses.

AN ANALYSIS OF THE QUALIFICATIONS AND PERCEIVED
EFFECTIVENESS OF ATHLETIC DIRECTORS IN THE
MARYLAND PUBLIC SECONDARY SCHOOL
ATHLETIC ASSOCIATION

A Thesis
Presented to the Faculty
of the Graduate Unit of Physical Education
State University of New York
College At Brockport

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of the Requirements for the Degree
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in Education (Physical Education)

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Janice A. Bell
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Title of Thesis: AN ANALYSIS OF THE QUALIFICATIONS AND
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Chapter I

INTRODUCTION

Athletic activities have been a part of school since the development of the educational system in America. As the school systems grew, so did interscholastic athletics. Along with this growth came the problem of administering these programs in a fair and just manner. Although the administration of athletics has improved tremendously over the years, problems still exist that greatly concern today's administrator (Healey, 1976).

The biggest problem is the place of interscholastic athletics in the educational curriculum. The interscholastic athletic program has taken a great deal of criticism over the years. Many individuals have sought to abolish competitive athletics altogether. Others have attempted to include it in the school curriculum as being part of the educational objectives of the program. The latter have been successful, and as a result competitive athletics today does have a place in the curriculum and plays a prominent part in the lives of the young and old alike, both as participants and spectators (Healey, 1976).

STATEMENT OF THE PROBLEM

This study identified through questionnaire format, the personal characteristics and professional qualifications

of athletic directors within the member schools of the Maryland Public Secondary School Athletic Association. Hypotheses included within this study were:

1. There will be no difference in the order of essential qualifications for intercollegiate athletic directors, as determined by Youngberg (1971), and for interscholastic athletic directors.

2. Athletic directors and principals in the Maryland Public Secondary School Athletic Association will agree on the qualifications rated as essential for effective athletic administration.

3. The rank-order of qualifications for effective athletic administration will differ according to the size of the school.

4. There is a small cluster of qualifications which will discriminate effective and ineffective athletic directors.

5. The relative importance of the six questionnaire categories with respect to effective interscholastic athletic administration will be determined.

PURPOSE OF THE STUDY

The purpose of this study was threefold. First, the study identified the personal characteristics and professional qualifications of athletic directors in the class AA, A, B, and C schools which were members of the Maryland Public Secondary School Athletic Association.

More specifically, it compared the extent to which the athletic directors in the Maryland Public Secondary School Athletic Association were qualified for their positions according to Youngberg's list of recommended essential qualifications for the successful administration of an intercollegiate athletic program. Second, it determined the essentiality of the listed qualifications for the position of athletic director at the secondary level. And third, the study compared the perceived effectiveness of the athletic directors to their possessed qualifications and identified the qualifications which were most essential for the athletic director to possess.

LIMITATION

1. Not all of the questionnaires may be returned.

ASSUMPTIONS

The following assumptions were made as a basis for the investigation:

1. The written expressions of the respondents were truthful and accurately measured the respondents' qualifications.
2. Effective athletic directors possessed certain identifiable qualifications.
3. The Youngberg qualifications were adapted and made valid for interscholastic athletic directors (Youngberg, 1971).

4. A 65 percent return of questionnaires was sufficient to enable generalization of the findings.

DEFINITION OF TERMS

Athletic Director: one who is responsible for administering the details of the interscholastic athletic program.

Athletic Program: "sports offered on an interscholastic basis" (Richey, 1963).

Class AA Schools: secondary schools in Maryland which have an enrollment of between 1,637 and 2,873 students.

Class A Schools: secondary schools in Maryland which have an enrollment of between 1,103 and 1,619 students.

Class B Schools: secondary schools in Maryland which have an enrollment of between 692 and 1,091 students.

Class C Schools: secondary schools in Maryland which have an enrollment of between 104 and 687 students.

Effectiveness: the act of being competent enough to fulfill the duties and responsibilities of a particular position. On a scale of 1-10, ratings of 8, 9, and 10 signify high effectiveness while ratings of 1, 2, and 3 will signify ineffectiveness. Ratings of 4, 5, 6, and 7 will be considered average effectiveness.

Essentiality: the importance of possessing the listed qualifications which will be determined by a rating scale of 1-6 with the qualifications receiving a mean rating of 3.5 or greater deemed essential for effective athletic

administration.

Interscholastic Athletics: games or contests at the secondary level which are between selected individuals or teams of two or more schools which are organized and controlled by school authorities.

Maryland Public Secondary School Athletic Association (M.P.S.S.A.A.): the governing body and policy-maker of all of the rules and regulations for interscholastic athletics in the State of Maryland.

Public Secondary Schools: high schools which are aided by state and/or federal monies, usually including grades 9-12, but some only housing grades 10-12.

Qualifications: "any exposure, experience, or competency which relates to a person's position or employment" (Burelle, 1975).

Chapter II

REVIEW OF LITERATURE

All "big" jobs are nothing but the sum total of alot of "small" jobs; and the more familiar you become with each detail, the better able you'll be to operate as an efficient executive (Obeck, 1958).

This chapter has been divided into four sections to familiarize the reader with a number of components which make up the position of the athletic director. The first section will give a brief background of athletics and the athletic director. In the second section the need for athletic administration will be reviewed. In the third section the available literature on the qualifications of the athletic director will be reviewed. The last section includes a review of the studies related to the responsibilities and functions of the athletic director.

BACKGROUND OF ATHLETICS AND THE ATHLETIC DIRECTOR

Forsythe (1977) recognized four distinct periods in the evolution of high school athletics in regard to the position school administrators and boards of education have taken. They are (1) the period of opposition, (2) the period of toleration, (3) the period of recognition and capitalization, and (4) the period of exploitation.

During the period of opposition attempts were made

by school administrators to abolish the student initiated sports teams, but the efforts were futile. School administrators and boards of education opposed the activities, but the popularity had grown to the extent that if outlawed, the programs would continue outside the schools' jurisdiction. The only feasible alternative for school administrators was to assume control over the athletic events, thus leading into the period of toleration (Forsythe, 1977).

During this era, faculty members were appointed to chaperon the teams and their chief responsibilities were to supervise the conduct of the players and to prevent controversies among the players. It was not uncommon for the coach of the team to also be a player. Objections rose from other teams, and it was situations such as this which set up the first "control" to prevent abuses. The first control required that all players must be bona fide students. Other controls pertaining to players were known as eligibility rules, and a little later standards for coaches were established (Forsythe, 1977).

The period of recognition and capitalization recognized that with the help of the controls some desirable outcomes could result from properly planned and administered interscholastic athletic contests. As more standards were adopted, many schools began to capitalize on the educational values of athletic activities (Forsythe, 1977).

The period of exploitation grew out of the popularity of the interscholastic athletic program. Realizing the

attractiveness of interscholastic games, nonschool organizations and individuals began to promote events involving high school athletes and the interscholastic program. Their primary interests were to gain recognition, advertising, and raising funds for their own benefits. The collective efforts of schools at the state and national levels have been effective in eliminating much of this type of exploitation (Forsythe, 1977).

THE NEED FOR AN ATHLETIC DIRECTOR

Fields (1977) reported that all areas in an institution require governance and the athletic department is not an exception. It is necessary that each school adhere strictly to the athletic codes set up by the various rule-making bodies. Since it was easy for teams to stretch the intended meaning of the rules to accommodate their purposes, it was necessary to designate a person who is responsible for the conduct of the interscholastic athletic program. According to Fields (1977), this person should be the athletic director.

In a discussion on supervision and evaluation of teaching in extracurricular activities, Dougherty (1978) said that the athletic director is the most suitable person for the position of supervisor of extracurricular activities. Since interscholastic athletic activities cannot be satisfactorily scheduled on an informal basis and played "for fun", Enos (1964) stated that there is a real need for

proper and adequate supervision and administration of athletics.

Fields (1977) continued that the many areas of responsibility in an athletic department lead institutions to delegating this work to an athletic director. According to Williams (1958), the athletic director is an administrator in all respects. He referred to administration as

the constructive leadership that plans and maintains the program, and that enables the program to function effectively in accomplishing the established and worthwhile goals (Williams, 1958).

QUALIFICATIONS OF THE ATHLETIC DIRECTOR

In 1971, Youngberg concluded his investigation which identified and analyzed the qualifications which an intercollegiate athletic director should be expected to have to be successful in his/her position. From the fifty-three qualifications identified by athletic directors, faculty representatives, and coaches, Youngberg rank-ordered twenty-nine qualifications considered essential for the successful administration of an athletic program (Appendix A).

Using the qualifications determined by Youngberg as essential for the successful administration of an intercollegiate athletic program as the basis for his study, Burelle (1975) surveyed the forty-eight athletic directors in the Canadian Intercollegiate Athletic Union in terms of how many held each of the qualifications. Of the twenty-nine essential qualifications, all but six were present in over 50 percent of the respondents. The six qualifications

which were present in less than 50 percent of the respondents were (1) completed a course in speech, (2) received in-service (internship) training in athletic administration prior to your present position, (3) completed a course in public relations, (4) directed athletics at the college level prior to your present position, (5) completed a course related to legal liability, and (6) been an assistant or associate director of athletics at the high school or college level.

Bucher (1971) stated that the qualifications of an administrator are many. Some he indicated were (1) an administrative mind, (2) integrity, (3) the ability to establish good human and public relations, (4) the ability to make decisions, (5) health and fitness for the job, (6) a willingness to accept responsibility, (7) an understanding of work, (8) a command of administrative techniques, and (9) the intellectual capacity to perform the job.

Sells (1961) selected competencies necessary for successful administration of athletics. Competencies judged requisite to the success of the athletic program were (1) participating on campus committees, (2) working cooperatively with students and faculty groups, (3) disseminating information concerning trends and problems in athletics, (4) arranging schedules, travel, and officials, and (5) preparing and supervising the budget.

Richardson (1971) stated that in order to provide

opportunities for individuals to develop competencies in athletic administration, the resources of the entire institution should be involved. A selection of courses from business administration, public administration, and educational administration would provide important administrative skills.

Enos (1964) summarized the qualifications into four categories (1) personal, (2) professional, (3) experience, and (4) competencies. Personal qualifications included good character, good health, pleasant personality, and practical intelligence, while basic preparation in general education, sound educational philosophy, understanding of the place of athletics in education, and preparation in professional education areas comprised the professional qualification. Leadership ability and educational experience were the experience qualifications. The competency category included the ability to teach, the ability to make decisions, a willingness to accept responsibility, a respect for individual personalities, a cooperative attitude, and a personal concern for the welfare of others.

FUNCTIONS AND RESPONSIBILITIES OF THE ATHLETIC DIRECTOR

Richey (1963) and Reno (1964) found that athletic directors have a myriad of duties. Depending on the size of the school, these could range from major ones such as teaching and coaching to minor ones such as filling out forms regarding the eligibility of athletes.

From his investigation, Reno (1964) discovered that many of the duties were not necessarily concerned with athletic administration. He divided the duties into two categories: athletic administration and supplemental duties. The athletic administration category was broken into five specific areas which were (1) financial, (2) property and equipment, (3) public relations, (4) preparation for contests, and (5) duties related directly to athletes. The supplemental duties were divided into six specific areas which were (1) general administrative, (2) personnel, (3) instruction, (4) guidance and counseling, (5) supervisory, and (6) personal-professional growth. The most commonly performed duty related to property and equipment, while the most important one was administrative. Reno also found it to be characteristic of athletic directors that they coach and teach.

Kelliher summarized his findings in three areas (1) frequency of duties, (2) importance of duties, and (3) difficulty of duties, and wrote:

In frequency of duties, administrative duties was first, followed by public relations, finances, coaches and contests, property and equipment, and duties relating to athletes. In the area of importance of duties, the categories in order of priority were: administrative duties, finance, public relations, property and equipment duties, coaches and contests duties, and duties relating to athletes. The over-all difficulty of duties of the athletic directors were in the following order: administrative duties, public relations, finance, coaches and contests, property and equipment, and athletes (Kelliher, 1956).

George (1966) and Sisley (1975) concluded that the major functions of the athletic administrator were to:

1. Conduct a program according to the rules and regulations of the institution and other organizations governing athletics.

2. Organize the athletic staff to achieve effective results.

3. Supervise expenditures and prepare the budget.

4. Develop the schedule of competitive events.

5. Coordinate travel.

6. Maintain channels of communication among coaches and student athletes.

7. Conduct an efficient and effective public relations program.

8. Supervise the purchase of supplies and equipment.

9. Serve as the official representative of the institution to athletic organizations.

In administering the athletic program, the athletic director has responsibilities to his/her institution, the administration, the staff, the athletes, and the community. According to Daughtrey (1976), the athletic director is responsible for supervising the entire program. This responsibility includes evaluation of coaches, handling school-community relations, providing interpretations for the program, and overseeing the general administration of the program. Daughtrey (1976) further stated that the athletic director's duties include scheduling contests, preparing the budget, establishing travel procedures, supervising coaches, maintaining eligibility, preparing contracts, preparing for contests, and certifying medical services.

In 1962, Gilbert surveyed the qualifications and duties of athletic directors in selected Illinois high schools. Gilbert stated that most directors of athletics were not administrators at all, rather, merely an individual with a title. He exemplified this by stating:

He is tied to his office by a great deal of busy work that if delegated to a secretary could be carried out in such a manner as to free the athletic director to perform regular duties that we somehow expect from the administrator directly responsible for that program (Gilbert, 1962).

SUMMARY

High school athletics evolved through four distinct periods in regard to the positions of school administrators and boards of education. They were (1) the period of opposition, (2) the period of toleration, (3) the period of recognition and capitalization, and (4) the period of exploitation. During these periods athletic codes were established by the governing bodies. Because of the expansion and popularity of the interscholastic athletic program and the newly established regulations governing the athletic program, it became necessary to delegate the responsibility and conduct of the program to a competent individual, the athletic director.

Since all areas in an educational institution require guidance, an athletic director was designated as the person responsible for the conduct of the interscholastic athletic program and the person designated to oversee that the rules and regulations were followed. The athletic direc-

tor is referred to as an administrator since it is through his/her constructive leadership that the program is planned and maintained.

Youngberg developed a list of twenty-nine qualifications considered essential for the successful administration of an intercollegiate athletic program. These qualities were grouped into six categories (1) general educational background, (2) sports participation, (3) coaching experience, (4) administrative experience, (5) related education courses, and (6) professional involvement. Other qualifications were mentioned in terms of competencies such as the ability to teach and make decisions, personal and professional qualifications, and experience.

Athletic directors have a myriad of responsibilities—from teaching and coaching to administrative details. In administering the athletic program, the athletic director has responsibilities to the institution, administration, staff, athletes, and community. The success of any interscholastic athletic program is often the result of the athletic director's effectiveness in coordinating these often disparate but intertwined functions.

Chapter III

RESEARCH PROCEDURES

This investigation was concerned with identifying the existing qualifications of athletic directors in the Maryland Public Secondary School Athletic Association and in comparing the qualifications with those recommended by Youngberg (1971). The study also determined the essentiality of the listed qualifications for the position of athletic director as perceived by athletic directors and principals. In addition, the study compared the effectiveness of the athletic director to the identified qualifications. The population under study was limited to the 145 athletic directors and principals who were employed by the member schools of the Maryland Public Secondary School Athletic Association.

SURVEY INSTRUMENT

After reviewing the literature, two studies were found to be pertinent to this investigation. They were (1) Youngberg's (1971) study on the recommended qualifications for successful intercollegiate athletic directors, and (2) Burelle's (1975) study on the existing qualifications of athletic directors in the Canadian Intercollegiate Athletic Union.

In developing the questionnaire for this study

(Appendices D and E), Burelle's survey instrument (Appendix B) served as a basis. Minor revisions were made to make his questionnaire applicable to interscholastic athletic directors as opposed to intercollegiate athletic directors.

Revisions in Burelle's questionnaire were (1) to change conference to classification, (2) to add sex and race of the respondent to the personal data, (3) to obtain the area of concentration as well as the year in which the degree was earned, (4) to question in which sports the athletic director is or has been involved, (5) to delete the following questions: a degree from the school where you are now athletic director, competed in a varsity sport at the school where you are now athletic director, competed in football or hockey at the high school or college level, been an all-Canadian in college, been head coach of football or hockey at the high school or college level, coached football or hockey at the school where you are now athletic director, directed athletics at the college level prior to your position at present school, published articles dealing with intercollegiate athletics, done research relative to intercollegiate athletics, reported research findings with relation to intercollegiate athletics in a book or periodical, and written a book concerned with intercollegiate athletics, and (6) to add the following questions as supplementary data:

A. What qualifications other than those listed on this survey are required for the position of athletic director in your school or county?

B. What qualifications do you feel are the most important in obtaining the position of athletic director in your school or county?

C. Why do you feel you were selected as athletic director?

D. Is your job as athletic director a full-time position?

E. If no, what are your other responsibilities?

F. Approximately what percent of your time at work is spent administering athletics?

G. For how long is your appointment or contract?

H. What was your position when you were selected as athletic director?

I. On the following scale, rate yourself according to how you perceive your effectiveness as athletic director by placing an "X" over the appropriate number:

ineffective 1 2 3 4 5 6 7 8 9 10 highly effective.

Since the principal's role in this survey was different from that of the athletic director, the questionnaire which was sent to the principals was somewhat different from the questionnaire just described and found in Appendix D. The changes in the principal's survey instrument were as follows:

1. delete the personal data,
2. delete the yes/no response columns,
3. delete: Why do you feel you were selected as athletic director?; Is your job as athletic director a full-time position?; If no, what are your other responsi-

ibilities?; Approximately how much of your time is spent administering athletics?; For how long is your appointment or contract?; and What was your position when you were selected as athletic director?; and

4. change the last item to read: On the following scale rate your athletic director according to how you perceive his/her effectiveness in fulfilling the duties and responsibilities of the athletic director. Place an "X" over the appropriate number.

ineffective 1 2 3 4 5 6 7 8 9 10 highly effective

The questionnaire was given to three coaches and was found to take no longer than fifteen minutes to complete. The questions were clear and acceptable, and the format was easy to follow.

The survey instrument which was sent to the athletic directors included nine categories. The categories and number of questions in each category were: (1) personal data- 5, (2) institutional data- 1, (3) general educational background- 8, (4) sports participation- 6, (5) coaching experience- 6, (6) administrative experience- 10, (7) "related" education courses- 14, (8) professional involvement- 3, and (9) supplementary data- 9. The questionnaire incorporated fourteen open-ended questions. Three open-ended questions were from the sports participation category, six questions from the coaching experience category, and five questions from the supplementary data. The questionnaires were coded to enable the investigator to use proper follow-up procedures.

CONDUCT OF THE STUDY

The investigation was conducted via a mailed questionnaire to all of the athletic directors and principals of the member schools of the Maryland Public Secondary School Athletic Association. The questionnaire was mailed on September 16, 1978, with a return date expected by September 30, 1978. A follow-up postcard was sent to non-responding subjects on October 1, 1978. On October 15, 1978, a second letter and questionnaire were sent requesting a return by October 30, 1978.

ANALYSIS OF DATA

Each respondent was categorized according to the following personal and institutional data (1) age, (2) sex, (3) race, (4) years experience in present position, (5) years experience as athletic director, and (6) classification of school. Frequency distributions and percentages were tabulated to determine the number of athletic directors falling into the ranges of the personal and institutional data. Within each of these categories, frequency distributions and percentages were also tabulated for each of the rank-ordered qualifications recommended by Youngberg as essential for the successful administration of an inter-collegiate athletic program.

To test the hypotheses stated on page two, several statistical analyses were used in this study. Other than a descriptive analysis, the Kendall Rank Correlation Coeffi-

cient (τ), the Kruskal-Wallis One-Way Analysis of Variance by Ranks, a discriminant analysis, and a multiple regression were utilized. The questionnaire was coded for statistical analysis, and the computer centers at Salisbury State College, Salisbury, Maryland, and the State University College at Brockport, Brockport, New York were used.

Chapter IV

ANALYSIS OF DATA

This study was conducted to identify the personal characteristics and professional qualifications of athletic directors in the class AA, A, B, and C schools which were members of the Maryland Public Secondary School Athletic Association, and to determine the essentiality of the listed qualifications for the position of athletic director at the secondary level. The qualifications were determined by a 62 item questionnaire.

The questionnaires were mailed on September 16, 1978. By September 30, 1978, 55.1 percent of the questionnaires had been returned. A follow-up postcard (Appendix F) was sent to the non-respondents on October 1, 1978, and by October 14, 1978, 65 percent of the questionnaires were returned. The second letter and questionnaire were mailed on October 15, 1978, and a final tally of 243 questionnaires resulted in an 83 percent return. Of the 243 respondents, 122 were principals while the remaining 121 were athletic directors.

The results of this study were divided into five categories: (1) personal and institutional data on the athletic director respondents (Tables 1 through 6); (2) number and percentage of the athletic directors in the Maryland Public Secondary School Athletic Association who possessed each of the essential qualifications identified

by Youngberg (Table 7); (3) combined athletic directors' and principals' rank-order of qualifications according to their essentiality for the position of athletic director in the Maryland Public Secondary School Athletic Association; (4) hypotheses testing; and, (5) professional profile of the responding athletic directors.

PERSONAL AND INSTITUTIONAL DATA ON THE RESPONDING ATHLETIC DIRECTORS

One hundred twenty (82%) athletic directors responded to the "present age" question. The number and percentage of athletic directors within each age range were grouped according to ten-year intervals and are presented in Table 1. The 30-39 age range contained the highest number of respondents (46) and combined with the 40-49 age range (41 respondents) comprised 72.5 percent of the total population under analysis. Equally important is the fact that 45 percent of the athletic directors were under 40 years of age.

The larger percentage of younger athletic directors could be due to the fact that the older athletic directors are resigning only to be replaced by the younger, more educated individuals. Each age range of the interscholastic athletic directors was comparable to the age ranges of Burelle's (1975) study with the exception of the 50-59 age range. While there are few interscholastic athletic directors over 60 years of age, there was a greater percentage of intercollegiate athletic directors in the 60 and over age range.

TABLE 1. NUMBER AND PERCENTAGE OF ATHLETIC DIRECTORS IN THE M.P.S.S.A.A. WITHIN EACH AGE RANGE.

Age Range	N=120	
	Number	Percentage
Under 30	8	6.7
30-39	46	38.3
40-49	41	34.2
50-59	24	20.0
60 and over	1	0.8

In Table 2 the sex of the respondents is identified. One hundred twelve (112) athletic directors or 92.6 percent were male, while only 9 or 7.4 percent were reported as being female. Girls' and women's athletics have grown during the past ten years. Athletics used to be only for boys and men, thus they were governed by male athletic directors. Women, however, are gaining prestigious positions in athletics, and the number of female athletic directors will probably grow with the growth of girls' and women's sports.

TABLE 2. NUMBER AND PERCENTAGE OF ATHLETIC DIRECTORS IN THE M.P.S.S.A.A. ACCORDING TO SEX.

Sex	N=121	
	Number	Percentage
Female	9	7.4
Male	112	92.6

Table 3 represents the breakdown by race of the athletic directors. Less than 6 percent were Negro, the remainder were Caucasian. Since complete integration occurred less than fifteen years ago, Negroes and other minorities have not had the opportunity to work up to the position of athletic director. With equal opportunity employment, the statistics of minority athletic directors may rise in the future.

TABLE 3. NUMBER AND PERCENTAGE OF ATHLETIC DIRECTORS IN THE M.P.S.S.A.A. ACCORDING TO RACE.

Race	N=120	
	Number	Percentage
Negro	7	5.8
Caucasian	113	94.2
Indian	0	0.0
Other	0	0.0

Indicated in Table 4 are the number of years the athletic directors have held their present positions. Over 80 percent of the athletic directors have held their positions under five years or more than ten years leaving only 23 athletic directors who have had 5 to 9 years of experience.

TABLE 4. YEARS ATHLETIC DIRECTORS IN THE M.P.S.S.A.A. HAVE HELD THEIR PRESENT POSITIONS.

Year Range	N=119	
	Number	Percentage
0-4	47	39.5
5-9	23	19.3
10 or more	49	41.2

The data in Table 5 reveals that almost two-thirds of the athletic directors have been an athletic director for less than ten years. The greatest number of athletic directors (45) have been athletic directors for less than five years.

TABLE 5. YEARS ATHLETIC DIRECTORS IN THE M.P.S.S.A.A. HAVE BEEN AN ATHLETIC DIRECTOR.

Year Range	N=121	
	Number	Percentage
0-4	45	37.2
5-9	33	27.3
10 and more	43	35.5

Twenty-eight percent of the responding athletic directors held their positions in Class A schools. Table 6

shows that the number of Class AA, B, and C respondents were almost equal.

TABLE 6. CLASSIFICATION OF ATHLETIC DIRECTORS IN THE M.P.S.S.A.A.

Classification	ATHLETIC DIRECTOR	
	Number	Percentage
AA	28	23.1
A	34	28.1
B	29	24.0
C	30	24.8

NUMBER AND PERCENTAGE OF THE ATHLETIC DIRECTORS IN THE M.P.S.S.A.A. POSSESSING EACH OF THE ESSENTIAL QUALIFICATIONS

The second category of analysis focused on the qualifications identified by Youngberg (1971) as being essential for the successful administration of an intercollegiate athletic program. Table 7 identifies the number and percentage of athletic directors who held each of the essential qualifications identified by Youngberg (1971).

TABLE 7. NUMBER AND PERCENTAGE OF ATHLETIC DIRECTORS IN THE M.P.S.S.A.A. WHO HOLD EACH OF THE ESSENTIAL QUALIFICATIONS IDENTIFIED BY YOUNGBERG (1971).

Rank	Number	Percentage	Qualifications
1	120	100	Bachelor's degree.
2.5	90	77.6	Master's degree.
2.5	21	18.4	Coached at the college level.
4	107	92.2	A current membership in one or more professional organizations.
5	45	38.8	Attended one or more national conventions or national meetings dealing with intercollegiate athletics during the past year.
6	93	76.9	Completed a course in the administration of physical education and/or athletics.
7	98	84.5	Competed in a varsity sport in college.
8	113	96.6	Competed in a varsity sport in high school.
9	79	71.8	Minored or majored in physical educ.

Table 7 (Continued)

N=120			
Rank	Number	Percentage	Qualifications
10	67	55.8	Completed a course in the administration of athletic events.
11	78	67.2	Completed a course dealing with the role of athletics in education.
12	47	39.2	Had at least one year of administrative experience prior to your present position.
13.5	71	58.7	Completed a course in facilities and equipment and/or maintenance.
13.5	97	80.8	Completed a course concerned with health aspects of athletics or athletic training.
15	85	70.8	Completed a course in administrative or organizational theory.
16	96	80.0	Completed a course in speech.
17	29	24.0	Received a in-service (internship) training in athletic administration prior to your present position.
18	105	86.8	Completed a course in educational administration.
19	38	31.4	Completed a course in public relations.
20	112	95.7	Coached at the high school level.
21	45	37.2	Completed a course in business.
22	85	70.8	Completed a course in physiology of exercise.
23	76	62.8	Completed a course in the psychology of sport or the sociology of sport.
24	*	*	Directed athletics at the college level prior to your present position.
25	52	43.3	Completed a course related to legal liability.
26.5	*	*	Been head coach of football or hockey at the high school or college level.
26.5	11	9.2	Been assistant or associate director of athletics at the high school or college level.
28	90	77.6	Completed a course in the evaluation and interpretation of research.
29	74	68.5	Broad background in liberal arts.

* Qualifications were not pertinent to a study on the high school athletic director.

Of the twenty-nine qualifications, all but eight were held by at least 50 percent of the responding M.P.S.S.A.A. athletic directors. Two of Youngberg's essential qualifications were not relevant to this study and were omitted. While all of the respondents held a bachelor's degree, only

9.2 percent had been an assistant or associate director of athletics at the high school or college level. Less than 40 percent of the athletic directors had at least one year of administrative experience prior to their present positions (39.2) and/or attended one or more national conventions or national meetings dealing with athletics during the past year (38.8). Only 24 percent of the respondents received in-service training in athletic administration prior to his/her present position. In addition, fewer than 53 of the 121 athletic directors had completed courses in public relations, business, and legal liability.

While 70.8 percent of the responding athletic directors held bachelor's degrees in physical education, 10.8 percent were history majors. Math and science incorporated 10 percent, and the remaining 8.4 percent of the athletic directors majored in such disciplines as English, recreation, industrial arts, education, business education, agriculture education, elementary education, psychology, and military science. Almost half of the responding athletic directors with master's degrees received their degrees in physical education. One quarter of the athletic directors responded as possessing master's degrees in education, while one-eighth possessed master's degrees in administration and supervision.

During high school, 90 percent of the respondents participated in either football, basketball, baseball, or soccer with half of these playing football. During college, the same four sports were prominent with football comprising almost 50 percent of the respondents.

Concerning coaching responsibilities, almost 80 percent of the responding athletic directors coached either football, basketball, baseball, or soccer. Forty-three percent coached football, while basketball encompassed 14 percent of the responding athletic directors.

Of the 29 qualifications identified by Youngberg as essential for the successful administration of an intercollegiate athletic program, 15 qualifications were held by a greater percentage of the responding interscholastic athletic directors than responding Canadian Intercollegiate Athletic Union athletic directors. In comparison with Burelle's (1975) study of intercollegiate athletic directors, only six essential qualifications had differences of 25 or more percentage points with the current study. They were (1) coached at the college level, (2) attended one or more national meetings during the past year, (3) had at least one year of administrative experience prior to their present positions, (4) completed a course in speech, (5) completed a course in educational administration, and (6) been assistant or associate director of athletics at the high school or college level. Two qualifications, completed courses in speech and educational administration, had higher percentages of interscholastic athletic directors possessing them than did intercollegiate athletic directors. Fourteen of the qualifications rated as essential by Youngberg differed by only 10 or fewer percentage points between interscholastic and intercollegiate athletic directors.

The existing profile of the responding athletic directors in the M.P.S.S.A.A. is as follows: The athletic director possesses a bachelor's degree and a master's degree, played a varsity sport in high school and college, has been a coach, and holds a current membership in a professional organization. The courses generally completed were educational administration, health aspects of athletics, speech, administration of physical education and/or athletics, and evaluation of research. Differences in Burelle's findings saw the intercollegiate athletic director lacking the master's degree, but possessing a major/minor in physical education, having at least one year of administrative experience, attending national meetings, and taking courses in administrative or organizational theory and physiology of exercise.

COMBINED ATHLETIC DIRECTORS' AND PRINCIPALS'
RANK-ORDER OF QUALIFICATIONS ACCORDING TO
THEIR ESSENTIALITY FOR THE POSITION OF
ATHLETIC DIRECTOR IN THE M.P.S.S.A.A.

In Table 8, the qualifications listed on the questionnaire were rank-ordered according to their essentiality for the position of athletic director in the M.P.S.S.A.A. The first 26 qualifications were identified as being essential for the position of athletic director in the M.P.S.S.A.A. since they received a mean rating of 3.5 or greater.

TABLE 8. RANK-ORDERED QUALIFICATIONS ACCORDING TO THEIR ESSENTIALITY FOR THE POSITION OF ATHLETIC DIRECTOR IN THE M.P.S.S.A.A.

Rank	Mean Rating	Qualifications
1	5.580	Bachelor's degree.
2	5.101	Coached at the high school level.
3	4.944	Completed a course concerned with the health aspects of athletics or athletic training.
4	4.814	Majored or minored in physical education.
5	4.608	Completed a course dealing with the role of athletics in education.
6.5	4.540	Completed a course in the administration of physical education.
6.5	4.540	Completed a course in the administration of athletic events.
8	4.506	Competed in a varsity sport in high school.
9	4.429	Been head coach in a high school or college.
10	4.372	Master's degree in progress.
11	4.356	Completed a course in facilities and equipment.
12	4.313	Master's degree.
13	4.289	A current membership in one or more professional organizations.
14	4.243	Completed a course related to legal liability.
15	4.199	Received in-service training in athletic administration.
16	4.149	Completed a course in public relations.
17	4.136	Completed a course in the physiology of exercise.
18	4.121	Completed a course in administrative and/or organizational theory.
19	4.034	Completed a course in educational administration.
20	4.004	Completed a course in sport psychology and/or sociology of sport.
21	3.911	Competed in a varsity sport in college.
22	3.853	Completed a course in speech.
23	3.848	Completed a course in business.
24	3.744	Attended one or more national conferences or meetings dealing with athletics during the past year.
25	3.574	Had at least one year of administrative experience prior to your present position.
26*	3.561	Completed a course in the evaluation and interpretation of research.
27	3.448	Coached a varsity sport at the school where you are now athletic director.
28	3.423	Directed athletics at the high school level prior to your present position.
29	3.403	A broad background in liberal arts.
30	3.341	Been a head or director of physical education.
31	3.315	Supervised or directed an intramural program.
32	3.279	Minored or majored in business administration.
33	3.272	Worked as a consultant for a high school on a project concerned with athletics or administration.

Table 8 (Continued)

Rank	Mean Rating	Qualifications
34	3.213	Been an assistant director of athletics.
35	3.078	Supervised playground or recreation leagues.
36	2.607	Presently coaching.
37	2.149	Coached at the college level.
38	2.043	Been a principal or assistant principal.
39	1.995	Captained a varsity sport at the high school or college level.
40	1.820	Held an executive position in a business.
41	1.733	Doctor's degree in progress.
42	1.629	Been an all-conference player in high school or college.
43	1.542	Competed in a sport professionally.
44	1.532	Held an executive position with a professional sports team.
45	1.518	Doctor's degree.
46	1.474	Presently competing on any sports teams.
47	1.424	Coached at the professional level.

* The qualifications listed below this point were designated as non-essential to the successful administration of a secondary athletic program since their mean ratings fell below 3.5.

Possessing a bachelor's degree received the highest rating of all of the listed qualifications. Coaching and competing at the high school level as well as having a major/minor in physical education also ranked within the top ten qualifications rated as essential. Fourteen of the 26 qualifications pertained to related education courses completed. A master's degree in progress ranked tenth while the possession of a master's degree ranked below it at number twelve.

While all of the top 26 qualifications were ranked in the Youngberg (1971) study as essential, only three qualifications were ranked as non-essential (mean rating of less than 3.5) which were identified as essential by Youngberg. They were (1) a broad background in liberal arts (ranking 29th), (2) been an assistant director of athletics (ranking 34th),

and (3) coached at the college level (ranking 37th).

The qualifications rated as essential by the interscholastic athletic directors showed a slightly different profile than did the qualifications rated as essential in Youngberg's (1971) study of intercollegiate athletic directors. While interscholastic athletic directors felt that it was necessary to be working toward a master's degree, intercollegiate athletic directors believed that the possession of a master's degree was more important. They both agreed that a bachelor's degree with a major/minor in physical education was essential, as was the participation on a varsity sport at the high school level. Youngberg's intercollegiate athletic directors specified competing at the college level as well as coaching at the college level to be essential.

Many respondents noted qualifications which they felt were the most important qualifications to possess in order to obtain the position of athletic director in their schools or counties. Experience as an outstanding teacher, coach, and/or counselor received 28 percent of the responses for the most important qualification. Some other qualifications listed by the respondents in the order of their importance were: knowledge of the sports' programs and procedures (10 percent), compatibility with the public, peers, administration, and students (9 percent), willingness to serve the extra time for little reward (9 percent), organization of paperwork and attending to details (8 percent), leadership (4 percent), dedication (3 percent), interest in young people and the athletic program (3 percent), and the

availability of the assistant principal to handle telephone calls and salespeople (3 percent).

HYPOTHESES TESTING

Several hypotheses were stated in order to test the relations among several variables. The first hypothesis was stated as follows: There will be no difference in the order of essential qualifications for intercollegiate athletic directors, as determined by Youngberg (1971), and for interscholastic athletic directors. A 0.60 degree of agreement between the interscholastic ranking and Youngberg's (1971) intercollegiate ranking of qualifications was determined by using the Kendall rank correlation coefficient, r (tau). This simply implied that if a pair of qualifications were drawn at random from among those ranked, the probability that the two qualifications would show the same rank order would be 0.60. In other words, there is a better chance that the intercollegiate and interscholastic athletic directors will tend to order a randomly selected pair of qualifications in the same way than in a different way. After testing the significance of r , it was found that $z=5.77$ and has a probability of occurrence under this hypothesis of $p \leq .00003$. The hypothesis was supported, and it was concluded that the two variables, interscholastic and intercollegiate rankings of qualifications, are in agreement in the population from which the samples were drawn.

After reading Youngberg's (1971) study, the investigator believed through empirical knowledge that the inter-

scholastic athletic directors' rankings would agree with Youngberg's (1971) intercollegiate athletic directors' rankings. Interscholastic and intercollegiate athletic directors would be expected to agree on the relative order of the qualifications because both jobs are, in essence, the same. Interscholastic and intercollegiate athletic directorships only differ in their complexity and the time needed to do the job.

The second hypothesis was stated as follows: Athletic directors and principals in the Maryland Public Secondary School Athletic Association will agree on the qualifications rated as essential for effective athletic administration. The statistical procedure used to test this hypothesis was the Kendall rank correlation coefficient, r (τ). The degree of relationship (τ) between the athletic directors' and the principals' rankings of the essential qualifications was found to be 0.78, which signified that the probability of a randomly selected pair of qualifications showing the same relative order in both rankings was 0.78. When testing the significance of r (τ), z was found to equal 7.7 which has a probability of occurrence under this hypothesis of $p \leq .00003$. This research hypothesis was supported at the .00003 level of significance, and it was concluded that the two variables are in agreement in the population from which the samples were drawn.

With the exception of seven qualifications, the athletic directors and principals ranked all of the qualifications within six rankings of each other (See Appendix H).

The qualifications which were ranked with a difference of seven or more points were: coached a varsity sport at the school where you are now athletic director (7), majored or minored in business administration (8), master's degree (9), completed a course in the physiology of exercise (9), completed a course in speech (10), completed a course related to legal liability (11), and a master's degree in progress (21). Equally interesting is the fact that nine or almost twenty percent of all of the qualifications were ranked the same by the athletic directors and principals.

The responding athletic directors rated thirty-two qualifications as essential for the position of athletic director in the M.P.S.S.A.A. However, the responding principals only rated twenty-three qualifications as essential. Of the nine qualifications rated as essential by the athletic directors but as non-essential by the principals, four of them pertained to administrative experience and two to "related" education courses.

The third hypothesis was: The rank-order of qualifications for effective athletic administration will differ according to the size of the school. The investigator believed through personal knowledge and observation that athletic directors in the larger schools have basically two or three duties- to direct athletics and to teach and/or coach. However, in the smaller schools the athletic director usually has many varied duties. Besides directing athletics, he/she may also be the assistant principal, a teacher, a coach, a department head, and/or the intramural

director. Because of this, it was believed that the rank-order of the qualifications would differ from the largest (Class AA) schools to the smallest (Class C) schools in Maryland (See Appendix J).

By using the Kruskal-Wallis test, H was found to equal 3.934 which is less than the critical value of 7.815. Because of this, the hypothesis was accepted at the 0.05 level of significance which indicated that there is a significant difference in the essentiality of qualifications for effective athletic administration according to the size of the school.

In Appendix J, the qualifications are listed according to the Class AA ranking, and the differences in rank are shown for the Class A, B, and C schools. Three major differences in the rankings of the qualifications according to the size of the school pertained to administrative experience. While the Class C athletic directors and principals ranked them rather high, the Class AA respondents ranked them considerably lower. The administrative experience qualifications were: received in-service training in athletic administration prior to your present position, had at least one year of experience as an athletic administrator prior to your present position, and directed athletics at the high school level prior to your present position. Other differences dealt with related education courses in the administration of physical education and in speech, as well as competing in a varsity sport in high school.

Stated as follows was the fourth hypothesis:

There is a small cluster of qualifications which will discriminate effective and ineffective athletic directors. Because of an insufficient number of subjects responding as ineffective (self-rating of 1-3) in their positions as athletic director, the discriminant analysis could not be run, making it such that this hypothesis could not be tested. Of the 121 athletic directors responding to the questionnaire, only one rated himself/herself as ineffective in his/her position as athletic director. This could be due to the fact that they are all doing an effective job under the given conditions, or it could possibly stem from the self-serving human nature that the subjects could not rate themselves poorly.

The fifth hypothesis was stated as follows:

The relative importance of the six questionnaire categories with respect to effective interscholastic athletic administration will be determined. Listed in Table 9 are the step-wise (forward) multiple regression values of the six questionnaire categories. According to the data, the fifth category, "related" education courses, incorporated the most important qualifications to possess if one wishes to to be effective administering interscholastic athletics.

TABLE 9. STEP-WISE (FORWARD) MULTIPLE REGRESSION VALUES OF THE SIX QUESTIONNAIRE CATEGORIES.

N=121			
Category		Multiple R	R Square
#5	"Related" Education Courses	0.32659	0.10666
#1	General Education Background	0.33927	0.11510
#3	Coaching Experience	0.35009	0.12256
#4	Administrative Experience	0.35036	0.12276
#2	Sports Participation	0.35059	0.12307
#6	Professional Involvement	0.35081	0.12307

While the sign of Multiple R (r) indicated the direction of the relationship, whether positive or negative, the absolute value of r indicated the relative strength of the relationship. However, R Square (R^2) accounted for the proportion of variation in one variable explained by the predictor variable(s). In conclusion, the relationship between the importance of the questionnaire categories and effective athletic administration was positive, and the data from the questionnaires only accounted for approximately 12 percent of the variance, while the most important category, "related" education courses, accounted for approximately 11 percent of the variance. As the other categories were added to the value of "related" education courses, their R^2 values increased but not to a high degree. In essence, this means that regarding predictability, it would be possible to get the same results by surveying only one category as compared to surveying all six categories in rating effectiveness. The questionnaire used in this study, as a rating of effectiveness, only accounts for 12 percent of the variance contributing to effectiveness in athletic directors.

PROFESSIONAL PROFILE OF THE RESPONDING
ATHLETIC DIRECTORS

According to the majority of the responding athletic directors, an athletic director in the Maryland Public Secondary School Athletic Association would possess the following profile: They would be white males, between the ages of 30 and 49 who have held their present positions less than five years or more than ten years and who have been athletic directors less than ten years. They possess bachelor's and master's degrees and played a varsity sport in high school and college. They hold current memberships in at least one professional organization, have been a coach, and have taken courses in the following: educational administration, health aspects of athletics and/or athletic training, speech, administration of physical education or athletics, and evaluation and interpretation of research. Most of the athletic directors are ten-month employees who direct athletics on a part-time basis. They devote from 11 to 50 percent of their working day to directing athletics. Their other duties usually include teaching and/or coaching.

Burelle's (1975) study found the intercollegiate athletic director's profile very similar to the interscholastic athletic director's profile in this study. Some differences include: possessing a major/minor in physical education, having at least one year of administrative experience prior to the present position, and attending national conferences dealing with athletics.

Some other qualifications which were found to be required for the position of athletic director in some of the M.P.S.S.A.A. school systems were: compatibility with the public, peers, administration, and students, administrative and supervisory training which includes educational leadership and internship training, interest in the position, students, and athletic program, experience as a teacher, coach, and/or counselor, and employment in the school system with valid teaching certification.

Chapter V

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of the study was to identify the personal characteristics and professional qualifications of athletic directors in the Maryland Public Secondary School Athletic Association, to determine the essentiality of the listed qualifications for the position of athletic director at the secondary level, and to compare the perceived effectiveness of the athletic directors to their possessed qualifications and identify which qualifications were most essential for the athletic director to possess. An amended version of the Burelle questionnaire (Appendix B) served as a basis for the survey instrument used in this study. It dealt with identifying the qualifications athletic directors in the M.P.S.S.A.A. possessed as well as rating each of the qualifications according to their essentiality for the position of athletic director.

The study included all athletic directors and principals at member schools of the M.P.S.S.A.A. for the 1977-78 academic year. The investigator attempted to obtain replies from the respondents three times over a two-month period. One hundred twenty-two principals and 121 athletic directors returned the questionnaire for a return rate of 83 percent.

The athletic directors were to indicate which quali-

fications they possessed as well as to rate the essentiality of each particular qualification for the position of athletic director at his/her school. The principals were merely asked to rate the qualifications according to the essentiality of the qualifications for the position of athletic director at his/her school. Some personal and institutional data was also asked of the athletic directors. Both the athletic director and principal were asked to rate the job effectiveness of the athletic director on a scale from one to ten.

The data obtained from the questionnaires was first coded and then key punched from the questionnaires onto IBM cards prior to being statistically analyzed. A tally was made of the answers to the six demographic questions pertaining to the background of the responding athletic directors and their institutions. The number and percentage of athletic directors holding each of the twenty-nine essential qualifications identified by Youngberg (1971) for the successful administration of an intercollegiate athletic program were then computed. The forty-seven qualifications were then rank-ordered by their mean ratings according to their essentiality for the position of athletic director in the M.P.S.S. A.A.

Several hypotheses were also tested. They were (1) There will be no difference in the order of essential qualifications for intercollegiate athletic directors, as determined by Youngberg (1971), for interscholastic athletic directors. (2) Athletic directors and principals in the Maryland Public Secondary School Athletic Association will

agree on the qualifications rated as essential for effective athletic administration. (3) The rank-order of qualifications for effective athletic administration will differ according to the size of the school. (4) There is a small cluster of qualifications which will discriminate effective and ineffective athletic directors. (5) The relative importance of the six questionnaire categories with respect to effective interscholastic athletic administration will be determined.

FINDINGS

Within the limitations of this study, these findings were based upon an analysis of the data collected.

1. Of the total population of athletic directors under study, 72.5 percent were between the ages of thirty and forty-nine with 45 percent being under forty years of age.

2. One hundred twelve athletic directors or 92.6 percent were male, while only nine or 7.4 percent were female.

3. Less than 6 percent of the athletic directors were Negro, leaving the remainder to be Caucasian.

4. Over 80 percent of the athletic directors have held their positions under five years or more than ten years.

5. Almost two-thirds of the athletic directors have been an athletic director for less than ten years.

6. Responding athletic directors from Class AA, B, and C schools were almost equal in number, while the number of Class A athletic directors was slightly higher.

7. Of the twenty-nine qualifications identified as being essential by Youngberg (1971), all but eight were held by at least 50 percent of the responding athletic directors. Of those eight, six were rated as essential qualifications for the position of athletic director in the M.P.S.S.A.A. by the athletic directors and principals.

8. Of the forty-seven qualifications listed on the questionnaire, twenty-six were labeled essential for the position of athletic director in the M.P.S.S.A.A. since they received a mean rating of 3.5 or greater.

9. Interscholastic and intercollegiate rankings of qualifications were associated in the population from which the samples were drawn.

10. Athletic directors and principals agreed on the qualifications deemed essential for effective athletic administration.

11. The rank-order of qualifications for effective athletic administration differed according to the size of the school.

12. Only one athletic director was reported as being ineffective in his/her position.

13. "Related" education courses was found to be the most important category with respect to effective athletic administration.

CONCLUSIONS

Within the limitations of this study, the following conclusions were drawn from the findings.

1. Athletic directors in the M.P.S.S.A.A. appear to be qualified for their positions (based on the standards developed by the athletic directors and principals), in terms of general education, coaching experience, sports participation, and professional involvement.

2. Athletic directors in the M.P.S.S.A.A. are not as well qualified in terms of administrative experience and "related" education courses.

3. The qualifications which are essential for intercollegiate athletic directors are also essential for the interscholastic athletic director.

4. Principals and athletic directors are generally in agreement on the necessary qualifications for the position of athletic director in the M.P.S.S.A.A.

RECOMMENDATIONS

Since the development of this study, some recommendations have been made for further study. They are as follows:

1. A random sample of the nation's high schools needs to be drawn and the athletic directors and principals surveyed for their ratings of the qualifications deemed essential for the position of athletic director and possibly compared to this study.

2. A study is needed to determine the factors re-

lated to the lack of women and minority athletic directors.

3. When attempting to measure effectiveness, it would probably be more beneficial to substitute a rating scale for five or ten major duties or responsibilities of an athletic director in place of the one numerical effectiveness rating scale. The athletic directors and principals would rate the athletic directors' effectiveness in performing each of the duties, whereby the mean rating of the duties would better determine the athletic directors' effectiveness in their positions.

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APPENDIX A

YOUNGBERG'S LISTING OF THE (29) QUALIFICATIONS CONSIDERED
 ESSENTIAL FOR THE SUCCESSFUL ADMINISTRATION OF AN INTER-
 COLLEGIATE ATHLETIC PROGRAM

Characteristic	Average rating	Rank
Bachelor's degree	6.78	1
Master's degree	5.90	2.5
Coached at the college level	5.90	2.5
A current membership in one or more pro- fessional organizations	5.84	4
Attended one or more national conventions or national meetings dealing with inter- collegiate athletics during the past year	5.74	5
Completed a course in the administration of physical education and/or athletics	5.70	6
Competed in a varsity sport in college	5.66	7
Competed in a varsity sport in high school	5.52	8
Minored or majored in physical education	5.49	9
Completed a course in the administration of athletic events	5.41	10
Completed a course dealing with the role of athletics in education	5.36	11
Had at least one year of administrative experience	5.09	12
Completed a course in facilities and equipment and/or maintenance	5.07	13.5
Completed a course concerned with health aspects of athletics or athletic training	5.07	13.5
Completed a course in administrative theory or organizational theory	4.97	15
Completed a course in speech	4.95	16
Received in-service (internship) training in athletic administration	4.83	17
Completed a course in educational administration	4.71	18
Completed a course in public relations	4.70	19
Coached at the high school level	4.65	20
Completed a course in business	4.61	21
Completed a course in the physiology of exercise	4.48	22
Completed a course in the psychology of sport or sociology of sport	4.46	23
Directed athletics at the college level	4.45	24
Completed a course related to legal liability	4.34	25
Been head coach of football or basketball at the high school or college level	4.33	26.5
Been assistant or associate director at the high school or college level	4.33	26.5
Completed a course in the evaluation and interpretation of research	4.02	28
Broad background in liberal arts	4.00	29

APPENDIX B

SURVEY INSTRUMENT USED BY BURELLE

Identification of the Qualifications of Athletic
Directors of Member Institutions of the
Canadian Intercollegiate
Athletic Union

Please do NOT put your name on the questionnaire.

All information submitted will be treated confidentially!

Confidential Code Number _____

Answer questions one (1) through five (5) by placing a check (✓) to the left of the category that best describes you or your institution.

PERSONAL DATA

1. Present age (in years as of your last birthday):
 under 30 30-39 40-49 50-59
 60 and over.
2. Highest degree earned: Bachelor's Master's
 Doctor's.
3. Years you have held present position: 0-4
 5-9 10 and over.

INSTITUTIONAL DATA

4. Conference of which your institution is a member.
 A.U.A.A. (Atlantic University Athletic Association)
 C.W.U.A.A. (Canada West University Athletic Association)
 G.P.A.C. (Great Plains Athletic Conference)
 O.U.A.A. (Ontario University Athletic Association)
 Q.U.A.A. (Quebec University Athletic Association)
5. Enrollment (on campus undergraduates)
 under 500 500-999 1,000-1,999 2,000-3,999
 4,000-6,999 7,000-10,999 11,000-15,999
 16,000 and over.

Answer questions six (6) through fifty-eight (58) by checking (✓) the Yes or No box to the right of each question. (The following is an amended version of a questionnaire originally developed by Dr. Richard Youngberg at Indiana University in 1971.)

GENERAL EDUCATIONAL BACKGROUND

Do you presently have

- | | YES | NO |
|-----------------------------------|-----|----|
| 6. a bachelor's degree? | | |
| 7. a master's degree? | | |
| 8. a doctor's degree? | | |

	YES	NO
9. a degree from the school where you are now athletic director?		
10. a broad background in liberal arts?		
11. a minor or major in physical education?		
12. a minor or major in business administration?		

SPORTS PARTICIPATION

Have you

13. competed in a varsity sport in high school?		
14. competed in a varsity sport in college?		
15. competed in a sport professionally?		
16. been an all-conference player in high school or college?		
17. been an all-Canadian in college?		
18. competed in a varsity sport at the school where you are now athletic director?		
19. competed in football or hockey at the high school or college level?		
20. captained a varsity sport at the high school or college level?		

COACHING EXPERIENCE

Have you

21. coached at the high school level?		
22. coached at the college level?		
23. coached at the professional level?		
24. been head coach of football or hockey at the high school or college level?		
25. coached a varsity sport at the school where you are now athletic director?		
26. coached football or hockey at the school where you are now athletic director?		

ADMINISTRATIVE EXPERIENCE

Have you

27. received in-service (internship) training in athletic administration prior to your present position?		
28. had at least one (1) year of experience as an administrator prior to your present position?		
29. directed athletics at the high school level?		
30. directed athletics at the college level prior to your position at present school?		
31. been assistant or associate director of athletics at the high school or college level?		
32. been a head or director of physical education?		
33. supervised playground or recreation leagues?		
34. supervised or directed an intramural program?		

YES | NO

- 35. been an assistant principal or principal?
- 36. held an executive position in a business?
- 37. held an executive position with a profes-
sional sports team?

"RELATED" EDUCATION COURSES

Have you

- 38. completed a course in educational
administration?
- 39. completed a course in the administration of
physical education and/or athletics?
- 40. completed a course in the administration
of athletic events?
- 41. completed a course in administrative theory
or organizational theory?
- 42. completed a course in facilities and
equipment and/or maintenance?
- 43. completed a course in public relations (e.g.,
advertising, mass communications, newspaper
reporting, publicity, radio and television)?
- 44. completed a course in psychology of sport or
sociology of sport?
- 45. completed a course in speech?
- 46. completed a course in business (e.g.,
accounting, budgeting, business organ-
ization, business procedures, economics,
finance, fund raising, management, marketing,
production, purchasing, staff relations, staff
selection)?
- 47. completed a course related to legal liability
(e.g., personal, institutional, business law)?
- 48. completed a course concerned with health
aspects of athletics or athletic training?
- 49. completed a course in the physiology of
exercise?
- 50. completed a course dealing with the role
of athletics in education?
- 51. completed a course in the evaluation and
interpretation of research?

PROFESSIONAL INVOLVEMENT

Have you

- 52. a current membership in one (1) or more
professional organizations?
- 53. attended one (1) or more national meetings or
national conventions dealing with inter-
collegiate athletics during the past year?
- 54. worked as a consultant for a high school
or college on a project concerned with ath-
letics or administration?

	YES	NO
55. published articles dealing with intercollegiate athletics?		
56. done research relative to intercollegiate athletics?		
57. reported research findings with relation to intercollegiate athletics in a book or periodical?		
58. written a book concerned with intercollegiate athletics?		

Thank you so very much for your time and consideration. A self-addressed, stamped envelope is enclosed for your convenience.

Again, thank you.

Jacques Burelle

APPENDIX C

COVER LETTER FOR THE INITIAL SURVEY

September 16, 1978

Name, Title
 School
 City, State

Dear

I am a graduate student in physical education at the State University College at Brockport, Brockport, New York. I am presently teaching at the Riverview Middle School in Denton, Maryland while pursuing my master's thesis on "The Relationship of Effectiveness and Qualifications of Athletic Directors in the Maryland Public Secondary School Athletic Association." In accomplishing this task, I am asking for approximately fifteen minutes of your time to complete the enclosed questionnaire which is a revision of the survey instrument incorporated in a study by Dr. Jacques Burelle at Indiana University in 1975 entitled "Qualifications of Athletic Directors of Member Institutions of the Canadian Intercollegiate Athletic Union."

In addition to determining the relationship of effectiveness and qualifications of athletic directors, I will also identify a list of qualifications which the athletic directors and principals recommend as essential qualifications for the position of the interscholastic athletic director in the State of Maryland.

All of the schools in the Maryland Public Secondary School Athletic Association are being surveyed and since there is a near balance in the number of schools in each of the classifications (AA, A, B, and C), I am hoping that you will help me obtain a balance of returns by completing the questionnaire and returning it to me by Tuesday, September 30, 1978. Upon completion of the study, the findings will be reported to the "Maryland Journal of Health, Physical Education, and Recreation."

The role of the principals in this survey is different from that of the athletic directors. Numbers of questions which are omitted on the principals' questionnaires are questions which do not pertain to the principals and were omitted purposely to limit the time involved.

For your convenience, simply tri-fold the completed questionnaire, staple it, and drop it in the mail. Your time and consideration are very much appreciated! Thank-you!

Sincerely,
J. A. Bell
 J. A. Bell

cation would receive a circled rating of six (6) and less essential qualifications would receive relatively lower ratings with non-essential qualifications receiving a rating of one (1).

YES (1)	NO (2)		NON-ESSENTIAL	ESSENTIAL
<u>GENERAL EDUCATIONAL BACKGROUND</u>				
		Do you presently have		
		7. a bachelor's degree?	1 2 3 4 5 6	
		major: _____ year earned: _____		
		8. a master's degree in progress?	1 2 3 4 5 6	
		major: _____		
		9. a master's degree?	1 2 3 4 5 6	
		major: _____ year earned: _____		
		10. a doctor's degree in progress?	1 2 3 4 5 6	
		major: _____		
		11. a doctor's degree?	1 2 3 4 5 6	
		major: _____ year earned: _____		
		12. a broad background in liberal arts?	1 2 3 4 5 6	
		13. a minor or major in physical education?	1 2 3 4 5 6	
		14. a minor or major in business administration?	1 2 3 4 5 6	
<u>SPORTS PARTICIPATION</u>				
		Have you		
		15. competed in a varsity sport in high school?	1 2 3 4 5 6	
		Which sport(s)? _____		
		16. competed in a varsity sport in college?	1 2 3 4 5 6	
		Which sport(s)? _____		
		17. competed in a sport professionally?	1 2 3 4 5 6	
		Which sport(s)? _____		
		18. been an all-conference player in high school or college?	1 2 3 4 5 6	
		19. captained a varsity sport at the high school or college level?	1 2 3 4 5 6	

YES (1)	NO (2)		NON-ESSENTIAL	ESSENTIAL
		20. Do you presently compete on any sports teams? Which sport(s)? _____	1 2 3 4 5 6	
<u>COACHING EXPERIENCE</u>				
Have you				
		21. coached at the high school level? Which sport(s)? _____	1 2 3 4 5 6	
		22. coached at the college level? Which sport(s)? _____	1 2 3 4 5 6	
		23. coached at the professional level? Which sport(s)? _____	1 2 3 4 5 6	
		24. been a head coach at the high school or college level? Which sport(s)? _____	1 2 3 4 5 6	
		25. coached a varsity sport at the school where you are now athletic director? Which sport(s)? _____	1 2 3 4 5 6	
		26. Do you coach now? Which sport(s)? _____	1 2 3 4 5 6	
<u>ADMINISTRATIVE EXPERIENCE</u>				
Have you				
		27. received in-service (internship) training in athletic administration prior to your present position?	1 2 3 4 5 6	
		28. had at least one (1) year of experience as an athletic administrator prior to your present position?	1 2 3 4 5 6	
		29. directed athletics at the high school level prior to your present position?	1 2 3 4 5 6	
		30. been assistant director of athletics?	1 2 3 4 5 6	

YES (1)	NO (2)		NON-ESSENTIAL	ESSENTIAL
<u> </u>	<u> </u>	31. been a head or director of physical education?	1 2 3 4 5 6	
<u> </u>	<u> </u>	32. supervised playground or recreation leagues?	1 2 3 4 5 6	
<u> </u>	<u> </u>	33. supervised or directed an intramural program?	1 2 3 4 5 6	
<u> </u>	<u> </u>	34. been a principal or assistant principal?	1 2 3 4 5 6	
<u> </u>	<u> </u>	35. held an executive position in a business?	1 2 3 4 5 6	
<u> </u>	<u> </u>	36. held an executive position with a professional sports team?	1 2 3 4 5 6	

"RELATED" EDUCATION COURSES

Have you completed a course

<u> </u>	<u> </u>	37. in educational administration?	1 2 3 4 5 6	
<u> </u>	<u> </u>	38. in the administration of physical education and/or athletics?	1 2 3 4 5 6	
<u> </u>	<u> </u>	39. in the administration of athletic events?	1 2 3 4 5 6	
<u> </u>	<u> </u>	40. in administrative theory or organizational theory?	1 2 3 4 5 6	
<u> </u>	<u> </u>	41. in facilities and equipment and/or maintenance?	1 2 3 4 5 6	
<u> </u>	<u> </u>	42. in public relations (e.g., advertising, mass communications, newspaper reporting, publicity, radio and television)?	1 2 3 4 5 6	
<u> </u>	<u> </u>	43. in the psychology of sport or or sociology of sport?	1 2 3 4 5 6	
<u> </u>	<u> </u>	44. in speech?	1 2 3 4 5 6	
<u> </u>	<u> </u>	45. in business (e.g., accounting budgeting, business organization, business procedures, economics, finance, fund raising, management, marketing, production, purchasing, staff relations, staff selection)?	1 2 3 4 5 6	

YES (1)	NO (2)		NON-ESSENTIAL	ESSENTIAL
<u>46.</u>		related to legal liability (e.g., personal, institu- tional, business law)?	1 2 3 4 5 6	
<u>47.</u>		concerned with health aspects of athletics or athletic training?	1 2 3 4 5 6	
<u>48.</u>		in the physiology of exercise?	1 2 3 4 5 6	
<u>49.</u>		dealing with the role of athletics in education?	1 2 3 4 5 6	
<u>50.</u>		in the evaluation and inter- pretation of research?	1 2 3 4 5 6	

PROFESSIONAL INVOLVEMENT

Have you

<u>51.</u>		a current membership in one or more professional organiz- ations?	1 2 3 4 5 6
<u>52.</u>		attended one or more national conventions or national meetings dealing with ath- letics during the past year?	1 2 3 4 5 6
<u>53.</u>		worked as a consultant for a high school on a project concerned with athletics or administration?	1 2 3 4 5 6

SUPPLEMENTARY DATA

54. What qualifications other than those listed on this survey are required for the position of athletic director in your school or county?
55. What qualifications do you feel are the most important in obtaining the position of athletic director in your school or county?
56. Why do you feel you were selected as athletic director?

APPENDIX E

QUESTIONNAIRE SENT TO PRINCIPALS

Confidential Code Number _____ B

THE RELATIONSHIP OF EFFECTIVENESS AND QUALIFICATIONS
OF ATHLETIC DIRECTORS IN THE MARYLAND
PUBLIC SECONDARY SCHOOL
ATHLETIC ASSOCIATION

Please do NOT put your name on the questionnaire. All information submitted will be treated confidentially!

INSTITUTIONAL DATA

6. Classification under which your school is a member of the Maryland Public Secondary School Athletic Association.
1 AA 2 A 3 B 4 C. Enrollment=_____.

Questions seven (7) through fifty-three (53) compose a list of qualifications that an athletic director might have. To the right of each question, rate the importance of that particular qualification. Although you may believe that all of the qualifications are important, some are probably more important than others when they are considered as basically essential or non-essential for the success of the athletic director at your school. An essential qualification would receive a circled rating of six (6) and less essential qualifications would receive relatively lower ratings with non-essential qualifications receiving a rating of one (1).

GENERAL EDUCATIONAL BACKGROUND NON-ESSENTIAL ESSENTIAL

How essential is it for your athletic director to have

- | | |
|----------------------------------------------------|-------------|
| - 7. a bachelor's degree? | 1 2 3 4 5 6 |
| - 8. a master's degree in progress? | 1 2 3 4 5 6 |
| - 9. a master's degree? | 1 2 3 4 5 6 |
| - 10. a doctor's degree in progress? | 1 2 3 4 5 6 |
| - 11. a doctor's degree? | 1 2 3 4 5 6 |
| - 12. a broad background in liberal arts? | 1 2 3 4 5 6 |
| - 13. a minor or major in physical education? | 1 2 3 4 5 6 |
| - 14. a minor or major in business administration? | 1 2 3 4 5 6 |

SPORTS PARTICIPATIONNON-ESSENTIALESSENTIAL

How essential is it for your athletic director to have

15. competed in a varsity sport in high school? 1 2 3 4 5 6
16. competed in a varsity sport in college? 1 2 3 4 5 6
17. competed in a sport professionally? 1 2 3 4 5 6
18. been an all-conference player in high school or college? 1 2 3 4 5 6
19. captained a varsity sport at the high school or college level? 1 2 3 4 5 6
20. How essential is it for your athletic director to be presently competing on a sports team? 1 2 3 4 5 6

COACHING EXPERIENCE

How essential is it for your athletic director to have

21. coached at the high school level? What sports? _____ 1 2 3 4 5 6
22. coached at the college level? What sports? _____ 1 2 3 4 5 6
23. Coached at the professional level? What sports? _____ 1 2 3 4 5 6
24. been a head coach at the high school or college level? What sport? _____ 1 2 3 4 5 6
25. coached a varsity sport at the school where he/she is now athletic director? What sport? _____ 1 2 3 4 5 6
26. How important is it for your athletic director to be presently coaching? What sport? _____ 1 2 3 4 5 6

ADMINISTRATIVE EXPERIENCE

How essential is it for your athletic director to have

27. received in-service (internship)

	<u>NON-ESSENTIAL</u>	<u>ESSENTIAL</u>
training in athletic administration prior to his/her present position?	1	2 3 4 5 6
28. had at least one (1) year of experience as an athletic administrator prior to his/her present position?	1	2 3 4 5 6
29. directed athletics at the high school level prior to his/her present position?	1	2 3 4 5 6
30. been an assistant director of athletics?	1	2 3 4 5 6
31. been a head or director of physical education?	1	2 3 4 5 6
32. supervised playground or recreation leagues?	1	2 3 4 5 6
33. supervised or directed an intramural program?	1	2 3 4 5 6
34. been a principal or assistant principal?	1	2 3 4 5 6
35. held an executive position in a business?	1	2 3 4 5 6
36. held an executive position with a professional sports team?	1	2 3 4 5 6

"RELATED" EDUCATION COURSES

How essential is it for your athletic director to have completed a course

37. in educational administration?	1	2 3 4 5 6
38. in the administration of physical education and/or athletics?	1	2 3 4 5 6
39. in the administration of athletic events?	1	2 3 4 5 6
40. in administrative theory or organizational theory?	1	2 3 4 5 6
41. in facilities and equipment and/or maintenance?	1	2 3 4 5 6
42. in public relations (e.g., advertis-		

NON-ESSENTIALESSENTIAL

- ing, mass communications, newspaper reporting, publicity, radio and television)? 1 2 3 4 5 6
43. in the psychology of sport or sociology of sport? 1 2 3 4 5 6
44. in speech? 1 2 3 4 5 6
45. in business (e.g., accounting, budgeting, business organization, business procedures, economics, finance, fund raising, management, marketing, production, purchasing, staff relations, staff selection)? 1 2 3 4 5 6
46. related to legal liability (e.g., personal, institutional, business law)? 1 2 3 4 5 6
47. concerned with health aspects of athletics or athletic training? 1 2 3 4 5 6
48. in the physiology of exercise? 1 2 3 4 5 6
49. dealing with the role of athletics in education? 1 2 3 4 5 6
50. in the evaluation and interpretation of research? 1 2 3 4 5 6

PROFESSIONAL INVOLVEMENT

How important is it for your athletic director to have

51. a current membership in one or more professional organizations? 1 2 3 4 5 6
52. attended one or more national conventions or national meetings dealing with athletics during the past year? 1 2 3 4 5 6
53. worked as a consultant for a high school on a project concerned with athletics or administration? 1 2 3 4 5 6

SUPPLEMENTARY DATA

54. What qualifications other than listed on this survey are required for the position of athletic director in your school or county?

55. What qualifications do you feel are the most important in obtaining the position of athletic director in your school or county?

62. On the following scale rate your athletic director according to how you perceive his/her effectiveness in fulfilling the duties and responsibilities of the athletic director. Place an "X" over the appropriate number.

ineffective 1 2 3 4 5 6 7 8 9 10 highly effective

Thank you so very much for your time and consideration. Tri-fold the completed questionnaire, staple it, and drop it in the mail. My address and a stamp have been affixed for your convenience. Thanks, again!!

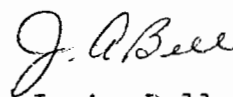
J. A. Bell

APPENDIX F

FOLLOW-UP POSTCARD FOR THE SURVEY

On September 16, 1978, a questionnaire was mailed to you entitled "The Relationship of Effectiveness and Qualifications of Athletic Directors in the Maryland Public Secondary School Athletic Association." In order to have a valid study, it is necessary to have a balance of returns from principals and athletic directors. If you have returned the questionnaire, allow me to thank you in advance. If you have not returned it, I hope you will have the time to complete it and return it to me as soon as possible.

Thank-you!



J. A. Bell

APPENDIX G

FOLLOW-UP SURVEY COVER LETTER

SECOND REQUEST

[REDACTED]
October 15, 1978 [REDACTED]

Dear

I am a graduate student in physical education at the State University College at Broackport (New York). I attended and graduated from Maryland Public Schools and am now teaching at the Riverview Middle School in Denton, Maryland. I am pursuing my master's thesis on "The Relationship of Effectiveness and Qualifications of Athletic Directors in the Maryland Public Secondary School Athletic Association." In accomplishing this task, I am again asking for only fifteen minutes of your time to complete the enclosed questionnaire.

In addition to determining the relationship of effectiveness and qualifications of athletic directors, I will also identify a list of qualifications which the athletic directors and principals recommend as essential qualifications for the position of the interscholastic athletic director in the State of Maryland.

All of the schools in the Maryland Public Secondary School Athletic Association are being surveyed and since there is a near balance in the number of schools in each of the classifications (AA, A, B, and C), I am hoping that you will help me obtain a balance of returns by completing the questionnaire and returning it to me by Monday, October 30, 1978.

The principals' roles in this survey are different from those of the athletic directors. Numbers of questions which are omitted on the principals' questionnaires are questions which do not pertain to the principals and were omitted purposely to limit the time involved.

For your convenience, simply tri-fold the completed questionnaire, staple it, and drop it in the mail. Your time and consideration are very much appreciated!

Thank-you!

Sincerely,

J. A. Bell
J. A. Bell
[REDACTED]

APPENDIX H

M.P.S.S.A.A. ATHLETIC DIRECTORS' AND PRINCIPALS' RANKINGS OF
THE LISTED QUALIFICATIONS

QUALIFICATIONS	ADS RANK	PRIN. RANK
Bachelor's degree.	1	1
Coached at the high school level.	2	2
Completed a course concerned with the health aspects of athletics or athletic training.	3	3
Majored or minored in physical education.	4	4
Completed a course in the administration of physical education.	5.5	7.5
Completed a course in the administration of athletic events.	5.5	7.5
Completed a course related to legal liability.	7	18
Competed in avarsity sport in high school.	8	10
Been a head coach in a high school or college.	9	11
Completed a course dealing with the role of athletics in education.	10	6
A current membership in one or more professional organizations.	11	16
Completed a course in facilities and equipment.	12	12
Completed a course in administrative and/or organizational theory.	13	17
Completed a course in speech.	14	24
Received in-service training in athletic administration.	15	15
Completed a course in sport psychology and/or sociology of sport.	16	20
Completed a course in educational administration.	17	19
Master's Degree.	18	9
Completed a course in public relations.	19	14
Competed in a varsity sport in college.	20	21
Attended one or more national conferences or meetings dealing with athletics during the past year.	21	*23
Completed a course in the physiology of exercise.	22	13
Completed a course in business.	23	22
Coached a varsity sport at the school where you are now athletic director.	24	31
Had at least one year of experience as an athletic administrator.	25	29
Master's Degree in progress.	26	5
Been a head or director of physical education.	27	32
Completed a course in the evaluation and interpretation of research.	28	25
Worked as a consultant for a high school on a project concerned with athletics or administration.	29	33

QUALIFICATIONS	ADS RANK	PRIN. RANK
A broad background in liberal arts.	30	28
Directed athletics at the high school level prior to your present position.	** 31.5	26
Been an assistant director of athletics.	** 31.5	34
Supervised or directed an intramural program.	33	30
Supervised playground or recreation leagues.	34	35
Majored or minored in business administration.	35	27
Presently coaching.	36	36
Coached at the college level.	37	37
Been a principal or assistant principal.	38	39
Captained a varsity sport at the high school or college level.	39	38
Held an executive position in a business.	40	42
Doctor's degree in progress.	41	40
Held an executive position with a professional sports team.	42	46
Been an all-conference player in high school or college.	43	41
Doctor's degree.	44	44
Competed in a sport professionally.	45	43
Coached at the professional level.	46	47
Presently competing on any sports teams.	47	45

* Qualifications ranked by the principals which ranked below 23 were designated as non-essential to the successful administration of a secondary athletic program since their mean ratings fell below 3.5.

** The qualifications listed below this point were designated as non-essential to the successful administration of a secondary athletic program since their mean ratings fell below 3.5.

APPENDIX J

RANK-ORDERED QUALIFICATIONS ACCORDING TO THE SIZE OF THE SCHOOL.

AA	A	B	C	QUALIFICATIONS
1	1	1	1	Bachelor's degree.-
2	2	2	4	Coached at the high school level.-
3	3.5	3	3	Completed a course concerned with the health aspects of athletics.-
4	10	5.5	2	Major or minored in physical education.-
5	17	12	14	Master's degree in progress.-
6	9	4	20	Completed a course in the administration of physical education and/or athletics.-
7	20	7	10	Master's degree.-
9	12	9	12	Been a head coach at the high school or college level.
9	5	9	5	Completed a course dealing with the role of athletics in education.-
9	16	11	16	A current membership in one or more professional organizations.-
11	14	13	8	Completed a course in facilities and equipment and/or maintenance.-
12	7.5	9	7	Completed a course in the administration of athletic events.-
13	6	5.5	28	Competed in a varsity sport in high school.-
14	12	16	17	Completed a course in public relations.-
15	3.5	14	11	Completed a course related to legal liability.-
16	18	18	14.5	Completed a course in physiology of exercise.-
17	23.5	15	9	Completed a course in administrative and/or organizational theory.
18	15	24	13	Completed a course in the psychology or sociology of sport.-
19	25	26	37	Completed a course in speech.-
20	23.5	28	18	Completed a course in business.-
21	21	17	15	Completed a course in educational administration.-
22	19	20	21	Competed in a varsity sport in college.-
23	12	19	6	Received in-service training in athletic administration.
24	22	25	24.5	Attended one or more national conventions dealing with athletics during the past year.-
25	7.5	35	26	A broad background in liberal arts.
26	26	30	29	Completed a course in the evaluation and interpretation of research.
27	32	27	30.5	Been a head or director of physical education.-
28	30.5	21	32	Coached a varsity sport at the school where you are now athletic director.-
29	34	31	22	Supervised or directed an intramural program.
30	28	23	19	Had at least one year of experience as an athletic administrator prior to your present position.-

AA	A	B	C	QUALIFICATIONS
31	29	32	30.5	Worked as a consultant for a high school on a project concerned with athletics.
32	33	22	23	Directed athletics at the high school level prior to your present position.
33	30.5	29	33	Been an assistant director of athletics.
34	27	34	34	Majored or minored in business administration.
35	35	33	27	Supervised playground or recreation leagues.
36	36	36	35	Presently coaching.
37	37	37	38	Coached at the college level.
38	49	39	39	Captained a varsity sport at the high school or college level.
39	42	44	41	Doctor's degree in progress.
40	38	40	40	Held an executive position in a business.
41	39	38	36	Been a principal or assistant principal.
42	46	46	42	Doctor's degree.
43	43	41	44	Been an all-conference player in high school or college.
44	45	43	45	Held an executive position with a professional sports team.
45	44	42	43	Competed in a sport professionally.
46	47	45	47	Coached at the professional level.
47	41	47	46	Presently competing on a sports team.

APPENDIX K

LIST OF SCHOOLS IN THE MARYLAND PUBLIC SECONDARY SCHOOL
ATHLETIC ASSOCIATIONAllegany County

1. Allegany High School
2. Beall High School
3. Bruce High School
4. Flintstone High School
5. Fort Hill High School
6. Mt. Savage High School
7. Oldtown High School
8. Valley High School

Anne Arundel County

1. Andover High School
2. Annapolis High School
3. Arundel High School
4. Brooklyn Park High School
5. Chesapeake High School
6. Glen Burnie High School
7. Meade High School
8. Northeast High School
9. Old Mill High School
10. Severna Park High School
11. Southern High School
12. South River High School

Baltimore County

1. Catonsville High School
2. Chesapeake High School
3. Cockeysville High School
4. Dulaney High School
5. Dundalk High School
6. Eastern Voc-Tech. High School
7. Franklin High School
8. Hereford High School
9. Kenwood High School
10. Landsdowne High School
11. Loch Raven High School
12. Milford Mill High School
13. Overlea High School
14. Parkville High School
15. Patapsco High School
16. Perry Hall High School
17. Pikesville High School
18. Randallstown High School
19. Sparrows Point High School
20. Towson High School
21. Woodlawn High School

APPENDIX K (Continued)

Calvert County

1. Calvert High School
2. Northern High School

Caroline County

1. Colonel Richardson High School
2. North Caroline High School

Carroll County

1. Francis Scott Key High School
2. North Carroll High School
3. South Carroll High School
4. Westminster High School

Cecil County

1. Bohemia Manor High School
2. Elkton High School
3. North East High School
4. Perryville High School
5. Rising Sun High School

Charles County

1. Lackey High School
2. La Plata High School
3. McDonough High School
4. Thomas Stone High School

Dorchester County

1. Cambridge-South Dorchester High School
2. North Dorchester High School

Frederick County

1. Brunswick High School
2. Catoclin High School
3. Frederick High School
4. Gov. Thomas Johnson High School
5. Linganore High School
6. Middletown High School
7. Walkersville High School

Garrett County

1. North Garrett High School
2. South Garrett High School

Harford County

1. Aberdeen High School
2. Bel Air High School
3. Edgewood High School
4. Havre de Grace High School
5. Joppatowne High School
6. North Harford High School
7. Fallston High School

APPENDIX K (Continued)

Howard County

1. Atholton High School
2. Centennial High School
3. Glenelg High School
4. Hammond High School
5. Howard High School
6. Mt. Hebron High School
7. Oakland Mills High School
8. Wilde Lake High School

Kent County

1. Kent County High School

Montgomery County

1. Bethesda-Chevy Chase High School
2. Montgomery Blair High School
3. Winston Churchill High School
4. Damascus High School
5. Albert Einstein High School
6. Gaithersburg High School
7. Walter Johnson High School
8. John F. Kennedy High School
9. Colonel Zadok Magruder High School
10. Richard Montgomery High School
11. Northwood High School
12. Paint Branch High School
13. Robert E. Peary High School
14. Poolesville High School
15. Rockville High School
16. Seneca Valley High School
17. Sherwood High School
18. Springbrook High School
19. Wheaton High School
20. Walt Whitman High School
21. Charles Woodward High School
22. Thomas S. Wootton High School

Prince George's County

1. Bladensburg High School
2. Bowie High School
3. Central High School
4. Crossland High School
5. DuVal High School
6. Eleanor Roosevelt High School
7. Fairmont Heights High School
8. Frederick Douglas High School
9. Friendly High School
10. Gwynn Park High School
11. High Point High School
12. Largo High School
13. Laurel High School
14. Northwestern High School

APPENDIX K (Continued)

Prince George's County (Continued)

15. Oxon Hill High School
16. Parkdale High School
17. Potomac High School
18. Suitland High School
19. Surrattsville High School

Queen Anne's County

1. Queen Anne's County High School

St. Mary's County

1. Chopticon High School
2. Great Mills High School
- 3.

Somerset County

1. Crisfield High School
2. Washington High School

Talbot County

1. Easton High School
2. St. Michaels High School

Washington County

1. Boonsboro High School
2. Clear Spring High School
3. Hancock High School
4. North Hagerstown High School
5. Smithsburg High School
6. South Hagerstown High School
7. Williamsport High School

Wicomico County

1. James M. Bennett High School
2. Mardela High School
3. Parkside High School
4. Wicomico High School

Worcester County

1. Pocomoke High School
2. Snow Hill High School
3. Stephen Decatur High School