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An Analysis of Employment Perceptions Of Secondary Level School Administrators Holding Joint Positions as Assistant Principal and Athletic Director

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ABSTRACT

An Analysis of Employment Perceptions Of Secondary Level School Administrators

Holding Joint Positions as Assistant Principal and Athletic Director

By

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The purpose of this descriptive research study was to investigate the employment perceptions of secondary level school administrators holding joint positions as assistant principal and athletic director. To accomplish this purpose, current research and literature concerned with the job responsibilities and qualifications of both positions were reviewed. In addition to the review of literature, a questionnaire was developed for the purpose of identifying and analyzing the (1) general background of each respondent, (2) the general training and experience of each respondent, (3) personal qualifications of each respondent, (4) the roles and responsibilities of each respondent, and (5) the employment perceptions of each respondent. The investigator sought to (a) analyze data collected from a survey of secondary level administrators that were employed as both an assistant principal and athletic director in the State of Washington, and (b) report the results of the analysis. Survey responses were tabulated by frequency and percentage, and provided a basis for descriptive analysis of data obtained.

ACKNOWLEDGEMENTS

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CHAPTER 1

BACKGROUND OF THE STUDY

Introduction

In reality, the first directors of athletics were superintendents, principals, and

assistant principals and assistant superintendents. The increasing complexities of

their responsibilities in coping with expanding administrative details of the total

secondary education program stimulated the appointment of coaches or other

faculty members as part–time athletic directors to schedule athletic contests,

engage officials, and handle routine matters inherent in interscholastic athletic

competition (Forsythe & Keller, 1984, p. 2).

Research conducted by Steir (1987), explored types of skills or competencies

essential for athletic administration job success. This authority concluded that, a

successful athletic administrator's job performance was in direct proportion to their

ability to demonstrate technical skills, interpersonal skills, conceptual skills, and

dedication and commitment skills associated with any leadership position in educational

administration.

In their study of how building administrators (i.e., Principal or Assistant

Principal) make a difference in promoting quality educational programs, Smith and

Andrews (1989) concluded that those educational leaders who functioned as "forceful

and dynamic leaders", brought to their positions "high energy, initiative, tolerance for

ambiguity, a sense of humor, analytical ability, and a practical stance toward life"

(Sergiovanni, 1995, p 26).

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One may conclude from the research cited above, regarding leadership success, that an individual who assumes a dual role of building administrator and athletic director must exhibit multiple leadership skills, qualities, and competencies.

Statement of the Problem and Purpose of the Study

The purpose of this descriptive research study was to investigate the employment perceptions of secondary level school administrators holding joint positions as assistant principal and athletic director. To accomplish this purpose, current research and literature concerned with the job responsibilities and qualifications of both positions were reviewed. In addition to the review of literature, a questionnaire was developed for the purpose of identifying and analyzing the (1) general background of each respondent, (2) the general training and experience of each respondent, (3) personal qualifications of each respondent, (4) the roles and responsibilities of each respondent, and (5) the employment perceptions of each respondent. The investigator sought to (a) analyze data collected from a survey of secondary level administrators that were employed as both an assistant principal and athletic director in Washington State, and (b) report the results of the analysis. Survey responses were tabulated by frequency and percentage, and provided a basis for descriptive analysis of data obtained.

Stated in the form of a question, the problem could be phrased as follows: does the joint holding of a secondary level administration as assistant principal and athletic director create conflicts that warrant a separation of the joint responsibilities into two positions?

As a portion of the study, a survey instrument (see Appendix) was developed by the author to identify the roles and responsibilities and employment perception of

secondary level administrators holding joint positions as assistant principal and athletic director. The survey was administered to secondary level administrators holding joint positions as assistant principal and athletic director in Washington State, including as a part of the sample, B, 1A, 2A, 3A, 4A school districts. Individuals holding positions as athletic directors were identified through the Cell Wade Washington Coaches Directory of Junior, Middle, and Senior High Schools, a resource to secondary athletic programs in the State of Washington.

In addition to answering the previously stated question, data obtained from the survey could be used by colleges/universities for establishing training program guidelines to prepare or certify secondary level administrators and/or athletic directors.

Limitations of the Study

For the purpose of this study, it was necessary to establish the following limitations:

1. Research: The majority of relevant and current literature reviewed for the scope of this study was limited to the last fifteen (15) years.

2. Population Surveyed: The survey was limited to individuals holding joint responsibilities of assistant principal and athletic director representing B, 1A, 2A, 3A, 4A school districts in Washington State.

3. Survey Instrument: Limitations assigned to the survey instrument included the following items:

    a. This study concerned itself with only one method of descriptive research, the questionnaire survey.

b. The study was limited to the use of one questionnaire with forced

choice items used to survey secondary level administrators holding

joint positions as assistant principal and athletic director.

c. The questionnaire developed from a review of literature may lack

necessary items regarding additional important training and

experience, personal qualifications, skills and competencies, and roles

and responsibilities of a secondary level assistant principal and

secondary level athletic director. These limitations were anticipated,

and provision was made in the survey instrument for open-ended

responses to identify items that may have been omitted as a result of

these limitations.

<u>Definition of Terms</u>

Significant terms used in the context of this study have been defined as follows:

1. <u>"1A" school district</u>: A district range whose enrollment for grades

10 through 12 is in the range of 151 through 300 students. (Washington

Interscholastic Activities Association 1998-1999 Handbook, Article

4.2.0)

2. <u>"2A" school district</u>: A district range whose enrollment for grades 10

through 12 is in the range of 301 through 600 students. (Washington

Interscholastic Activities Association 1998-1999 Handbook, Article

4.2.0)

3. <u>"3A" school district</u>: A district range whose enrollment for grades 10 through

12 is in the range of 601 through 1200 students. (Washington Interscholastic

Activities Association 1998-1999 Handbook, Article 4.2.0)

4. "4A" school district: A district range whose enrollment for grades 10 through

    12 is 1201 students and greater. (Washington Interscholastic Activities

    Association 1998-1999 Handbook, Article 4.2.0)

5. "B" school district: A district range whose enrollment for grades 10

    through 12 is in the range of 1 through 150 students. (Washington

    Interscholastic Activities Association 1998-1999 Handbook, Article

    4.2.0)

6. Competency: A level of skill or knowledge needed to perform a task.

    Competencies are essentially of two types: (1) those involving skill,

    and (2) those involving knowledge or understanding.

7. Descriptive Research: Collection of data in order to test an hypothesis or

    answer questions concerning the current status of the subject of the study.

8. Experience: The knowledge, skill or practice derived from direct observation

    of or participation in events. Something personally encountered, undergone,

    or lived through.

9. Function: A special duty or performance required in the course of work or

    activity. In this study, function has been used synonymously with the term

    role.

10. Interscholastic athletics: School sponsored contests between selected

    individuals or teams representing two or more secondary level schools,

    organized and controlled by school authorities.

11. Personal qualifications: The training or experience necessary for an individual to be fitted or privileged to perform a particular task, function, or role.

12. Responsibility: The obligation an individual assumes when he/she accepts a general work assignment or job and agrees to perform assigned functions and duties.

13. Role: The expected behavior pattern which is characteristic of or carried out by an individual in a given position or situation, which specifies what should be done and how it should be accomplished.

14. Secondary level assistant principal: Persons employed as and/or who hold the title of "Assistant Principal" in secondary level schools (i.e., grade levels 9 through 12), in local school districts and who are in charge of various administrative functions and duties.

15. Secondary level athletic directors: Persons employed as and/or who hold the title of "Athletic Director" in secondary level schools (i.e., grade levels 9 through 12), in local school districts and who are in charge of the school athletic program.

16. Skill: A statement of an observable behavior which describes what a person will be doing as he/she performs his/her professional role.

17. Task: An activity performed by a person in the executive of his/her role.

18. Training: The instruction, discipline, or drill required to make one qualified, proficient, or skilled at performing a particular task or role.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The review of literature and research summarized in Chapter 2 was organized to address:

1. The roles and responsibilities of assistant principals and athletic directors.

2. The implications of holding joint roles as a secondary level administrator and athletic director.

3. The keys to successful management of the roles and responsibilities of assistant principals.

4. The keys to successful management of the roles and responsibilities of athletic directors.

5. Summary

Data collected was within the last fifteen (15) years and was collected through searches of an on-line computerized literature research of the Educational Resource Information Center (ERIC).

The Roles and Responsibilities

of Assistant Principals and Athletic Directors

Research related to the role of assistant principal has suggested that this position should involve multiple responsibilities. Bishop and Scoggins (1993) have suggested that assistant principals want to be more than disciplinarians; they want to be included in the instructional aspects of the school. Hale (1995) has contended that the principal should engage assistant principals in instructional leadership roles and that they should be given a variety of challenging responsibilities and encouraged to attend professional conferences.

The National Association of Secondary School Principals (NASSP) (1991) has further described the role of an assistant principal in the context of "assigned and expected tasks, and assumed roles." Tasks that are assigned are expressed through job descriptions, contracts, organizational structure, and directions from supervisors, mentors, and personnel evaluations. Assigned or expected roles of the assistant principal also include those duties that are expected and communicated through tradition, training programs, the media, and interactions with the school community.

Hale defined the "assumed role" of the assistant principal as that which is undertaken to complement and expand upon the assigned and expected roles. The assumed role can be creative and active, taking into consideration the various demographic, logistical, and unique characteristics that apply to the school.

It was noted that a powerful tool to help in the daily routine of an assistant principal is time and stress management techniques. Cautioning that some assistant

principals become dissatisfied with their jobs due to lack of time and increasing number

of discipline problems, Hale recommended that the utilization of time and stress

management techniques can be a powerful tool in helping assistant principals find greater

job satisfaction.

Forsythe and Keller (1984) have described how the roles and responsibilities of an

athletic director have grown in recent years in direct proportion to the rapid development

of boy's and girl's athletic programs. These authorities identified 19 separate tasks and

duties of the athletic director's role listed below:

1. Leadership

2. Formulation of athletic administration policies and procedures

3. Selection and assignment of coaches

4. Supervision of the coaching staff

5. Establishing eligibility standards and verifying the eligibility of athletes

6. Budgeting and financial administration

7. Scheduling of athletic contests

8. Management of athletic contests

9. Administration of tournaments

10. Providing for the health and safety of athletes and their medical supervision

11. Purchase of athletic equipment

12. Care and maintenance of athletic equipment

13. Transportation of teams

14. Supervision of intramural activities

15. Public relations

16. Contacting game officials

17. Athletic awards

18. Avoiding legal liability

19. Record keeping

According to Steitz (1971), the roles and responsibilities of an athletic director

may be classified into four categories: 1) planning, 2) organizing, 3) directing and

coordinating, and 4) evaluating and controlling. These four processes, though

overlapping and never-ending, are directly applicable to and involved in every function

of the athletic director's position.

The Implications of Holding Joint Roles
as a Secondary Level Administrator and Athletic Director

Chance, Grady and Tucker (1991) alluded to the difficulties inherent to

combining the roles and responsibilities of principals and athletic directors. These

authorities stated:

> Each role is labor intensive, time-consuming, and demanding. Principals must
>
> focus on instructional leadership if a school is to be effective. Yet, this often
>
> proves to be impossible when a principal is forced to assume multiple, uniquely
>
> divergent roles (p. 13).

In a descriptive survey of South Dakota rural principals, Chance, Grady and

Tucker, found that sixty-three rural schools had administrators that also served as athletic

directors. The purpose for conducting this study was to discover whether administrators holding dual roles as principal and athletic director led to any role conflict.

The results of the survey instrument produced six major findings that created a profile of an administrator holding joint responsibilities of principal and athletic director:

1. The average respondent had been a principal for 10 years and athletic director for 9 years.

2. The principal/athletic director worked an average of 58 hours per week.

3. The principal/athletic director spent an average of 73% of the day on administrative duties related to the principal role.

4. The principal/athletic director spent an average of 15% of the day on the athletic director duties.

5. Twenty-six (48%) of the respondents taught classes daily. Of these teaching principals, an average of 29% of their total time was spent in the classroom.

6. Forty-five (83%) of the respondents had coaching experience. Fifteen (34%) of these individuals were coaching at the time of the survey.

According to Chance, Grady and Tucker, the sixth finding is a common occurrence. The background of athletic directors is usually from one of two disciplines, administration or coaching. Research conclusions by Bradwin and Hall (1989) were in agreement with Chance, Grady and Tucker. These researchers stated that "experience in each of these two areas (i.e., administration and coaching) would seem to benefit a prospective athletic director. However, coming from only one of the areas may mean a lack of experience or knowledge in the other" (p. 65).

In the study by Chance, Grady, and Tucker, three questions were asked relating to role perceptions of a building administrator holding a position as both principal and athletic director.

Question one sought to determine if teachers had problems with the dual roles of an administrator holding joint positions as principal and athletic director. In response to that question Chance, Grady and Tucker noted:

Forty-one (76%) responded they had no problems

Thirteen (24%) responded that they perceived problems

The problems included faculty concerns that too much time was given to athletics, and that the building principal spent too much time outside the school on athletic events.

Question two sought to determine the perceptions of coaches having problems with the dual role of principal and athletic director. These researchers noted:

Forty-five (83%) had no problem with the dual roles

Nine (17%) indicated that the principal/athletic director was often perceived to favor particular sports

Question three asked whether the subjects themselves perceived any role conflict between the roles of principal and athletic director. Chance, Grady and Tucker noted:

Eleven (20%) of the respondents perceived problems relating to their joint roles

The remaining respondents perceived no role conflicts.

Chance, Grady and Tucker further noted that of the eleven (20%) who perceived some difficulty, a common response was that there was not adequate time to attend to either job but that education had to come first.

Chance, Grady, and Tucker noted that the conflict of duties between the principal's role and the athletic director's role was not as great as anticipated. This is partially explained by the high degree of professionalism by the individuals holding such joint responsibilities.

The Keys to Successful Management

of the Roles and Responsibilities of Assistant Principals.

Bradley and Williams (1987) discovered that there lies an inherent balance of leadership and management in the assistant principalship. In a paper presented to the American Research Association these researchers stated,

> Leadership covers the important role of supervising the curriculum, improving
> instructional program, working with the staff to identify a vision and direction for
> the school, building close and congruent working relationships between the
> school and in community. Management, which is also important, includes
> managing the budget, maintaining the building, completing and submitting the
> required reports, complying with legislative mandates and state and district
> regulations. Because the management tasks are often more explicit, and because
> not complying with them becomes very visible to district administrators and can
> have legal consequences, it is understandable that principals give high priority to
> attending to managerial responsibilities, often at the expense of leadership
> responsibilities. There simply is not enough time to do both (p. 6).

It was noted by Hale (1995), that "managerial responsibilities" have become the primary focus of a job description for an assistant principal. Hale further contended as the assistant principal's job is usually the first position one accepts when entering into school administration, instruction in managerial skills is essential. These instructional methods usually take place in the form of internships, systemwide staff development programs, and group meetings for assistant principals which allow for professional growth.

The Keys to Successful Management
of the Roles and Responsibilities of Athletic Directors.

Hoch (1996) observed that lack of time is the major enemy of the athletic administrator, and it is essential to develop an organization that will ensure smooth and efficient management.

Accordingly, Hoch suggested several ideas to help facilitate organization and management of the athletic director's job, including the following:

1. Arrangement of the office to keep commonly used forms within reach

2. Post schedules and events at easy reach

3. Develop a checklist for normal functions and events

4. Keep seasonal binders for all possible needs

5. Keep a personal file of every coach

6. Never hold a meeting without an agenda

It is stated by Hoch, "organization is the best and maybe the only solution to most of your problems" (p. 7).

In a study of competencies of athletic administrators, Steir (1987) noted that four main qualities, skills, or competencies were essential in successful job performance. These included 1) technical skills, 2) interpersonal skills, 3) conceptual skills, and 4) dedication and commitment skills. Technical skills addressed the most basic aspects of athletic administration and the fundamentals of the activities in which the professional is involved. Interpersonal skills were defined as "the ability to deal with various constituencies (individuals, groups, and organizations) within and outside the school itself" (p. 2). Conceptual skills were concerned with the ability to see the big picture, not merely a vision of an individual program. Dedication and commitment skills were defined as "the ability to reach and to go beyond the call of duty in performing one's tasks" (pp. 2-3). The athletic director position demands that the individual that holds that position must be one who is professionally trained, competent, and dedicated. Steir emphasized that forward looking administrators would do well to attempt to develop and refine all of the aforementioned skills and competencies if they wish to be fully 'armed' with the prerequisites (in terms of professional skills) deemed necessary for survival.

Steitz (1971) identified three categories of qualities and skills deemed essential for the athletic director position. These included (1) personal qualities; (2) professional competencies; (3) experience. Steitz states

No single person can be superlative in all qualifications. Nevertheless, it

behooves those who are responsible for his employment to analyze carefully the

characteristics and qualities necessary for success in this increasingly difficult vocation" (p.242).

Summary

The literature reviewed in Chapter 2 supported the following themes:

1. The divergent tasks and duties of assistant principals and athletic directors are linked by their demand for leadership traits and managerial efficiency.

2. Perceived role conflicts inherent in holding joint responsibilities of a secondary level administrator and athletic director may be avoided if the individual treats both aspects with professionalism and adheres to the principle that education must come first.

3. Managerial responsibilities have become the primary focus of a job description of assistant principal.

4. Lack of time is the major enemy of the athletic administrator.

CHAPTER 3

PROCEDURES OF THE STUDY

The purpose of this descriptive research study was to investigate the employment perceptions of secondary level school administrators holding joint positions as assistant principal and athletic director. To accomplish this purpose, current research and literature concerned with the job responsibilities and qualifications of both positions were reviewed. In addition to the review of literature, a questionnaire was developed for the purpose of identifying and analyzing the (1) general background of each respondent, (2) the general training and experience of each respondent, (3) personal qualifications of each respondent, (4) the roles and responsibilities of each respondent, and (5) the employment perceptions of each respondent. The investigator sought to (a) analyze data collected from a survey of secondary level administrators that were employed as both an assistant principal and athletic director in the State of Washington, and (b) report the results of the analysis. Survey responses were tabulated by frequency and percentage, and provided a basis for a descriptive analysis of data obtained.

Chapter 3 contains a description of procedures employed in conducting the present study, including a discussion of:

1. Need for the study.

2. Design and development of the survey instrument.

3. Population group/sample surveyed.

4. Administration of the survey instrument.

5. Treatment of data.

Need for the Study

The need for the study was influenced by the following considerations:

1. The writer, C. Russell Waterman III, a certified physical education and
    health educator, was searching for ways to better facilitate the transition of
    becoming a secondary level administrator having joint duties of an
    athletic director.

2. Little research or information on secondary level administrators holding
    joint positions as assistant principals and athletic directors.

3. Undertaking of this study coincided with the writer's graduate studies at
    Central Washington University.

Design and Development of the Survey Instruments

The survey instrument that was used in this study was derived, conceptually,
from the analysis and review of literature detailed in Chapter 2. The analysis of
related literature produced the five basic questionnaire categories used to characterize
secondary level administrators and their perceptions of holding joint responsibilities
as assistant principal and athletic director: (a) general background, (b) general
training and experience, (c) personal qualifications, (d) roles and responsibilities, and
(e) employment perceptions. The review of literature also identified content
categories for the questionnaire, including three administrator roles and
responsibilities as: (a) managerial duties, (b) program/curriculum development, and
(c) public relations. Following the review of questionnaire response formats, three

formats were selected, one for each of the following characteristic categories and perceptions category of secondary level administrators holding joint responsibilities as assistant principal and athletic director.

General background: "Yes" and "no" were the only options permitted. The objective was to determine, as clearly as possible, each respondent's general background.

General Training and Experience: "Yes" and "no" were the only options permitted. The objective was to determine, as clearly as possible, each respondent's general training and experience.

Personal Qualifications: A three-tier, Likert-type scale was selected. The objective was to determine the importance personal qualifications had been in the experience of each respondent.

Role and Responsibilities: A three-tier, Likert-type scale was selected. The objective was to determine the relative frequency necessary for the respondent to fulfill each role and responsibility.

Employment Perceptions: A three-tier and five-tier, Likert-type scale was selected. The objective was to determine the employment perception of each respondent.

The survey instrument which was subsequently mailed to secondary level athletic directors included open-ended questions that would elicit a free response, as well as, forced-choice items that would limit the respondent's choices to stated alternatives. Following the forced-choice items in each category identified in the questionnaire, the investigator made provision for open-ended response questions

which allowed the respondents to add items not included among forced-choice items in each major category.

Population Group/Sample Surveyed

For the purpose of this study, the investigator surveyed secondary athletic directors in the State of Washington. As a portion of the survey, each respondent was asked to indicate whether he/she held joint positions as assistant principal and athletic director. This was due to the fact that it was nearly impossible to determine contracted positions of individuals holding these joint responsibilities. Of the 347 questionnaires mailed to secondary athletic directors, 198 were returned, 58 of those met the criteria of secondary level assistant principal and athletic director. Each questionnaire was completed anonymously. The secondary level athletic directors surveyed were asked to indicate (a) the general background of their position, (b) whether or not they possessed each of the types of training and experiences listed, (c) the degree of importance they placed on the personal qualifications listed, (d) the frequency with which they personally had been required to fulfill each role and responsibility, and (e) what their employment perceptions regarding their position was.

Administration of the Survey Instrument

During January 1999, a letter of introduction, accompanied by "Directions for Completing the Questionnaire," and the six page, 74 item survey instrument were mailed to 347 secondary level athletic directors throughout Washington State.

To assure a maximum survey response, a pre-addressed, postage-paid return envelope was enclosed with each survey instrument mailed. Because the responses were anonymous, follow-up telephone calls to those who had not responded were not made.

Treatment of Data

A total of 347 questionnaires were mailed to the population group/sample. Each questionnaire was designed to determine if the recipient held a joint position of secondary level assistant principal an athletic director. Responses were received from 198 (57%), and of those responses, responses that met the criteria of secondary level assistant principal and athletic director were received from 58 (29%), and only 58 that met the criteria of a secondary level administrator holding joint responsibilities of assistant principal and athletic director were included in the analysis of data.

Responses to forced-choice items used for compilation of numerical data in the present study were hand tabulated by the investigator. Open-ended questions which would permit a free response from the subject were also hand-tabulated by the investigator and grouped by the questionnaire and the functional category on a frequency and percentage basis.

The resultant data from the total population responses were then reported and analyzed. These data, presented in Chapter 4, have been supplemented by narrative analysis related to each questionnaire item. The following components were included in the analysis:

1. The total number (i.e., frequency) of responses for each questionnaire item.

2. The percentage of responses for each questionnaire item.

Statistical inferences (i.e., frequency and percentage) used in obtaining the descriptive analysis for each questionnaire item were derived from the Statistical Package for the Social Sciences (Nie, Bent, & Hull, 1980).

CHAPTER 4

PRESENTATION AND ANALYSIS OF SURVEY DATA

Data presented an analyzed in Chapter 4 have been organized in five sections. These sections correspond to the five categories in the survey instrument used to collect data descriptive of employment perceptions of secondary level administrators holding joint positions as assistant principal and athletic director. These sections include:

1. General background
2. Training and experience
3. Personal qualifications
4. Roles and responsibilities
5. Employment perception

Data presented in Chapter 4 have been grouped and organized in a manner which corresponds to either:

1. The numerical order in which each question or variable appeared in the survey instrument.
2. The functional categories under which related individual roles and responsibilities were grouped in the questionnaire.

Responses to open-ended questions have also been grouped in accordance with the five questionnaire categories and by functional category. Open-ended responses have also been tabulated by numerical frequency and percentage. The discussion of findings produced as a result of the study and presented on the following pages includes the writer's analysis of data presented in tables in this chapter.

A Presentation and Analysis of Data Pertaining to the General Background of

Secondary Level Administrators Holding Joint Positions as Assistant Principals and

Athletic Directors

Table 1 provides a summary of responses of practicing secondary level

assistant principals and athletic directors when asked to indicate "which of the

following kinds of general background apply to you personally, as a secondary level

assistant principal and athletic director." For example, of the 58 respondents who

held joint positions of assistant principal and athletic director, 42 (72%) indicated that

their main administrative role was that of assistant principal and athletic director

equally; their main administrative role was that assistant principal (17%); and their

main administrative role was that of athletic director (17%). Table 1 further indicates

that 40 respondents (69%) were hired to carry out the job functions of a secondary

level administrator holding joint positions as assistant principal and athletic director.

Table 1 also indicates that 13 respondents (22%) hold joint positions at the B level;

the 1A level (10%); 2A level (21%); the 3A level (21%); and the 4A level (26%).

Open-ended responses further indicated that some respondents had general

background and various duties as principal/athletic director (9%); co-

principal/athletic director (2%); K-12 principal/7-12 athletic director (2%); activities

advisor (ASB) (2%); and responsible for all activities facilities (2%). In the analysis

of the data presented in Table 1, it was observed that of the 58 respondents currently

holding a secondary level assistant principal and athletic director, 69 % were hired

knowing that it was a joint position. It was also observed that 72 % of the respondents

indicated their main administrative role was that of an assistant principal and athletic

director equally. It was further noted in Table 1 that in regards to classification of

school size, there was equity of the number of respondents holding joint positions as

assistant principal and athletic director: B (22%); 1A (10%); 2A (21%); 3A (21%);

Table 1
Frequency (f) and Percentage (%) of Respondents of 58 Practicing Secondary Level
Administrators Holding Joint Responsibilities as Assistant Principal and Athletic
Director When Asked to Indicate "Which of the Following Kinds of General
Background Apply to You Personally, as a Secondary Level Assistant Principal and
Athletic Director"

General Background	Yes		No	
	f	%	f	%
1. Currently hold joint administrative position of assistant principal and athletic director.	58	16	190	39
2. Your main administrative role is that of assistant principal.	10	17	48	83
3. Your main administrative role is that of athletic director.	10	17	48	83
4. Your main administrative role is that of assistant principal and athletic director equally.	42	72	16	28
5. This was a joint position of asistant principal and athletic director when you were hired.	40	69	18	31
6. Indicate the level at which your school and athletic program competes at (B, 1A, 2A, 3A, or 4A).				
B	13	22		
1A	6	10		
2A	12	21		
3A	12	21		
4A	15	26		
7. Other: Principal /Athletic Director	5	9		
Co-principal/Athletic Director	1	2		
K-12 Principal/7-12 Athletic Director	1	2		
Activities Advisor (ASB)	1	2		
Responsible for all Activities Facilities	1	2		

and 4A (26%). One possible conclusion that can be drawn from this information is

the foreknowledge of the administrative position having dual responsibilities of

assistant principal and athletic director leads to a professional distribution of time

equally between the two jobs. A further conclusion can be drawn that school

enrollment size and classification have little bearing on the number of administrators

holding joint positions as assistant principal and athletic director. The difference

between the classifications was 15%.

A Presentation and Analysis of Data Pertaining to the Training and Experience of

Secondary Level Administrators Holding Joint Positions as Assistant Principals and

Athletic Directors

As indicated in Table 2, over 70% of respondents were found, in regards to

their assistant principal position, to have completed, partially completed, or fulfilled:

an advanced degree program (84%); teacher certification program (79%);

administrator certification program (90%); practicum/internship/apprenticeship

(81%); teaching experience (88%); administrative experience (78%);

workshops/seminars/conferences (88%); professional organizations/affiliations

(88%); personnel evaluation (86%); public relations (83%); school finance (79%);

school law (88%); human relations (84%); computer skills (79%); leadership (93%);

and staff development (86%). Among training and experience which were

characteristic of less than 75% of the respondents in regards to their assistant

principal position, was college or university undergraduate training (59%). Open-

ended responses dealing with training and experience pertaining to their position as

assistant principal, respondents indicated minimal training in coaching experience

(2%). Table 2 further provides a summary of responses of training and experience in

regards to their position as athletic director. For example, 50 % or more respondents

indicated they had completed, partially completed, or fulfilled: teaching experience

(59%); administrative experience (53%) workshops/seminars/conferences (81%);

professional organizations/affiliations (78%); personnel evaluation (79%); public

relations (81%); school finance (69%); school law (72 %); human relations (74%);

Table 2
Frequency (f) and Percentage (%) of Respondents of 58 Practicing Secondary Level
Administrators Holding Joint Responsibilities as Assistant Principal and Athletic
Director When Asked to Indicate "Which of the Following Kinds of General
Background Apply to You Personally, as a Secondary Level Assistant Principal and
Athletic Director"

Training and Experience	Assistant Principal				Athletic Director			
	Yes	f	No	f	Yes	f	No	f
1. College or university undergraduate training	34	59	24	41	14	24	44	76
2. Advance degree program	49	84	9	16	7	12	51	88
3. Teacher certification program	46	79	12	21	11	19	47	81
4. Administrator certification program	52	90	6	10	15	29	43	74
5. Practicum/internship/apprenticeship	47	81	11	19	23	40	35	60
6. Teaching experience	51	88	7	12	34	59	24	41
7. Administrative experience	45	78	13	22	31	53	27	47
8. Workshop/seminars/conferences	51	88	7	12	47	81	11	19
9. Professional organizations/affiliations	51	88	7	12	45	78	13	22
10. Personnel evaluation	50	86	8	14	46	79	12	21
11. Public relations	48	83	10	17	47	81	11	19
12. School finance	46	79	12	21	40	69	18	31
13. School law	51	88	7	12	42	72	16	28
14. Human relations	49	84	9	16	43	74	15	26
15. Computer skills	46	79	12	21	36	62	22	38
16. Leadership	54	93	4	7	49	84	9	16
17. Staff development	50	86	8	14	40	69	18	31
18. Other Coaching experience Staff development for coaches	1	2			1	2		

computer skills (62%); leadership (84%); and staff development (69%). Among

training and experience which were characteristic of less than 50% of the

respondents, in regards to their athletic director position, was college or university undergraduate training (24%); advanced degree program (12%); teacher certification program (19%); administrator certification program (26%); and practicum/internship/apprenticeship (40%). Open-ended responses dealing with training and experience pertaining to their athletic director position indicated respondents had training in coaching experience (2%) and staff development of coaches (2%).

In an analysis of data presented in Table 2, it was observed that 50% or more of the respondents possessed 12 types of training and experience that directly applied to both their assistant principal and athletic director positions. It was further noted that of these 12 types of "training and experience", two are often times long-term in nature to complete. These were teaching experience and administrative experience. The researcher further noted that data presented in Table 2 that 50% or more of the respondents indicated further long term training and experience was gained in regards to their assistant principal position. These included: college or university undergraduate training, advanced degree program, teacher certification program, and administrator certification program. One possible conclusion that can be drawn from this information is the types of training and experiences could be viewed as prerequisites for obtaining a secondary level administrator certification. Further conclusions can be drawn that training and experience for a secondary level administrator are applicable to the athletic director position as well.

A Presentation and Analysis of Data Pertaining to the Personal Qualifications of

Secondary Level Administrators Holding Joint Positions as Assistant Principals and

Athletic Directors

According to the data presented in Table 3, each of the 10 personal

qualifications were indicated as "very" important by 55% or more of the respondents.

There was no appreciable difference between either the assistant principal position

nor the athletic director position as shown: ability to work cooperatively (90%

assistant principal/88% athletic director); ability to motivate others (60% assistant

principal/74% athletic director); written communication skills (71 % assistant

principal/57% athletic director); oral communication skills (69% assistant

principal/81% athletic director); personal warmth (i.e., enthusiasm/warmth) (62 %

assistant principal/69 % athletic director); organizational skills (86 % assistant

principal/88% athletic director); conscientiousness (76% assistant principal/78%

athletic director); personal appearance (67% assistant principal/57 % athletic

director); physical stamina (55% assistant principal/69% athletic director); and

leadership ability (62 % assistant principal/84% athletic director). The lone open-

ended response was noted to be "very" important to both the assistant principal and

athletic director positions, involved a willingness to work extended hours. It can be

determined from the data presented in Chapter 3, that the personal qualities indicated

from the respondents to very important and valuable to both the assistant principal

and athletic director positions.

Table 3
Frequency (f) and Percentage (%) of Respondents of 58 Practicing Secondary Level Administrators Holding Joint Responsibilities as Assistant Principal and Athletic Director When Asked to Indicate "Which of the Following Kinds of Personal Qualifications Apply to You Personally, as a Secondary Level Assistant Principal and Athletic Director"

Personal Qualifications	Assistant Principal						Athletic Director					
	Very		Moderate		Slightly		Very		Moderate		Slightly	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Ability to work cooperatively	52	90	5	9	2	3	51	88	5	9	2	3
2. Ability to motivate others	35	60	22	38	1	2	43	74	14	24	1	2
3. Written communication skills	41	71	16	28	1	2	33	57	24	41	1	2
4. Oral communication skills	40	69	16	28	2	3	47	81	11	19	1	2
5. Personal warmth (i.e., enthusiasm/charisma)	36	62	21	36	1	2	40	69	17	29	1	2
6. Organizational skills	50	86	6	10	2	3	51	88	5	9	2	3
7. Conscientiousness	44	76	13	22	1	2	45	78	12	21	1	2
8. Personal appearance	39	67	18	31	1	2	33	57	24	41	1	2
9. Physical stamina	32	55	23	40	3	5	40	69	16	28	2	3
10. Leadership ability	36	62	11	19	1	2	49	84	8	14	1	2
11. Other Willingness to work extended hours	1	2					1	2				

A Presentation and Analysis of Data Pertaining to the Roles and Responsibilities of
Secondary Level Administrators Holding Joint Positions as Assistant Principals and
Athletic Directors

Table 4, and other descriptive information in this section of Chapter 4, has

been organized into three sections. These sections directly correspond to the three

functional categories under which related statements of role and responsibility were

clustered in the survey instrument, these included:

1. Roles and responsibilities of secondary level assistant principals and

   athletic directors in the area of managerial duties.

2. Roles and responsibilities of secondary level assistant principals and

   athletic directors in the area of curriculum development and instructional

   leadership.

3. Roles and responsibilities of secondary level assistant principals and

   athletic directors in the area of public relations.

Roles and responsibilities of secondary level assistant principals and athletic directors
in the area of managerial duties.

The data in Table 4 indicated that seven roles and responsibilities associated

with managerial duties of a secondary level assistant principal and athletic director

was assumed "often" by more than 50% of the respondents in regard to both positions

held. The seven roles and responsibilities included: building and facility management

(81% assistant principal/79% athletic director); school supervision (95% assistant

principal/76% athletic director); athletic event supervision (66% assistant

principal/97% athletic director); counseling staff members (71% assistant

principal/64% athletic director); counseling students (81% assistant principal/66%

athletic director); counseling student-athletes (53% assistant principal/86% athletic

director); and student activities (76% assistant principal/81% athletic director). It was

also noted in Chapter 4 that respondents indicated a higher level of involvement in the

3 survey items regarding fiscal matters in regards to the athletic director position

rather than the assistant principal. It was noted, in Table 4, respondents assumed

fiscal roles "often" in regards to: building fiscal matters (74%); athletic budget (95%);

and individual team budget supervision (83%). One could conclude that managerial

duties relating to building, students, and staff are equally shared between the two

positions of assistant principal and athletic director. It may further be concluded that

the role of athletic director assumes the role of fiscal manager more often than the

role of assistant principal.

Roles and responsibilities of secondary level assistant principals and athletic
directors in the area of curriculum development and instructional leadership.

As indicated in Table 4, two of nine roles and responsibilities, listed under the

category of curriculum development and instructional leadership, that received a

relatively high response as "very" much assumed by assistant principals. The

responses to the two roles were: teacher evaluation (78%) and interview and staff

hiring (84%). Table 4 further indicates that there were four of nine roles and

responsibilities, listed under the category of curriculum development and instructional

leadership, that received a high response of "very" much assumed by athletic directors. The roles were: master athletic schedule development (90%); develop coaches training (76%); coaches evaluation (78%); and interview and staff hiring (84%). Open-ended responses regarding the role assumed by athletic directors "very" was coach hiring.

These forced choice and open-ended response questions indicate very little involvement by secondary level administrators, holding joint positions as assistant principals and athletic directors, in the curricular process of the school but a higher level of staff evaluation and hiring. It may be further concluded from the data presented in Table 4 that the athletic director has a high degree of involvement in establishing a master athletic schedule for the school.

Roles and responsibilities of secondary level assistant principals and athletic directors in the area of public relations.

Presented in Table 3 are summary data showing the responses of 58 secondary level administrators holding joint positions as assistant principal and athletic director to six forced choice criteria related to the role and responsibilities of assistant principal and athletic director in regards to the area of public relations.

The criteria most frequently noted as "very" much assumed by assistant principals was working with radio, press, community, service groups, and interested parties in increasing awareness of positive school climate (62%) and coordinating use of facilities and equipment for use by other parts of the community (59%).

Table 4 further indicates that 50% or more respondents, in the position of athletic director, "very" assumed roles and responsibilities in regards to public relations in all six of the forced choice criteria. Those criteria are: promotion of school and community (50%); working with radio, press, community, service groups, and interested parties in increasing awareness of positive school climate (72%); working with radio, press, community, service groups, booster clubs and interested parties in increasing awareness of athletic programs (79%); coordinating use of facilities and equipment for use by other parts of the community (79%); coordinating high school athletic activities of community school programs, local parks and recreation, and any other community agencies or organizations (69%); and coordinating local medical association availability of contest physicians, ambulance services, and physical examinations (67%). There were no open-ended responses.

One possible conclusion that may be arrived at from the data presented in Table 4 is that secondary level administrators holding joint positions as assistant principals and athletic directors have a high level of involvement in promotion of the school climate and the coordination of facilities and equipment for use by the community. Further, it may be concluded that the roles and responsibilities of the athletic director, in regard to public relations, include more duties in working with the outside community in promotion of the school, its athletic programs, and the coordination of activities in the community, as well as the coordination of medical support for the athletic program.

Table 4-A Managerial Duties

Frequency (f) and Percentage (%) of Respondents of 58 Practicing Secondary Level Administrators Holding Joint Responsibilities as Assistant Principal and Athletic Director When Asked to Indicate "Which of the Following Kinds of Roles and Responsibilities Apply to You Personally, as a Secondary Level Assistant Principal and Athletic Director"

Managerial Duties	Assistant Principal						Athletic Director					
	Very		Moderate		Slightly		Very		Moderate		Slightly	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Building fiscal matters	25	43	27	47	6	10	43	74	14	14	7	12
2. Athletic budget	19	33	6	10	33	57	55	95	2	3	1	2
3. Departmental budget supervision	21	36	21	36	16	28	26	45	8	14	24	51
4. Individual team budget supervision	12	21	12	21	34	59	48	83	5	9	5	9
5. Building and facility management	47	81	6	10	5	9	46	79	5	9	7	12
6. School supervision	55	75	1	2	2	3	44	76	2	3	12	21
7. Athletic event supervision	38	66	3	5	17	29	56	97	0	0	2	3
8. Athletic practice supervision	4	7	23	40	31	53	24	41	28	48	6	10
9. Counseling staff members	41	71	14	24	3	5	37	64	9	16	11	19
10. Counseling students	47	81	5	9	6	10	38	66	14	24	6	10
11. Counseling coaches	18	31	15	26	25	43	51	88	6	10	1	2
12. Counseling student-athletes	31	53	11	19	16	28	50	86	4	7	4	7
13. Student activities	44	76	5	9	9	16	47	81	7	12	4	7
14. Other Counseling parent community	1	2					1	2				

Table 4-B Curriculum Development and Instructional Leadership
Frequency (f) and Percentage (%) of Respondents of 58 Practicing Secondary Level Administrators Holding Joint Responsibilities as Assistant Principal and Athletic Director When Asked to Indicate "Which of the Following Kinds of Roles and Responsibilities Apply to You Personally, as a Secondary Level Assistant Principal and Athletic Director"

Curriculum Development and Instructional Leadership	Assistant Principal						Athletic Director					
	Very		Moderate		Slightly		Very		Moderate		Slightly	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Master schedule development	24	41	21	36	13	22	7	12	10	17	41	71
2. Master athletic schedule development	9	16	12	21	37	64	52	90	2	3	4	7
3. Develop staff training	23	40	27	47	8	14	15	26	14	24	39	67
4. Develop coaches training	6	10	14	24	38	66	44	76	8	14	6	10
5. Conduct staff training	16	28	30	52	12	21	9	16	19	33	30	52
6. Conduct coaches training	4	7	13	22	41	71	26	45	24	41	8	14
7. Teacher evaluation	45	78	5	9	8	14	6	10	5	9	47	81
8. Coaches evaluation	7	12	8	14	43	74	45	78	5	9	8	14
9. Interview and staff hiring	49	84	4	7	5	9	49	84	2	3	7	12
10. Other Coach hiring							1	2				

Table 4-C Public Relations
Frequency (f) and Percentage (%) of Respondents of 58 Practicing Secondary Level Administrators Holding Joint Responsibilities as Assistant Principal and Athletic Director When Asked to Indicate "Which of the Following Kinds of Roles and Responsibilities Apply to You Personally, as a Secondary Level Assistant Principal and Athletic Director"

Public Relations	Assistant Principal						Athletic Director					
	Very		Moderate		Slightly		Very		Moderate		Slightly	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Promotion of school community	24	41	4	7	30	52	29	50	1	2	28	48
2. Working with radio, press, community, service clubs, and interested parties in increasing awareness of positive school climate	36	62	13	22	9	16	42	72	7	12	9	16
3. Working with radio, press, community, service clubs, booster clubs and interested parties in increasing awareness of athletic programs	28	48	14	24	16	28	46	79	7	12	5	9
4. Coordinating use of facilities and equipment for use by other parts of the community	34	59	9	16	14	24	46	79	2	3	10	17
5. Coordinating high school athletic activities of community school; programs, local parks and recreation, and any other community agencies or organizations	18	31	13	22	37	34	40	69	8	14	10	17
6. Coordinating local medical association availability of contest physicians, ambulance srvices, and physical examinations	15	26	16	28	27	47	39	67	9	16	10	17
7. Other: None												

A Presentation and Analysis of Data Pertaining

to the Employment Perception of Secondary Level Administrators

Holding Joint Positions as Assistant Principals and Athletic Directors

As indicated in Table 5, 60% or more of the respondents indicated that the role of

assistant principal and athletic director required an increase of time spent outside the job

to complete the job's requirements. The responses to the two forced choice criteria that

alluded to time commitment were: does the role of assistant principal require you to

spend more outside time to complete the job's requirements (69%) and does the role of

athletic director require you to spend more outside time to complete the job's

requirements (90%). Table 5 further indicates that 50% of the respondents indicate

"rarely" is an equal amount of time spent handling the daily function of the two jobs and

that there is "rarely a conflict between the two jobs (53%). It is further noted in Table 5,

secondary level administrators holding joint positions as assistant principal and athletic

director responded to less than 50% of the time to a "highly satisfied" rating of the joint

position. Responses to the criterion of an overall assessment to the holding of joint

positions of assistant principal and athletic director were: highly satisfied (43%); slightly

satisfied (17%); satisfied (26%); slightly dissatisfied (7%); and dissatisfied (7%).

Open-ended responses regarding "often" perception of the holding of a joint position of

assistant principal and athletic director were:

"Impossible to do both jobs"

"I am going back to the classroom full-time because of what it takes to be an

assistant principal/athletic director

Table 5
Frequency (f) and Percentage (%) of Respondents of 58 Practicing Secondary Level Administrators Holding Joint Responsibilities as Assistant Principal and Athletic Director When Asked to Indicate "Which of the Following Kinds of Employment Perception Apply to You Personally, as a Secondary Level Assistant Principal and Athletic Director

Employment Perception	Often		Rarely		Never	
	f	%	f	%	f	%
1. Do you spend an equal amount of time handling the daily functions of each of the two jobs?	22	38	50	50	7	12
2. Does the role of assistant principal require you to spend more outside time to complete the job's requirements?	40	69	14	24	4	7
3. Does the role of athletic director require you to spend more outside time to complete the job's requirements?	52	90	3	5	3	5
4. Do you believe you were adequately prepared for the assistant principal role and athletic director role of your position	35	60	15	26	8	14
5. Do you find a conflict of interest between the assistant principal role and the athletic director role of your position	13	22	31	53	14	24

	Highly Satisfied		Slightly Satisfied		Satisfied		Slightly Dissatisfied		Dissatisfied	
	f	%	f	%	f	%	f	%	f	%
6. Give an overall assessment to the holding of joint positions of assistant principal and athletic director	25	43	10	17	15	26	4	7	4	7
7. Other										
Going back to the classroom full-time because of what it takes to be an assistant principal and athletic director	1	2								
Impossible to do both jobs	1	2								
Too much work for one person	1	2								
Should be considered and contracted as an assistant principal	1	2								

"Too much work for one person"

"Should be considered and contracted as an assistant principal"

One possible conclusion that can be drawn from the data in Table 5 is that there is an increase in the amount of time required to successfully complete the tasks and duties of a secondary level administrator holding joint positions as assistant principal and athletic director. A further conclusion is that the holding of the joint position of assistant principal and athletic director "rarely" creates a conflict of interest between the two roles. One could also conclude that the joint role of assistant principal and athletic director leads to a less than satisfactory assessment of the position of assistant principal and athletic director.

Major Findings

Secondary level administrators holding joint positions as assistant principal and athletic director must possess a myriad of skills and possess a variety of personal skills in order to perform their professional duties and obligations. The ability to successfully accomplish the duties of the two administrative positions of assistant principal and athletic director is monumental in an educational setting that is placing more and more demands on its administrators.

The major findings of this study have been presented in the following sections and constitute a summary of data reported in Chapter 4. This information has been subdivided into five categories corresponding to the five categories in the survey instrument used in the study.

<u>General Background of Secondary Level Administrators Holding</u>
<u>Joint Positions as Assistant Principal and Athletic Director</u>

When asked to indicate which types of general background in regards to their main

administrative role in the current position that they held, the administrators indicated the

following:

Main administrative role was that of assistant principal	17%
Main administrative role was that of athletic director	17%
Main administrative role was that of assistant principal and athletic director equally	72%

When asked to indicate if the position that they held was a joint position at the time

of their hiring, 69% of the administrators indicated that it was a joint position at the time of

their hiring.

When asked to identify the state classification level, at which their school and athletic

program competes, the administrators indicated the following:

B	22%
1A	10%
2A	21%
3A	21%
4A	26%

<u>Training and Experience of Secondary Level Administrators Holding</u>
<u>Joint Positions as Assistant Principal and Athletic Director</u>

When asked to indicate which of the following kinds of training and experience they

personally possessed, from 78 to 93% of secondary level administrators holding joint

responsibilities as assistant principal and athletic director reported they possessed the

following in regards to the position of assistant principal:

Leadership (93%)

Administrator certification program (90%)
Teaching experience (88%)
Workshops/seminars/conferences (88%)
Professional organizations/affiliations (88%)
School law (88%)
Personnel evaluation (86%)
Staff development (86%)
Advanced degree program (84%)
Human relations (84%)
Public relations (83%)
Practicum/internship/apprenticeship (81%)
Teacher certification program (79%)
School finance (79%)
Computer skills (79%)
Administrative experience (78%)

59% of the respondents indicated that they had college or university graduate training

in regards to their position as assistant principal.

When asked to indicate which of the following kinds of training and experience they

personally possessed, from 53 to 84% of secondary level administrators holding joint

positions as assistant principal and athletic director reported they possessed the following in

regards to the position of athletic director:

Leadership (84%)
Workshops/seminars/conferences (81%)
Public relations (81%)
Personnel evaluation (79%)
Professional organizations/affiliations (78%)
Human relations (74%)
School law (72%)
School finance (69%)
Staff development (69%)
Computer skills (62%)
Teaching experience (59%)
Administrative experience (53%)

From 12 to 40% of respondents indicated they possessed the following types of

training and experience in regards to their position as athletic director:

Practicum/internship/apprenticeship (40%)
Administrator certification program (26%)
College or university undergraduate training (24%)
Teacher certification program (14%)
Advanced degree program (12%)

Personal Qualifications of Secondary Level Administrators Holding
Joint Positions as Assistant Principal and Athletic Director

When indicating the level of importance they believed 10 selected personal

qualifications had been to their position as a secondary level administrator holding joint

positions as assistant principal and athletic director, in regards to their position as assistant

principal, from 60 to 90% indicated that nine of those criteria were "very" important as

follows:

Ability to work cooperatively (90%)
Organizational skills (86%)
Conscientiousness (76%)
Written communication skills (71%)
Oral communication skills (69%)
Personal appearance (67%)
Personal warmth (i.e., enthusiasm/charisma) (62%)
Leadership ability (62%)
Ability to motivate others (60%)

One criterion (physical stamina) was named by 55% of respondents as "very"

important.

When indicating the level of importance they believed 10 selected personal

qualifications had been to their position as a secondary level administrator holding joint

positions as assistant principal and athletic director, in regards to their position as athletic

director, from 69 to 88% indicated that nine of those criteria were "very" important as

follows:

Ability to work cooperatively (88%)

Organizational skills (88%)
Leadership ability (84%)
Oral communication skills (81%)
Conscientiousness (78%)
Ability to motivate others (74%)
Personal warmth (i.e., enthusiasm/charisma) (69%)
Physical stamina (69%)

Two criteria (written communication skills and personal appearance) were named by

57% of respondents as "very" important.

Roles and Responsibilities of Secondary Level Administrators Holding
Joint Positions as Assistant Principal and Athletic Director

Roles and responsibilities that applied to secondary level administrator holding joint

positions as assistant principal and athletic director were assessed in three functional

categories, including: Managerial Duties; Curriculum Development and Instructional

Leadership; and Public Relations. A summary of responses follows:

1. Managerial Duties

Five activities that the assistant principal role engaged in most frequently were:
School supervision (95%)
Building and facility management (81%)
Counseling students (81%)
Student activities (76%)
Counseling staff members (71%)

Five activities least engaged in by the assistant principal role was:

Departmental budget supervision (36%)
Athletic budget (33%)
Counseling coaches (31%)
Individual team budget supervision (21%)
Athletic practice supervision (7%)

Five activities that the athletic director role engaged in most frequently were:
Athletic event supervision (97%)

Athletic budget (95%)
Counseling coaches (88%)
Counseling student-athletes (86%)
Individual team budget supervision (83%)

Five activities least engaged in by the athletic director role was:

Building fiscal matters (74%)
Counseling students (66%)
Counseling staff (64%)
Departmental budget supervision (45%)
Athletic practice supervision (41%)

2. Curriculum Development and Instructional Leadership

Placing the greatest demand on the role of assistant principal was:

Interview and staff hiring (84%)
Teacher evaluation (78%)

Demanding the least amount of attention from the assistant principal role was:

Conducting coaches training (7%)
Develop coaches training (10%)
Coaches evaluation (12%)
Master athletic schedule development (16%)
Conducting staff training (28%)

Placing the greatest demand on the role of athletic director was:

Master athletic schedule development (90%)
Interview and staff hiring (84%)
Coaches evaluation (78%)

Demanding the least amount of attention form the athletic director role was:

Teacher evaluation (10%)
Master schedule development (12%)
Conduct staff training (16%)
Develop staff training (26%)
Conducting coaches training (45%)

3. Public Relations

Respondents indicated, in regards to this category, that the role of assistant principal was most occupied with "working with radio, press, community, service clubs, and interested parties in increasing awareness of positive school climate" (62%). Respondents indicated, in regards to this category, the assistant principal role as least occupied with "coordination of local medical association availability of contest physicians, ambulance services, and physical examinations" (26%).

Respondents indicated, in regards to this category, that the role of athletic director was most occupied with "working with radio, press, community, service clubs, booster clubs, and interested parties in increasing awareness of athletic programs" (79%) and "coordinating use of facilities and equipment for use by other parts of the community" (79%). Respondents indicated, in regards to this category, the assistant principal role as least occupied with "promotion of school community" (50%).

5. Employment Perception

When asked to indicate the employment perception of a secondary level administrator holding joint positions as assistant principal and athletic director, respondents indicated "often" to the following:

Do you spend an equal amount of time handling the daily functions of each of the two jobs? (38%)
Does the role of athletic director require you to spend more outside time to complete the job's requirements? (90%)
Do you find a conflict of interest between the assistant principal role and the athletic director role of your position? (22%)

When asked to indicate an overall assessment to the "holding of a joint position of assistant principal and athletic director", respondents indicated a "highly satisfied" (43%).

CHAPTER 5

SUMMARY, CONCLUSIONS

AND RECOMMENDATIONS

Summary

The purpose of this descriptive research study was to investigate the employment perceptions of secondary level school administrators holding joint positions as assistant principal and athletic director. To accomplish this purpose, current research and literature concerned with the job responsibilities and qualifications of both positions were reviewed. In addition to the review of literature, a questionnaire was developed for the purpose of identifying and analyzing the (1) general background of each respondent, (2) the general training and experience of each respondent, (3) personal qualifications of each respondent, (4) the roles and responsibilities of each respondent, and (5) the employment perceptions of each respondent. The investigator sought to (a) analyze data collected from a survey of secondary level administrators that were employed as both an assistant principal and athletic director in the State of Washington, and (b) report the results of the analysis. Survey responses were tabulated by frequency and percentage, and provided a basis for descriptive analysis of data obtained

Conclusions

Data collected from the survey instrument used in this study were intended to be useful in the assessment of the roles and responsibilities of secondary level administrators holding joint positions as assistant principal and athletic director. Concurrently does the joint holding of two administrative positions create a conflict that warrants a separation of the joint responsibilities into two positions?

The study identified and analyzed selected general background, training and experience, personal qualifications, roles and responsibilities, and employment perception of practicing secondary level administrators holding joint positions as assistant principal and athletic director.

One might assume, therefore, that this type of information may be helpful to college and university administrator preparation programs in preparing an individual seeking employment as a secondary level administrator. Those given such responsibility may wish to give priority to those types of training, experience, personal qualifications, roles and responsibilities, and employment perceptions most emphasized by current secondary level administrators holding joint positions as assistant principal and athletic director as summarized in Chapters 4 and 5.

Additionally, these data summarized in Chapters 4 and 5, might be helpful to those charged with creating administrative positions within a school district, in regards to current employment perceptions of practicing secondary level administrators holding joint positions as assistant principal and athletic director.

Recommendations

Should the present study be used as a basis for evaluating the feasibility of creating of secondary level administrative positions holding joint responsibilities of assistant principal and athletic director, the following recommendations are made for additional study and investigation:

1. That the criteria identified and analyzed in the present study related to general background, training and experience, personal qualifications, roles and responsibilities, and employment perception, be used as a basis for further study concerning specific tasks that should be performed, behaviors that should be demonstrated, and levels of competency that should be exhibited by secondary level administrators holding joint positions of assistant principal and athletic director.

2. That as secondary level administrator positions requiring an individual to hold responsibilities of both assistant principal and athletic director are created, a periodic review of the training, personal qualifications, roles and responsibilities, and employment perception identified earlier be conducted and revised in terms of updated task analysis and professional functions.

3. That additional data concerning general background, training, experience, personal qualifications, roles and responsibilities, and employment perception of secondary level administrators holding joint responsibilities of assistant principal and athletic director be obtained by means other than mail surveys (e.g., telephone interviews, observations of, and/or interviews with secondary level administrators holding joint positions of assistant principal and athletic director on the job, daily logs/journals of secondary level administrators holding joint positions as assistant principal and athletic director).

4. Finally, that a more comprehensive study be made of the possible influence of general background, training and experience, personal qualifications, roles and responsibilities, and employment perception or any other independent variable on the opinions and/or questionnaire responses of secondary level administrators holding joint positions as assistant principal and athletic director as a basis for further investigative research.

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APPENDIX

SURVEY INSTRUMENT

Dear Colleague,

My name is Russ Waterman, and I am completing my Master of Education degree in Educational Administration at Central Washington University.

I am writing to request your help in providing information needed to complete my Master's degree thesis. It is entitled <u>An Analysis of Employment Perception of Secondary Level Administrators Holding Joint Responsibilities as Assistant Principals and Athletic Directors.</u>

The purpose of my thesis is largely explained in the title. I am attempting to analyze the professional backgrounds and employment perception of administrators holding joint positions as assistant principal and athletic director. The findings could provide a basis for developing a competency-based certification program for the professional preparation of secondary level administrators and athletic directors. Since you are currently employed as an athletic director, I am asking for you cooperation in completing the enclosed survey.

Responses will be treated as confidential, and under no circumstances will individuals or schools be identified. Feel free to make additional comments you may believe to be beneficial. Enclosed is a stamped, self-addressed envelope for your convenience in returning the information not later than February 28th, 1999.

Sincerely,

Graduate Student:

C. Russell Waterman III
Department of Teacher
  Education Programs
Central Washington University
Ellensburg, WA 98926

University Supervisor:

Dr. Jack L. McPherson
Department of Teacher
  Education Programs
Central Washington University
Ellensburg, WA 98926

Directions for completing the questionnaire

The questionnaire has been organized around five major categories concerning secondary level administrator holding joint responsibilities of assistant principal and athletic director. These categories are:

1. General Background

2. General Training and Experience

3. Personal Qualifications

4. Roles and Responsibilities

5. Employment Perception

In responding to each of these items, please indicate with an "X" in the appropriate space, how that item applies to you personally, a secondary administrator holding joint responsibilities as assistant principal and athletic director. If you serve only in the capacity of an assistant principal or athletic director, then please fill out the applicable areas of the survey only. If you find that crucial items associated with the training, experience, etc., of a secondary administrator holding joint responsibilities as assistant principal and athletic director have not been included in the questionnaire, please add those items in the space labeled "other" at the end of the appropriate category.

Category #1: General Background

DIRECTIONS: indicate with an "X" in the appropriate space, which of the following kinds of GENERAL BACKGROUND apply to you personally, as a secondary level assistant principal and athletic director

General Background	Yes	No
1. Currently hold joint administrative position of assistant principal and athletic director		
2. Your main administrative role is that of assistant principal		
3. Your main administrative role is that of athletic director		
4. Your main administrative role is that of assistant principal and athletic director equally		
5. This job was a joint position of assistant principal and athletic director when you were hired		
6. Indicate the level at which your school and athletic program competes at (B, 1A, 2A, 3A, 4A)		
7. Other		

Category #2: Training and Experience

DIRECTIONS: indicate with an "X" in the appropriate space, which of the following kinds of TRAINING AND EXPERIENCE apply to you personally, as a secondary level assistant principal and/or athletic director.

Training and Experience	Assistant Principal		Athletic Director	
	Yes	No	Yes	No
1. College or University Undergraduate Training				
2. Advanced Degree Program				
3. Teacher Certification Program				
4. Administrator Certification Program				
5. Practicum/Internship/Apprenticeship				
6. Teaching Experience				
7. Administrative Experience				
8. Workshops/Seminars/Conferences				
9. Professional Organizations/Affiliations				
10. Personnel Evaluation				
11. Public Relations				
12. School Finance				
13. School Law				
14. Human Relations				
15. Computer Skills				
16. Leadership				
17. Staff Development				
18. Other:				

Category #3: Personal Qualifications

DIRECTIONS: indicate with an "X" in the appropriate space, which of the following kinds of PERSONAL QUALIFICATIONS apply to you personally, as a secondary level assistant principal and/or athletic director.

Training and Experience	Assistant Principal			Athletic Director		
	Very	Moderate	Slightly	Very	Moderate	Slightly
1. Ability to work cooperatively						
2. Ability to motivate others						
3. Written communication skills						
4. Oral communication skills						
5. Personal warmth (i.e., Enthusiasm/Charisma)						
6. Organizational Skills						
7. Conscientiousness						
8. Personal appearance						
9. Physical stamina						
10. Leadership ability						
11. Other						

Category #4: Roles and responsibilities

DIRECTIONS: indicate with an "X" in the appropriate space, which of the following kinds of ROLES AND RESPONSIBILITIES apply to you personally, as a secondary level assistant principal and/or athletic director.

Managerial Duties	Assistant Principal			Athletic Director		
	Often	Rarely	Never	Often	Rarely	Never
1. Building fiscal matters						
2. Athletic Budget						
3. Departmental budget supervision						
4. Individual team budget supervision						
5. Building and facility management						
6. School supervision						
7. Athletic event supervision						
8. Athletic practice supervision						
9. Counseling staff members						
10. Counseling students						
11. Counseling coaches						
12. Counseling student-athletes						
13. Student activities.						
14. Other						

Category #4: Roles and responsibilities
(Continued)

DIRECTIONS: indicate with an "X" in the appropriate space, which of the
following kinds of ROLES AND RESPONSIBILITIES apply to you personally,
as a secondary level assistant principal and/or athletic director.

Curriculum Development and Instructional Leadership	Assistant Principal			Athletic Director		
	Often	Rarely	Never	Often	Rarely	Never
1. Master schedule development						
2. Master athletic schedule development						
3. Develop staff training						
4. Develop coaches training						
5. Conduct staff training						
6. Conduct coaches training						
7. Teacher evaluation						
8. Coaches evaluation						
9. Interview and staff hiring						
10. Other						
Public Relations	Often	Rarely	Never	Often	Rarely	Never
1. Promotion of school community						
2. Working with radio, press, community, service clubs, and interested parties in increasing awareness of positive school climate						
3. Working with radio, press, community, service clubs, booster clubs and interested parties in increasing awareness of athletic programs						
4. Coordinating use of facilities and equipment for use by other parts of the community						
5. Coordinating high school athletic activities of community school; programs, local parks and recreation, and any other community agencies or organizations						
6. Coordinating local medical association availability of contest physicians, ambulance services, and physical examinations						
7. Other						

Category #5: Employment Perception

DIRECTIONS: indicate with an "X" in the appropriate space, which of the following kinds of EMPLOYMENT PERCEPTION apply to you personally, as a secondary level administrator holding joint positions as assistant principal and athletic director.

Employment Perception	Often	Rarely	Never		
1. Do you spend an equal amount of time handling the daily functions each of the two jobs.					
2. Does the role of assistant principal require you to spend more outside time to complete the job's requirements?					
3. Does the role of athletic director require you to spend more outside time to complete the job's requirements?					
4. Do you believe you were adequately prepared for the joint role of assistant principal and athletic director when you accepted the position?					
5. Do you find a conflict of interest between the assistant principal role and the athletic director role of your position?					
	Highly Satisfied	Slightly Satisfied	Satisfied	Slightly Dissatisfied	Dissatisfied
6. Give an overall assessment to the holding of joint positions of assistant principal and athletic director					
7. Other					