

JOB TRANSFERS OF HAWAI'I SECONDARY SCHOOL ATHLETIC TRAINERS:
PURPOSE AND PLACE

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By

Samuel Y.C. Lee

Dissertation Committee:

Nathan Murata, Chairperson

Jan Javinar

Steven M. Shiraki

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“He has shown you, O man, what is good; and what does the Lord require of you? But to do justly, and to love mercy, and to walk humbly with your God.” (Micah 6:8, NKJV Bible)

Abstract

An important feature in supporting interscholastic athletics is the health care of student-athletes. Athletic trainers (ATs) are particularly qualified to provide health care to this population. They are nationally certified health care providers who help with the prevention, treatment and care, and rehabilitation of injuries. Many schools in the U.S.A. do not offer full-time AT services to care for the injuries that occur during athletic participation. In the public secondary school system of Hawai'i, every high school has a full-time AT position. Many of these schools have two full-time AT positions. Some Hawai'i independent schools also have two or more full-time AT positions. The purpose of this qualitative study was to explore why individuals transfer within Hawai'i secondary school AT jobs. Ten total ATs from public and independent schools were interviewed. Documents such as AT job descriptions and athletic event coverage guidelines were also collected to enhance the context and understanding of what ATs do. A demographic survey was also conducted which elicited information about ATs. The following themes emerged from the interviews—personal aspirations, job satisfaction, access to resources, and support. Seeking fulfillment of life purpose, these ATs found that working in the Hawai'i secondary school setting was optimal for who they are and what they want to do. However, there are times in life when a job transfer within this setting may be a better choice to consider amidst a spectrum of different options.

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Chapter 1: Introduction

In the United States secondary school system, extracurricular activities play an important role in the education of students. Among those extracurricular activities that impact many students are athletics. Over seven million students participate in interscholastic athletics in the U.S.A. (National Federation of State High School Associations (NFHS), 2023a). A vital aspect in supporting athletics is the health care of these student-athletes. Beyond the completion of a pre-participation physical exam by a primary care physician, modern-day secondary school student-athletes may experience a spectrum of health care that include proactive, preventative health care measures to optimize performance as well as reactive emergent health care services dealing with injuries and illnesses as they surface. Athletic trainers (ATs) are uniquely qualified to provide health care to this population of individuals.

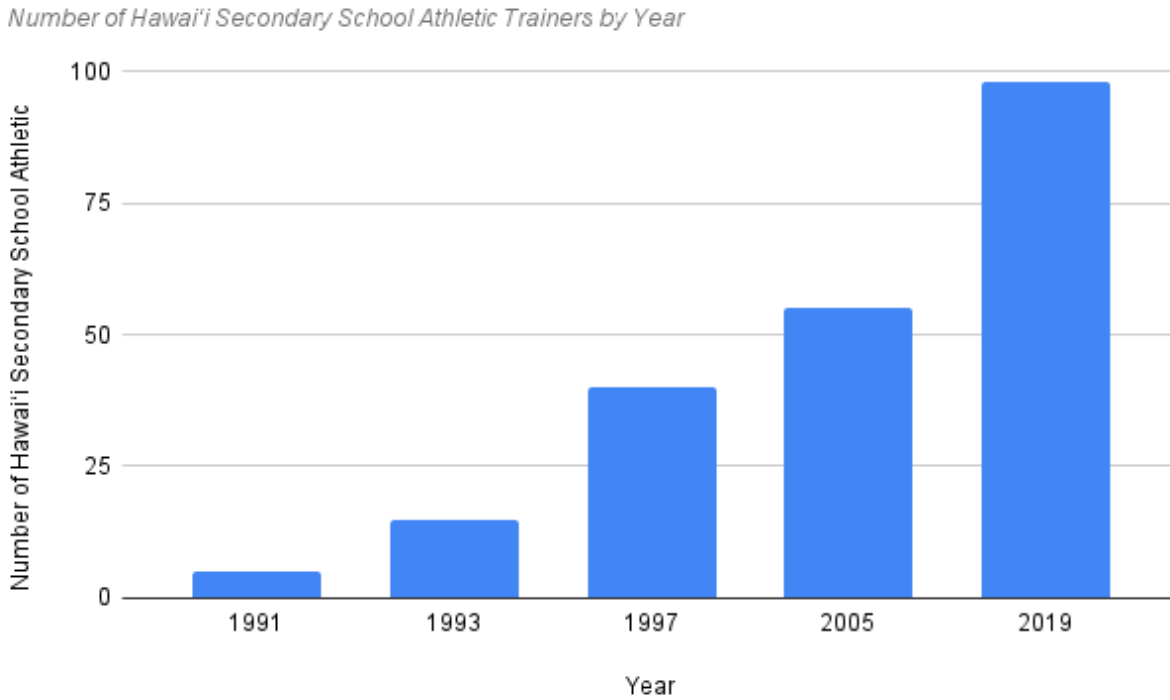
ATs are nationally certified health care providers who are recognized by the American Medical Association as allied healthcare providers (Delforge & Behnke, 1999; Weidner & Henning, 2002). These practitioners provide prevention, treatment and care, and rehabilitation of injuries. They may also oversee the administration of this healthcare. ATs are distinctly taught to work with acute or chronic injury situations such as sprains, strains, concussions, neck/spine injuries, and heat illnesses. There are approximately 50,000 ATs practicing nationally (McLeod et al., 2013; National Athletic Trainers' Association (NATA), 2016). ATs may be found working in colleges and universities, clinics and hospitals, professional sports, and emerging settings such as the military, performing arts, public safety, and occupational health. ATs also work in the secondary school setting and make up 18% of the total number of ATs in the U.S. (NATA, 2015).

For many years, the American Academy of Pediatrics and the American Medical Association have recommended placing an AT in every secondary school that offers athletics (Lyznicki et al., 1999). Overall, approximately 67% of U.S. secondary schools provide some form of athletic training service to their student-athletes (Huggins et al., 2019). Of this 67%, only half of those schools provide athletic training services via the employment of a full-time AT (Huggins et al., 2019; Winkelmann & Eberman, 2017). Some schools offer student-athletes health care with athletic training services provided by a part-time AT. Other schools may provide care with another health care practitioner, a coach, an athletic support staff, a student, or a volunteer. In some cases, schools do not offer any health care services to student-athletes.

In Hawai'i, the state has been a pioneer in providing full-time ATs in every secondary school which is a public high school. Buxton et al. (1995) explained that this process came to fruition in 1993. The State Legislature started with a pilot program of 10 full-time ATs placed in various public secondary schools throughout the state for the 1993-1994 school year. At the time, there were only five full-time ATs employed in secondary schools in Hawai'i. All of these five ATs were employed by independent private schools. There had been no certified full-time ATs working in any of the public schools (McCarthy et al., 1991). By 1997, legislative action had placed full-time AT positions in every high school within the public secondary schools of Hawai'i (Kodama, 2004). Starting in the spring of 2005, the Hawai'i State Department of Education (DOE) began placing second full-time AT positions at a select number of those schools. Currently, over two-thirds of 40 Hawai'i public schools employ two full-time ATs (Waldroupe, 2019). Since 1993, at least seven other Hawai'i independent secondary schools and a composite team made up of student-athletes from small schools have also employed full-time

ATs. Six smaller independent schools have employed part-time ATs through clinics or hospital systems. This growth in the number of ATs working in Hawai'i is shown in Figure 1.

Figure 1



Problem of Practice

Over the 30 years of the Hawai'i Department of Education (DOE) athletic training program, many AT job opportunities have opened up in Hawai'i public schools as well as Hawai'i independent schools. There are various resources available for Hawai'i ATs. These resources are listed in Appendix A: Athletic Trainer Resources. Organizational resources offer healthcare expertise and support to ATs via workshops, seminars, community service events, socials, and continuing education unit programs, both in-person and online. Options such as these help provide professional development and socialization opportunities for Hawai'i secondary school ATs. Since the first athletic trainers were placed in Hawai'i public schools in

1993, there appears to have been an overall advancement in the field of athletic health care. This advancement has led to growth of job opportunities for the AT profession in Hawai'i secondary schools. Though some ATs may continue to work at one school for the entirety of their career, for others, the growth of job opportunities may lead other individuals to transfer to an AT job at a different school. An individual's decision to transfer from one Hawai'i secondary school AT job to another may stem from different factors or a combination of factors. Traditionally, work experiences that influence staying in or leaving a job include: working conditions, coworker relations, policies and rules, supervisor quality, base wage & salary, achievement, advancement, recognition, responsibility, personal growth and the work itself (Herzberg et al., 1959; Lumen, 2019). These general affairs of any job also coincide with a contemporary and specific secondary school AT work landscape that has evolved over the last few decades as new laws and policies have come to the forefront regarding concussions (Hawai'i Concussion Act, 2016), spinal injury management (Swartz et al., 2009), heat & other environmental emergency procedures (Casa et al., 2015; Walsh et al., 2013), mental health awareness (Herring et al., 2016; Neal et al., 2016), and AT regulation (Hawai'i Athletic Trainer Registration Act, 2012/2016). As such, these general and specific work factors may: 1) elicit an AT to leave the profession altogether; 2) move an AT towards working in a different setting other than a secondary school; 3) assure that an AT may continue to work at a Hawai'i secondary school job that they have always worked in; or 4) lead an AT to transfer from one Hawai'i secondary school AT position into a different Hawai'i secondary school AT position. The last factor is the population of ATs that this study is targeting to explore.

Therefore, it appears the problem of practice is that certain ATs transfer to other places for employment but remain in the Hawai'i secondary school AT setting. Thus, ATs moving from

one school to another school presents an opportunity to better understand the phenomena of staying at or leaving jobs in the Hawai'i secondary school setting. This study aims to explore the reasons for these job transfers.

Purpose of the Study

The state of Hawai'i presents a unique setting in which to study secondary school ATs. Unlike some secondary school ATs in other parts of the country, many of these full-time ATs in Hawai'i do not have teaching responsibilities at their respective schools. Hawai'i is also a distinct geographic and cultural entity. It is a state made up of several islands situated in the Pacific Ocean and many miles away from the continental United States. A study in understanding the meaning of the experiences of these secondary school ATs presents an opportunity to construct new knowledge and understanding. To this end, the purpose of this study was to explore why individuals transfer within Hawai'i secondary school AT jobs.

Research Question

The following research question will guide this study: Why do certain individuals transfer from one Hawai'i secondary school AT job to another Hawai'i secondary school AT job?

Significance of the Study

There are several reasons for the significance of this study. First, an individual choosing to stay in their secondary school AT job promotes the importance of health care, and the continuity of it, for student-athletes (Kroshus et al., 2017; Wallace et al., 2021). An AT provides health care as athletes transition between different seasons of sports participation. Though the academic calendar of schools may be neatly divided into quarters or semesters or school years, different sports and sports seasons overlap and blend from preseason to in-season to postseason. Student-athletes may still get hurt and need athletic training services during their times of off-

season conditioning as well as athletic participation in other seasons. There is no off-season for an AT and the health care that they provide. An AT who transfers to another job may not promote continuity of student-athlete health care at that school compared to an individual who stays in their secondary school AT job. Though ATs share some common knowledge and skill sets via national certification, the application of that knowledge and skill set within a particular setting may be compromised due to unfamiliarity with the school protocol, client population, and the community. Any continuity assumed may also be predicated on a new AT being hired in a timely fashion after a previous AT leaves. A concern of administrators, parents, coaches, and student-athletes would be the school not having a certified AT on board in a timely fashion, thus compromising the direct health care provided.

Second, the support and enforcement of athletic health care policies and procedures by administrators, coaches, and parents of student-athletes may play an organizational role in whether an individual continues in or transfers from that secondary school AT job. Policies and procedures in health care continually evolve to make for safer participation in sports (Esquivel et al., 2013; Guskiewicz et al., 2014). In secondary school athletics, ATs may help to develop and implement these policies on behalf of the administration for the health of the student-athletes. These policies and procedures educate student-athletes towards healthy participation in sports. These policies and procedures may include ways to better provide care to athletes for situations such as: concussion management, heat illness management, and environmental lightning safety procedures. If these policies and procedures are not supported by administrators and coaches, this may present a concern for the AT.

Third, an individual may transfer jobs for intrinsic and extrinsic reasons (Kalleberg & Mastekaasa, 2001). These reasons may also come from within the job itself or beyond the job.

How the intrinsic reasons manifest themselves and how the extrinsic reasons may be affirmed or improved may bring helpful insights to why secondary school ATs stay or leave their school. Examples of intrinsic reasons may include lack of the following: gratification of the work itself, enjoyment of the variety within the work, and satisfaction of the task's significance. Whereas, examples of extrinsic reasons may include lack of the following: upgraded working conditions, greater professional autonomy to evaluate and treat injuries, better flexibility and autonomy with having a say when coaches add last-minute schedule changes, compensation and benefits, and healthy supervisor and coworker relationships. These insights may be most helpful to better understand ATs and how they construct meaning out of their experiences.

Summary

Secondary schools' extracurricular activities, of which athletics is a part of, play a major role in the education of students. A crucial component in support of those programs is the health care services provided to student-athletes. ATs are distinctly qualified to provide these services. Seeking a better understanding of what it entails to work as an AT in the secondary school setting may be warranted. A better comprehension of the factors that lead to a job transfer may prove beneficial for the health of the student-athlete and the overall health care system of the particular school organization and its stakeholders. A better comprehension of job transfer factors may also prove helpful for an individual AT in terms of creating a pathway for a long and fruitful career. As such, exploring the reasons why an individual transfers within the Hawai'i secondary school AT job setting is needed.

Chapter 2: Literature Review

In exploring and understanding the factors of individuals transferring within Hawai'i secondary school AT jobs, this literature review is organized into the following four sections: 1) the nature of AT work, 2) topics regarding ATs staying in a job, 3) topics regarding ATs leaving a job, and 4) topics regarding ATs transferring jobs. The first section examines the literature speaking on the origins of AT work and the roles and responsibilities of ATs. The second section explores ideas of job satisfaction, work-life balance, professional commitment, and job embeddedness. The third section probes concepts of attrition, job dissatisfaction, burnout, role strain, work-life conflict, and intention to leave. The fourth section explains some definitions and hypotheses of job mobility.

The Nature of Athletic Trainer Work

Understanding the nature of AT work includes looking at the origins of AT work and the roles and responsibilities of ATs. The origins of AT work are rooted in several landmark eras. The first era in ancient Greece originated with competitions and the role of individuals looking to support those physical performances (Arnheim, 1989). The second era arose through the work in the early 1900s by individuals in the athletic health care world affiliated with college/university sports in the U.S.A., such as Dr. Samuel Bilik at the University of Illinois and Dr. William Bohm of Washington State University (Ebel, 1999). In continuation of the work of the early 1900s athletic health care pioneers, the third era came about through the organization and development of a modern allied healthcare profession in 1950 via the work of Frank and Chuck Cramer of the Cramer Products Company and various college athletic trainers (Ebel, 1999). The work of these early AT trailblazers included: hands-on education of the still-developing AT profession; organization of the profession through workshops which provided further education and

networking for like-minded care providers; and resources for equipment and supplies that have continued to grow and evolve to this day.

Origins of Athletic Trainer Work

Athletic training traces its origins to “organized sports (during the) establishment of the Panhellenic Games of early Greek civilization, the most famous of which was the Olympic Games.” (Arnheim, 1989, p. 2). These different ancient games sporting events would give rise to individuals helping to optimize athletes’ physical performance and care for injuries and illnesses. These individuals included coaches, physicians, and trainers, with the term “trainers” being defined as “people who helped the athlete reach top physical condition” (Arnheim, 1989, p.3). In contemporary times, the term “trainer” may be associated more with an individual who operates like a coach or teacher. Whereas, an “athletic trainer (AT)” is one whose focus and concern is with the health and safety of athletes (Arnheim, 1989). This historical ambiguity between the terms “trainer” and “athletic trainer (AT)” has added to the continuing dilemma of individuals finding it difficult to best understand what athletic training is and what ATs do.

Modern-day athletic training traces its roots to the work of individual college athletic trainers in the early 1900s and the establishment of the National Athletic Trainers’ Association in 1950. This organization has served to develop and advance the athletic training profession. Since 1990, ATs have been recognized as allied health care providers by the American Medical Association (Delforge & Behnke, 1999; Ebel, 1999; Weidner & Henning, 2002). Currently, the athletic training profession is regulated by licensure, registration, or certification in 49 states and the District of Columbia. There are continuing efforts to add licensure for the AT profession in the state of California (National Athletic Trainers’ Association (NATA), 2016; NATA, n.d.).

Roles and Responsibilities of Athletic Trainers

The main roles and responsibilities of an AT are the prevention, treatment and care, and rehabilitation of injuries. ATs are specifically educated through classwork and clinical experiences to work with injury situations. These injuries characteristically arise in physically active pursuits, and most often in competitive sports environments. These injuries may be of an acute or chronic nature and include various health care issues (McLeod et al., 2013). Secondary school ATs care for these injuries in different ways by providing health care service to their student-athletes. Powell and Dompier (2004, p. 58), in explaining an AT service of “treatment,” state that:

An AT service (is) defined as the application of any type of manual therapy, modality, exercise and evaluations, testing, or skill session that the player receive(s) with interaction of the AT due to the injury or illness. For example, if the student-athlete (is) provided a hot pack, massage, and stretching that count(s) as three AT services.

Along with the prevention, treatment and care, and rehabilitation of athletic injuries, the organization and administration of the athletic health care program must be attended to. For some, the scope of an AT’s organizational and administrative role in being a health care resource may simply be to collect current physical exams or to teach first aid and cardiopulmonary resuscitation health care courses to coaches (Dewitt et al., 2012). For others, it may include “preventive measures such as emergency planning and care; environmental monitoring and, if required, cancellation of activities; and risk management” (Huggins et al., 2019, p. 1137). In Hawai’i public secondary schools, organization and administration is a written aspect of an AT’s job responsibilities which may include: 1) developing policies and procedures for athletic health

care; 2) arranging practice and game health care coverage for home and away activities; 3) serving as a resource and providing assistance to teachers, coaches, and administrators regarding student-athlete health care; 4) supervising the athletic training facility and maintaining athletic health care equipment and supplies within financially budgeted means; and 5) conducting athletic health care classes as requested (Hawai'i State Department of Education, 2007a).

In the midst of proactively organizing a health care program and reactively tending to illnesses and injuries, ATs are also expected to document their patient care (National Athletic Trainers' Association, 2010). Kasamatsu et al. (2020, p. 1089) identified challenges for the secondary school AT regarding documentation such as "lack of time due to high patient volume and multiple providers or locations where care was provided." This description of documentation challenges while caring for their athletes shows a glimpse into one of the regular dilemmas of ATs. Lam et al. (2016) added to the picture that the nature of AT work may be underrepresented. AT work may be underrepresented because AT work consists of services that include both time-loss (TL) injuries as well as non-time-loss (NTL) injuries. Work documentation may only capture information on time-loss (TL) injuries. ATs are "more likely to formally document TL injuries, possibly due to their perceived significance and severity, than NTL injuries with the patient documentation" (Lam et al., 2016, p. 439).

This type of work documentation neglects many of the non-time-loss injuries that ATs commonly have to care for. "Athletic training services such as taping, wrapping, and stretching are common during routine care but rarely captured in traditional patient documentation" (Lam et al., 2016, p. 435). Another study by Kerr et al. (2015) on athletic treatment, injury, and outcomes supports the research that most injury data documentation systems have been limited to TL injuries. These documentation systems may not be capable of offering the best means by

which to obtain and manage information on the “evaluations, assessments, modalities and other services provided by ATs for injuries” (Kerr et al., 2015, p. 1310). Yet, much of the work provided by AT services is taken up by these NTL injuries.

Even when documentation systems are capable of offering means to take in and organize AT service information, ATs may not utilize these resources to capture all that they do in their jobs. The reasons for not documenting AT services of prevention, treatment, and rehabilitation may extend to a perception that a lack of injury significance or severity does not need to be documented. This reasoning adds to the challenges of providing health care or even knowing how much health care is being provided.

Game or practice coverage is another factor that shapes the world of the secondary school AT. McLeod et al. (2013, p. 491) state that:

Over 70% of (secondary) school ATs travel to cover away football games some or all of the time. In providing game coverage to this or other sports competition with a high risk of injury, the AT may prioritize this aspect of service over covering multiple simultaneous practices or events, along with the other standard aspects of athletic training patient care.

These AT services of high-risk sport competition coverage may be perceived to take precedence in priority over rehabilitation or even documentation. However, other than AT coverage possibly being listed on an athletic calendar, if not documented by the AT, there may be no documentation at all of the service role that is provided as game or practice coverage. Documentation of what an AT does is hard enough when doing so at one site. There may be multiple individuals coming to see the AT with a number of injuries or illnesses at the same time. Multiple athletic events at different physical locations at the same time may also pull an AT in

different directions. An AT may try to triage the most serious concerns first, but eventually have to tend to all the concerns. At those times, documentation of the injury or illness is not at the forefront of their mind. Yet, through the course of the day in the life of a secondary school AT, there may be many moments of direct health care concerns that take away from time to document. Though an AT may be working for one school, he/she may have teams participating in practices or competitions at various sites. The AT may be providing health coverage at some of those different sites outside of their own schools' athletic training facilities at any given time (Kasamatsu et al., 2020).

Some secondary school AT roles, such as the documentation of the injuries and illnesses treated, may have a lower priority because an AT does not have the time or resources to accomplish these tasks. Resources to accomplish the documentation tasks may include electronic medical records (EMR) software to help organize the write-up of each injury that is seen and the computer hardware to process it. Some ATs may or may not have EMR software or the hardware (e.g. computers) in which to document all their injuries. Some ATs may have desktop hardware and EMR software; but may not have a mobile device or mobile device EMR software in which to document injuries outside of their healthcare facility where many injuries happen. Other times, student-athletes may not come in to see the AT for follow-up with injuries and rehabilitation. As such, documentation of the injury falls short of completion when the student-athlete does not show up for follow-up care. There may also not be enough human resources to follow up on the injuries sustained by all athletes at their respective schools. These different aspects of documentation are challenging and may cause documentation to go unattended due to prioritizing direct care of the athlete with tasks such as coordinating individual or group preventative activities, treatment and care of acute injuries, and rehabilitation of post-acute and

chronic injuries (Lam et al., 2016). The regular incursion of athletes needing direct health care at competitions or practices with limited AT resources makes it very hard to keep up with documentation. As shared by Kasamatsu et al. (2020), documentation may help an AT who is willing to look at and consider how it enhances their patient care. In doing so, that individual may then be able to develop higher-order athletic health care policies and procedures with stakeholders such as athletic administrators and coaches. McLeod et al. (2013, p. 491) state that:

Covering multiple simultaneous practices or events, along with the other standard aspects of athletic training patient care, requires the AT to prioritize where and how to spend time. This often leaves little time for (other) tasks . . . , which by comparison can be perceived as having lower priority, especially because priorities are often established by younger, less experienced ATs, working under the supervision of a non-health care provider.

McLeod et al. (2013) also found that approximately 33% of secondary school ATs had equipment and supplies budgets that were less than \$2000. Some ATs had no budget at all. Winkelmann & Eberman (2017) found that ATs with less financial resources generally spend more time preventing injuries and less time on treatment and rehabilitation. Schools with the financial resources to hire two ATs were able to do more with treatment and rehabilitation than those with only one AT. Wham et al. (2010, p. 75) found that “athletic training services and the sports medicine supply budgets were associated with higher levels of medical care.”

Their findings are supported by Armstrong et al., (2021) who explored AT perceptions on the accessibility of necessary resources for those who serve secondary school athletics through the per diem route. These important resources include: the delivery of healthcare, the legalities of health care, and the informatics of health care. The delivery of health care resources

includes: medical supplies and equipment, site-specific emergency action plans, other on-site health care providers, and a referral network of other health care providers. The legalities of health care addresses: resources that aid in the clarity of written contracts for per diem ATs, a clear role for directing physicians in the athletic programs, and a coherence with professional liability insurance coverage issues. The informatics of healthcare deals with data resources regarding verification of consent-to-treat minors, medical histories, and modes of written or digital documentation. “These resources are intended to establish safe and effective care when providing medical services and are typically supplied before services are delivered” (Armstrong et al., 2021, p. 115). These studies bring forth areas of interest and concern in whether or not a positive return on investment in AT service offerings may be correlated with the organization’s willingness to invest resources into an AT program.

The roles and responsibilities of an AT are such that the care provided by these practitioners is multi-faceted. The services offered by ATs include: game or practice coverage located at different sites (e.g. trying to provide health care game coverage for both a soccer game on the field and a basketball game in the gym happening at the same time as practices at other off-school locations), development and monitoring of preventative wellness exercises and activities, injury and illness evaluations, injury treatments and rehabilitation, documentation of illnesses and injuries, equipment and supply purchasing and upkeep, and organization and administration of the overall athletic health care program. How different schools choose to prioritize their investment in an AT program can be wide-ranging. These investments may be of a financial or human resource nature. The wherewithal for an individual to stay or leave a job may include some or all of these aspects that make up the nature of what an AT is and does. Yet

there may be more to this understanding of work continuance or transfer than just what happens at work.

Topics Regarding Athletic Trainers Staying in a Job

Over the years, various ideas have been brought forth to explain why individuals stay or leave a job. Some of these different concepts include: job satisfaction, work-life balance, professional commitment, and job embeddedness. These models may speak to some facets of why an AT stays in their job. The overall decision to stay in a job may be even more complex and need to consider many, if not all, of these work concepts. Each of these concepts is explored and reviewed.

Job Satisfaction

Job satisfaction is the degree to which one enjoys their job (Spector, 1997). One of the first theories of why people stay or leave a job was brought forth by March and Simon (1958). These researchers explored organizations and employees' susceptibility to leaving. Their theory of job satisfaction centered on two major themes: 1) the perceived desirability of movement and 2) the perceived ease of movement. The desirability of movement stemmed mainly from job satisfaction with some regards to any possibilities or limitations in transferring within the organization. Job satisfaction was based on how the job may fulfill self-image, how job relationships are experienced, and how the job conformed with other roles for the employee. The ease of movement stemmed from the number of job alternative opportunities perceived by the employee. If the perceived desirability of movement and the perceived ease of movement are both high, there may be a greater likelihood of employee turnover. A major aspect of this perception of movement appeal was conveyed by job satisfaction (or dissatisfaction) of the current job for the individual employee.

A concurrent theory of job satisfaction appeared around that same period of time. Herzberg et al. (1959) spoke of intrinsic and extrinsic factors of job satisfaction and dissatisfaction. While Herzberg's two-factor theory illuminated the concepts that extrinsic factors may keep a person in a maintenance mode from being dissatisfied and that intrinsic factors could keep an individual in a motivated state and satisfied, these factors did not correlate completely or exactly with staying in or leaving a job. At best, these factors provided a precursor to whether individuals stayed in or left a job.

Contemporary research on the topic of staying in the athletic training profession starts in the mid-1980s through the early 1990s. Though not necessarily studying those who stayed or left their AT jobs, Capel (1990) found that those who entered the AT profession did so for a range of reasons with the two main reasons being to work with athletes and to combine an affinity between sports and health care. Her research found that once an individual was actually in the profession, two factors which ATs found most enjoyable consisted of contact with the athletes and the work itself such as taping, treatment, and rehabilitation. This work itself she deemed "professional activities" (Capel, 1990, p. 35). As this particular study explored those who stay or leave the AT profession, their reasons for originally entering into and staying in the profession for whatever length of time that they did may still be valid to our initial understanding of continuity or lack thereof in an AT job.

As further studies on job retention and attrition came about, more theories evolved from these understandings. Mobley (1977) reported on the intermediate linkages between job satisfaction and employee turnover. The intermediate linkage was explained in the following way: 1) if individuals are not satisfied with their work, they may explore other options; 2) in exploring other options, alternatives to their present jobs are considered; and 3) if the individual

finds a different opportunity which they deem better than their current setting, they may choose to leave. Though speaking of job satisfaction or dissatisfaction, this theory seems rather rudimentary and very similar to March and Simon's (1958) findings. However, an individual's decision to stay in or leave any job based on this theory may be the case for some ATs.

Goodman et al. (2010) studied the retention and attrition of NCAA Division I female ATs. Mazerolle et al. (2013) explored retention factors in NCAA Division I male ATs. Goodman et al. (2010) found that increased autonomy, social support, kinship responsibilities, and fit aided an athletic trainer's desire to stay employed in their job. These themes are supported in the literature from Mazerolle et al. (2013) and may generally fall under the category of job satisfaction.

In the study by Mazerolle et al. (2013) of male National Collegiate Athletic Association (NCAA) Division I athletic trainers, the researchers found that two themes of job continuance surfaced. Working in a large Division I atmosphere and the individual's own workplace environment were key in the persistence of these ATs in staying at their jobs. These ATs were satisfied with their work in this setting and felt they had good supervisory support as well as strong work relations. Researchers noted that participants in this study had an affinity for the competitive Division I athletic setting that mirrored the participants' own individually stated personalities. These themes speak of job satisfaction in their desire to continue as an AT in these job settings. Though these studies on AT job satisfaction have centered around college/university athletic settings, parallels to the secondary school setting may identify similarities.

According to Goodman et al. (2010), the most frequent primary reason found for individuals continuing in their AT job was enjoyment and fit of the job itself. ATs spoke often about the satisfaction of returning an injured individual to full activity. Many ATs enjoy the

work itself of the prevention, treatment and care, and rehabilitation of athletic injuries. Terranova and Henning (2011) also explored job satisfaction and did so with ATs in all divisions of the National Collegiate Athletic Association. Similar to the study by Goodman et al. (2010), they found that the nature of the work of an AT best predicted whether the individual intended to stay or leave their job. If an AT found the nature of their work compelling and engaging, they were often willing to stay in their jobs. Terranova and Henning (2011) found that collegiate division settings and job titles had very little effect on job satisfaction levels and intentions to leave. Their findings also showed there was a negative correlation between job satisfaction and intention to leave.

As stated by Capel (2010), finding the nature of AT work to be compelling and engaging may be the initial reason for entering the profession. The opportunity to use an individuals' skills and abilities at work is an important aspect of employment. A Society of Human Resources Management report (2015, p. 13) studying U.S. employees showed that:

Nearly three-fifths (58%) of employees rated opportunities to use their skills and abilities at work as a very important contributor to their job satisfaction . . . 74% indicated that they were satisfied or very satisfied in being able to use their skill and abilities at work.

Winkelmann and Eberman (2017, p. 130) note also that "68% of employees stated that they are most satisfied with the work itself because it is interesting, challenging, and exciting."

Job satisfaction, and thereby the possibility of job continuance, may also come about through social support. Winkelmann and Eberman (2017) share that AT workplaces in secondary schools positively influence job satisfaction via a culture of good coworker relationships and positive interactions with their supervisors. Even as the only AT working at a secondary school,

over 65% of these individuals reported that they were satisfied with their coworker relationships. As also seen in a study by Mazerolle et al. (2013), relationships with coworkers and supervisors may play a role not only in job persistence, but in the job satisfaction of ATs. Social support arises from various sources such as the school administration, the athletic department, supervisors, AT colleagues, coaches, family, and non-AT friends. These are individuals or groups of people who socially uphold and sustain the AT such that they persist in their job (Goodman et al., 2010). Mazerolle et al. (2015) found that social support from the coach for NCAA Division I female athletic trainers was especially important as the understanding of a coach, particularly the head coach, made a difference in an AT staying at their job. Though social support from family may be implied in some of these studies, most of the social support described in the research comes from individuals and groups mainly inside of the work environment.

Coming from a different frame of reference, Eason et al. (2015a) explored the role of personality in job satisfaction of collegiate athletic trainers and Mazerolle et al. (2018a) examined resiliency, hardiness, and affectiveness relationships of collegiate athletic trainers. Affectiveness is described as a mood state which is self-rated and may include both positive and negative affects. “The items for positive affects include (being) enthusiastic, interested, determined, excited, inspired, alert, active, strong, proud, and attentive and those (items) for negative affects include (being) scared, afraid, upset, distressed, jittery, nervous, ashamed, guilty, irritable, and hostile” (Mazerolle et al., 2018a, p. 790). Results from the Eason et al. study (2015a) found weak positive correlations between extrovertedness and conscientiousness with job satisfaction. In contrast, there was a moderate negative correlation between neuroticism and job satisfaction. The study also found a moderate positive correlation between agreeableness and

job satisfaction. These findings suggested that “organizational leaders may (want to) consider using personality assessments during interview processes” (Eason et al., 2015a, p. 1247). The research from Mazerolle et al. (2018a) established that collegiate ATs showed moderate levels of coping behaviors that allow them to better oversee and control their lives personally and professionally. Their research also found that ATs with a greater amount of experience displayed a more positive emotional response to stress.

In addition to the work itself, good social support, and a good fit in personality; autonomy may be a factor in job satisfaction which can lead to retention. Increased autonomy for ATs is described as having a freedom to do one’s job, formulating an idea, working out the plan, and seeing it through to attainment. Professional job autonomy along with a corollary of supervisory support surfaced as one of the main factors for job persistence in NCAA Division I female ATs (Goodman et al., 2010) and is supported by Baker and Wilkerson (2018) who studied AT stress and job satisfaction looking at different models of health care delivery. Their study on AT stress and job satisfaction centered on the premise that autonomy to focus mainly on patient-centered care aided their job satisfaction levels. Not having to tolerate a traditional model of AT care that suffers under the scheduling impulses or player participation desires of coaches or other non-health care providers seemed to bring about greater AT job satisfaction. Though supervisory support might technically be placed under the theme of social support, AT professional autonomy may flourish with managerial confirmation and endorsement leading more to the decision to persist (Goodman et al., 2010). The professional autonomy to make health care decisions with the support of administration and co-workers and have more of a say in work scheduling may also bring about a more preferable work-life balance.

Work-Life Balance

Job persistence may also be affected by work-life balance. A better understanding of work-life balance begins with a better understanding of differing terms and concepts surrounding this topic. Eason et al. (2020, p. 21) defined the work-life interface as:

the overlap, or intersection, of work and private life. There are numerous aspects of an individual's life that may overlap with work, including family, recreation, and health. The work-life interface is bidirectional, meaning that work can interfere with private life and private life can interfere with work. This interface can be adverse in nature (work-life conflict) or it can be advantageous (work-life enrichment). The balance that individuals need between the time allocated for work and other aspects of their lives is known as work-life balance, and this balance is different for everyone.

Both organizational factors and individual factors play a part in an AT's work-life balance. Organizational factors are policies and procedures in the workplace that mesh with individual actions supporting enrichment or generating conflict (Eason et al., 2020; Carlson, 1999). Individual factors include standard attributes such as age, race, gender, and sexual identity, as well as more complex attributes such as personality and coping mechanisms. One study that focused on individual factors of AT work-life balance was brought forth by Mazerolle et al. (2018b). This research study explored how individual factors may positively affect work-life balance. Their findings showed that the ATs who participated in the study exhibited some levels of coping behaviors that helped them to regulate their personal and professional experiences. Seasoned ATs with more years of service experience generally showed more positive affects of being enthusiastic, interested, and inspired than ATs with fewer years of

experience. The choice to stay at a job may present itself initially as coming from individual factors, yet organizational factors may also prompt or shock an individual AT's job choice. The decision to stay may also be a combination of these organizational and individual factors.

A common sociocultural experience that brings work-life balance to the forefront of an AT's consideration is that of parenting and especially motherhood. Researching the career and family aspirations of NCAA Division I female ATs, Mazerolle et al. (2015, p. 170) found that "participants indicated a strong desire to focus on family or to start a family as part of their personal aspirations." This led to divergent paths of persisting or departing from the profession. Those who looked to persist cited support networks of not only family, but also of athletic training colleagues as well as coworkers in administration and coaching. For those who persist, there is also a belief in their abilities to be able to both care for family needs and service work obligations. They were willing to pursue their professional goals regardless of family or marital status. One conclusion drawn from the study was that the possibility of having female ATs persist in their jobs balancing motherhood and career may provide more mentors and role models for other ATs who aspire to something similar.

Eason et al. (2014) also examine the topic of motherhood and how that affects AT work-life balance and job persistence. They explored the work-life interface of female ATs and the topic of motherhood. The research findings spoke of the importance of role modeling and seeing role models in the AT settings for where an individual works and as that AT contemplates job continuance. Work-life balance being that equilibrium to apportion time to work and allocate time to take care for other facets of life (Eason et al., 2020).

Kinship responsibilities speak of "the degree or existence of obligations toward family who live in the local community" (Price, 2001, p. 603). Kinship responsibilities are an aspect of

life that need to be considered within the work-life balance as they may be a part of any individual AT with or without children. Kinship responsibilities are a unique factor in that it may align with an individual staying with their job if they feel an obligation to care for family who live within their local community. It may also align with an individual leaving their job if the family whom they feel obligated to care for lives in a very different geographical community from their workplace.

Professional Commitment

Another lens by which to evaluate whether an AT stays at a job would be through the perspective of commitment. Both Eason et al. (2015b) and Pitney (2010) examined facilitators of professional commitment. While Eason et al. (2015b) studied commitment of college ATs, Pitney (2010) explored the professional role commitment of secondary school ATs and found that a strong sense of duty towards patients and the AT profession were key to professional commitment. Research by Eason et al. (2015b) supported the idea that facilitators of professional commitment for an AT included having a strong desire to move the profession forward, a dedication to the students and student-athletes they serve, and supportive coworkers. In Pitney's study of secondary school ATs, participants ranged from one year to 32 years in their current job, though each of the individuals had 10 or more years of overall AT experience. Most had worked in their current secondary school AT job for eight years or more with a majority of those ATs working for 10 years or more at their current employment. His study concluded that organizations may hold an influential part in assisting an AT to stay in their job through exploring intrinsic and extrinsic factors, examining the work model to allow for time to deal with their personal life, cultivating good communication, and encouraging professional development through continuing education.

Exploring the phenomena from a different perspective, Meyer and Allen (1991) shared a three-component model of organizational commitment that described affective commitment, continuance commitment, and normative commitment to try to address employee retention or attrition. This three-component model framework commitment spoke of desires (affective commitment), needs (continuance commitment), and obligations (normative commitment) of an individual. The aspects of commitment shared by Meyer and Allen have been cited by many researchers over the years and may also have an important influence on staying in or leaving a job.

These perspectives have been the conventional understanding of individual job decision-making. Yet, each of these constructs speak to only a piece of the actual decision to stay or leave a place of employment. The late 1990s and early 2000s brought about more theories such as the “unfolding model of voluntary employee turnover” (Lee & Mitchell, 1994, p. 52) and job embeddedness (Mitchell et al., 2001) that sought to better explain the complex phenomenon of staying at or leaving a job.

Job Embeddedness

In the mid-1990s, an “unfolding model of voluntary employee turnover” (Lee & Mitchell, 1994, p. 52) was presented. The unfolding theory explores both pull and push theories. Pull theories speak of external factors that are studied by researchers who are generally market-minded. These factors explore job alternatives and how these alternatives come about. Push theories speak of internal factors that are studied by scholars who are commonly psychology-oriented. These individuals focus more on research job-related attitudes and impressions. A major aspect within the unfolding model is the concept of the shock. Lee & Mitchell (1994, p. 60) stated:

A shock to the system is theorized to be a very distinguishable event that jars employees toward deliberate judgments about their jobs and, perhaps, to voluntarily quit their job. A shock is an event that generates information or has meaning about a person's job. A shock must be interpreted and integrated into the person's system of beliefs and images. In this sense, it is sufficiently jarring that it cannot be ignored. Note that not all events are shocks. Unless an event produces job-related deliberations that involve the prospect of leaving the job, it is not a shock.

This combination of push, pull, and shock factor ideas would bring about further study and evolution of job decision-making by a few of these same researchers. In the early part of this millennium, Mitchell et al. (2001) introduced a new construct to better understand voluntary work continuance and turnovers known as job embeddedness. These authors define job embeddedness as a “broad constellation of influences on employee retention” (Mitchell et al., 2001, p 1104). Job embeddedness has also been described as the “extent to which an employee connects socially and emotionally to their job and the community in which they work” (Watson & Olson-Buchanan, 2016, p. 1), the “degree to which employees are integrated into the employment organization and the community where they reside” (Watson & Olson-Buchanan, 2016, p. 5), and a “theory (which) suggested employees become attached to their organizations via perceptions of fit between the organization and employee's personal values, links to coworkers, and sacrifices associated with leaving one's job” (Vardaman et al., 2018, p. 54).

The job embeddedness theory sought to provide a structure in which to determine whether an individual stays at their job or not. It consists of three dimensions known as “links to people, teams, and groups; (perceived) fit with job, organization, and community; and what they

say they would have to sacrifice if they left their jobs” (Mitchell et al., 2001, p. 1102). These three dimensions incorporate the earlier concepts of pull factors, push factors, and shock from the unfolding theory to broaden the understanding of what it means to stay in a job.

The extent to which people have connections to other people or activities speaks of job embeddedness links that are an important part in individuals staying at their jobs (Mitchell et al., 2001). These links are likened to strands of a web. The more connections there are between the person and the web, the more the individual is bound to the job and organization. The links may be of a formal or informal nature and may include friends from within work or outside of work. These links may include groups, communities, and the physical surroundings and conditions where the individual works or lives.

In regards to job embeddedness, the definition of fit is the perception of compatibility and support that an individual has with their institution and their community. Within this theory, an individual’s personal and career values, goals, and plans have to fit the greater organizational culture and the specific job description’s knowledge, skills, and abilities. How the individual fits the surroundings and community outside of work is also of consideration to how embedded they will be to the job (Mitchell et al., 2001).

Sacrifice addresses what an individual perceives as the cost of benefits that may be lost by leaving a job. These benefits could be of a material or psychological nature. The more that an individual may have to forfeit in leaving a job, the more challenging it is or will be to detach from employment from that institution (Mitchell et al., 2001).

Job embeddedness considers “the totality of embedding forces that keep a person on a job rather than on the negative attitudes that prompt the person to leave the job” (Mitchell et al., 2001, p. 1109). As such, it may be an important lens through which to explore Hawai’i

secondary school AT experiences. The links, fit, and sacrifice of ATs in their jobs may prove crucial in better understanding why some individuals stay and why some transfer within this setting.

Topics Regarding Athletic Trainers Leaving a Job

Some concepts on why individuals leave their AT jobs center around topics of attrition, job dissatisfaction, burnout, role strain, work-life conflict, and intention to leave. Though some studies see burnout as a larger construct possibly caused by role strain and work-life conflict and that possibly each of these topics are on a continuum towards ultimately leaving a job, this review of literature explores each of these separately and in conjunction with each other as there is much overlap between the concepts.

Attrition

In a study by Kahanov and Eberman (2011), research found that many female ATs tended to leave the profession at around age 28, male ATs tended to shift to the secondary school AT settings in their early to mid 40s, and that there was a general decline in overall individuals in the AT labor force after the age of 30. This “might indicate that some inherent aspects of athletic training are not desirable as people mature in the profession (Kahanov & Eberman, 2011, p. 428). As it was a cross-sectional quantitative study, it only provided a descriptive snapshot of the AT profession at one point in time. It did not allow for causal or relational determination. A later study by Kahanov et al. (2013) provided some causal data about ATs leaving the profession. Their study of factors that contributed to the failed retention in former ATs provides a window into the reasons why some individuals leave their AT job. Of 1000 individuals who allowed their AT certification to lapse within the last five years, some of their major findings of the 198 individuals who responded and completed their study on why they left the profession

included burnout, role strain, and work-life issues such as children and responsibilities at home. Within this study of those who allowed their AT certification to lapse: 60% (n=119) were women, 75% (n=149) of the participants were married, and 64% (n=127) of the ATs had children. Secondary school ATs made up the largest percentage of the study (29%, n=58), followed by those who worked in hospital or physical therapy clinic settings (19%, n=39) and those who worked in college/university settings (18%, n=34).

Job Dissatisfaction

Job dissatisfaction may not automatically lead to leaving a job. However, it may be an early antecedent along the continuum towards voluntary job transfer or attrition. Brumels & Beach (2008) explored professional role complexity and job satisfaction of collegiate certified athletic trainers. Though most clinical collegiate athletic trainers were generally satisfied with their jobs, when their roles became more overloaded, ambiguous, and incongruous, role conflict emerged and job satisfaction decreased. This decrease in job satisfaction led to more recurrent contemplations of leaving in comparison to faculty athletic trainer peers. The concept of role conflict seems to surface in conjunction with terms such as attrition, burnout, role strain, work-life conflict, and intention to leave.

Burnout

Four major factors were identified as reasons contributing to individuals leaving the AT profession. In descending order of importance, Kahanov et al. (2013, p. 3) identifies these as:

Burnout; including clinical depression, role strain, ethical and social strain, feelings of sadness, hopelessness, and decreasing sleep. Employment factors . . . such as travel demands, work hours, role overload, staffing, work environment, and lack of administrative support. Personal factors . . . included added

responsibility at home and children. Personal fit for the profession which considered money expectations and personal skills and values.

These factors made up almost 70% of the reasons for failed retention of ATs. Oglesby et al. (2020) identified 51 articles in a systematic review that spoke on burnout of ATs. Though each of these articles surmised causes of burnout, only six of the articles spoke of the effects of burnout. The authors' research on the causes of burnout led them to state that the main causes of burnout are role strain and work-life conflict.

Role Strain

Role strain is defined by Oglesby et al. (2020, p. 425) as: "an individual's inability to complete the requirements of the job role." Oglesby (2020, p. 425) also stated that there were:

several types of role strain, including role ambiguity, role conflict, role overload, role incongruity, and role incompetence. Role ambiguity was associated with a lack of specificity in a job description. Role conflict occurred when there was no ambiguity, but multiple roles were unharmonious with each other. Role overload referred to a situation in which job requirements exceeded the time and energy availability of the individual. Role incongruity occurred when job expectations were not compatible with the employee's own values and beliefs. Role incompetence resulted when an individual was not prepared for the role in terms of knowledge or skills.

These different aspects of role strain are similar to what Kahanov et al. (2013) mentioned regarding various external factors and personal fit. One possible external factor that may cause role strain is limited resources available to perform the AT job. Post et al. (2019) spoke of socioeconomic disparities in the access to health care due to limited resources. Role strain

specifically amongst secondary school ATs was also investigated by Pitney et al. (2008). However, those ATs were dual appointment teachers-athletic trainers who taught curricular studies during the school day and practiced health care as an athletic trainer after classes. These dual appointment teacher-athletic trainer individuals may experience role strain differently than those who work solely as a full-time athletic trainer.

Goodman et al. (2010) also studied attrition factors exploring female certified ATs in the National Collegiate Athletic Association Division I Football Bowl subdivision setting. They found the decision to leave a job may have included: life balance issues, role conflict and role overload, and kinship responsibility. Two sub-factors included in that study were supervisory/coach conflict and decreased autonomy. These were categorized under role conflict and role overload.

Work-Life Conflict

Work-life balance issues as manifested in work-life conflict has overlaps with what Kahanov et al. (2013) found in their study. These researchers describe personal factors as the responsibilities of an AT at home and with children. These factors function in contrast with work obligations. This contrast of work obligations with family responsibilities is the definition of work-life conflict according to Oglesby et al. (2020). In a broader more inclusive way, work-life conflict may encompass work-family conflict and the challenges that come with children. Single and married ATs with no children face work-life conflict when having to deal with the complexities between work expectations and personal obligations.

The work-life balance of a secondary school AT may also be a challenging factor depending on numbers of hours worked per week. Pitney et al. (2011) speak of ATs having to put in more work hours per week and not having a say over work schedules influenced their

perceptions of work-family conflict. Kahanov et al. (2013) found irregular or long hours at work played a role in individuals not staying in AT positions. Winkelmann and Eberman (2017) and Eason et al. (2020) speak of longer hours and less work schedule flexibility as being challenging factors. These challenging factors are described as common areas of concern for ATs. Some of these areas of concern may be mitigated at individual levels, but some of these areas of concern may also be entrenched at organizational levels.

Work-life balance conflicts can manifest in different ways. In a study by Eberman and Kahanov (2013), their findings indicate that gender and work settings of ATs significantly affected their parenting. Data from a study by Mazerolle and Eason (2015) suggests that female ATs may hold traditional sex ideologies of parenting and family roles. These traditional socio-cultural outlooks may influence their potential for career longevity as they ascertain what work-life balance looks like for them.

As mentioned earlier, Mazerolle et al. (2015, p. 170) researched the career and family aspirations of NCAA Division I female ATs and found that “participants indicated a strong desire to focus on family or to start a family as part of their personal aspirations.” This led to divergent paths of persisting or departing from the profession. For those who chose to depart, the biggest reasons cited were hours worked and financial compensation. The issue of hours worked included not only the times of actual work, but time spent traveling for work. Financial compensation was also cited as a major factor in departing this AT work setting. Mazerolle et al. (2015) found that these individuals did not feel fairly compensated in the roles and settings for which they were employed. Concerns were raised as to whether the financial compensation for their work would be able to provide for the families that they have or aspire to have.

Intention to Leave

Work-life conflict and intention to leave are related concepts where one may be an antecedent for the other. Dykyj et al. (2016) offered up research which found that long hours at work add to work-life conflict. They also found that stringent schedules, marital troubles, and not enough time for one's family led toward the intention to leave the athletic training profession. The findings from Dykyj et al. (2016) seem to suggest that there may be a continuum from work-life conflict to an intention to leave.

Topics Regarding Athletic Trainers Transferring Jobs

ATs work in many different settings. These settings may include professional sports, college/university athletics, hospital/clinical work, the industrial environment, the entertainment world, fire and police civil service, the military, or the secondary school setting. ATs may move jobs between these settings or within these settings. Even within a certain setting such as the secondary school setting, ATs may move between or within organizations.

Definitions

Human resource organizations normally define job transfer as a lateral move between jobs which does not involve any noticeable change in assignments, requirements, or abilities (Human Resources Management, 2021). The mobility of individuals that transfer from one job to another similar job may be divided into interorganizational and intraorganizational job movements. Interorganizational job movement refers to a transfer of jobs between two different organizations. Intraorganizational job movement refers to a transfer of jobs within the same organization. Mobility in interorganizational jobs may also be further divided between a voluntary job transfer (i.e. quitting a job and taking on another similar job) and an involuntary transfer (i.e. being laid off from a job and taking on another similar job). Intraorganizational jobs

may also be further divided into upward transfers (i.e. promotion) or downward and lateral transfers (Kalleberg & Mastekaasa, 2001). Intraorganizational job transfers generally do not offer changes in compensation. However, interorganizational job transfers may offer differences in compensation. Most times, this compensation is based on an organization's salary scale. Other times, compensation is based on an organization's ability to pay and the skills and experiences that the individual being hired for that job brings to that position.

A Possible Rationale for Job Transfers

In looking at research into job mobility and why individuals move jobs, researchers have discovered some factors for job transfers that are similar to why people stay or leave a job. However, there are some unique aspects to those factors as they relate to those who transfer jobs. Kalleberg & Mastekaasa (2001) speak of changes in job satisfaction and organizational commitment from job transfers. A move in jobs that is considered a promotion was found to increase that individual's perception regarding the quality of their job which strengthened their job satisfaction and commitment. A job that is considered to be a lateral or downward transfer lowered the individual's attitudes towards satisfaction and commitment, but is not related to any changes they received in job rewards such as financial compensation or fringe benefits.

In Hawai'i secondary school ATs, there are a number of AT jobs in the Hawai'i Department of Education (DOE). These AT jobs are located in public secondary schools across the islands of Hawai'i. These AT jobs all fall under the same organization of the DOE job description with the same compensation based on years of service. There are also AT jobs in the independent schools of Hawai'i. Though their individual job descriptions may be similar to those who work in the DOE, it may not be exactly the same. Terms of their individual school AT work hours, yearly AT work schedules, and compensation and benefits may also differ.

Summary

This chapter reflected the following literature: the nature of AT work, why ATs stay at a job, why ATs leave a job, and why ATs transfer from one job to another. ATs may stay in or leave their jobs for any number of reasons. Topics explored regarding ATs staying in a job include: job satisfaction, work-life balance, professional commitment, and job embeddedness. These are some of those oft-mentioned reasons. Topics explored regarding ATs leaving a job include: attrition, job dissatisfaction, burnout, role strain, work-life conflict, and intention to leave. Topics explored regarding ATs transferring jobs includes the definition and a possible rationale for job transfers. Though the opportunities and challenges mentioned in the literature may lead one towards continuing or leaving a job, an alternative option exists in the transferring of jobs. Hawai'i secondary school athletic health care jobs have provided these opportunities, challenges, and options for individuals going into this specific setting of AT work. It will be of interest to note how future research may shed more light on this topic.

Chapter 3: Research Methodology

The researcher conducted a qualitative single case study of a group of ATs who had transferred jobs within Hawai'i secondary schools. This chapter focused on the research methods used in this study. The following components are discussed: research design, recruitment of participants, data collection, data analysis, reliability, validity, positionality, and limitations of the study.

Research Design

This research study employed a qualitative research design (Creswell & Creswell, 2018). Qualitative research incorporates “the search for meaning and understanding, (with) the researcher as the primary instrument of data collection and analysis, (use of) an inductive investigative strategy, and the end product being richly descriptive” (Merriam & Tisdell, 2016, p 37). Creswell & Creswell (2018) posited that individuals construct meaning as they take part in the world they are experiencing at work, home, or elsewhere. More specifically, these authors state (p. 19):

If a concept or phenomenon needs to be explored and understood because little research has been done on it or because it involves an understudied sample, then it merits a qualitative approach. Qualitative research is especially useful when the researcher does not know the important variable to examine. This type of approach may be needed because the topic is new (or) the subject has never been addressed with a certain sample or group of people.

Through the lens of a constructivist framework, this qualitative design explored why certain individuals chose to transfer from one Hawai'i secondary school AT job to another. This constructivist framework emerged from a worldview in which individuals constructed meaning

from the experiences that they lived out. Individuals made sense of the world based on their historical, social, and cultural contexts. Each individual who moved jobs constructed a meaning for their experiences in transferring AT jobs and thus a constructivist framework was appropriate to guide this study.

A single case study was chosen because the researcher looked to “understand a complex social phenomenon” (Yin, 2014, p. 4). According to Merriam (2009), an in-depth description and analysis of a bounded system along with a unit of analysis characterizes a case study. The bounded study included certain current full-time ATs who have worked in the Hawai'i secondary school AT job setting for 10 or more years (veteran ATs) and who have transferred from one school to another. The embedded units of analysis were the group of specific individual ATs who consented to participate in the study and were subsequently interviewed by the researcher. It is a single case study. Though there are multiple participants, it is this particular group of ATs that made up one single case. Yin (2014) speaks of single case studies that may have multiple units of analysis. The rationale for selecting a single case study approach for this phenomena is that it would be a revelatory case study. A revelatory case study is one in which the “researcher has access to a situation previously inaccessible to empirical study” (Yin, 2014, p. 52). The researcher has worked for over 25 years amongst the target population and may have gained the trust of these participants in his years of working amongst these ATs to explore this job transfer phenomena through the research process. As empirical study is based on knowledge derived from actual experience and as there appears to have been no previous case study of this population or phenomena, this study may be considered a revelatory case study.

Recruitment of Participants

Recruiting participants for this study started with creating an information and consent form. This form is found in Appendix B: Information and Consent Form for Hawai'i Secondary School Athletic Trainers (ATs) Participant Questionnaire. Within this Google Form was an embedded link which took individuals to the actual participant questionnaire. This questionnaire is found in Appendix C: Participant Questionnaire for Hawai'i Secondary School Athletic Trainers (ATs) Research Study. Eventually the Participant Questionnaire would be transitioned to a Qualtrics software platform which is described later.

From the questionnaire, twenty-five individuals met the criteria to be interviewed. A purposeful sampling procedure was employed to recruit 10 ATs. A purposeful sampling procedure is one in which the sample is drawn from cases with possibly the best insight and understanding into the issues which are of greatest importance to the purpose of the study (Merriam & Tisdell, 2016). Selection criteria included the following: 1) those who are currently working as full-time Hawai'i secondary school ATs, 2) those who had a minimum of 10 years experience working as a Hawai'i secondary school AT, and 3) those ATs who have transferred from one school to another. The rationale for ATs who have worked at least 10 years is that they will have passed a period of role inductance in the secondary school setting and have moved towards a period of role continuance (Pitney, 2010). These ATs may have the best understanding of what the job entails.

Upon approval of the IRB process, a demographic questionnaire was sent out in two rounds to the Hawai'i secondary school athletic trainers (ATs) professional community. A copy of the IRB approval is found in Appendix D: IRB Approval. The first round of questionnaires was sent to independent (private) school ATs during a three-week period starting May 17, 2022.

The second round of questionnaires was sent to public school ATs during a three-week period starting October 24, 2022. The need for two rounds of soliciting demographic questionnaire information came about in seeking clarification regarding permission to collect data from public school ATs. Clarification was received in the fall of 2022. The demographic questionnaire was sent out via email as an NATA Qualtrics questionnaire (further discussed in the Data Collection section regarding demographic data) to Hawai'i secondary school ATs. The list of email addresses for Hawai'i secondary school ATs was obtained through the NATA membership list, the websites of independent Hawai'i secondary schools, and the University of Connecticut Korey Stringer Institute's Athletic Training Location and Services website (University of Connecticut Korey Stringer Institute, 2023). Participants were asked to complete the questionnaire within three weeks. After the second week, a follow up email was sent out to those who received the questionnaire to remind ATs to fill out the questionnaire. The last question on the questionnaire asked participants if they would be interested in further continuing their participation if selected for an interview.

The questions on the NATA Qualtrics participant questionnaire were informed by Merriam and Tisdell (2016). These authors stated that if a question is relevant to a study, it may be asked. The questions asked are also informed from a review of literature on this topic. Literature suggested that there may be some evidence that differences in age, sex, setting (Kahanov & Eberman, 2011; Kahanov et al., 2010), family situations (Eberman & Kahanov, 2013; Kahanov et al., 2010), cultural background (Ramesh & Gelfand, 2010), geographic locale (Kraemer et al., 2019), and resources (Wham et al., 2010) may play a part in aspects of work continuance or transfer. Though these factors may not provide enough evidence to set the criteria

for selection of this participant sample beyond the three that were listed; the researcher still needed to be aware of these factors as he proceeded forward with the study.

The NATA offered a research platform which was accessible to professional member researchers. This service provided the opportunity to send out questionnaires via the Qualtrics platform to those of their professional AT member colleagues who have consented to being available for completing research questionnaires. The researcher used this service in conjunction with the aforementioned methods to help recruit participants for this study via the demographic questionnaire. At the conclusion of the two demographic survey periods of approximately three weeks each, an evaluation of those who completed the questionnaire was conducted in order to determine which individuals best fit the criteria of the purposeful sample for interviews. Those individuals were then invited to participate in the interview via email.

Data Collection

Several sources of data were identified for collection: historical data, demographic data, individual interviews, and reflective journaling. These different types of data allowed the researcher to best conduct the data analysis of this phenomena. Historical data came from documents that may include job descriptions, internal policies and procedures, and other similar documents that provide information about the work of secondary school ATs in Hawai'i. These historical documents also came from public information provided by organizations such as the Hawai'i Department of Human Resources Development (State of Hawai'i Department of Human Resources Development, 2023) and the Hawaii Department of Business, Economic Development, & Tourism (State of Hawai'i Department of Business, Economic Development & Tourism, 2021), individual independent schools of participants in the research interviews, or possibly other resources. This data helped to inform the researcher of a school's preparation and

utilization of ATs or Athletic Health Care Trainers (AHCTs) in their respective organizations. Historical documents such as the AT job descriptions from the DOE and various independent schools served to clarify what ATs have to do in their jobs. The coverage policy showing how ATs have to prioritize which events to cover amidst multiple events at various locations added to a more comprehensive understanding of the themes that eventually emerged as important constructs in the job transfer phenomena. Historical data that were collected and examined included:

1. Job descriptions of Athletic Health Care Trainer (AHCT) positions in the DOE and job descriptions of independent schools AT positions of research interview participants. Sample copies of these job descriptions can be found in Appendix E: Athletic Trainer Job Descriptions (Hawai'i State Department of Education, 2007a)
2. State of Hawai'i Department of Human Resources Development describing starting salaries for new AHCTs and step movements process for continued employment (State of Hawai'i Department of Human Resources Development, 2023)
3. Any priority of coverage policy documents for DOE AHCTs and any similar priority of coverage policy documents for independent schools of research interview participants. A copy of coverage policies can be found in Appendix F: Hawai'i State Department of Education Coverage Guidelines for Athletic Events by Athletic Health Care Trainers (Hawai'i State Department of Education, 2007b)

Demographic data were collected via the participant questionnaire. The questionnaire was created to obtain data about the background of the Hawai'i secondary school ATs in general

and produced demographic information on respondents as to whether or not they were employed in an independent or public secondary school. The researcher obtained 73 completed responses from a questionnaire of Hawai'i secondary school ATs. The demographic data obtained via the questionnaire served as a tool in the recruitment of participants for the interview portion of the study as well as gathering other data sources to help the researcher in conducting data analysis. Those who participated in the questionnaire, and gave their permission and contact information via the questionnaire, were then individually contacted via email to check whether they met the criteria for interview. This included being able to confirm a "yes" answer to all three of the following statements:

- 1) I am currently working as a full-time Hawaii secondary school athletic trainer.
- 2) I have worked at least 10 years as a full-time Hawaii secondary school athletic trainer.
- 3) I have moved from one full-time Hawai'i secondary school athletic trainer position to another full-time Hawai'i secondary school athletic trainer position at some point in my career.

Individuals who met the criteria, and consented to further participate in the study, emailed the researcher to confirm their eligibility and interest. This initial contact allowed the researcher to gain further information to send a consent form. Once the interview participants were identified, a mutually agreed upon online interview time was finalized either through email or telephone.

Interviews were organized and conducted to gain a deeper perspective of the experiences of Hawai'i secondary school ATs who have transferred jobs within this setting. Although there were initial issues regarding who might be eligible to participate in the research, ultimately a choice was made to accept and use five independent school and five public school ATs

interviews that were conducted. Initial choice of subjects was based on the criteria described and their willingness to participate. Prior to the interviews, two copies of a consent form explaining the research including purpose of the research, demographics questionnaire, and the actual interview process were provided to each research participant. One copy was completed and signed by the participant and kept for their own records. The second copy was completed and signed by the participant and returned to the researcher. A copy of the consent form is located in Appendix G: Participant Consent Form.

An interview protocol consisting of a script for the researcher was read through to each participant before, during, and after the interview questions. The interview protocol is located in Appendix H: Interview Protocol. The interview questions were configured to address the research question: Why do certain individuals transfer from one Hawai'i secondary school AT job to another?

The individual interviews were scheduled for 45 to 60 minutes each. The researcher facilitated the discussion while also audio recording the interview and took interview notes. The individual interview questions are shown in Appendix I: Individual Interview Questions.

Participants were contacted via email with a Zoom teleconference link to join the individual interview at an appointed time. The researcher welcomed each participant in their interview, introduced himself, and gave initial instructions on how the interview would proceed. Confirmation on the receipt of completed participant consent forms was checked by email and communicated to the participant prior to the interview. The researcher then explained the process of the individual interview. Participants were informed of the purpose of the interviews and given instructions on the logistics of how the interview would be conducted. Participants were

then told that the researcher would audio record the session. Assurance of the confidentiality of the audio recording was restated by the researcher before the interview questions were asked.

Reflective journaling was also a source of data collection. Journal entries were written before and after each of the ten interviews using the same standard group of questions from an applied qualitative research design book (Roller & Lavrakas, 2015). These questions are located in Appendix J.

Data Analysis

Data analysis consisted of examining the historical data, the demographic data, and the interview data. Data analysis also consisted of reviewing the writings of a reflective journal in which journal entries were inputted before and after every interview with a standard group of questions from an applied qualitative research design book (Roller & Lavrakas, 2015). These questions are located in Appendix J. Using these multiple data sources was a means of developing a fuller understanding of the job transfer phenomena. However, these data collection methods were only supplemental aspects of the data analysis in comparison with the interview data. Examining the interview data consisted of transcription, coding, organization of data, and identification of categories and themes. In the process of transcribing the audio recordings, the researcher utilized Otter.ai, a transcription software for the first level of transcription. The researcher then read through the transcriptions to correct any errors or omissions. This transcription was then returned to the interview participant(s) for a member check to check on the accuracy of the transcription to ensure their thoughts and experiences were shared accurately.

The researcher also coded participants' names to ensure anonymity. After the member check portion where participants checked the transcription to ensure accuracy, codes were then developed to replace the names of participants as well as other specific identifying information

mentioned in each interview. The list of codes was kept in a secure location and kept offline to ensure confidentiality.

In organizing the data collected, the researcher started by inspecting and assessing historical documents, the participant questionnaire data, reflective journal entries, and memos. Next, the researcher continued by reviewing interview transcripts and coding the interview data that were facilitated. A code is a text-based label that gives meaning to a section or portion of the data (Lochmiller and Lester, 2017). Since the study included ten different interviews and transcripts, Delve, a software tool for qualitative research analysis, was used to help sort and track common data across interviews in the same category. This analysis tool was also supplemented by the use of Padlet, another organizational software program, as well as Google Sheets to sort the data codes into themes. The researcher then examined all the data to identify categories and construct themes from the data collected.

Reliability

Qualitative reliability is an important topic to be addressed with any study. Though Merriam and Tisdell (2016) state that “reliability refers to the extent to which research findings can be replicated” (p. 250), they also state that “reliability is problematic in the social sciences simply because human behavior is never static (p. 250). Another way of conceptualizing reliability in the social sciences is to speak of dependability or consistency. Creswell and Creswell (2018) explained qualitative reliability as a “researcher’s approach (being) consistent across different researchers and among different projects” (p. 199). With this conceptualization of qualitative reliability as dependability or consistency, the researcher was looking to see if “given the data collected, the results make sense—they are consistent and dependable” (Merriam & Tisdell, 2016, p. 250). Qualitative research dependability and consistency came about through

the documentation of procedures and the setting up of a detailed protocol. Each step of the procedures needed to be documented in order to attain the level of dependability and consistency to make it qualitatively reliable. An example of this is the Research Consent Form located in Appendix G. In addition to the documentation of the procedures and documentation of each step of the procedures, the researcher set up a detailed protocol. This protocol is located in Appendix H. As such, the sections shared on research design, recruitment of participants, data collection, and data analysis have outlined the steps of the procedures and protocols which should bring about dependable and consistent results from the data collected in this study.

Validity

Qualitative validity is also an important topic to be addressed with any study. Merriam and Tisdell (2016) express that validity speaks of credibility and is the congruence between the research findings and reality. Creswell and Creswell (2018) explain that qualitative validity is “the means that a researcher checks for the accuracy of the findings” (p. 199). Validity may also be stated as trustworthiness or authenticity. Researchers look to ensure the accuracy of their findings by utilizing certain procedures. These procedures include: triangulating different data sources, member checking, using rich and thick description, and clarifying bias.

Triangulation is the “use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence for validating the accuracy of (a) study” (Creswell & Poth, 2018, p. 328). Historical documents data, participant questionnaire data, pilot research interviews, pre- and post-interview journaling, and memos by the researcher were all sources of triangulation cross-checking to try to gain a comprehensive understanding of the job transfer phenomena.

Member checking is also the process of bringing the final research findings to the participants to check for accuracy. Initially, the researcher gave the participants a copy of the interview transcription to check for accuracy of participant information shared. More importantly, the research findings are given to each participant before the final edits of the report to determine if the data shared is accurate (Creswell & Creswell, 2018). This is a common strategy to ensure the validity of the research. Though not all participants responded back, six out of the 10 who did respond agreed to what was stated and written, a 60% validity rate.

Another procedure to support validity is the use of rich descriptions. These kinds of descriptions of interview participant experiences provided details which offer greater perspectives to patterns and themes. Eliciting good participant sharing through thoughtful interview questions regarding the meaning of their experiences was an important aspect to this study.

The practice of reflexivity throughout the study process stated and clarified the researcher's inherent biases. Probst and Berenson (2013, p. 814) state that:

Reflexivity is generally understood (to be) awareness of the influence the researcher has on what is being studied and, simultaneously, of how the research process affects the researcher. It is both a state of mind and a set of actions.

This reflexivity was aided by the researcher's commitment to journal before and after every interview as part of the study's interview protocol. Writing memos throughout the study also aided in clarifying biases through reflexivity. These memos included online interview observations and concerns about the research process and participant reactions and are part of the researcher's personal notes, separate from his reflective journal (Creswell & Creswell, 2018). The reflective journal and the memo writings also served as a source of data. Though

supplemental to the interview data, analysis of the reflective journal and memos brought forth a better understanding of certain emotional triggers that some interviewees had with particular topics that were asked. For example, with a few participants, a response to identify reasons for a job transfer prompted an emotionally-charged response that created a clearer context of understanding the participant's feelings and stance. This entry into his reflective journal and memos also prompted the researcher to approach some questions more carefully. At other times, analyzing the reflective journal and memos was helpful in seeing where ATs were especially joyful and passionate in their responses. Again, the reflective journal and memos were helpful in assisting the researcher to facilitate the interviews and redirect or refocus participants when appropriate.

Positionality

Creswell and Poth (2018) posited that the aspect of reflexivity which incorporates a researcher stating their self-understanding of the values, biases, and experiences brought to their study is positionality. Marshall and Rossman (2016) expressed that, in regards to positionality, a researcher needs to put forth: how he identified the importance of the research question(s), how he has experienced the research study phenomenon personally and professionally, and how his appearance in the research affects the study.

As the researcher of this study, it was important to share the following information regarding positionality. This researcher identifies as an Asian-American settler in Hawai'i, a son of immigrant Chinese parents. He grew up enjoying and participating in sports in an upper-middle class suburb of the midwest United States. His faith, heritage, and education play key roles in shaping who he is today. In the midst of a personal background that seemed to be relatively stable and professional AT job(s) that were fulfilling, he has encountered transitions in

life which included job transfers within Hawai'i secondary school AT jobs. These job transfers piqued the interest of the researcher as a phenomena of interest to be studied. He currently works in the state of Hawai'i as a full-time AT at a faith-based independent secondary school and has done so for the last 13 years. He previously worked at two different public secondary school AT jobs in Hawai'i for a total of 15 years.

As an AT in Hawai'i with more than 25 years of experience in the secondary school setting and volunteer leadership service in the state AT professional association, it is important to know that AT colleagues may have given deference to his thoughts and opinions on professional matters due to his longevity in this secondary school AT setting. This challenge raises the possibility of an unintentional influence to the validity of this study. To help mitigate this challenge, he looked to make clear in his interview protocol statements that his role is that of a researcher and not as an AT. This was explicitly stated within the interview protocol. The researcher hoped to foster an environment of openness in his relationships with these professional peers. However, the researcher is also aware that his gender, history, culture, faith background, socioeconomic status, and professional experiences may all have played a role in this research study. He knew that he needed to reflect regularly on the differences that he may have with the research participants. He needed to do this as his background and experiences may differ greatly in some ways from the backgrounds and experiences of his research participants. Certain personal and professional values that he holds as a priority may or may not be shared by the participants or vice versa. He needed to be especially aware of his role as a researcher and not impose his own meanings into the participant experiences. He needed to allow the meaning of the participants' experiences to be expressed.

The researcher has experienced transferring from one Hawai'i public secondary school AT job to another and then also transferring from a Hawai'i public secondary school AT job to an independent Hawai'i secondary school AT job. His own personal and professional experiences with job transferring within Hawai'i secondary school AT jobs may potentially shape the interpretations he made during this study. His own experiences and reasons for transferring needed to be regularly and reflexively checked each time he interviewed a research participant or worked through the other data sources that were collected and analyzed. His own journey through job transfers within the Hawai'i secondary school AT job realm was both a privilege and a responsibility to bring to this study. It is a privilege in that it is a subject matter of great interest to him and may have allowed him access to participants and topics of professional and personal concern that others may not have. It is also a responsibility in that he had to be sure to clearly represent the research participants' thoughts and experiences and not his own thoughts and experiences.

Limitations of the Study

Along with the challenges to reliability, validity, and positionality mentioned, the researcher also acknowledges the limitations of the study. This is a qualitative single case study with multiple participants. As such, the research focuses specifically on a small number of individuals working as Hawai'i secondary school ATs. Though Yin (2014) states that qualitative research results may show some analytically generalizable outcome, the intent of this qualitative research is in exploring particular themes and descriptions of this phenomenon of a single group of ATs who transfer jobs (Creswell & Creswell, 2018). As such, the data collected and the results of the study are not representative of all ATs or all secondary school settings. The data

was also limited by the context of the geographic location and environmental conditions of Hawai'i.

Chapter 4: Findings

This chapter presents the findings of ten interviews with Hawai'i secondary school athletic trainers (ATs). This case study sought to explore why certain individuals transfer from one Hawai'i secondary school AT job to another Hawai'i secondary school AT job. Chapter 4 is organized into the following sections: details of the questionnaire participants, criteria for interview selection and a summary of interview participants chosen, description of the independent and public schools ATs interviewed, depiction of the independent and public school ATs' environment, and a synthesis of themes emerging from the overall Hawai'i secondary school ATs.

Details of the Questionnaire Participants

A demographic questionnaire was sent out to independent school ATs on May 17, 2022 and again to public school AT on October 24, 2022. The first round of questionnaires was sent to independent (private) school ATs during a three-week period in the late spring and early summer of 2022. The second round of questionnaires was sent to public school ATs during a three-week period in the fall of 2022. A total of seventy-three responses were collected from 136 questionnaires sent out to all Hawai'i secondary school ATs who were eligible to receive it. Questionnaires were sent out to those Hawai'i secondary school ATs based on their membership in the National Athletic Trainers' Association (NATA) database and agreed to participate in questionnaires issued by the association. Questionnaires were also sent to Hawai'i secondary school ATs who are not NATA members. These ATs were found via school websites and through the UConn/KSI ATLAS directory (University of Connecticut Korey Stringer Institute, 2023). The return rate on the demographic questionnaire was 53% (seventy-three responses out of 136).

The questionnaire found that forty-two out of 73 ATs (57.53%) have worked at two or more full-time Hawai'i secondary school AT positions; meaning they have transferred from one full-time Hawai'i secondary school AT job to another full-time Hawai'i secondary school AT job at least once in their career. Sixty out of 73 ATs (82.19%) worked 10 or more years as full-time Hawai'i secondary school ATs. Thirty-seven out of 73 ATs (50.68%) identified as females, thirty-five out of 73 ATs (47.95%) identified as males, and one out of the 73 ATs (1.37%) preferred not to say. The five largest racial/ethnic groups of ATs most identified with were: Japanese (30.56%), Caucasian (25.00%), Filipino (13.89%), Native Hawaiian (8.33%), and Chinese (6.94%). Forty-nine of 70 respondents (70%) reported being raised in Hawai'i.

Criteria for Interview Selection and Summary of Interview Participants

The selection criteria included: 1) currently working as a full-time Hawai'i secondary school AT, 2) having worked at least 10 years in that setting, and 3) having transferred one or more times in their career from one of those AT jobs to another. Based on the criteria and their consent to share further, ten current full-time ATs—five independent school and five public school ATs—were chosen to participate in the interview portion of this research study. Five of the overall Hawai'i full-time secondary school ATs have transferred jobs more than once. Nine of the 10 interviewees self-reported having been raised in Hawai'i. The researcher conducted each of the interviews with participants via Zoom to reveal individual viewpoints on why certain ATs transfer from one secondary school job to another. The researcher chose to conduct the interviews himself as this was a revelatory case in which he may have “access to a situation that may have previously been inaccessible to empirical study” as stated by Yin (2014, p. 52) and as was mentioned in Chapter 3 regarding research design.

Independent School Athletic Trainers

Independent school ATs averaged more than twenty years of experience as full-time Hawai'i ATs. Between their previous and current jobs, these ATs may have worked on various Hawaiian islands. Four out of five ATs currently work on O'ahu, the most populated of the Hawaiian islands. These independent school ATs all identify as male. The interviewees all identify as Japanese or Native Hawaiian. All of these ATs are married and four out of five have children. All of the interview participants were raised in Hawai'i. Two of the five ATs transferred from one independent school to another independent school. Two of the five ATs transferred from a public school to an independent school. One of these ATs transferred from an independent school to a public school and then back to another independent school. Three out of five of these ATs transferred into their most current jobs within the last six years. Three out of these individuals have transferred multiple times within full-time Hawai'i secondary school jobs.

Public School Athletic Trainers

Public school ATs also averaged over twenty years of experience as full-time Hawai'i ATs. Between their previous and current jobs, these ATs have worked on various Hawaiian islands. Three out of five of these ATs currently work on O'ahu and two out of five currently work on neighbor islands. Four out of five of the public school AT interviewees identify as female. These ATs also identify as Japanese, Native Hawaiian, Caucasian, and one who preferred not to say. Three of the five ATs are married. Four out of five of these ATs have children. Four out of five of these ATs also reported being raised in Hawai'i. Four out of five of these ATs transferred from public schools to other public schools. One AT moved from an independent school to a public school. Three out of five of these ATs transferred into their most

current jobs within the last twelve years. Two out of five of these ATs transferred multiple times within full-time Hawai'i secondary school AT jobs.

A summary of the description of Hawai'i secondary school ATs is listed in Table 1.

Table 1

Description of Hawai'i Secondary School ATs

AT	Independent School or Public School	Gender	Total Years of Secondary School AT Experience	Years at Current School	One Time Transfer or Multiple Transfers	Married	Children
AT-1	Independent	Male	25	5	One Time	Yes	Yes
AT-2	Independent	Male	25	5	Multiple	Yes	Yes
AT-3	Independent	Male	20	4	Multiple	Yes	No
AT-4	Independent	Male	21	20	One Time	Yes	Yes
AT-5	Independent	Male	30	12	Multiple	Yes	Yes
AT-11	Public	Male	22	6	Multiple	Yes	Yes
AT-12	Public	Female	24	22	One Time	Yes	Yes
AT-13	Public	Female	28	5	Multiple	No	No
AT-14	Public	Female	12	11	One Time	Yes	Yes
AT-15	Public	Female	25	15	One Time	No	Yes

Description of Independent and Public Schools Environment

Of the five independent school ATs interviewed, many work in an environment where there are more than two full-time ATs and each of these ATs also works with differing amounts of part-time AT help. Four ATs work with a reported annual budget of over \$10,000 for supplies and equipment. Three of these ATs work with an annual budget of over \$20,000 for supplies and equipment.

The public school ATs interviewed work in an environment where both monetary and non-monetary resources are very different from the independent school AT environment. Public school ATs work in an environment where there is generally only one other full-time AT and no part-time AT help. Many of these public schools did not hire a second full-time athletic trainer position until the mid to late 2000s, when only one AT was employed. Since most of these ATs generally worked alone without the benefit of a second full-time AT position when they first started, there were times when there were more events to provide coverage for than there were AT human resources to be had. There were times that a lack of coverage for all events remained true even after a second AT was added due to the number of athletic events happening at the same time. All public school ATs who were interviewed work with an annual budget of under \$10,000 for supplies and equipment. Four of these ATs who were interviewed work with an annual budget of under \$5,000 for supplies and equipment. The other AT worked with an annual budget of under \$10,000.

An example of limited non-monetary resources in this environment include an AT having to find the custodian on a daily basis to unlock a gate to an upstairs classroom of the gymnasium where she had to work from. If the classroom was being used, the AT would not be able to begin work in that room until class ended. For this AT, the room offered no treatment tables, only

individual seats with attached desks. This arrangement provided not only a challenge for the AT, but a challenge for any athlete that had to navigate up a flight of stairs with an injury, especially a lower extremity injury. Another example shared by a different AT spoke of working in a very small healthcare space that could barely fit three people. Some ATs continue to work in athletic healthcare facilities that are combined with open locker rooms, bathrooms, and laundry rooms.

Synthesis of Themes for All Athletic Trainers

In this section, reported findings from the ten ATs are organized around four emergent themes. Emerging from the study were the following four themes: personal aspirations, job satisfaction, access to resources, and support. Each theme was defined with key examples provided. Any salient commonalities or differences are subsequently discussed.

Personal Aspirations

The strong desire to achieve something great in life defines what personal aspiration is (Merriam-Webster Dictionary, 2023). That strong desire can be found both at work and at home. For ATs, the theme of personal aspirations striving towards work-life balance to prioritize family obligations while maintaining a strong commitment to work was pronounced. All ATs prominently expressed this thought. AT-4 was thankful to have some time off in the mornings during his summer break so that he could spend time with his children while they were growing up. In looking back, he shared that work-life balance was very important for his relationships with his spouse and children. These findings are supported by Mazerolle et al. (2015) who found that a desire to focus on family is a part of the personal aspirations of some ATs. This aspect of work-life balance under the theme of personal aspirations is also reinforced by a definition of kinship responsibility being “the existence of obligations toward relatives living in the community” as explained by Price (2001, p.603). This obligation is applied most strongly to

children and parents. For these ATs, much of work-life balance centered around the concept of kinship responsibilities with considerations involving overall family, children, and parents.

Regarding the work-life balance needed for kinship responsibilities for the family, AT-1 expressed that there “was a lot of family talk about what my schedule and my time frames would be like if offered the job” in another school he was considering. Although the school offered more work, it also offered more help. These were some of the major considerations as he and his family reflected upon what their work-life balance would look like in a new situation. He eventually made the decision to move to that school when the job was offered. In the same way, AT-2 realized that there was more help at his current job and so it was “easier to get a little bit more work-life balance” with his family. Struggling with having to move from the island of her first AT job because of challenges there, AT-12 had the option of a few different AT job prospects. She considered some of the different AT options and was actually leaning towards another AT job initially. After further reflection on what she really wanted for her next job, she stated that one of the main factors was to have her family living closer. This made it easier for her to deal with the challenges that she faced in trying to maintain work-life balance, knowing that she had family nearby as a resource.

In considering the needs of children, AT-14 spoke of being a parent to an elementary school child. Her first AT job was a rather long commute to and from home and from the school her child attended. She was concerned that if there should be any kind of situation where she needed to get home or to her child quickly, it would be very difficult to do so from her place of employment. AT-14 mentioned, “I think for me, it was the distance, the driving time; and so I just was looking into what was open.” This AT stated that the job she eventually transferred to

was an easier commute in terms of a shorter drive time for her between work and home, which helped with her work-life balance.

In considering the needs of parents, AT-13 mentioned that her current job was a position that opened up unexpectedly a few years ago. Because the position rarely opens up, she had to decide if she really wanted to leave her previous position which she loved very much. Also, because of the way job postings work at the current school, she had only a few days to decide if she was going to apply for the job. Ultimately, because of a deep personal desire that she has always had to take care of elderly family members, she was willing to move islands and to work in a community where she grew up. Even with the challenge of needing to make a quick decision, packing up, and moving to a different island; moving back home helped her to achieve a work-life balance in being able to live out a family responsibility of taking care of her father.

Whether they were independent school or public school ATs, these ATs endeavored to have work-life balance by seeking workplaces that took into consideration their kinship responsibilities. These ATs were willing to move from jobs on the same island or different islands in order to achieve work-life balance, which is a common aspect of the personal aspirations theme as expressed by all ATs.

With respect to personal aspirations, one interesting difference that was noted between the independent school and public school ATs was their stakeholder connection within their respective school community. While public school ATs spoke generally about the schools that they work at; independent school ATs seemed to express a desire to work specifically at the school they transferred to. Public school ATs had some of their personal aspirations for work-life balance fulfilled at their school. However, independent school ATs seemed to strive towards connection with the specific school that they worked at much more than the public school ATs.

This connection could involve: having a child or multiple children at the school where the AT was employed, being an alumnus of the school where the AT was employed, having children at the school and being an alumnus, or feeling connected to the mission and values of the school. Four out of the five independent school ATs had at least one child attending the school where they were employed. Their children attended the school after the ATs had begun employment at the school. One other AT did not have a child at his school, but was an alumnus of the independent school he worked at.

As an alumnus, AT-3 shared that he was very invested in the success of his program. He wanted the students to be successful and considered it to be more than just a job for him. For most of these ATs, it was not so much that their child/children happened to be at the school that they transferred rather it was where they wanted to work and where they wanted their child/children to attend school. AT-1 initially aspired to work at his current school because he thought it would be a good professional opportunity. As he and his family learned more about the school, they valued this particular school for their academic quality and wanted to give the best for their children. His child's admission into the school would come with the benefit of a tuition remission with employment. Similarly, AT-2 spoke of his transferring to a school where he was both an alumni and then later a parent. His personal aspirations as a stakeholder in his school community was expressed in the following way:

It was special for me to be back as an alumni and an employee. Then when my (child) was accepted; you know, to be an alumni, employee, and also as a parent; I had a great deal of pride.

Stakeholder connections for ATs also occurred through having an alignment with the mission or values of the school. For AT-4, even though he was not an alumni, he shared that he

had a deep resonance for the mission of his school. He stated, “it’s kind of nice to be able to fulfill a mission that perhaps not a lot of (other) schools have.” In working at this school, it was his way of giving back to a community that he had deep cultural and geographical connections with. These independent school ATs felt a connection not just to their jobs but to their schools; such that they were willing to invest themselves as stakeholders.

Consistently articulated throughout personal aspirations from ATs was work-life balance expressed through kinship responsibilities. One salient difference was a deeper connection for the independent school ATs to the community of stakeholders at their school as compared to their public school AT colleagues. In contrast to the independent school ATs and the connection they had with their specific schools, AT-11 stated that:

it wasn't a matter of staying in or leaving a job. Because of what my wife does, there's not many opportunities on (redacted island) for her to do what she loves to do. My kids are already established here (on this island) going to school. My family influenced me not necessarily for work but to (stay on) the same island.

AT-12 shared:

My husband was born on this island. So being here, that's where we want to be. And although there are (other places), being here is where I want to be. I enjoy the climate. I enjoy the community. My spouse has a job here (on island), so that helps me stay here.

Note that these public school ATs speak of the place where they work in terms of the island and how their families are affected contrasted with independent school ATs who speak of the specific schools and their connections there. While public school ATs did not necessarily dismiss any

connections with their school, they did not openly express a connection to their school as deeply as their independent school AT colleagues.

Job Satisfaction

Job satisfaction was another theme emerging from ATs. The degree to which one enjoys their job is what characterizes job satisfaction (Spector, 1997). These individuals spoke of serving in AT jobs that brought about a sense of fulfillment. The initial feelings of fulfillment that ATs shared for getting into the profession included an enjoyment of working with youth, athletics, and health care. AT-1 spoke of his affinity for sports as a former athlete, and one who was often injured. These facets of his life were a key motivator for him to pursue athletic training.

Working with youth in sports also drew other ATs into the profession. The enjoyment of working with athletes in this setting helped AT-2 as he “loved being around student-athletes at that age.” The other ATs who were interviewed echoed similar sentiments regarding job satisfaction. AT-11 spoke of playing sports as a youth, getting hurt, having his secondary school AT work with him to get him participating in sports again, and growing fond of the healthcare profession. At his first AT job, he “enjoyed it, loved it, and thrived in it.” Even after the challenges that he dealt with in having to transfer jobs, athletic training was something that AT-11 loved. AT-5 expressed his enjoyment of working with youth, athletics, and health care. He enjoyed the fact that he could be available, in shorts and a t-shirt, indoors or outdoors, helping kids that may not have any other opportunities to participate in sports. These aspects of the job satisfaction theme are supported by the work of Capel (1990) who shared that individuals enter the AT profession because of a desire to combine an affinity for sports and health care.

The findings of Goodman et al. (2010) and Mazerolle et al. (2018a) support the idea of job satisfaction shared by these participants. They found that the most frequent reason for individuals continuing in their AT jobs was a fit of the job itself that comes from an enjoyment of working in the secondary setting. AT-12 spoke of the joy she had in talking to secondary school student-athletes about academic and social/emotional concerns as well as their physical concerns. She found that her communication with students could be very impactful in their lives. As indicated in the following quote: “I had a young lady come into my office the other day and divulge that a comment I had made changed her mind from committing suicide.” AT-13 echoed this satisfaction of impacting secondary school student-athletes beyond just attending to their injuries: “I find myself dealing with not just the injury itself, but a lot of psychological stuff. So I think secondary school athletic trainers can have a big impact and that’s why I like my job a whole lot.”

Job satisfaction for all these ATs seemed to be expressed through enjoyment of doing the work itself. This work may include providing direct health care to student-athletes to more comprehensive work involving the planning and implementing of policies and procedures for health care managed and provided to various populations of the school community. Direct health care may include evaluating, treating, managing, taping, bracing, rehabilitating injuries and the documentation of all such procedures in individual, team, or tournament settings. AT-5 shared the following about his enjoyment of providing direct health care: “I liked the fact that I’m there to help kids. If they get hurt, I get to see them and help them get back on the court or field, and I manage their injuries.” Though their primary focus is to serve the health care needs of the student-athletes; ATs may be a secondary source of health care beyond a school nurse or health aide who mainly works during the school day hours and not during the after-school hours. Others

in the school community who may need health care services include: administrators, faculty, staff, coaches, and parents. Availability as a complementary source of health care at the school may be an important pathway to helping school administrators understand and support the role and responsibilities of ATs.

The planning and implementing of healthcare policies and procedures for their school's athletic population may also bring about job satisfaction for the AT. This may include the implementation and administration of concussion baseline testing, wrestling weight-monitoring body fat testing, and COVID-19 testing. It also includes the formulation and regular practice of site-specific Emergency Action Plans. The planning and practical review of Emergency Action Plans is an important aspect of any AT job which takes some coordination of communication among a number of people to be successful (Andersen et al., 2002). For AT-11, he expressed this about his AT job:

I enjoyed it, I loved it! (I had) opportunities to learn how to communicate carefully and thoroughly with student-athletes, coworkers, staff, coaches, and parents. Build relationships so that trust is built. Because when bad things happen, (which) sometimes it does in our line of work, if the relationship and trust is established, it can make the situation a whole lot better, a whole lot more efficient, and ultimately the (student-athlete) will be taken care of.

The stories shared by these secondary school ATs highlight the ways in which these individuals enjoy their work. There were different aspects to their work, but the ATs found satisfaction in doing that work. These ATs feel that their jobs fit who they are as individuals in providing health care through this very unique job. As such, there is satisfaction in the work that they do as ATs.

Access to Resources

Access to resources is a third theme that was expressed among the independent school and public school ATs. Utilizing resources was an important aspect of the health care roles and responsibilities that each of these ATs undertook at their schools. These resources may include: budgets for supplies and equipment, opportunities for professional development, and human resources. Although the participants share a commonality of access to key resources, an important difference is that the independent school ATs generally had access to greater resources and public school ATs had access to fewer resources.

One independent school AT who works with multiple full-time and part-time ATs and an annual budget over \$20,000 spoke of the job which he transferred to:

As far as the work environment, I looked at it as a lateral move only in the sense of a job title, but I felt like it was a promotion. Based on resources: financially, administratively, and human resource-wise; it's certainly a promotion.

Another independent school AT who also works with an annual budget over \$20,000 added:

“Our resources are comparable to college level.”

Budget. For independent school ATs, four out of the five participants had program supply and equipment budgets greater than \$10,000 annually and three out of the five interviewees had program supply and equipment budgets greater than \$20,000 annually.

Working at one of these schools with an annual budget of greater than \$20,000, AT-2 stated that his current school's budget was much larger than what he experienced at his previous job at a public school. These greater resources from their budget included facilities, supplies, and equipment. This school's budget was such that for athletic training students who come for learning experiences from other secondary school sites, he lets them know: “This is not your

typical (secondary) school experience, you're gonna see things, you're gonna see those resources. We run our health care program much like a university would." Even though his previous public school where he worked had a good amount of resources, the independent school that AT-2 transferred to offered much more. AT-1 expressed that, in moving from a public school to the independent school that he now worked at, he felt like he received a promotion based on the financial resources he now had available.

Four out of the five public school ATs work with annual budgets less than \$5000. The other public school AT worked with an annual budget less than \$10,000. This data was gleaned from the demographic information shared by the ATs who were interviewed. Public school AT-12 shared that neither supplies nor equipment were on-hand when she started at her first school. In her resourcefulness, she simply looked to "create a space and a culture of what athletic trainers do" which included basic injury prevention and wellness exercises. This description of work in a Hawai'i public secondary school AT room supports the work of Winkelmann & Eberman (2017) who found that ATs with less financial resources generally spend more time on general educational activities such as injury prevention and wellness which can be done in large or small groups. The research also showed that ATs with smaller budgets spent less time on activities such as treatment and rehabilitation which may take more individual attention for each injured athlete.

In contrast, independent school ATs may have more resources to help with individual treatment and rehabilitation. Independent school AT-5 speaks of the resources to help with individual treatment and rehabilitation:

What comes with me is this whole network (of resources) that will help you. We can help you get back your full range of motion so that you can come back and I

get you back on the field. We have to make sure you're getting back on the field as quickly and as safely as possible.

This independent school AT spoke directly about helping out the individual student-athlete with a specific rehabilitation goal from a network of resources at his disposal.

Public school ATs generally have access to fewer resources. They work with lesser budgets, limited facilities, and limited human resources. Budgetary restrictions may hamper public school ATs since they are limited to what they could purchase, especially expendable items. AT-12 shared about the limited facilities, supplies, and equipment that she was presented with at her initial school. She stated: "I basically had to build a room and get everything that an athletic trainer needs." AT-15 expressed similar sentiments when she stated that:

I really didn't have a place to call my own. I was sharing an office with my athletic director. So I really didn't have my own space. One hallway (in the gym) was my athletic training room; no place to put my things. I would have to put everything on a roll away cart and roll it into the AD's office by the end of the day.

Besides the issue of budgets under the theme of access to resources, there was the issue of resources for professional development.

Professional Development. This resource is expressed as funding to attend conferences and clinics to develop clinical skills. It could also be shown through organizational encouragement to explore service opportunities within professional health care associations. AT-2 shared that at previous AT jobs, he had been greatly focused on his growing family and the busyness of the job itself. He was unable to help more in volunteering with his professional association which he desired to do more of in order to develop professionally. In moving to his

current job, he shared of being able to participate in professional development opportunities to learn and grow by serving his state AT association. He was given both the time and encouragement to pursue these interests. His service with the state AT association involved opportunities to develop and expand leadership skills in order for AT-2 to grow and advance professionally. What this AT shared supports what Pitney (2010) offered in his research regarding organizations giving ATs access to resources which allows for time to deal with personal life and encourage professional development. In contrast, AT-12 shared her public school situation: “We don’t get paid to do our continuing education units. The school doesn’t pay for our continuing education units.” Public school ATs may not have the access to the same resources as independent school ATs who have resources available to them for their professional development.

Human Resources. Be it moving from a public school to an independent school or from one independent school to another, a majority of independent school ATs interviewed also transferred because of the access to increased human resources. AT-1 shared that at his first job, there was only one other full-time AT colleague. After transferring jobs, he shared that his new workplace had not only more full-time AT colleagues; but that there were part-time AT colleagues who also helped when needed. “For my (spouse) to see that I’m not working the same hours that I did at (the previous school). I am not putting in 60 plus hour weeks; it’s a welcome surprise.”

AT-4 conveyed to his administration that with a growing student population and an expanding athletic program at his school, he needed more help to maintain the quality of care to his student-athletes. His administration agreed with him and incrementally added a second and then a third full-time AT to his school. This AT worked at one of the independent schools with

an annual budget of over \$20,000 for his program. This finding supports research by Wham et al. (2010, p. 75) who stated that “athletic training services and the sports medicine supply budget were associated with higher levels of medical care.”

Besides the limited resources of facilities, supplies, and equipment, and limited resources for professional development, public school ATs also shared not having enough human resources to accomplish what they needed to do. They felt stretched to provide health care services with limited AT staffing. AT-14 expressed that even with a second AT position at her public school, when the only other AT was not available for an extended period of time or had moved on to another job with no replacement readily available, her life looked like this:

During the winter season, I had multiple events going on at the same time, on the same day. I would have three soccer games, a baseball game, and two basketball games, and I was the only person covering. I could be leaving work at 11 o'clock at night, and having to be at work the next day at 6:30 or 7 o'clock in the morning. So that was an issue, especially when I was by myself.

As an individual can only be at one place at one time, providing health care in multiple athletic venues for multiple sports activities may present a challenge. Whether that person is in the athletic training facility helping with injury evaluation, treatment, or rehabilitation or at a competition or practice site; limited human resources may not allow for every sport setting to have an AT present to provide direct health care coverage. As shared by Kerr et al. (2015), this coverage may consist of serving or treating any individual's injury or illness with any kind of evaluation, testing, exercise, skill session, or application of manual or modality therapy. Coverage of multiple competitions or practices going on at the same time with this type of direct health care may require the AT to have to choose which events to prioritize, leaving other

significant health care tasks such as documentation to be deemed of lower importance to be taken care of at another time (McLeod et al., 2013). If there are only two ATs at a school and multiple events of three or more competitions or practices are happening simultaneously, some athletic teams or individual student-athletes will not have direct AT health care coverage.

Regarding her second Hawai'i AT job that she transferred to, AT-13 was still the only AT at her school and stated that she was:

working 80 hours a week and there was no one else (no other AT) there. So I had no one else to split the hours with. I had zero personal life and so my work-life balance was horrible, which is what led to burnout.

As an individual who started working early in the timeframe of when the public schools were initially putting AT positions into the schools, AT-12 shared the following thought regarding limited human resources: "I'm trying to think back to the early days at this school. There was only one athletic trainer. And so it was a 50 or 60-hour-a-week job."

Although generally situational, independent school ATs had access to greater resources for a budget to purchase supplies and equipment, greater resources for professional development, and greater human resources. In contrast regarding access to resources; some public school ATs had a hard time securing an appropriate healthcare facility. Other ATs started off with no supplies and no equipment and had to go secure those things in order to start providing AT services. Public school ATs either spoke of no resources for professional development continuing education units or did not speak of it at all. This group of public school ATs also shared about a lack of sufficient human resources. There were times when there were more activities in more venues than there were individuals who could provide AT healthcare coverage. These examples from the stories shared by independent school and public school ATs highlight

the differences on the access of resources theme. There were variations in budget, professional development opportunities, and human resources. This one particular theme underscored the greatest difference between the two groups of ATs.

Support

The last major theme that emerged from the data for ATs was support. This theme entailed receiving support from others such as other ATs or administrators. The opportunity to receive support at their schools was important to all ATs. This opportunity to receive support could come from AT colleagues who could help with the health care work itself. The support from an AT colleague also came through the understanding of what the AT is going through and showing empathy. Opportunity to receive support could also come from administrators who support the ATs through their work in helping to create scheduling boundaries to protect the work-life balance of the AT, and advocating for AT professional autonomy and respect in making health care decisions about student-athletes. Support for their work in these ways was valued such that ATs would seek it out if no help or limited help was all that was available.

Among independent school ATs, AT-4 spoke of his work with others in the field of health care. When he first started out, he was able to work with AT colleagues both at his school and at other schools as they supported one another. In working together with those at his school he stated, "I'm able to collaborate with my colleagues, my fellow ATs. We have the same ideas, the same goal in mind." He felt very supported at his school. AT-5 echoed that same thought in expressing that if there's more that needs to be done beyond what he could do as an AT, there's a network of health care specialists that he worked with and would refer to. Connecting with stakeholders at his current school, AT-1 voiced that at his school, he truly felt like he had a team of people working together and supporting him; whether it be the administrators, the athletic

office staff, or even the individuals who work in the equipment room. AT-2 corroborates those feelings by sharing:

For my current workplace, it's (the) people that I work with; they're very supportive. We're all supportive of each other, whatever we have going on, whether it be good or bad. We have such a good support system that I think that keeps me in the profession and keeps me where I am. My coworkers are pretty quick to support and help when and where they can.

ATs in the public school expressed the same desire in receiving support from others.

When second AT positions in the public schools were incrementally increased, AT-15 shared:

I want to work with somebody that I know I can work with, I know what they're doing. So I said yes (to transferring). Just having somebody else there, I guess it was a good opportunity for somebody that you can get along with when you need things, or just to bounce off ideas with each other.

Though this public school AT could have waited for a second AT position to open up at her own school, she chose to transfer to a school where she knew she could work with the AT colleague at that school. AT-13 shared of being challenged in her work relationship with both the principal and AD at her initial school; many times needing to explain and justify what she needed and what she was looking to do. She explained in greater detail her relationship with the administration in the new AT job compared to the previous AT job: “(An AT colleague) was telling me that the admin there was super supportive. So I thought about it and the main reason for moving probably would be administrative support.”

These ATs sought out opportunities where they could develop good relationships and support from school administrators. Some ATs received this support at their initial schools, some

ATs did not. For those ATs who did not feel they received support from their school administrators, an example of a challenge is related to scheduling. As there are sports administrators or athletic coaches that may not always be mindful of the AT schedule when it comes to the scheduling of practices or competitions, ATs may respond in different ways. AT-11 described that there are times when an AT will have to try to initiate more communication with coaches and administrators about their letting the AT know the schedule of events in a timely manner. That way, an AT can be more efficient with and aware of their own time and work. Otherwise, an AT scrambles to provide health care coverage for everyone within or beyond their own 40 hour work week with little or no prior notice. If administrators are supportive, they will accept the ATs' expressed thoughts about scheduling communication and support them when coaches look to bring about last-minute changes to the schedule.

Even when some of these ATs received support at their schools, situations could change over time. Though AT-13 enjoyed the support she received at a new school, eventually the principal moved on and a new principal came on. She shared that this new principal did things differently and wanted to make healthcare decisions that were in the realm of the AT's responsibility. This AT felt that her decision-making autonomy was being challenged and shared the following:

One of the main reasons why I left; administrators' support decreased. The principal changed. When the principal tries to micromanage what the athletic trainers do and tries to tell the athletic trainer that they should clear an athlete because they need the athlete to play, that is not the type of situation that I would want to be in.

Along with the opportunity to work at another school that offered more in the way of human resources and support, she transferred again. The school she transferred to had a second full-time AT position. Her previous two schools did not have second AT positions at the time she was there. Though she was rather used to working by herself, she did not have the support from administration that she needed to feel comfortable in continuing in that second job.

All ATs in Hawai'i secondary schools who were interviewed expressed the theme of desiring support for their work. Support from AT colleagues and administrators emerged as being very important. Both independent school and public school ATs looked to secure a network of individuals who might form a team that supports them. An AT colleague may best support an AT by helping out with the health care work itself. They may also provide support by offering needed empathy and emotional support for the unique challenges of an AT. An administrator supports an AT through their work in helping to enforce scheduling boundaries to protect the work-life balance of the AT and advocating for AT professional autonomy and respect in making health care decisions. For those who worked at times as the sole AT at their schools, support from administrators appeared to be more essential.

Summary

One hundred thirty-six initial questionnaire were distributed with 73 usable and complete, returned for a 53% return rate. From these 73 respondents, 25 individuals met the inclusion criteria to participate. Of those twenty-five individuals, a purposeful sampling of ten individuals were drawn from cases with possibly the best insight and understanding into the issues which were of greatest importance to the purpose of the study (Merriam & Tisdell, 2016). Their input provided a rich source of data and insightful perspectives. With an average of over twenty years in the AT profession, these ATs brought understanding into the thoughts of independent and

public school ATs throughout the state. A majority of these ATs interviewed were married and had children. The ten ATs who were interviewed worked across four of the Hawaiian islands.

The four themes that emerge from our AT interviews are: personal aspirations, job satisfaction, access to resources, and support. For all of these ATs, personal aspirations included work-life balance to take care of family responsibilities. Family responsibilities were considered highly by most of these ATs; however, a noticeable difference between independent school ATs and public school ATs was their connection as stakeholders to their school community. The independent school ATs seemed to have a much stronger connection to their specific schools as stakeholders than the public school ATs. This stronger connection to their schools was spoken about very specifically as these ATs described their job in relation to being alumni, being a parent of a student at the school, or being very much invested in the mission and values of their school. Though these public school ATs may have a connection to the schools they work at, they did not express it in the interviews as much as these independent school ATs did. Job satisfaction meant these ATs enjoyed the work environment, the duties and roles that were assigned, and the satisfaction of working with students. More specifically, job satisfaction of these ATs included direct health care to individuals and teams of student-athletes as well as the planning and implementation of health care policies and procedures for all student-athletes. Access to resources brought forth the greatest difference between the two groups as these independent school ATs had access to greater resources and these public school ATs had access to limited resources. For example, a lack of resources included budgets for supplies and equipment, opportunities for professional development, and human resources. The last theme was that of support. Support from AT colleagues and administration was identified as an important topic for all ATs. Support from their AT colleagues could come in the form of help with the actual health

care work itself as well through a role of social support from a fellow AT. Support from administration could come from helping to enforce scheduling boundaries to protect the work-life balance of the AT as well as supporting the AT amidst other stakeholders by advocating for AT professional autonomy and respect in making health care decisions about student-athletes. Conversely, lack of support from administrators may have influenced whether or not an AT left for another position.

The interviews revealed that all of the participants were amenable and forthright in sharing why they became ATs and why they chose Hawai'i secondary school AT jobs. Though it can be a challenging profession, each of these ATs have worked in this setting for many years. Collectively, their motivations congregated along a few main themes in their decisions to stay or transfer jobs within their chosen career journey.

Chapter 5: Discussion

This chapter consisted of a discussion on the findings of this case study. The purpose of this research was to explore why individuals transfer within Hawai'i secondary school AT jobs. The research question was: Why do certain individuals transfer from one Hawai'i secondary school AT job to another Hawai'i secondary school AT job? In subsequent sections, implications for ATs and schools will be presented and possibilities for future research will also be discussed. Finally, as I serve as an independent school AT in the Hawai'i secondary school setting, the chapter concludes with reflections for my own practice.

Summary of Findings

In the data analysis, historical data was examined to best understand the scope of what ATs do in the secondary school as shown in Appendix E: Athletic Trainer Job Descriptions. This historical data was also analyzed to understand the AT schedule, scheduling conflicts, and priority of health care coverage as shown in Appendix F: Athletic Event Coverage Guidelines. Demographic data was also analyzed based on answers to a questionnaire sent out to 136 secondary school ATs in Hawai'i found through the NATA membership lists, school websites and University of Connecticut Korey Stringer Institute ATLAS directory (University of Connecticut Korey Stringer Institute, 2023). Seventy-three ATs out of 136 ATs (53%) who were sent the questionnaires responded and completed the demographic questionnaire. In analyzing the demographic data, the research found that forty-two out of 73 ATs (57.53%) had transferred from one full-time Hawai'i secondary school AT job to another, which helped to answer whether there is truly a problem of practice. Analysis of the demographic questionnaire also elicited that sixty out of 73 ATs (82.19%) have worked 10 or more years as full-time Hawai'i secondary school ATs, showing that there may be some career longevity for this setting in the AT field. The

demographic data also showed that a majority of independent school ATs had annual budgets for supplies and equipment over \$10,000, while a majority of public school ATs had annual budgets for supplies and equipment of \$5000 or less. In analyzing the interview data, four themes emerged: personal aspirations, job satisfaction, access to resources, and support. The findings for each of these themes or a combination of these themes may have been a part of the considerations for those interviewed in their decisions to transfer jobs or stay at their current jobs. All ATs who were interviewed for this research study had transferred jobs at least once in their careers. The data indicates that five of the ten ATs—three independent and two public school ATs—transferred multiple times in their career. Transfers were typically prompted by factors that may be subsumed into the four themes. In general, data indicate that motivation to transfer jobs was associated with ATs looking to fulfill their life purpose. Exploring and pursuing a choice of different AT positions appears to be a way of fulfilling an individual's needs and aspirations.

Why do certain individuals transfer from one Hawai'i secondary school AT job to another Hawai'i secondary school AT job? The findings of this study show that ATs are seeking fulfillment of life purpose. Amidst the four emergent themes of personal aspirations, job satisfaction, access to resources, and support, these ATs transferred jobs to seek fulfillment of their life purpose.

Personal Aspirations

In seeking a job transfer, the interview data indicated that these particular ATs valued personal aspirations such as work-life balance or connection to a particular school community. How they valued personal aspirations through work-life balance is shown in the following example. AT-12 spoke of having the option of a few different jobs to transfer to. Though she was

leaning initially towards another job; after some reflection upon what she really wanted, this AT stated that she eventually transferred to a job where she could be closer to her family.

All of the interviewed ATs had a desire for work-life balance as part of their personal aspiration. Work-life balance is defined as prioritizing family obligations while maintaining a strong commitment to work. Family obligations may include being close enough in proximity from work to home to care for children or to care for aging parents. AT-3 shared that both his father and his spouse's father were not doing well health-wise and so he had to transfer jobs to be closer to them. In seeking this work-life balance at any given season of their lives, if a different job opportunity can help enable a better work-life balance for their personal aspirations, some of these ATs would look to transfer jobs. If work-life balance could be achieved at their current job, the AT may not look to transfer jobs.

For the independent school ATs, an additional personal aspiration emerged which was a desire to work at a job that brought stronger connections to a specific school community and its stakeholders. Strong connections could include being an alumni, being a parent, or strongly connecting with the mission and values of the school. AT-4 spoke of being able to connect with and try to fulfill the mission at the school he transferred to as one of the reasons that drew him to the school. AT-2 spoke of working at his previous school for over 12 years and thought he would retire there. However, he did state that the only school he would aspire to work at beyond that school would be his alma mater. A few years ago, he was eventually offered a job at his alma mater and accepted. His role as an employee, an alumnus, and a parent at this school gave him a strong connection with his school community. This strong connection brought about a feeling of pride which he openly stated, and which seemed to fulfill personal aspirations for him.

Some of these ATs see work-life balance and any connection that they have to a school community and its stakeholders at their current job as an important part of their personal aspirations. If other job possibilities cannot match up with what they already have as a current job, they may not transfer jobs. If other job possibilities can offer something better for that individual AT in regards to personal aspirations, the AT may consider it as a reason, or one of the reasons, for pursuing a job transfer. This is supported by literature from Barrett et al. (2022) who found that many ATs do not wish to leave the clinical practice of what they do; but may see their initial jobs as ones which they gain experience from to continue on in their field of work.

Job Satisfaction

The job satisfaction theme was characterized by the degree to which ATs enjoy their job. ATs interviewed for this study shared a general enjoyment of athletics, health care, and working with youth as reasons why they were satisfied with their jobs. As these ATs looked at their workplaces in terms of job satisfaction, most individuals were satisfied with where they currently work and chose to stay at those jobs even as they had transferred there from previous full-time AT jobs. AT-5 shared his enjoyment working with young people in sports through providing health care. AT-11 spoke of getting hurt while playing sports as a youth. Fortunately, he had a secondary school AT who worked with him to get him back to athletic participation. This AT grew fond of the profession as a result of this experience. These responses brought some insight into why some of these ATs do what they do. Research by Capel (1990) supports the idea that individuals go into the AT profession because they want to combine their fondness for sports and health care. If they are satisfied with their jobs, they may stay in their jobs. This concept of job satisfaction is supported by research from others. If “work is interesting, challenging, and exciting,” (Winkelmann and Eberman, 2017, p. 130), individuals are normally satisfied with

their jobs. This satisfaction may increase the probability that ATs stay in their current position. However, if the opportunities to provide healthcare to youth in sports is hindered in some way, some of these ATs may look to situations where these kinds of opportunities for job satisfaction are better elsewhere. AT-1 stated that, in regard to youth, sports, and healthcare, he went to a place where he felt like he needed to prove himself every day on the job, which brought him job satisfaction. AT-2 spoke of his moving to a larger school from his initial position so that he might be positively challenged with more work to satisfy him at his job. The jobs these ATs transferred to and are currently working at gave these individuals the chance to explore opportunities in a different venue that may have increased their enjoyment, bringing about job satisfaction.

Access to Resources

Access to resources such as budget, professional development, and personnel was noted as a significant theme brought up by these ATs. For some ATs, they transferred jobs because the new school could appropriate more provisions of equipment and supplies to better achieve their work goals. In transferring from a school with limited resources to a school with greater resources, AT-1 shared that he felt like he received a promotion. For other ATs, working with more AT colleagues to share work duties was an important reason to transfer jobs. Speaking of the job she transferred to, where she had a full-time AT colleague at school for the first time in her career, AT-13 expressed that after more than twelve years total working as the only full-time AT, her decision to move to a different school was solely because there would be the resource of a second AT. Some ATs also saw opportunities for greater professional development as a part of access to greater resources at other schools and transferred jobs. AT-2 explained that in transferring to his current job, he was able to participate in professional development

opportunities that were not only paid for, but encouraged. These were all responses which provided insight into how access to resources answered the research question for why some of these ATs transferred jobs. The theme of access to resources is supported by researchers such as Wham et al. (2010) and Winkelmann and Eberman (2017) speaking on budgetary resources and Pitney (2010) sharing of professional development resources. Wham et al. (2010) speaks of how greater resources can help an AT provide more in the way of individualized care; whereas Winkelmann and Eberman (2017) share of ATs with less resources have to make due in providing more general, preventative care. Pitney (2010) expresses thoughts on how the ability to have greater resources may allow for and promote more opportunities to pursue professional development opportunities.

Support

Support also emerged as a theme from the data in speaking of ATs and their reasons for staying at or transferring from a job. Specifically, these ATs spoke of receiving support from other ATs or administrators. Some ATs found support from one or more AT colleagues who helped to share the regular health care workload. AT-4 shared about being able to collaborate with his colleagues at work. Having similar ideas and the same goals in mind with his colleagues made him feel very supported at his school. This is a kind of support that the AT did not experience at his previous job. The opportunity to be supported by colleagues in this way was helpful in understanding how some of these ATs would want to transfer to jobs like this one.

Support might also come through finding an AT colleague who could empathize with the first AT regarding the joys and challenges of the specialized health care work itself or being a healthcare worker in a unique profession among other life roles and responsibilities. AT-15 expressed that she “wanted to work with somebody that she knew she could work with, just

having somebody else there, somebody to bounce off ideas with each other” was an important part of why she transferred to the school where there was a second AT.

For other ATs, support might occur through athletic directors and other school administrators allowing ATs to make autonomous healthcare decisions. This concept of allowing ATs autonomy in this realm may seem to be something that most people would assume happens automatically based on the AT job descriptions. Yet, the findings from these ATs who were interviewed show that this was not always the case, leaving some ATs disenfranchised. One AT spoke of a change in principals at her school and felt as if the support which she had received when she initially moved to the school had now decreased. She originally transferred to this job from another job where she felt like she was not supported. This AT felt as if the new principal was very controlling of what the AT was doing healthcare-wise. She felt like the principal wanted her to clear an athlete to play before the AT herself felt that athlete was ready to participate. This AT felt like this was not the type of situation that she wanted to be in. Hence, when the opportunity came to move to another school, amidst this reason and others, she transferred jobs. Contrarily, AT-15 shared that she enjoyed the people she worked with, which included people in her school’s administration such as the athletic director. She thought her athletic director was great and very fair, communicated well and was always willing to “get to the point.” AT-15 transferred to her current school because of the support she felt like she could receive. She stated that she did not feel supported by her athletic director at her previous school. Research by Mazerolle et al. (2018c) confirms the positive role that the support of professional relationships, such as that of athletic directors and AT colleagues, have in helping those who work full-time in the secondary school setting. The nature of the support described by Mazerolle et al. (2018c) included previous experiences with secondary school ATs, mentorship from

others who served as university program preceptors for ATs while these individuals were in school studying about the profession, and ongoing communication with stakeholders such as athletic directors and peer ATs at their current job. For many of these ATs who were interviewed, previous jobs may not have offered the support these ATs desired and so they opted to transfer jobs.

Summary

The unique stories voiced by each of these ATs and their reasons for transferring jobs came together in shared themes that were expressed in the interviews. The four themes of personal aspirations, job satisfaction, access to resources, and support were the major findings expressed in this study; and serve to bolster the answer to the research question that was asked: Why do certain individuals transfer from one Hawai'i secondary school AT job to another Hawai'i secondary school AT job? In general, these ATs were seeking to find fulfillment of their life purpose.

Implications for AT Practitioners

The four themes that surfaced were important in the decision-making process of these particular ATs and where they chose to work. Any open job possibilities within the Hawai'i secondary school AT job community provided these individuals with the opportunity to evaluate what they desired for work. The themes provide guidelines for these ATs to evaluate job opportunities and whether to stay at a current job or transfer to another job. This evaluation of job opportunities would be a part of a larger self-evaluation of what these ATs desire for themselves and their families.

This study revealed insights for these particular ATs to consider when evaluating job opportunities that arose. Regarding personal aspirations, these ATs will want to consider if a different job opportunity would offer a work-life balance or connection to a school community that better aligns with what the AT aspires to. These ATs may also want to evaluate how satisfied they are at their current job. If another AT position at a different school should open up, the AT may want to consider whether that job may bring about more satisfaction than the current school that they are at. Regarding considerations other than personal aspirations and job satisfaction, these ATs may want to think about what access to resources a school has to offer. In analyzing access to the availability of resources these ATs may want to discern if budget, human resources, and professional development opportunities are important to their fulfillment of life. Finally, these ATs may also want to assess what kind of support may be found at a school regarding school administrators and AT colleagues. These ATs may find that the kind of support from school administrators and AT colleagues they desire is attractive and available at another school. However, these same ATs may find that their present school already offers all the support that is needed.

Implications for School Stakeholders

School stakeholders may be generally described as the school leaders, administrators, coaches, staff, students, and parents who have an interest in the success of the school. Stakeholders at the schools who employ these ATs may want to consider how to best assist their ATs with a range of program concerns in order to allow their ATs to focus on their specific healthcare duties. This help allows these ATs to optimize what they do as healthcare professionals for their school community. Unfortunately, this study did not allow for much interaction with these school stakeholders. Therefore, when appropriate, data gleaned from the

interviews of these particular ATs and the researcher's own professional understanding and experiences was used to discuss implications for school stakeholders.

Examples of program concerns may include providing assistance with the logistics of conducting concussion baseline testing, COVID-19 testing, and wrestling weight-monitoring testing for the various small and large athletic teams within a school community. Within these examples, the logistics of registering and organizing large numbers of athletes to be processed through the particular testing may be needed to conduct these events. These logistics may also include the setting up and breaking down of tables, chairs, and other equipment for the event. ATs may be trying to run events concurrently while providing health care coverage for competition and practice events at their school, and even possibly dealing with individual injuries that need direct care. If communicated to stakeholders such as athletic directors, coaches, administrative support staff, security personnel, and even student-athletes, these situations may inform these stakeholders of what the AT needs to run an athletic health care program at their school.

Another example of a program concern, mentioned by one of the ATs who were interviewed, would be when school leaders such as the athletic director and other administrators help provide resources to ATs by directing and organizing their coaches, student-athletes, or other administrative support staff to help with the regular transport of water coolers, water bottles, and medical supplies and equipment from one athletic venue to another. These ATs would feel supported and feel like they had access to resources when these kinds of actions were shown. Having this kind of support and access to resources moved some of these ATs towards being more satisfied at their job, reducing the likelihood that they may transfer to another school.

How school stakeholders respond to these situations based on the themes shared may move these ATs toward staying at their jobs, or move these ATs towards transferring out from their jobs.

Administrators clarifying work schedule timelines with athletic staff (especially coaches) in advance of event dates is another example of helping with personal family life scheduling. It communicates not only the theme of support from administrators, but it also expresses a desire to help these ATs with personal aspirations through work-life balance. These common themes of personal aspirations, job satisfaction, access to resources, and support continued to surface throughout the interviews and may offer these ATs the reasons for continuing in the jobs that they currently work at. When ATs consider how supported they feel, they may come to a realization that the relationships and trust built with current school stakeholders will need to be weighed against the possibility of relationships with new school stakeholders at a different job. These ATs may also want to consider carefully the need to develop relationships and trust when new stakeholders, especially those in leadership positions, come into their current school.

The relationship between school leaders and these individual ATs is an important factor of support which is built on communication and trust. Good communication fosters trust by each party to fulfill their roles and responsibilities. Trust leads not only to administrative support for these ATs, but also to these ATs' support for the school stakeholders, especially school leaders. This was a finding related to the theme of support. These ATs who provide knowledgeable and compassionate health care may assist student-athletes to optimally participate in sports at their school. School leaders who encourage these ATs providing that kind of care are ultimately looking out for the best interest of their student-athletes. Stakeholders' support may keep these 10 ATs in their current jobs and keep them from transferring jobs.

School leaders may want to become familiar with dimensions of the athletic health care program and possibly consider what these ATs may need in order to keep their students healthy and safe in the extracurricular sports activities of their school. In wanting to become familiar with the program, school leaders may be demonstrating the theme of support towards their AT and possibly the theme of access to resources as familiarity with the program may lead to connections with previously untapped resources. However, if an AT should leave, any continuity of care for student-athletes is largely bound to the hiring of another AT expediently or possibly securing AT resources on an interim basis. This is essential as the continuity of care for student-athletes is a key priority to be maintained.

Future Research

Given the limitations of this study, my hope is that future research might proceed in the configuring of a different participant sample to include more females in the pool of independent school ATs and more males in the pool of public school ATs. Another limitation was the lack of generalizability for this study. In employing purposeful sampling, I am not able to generalize to the larger AT population in the state of Hawai'i or beyond. Consideration for a more quantitative approach, which may include random selection, could be done differently with this study. Future research that addresses these limitations may bring about broader perspectives on the roles and responsibilities of ATs and the job transfer phenomena.

Other topics of future research that I desire to investigate are:

- 1) Why do certain women continue to stay at one Hawai'i secondary school AT job?
Why do certain women transfer from one Hawai'i secondary school AT job to another one?

- 2) How do perceptions of school administrators and coaches affect female ATs in regards to staying at a current job or transferring to another job?
- 3) In locations beyond Hawai'i, why do full-time secondary school ATs transfer from one job to another?
- 4) Why do ATs who identify as African-American, Latinx, or Native American transfer from one full-time secondary school AT job to another?

Reflections for My Professional Practice

Through this research, I have been able to personally consider and connect the themes that emerged in this study to my own life and work. The implications of this study on my own professional practice are, (1) I need to consistently look at my roles and responsibilities as an AT and see if I am providing the best care possible for all student-athletes, (2) In providing that health care and also attending to the needs of student-athletes and other stakeholders in this school community, I have to consider if I am still fulfilling my own life purpose while supporting the vision, mission, and goals of the school, and, (3) I provide physical health care to my student-athletes; but I also provide various combinations of education and social, emotional, spiritual care to my student-athletes. I continue to do my best within the independent school I serve, hoping to provide all these aspects of care which are aligned with the values of our school. This study served as a guide by which I might make better and more informed decisions about my own choices to stay or leave any AT job.

Another personal aspiration I have is mentoring other ATs. As a seasoned member of the athletic training profession in Hawai'i, I may be able to provide input for ATs pondering a transfer from one school to another. Mentorship is an important platform where I can share experiences and reflections to those who may consider staying at a job or transferring jobs.

Within the realm of independent schools, generally smaller schools have fewer resources than larger schools and employ young ATs working alone as full-time or part-time employees. Some may even be working in conjunction with pursuing graduate studies. I am looking to reach out to these ATs to meet on a semi-regular basis throughout the school year to provide a forum for informal discussion and learning regarding the work of ATs for professional socialization and development purposes. Initially, I am wanting to let them know that I am available as a resource as they start up as an AT in our league; helping them with whatever professional needs are presented at their jobs.

As the secondary school AT profession in Hawai'i is rather small, learning of job openings may occur in both formal and informal conversations around secondary school athletic programs. This is also true in terms of finding out about AT colleagues interested in transferring jobs. Sometimes, schools will choose to advertise an AT job opening through a social media site such as LinkedIn or through professional association career/job center postings. AT colleagues considering job transfers may or may not have thoroughly thought through all the reasons for their wanting to change jobs. As a result of this study, it is for these considerations that I hope to engage with AT colleagues about their decision-making process regarding a job change. In the process of engaging with ATs about these possibilities, I look to gain the opportunity to reflect on my professional practice and see if I have considered everything that I need to from my own job and whether or not I still align with the mission and values of my school.

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APPENDIX A: Athletic Trainer Resources

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APPENDIX B: Information and Consent Form for Questionnaire

Aloha! My name is Samuel Lee. I am a doctoral candidate at the University of Hawai'i at Mānoa Education Doctorate in Professional Educational Practice (EdD) program. I am doing a research project as part of the requirements for earning my EdD degree.

What are you being asked to do?

If you participate in this project, you will be asked to fill out a brief questionnaire to share some demographic information about yourself and your workplace.

Taking part in this study is your choice.

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Your choice to participate or not will not affect employment or involvement as a Hawai'i secondary school AT.

Why is this study being done?

This study will examine individuals who work at Hawai'i secondary school AT jobs.

What will happen if I decide to take part in this study?

The survey will consist of several multiple-choice, checkbox, and short answer questions. It should take no longer than two minutes to complete. The survey questions for ATs will include questions like, "How many years have you worked as a full-time secondary school AT in Hawai'i?" and "How many schools have you worked at as a full-time secondary school AT in Hawai'i?"

What are the risks and benefits of taking part in this study?

I believe there is little risk to you for participating in this research project. You may become stressed or uncomfortable answering any of the survey questions. If you do become stressed or uncomfortable, you can skip the question, stop the survey, or you can withdraw from the project altogether.

There will be no direct benefit to you for participating in this study. The findings of this project may help inform decisions about supporting ATs in the Hawai'i secondary school context. Based on your answers, you may be invited to participate in a research interview in the near future. If you choose to accept the invitation for a further research interview, two copies of a consent form will be mailed to you. You will be asked to sign both of them. Mail one back to the researcher in the self-addressed stamped envelope to be provided and keep the other one for your records. Concurrently, an interview appointment will be scheduled between you and the researcher.

Confidentiality and Privacy:

I will not ask you for any required personal identifiable information other than your work zip code, home zip code, and zip code of the area you consider to be your childhood home for demographic reasons. I will ask that you volunteer your name and contact information should you be willing to participate further in an interview if you meet the criteria for the study. I will keep all study data secure on my password-protected computers. Only my University of Hawai'i dissertation committee, Dr. Nathan Murata, Dr. Steve Shiraki, and Dr. Jan Javinar and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

Future Research Studies:

Even after removing identifiers, the data from this study will not be used or distributed for future research studies.

Questions: If you have any questions about this study, please call or email me at 808.554.1310 or leesamue@hawaii.edu. You may also contact my dissertation committee chair, Dr. Nathan Murata at 808.956.7703 or numrata@hawaii.edu. You may contact the UH Human Studies Program at 808.956.5007 or uhirb@hawaii.edu. to discuss problems, concerns and questions; obtain information, or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

To Access the Survey: Please go to the questionnaire by going to this link:

https://docs.google.com/forms/d/e/1FAIpQLSfHaqiOyclc1AbJUA_G2HvrhHKYXz8fmJ66jiN_r a9UeTv0uw/viewform

Going to the first page of the survey (which is the link located above) implies your consent to participate in this study.

Please print or save a copy of this page for your reference. Mahalo!

The questionnaire should take no more than two minutes to complete.

We appreciate you taking part in our study.

APPENDIX C: Participant Questionnaire

What is your age?

21 - 25 years old

26 - 30 years old

31 - 35 years old

36 - 40 years old

41 - 45 years old

46 - 50 years old

51 - 55 years old

56 - 60 years old

60+ years old

What is your gender?

Female

Male

Prefer not to say

Which race/ethnicity group do you most identify with? (check one)

Black

Caucasian

Chinese

Hispanic

Filipino

Japanese

Native Alaskan/American Indian

Native Hawai'ian

Other Asian

Other Pacific Islander

Prefer not to say

How many years have you worked as a full-time secondary school AT in Hawai'i?

0 - 4 years

5 - 9 years

10 - 14 years

15 - 19 years

20 - 24 years

25 - 29 years

30 or more years

How many schools have you worked at as a full-time secondary school AT in Hawai'i?

0

1

2

3

More than 3

How many full-time ATs (including yourself) work at your current school?

0

1

2

3

4

More than 4

How many part-time ATs work at your current school?

0

1

2

3

More than 3

What kind of school do you currently work at?

Public School

Public Charter School

Independent (Private) School

What is your program's approximate yearly budget for supplies and equipment?

What is your current work zip code?

What is your current home zip code?

What is the zip code of the area you consider to be your childhood home?

If you should fit the criteria for interview selection, are you willing to further participate in a research study interview to explore your experiences working as a Hawai'i secondary school AT?

Yes

No

If you answered yes to the previous question, please give us your name, email address, and phone number by which we may be able to contact you.

APPENDIX D: IRB Approval



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Office of Research Compliance
Human Studies Program

DATE: May 05, 2022
TO: Murata, Nathan, PhD, University of
Hawaii at Manoa, College of Education
Dean's Office
Javinar, Jan, University of Hawaii -
West Oahu, Vice Chancellor's Office for
Student Affairs, Lee, Samuel, Shiraki,
Steven, PhD, Educational Foundations,
University of Hawaii at Manoa
FROM: Rivera, Victoria, Dir, Ofc of Resch
Compliance, Social&Behav Exempt
PROTOCOL TITLE: Job Transfers of HawaiiHI Secondary
School Athletic Trainers
FUNDING SOURCE: None
PROTOCOL NUMBER: 2022-00214
APPROVAL DATE: May 05, 2022

NOTICE OF APPROVAL FOR HUMAN RESEARCH

This letter is your record of the Human Studies Program approval of this study as exempt.

On May 05, 2022, the University of Hawaii (UH) Human Studies Program approved this study as exempt from federal regulations pertaining to the protection of human research participants. The authority for the exemption applicable to your study is documented in the Code of Federal Regulations at 45 CFR 46.104(c) 2, 4.

Exempt studies are subject to the ethical principles articulated in The Belmont Report, found at the OHRP Website www.hhs.gov/ohrp/humansubjects/guidance/belmont.html.

Exempt studies do not require regular continuing review by the Human Studies Program. However, if you propose to modify your study, you must receive approval from the Human Studies Program prior to implementing any changes. You can submit your proposed changes via the UH eProtocol application. The Human Studies Program may review the exempt status at that time and request an application for approval as non-exempt research.

In order to protect the confidentiality of research participants, we encourage you to destroy private information which can be linked to the identities of individuals as soon as it is reasonable to do so. Signed consent forms, as applicable to your study, should be maintained for at least the duration of your project.

This approval does not expire. However, please notify the Human Studies Program when your study is complete. Upon notification, we will close our files

2425 Campus Road, Suite 10
Honolulu, HI 96822
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SYSTEM

Office of Research Compliance
Human Studies Program

pertaining to your study.

If you have any questions relating to the protection of human research participants, please contact the Human Studies Program by phone at 956-5007 or email uhrc@hawaii.edu. We wish you success in carrying out your research project.

2455 Cooke Road, Suite 10
Honolulu, HI 96817
Telephone: (808) 956-5007 • Fax: (808) 956-0159
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APPENDIX E: Athletic Trainer Job Descriptions

Athletic Health Care Trainer (Athletic Trainer)
SR 22, Code 7.00

Last revised 8/15/2013

DEPARTMENT OF EDUCATION, STATE OF HAWAII POSITION DESCRIPTION APPROVAL FORM

1. IDENTIFYING INFORMATION

Title, Salary Range, Generic PD Code:	Athletic Health Care Trainer (Athletic Trainer), SR 22 Code 7.00
Position Number:	
Complex Area:	
School:	

2. INTRODUCTION (Must align to Organization Chart and Functional Statement)

Function of Organization: (Describe the focus and function of your organizational unit.)

Purpose of Position: (Brief description of the job; describe the purpose of the position, including how the position's function fits into the function of the larger organizational unit.)

The athletic trainer is responsible for directing and administering an athletic health care program in a high school which involves injury prevention, injury management, rehabilitation, health care administration, education and counseling of students and student athletes. The program involves all phases of health care (injury prevention, recognition, evaluation and referral of athletic injuries, rehabilitation, follow-up evaluation and reconditioning, education and counseling). The position supervises an athletic training facility and works closely with the athletic director, coaches, and other school health care personnel. The athletic trainer reports directly to the school principal. Athletic Health Care Trainer positions (also known as Athletic Trainers) are recognized as allied health care professionals by the American Medical Association.

3. MAJOR DUTIES, RESPONSIBILITIES AND ESSENTIAL FUNCTIONS

Describe duties, responsibilities and essential functions as indicated on page 2 of the PD Guide instructions.	% of Time	Essential Function (E)
A. Athletic Health Care Services 1. Prevention of Athletic Injuries a. Organizes pre-participation screenings and physical examinations for student athletes cooperatively with and under the direction of a physician. Working within the scope of practice, of an athletic trainer, the position obtains medical histories and assists with physical examinations and orthopedic evaluations to screen for existing or potential problems. b. Works with coaches to develop and implement effective training and conditioning programs for student athletes. c. Advises Athletic Director and/or coaches on the appropriate selection and proper fitting of protective equipment. d. Monitors athletic activities and events for potential safety hazards	20%	E

<p>and/or conditions affecting students and calls them to the attention of the proper school officials.</p> <ul style="list-style-type: none"> e. Provides information to school administrators on reducing and controlling potential environmental hazards and considerations which may affect students. f. Advises athletic director or coaches to restrict, alter or cancel athletic activities if the safety and health of students are threatened. g. Applies protective or injury-preventive devices, such as tape, bandages or braces. h. Disseminates pertinent information regarding injury-prevention techniques to students, parents, physicians and coaches. i. Performs neuropsychological testing for concussion management. j. Performs body fat assessment for sports requiring assessment. 		
<p>2. Recognition, Evaluation and Immediate Care</p> <ul style="list-style-type: none"> a. Provides the health care coverage of athletic activities. b. Conducts initial evaluation following acute or chronic injury. Examines student athlete's status with regard to history, mechanism, observation, palpation, range of motion, muscular strength, functional joint stability, and neurologic status. c. Analyzes student athlete's condition and makes decisions on the management of the injury. Provides appropriate first aid and emergency care as necessary. d. In the absence of a licensed physician, instructs coaches as to whether injured student athlete may resume participation in athletic activities. e. Provides pertinent information to licensed physician or other allied health care professional(s) should referral be indicated. f. Follows procedures to notify appropriate individuals of actions taken and prepares appropriate reports. 	30%	E
<p>3. Rehabilitation and Reconditioning of Athletic Injuries</p> <ul style="list-style-type: none"> a. Works closely and cooperatively with licensed physician(s) to rehabilitate and recondition injured student athletes. b. Following physician's evaluation and diagnosis of an injury, the athletic trainer designs and supervises an appropriate, safe and effective rehabilitation program for the injured student athlete. The program may be modified within the framework of the healing process. c. The athletic trainer follows standard guidelines for tissue healing and rehabilitation. d. Designs, constructs and fits orthotic devices. e. Monitors the operation of therapeutic devices and equipment. f. Ensures that appropriate follow-up evaluations are performed. g. Ensures that student athletes are properly reconditioned following injury. h. Works closely with the athletic director and/or coaches and monitors the appropriate reintegration of student athletes into program activities. i. Disseminates pertinent information regarding rehabilitation to students, parents, licensed physicians and coaches. 	20%	E

<p>B. Athletic Health Care administration</p> <p>1. Health Care administration</p> <ul style="list-style-type: none"> a. Develops and implements policy and standard operating procedures for the school athletic health care program and athletic training facility(ies). b. Arranges practice and game coverage for home and away activities in accordance with the DOE game coverage guidelines and in consultation with the athletic director or designee. c. Serves as a resource person and provides technical assistance to coaches, teachers and other personnel regarding the health care of students and student athletes at the assigned school. Serves as a resource to other schools as requested. d. Supervises the safe operation of the athletic training facility. e. Disseminates information to school administration, coaches, students, parents, etc., regarding the health care (i.e. nutrition, proper weight gain or loss) program and activities. f. Works closely with and under the technical supervision of the licensed physician(s) and/or other allied health care professionals working with the school and/or students. g. Prepares the school's athletic health care budget and orders supplies necessary to operate an athletic training facility(ies). h. Performs routine maintenance on athletic training facility equipment i. Maintains an inventory of athletic health care supplies. j. May conduct classes on athletic training and sports medicine topics as requested. k. May supervise assistants, volunteers and student athletic trainers (university student interns) in the performance of athletic training activities. l. Utilizes computerized injury tracking system to maintain accurate and detailed records on students and student athletes. Records may include medical histories, pre-participation examinations, injury reports, treatment records, rehabilitation programs, etc. m. Maintain records for the purpose of evaluating services. n. Establishes and maintains program files. o. Prepares a variety of reports, including those related to athletic injury and treatment. 	<p>20%</p>	<p>E</p>
<p>2. Professional Development and Responsibility</p> <ul style="list-style-type: none"> a. Attends and participates in sports medicine and athlete training conferences, clinics and workshops. Attends and participates in DOE athletic training meetings. b. Maintains certification requirements of the position such as the National Athletic Trainers Association Board of Certification (NATABOC) certificate, State of Hawaii Department of Commerce and Consumer Affairs registered Athletic Trainer, and current certification in emergency cardiac care. c. Keeps abreast of current literature and trends in the principles and practices of athletic training. d. Works cooperatively with the registered nurse and school health aide in matters dealing with health concerns. e. Participates in school staff meetings, conferences, functions, activities, etc., as duty schedule permits. 	<p>5%</p>	<p>E</p>

C. Performs other related duties as assigned.	5%	
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4. **SUPERVISION RECEIVED AND EXERCISED**
Supervisor: (Position Title, Section)
The athletic trainer is under the administrative supervision of the school principal.

Supervises the following unit or positions: (Position Numbers and Titles)
5. **COMPETENCIES (Knowledge, skills and abilities to perform the essential functions of the position)**
 - A. **Knowledge of:** Applicable departmental policies and procedures, state and federal safety and sanitation regulations and standards for health care facilities, therapeutic modalities, devices and equipment; human anatomy, neuroanatomy, physiology, and kinesiology; principles of personal hygiene, nutrition, first aid and emergency care treatment of injuries and illnesses, including cardiopulmonary resuscitation/automated external defibrillator (CPR/AED) principles, practices and current techniques associated with sports medicine; organization and implementation of an athletic health care program; principles, practices and current techniques of athletic rehabilitation and treatment including the use of appropriate therapeutic modalities, equipment and appliances; basic legal concepts as they apply to the athletic trainer and his/her performance; and report writing.
 - B. **Skills/Abilities:** Ability to develop and implement an athletic health care program; formulate operating policies and procedures; independently apply principles, practices and techniques associated with sports medicine and athletic rehabilitation and treatment; develop and modify therapeutic treatment plans; instruct student athletes and others in adhering to therapeutic treatment plans; prepare clear and comprehensive written reports, correspondence, policies and procedures; read and interpret systematically, and communicate effectively, orally with students, coaches, parents, physicians, etc., to provide instruction and/or information related to athletic health care.
6. **QUALIFICATIONS (Education, experience, licenses, or certificates required to perform the essential functions of the position, as well as those that may be preferred)**
 - A. **Education:** The position requires the education and continuing education as required for certification by the National Athletic Trainers Association Board of Certification in accordance with Section 461J-3(d) of the Hawaii Revised Statutes.
 - B. **Experience:** The position must meet the minimum requirement to qualify for the National Athletic Trainers Association Board of Certification examination.

C. Registration/License/Certificate:

- o National Athletic Trainers Association Board of Certification certificate.
- o Current certification in emergency cardiac care from American Red Cross (cardiopulmonary resuscitation/automated external defibrillator for the professional rescuer), American Heart Association (basic life support for healthcare providers CPR/AED or advanced cardiac life support) or National Safety Council (professional rescuer CPR).
- o Valid license to drive in the State of Hawaii.
- o Current registration with the Department of Commerce & Consumer Affairs (DCCA) as an Athletic Trainer in the State of Hawaii.



Overview

Overview

Inactive	No
Effective Date	11/29/2022
Date of Last Change	11/29/2022 04:47:18.311 PM
Job Profile Name	Athletic Trainer
Job Code	00061
Include Job Code in Name	Yes
Job Profile Summary	
Job Description	

Job Summary

Provides on-site athletic training services at games and practices, conducting and documenting initial evaluation following injury and providing direct services to student-athletes under the guidance of KS' Medical Director as needed. Works with coaches to monitor health of student-athletes. Supervises the Athletic training room, maintaining equipment and supplies, conducting training for coaches and athletes as needed. Works flexible schedule to attend games and practice sessions as scheduled.

Essential Responsibilities

- Provides on-site athletic training services to student athletes at assigned games and practice sessions. Conduct and document initial evaluation following injury and provide direct services to student-athletes in emergency first-aid care, working closely with Kamehameha Schools' (KS) Medical Director and the student-athlete's private physician as necessary. Under the guidance of KS' Medical Director as appropriate, administer medical care to injured student-athletes.
- Works closely with the team coaches to monitor the health of student-athletes.
- Supervises the Athletic training room facility. Maintains equipment and supplies and conducts training for student-athletes and coaches as needed.
- Counsels and advises athletes and coaches on prevention, rehabilitation, and treatment of specific injuries and on other matters that may be pertinent to student-athletes and coaches.
- Disseminates pertinent information regarding injury prevention techniques and equipment selection/use for students, parents, physicians, coaches and other staff.
- Travels with teams for State Tournaments; other pre-season tournaments on neighbor islands or out of state; neighbor island travel for HHSAA State Tournaments.
- Reviews Athletic Physical Examinations for health information that may affect athletic participation and notifies Medical Director and Risk Management regarding areas of concern.

Position Requirements



Minimum Qualifications - An equivalent combination of education and experience may substitute for the requirements listed.

- Bachelor's Degree in Athletic Training, Physical Education or Health Related Field
- Minimum of 2 years of relevant experience.
- Certification from the Board of Certification (BOC).
- Emergency Cardiac Certification: American Heart Association or American Red Cross Basic Life Support (BLS) for Healthcare providers certification.
- State of Hawaii Athletic Trainer Registration.
- Excellent judgment and critical thinking skills and ability to make decisions under pressure.
- Ability to develop and modify treatment and rehabilitation programs.
- Good interpersonal skills to relate well with students, parents, coaches and other school staff.
- Ability to work flexible hours to include evenings, holidays and weekends on a regular basis to attend scheduled practices and games.
- Ability to maintain required certifications.
- Must be able to travel to off-campus locations on island and within and outside the state.

Physical Requirements

- Frequently sits, perform desk-based computer tasks.
- Specific vision abilities required include close vision, peripheral vision and ability to adjust focus.
- Occasionally stand and/or walk, write by hand, and lift and/or carry, push and/or pull objects that weigh up to 30 + pounds
- Frequently twist, bend, stoop, squat, kneel, crawl, climb, reach or work above shoulder, or grasp forcefully.

Working Conditions

- This position involves traveling to various locations, including neighbor islands, and occasionally out of state, to conduct business.
- Work is conducted in a health care, athletic, sporting environment and may require work to be conducted in non-standard workplaces.
- Work is typically conducted Monday through Saturday after school hours but evening and weekend hours are often required to meet goals and objectives.

Disclaimer: The above statements are intended to describe the general nature and level of work being performed by incumbents assigned to this job. This is not intended to be an exhaustive list of all the responsibilities, duties and skills required. The incumbent may be expected to perform other duties as assigned.

Additional Job Description
Job Title Default



Restrict to Country
Management Level 6 Individual Contributor
Job Level 7 P2 - Intermediate Professional
Job Family Athletic Trainer
Job Category Athletics
Job Classifications 3 - Technicians (EEO-1 Job Categories-United States of America)
Athletic Trainer - (Job Progression Track-United States of America)
Work Shift Required No
Public Job No
Referral Payment Plan

IOLANI SCHOOL
563 KAMOKU STREET
HONOLULU, HAWAII 96826

ATHLETIC TRAINER - JOB DESCRIPTION

Job Status:	Full time
Title:	Athletic Trainer
Supervision by:	Director of Athletics
Supervision Exercised:	Conference, observation and reports
Job Summary:	Provide for the overall health care of all student athletes. Provide health services to non-athletes, faculty and staff.
Duties and responsibilities:	Responsible for the care, management and rehabilitation of injuries to athletes; the daily operation and supervision of the athletic training room; assist the Director of Athletics in procuring supplies and equipment for the athletic training room; counseling injured athletes; documentation of services; communication with the medical community regarding athletic injuries; staying abreast of the field; maintenance of student athlete files; coverage of the infirmary when the nurse is unavailable; contact person for all emergencies on campus after 4:00 pm
Principal contacts:	Administrators, faculty, staff, coaches, athletes, nurses, doctors, parents, emergency medical personnel.
Competency requirements:	Knowledge in the field of Sports Medicine; experience in the field; competent in concussion and heat acclimatization protocol; ability to handle emergencies; ability to plan for emergencies; ability to deal with youth of all ages; ability to deal with coaches, parents/guardians; ability to utilize methods of rehabilitation.
Education requirements:	Bachelor's degree, National Athletic Trainers' Association (NATA) Certification; CPR and First Aid certificates; compliant with NATA CEU requirements.
Meetings and Reports:	Meetings with Hawaii Athletic Trainers' Association (HATA); annual convention of NATA and or Far West Athletic Trainers' Association (FWATA); yearly injury reports to the Director of Athletics; individual injury reports.



Position Description			
Job Code:	1056	FLSA:	
Position Title:	Athletic Trainer	Grade/Step:	
Department:	Health Services – Athletics	Effective Date:	
Reports To:	Head Athletics Trainer	Reviewed By:	

Position Summary

The athletic trainer is a member of an integrated team comprised of the athletic directors, coaches, team physicians, consulting physicians, school nurses, physical therapists, other health care professionals, teachers, school administrators, and other athletic trainers working in support of the mission of Punahou School and the goals of safe school-based athletics. Under the direction of the Athletic Directors and the Head Athletic Trainer, primary responsibilities include the development and execution of programs for the prevention of injury, recognition and evaluation of health status; injury management, treatment, triage, and rehabilitation of student athletes; organization and administration of program, including coordinating medical coverage for home events, and traveling with assigned teams; and education and counseling.

- Essential Functions**
- Student Growth and Development**
- Provide coverage of practices and athletic events scheduled on or off of the Punahou campus as assigned by the Training Department.
 - Provide consultation and therapy for athletes at scheduled times.
 - Evaluate athletes for readiness to participate and assist athletes in preparation for practices and games by wrapping ankles, fingers, wrists or other body parts to support muscles and ligaments.
 - Promote safe and appropriate practice and competition.
 - Develop injury and illness prevention strategies, including making recommendations for nutrition and diet, strength and conditioning programs, psychosocial consultation, with appropriate referrals.
 - Provide various therapeutic modalities, such as massage, to relieve soreness, strains, and bruises.
 - Advise coaches, students, educators and administrators, on the selection, fit, function and maintenance of equipment.
 - Establish and maintain protocols regarding environmental conditions; inspect playing fields for safe practice and play.
 - Administer first aid when an injury occurs.
 - Accompany injured athlete to hospital, if necessary.
 - Work with physicians and/or physiatrists to oversee rehabilitation of injured athletes.
 - Create or support individual therapy routines.
 - Consistently, fairly, and objectively assesses student and team performance.
 - Assume responsibility for all assigned activities, as well as any other related activities.
 - Serve as a positive role model for students and the community at large.
- Communication**
- Establish and maintain open lines of communication with students, coaches, athletic directors, other trainers and health professionals, league officials and parents.

	<ul style="list-style-type: none"> • Maintain a professional relationship with colleagues, students, parents, and community members. • Present information accurately and clearly. <p>Professional Growth and Development</p> <ul style="list-style-type: none"> • Participate in any professional development programs sponsored by the Athletic Department. • Demonstrate initiative and interest in professional improvement. • Demonstrate behavior that is professional, ethical and responsible. • Stay abreast of best practices in the field. <p>Administration</p> <ul style="list-style-type: none"> • In cooperation with other members of the athletic department staff, collaborate in the planning and implementation of a comprehensive and integrated athletic training program, its goals, objectives and methods. • Develop and implement plans for athletic training programs as assigned and show written evidence of preparation as required. • Prepare training regimen and conditioning programs that reflect accommodation for individual student differences, a wide range of fitness levels, and a diversity of sports. • Plan and use appropriate strategies, activities, materials and equipment that reflect accommodation for individual student needs. • Conduct assessment of student physical conditioning and use results for athletic activities. • Plan and supervise purposeful assignments for coaches, volunteers, and/or student team managers. • Use technologies effectively. • Participate in the development and implementation of a comprehensive athletic health care administration system (e.g., personal health information, policies and procedures, insurance, referrals, incident reports). • Compile, maintain, file, and/or analyze data, reports, records and other information or documents, such as health records, parent permission, liability and emergency contacts information, incident reports, injury statistical reports, team summaries, student treatment plans, insurance information as required. Attend and participate in athletic department meetings and serve on faculty/staff committees as required. • Attend community meetings and athletic events where presence would be beneficial to the athletic program and to the school. • Effectively implement the daily operations of the athletic training office including budget and materials management, purchasing supplies, and equipment maintenance.
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Competencies	
Communicate Clearly	<ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

	<ul style="list-style-type: none"> • Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact • Communicate effectively in diverse environments
Collaborate with Others	<ul style="list-style-type: none"> • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member • Respect cultural differences and work effectively with people from a range of social and cultural backgrounds • Respond open-mindedly to different ideas and values
Be Flexible	<ul style="list-style-type: none"> • Incorporate feedback effectively • Deal positively with praise, setbacks and criticism • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
Adapt to Change	<ul style="list-style-type: none"> • Adapt to varied roles, jobs responsibilities, schedules and contexts • Work effectively in a climate of ambiguity and changing priorities
Prioritization	<ul style="list-style-type: none"> • Effectively managing time and resources to ensure that work is completed efficiently • Set goals with tangible and intangible success criteria • Balance tactical (short-term) and strategic (long-term) goals • Utilize time and manage workload efficiently
Critical & Conceptual Thinking	<ul style="list-style-type: none"> • Questioning underlying assumptions • Anticipating unintended consequences • Identifying patterns in unformed information • Developing new concepts from complex streams of information • Seeing a single, integrated whole solution amid a mass of detail
Personal Credibility	<ul style="list-style-type: none"> • Having the capacity to build trust and have credibility with all major stakeholders
Use and Manage Information	<ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
Interact Effectively with Others	<ul style="list-style-type: none"> • Know when it is appropriate to listen and when to speak • Conduct themselves in a respectable, professional manner

Be Self-directed Learners	<ul style="list-style-type: none"> Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrate initiative to advance skill levels towards a professional level Demonstrate commitment to learning as a lifelong process Reflect critically on past experiences in order to inform future progress Continue to develop professionally. Participate in on-going training to enhance their professional development.
Guide and Lead Others	<ul style="list-style-type: none"> Use interpersonal and problem-solving skills to influence and guide others toward a goal Leverage strengths of others to accomplish a common goal Inspire others to reach their very best via example and selflessness Demonstrate integrity and ethical behavior in using influence and power
Managing Conflict	<ul style="list-style-type: none"> Dealing effectively with others Using interpersonal styles and methods to reduce tension or conflict between two or more people Establishes a clear and compelling rationale for resolving the conflict. Objectively views the conflict from all sides. Stays focused on resolving the conflict and avoids personal issues and attacks.
Change Management	<ul style="list-style-type: none"> Facilitates the orderly implementation and timely acceptance of workplace innovations and improvements by planning and overseeing the execution of structure transition processes and clearly communicated transition goals and strategies. Understand, negotiate and balance diverse views and beliefs to reach workable solutions.

Minimum Qualifications
Knowledge Requirements
<ul style="list-style-type: none"> NATA BOC Athletic Trainer Certification. Current certification in first aid, CPR and AED and be qualified in blood borne pathogens.
Skills Requirements
Education Requirements
<ul style="list-style-type: none"> Bachelor's degree in athletic training, health, physical education or exercise science, or comparable field of study.
Experience Requirements
<ul style="list-style-type: none"> Two (2) years of experience in school-based athletic training.

Working Conditions/Physical Requirements	
Is this job performed in a basic office environment setting?	<input type="checkbox"/> Yes <input type="checkbox"/> No *If yes, you may skip this next section.

For jobs that are not performed in an office environment, use the following key to indicate the frequency of environmental conditions and what physical requirements are needed to perform the job.				
N= None	O = Occasional (1 – 33% of time)	F = Frequently (34 – 66% of time)	C = Continuous (67% – 100% of time)	N/A = Not applicable

Activity	Frequency	Activity	Frequency
Heavy lifting (45 or more lbs)		Standing	
Moderate lifting (15 – 44 lbs)		Kneeling	
Light lifting (under 15 lbs)		Bending	
Heavy carrying (45 or more lbs)		Climbing (use of arms/legs)	
Moderate carrying (15 – 44 lbs)		Fine hand manipulation	
Light carrying (under 15lbs)		Using both hands	
Pulling		Using both legs	
Pushing		Working on ladders or scaffolding	
Reaching above shoulder		Working with hands in water	
Use of hands and fingers		Working with hazardous waste	
Use of stairs		Working alone	
Sitting		Working closely w/others/cramped quarters	
Walking		Working around moving vehicles	

Working Conditions	Frequency	Working Condition	Frequency
Outside/inside-both		Grease and oils	
Constant noise		Radiant energy	
Constant interruptions		Electrical energy	
Dust		Slippery walking surfaces	
Solvents (degreasing agents)		Vibration	

Other	Specify Condition or Requirement
Visual requirements (reading fine print, colors, etc.)	
Hearing requirements	
Communication requirements	
Frequency of stressful situations needed to perform the job	
Any other conditions, requirement, or stress factors	

APPENDIX F: Athletic Event Coverage Guidelines

Hawaii State Department of Education COVERAGE GUIDELINES FOR ATHLETIC EVENTS BY ATHLETIC HEALTH CARE TRAINERS

Scheduling Conflicts

Scheduling conflicts between games and practices are inevitable. Therefore, communication among the Athletic Health Care Trainers (AHCT), Athletic Directors (AD), and Coaches are vital for an efficiently run athletic department. The following are guidelines for your athletic department to follow. It is acknowledged that each school and league has its own unique circumstances which should be discussed amongst the AHCTs, ADs and league Executive Directors. Resolving coverage conflicts will be determined at the discretion of the AHCT. It is strongly recommended that the AHCTs and ADs discuss these guidelines with their coaches prior to the start of the season to avoid any misunderstandings.

Home Games

Home events and higher-risk sport practices are the first priority of the AHCT. The host/home school is responsible for providing game coverage, and the visiting school can expect such coverage. Game coverage is expected even if the home/host school does not have an AHCT on staff. It is that school's AD responsibility to arrange coverage either with another league AHCT or another health care professional e.g., physician or Emergency Medical Technician (EMT). The host school should expect to provide monetary compensation to the AHCT, physician or EMT unless the visiting team's AHCT is present with their team, and has given prior consent that he/she will be responsible for game coverage.

Coverage Guidelines

These guidelines were determined with the aid of the American Academy of Pediatrics recommendations, National Athletic Trainer Association, and DOE Injury and Treatment Report, School Year 1998-2007.

Weekday (Monday - Thursday) coverage priorities:

1. Collision event and practices
2. Home contact event
3. Home contact practices
4. Away contact event if host ATC not at event site
5. Non-Contact event or practices

Weekend (Friday-Saturday) coverage priorities:

1. Collision event
2. Home contact event
3. Away contact event
4. Non-Contact event

During the weekend, the AHCT is expected to cover the higher risk sport contests (away events) over home practices.

Revised 10/07

Non-Regular season event priorities:

1. Home post-season event
2. Home pre-season event
3. Away post-season event
4. Away pre-season event

Post Season Game Coverage

Schools with second AHCTs are responsible for providing additional coverage to post season tournaments. However, it is still the host school's responsibility (phone calls, or emails) to schedule coverage with tournament schools and schools with two AHCTs. Host schools may call League Representative or AHCT Coordinator for assistance in arranging coverage for these events. Host schools need to notify the League Representative or the AHCT Coordinator at least two (2) days prior to the beginning of a tournament to request assistance.

Football Exception

Football is an exception to the above priority list, in part because the teams are so large and the risk of catastrophic injury is greater. The school, league or HHSAA is expected to cover the cost of the AHCT travel and lodging for pre-season and/or post season football games. The home site AHCT should not be expected to cover a visiting team unless previously agreed upon by both the home and visiting AHCT. An AHCT should cover their team at away football games before covering home practices or home games involving other lower-risk sports.

Emergency Action Plan

In the event that an AHCT is not present, the coaches will follow the emergency action plan established at their school in case of an injury or illness. Coaches should provide immediate first aid and notify their AHCT of the injured or ill athlete.

Revised 10/07

Prioritization by Season (In order of Priority)

	Fall	Winter	Spring
Collision	Football		
Contact		Wrestling Soccer, Girls Basketball, Girls Basketball, Boys Soccer, Boys	Judo Water Polo +
Limited Contact	Volleyball JV Softball	JV Baseball	Softball Baseball
Non Contact	Cross Country Cheerleading Soft Tennis Air Riflery Bowling	Swimming JV Tennis Paddling	Track Tennis Golf

+ Water Polo has fewer injuries than baseball and track, therefore coverage should be ranked below these two sports.

Collision/contact		Limited Contact		Non Contact	
Basketball *	Boxing	Baseball *	Bicycling	Archery	Badminton
Diving	Field Hockey	Cheerleading *	Fencing	Body Building	Crew/Rowing
Football *	Ice Hockey	Field Events *	Floor Hockey	Curling	Dancing
Lacrosse	Judo *	FB Flag	Gymnastics	Discuss *	Javelin
Rodeo	Rugby	Handball	Horseback Riding	Shot Put *	Golf *
Ski Jump	Soccer *	Racquetball	Skating	Power Lifting	Race Walking
Team Handball	Water polo *	Skating	Skateboard	Riflery *	Swimming *
Wrestling *		Snowboarding	Softball *	Running	Sailing
		Squash	Ultimate Frisbee	Table Tennis	Scuba Diving
		Volleyball *	Windsurfing	Track *	Weight Lifting
		Surfing			

* Sports DOE currently participates
Source: American Academy of Pediatrics 2001

APPENDIX G: Research Interview Consent Form

Consent to Participate in a Research Project

Samuel Y.C. Lee, Student Investigator

Project title: "Job Transfers of Hawai'i Secondary School Athletic Trainers"

Aloha! My name is Samuel Lee and I am a doctoral candidate in the Professional Practice in Education program at UH-Mānoa. I am doing a research project as part of the requirements for earning my EdD degree.

What am I being asked to do?

Taking part in this study is your choice.

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Your choice to participate or not will not affect employment, instruction, or other involvement as a Hawai'i secondary school athletic trainer.

Why is this study being done?

This study will examine individuals who transfer within Hawai'i secondary school athletic trainer (AT) jobs. Exploring these ATs may help in gaining a better understanding of why certain individuals initially start off at one Hawai'i secondary school AT job and then transfer to a different Hawai'i secondary school AT job. The reasons for transferring within these jobs may not have been explored in Hawai'i. I hope to identify the important components, patterns, and themes that lead to individuals moving within Hawai'i AT secondary school jobs.

What will happen if I decide to take part in this study?

The discussion will be guided by about 12 to 13 questions. It will take about 45 minutes to an hour. Interview questions will include questions such as, "What personal and professional reasons drew you initially to working at your first full-time Hawai'i secondary AT job?" and "How did you come to the decision to transfer from that first full-time Hawai'i secondary school AT job?" With your permission, we will audio-record the interview so that we can later transcribe the interview and analyze the responses.

What are the risks and benefits of taking part in this study?

We believe there is little risk to you in participating in this research project. You may become stressed or uncomfortable answering any of the questions or discussing topics during the focus group. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop participating at any time.

There will be no direct benefit to you for participating in this focus group. The findings of this project may help inform decisions about supporting individuals to understand and optimize their work as Hawai'i secondary school ATs.

Privacy and Confidentiality: I will keep all study data secure by encrypting it on my password protected computers. Only my University of Hawai'i dissertation committee, Dr. Nathan Murata, Dr. Steven Shiraki, and Dr. Jan Javinar will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

After I transcribe the interviews and review it for accuracy, I will erase or destroy the audio-recordings. When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (not your real names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Questions: If you have any questions about this study, please call or email me at: Samuel Lee <leesamue@hawaii.edu>. You may also contact my dissertation committee members: Dr. Nathan Murata <nmurata@hawaii.edu>, Dr. Steven Shiraki <shirakis@hawaii.edu> or Dr. Jan Javinar <javinar@hawaii.edu>. You may contact the UH Human Studies Program at 808.956.5007 or <uhirb@hawaii.edu> to discuss problems, concerns and questions; obtain information; or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

If you agree to participate in this project, please sign and date the following signature page and mail it to Samuel Lee in the stamped envelope provided ASAP (by June 15, 2022). Thank you!

Keep a copy of the informed consent for your records and reference.

Consent to Participate in a Research Project

Samuel Y.C. Lee, Student Investigator

Project title: "Job Transfers of Hawai'i Secondary School Athletic Trainers"

Signature(s) for Consent:

I give permission to join the research project entitled,

"Job Transfers of Hawai'i Secondary School Athletic Trainers"

Please initial next to either "Yes" or "No" to the following:

_____ Yes _____ No I consent to be audio-recorded for the interview portion of this research.

Name of Participant (Print):

Participant's Signature:

Signature of the Person Obtaining Consent:

_____ **Date:**

Please return this page only by mailing it to Samuel Lee in the stamped envelope provided or returning it to him directly. Thank you!

APPENDIX H: Individual Interview Protocol

Project title: "Job Transfers of Hawai'i Secondary School Athletic Trainers"

For questions or comments regarding this protocol, please contact Samuel Y.C. Lee, at 808-554-1310.

Description of the individual interview: The researcher and the participants will conduct the individual interviews via Zoom. The researcher will begin the meeting by introducing himself and explaining that the purpose of the individual interview is to explore why individuals transition within Hawai'i secondary school athletic trainer jobs. The individual interview will last approximately 45 to 60 minutes. It will be audio recorded.

Interview Roles & Expectations

Researcher Responsibility: The researcher's role is to moderate the discussion. The researcher must be able to:

- Create a safe/comfortable environment for the participant
- Set the ground rules for the day's discussion
- Monitor time to get to the top priority questions in the allotted time
- Listen attentively with sensitivity and empathy
- Listen and think at the same time
- Every contribution is important and valuable.
- Have adequate knowledge about the topic being discussed
- Keep personal views, ego out of the facilitation and remain objective at all times; refrain from sharing his own perspectives.
- Be able to relate to the individual while maintaining authority
- Take notes on Individual Notes template in case recorder fails or the recording is inaudible
- Add interview questions to the chat box as they are being asked.

Take notes on Interview Notes template

Participant Expectations:

Participant must be willing to:

- Openly listen to Interviewer and respond to questions posed
- Be recorded on audio.

Pre-Interview Preparation

Preparation:

Researcher: Practice script introduction and questions so one doesn't have to refer to own notes; know questions and be aware of timing

Before the Interview:

Check Zoom link

Zoom - make sure on Speaker View so we know who will be talking

Device (ie. iPad, laptop) for note taking

Notes/observations form

Link for Questionnaire in Zoom chat

Interview script

Interview questions

After the researcher and the individual participant come to a mutually agreed upon interview time, a Zoom interview meeting link will be sent to the participant.

Make sure to have back-up recording device (Record via Otter AND phone)

Conducting Interviews

Review Purpose of Interview:

“The session will last approximately 45-60 minutes. If at any time during this discussion you need me to repeat a question, please do not hesitate to do so. I will include the interview questions in the chat box, as they come up. I will provide you some time to think about the questions before answering.

The purpose of this study is to explore the individuals who transfer within Hawai'i secondary school AT jobs. Having this discussion in an interview setting allows for and encourages deep thinking about the questions I will ask. However, if you do not feel comfortable or would like to opt-out from participating in the interview at any time, please feel free to let me know.

Instructions for Interview

During today's discussion, I encourage you to:

Actively contribute your thoughts and opinions

Listen openly and respectfully to the questions

Contribute to a positive sharing environment

If at any point in time, if you do not want to continue, you can opt-out of any question.

Introduction of Participant (2 minutes)

1. As we begin, please state your...: Ask participants to introduce themselves and provide the following information

Name

School that you currently work at

Job Title

****Make sure to start the Otter audio recording as well as the phone audio recording as you begin sharing the interview questions.***

At this time, I will record only the audio portion of this session through our Otter recording and transcription software to ensure we capture your comments accurately and to facilitate the transcription process. We will have a secondary audio recording conducted from my phone as a backup recording. Please note that these audio files will not be used for any purpose other than transcribing our discussion today. Review of audio files will be conducted in strict confidentiality and no part of the audio files will be disseminated. Again, this information will only be used by the individual researcher of this study. Please note that my role here today is NOT as a fellow AT, but rather as a researcher facilitating interview questions.

The transcripts from today's discussion will be analyzed to draw out common themes. These themes will be used to create a report that will be shared with the University of Hawai'i . Everything you say here will be kept confidential, and your name, the names of your student-athletes, coaches, administrators, or colleagues (if shared), and any other identifying information will not be used in any report coming from today's discussion.

Interview Questions

1. What professional and personal reasons drew you initially to working at your first full-time Hawai'i secondary school AT job?
2. What opportunities and challenges did you have in the first AT job?
3. How did you decide to transfer from your first AT job to your next AT job?
4. Between your first full-time Hawai'i secondary school AT job and your current full-time Hawai'i secondary school AT job, did you ever work at any other full-time Hawai'i secondary school AT jobs? If YES, go to Q5. If NO, go to Q7.
5. What opportunities and challenges did you have in the second AT job?
6. How did you decide to transfer from the second AT job to your next AT job?
7. Did you consider your job transfer(s) a promotion, lateral move, or other? Why?
8. Can you please describe the balance between your professional and personal life (Pitney et al., 2011)
9. What opportunities and challenges have you experienced in balancing your professional and personal life? (Pitney et al., 2011)
10. In what ways did the work itself influence your decision to stay or leave an AT job?
11. In what ways did the people you worked with influence your decision to stay or leave an AT job?
12. In what ways did your family influence your decision to stay or leave an AT job?
13. Do you have any other thoughts and feelings about the nature of the work of secondary school ATs?

Thank you so much for your time today. I appreciate you sharing your thoughts, feelings, and experiences with me. I will share the report I write when all is done. Have a wonderful day.

Post-Interview Follow-Up

After the Interview:

1. Write down as much as I can remember from the discussion that I may not have written down
2. Ensure Otter recording has been downloaded onto my laptop hard drive.
3. Test audio recordings to make sure they came out
4. Clearly label and date recorded files and notes: interview name, date
5. Debrief/review notes.

Additional Tips

Use pause and probe to elicit responses from participants throughout the discussion

Pause: a period of silence after a question is asked which encourages a response from the individual

Probe: a question or statement which encourages an individual to add to or elaborate on something that was said

Use probes to get more information or clarify answers, i.e.

“Can you talk about that more?”

“Can you give me an example?”

“Can you help me understand what you mean?”

Effective listening techniques:

Forward lean

Head nodding

Short verbal responses like “go on”

Paraphrase and summarize long, complex or ambiguous comments

Facilitator should remain neutral and refrain from making comments, nodding, raising eyebrows, agreeing/disagreeing, or praising/denigrating any comments made

APPENDIX I: Interview Questions

1. What professional and personal aspects of the job attracted you to your first full-time AT position?
2. What opportunities and challenges did you have in the first AT job?
3. How did you decide to transfer from your first AT job to your next AT job?
4. Between your first full-time Hawai'i secondary school AT job and your current full-time Hawai'i secondary school AT job, did you ever work at any other full-time Hawai'i secondary school AT jobs? If YES, go to Q5. If NO, go to Q7.
5. What opportunities and challenges did you have in the second AT job?
6. How did you decide to transfer from the second AT job to your next AT job?
7. Did you consider your job transfer(s) a promotion, lateral move, or other? Why?
8. Can you please describe the balance between your professional and personal life.
9. What opportunities and challenges have you experienced in balancing your professional and personal life?
10. In what ways did the work itself influence your decision to stay or leave an AT job?
11. In what ways did the people you worked with influence your decision to stay or leave an AT job?
12. In what ways did your family influence your decision to stay or leave an AT job?
13. Do you have any other thoughts and feelings about the nature of the work of ATs?

APPENDIX J: Reflexivity Questions

Assumptions

- What do I think I “know” from this/these participants?
- How do I think I “know” it?
- Will this knowledge change the course of the research, in terms of objectives, methods, line of inquiry; and, if so, how?
- What assumptions did I make about the participant(s)?
- What assumptions did I make about comments/responses to my questions?
- How did these assumptions affect or shape: the questions I asked, the interjections I made, my listening skills, and/or my behavior?
- How much of what I think I understand stems from the participant(s) rather than something I heard from other study participants?

Values, beliefs, life story, social/economic status

- How did my personal values, beliefs, life story, and/or social/economic status affect or shape: the questions I asked, the interjections I made, my listening skills, and/or my behavior?
- How much of what I think I understand stems from the participant’s meaning rather than my subjective assumptions, beliefs, or personal experiences?
- What are the words or phrases that I may be misinterpreting because I am contaminating them with my own assumptions, beliefs, or personal experiences?
- Can I conclude the research event confident of what I learned from this/these participant(s) or do I need to prolong the event to ask clarifying questions?

Emotional connection with the participant(s)

- To what degree did my emotions or feelings for the participant(s) affect or shape: the questions I asked, the interjections I made, my listening skills, and/or my behavior?
- How will my emotions or feelings for the participant(s) affect the analytical process and my ability to draw valid interpretations from the data?
- Have my emotional reactions to the participant’s responses affected (biased) my understanding?

Physical environment & logistics

- How did the physical setting/location of the research event alter how I related to the participant(s), and how the participant(s) related to me?
- How did the physical setting/location impact data collection?
- What were the logistical issues (e.g., in gaining access) that contributed to the “success” or weakness of the outcomes?

Roller, M. R., & Lavrakas, P. J. (2015). Applied qualitative research design. The Guilford Press.