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## Roles and duties of activity/athletic directors in the 115 largest high schools in Iowa

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## Roles and duties of activity/athletic directors in the 115 largest high schools in Iowa

### Abstract

The student activity program in today's high school is complex. Some high schools have activities ranging from boys' and girls' interscholastic athletical events, to school clubs, to dramatics and musicals, and bake sales. Other high schools have a well-tuned student activity program reflecting their school district's philosophy of the educational value of the program to the student. Other school district's activity programs are financially in trouble and lack community, faculty, and student support; the school programs reflect this lack of support.

ROLES AND DUTIES OF ACTIVITY/ATHLETIC DIRECTORS  
IN THE 115 LARGEST HIGH SCHOOLS IN IOWA

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A Research Paper  
Presented to  
the Department of Educational Administration  
and Counseling  
University of Northern Iowa

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education

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by  
James Irvin Boyd  
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## CHAPTER ONE

### Introduction

The student activity program in today's high school is complex. Some high schools have activities ranging from boys' and girls' interscholastic athletical events, to school clubs, to dramatics and musicals, and bake sales. Other high schools have a well-tuned student activity program reflecting their school district's philosophy of the educational value of the program to the student. Other school district's activity programs are financially in trouble and lack community, faculty, and student support; the school programs reflect this lack of support.

Having such a wide range of activities in which students can be involved requires many hours spent on preparing schedules, budgets, and overseeing sponsors of those activities. In order for the high school activity program to run smoothly, effectively, and efficiently, it needs to be administered properly. If it is not administered properly, the taxpayer, as well as the parents of children who are involved in the activity program, will subject the school to criticism.

In some schools where administrators have delegated much of the administration of the activity program, two basic patterns are identifiable: in the first pattern, authority for administering the entire activity program, including athletics, is delegated to a staff member--the Activities Director; in the second, authority for the administration of only the athletic part of the activity program is delegated to a staff member--the Athletic Director. In the second pattern, the principal typically retains the responsibility for

administration of the other parts of the activity program. When the principal is responsible for the activity program, or for the athletic part of the student activity program, he/she necessarily spends time away from the main duties of a principal, namely, improving instruction and learning within the school.

#### Statement of the Problem

The primary purpose of this study was to identify the roles and duties of an activities and/or athletic director.

Specifically, the study was designed to answer the following questions:

1. Who administers student activities in high schools?
2. What are their responsibilities?
3. Does school size affect the administration of activity programs?
4. What is the role of the principal in administering student activities?
5. What are the advantages, if any, of employing an activities director?

#### Importance of the Study

This study of who administers the student activity program has importance on several levels: 1. Defining the roles and duties of that person, 2. Identifying the other duties typically assigned to that person, and 3. Determining the impact of school size on the administrative patterns used to deal with the activity program.

With the growing number of student activities in the high school,



there needs to be consistency in the administration of this program. Defining the roles and duties of those charged with the responsibility should be of value to all who are involved with the student activity program.

If the principal is spending many hours a week administering student activities, he/she clearly has less time to pursue his/her real objective: the instruction and learning which takes place under his/her guidance.

#### Assumptions

The first assumption of the study was that the duties and responsibilities of activities program administrators would vary from high school to high school. This would be due both to the different sizes of the high schools and the job descriptions in each high school.

The second assumption was that high schools with the largest number of students in them would have activities directors.

By employing one person to be in charge of the activity program, it was further assumed that there would be fewer conflicts with activities scheduling. Another assumption was that the principal would consequently be allowed more time to work on his/her main goal: to improve instruction and learning. It seemed obvious that the principal could use the time he/she spent on the activity program to evaluate teachers, subject matter, and the overall instruction and learning which takes place in the school. Therefore, it was finally assumed that the principal would favor having one person in charge of the total student activity program in his/her high school.

### Definition of Terms

For the purpose of this study, the following terms were identified for definition:

**Activities Director:** a teacher or administrative official who directs and manages, under the authority of the principal, the non-class activities of a school (such as athletics, clubs, group events) and also supervises the work of the sponsors or supervisors of such activities (1:175).

**Activity Program:** the non-class activities of a school, such as athletics, clubs, and group events (1:175).

**Administrative Position:** a position involving performance of major duties in organizing, managing, or supervising other employees and calling for carrying out certain responsibilities in the direction, control or management of an educational or other institution (1:15).

**Athletic Director:** the person designated as administrative head in charge of a program of athletics (1:175).

**Principal:** the administrative head and professional leader of a school (1:411).

**Principal, Assistant:** an officer who is designated as an assistant to the principal of a school and whose specific powers and duties vary according to the local situation (1:411).

### Design of the Study

The research on the position of Activities Director suggested that the position was most likely to be established in the larger high schools of a state.

The population for this study was those high schools in Iowa with

more than 300 students in grades 10-12. The principals of these high schools were the respondents for this study.

The 1982 Iowa High School Athletic Association's state football play-off classifications were used to determine the largest high schools in Iowa. The principals of those high schools in class 3-A (300-899 students) and 4-A (900 and more students) were contacted for the survey. The two categories included 115 schools (Appendix A, pp. 32-33).

A questionnaire was developed to gather information from the principals of the 115 schools. Larry Munksgaard, the Activities Director of Cedar Falls High School, and Roger Anderson, the Activities Director of Waterloo Central High School, were consulted in the development of the instrument.

The instrument was designed to collect information in several categories. The areas included: school size, number of administrative personnel, time spent by the principal on the activity program, the duties and responsibilities of the athletic/activity director, and the other responsibilities of the person who administers the athletic/activity program in that high school.

The questionnaires were mailed to each of the 115 schools on the 3-A and 4-A state football play-off assignment lists. A cover letter was included to explain the purpose of the study. A stamped, self-addressed return envelope was also included.

A copy of the cover letter and questionnaire can be found in Appendix A, pp. 31, 34-37.

## CHAPTER TWO

### Review of the Literature

Very few studies have been done on school districts that employ an activities director. The limited number of articles did however reveal a number of areas of concern.

The first area of concern that was evident was the principal's commitment of time to the managerial and routine duties of the school and the lack of time for his/her main concern: improvement and supervision of the instructional program of the school. Ovard stated that practically all studies in this area indicated the previous statement to be true (7:20).

McAbee made a study of secondary school principals in Oregon. In this study the actual time spent by principals on their varied duties was compared to the time both the Oregon principals and national authorities thought they should spend on these duties. Both the principals and national authorities thought that the most important and time consuming duty of the principal should be supervision of teachers and improvement of instruction. However, McAbee's study showed that only 12 percent of a principal's time was spent performing the duty of supervision of teachers and improvement of instruction. This responsibility ranked only fourth in actual time spent. The duty that ranked first in actual time spent, and consumed 22.5 percent of the principal's time, was office routine. The supervision of the student activity program consumed 17.8 percent of the principal's time, but was considered

to be only the sixth most important duty by the principal and national authorities (5:41).

Principals can spend a considerable amount of time on duties outside the regular school day as well. A study in this area was done in 1953 under the authority of the Pennsylvania branch of the National Association of Secondary School Principals and by a group of graduate students of Lehigh University. During the study, the group analyzed and classified the duties of the high school principal. One part of the study dealt with the extra time spent by high school principals on work related to the office of principal when the school day, week, or term for others was over. The study showed that the principal may expect to spend 98.38 hours, outside the regular school year, on work related to athletics, 27.75 hours to dramatics and music, and 61.25 hours to checking buildings and equipment (9:19).

Based on this body of work, one could conclude that, given the time spent on the student activity program by the principal, the need to employ one person to be in charge of the student activity program is clearly and persuasively supported.

The duty of administering the student activity program in a high school should ideally seem to fall on the shoulders of someone else besides those of the principal. McKnown stated that the average high school principal carries a great responsibility and, in a school of any size, the principal cannot give personal attention to all of its activities (6:615). Thus, it seems only likely that someone other than the principal should administer the student activity program.

The second area of concern was the need for employing one person to administer the total student activity program. A 1977 survey sponsored by the National Association of Secondary School Principals stated that a director of student activities is needed particularly in those high schools with more than 1500 students (4:15). As early as 1952 Johnston and Fauna wrote that without the active support and encouragement of the responsible administrator, no activity program is likely to succeed for long no matter how devoted the sponsors or how eager the student body (2:313). This suggests that there is a need for a separate administrator who would be responsible for the activity program of the high school. McKnown stated a director of student activities is as logical as a director of curriculum, of supervision, of guidance, or of administration (6:616).

Through this review of literature directed to the second area of concern, it became clearer that one person was needed to administer the total student activity program in the high school. At least that is true if the program is to be successful and follow the pattern of the other programs or areas of the school: curriculum, supervision, guidance and administration.

In order for a high school's activity program to operate efficiently and effectively it needs to be administered properly. Both the activities and athletic programs should be administered by one person. Vornberg stated that the lack of supervision or coordination in activities and athletics was a problem (11:321). The problem could be lessened in degree by having one person administer both the activities and athletics in a high school.

There seemed to be some confusion about who would administer the student activity program if this duty did not come under the immediate direction of the principal. Robbins and Williams felt very strongly about the employment of a full-time person at the vice-principal level designated as the Director of Student Activities (10:203). On the other hand, Powell (1978) found that some schools may delegate the administrator responsibilities for student activities to several teachers who are not administrators (8:5).

One could conclude that this is another area that needs further study to determine if the total student activity program could typically be administered more efficiently and effectively by one person, rather than spreading that responsibility among two or more people.

The final area to be examined was the roles and duties of an activity/athletic director. The roles and duties vary greatly. This is due to each individual school's description of that position and the size of the school. There are however many common roles and duties under athletics that are prevalent: scheduling events and officials, supervising activities after the school day is over, and assisting in the selection and assignment of the athletic personnel.

Powell commented upon this very point. In her examination of 26 schools, she noted a multiplicity of duties in those schools, and observed that the duties of the person who fills the position of activities director are many and varied among schools (8:6).

If a school administrator wished to define the roles and duties of an activity/athletic director, it would be difficult to do without

some idea of the many duties that could be included in this position.

With further study of the possible roles and duties, a list could be developed for school administrators to draw from.

Very few studies or articles have been done on school districts that employ an activities director who is in charge of the administration of the total activity program including athletics. The Educational Resources Informational Center Computer Data Base produced only two sources that were of value to this study. Of those two sources, only one (Powell) provided actual information about activities directors.

It seems clear that further study in this field should produce some of the supplemental information not now present in the available literature.



## CHAPTER THREE

### Presentation and Analysis of Data

Of the 115 questionnaires distributed, 100 were returned. This represents a return rate of 86.9%.

Since the number of returned questionnaires equals 100, the totals for any response category and the percentage those totals represent are identical throughout this study.

A general summary table of the totals for all items on the summary for each of the school sizes is provided as Appendix B, pp. 38-41.

#### Summary of Data

School size. Three categories of school size were established for the study. The first category includes the high schools with enrollments of 250-550 students. This category is comprised of 38 schools, and is referred to as the "small schools". The second category consists of high schools with enrollments of 551-1000 students. This category has a total of 32 schools and is referred to as the "medium-sized schools". The third category consists of high schools with enrollments of 1001 and more students. This category has a total of 30 schools and is referred to as the "large schools".

Ninety-five of the responding schools operated within a 9-12 or 10-12 high school organization.

Administrative personnel. Data were collected about the number of

personnel whose duties were primarily administrative in the responding schools.

Forty-one schools employed approximately two (between 1.5 and 2.49) administrators. This was the category most frequently identified in the study; the smaller schools understandably had the greatest membership in this group with 27. The second most frequently identified group was schools which employed approximately three (between 2.5 and 3.49) administrators (30); seventeen medium-sized schools and ten large schools made up the majority of this category. The largest schools predictably had their greatest representation (12) in the category 4.5 and more, representing the number of personnel whose duties were primarily administrative.

Predictably, the larger the high school, the more administrative personnel employed. High schools with 1000 and more students most commonly had at least 3.5 administrative personnel. High schools with less than 550 students had 2.49 or fewer personnel whose duties were primarily administrative.

#### Non-Administrator Who Directs Activity/Athletic Programs

Sixty-nine of the one hundred respondents appointed someone other than the principal or assistant principal to administer the activity/athletic program. (See Table 3.1).

Forty-seven high schools and school districts had an athletic director only. This number represents 37 athletic directors who were responsible of their school's program and 10 athletic directors responsible for their district's athletic program.

Table 3.1

## Non-Administrative Personnel Who Direct the Activity/Athletic Programs

School size	School-Wide			District-Wide			Other
	Activity/ Athletic Director	Athletic Director only	Activity Director only	Activity/ Athletic Director	Athletic Director only	Activity Director only	Other
Small	1	13	0	2	5	0	1
Medium	1	9	0	9	2	0	2
Large	7	15	6	1	3	0	2
Total	9	37	6	12	10	0	5

(Figures reflect some schools with more than one person administering the activity/athletic program.)

Twenty-one schools or school districts had just one person administering both the athletic and activity program. This number included 9 activity/athletic directors who were responsible for their school's program. Twelve of the twenty-one activity/athletic directors were responsible for their school district's program.

The large school reported the greatest number of athletic/activity directors (7) responsible for their school's program, while the medium-sized schools had the most activity/athletic (9) directors responsible for their district's program.

The position of athletic director only was fairly evenly distributed among the sizes of schools. However, the medium-sized schools and large schools had the largest number of positions of activity/athletic directors combined into one position.

Responsibilities other than activity/athletic director. The principals who responded that they had someone other than the principal or assistant principal administering the activity program indicated 15 of those individuals had no other duties. Eleven of those fifteen represented the large schools. (See Table 3.2).

The most common of the other duties identified for the activity/athletic director was teaching. Forty of the activity/athletic directors had some teaching assignments. Other duties included coaching (9), administration (7), and counseling (3).

Smaller schools which had an activity/athletic director, had that person responsible for other duties such as teaching, while the larger

Table 3.2

## Other Responsibilities of Activity/Athletic Directors

School size	Teaching	Coaching	Administration	Counseling	Other	None
Small	17	2	1	2	0	2
Medium	12	5	6	0	0	2
Large	11	2	0	1	3	11
Total	40	9	7	3	3	15

(Figures reflect some assignments divided among listed responsibilities.)

schools which had an activity/athletic director considered that position a nearly full-time position with few other duties.

Administrators responsible for the activity/athletic program. Principals who responded that an administrator was responsible for the activity/athletic program indicated that 22 administrators were responsible for both the activity and athletic programs in their school. Twenty of the twenty-two administrators were assistant principals. The three school sizes were each fairly evenly represented in this area. (See Table 3.3).

Twenty-eight of the responding principals indicated they employed an administrator responsible for just the activity program, exclusive of athletics, in their schools. Nineteen of the twenty-eight administrators who were responsible for just the activity program, exclusive of athletics, were principals. Sixteen of those nineteen came from the small and medium-sized schools.

Those administrators who were responsible for the activity/athletic program all understandably had other duties to perform in their respective schools. The most common of those duties were discipline (37), attendance (31), and teacher evaluation (31).

School size is an important consideration in examining the position of an activities director responsible for the total program of activities in his/her high school. Large schools can have one person in charge of the total activity program with or without other responsibilities. Those other responsibilities include either non-administrative duties, such as teaching or counseling, or administrative responsibilities, such as discipline, attendance, or evaluation. The small school is more apt

Table 3.3

## Administrators Responsible for the Activity/Athletic Program

School size	Administrator whose duties combine Activities and Athletics			Administrator whose duties are Activities exclusive of Athletics			Other
	Number	Principal	Assistant Principal	Number	Principal	Assistant Principal	
Small	10	1	9	11	10	2	5
Medium	8	1	7	11	6	4	2
Large	4	0	4	6	3	3	3
Total	22	2	20	28	19	9	10

(Figures reflect some assignments divided among administrators.)

to have an athletic director, who may or may not be an administrator, but usually with other responsibilities besides those of athletics. In those schools the principal then typically administers the activity program.

Time spent on activity program by administrator. The principals responded fairly evenly, among the three sizes of schools, that they spent the least amount of time administering the activity program before the school day started. (See Table 3.4).

Sixty of the principals indicated that they spent the largest amount of time administering the activity program during the school day. Forty-three of the principals spent the most time administering the activity program after the school day was over.

Twenty-three of the principals in the small schools spent the largest amount of time administering the activity program after the school day was over. Twenty-three of the principals in the medium-sized schools spent most of their time administering the activity program during the school day. The small and large school principals responded that they too spent a portion of their school day administering the activity program.

The time spent performing the duties of activities director was normally spent during the school day or after the school day was over. Making arrangements with other schools for scheduling events took place primarily during the day. Supervising the activity/athletic events took up the greatest amount of time spent after school.

School size makes little difference in time spent administering the activity program, with the exception of after school activities for the



Table 3.4

Time Spent on the Activity Program by an Administrator

School size	MOST TIME			LEAST TIME		
	Before School	During School	After School	Before School	During School	After School
Small	3	19	23	24	2	0
Medium	0	23	9	24	0	2
Large	1	18	11	18	1	2
Total	4	60	43	16	3	4

small school. Since the small school has fewer administrators to supervise the after-school activities, more time was spent by the principal after school on that responsibility.

Part II of the survey disclosed that each school did have a wide variety of duties for its athletic director and for its activities director. These duties were many and varied from school to school.

Duties of the athletic director. The ten most frequent duties of the athletic director in order of frequency were: schedule athletic events (96), prepare formal written evaluations on coaches and programs (92), hire officials and issue contracts (92), coordinate arrangements for travel (89), arrange for visiting teams needs (89), attend all meetings as required by job description (89), establish budgets for athletics (86), maintain equipment inventories (86), supervise and serve as director for tournament series (85), and authorize the purchase of all athletic equipment (84).

Those duties performed by fewer than half of the athletic directors were: prepare press releases (49), supervise the personnel in charge of cheerleading (48), coordinate weight training programs (32), supervise concessions (31), supervise athletic events away from home (27), organize and supervise staff for intramural activities (21), and serve as sponsor of lettermen's clubs (20).

Duties of activities director. Those duties performed by more than half of the activities directors, in order of frequency, included: coordinate the scheduling of activities (72), build activities calendars for band, orchestra, vocal music, speech and drama (66), assist in the

selection and assignment of all activities personnel (59), build the school's master calendar (56), oversee the organization and scheduling of all clubs and other organizations (54), authorize the payment of workers for activities (53), provide for management of all home activities (52), and prepare a roster of workers for activities (51).

Those duties least apt to be performed by activities directors included: arrange lodging for all activity groups (33), maintain inventories of activities equipment (33), prepare formal written evaluations of sponsors of the activities (31), and sponsor and/or attend meetings of student council (senate 27).

The significance in the value of the survey is, in part, the validation of all the duties identified on the questionnaire as legitimate expectations for both the Athletic Director and the Activities Director. All the duties identified for both positions were performed with enough frequency to justify their inclusion as reasonable potential expectations for a given school.

Reactions of principals about having an activities director. Several questions were presented to the responding principals soliciting their response to having an activities director in charge of the total activity program. (See Table 3.5).

Principals indicated that having an activities director increased the time available to them for curriculum leadership (61), for instructional supervision (57), and for student scheduling (49), building maintenance (39), and grade reporting (34). The three school categories

Table 3.5

Reactions of Principals to an Activities Director Increasing  
Principal's Available Time

School size	Supervision	Curriculum	Building Maintenance	Student Scheduling	Grade Reporting	Other
Small	23	22	12	18	11	1
Medium	18	19	16	18	13	3
Large	16	20	11	13	10	1
Total	57	61	39	49	34	5

were fairly evenly represented in all categories of Table 3.5.

School size had little effect on the reactions from the responding principals. Curriculum leadership and instructional leadership were considered by responding principals to be duties that could be accomplished more easily if one person were employed to administer the activity program, regardless of the size of the school.

The final part of the survey was designed to solicit judgements from the responding principals on three issues: (1) Activities directors and their role in resolving program conflicts, (2) Activities directors and financial advantages they may create, and (3) Principal's attitudes about employing activities directors.

Activities director and program conflicts. Sixty-four respondents felt that having an activities director would ease scheduling and other related program conflicts in their school. Only five respondents felt that an activities director would not ease scheduling and other related conflicts.

The three school sizes were each fairly evenly represented in the responses to this item.

Activities director and financial advantages. Fifty-nine of the principals felt that a school could save money by employing one person to administer the total activity program. Twenty-three principals responded that they did not think that a school could save money by employing one person to administer the total activity program.

The small school principals had the greatest representation (10)

of those who responded negatively. The small school principals are also the ones who were administering the activity phase of their activity program.

Principals favoring their school employing an activities director.

Fifty-eight of the principals responded that they favored their school district's employing one person to administer the total activity program, while only fifteen of the responding principals did not want their school district doing that.

The three school sizes were each fairly evenly represented in this area, although, the small school principals had a slightly larger representation in favor of employing one person to administer the total activity program in their schools.

Summary. School size apparently determines whether a school employs one person to administer the total student activity program. Depending on the size of the school, this person may expect to have other duties, besides those of activities director. These duties might be expected to include teaching, or administrative duties such as discipline and attendance.

The role of the principal in the administration of the student activity program is also apparently determined by school size. The larger the school, the more likely the duty of administering student activities will be assigned to someone other than the principal.

Principals today have a preference for employing one person in the administration of the total student activity program. This is apparently

because of the time administering the activity program takes away from the principal's main duty of supervision of curriculum and instruction.

## CHAPTER FOUR

### Summary and Conclusions

#### Summary

This study was designed to identify the roles and duties of an activities and/or athletic director and to determine how school size affected that position. Specifically, the study addressed the following questions related to school size: Does the size of the high school affect the way the activity program is administered? What is the role of the principal in administering the activity program? Are there advantages to employing one person to administer the total activity program?

A questionnaire was developed to gather the necessary information for the project. The questionnaire was mailed to the principals of the 115 largest high schools in Iowa. One hundred of the questionnaires were returned.

A pervasive theme of the professional literature is that the principal's main duty is supervision of curriculum and instruction. The principal, however, spends a preponderance of time on the routine management of the school and carries a tremendous work load, thus limiting the time available for the performance of his/her main duty. Part of this management work load is devoted to the administration of the student activity program.

The literature suggests that there is a need for someone else besides the principal to administer the student activity program. The literature suggests further that that person should be an administrator in charge of student activities, with a title similar to "vice-principal



in charge of student activities."

The responses of the principals surveyed in this study support those concepts.

### Conclusions

Four conclusions can be drawn from the study:

1. The role of the principal in the administration of the student activity program depends on the size of the school. If he/she is the principal of a small school he/she may expect to administer the activity program, and possibly the athletic program as well. If he/she is the principal of a larger high school, he/she is more likely to have someone else administering both the student activity program and/or the athletic program.

2. Principals believe that employing one person as the Activities Director will increase the time available for other duties such as instructional supervision, curriculum leadership, and scheduling the educational program.

3. School size makes little difference in the reactions of the principals toward their school employing an activities director. The principals feel that if their school employed one person to be in charge of the administration of the total activity program, it would indeed ease the scheduling of the activity and athletic events and resolve other related conflicts. They also feel that a school district can save money by employing a person as Activities Director.

4. Those school administrators seeking to develop a comprehensive position description for either or both of those positions may confidently

use the survey items to generate those descriptions. Care will, of course, be required to make certain such descriptive statements are appropriate for the particular school setting.

Lipham and Hoeh content accurately that the major responsibilities of the principal are providing leadership in instructional improvement (3:229) and enhancing the role performance of each staff member (3:263). This goal can only be accomplished by having adequate time to spend on the task. If the principal is bogged down by other duties, namely the student activity program, he/she will not be able to accomplish that major goal.

Therefore, it seems clear than an administrator other than the principal should be in charge of the total student activity program. That step seems critical if the principal is to have the time needed to play effectively the role of instructional leader.

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## Appendix A

February 3, 1983

Dear Principal:

I am a graduate student at the University of Northern Iowa, working on a Master's program in School Administration. In conjunction with Dr. James Albrecht, I am engaged in a research project concerned with the differences between high schools that employ an activities director who is in charge of the total activities program including athletics and those schools who have different people administering the activities program. I would like to ask for some of your time to complete the enclosed questionnaire.

You were specifically selected to be contacted for this project on the basis of the size of your school. It was felt that your school could have or does have an activities director. It is very important that you try to find a small amount of time to complete and return this questionnaire so that your responses can be included in the analysis of this research project. A stamped envelope is also enclosed for you to use to return the questionnaire. If possible, please respond by February 18, 1983.

If you would like a summary of this study, please write your name and address on the back of the return envelope and check the appropriate response on the questionnaire and one will be sent to you.

Thank you for your time and consideration. Should you have any questions concerning any portion of this questionnaire or study, please feel free to contact me at the location listed below.

1022½ Main Street  
Cedar Falls, IA 50613  
(319) 266-5260

Sincerely,

James I. Boyd

Enclosures: Survey  
Return envelope

## Appendix A

## LIST OF SCHOOLS SURVEYED

Class 4-A

Ames  
 Ankeny  
 Bettendorf  
 Burlington  
 Cedar Falls  
 Cedar Rapids, Jefferson  
 Cedar Rapids, Kennedy  
 Cedar Rapids, Washington  
 Clinton  
 Council Bluffs, A. Lincoln  
 Council Bluffs, T. Jefferson  
 Davenport, Assumption  
 Davenport, Central  
 Davenport, West  
 Des Moines, East  
 Des Moines, Hoover  
 Des Moines, Lincoln  
 Des Moines, North  
 Des Moines, Roosevelt  
 Dubuque, Hempstead  
 Dubuque, Senior  
 Dubuque, Wahlert  
 Eldridge, North Scott  
 Fort Dodge  
 Iowa City, City High  
 Iowa City, West  
 Marshalltown  
 Mason City  
 Muscatine  
 Newton  
 Ottumwa  
 Sioux City, East  
 Sioux City, Heelan  
 Sioux City, North  
 Sioux City, West  
 Waterloo, Central  
 Waterloo, West  
 Waterloo, West  
 West Des Moines, Dowling  
 West Des Moines, Valley

Class 3-A

Section I  
 Algona  
 Carroll, Kuemper  
 Cherokee, Washington  
 Clear Lake  
 Denison  
 Estherville  
 Forest City  
 Fort Dodge, St. Edmond  
 Hampton  
 Humboldt  
 Iowa Falls  
 LeMars  
 Osage  
 Sheldon  
 Spencer  
 Storm Lake  
 Webster City

Section II  
 Atlantic  
 Audobon  
 Boone  
 Chariton  
 Creston  
 Glenwood  
 Harlan  
 Indianola  
 Jefferson  
 Johnston  
 Knoxville  
 Lewis Central, Council Bluffs  
 Norwalk  
 Perry  
 Red Oak  
 Saydel, Des Moines  
 Southeast Polk, Runnells  
 Urbandale  
 Winterset

## Appendix A

## LIST OF SCHOOLS SURVEYED, Continued

Class 3-A, Continued

## Section III

Anamosa  
 Cascade  
 Charles City  
 Cresco, Crestwood  
 Decorah  
 Dyersville, Beckman  
 Epworth, Western Dubuque  
 Independence  
 Linn-Mar, Marion  
 Manchester, West Delaware  
 Maquoketa  
 Marion  
 Monticello  
 New Hampton  
 Oelwein  
 Vinton, Washington  
 Waterloo, Columbus  
 Waukon  
 Waverly, Waverly-Shell Rock  
 West Union, North

## Section IV

Albia  
 Bloomfield, Davis County  
 Camanche  
 Cedar Rapids, Regis  
 Centerville  
 Central, Argyle  
 DeWitt, Central  
 Fairfield  
 Fort Madison  
 Grinnell  
 Keokuk  
 Mount Pleasant  
 Oskaloosa  
 Pella  
 Pleasant Valley  
 Prairie, Cedar Rapids  
 Tama, South Tama County  
 Van Horne, Benton Community  
 Washington

## Appendix A

Name of school \_\_\_\_\_

Please check the following which apply.

## PART I

1. What is the student enrollment of your attendance center?  
 250-400 \_\_\_ 401-500 \_\_\_ 551-700 \_\_\_ 701-850 \_\_\_ 851-1000 \_\_\_ 1001-1150 \_\_\_  
 1151-1300 \_\_\_ 1301 and over \_\_\_
2. School organization: 7-12 \_\_\_ 9-12 \_\_\_ 10-12 \_\_\_ other \_\_\_  
 please specify: \_\_\_\_\_
3. Number of personnel whose duties are primarily administrative. \_\_\_\_\_
4. Does someone other than the principal or assistant principal have major responsibilities for administering the athletic and/or activity program in your building or district? yes \_\_\_ no \_\_\_  
 IF YES, answer #5 & #6 IF NO, answer #7 & #8
5. How is your activity/athletic program administered?  
 a) \_\_\_ Activity and athletic director combined in one position, responsible for school's program in those areas.  
 b) \_\_\_ Activity and athletic director combined in one position, responsible for school district's program in those areas.  
 c) \_\_\_ Athletic director only, responsible for school's program in athletics.  
 d) \_\_\_ Athletic director only, responsible for district's program in athletics.  
 e) \_\_\_ Activity director only, responsible for school's program exclusive of athletics.  
 f) \_\_\_ Activity director only, responsible for district's program exclusive of athletics.  
 g) \_\_\_ Other, please describe \_\_\_\_\_
6. Does this person have other responsibilities? yes \_\_\_ no \_\_\_  
 If yes, what other responsibilities?  
 \_\_\_ teaching, indicate the approximate percentage of time spent \_\_\_\_\_  
 \_\_\_ other, please specify \_\_\_\_\_  
 Indicate the approximate percentage of time spent \_\_\_\_\_



## Appendix A, Continued

## 7. How is your activity/athletic administered?

- a) \_\_\_ Administrator performs duties of activity and athletic director, responsible for school's program in those areas  
(identify: \_\_\_principal \_\_\_ ass't. principal)
- b) \_\_\_ Administrator performs duties of activity and athletic director, responsible for district's program in those areas  
(identify: \_\_\_principal \_\_\_ ass't. principal)
- c) \_\_\_ Administrator performs duties of athletic director only, responsible for school's program in athletics  
(identify: \_\_\_principal \_\_\_ ass't. principal)
- d) \_\_\_ Administrator performs duties of athletic director only, responsible for district's program in athletics  
(identify: \_\_\_principal \_\_\_ ass't. principal)
- e) \_\_\_ Administrator performs duties of activity director only, responsible for school's activity program exclusive of athletics  
(identify: \_\_\_principal \_\_\_ ass't. principal)
- f) \_\_\_ Administrator performs duties of activity director only, responsible for district's activity program exclusive of athletics  
(identify: \_\_\_principal \_\_\_ ass't. principal)

## 8. Does this person have other responsibilities? yes \_\_\_ no \_\_\_

If yes, what other responsibilities?

- a) \_\_\_ Discipline
- b) \_\_\_ Attendance
- c) \_\_\_ Scheduling
- d) \_\_\_ Curriculum Development
- e) \_\_\_ Teacher evaluation
- f) \_\_\_ Other, please specify \_\_\_\_\_

## 9. If you or another administrator are primarily responsible for administering the student activities program, indicate where most of this time is spent.

\_\_\_ Before school      \_\_\_ During school      \_\_\_ After school

Indicate where the least amount of time is spent.

\_\_\_ Before school      \_\_\_ During school      \_\_\_ After school

## Appendix A, Continued

A. Please check the duties for which the ATHLETIC DIRECTOR is responsible.

- \_\_\_ 1. Assists in the selection and assignment of all athletic personnel.
- \_\_\_ 2. Prepares formal written evaluations on coaches and programs.
- \_\_\_ 3. Serves on an Athletic or Activities Council.
- \_\_\_ 4. Schedules athletic events.
- \_\_\_ 5. Hires officials and issues contracts.
- \_\_\_ 6. Develops and implements public relations.
- \_\_\_ 7. Establishes budgets for athletics.
- \_\_\_ 8. Coordinates arrangements for travel.
- \_\_\_ 9. Supervises the repair and maintenance of athletic facilities.
- \_\_\_ 10. Provides tickets and seating policies at athletic events.
- \_\_\_ 11. Maintains equipment inventories.
- \_\_\_ 12. Organizes and supervises awards, banquets and booster club activities.
- \_\_\_ 13. Prepares a roster of workers for all activities events.
- \_\_\_ 14. Keeps permanent records for activities.
- \_\_\_ 15. Provides for management of all home events.
- \_\_\_ 16. Supervises and establishes policies on eligibility, physical exams and insurance.
- \_\_\_ 17. Approves payment of all athletic bills.
- \_\_\_ 18. Supervises athletic activities after school.
- \_\_\_ 19. Supervises athletic activities away from home.
- \_\_\_ 20. Supervises concessions.
- \_\_\_ 21. Arranges athletic meals for traveling teams.
- \_\_\_ 22. Arranges all athletic lodging.
- \_\_\_ 23. Authorizes the purchase of all athletic equipment.
- \_\_\_ 24. Supervises and handles gate receipts for all home events.
- \_\_\_ 25. Schedules all preparations for athletic facilities, (football field, softball diamond).
- \_\_\_ 26. Arranges for visiting team's needs.
- \_\_\_ 27. Supervises the personnel in charge of cheerleading.
- \_\_\_ 28. Develops procedures for filming and video taping athletic events.
- \_\_\_ 29. Coordinates weight training programs.
- \_\_\_ 30. Supervises and serves as director for tournament series.
- \_\_\_ 31. Attends all meetings as requested by job description.
- \_\_\_ 32. Organizes and supervises staff for intramural activities.
- \_\_\_ 33. Prepares press releases.
- \_\_\_ 34. Coordinates all correspondence with state athletic associations.
- \_\_\_ 35. Serves as sponsor of the lettermen's clubs.

## Appendix A, Continued

B. Please check the duties for which the ACTIVITIES DIRECTOR is responsible.

1. Coordinates scheduling of activities.  
 2. Prepares formal written evaluation of sponsors.  
 3. Assists in selection and assignment of all of the activities personnel.  
 4. Develops and implements public relations for all activities.  
 5. Authorizes the payment of workers for activities.  
 6. Prepares a roster of workers for activities.  
 7. Establishes budgets for all activities.  
 8. Supervises and handles all receipts from activity events.  
 9. Sponsors and/or attends meetings of student council (senate).  
 10. Provides for management of all home activities.  
 11. Is responsible for all fund raising to support activities.  
 12. Arranges for all transportation and meals for all activities.  
 13. Arranges for all lodging for activity groups.  
 14. Approves the purchase of all supplies for all activities.  
 15. Builds activities calendar for band, orchestra, vocal music, speech and drama.  
 16. Oversees the organization and scheduling of all clubs and other organizations.  
 17. Supervises and coordinates all class activities. (All general meetings)  
     a.  9th grade  
     b.  10th grade (class rings)  
     c.  11th grade (Prom)  
     d.  12th grade (Baccalaureate and Commencement)  
 18. Builds school's master calendar.  
 19. Coordinates all correspondence with state associations related to student activities.  
 20. Maintains inventories of activities' equipment.

## C. Summary Reactions

1. Does having an activities director increase the time you have available for: (Please circle if yes.)  
     a. Supervision  
     b. Curriculum  
     c. Maintenance of school facility  
     d. Student scheduling  
     e. Grade reporting  
     f. Other, specify \_\_\_\_\_  
 2. Does having an activities director ease scheduling and other conflicts?  
     yes \_\_\_ no \_\_\_  
 3. Do you think a school district could save money by employing one person to administer the total activities program? yes \_\_\_ no \_\_\_  
 4. Would you favor your district's doing that? yes \_\_\_ no \_\_\_

Comments are welcome.

Please indicate if you would like a summary of this research topic. \_\_\_yes

## Appendix B

## Total Summary Table

All references in the column "Survey Question Number" are to the original survey instrument. That instrument is reproduced in Appendix A, pp. 34-37.

Survey Question Number	Sizes of Schools Surveyed								Total
	250-400	401-550	551-700	701-850	851-1000	1001-1150	1151-1300	1301-& more	
1. Size	13	25	17	8	7	6	6	18	100
2. 7-12	0	0	4	0	0	0	0	0	4
9-12	5	13	8	7	5	4	3	13	57
10-12	9	12	4	1	2	2	3	5	38
8-12	0	0	1	0	0	0	0	0	1
3. 0-.49	0	0	0	0	0	0	0	0	0
.5-1.49	5	2	0	0	0	0	0	0	7
1.5-2.49	7	20	9	2	2	1	0	0	41
2.5-3.49	1	2	8	4	5	3	4	3	30
3.5-4.49	0	1	0	2	0	2	1	4	10
4.5 & more	0	0	0	0	0	0	1	11	12
4. Yes	7	13	12	6	5	5	5	16	69
No	6	12	4	3	2	1	1	2	31
5. a)	1	0	0	1	0	2	0	5	9
b)	2	0	5	2	2	1	0	0	12
c)	2	11	5	3	1	1	4	10	37
d)	3	2	2	0	0	1	1	1	10
e)	0	0	0	0	0	1	3	2	6
f)	0	0	0	0	0	0	0	0	0
g)	1	0	0	0	2	0	0	2	5
6. Yes	8	10	12	4	4	2	4	9	53
No	0	2	0	1	1	3	0	8	15
teaching % time	6	10	6	3	3	1	3	6	40
0.0 - .25	0	2	0	0	2	0	0	2	6
.26- .50	5	4	4	3	1	1	1	3	22
.51- .75	1	4	1	0	0	0	3	1	10
.76-1.00	0	1	1	0	0	0	0	0	2
Other									
Counselor	1	1	0	0	0	0	0	1	3
Coach	1	1	3	2	0	0	0	2	9
Adminis- tration	1	0	3	1	2	0	1	1	9
7. a)	2	8	4	2	2	1	1	2	22
b)	2	2	0	1	0	0	0	0	5
c)	1	1	0	0	0	0	0	0	2

Total Summary Table (Continued)

Survey Question Number	Sizes of Schools Surveyed								Total
	250-400	401-550	551-700	701-850	851-1000	1001-1150	1151-1300	1301- & more	
7. d)	0	1	0	0	0	0	0	0	1
e)	3	8	8	2	1	2	2	2	28
f)	0	1	1	0	0	0	0	0	2
a.Principal	1	0	0	1	0	0	0	0	2
Assistant	1	8	4	2	2	1	1	2	21
b.Principal	0	0	0	0	0	0	0	0	0
Assistant	2	2	0	1	0	0	0	0	5
c.Principal	0	0	0	0	0	0	0	0	0
Assistant	1	1	0	0	0	0	0	0	2
d.Principal	0	0	0	0	0	0	0	0	0
Assistant	0	1	0	0	0	0	0	0	1
e.Principal	3	7	5	0	1	1	1	1	19
Assistant	0	2	4	2	0	1	1	1	11
f.Principal	0	0	0	0	0	0	0	0	0
Assistant	0	1	1	0	0	0	0	0	2
8. Yes	6	18	9	4	2	2	3	3	47
No	0	0	0	0	0	0	0	0	0
a)	5	14	8	3	2	0	2	1	37
b)	4	12	7	3	2	2	2	1	31
c)	1	4	6	1	0	1	1	1	15
d)	2	6	5	1	1	1	2	1	19
e)	4	10	7	3	2	2	2	1	31
f)	2	4	0	1	0	2	0	1	10
9.a.Before	0	3	0	0	0	0	0	1	4
During	8	11	11	5	7	4	5	9	60
After	6	17	5	4	0	2	2	7	43
b.Before	8	16	12	6	6	5	3	10	66
During	1	1	0	0	0	0	0	1	3
After	0	0	1	1	0	0	1	1	4
Part II									
A. 1.	17	23	16	7	7	6	5	16	92
2.	7	15	10	4	7	4	4	10	61
3.	7	14	10	7	3	5	5	13	64
4.	12	25	16	7	7	6	6	17	96
5.	12	25	16	7	6	6	5	15	92
6.	9	17	10	6	6	5	4	10	67
7.	10	23	15	6	6	6	6	14	86
8.	10	21	16	7	6	6	6	17	89
9.	8	18	9	5	3	6	4	11	64
10.	8	13	9	5	6	4	4	17	66

Total Summary Table (Continued)

Survey Question Number	Sizes of Schools Surveyed								Total
	250-400	401-550	551-700	701-850	851-1000	1001-1150	1151-1300	1301-& more	
A. 11.	11	23	15	6	7	6	4	14	86
12.	9	24	11	5	6	6	3	15	79
13.	7	15	10	4	6	6	3	13	64
14.	8	17	12	5	5	5	3	14	58
15.	8	14	12	6	5	6	4	15	70
16.	10	18	14	7	6	5	1	13	74
17.	11	20	13	7	6	5	5	13	80
18.	11	17	13	7	6	4	5	17	80
19.	2	8	4	2	4	3	0	4	27
20.	5	5	3	4	3	2	1	8	31
21.	8	13	10	7	2	3	2	9	54
22.	7	13	12	7	4	5	2	13	63
23.	7	23	15	7	7	6	6	13	84
24.	7	12	10	5	6	5	5	15	70
25.	9	16	13	5	5	5	3	15	71
26.	11	24	13	7	6	5	6	17	89
27.	5	13	6	5	6	3	3	7	48
28.	6	13	10	6	5	4	2	12	55
29.	4	6	6	5	3	3	0	5	32
30.	11	23	15	7	5	5	5	14	85
31.	11	24	15	6	7	6	5	15	89
32.	2	1	3	4	3	2	2	4	21
33.	6	8	8	7	3	4	3	10	49
34.	11	17	13	7	5	4	4	15	76
35.	2	4	4	4	2	1	1	2	20
B. 1.	10	16	15	7	3	5	5	11	72
2.	3	8	9	3	0	4	3	1	31
3.	7	14	13	7	3	4	4	7	59
4.	5	6	7	4	1	3	5	7	38
5.	7	10	8	7	2	5	5	9	53
6.	7	12	9	7	3	4	2	7	51
7.	7	8	5	4	1	4	3	8	40
8.	7	9	7	6	1	3	5	7	45
9.	1	5	4	4	0	2	4	7	27
10.	7	14	8	4	3	3	4	9	52
11.	7	10	7	6	2	2	5	8	47
12.	6	9	11	6	2	1	3	7	45
13.	4	5	8	4	1	2	3	6	33
14.	6	10	5	5	1	4	3	7	41

Total Summary Table (Continued)

Survey Question Number	Sizes of Schools Surveyed								Total
	250-400	401-550	551-700	701-850	851-1000	1001-1150	1151-1300	1301-& more	
B. 15.	10	15	12	6	2	5	5	11	66
16.	7	13	9	5	1	3	5	11	54
17.	6	8	6	7	0	1	4	6	38
a)	1	3	2	3	0	1	0	1	11
b)	3	6	4	4	0	1	0	3	21
c)	3	6	4	4	0	1	0	3	21
d)	3	6	6	4	0	1	1	3	24
18.	8	13	10	6	2	4	5	8	56
19.	7	10	7	5	1	2	5	6	43
20.	4	6	5	6	1	1	2	8	33
C. 1.a)	9	14	7	6	5	4	4	8	57
b)	8	14	8	6	5	5	4	11	61
c)	6	6	8	4	4	1	1	9	39
d)	8	10	9	5	4	3	2	8	49
e)	5	6	6	4	3	2	0	8	34
f)	0	1	1	2	0	1	0	0	5
2.Yes	10	16	7	6	6	5	4	10	64
No	0	2	1	0	0	1	0	1	5
3.Yes	8	15	10	5	4	4	4	9	59
No	4	6	2	2	2	1	1	5	23
4.Yes	9	19	19	3	3	3	4	7	58
No	3	3	2	2	2	0	1	2	15