

AN ANALYSIS OF THE PATH-GOAL THEORY AND  
TEACHING IN ATHLETIC TRAINING  
EDUCATION PROGRAMS

By

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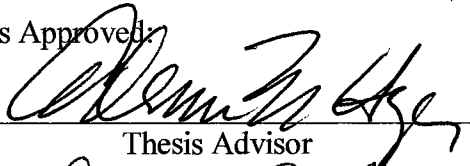
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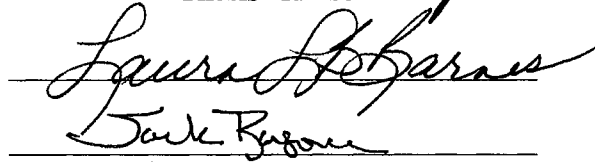
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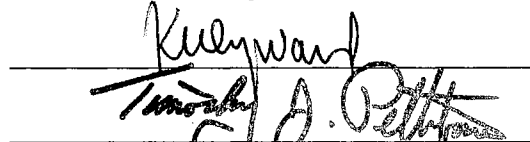
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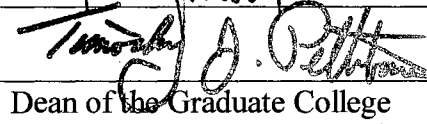
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## CHAPTER I

### INTRODUCTION

Imagine being asked to be a choir director after having only been a member of the choir, but never having any musical training. Imagine being a foreman of a construction crew having never studied about building techniques or specifications; your only related experience is as a member of the construction crew. Imagine teaching a class and having little if any training or experience in teaching. This is precisely the situation of many new college instructors. They have been a student in many classes, but now are called upon to teach a class. Unlike K-12 teachers, most instructors in higher education do not have a background in education or much formal training in teaching.

Each year many individuals undertake an assignment to teach a college course for the first time. For some this is a full time position; for others it is as an adjunct instructor or a graduate teaching assistant. The number of adjunct and graduate teaching assistants is increasing in higher education; by 1993, this number had increased to 51% of the total number of faculty members (Benjamin, 2001). The majority of doctoral students plan to teach in the collegiate setting (Diamond & Gray, 1998; Golde & Dore, 2001). For many, the graduate school experience focuses on acquisition of research and clinical skills. Some graduate students receive training and experience related to teaching, but typically this does not prepare them for all the responsibilities of teaching.

There is a perception that university faculty spend a majority of their time conducting research. The emphasis of research in the promotion and tenure process

promotes this assumption. Many graduate programs emphasize knowledge in the content area and research, rather than a focus on teaching. The doctorate in philosophy is viewed as a research degree. Gaff and Pruitt-Logan (1998) wrote that graduate schools have never prepared students to be teachers because they are more concerned with research. The content of doctoral programs emphasize research. According to Knapp (1995), the specialization required in graduate programs leaves students unprepared to teach. Doctoral programs originally focused on preparing prospective faculty members for teaching positions (Zebelman & Olswang, 1989). Currently, the desired skills and competencies that are rated the highest for doctoral students in allied health and adaptive physical education programs center around the ability to teach graduate courses, conduct research, expertise in the discipline, and administrative skills. A survey of doctoral-prepared athletic trainers also included teaching undergraduate courses in the list of desired skills (Hertel, West, Buckley, & Denegar, 2001).

While faculty members have many responsibilities, teaching is still a major focus. Several studies have shown that faculty spend the majority of their time in teaching related activities (Foster & Leslie; 1992; Golde & Dore, 2001; Staurowsky & Scriber, 1998). Teaching is a profession that requires specific skills to be successful. Yet, studies show that many graduate students do not receive much training or experience related to teaching during their graduate school years. Heppner (1994) administered a pretest questionnaire, Assessment of Current Knowledge (ACK), to a group of graduate teaching assistants and found that this group of graduate teaching assistants had only “slight to no knowledge” on 13 of the 22 items on the questionnaire, including teaching philosophy, use of learning objectives, developing critical thinking skills in students, making a

syllabus, and leading discussions. In a study conducted by Diamond and Gray (1998), 61% of TA's reported receiving training in conducting classroom discussions, 50% reported receiving training in lecturing, 41% in making slides or transparencies, and 64% in university rules and regulations. Hermann (1997) found that 66% of students in a doctoral level nursing program took a class on curriculum, 67% had a class in learning theory, and 69% had a class in teaching methods. He also found that 14% of graduate students did not take any courses that prepared them to teach.

A large number of graduate students have only limited teaching experience. Hermann (1997) found that only 46% of the graduate students got any experience in teaching a practicum course. According to Hertel et al. (2001), 49% of the athletic trainers surveyed had teaching responsibilities during their doctoral program. Golde and Dore (2001) found that 56% of doctoral students were required to serve as a teaching assistant. The responsibilities given to teaching assistants vary but they do not appear to fully prepare them for a full-time teaching position. Diamond and Gray (1998) found that only 27% of graduate teaching assistants at major research universities were totally responsible for teaching a class, while 39% team taught a class, 59% prepared tests, 57% lectured, and 44% supervised laboratories. The findings of these studies seem to indicate that many new instructors will not be well prepared for teaching responsibilities. The lack of preparation, related to teaching, results in poor teaching in the classroom. Studies have shown that new instructors receive low teaching evaluations (Boice, 1991; Turner & Boice, 1987).

During the first few years in a teaching position, new instructors must learn the organizational structure, expectations, and their responsibilities (Sorcinelli, 1988). New

faculty members, especially those with limited preparation, have many struggles during the first years of teaching. Struggles include a heavy teaching load, lack of support from colleagues, low teaching evaluations, stress due to lack of knowledge about teaching, and little time for research (Boice, 1991; Fink, 1984; Sorcinelli, 1988; Turner & Boice, 1987).

The amount of support available to new faculty varies widely. Many complain of a lack of time to attend faculty development programs (Boice, 1991). The research about new faculty orientation programs shows a wide range of opportunities available to new faculty (Fink, 1992). Many of these programs are presented prior to the beginning of the semester with no subsequent help. New faculty related that their department chair was helpful in their orientation to teaching but fellow faculty offered very little assistance (Boice, 1991).

The lack of preparation for instructors has recently become an issue in athletic training education programs. Changes in athletic training education have occurred due to new standards set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and new educational competencies that were devised by the National Athletic Trainers' Association (NATA). Each change has put more emphasis on classroom instruction. Historically, athletic training has emphasized learning in the clinical setting. The majority of the current research in athletic training education focuses on clinical instruction. No studies were found that investigated teaching in the classroom setting.

In addition to service responsibilities in the athletic department, many certified athletic trainers in the collegiate setting are now being asked to teach athletic training classes; for many this is their first teaching experience. Many certified athletic trainers

obtain a graduate assistant position while pursuing a master's degree; these positions typically focus on acquisition of clinical skills and experience. Unlike many other disciplines, the majority of athletic training instructors only have a master's degree. Only recently, in light of the CAAHEP changes, has the importance of doctoral prepared athletic trainers been emphasized. Doctoral prepared athletic trainers are needed to lead athletic training programs and to fulfill traditional faculty positions (Hertel et al., 2001). Just like many other doctoral programs, the desired skills of athletic trainers include research and administrative skills, in addition to teaching (Hertel et al., 2001).

### Statement of the Problem

Many graduate students seek training and experience in teaching to prepare for future careers as faculty members, but many graduate programs focus on acquisition of content knowledge, refining clinical skills, and research. Graduate schools have not fulfilled their responsibilities to prepare students who wish to have a career teaching in academia (Fink, 1992). Schuster (1993) wrote that graduate schools do not familiarize graduate students with the larger issues of academic organization and the academic profession. "Graduate education does a poor job in two crucial respects: facilitating effective training for teaching and ... providing perspective about the values and norms of academic life" (Schuster, 1993, p. 30). He added that graduate schools are not working for the preparation of future professors, and that they should take a greater responsibility in preparing future professors. Gaff and Pruitt-Logan (1998) believe that there are many issues related to being a faculty member that graduate students are never exposed to, such as academic freedom, tenure, service responsibilities, financial aid,

curriculum planning, and budgeting. The focus of graduate programs gives the appearance that research is more important than teaching.

Many new college instructors begin their career with a great desire to succeed but are inadequately prepared for the responsibilities of their position. Longitudinal studies have shown that instructors with several years of experience still have needs related to teaching (Boice, 1991; Olsen & Sorcinelli, 1992). Needs varied based on number of years of teaching (Boice, 1991; Olsen & Sorcinelli, 1992). Overall, Sorcinelli (1988) found a high level of morale among new faculty, but they have many concerns about workload, collegiality, and tenure. Golde and Dore (2001) reported that there is a discrepancy between graduate students' goals and training, and their actual careers after graduation.

A theory exists that could assist administrators in meeting the needs of the new instructors. As a solution for the problem of faculty under-preparation for instructional responsibilities and their role as instructors, the Path-Goal Theory would predict the need for administrators in the hiring institution to provide direction and support for the new instructors so they can overcome obstacles and find satisfaction in their first year(s) of teaching. In 1971, House wrote that the function of a leader is to increase "personal pay-offs to subordinates for work-goal attainment, and to make the path to these pay-offs easier to travel by clarifying it, reducing road blocks and pitfalls, and increasing opportunities for personal satisfaction en route." This statement has epitomized the theory through the last 30 years. The premise of the Path-Goal Theory is to provide what is missing for the subordinates and compensate for deficiencies (House, 1996).

## Theoretical Frame

Path-Goal Theory was developed by Robert J. House (1971) as a way to explain the role of administrators as they help subordinates find satisfaction in their jobs, through clarifying the paths, removing roadblocks, and offering support. According to the Path-Goal Theory, subordinates will feel satisfaction as they achieve goals they have set. As Schriesheim and Neider (1996) stated, this theory is a functional or practical approach. The concepts of this theory could provide guidelines for an administrator (leader) who is working with a new instructor (subordinate) in helping him/her overcome the obstacles that are present in someone who has limited teaching experience.

According to the tenets of the Path-Goal Theory, the leader must provide whatever assistance is needed to enable subordinates to reach their goals (House & Mitchell, 1974). The assistance needed will be a product of the subordinates weaknesses and the nature of the tasks involved. The key to the Path-Goal Theory is that the subordinate must recognize the leader's behaviors as acceptable, satisfying, and motivating (House, 1996). Levanoni and Knoop (1985) wrote that leader behavior must provide immediate satisfaction or that it will be instrumental in future satisfaction.

Teaching is regarded as a high level position with a lot of autonomy (Jackson & Simpson, 1994). The tasks of teaching are quite ambiguous, especially for new instructors. Northouse (2001) and House and Mitchell (1974) wrote that tasks that are ambiguous require structure, while repetitive tasks require support to increase motivation. A new instructor who has little training and experience related to teaching will need more direction related to good teaching practices and other responsibilities of an instructor. Yukl (1994) wrote that subordinates (i.e. new instructors) who are inexperienced will

need more directive assistance to find satisfaction. This new instructor will also need support from the leader to feel a sense of confidence and to decrease stress.

Schriesheim and Neider (1996) developed several guidelines for determining the appropriate assistance that subordinates need from leaders. They called this concept path-goal theorizing. It involves identifying needs, identifying who can meet these needs, and predicting the effects of the various behaviors. For any administrator to be effective in assisting new instructors, their needs must be known so that appropriate interventions can be developed. Previous studies have highlighted the needs of new instructors. These needs include how to maintain order, how to design appropriate assignments (Boehrer & Sarkisian, 1985), lecture preparation, leading discussions, constructing tests (Diamond & Gray, 1987), teaching philosophy (Heppner, 1994), and determining difficulty level of content (Sorcinelli, 1988). Studies have also shown that frustration and fear are common emotions experienced by graduate teaching assistants (Boehrer & Sarkisian, 1985).

In the original Path-Goal Theory, the actions of leaders were categorized as directive, supportive, participative, and achievement-oriented (House & Mitchell, 1974). Most of the literature focused on directive and supportive behaviors (Jermier, 1996). Directive behaviors, also called initiating structures, are those that focus on structure. Supportive behaviors center on the emotional needs of the subordinates. Downey, Sheridan, and Slocum, Jr. (1975) and Foster (1999) defined initiating structures or directive behaviors as those that focus on clarifying work, planning, and goal attainment; support or consideration focused on developing trust, warmth, and respect. For a new instructor, directive behaviors could focus on developing appropriate teaching



techniques, teaching philosophy, evaluation procedures, and clarifying rules. Supportive behaviors could include a display of concern, actions to decrease stress, and creating a friendly atmosphere. Theoretically then, an administrator must determine the needs of each new instructor and provide for his/her deficiencies in a way that will be meaningful and will help him/her achieve personal goals and find satisfaction in teaching.

Research on the validity of the Path-Goal Theory is inconclusive (House, 1996; Ross, 1986; Schriesheim & Neider, 1996; Schriesheim & Schriesheim, 1980; Schriesheim & Von Glinow, 1977). Downey et al. (1975) wrote that no single study has provided conclusive evidence that subordinate satisfaction is related to leader behavior. One reason for this is that leadership behavior only accounts for a small portion of the variance in subordinate satisfaction (Ross, 1986). Yukl (1994) indicated that most studies only test a few aspects of the theory. Downey et al. (1975), and Stinson and Johnson (1975) found that satisfaction is not correlated with structure but is correlated with consideration or supportive behaviors. Kennerly (1988) hypothesized an inverse relationship between directive behavior and satisfaction, but the data revealed a positive relationship; a positive relationship was also found between supportive behaviors and satisfaction. This study is significant because it was conducted using faculty in accredited baccalaureate nursing education programs. Schriesheim and Von Glinow (1977) found a significant relationship between leader initiating structure and subordinate satisfaction. Sims, Jr. and Szilagyi (1975) and Stinson and Johnson (1975) wrote that leader initiating structure is needed for role clarification to increase subordinate job satisfaction. Ross (1986) wrote that high levels of job ambiguity lead to a decrease in job satisfaction. House and Dessler (1974) found that when leader support and participation

are held constant, the relationship between leader initiating structure and subordinate satisfaction increases as task structure decreases. Another finding indicated that when structure and participation are held constant, the relationship between leader support and subordinate satisfaction increased as task structure increased.

### Purpose of the Study

Using the Path-Goal Theory as a guide, the purpose of this study was to explore the needs of new instructors and the involvement of administrators in providing direction and support to new instructors so that they may find satisfaction in teaching.

### Research Questions/Hypotheses

*1. Do the responsibilities of instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*

Hypotheses:

Null: There is no difference in responsibilities of instructors.

Alternative: There is a difference in responsibilities across levels.

*2. Does training received and desired by new instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*

Hypotheses:

Null: New instructors have the same needs regardless of level.

Alternative: New instructors have different needs based on level.

3. *What is the correlation between receiving directive and supportive assistance and satisfaction in teaching?*

Hypotheses:

Null: There is no correlation between satisfaction and the amount of assistance received from the administrator.

Alternative: There is a correlation between satisfaction and the amount of assistance received from the administrator.

4. *What is the correlation between receiving directive and supportive assistance and satisfaction between levels of position classification?*

Hypotheses:

Null: The correlation between assistance received and satisfaction is the same between levels.

Alternative: The correlation between assistance received and satisfaction is different between levels.

5. *What is the difference in the means for assistance and satisfaction between levels of position classification?*

Hypotheses:

Null: There is no difference in the means for assistance received and satisfaction between levels.

Alternative: There is a difference in the means for assistance received and satisfaction between levels.

## Procedures/Methods

A quantitative study was designed to assess the needs of new instructors in CAAHEP accredited and candidacy athletic training education programs. A survey was selected as the means of collecting data due to the ease of administering it to a large number of subjects across the country. This would allow the results to be generalized across the population of new instructors.

### *Survey Development*

The survey instrument was developed to include questions relating to: 1. demographics and background information, 2. responsibilities, 3. training received and desired, 4. directive and supportive assistance received and desired from the administrator, and 5. satisfaction in teaching. The survey questions related to the directive and supportive behaviors of the Path-Goal Theory were devised by reviewing surveys conducted by Foster (1999) and House and Mitchell (1974). Ideas for questions related to the needs of new instructors were taken from surveys conducted by Diamond and Gray (1998), Golde and Dore (2001), and Heppner (1994). The questions relating to satisfaction were taken from the Index of Job Satisfaction designed by Brayfield and Rothe (1951). Demographic questions relating to amount of education completed, gender, and current position were useful in data analysis.

A pilot study was conducted by administering the survey to a group of ten individuals who were similar to those who would be subjects. This allowed for further editing of the survey as needed.

After the pilot study was conducted, test-retest reliability was determined to be acceptable by administering the survey on two separate occasions to a group of 25 faculty members who teach in an allied health education program, but who do not qualify to be a subject in the study. Scores on each trial were correlated to determine internal consistency over time. Content validity was obtained by asking current faculty members to determine if the survey adequately measured teaching responsibilities and actions of administrators. Content validity is considered a qualitative means of determining validity, the other means of determining validity, such as criterion and construct validity, did not fit this survey because it was not designed to measure specific knowledge or criterion where standards have been previously set. The validity of the questions was also assumed because they had been utilized in previous studies (Diamond & Gray, 1998; Foster, 1999; Golde & Dore, 2001; Heppner, 1984).

#### *Data Sources*

To gather information about the needs of new instructors, individuals in athletic training education programs were needed to complete the survey. A list of CAAHEP accredited undergraduate athletic training programs and those in the candidacy phase of accreditation was obtained from the National Athletic Trainers' Association (NATA) Education Council website ([www.cewl.com](http://www.cewl.com)). A packet was sent to the program director at each university, which included a letter that explained the purpose of the study, a form to identify eligible participants, and a stamped, self-addressed envelope. An individual was eligible to be a participant if he/she met the following criteria:

1. must be a National Athletic Trainers' Association Board of Certification (NATABOC) certified athletic trainer
2. must be currently teaching (or taught in the fall semester) a didactic athletic training course(s) which fulfills NATA educational competencies
3. must be one of the following
  - a. a master's student with classroom teaching responsibilities
  - b. a doctoral student with classroom teaching responsibilities, with less than 3 years of prior teaching experience
  - c. a first year instructor following graduation from a master's or doctoral program, may be a full-time instructor or a full-time athletic trainer who has teaching responsibilities; the current position must be the individual's first full-time position that involves teaching
  - d. an adjunct instructor with less than 3 years of teaching experience

The program director was asked to complete the form by printing the name, address, phone number, e-mail address as well as classification of position for each person who met the inclusion criteria. If the program director did not return the form within three weeks, the researcher sent a letter via e-mail or mail to the program director to reiterate the need for subjects and asked the program director to respond as soon as possible. After all the forms were returned, subjects were grouped by level of position classification.

Boice (1991) and Olsen and Sorcinelli (1992) reported that instructors with several years of teaching experience still have needs related to teaching, but each of these

groups may have different needs. Therefore, this was the reason to include those who have some teaching experience.

### *Data Collection*

Each subject was mailed a packet that contained a letter that explained the purpose of the research, Oklahoma State University Institutional Review Board (IRB) approval information, and the survey. It was assumed that each subject who completed the survey agreed to the parameters of the IRB approval. Subjects were instructed to complete and return the survey within two weeks. It was expected that it would require about 20 minutes to read the consent form and complete the survey. A stamped, self-addressed envelope was enclosed to facilitate easy return of the survey when completed. A code number was written on each return envelope as a way to identify those who responded. This was needed so that a follow-up letter could be sent to those who did not respond. A mark was made on the master list of subjects as each subject returned the survey. The completed surveys were kept in a different file than the master list and returned envelopes. This was done to maintain anonymity of the subjects. Each subject, as identified by the code number on the envelope, who did not return the survey in the requested time received a follow-up letter as a reminder.

### *Data Analysis*

The questions related to responsibilities, training received, and training desired were initially analyzed using descriptive statistics. The percentage of respondents in each level who indicated they had specific teaching responsibilities, had received training,

and/or desired training were determined. One-way analysis of variance (ANOVA) tests were conducted to determine differences between levels. Level of position classification was the independent variable while the total score on the set of questions was the dependent variable. The level of significance was set at .05 for all tests. The Bonferroni correction procedure was utilized to determine where the differences between levels occurred. This post hoc test was chosen because it corrects for alpha errors when multiple tests are conducted.

The Likert scale questions related to the Path-Goal Theory were analyzed using correlation and ANOVA techniques. Before using these techniques an item analysis was conducted to maximize the content homogeneity of the scales. The questions concerning satisfaction were analyzed using correlation techniques, which utilized the total score on each section of the Path-Goal Theory assistance received questions and the total score on the satisfaction questions. Total score was determined by assigning a point value to each response. One point was awarded for each question marked “strongly disagree”, two points for “disagree”, three points for “undecided”, four points for “agree”, and five points for “strongly agree”. The purpose was to determine if there was a relationship between satisfaction and the assistance received from the administrator. It was not necessary to identify independent and dependent variables since a correlation was the only relationship that was being studied.

To determine differences in mean scores between levels of classification on 1. amount of assistance received, 2. assistance desired, and 3. satisfaction across levels of position classification, an ANOVA technique was utilized. For this part of the data analysis, the independent variable was level of classification of position; the dependent



variable was the total score on each section of the Path-Goal Theory and satisfaction questions.

### Significance of the Study

Information gained from this study provided information that was useful for athletic training administrators in the areas of research, practice, and theory.

### *Research*

Many studies have been conducted that have examined effective teaching in the classroom setting as well as the needs and experiences of graduate teaching assistants and new faculty members. None of these studies have examined the needs and experiences of athletic training instructors. These studies have not been conducted in the field of athletic training or published in journals that athletic training instructors typically read. This will be new and relevant information for them, especially at this time of transition in athletic training education.

The focus of recent research relative to athletic training education centers on teaching in the clinical setting rather than the classroom. While clinical instruction is important, the learning that occurs in the classroom setting is also vital for students. The new CAAHEP competencies focus on cognitive, psychomotor, and affective skills; therefore, there is a need for excellence in classroom teaching as well.

### *Practice*

Many professionals, who have no teaching experience, are now teaching classes in the university setting. Administrators in athletic training education programs typically do not have a significant background in administrative and leadership responsibilities; therefore they are often unaware of the needs of new instructors and the assistance they desire. Athletic training program administrators can utilize this information to better serve the new instructors. The information gained from this study could be utilized in planning professional development workshops specific to the needs of instructors in athletic training education programs.

### *Theory*

The Path-Goal Theory can provide a framework for administrators. There has been research conducted about the validity of the Path-Goal Theory, but it has been largely inconclusive (Schriesheim & Neider, 1996). Many studies to determine the validity of the Path-Goal Theory have not been conducted in education; therefore its usefulness in education is unknown. This study will probably not contribute to the literature regarding the validity of the theory, but could serve as a practical example of how administrators could incorporate the theory into their leadership activities.

### *Summary*

The purpose of this quantitative study was to explore the responsibilities and needs of new instructors and the involvement of administrators in providing direction and

support. The Path-Goal Theory was used as the lens to determine appropriate leader behaviors, which will lead to satisfaction in teaching.

### Reporting

Chapter two contains a review of literature relative to preparation and experiences of graduate teaching assistants and new instructors, the Path-Goal Theory, and the evolution of athletic training education. Chapter three presents the methods and procedures used, while chapter four will discuss the analysis and interpretation of the data. The final chapter will include a summary, discussion of findings, and recommendations for future research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The face of higher education is changing rapidly. There has been a dramatic increase in the number of new faculty hires as well as the use of adjunct faculty and graduate teaching assistants. Bowen and Schuster (1986) reported that each year 30,000 to 40,000 new full-time faculty members are hired, as well as 11,000 to 20,000 adjunct faculty members. The number of adjunct faculty and graduate teaching assistants (TA's) is also increasing in higher education (Benjamin, 2001). Benjamin (2001) reported that in 1975 44% of faculty members were classified as adjunct or a graduate assistant; by 1993, that number had increased to 51%. The reason the number of TA's is increasing is because they are being asked to teach lower division courses so that full-time faculty members can devote more time to research (Benjamin, 2001).

While faculty members have many responsibilities, teaching is still a major focus for many. One study found that undergraduate faculty members spend 70% of their time teaching (Hermann, 1997). In another study, Staurowsky and Scriber (1998) reported that teaching accounted for 40% of their workload. Golde and Dore (2001) reported that faculty members spend 29 hours per week in teaching related activities. Hertel, West, Buckley, and Denegar (2001) found that overall, athletic training faculty spend 7.9 hours per week teaching and 7.1 hours in preparation. Foster and Leslie (1992) found that 63% of their respondents, practicing athletic trainers, spent over 30% of their time in clinical

instruction. Some of the differences in these studies may be explained by the fact that the subjects represented various academic disciplines.

There is a discrepancy between the perceived role of faculty and the actual responsibilities. The perceived role is a research focus, but in reality, most faculty spend the majority of their time in teaching related activities. Teaching is a profession that requires specific skills such as, lecturing, leading discussions, communication, and organization to be successful. Studies show that many new instructors may not be prepared for these positions. Gaff and Pruitt-Logan (1998) wrote that graduate schools have never prepared students to be teachers because program administrators are more concerned with research. The doctorate in philosophy is viewed as a research degree, thus the extensive research focus in the curriculum (Golde & Dore, 2001). Therefore, many junior faculty members are not prepared for teaching responsibilities.

This review of literature contains information on several topics including 1. the goals of graduate students, 2. the goals of graduate programs, 3. the experiences of graduate teaching assistants, 4. the experiences of new faculty members, 5. the Path-Goal Theory, 6. the needs of graduate assistants and new faculty members, and 7. athletic training education.

### Goals of Graduate Students

According to research conducted by Diamond and Gray (1998), 75% of teaching assistants (TA's) plan to teach in the collegiate setting upon completion of the degree. In another study, Golde and Dore (2001) found that 63% of subjects were interested in teaching in the collegiate setting. Zebelman and Olswang (1989) reported that students

entered a doctoral nursing program for a variety of reasons, including a desire to teach. The literature indicates that a change of attitude occurs during the graduate school period. Golde and Dore (2001) reported that many students' interest in teaching had changed since they began graduate school; for some it increased for others it decreased. Golde and Dore (2001) wrote that the specialization required in doctoral programs, specifically a focused research area, leaves many new PhD's with no interest in teaching and no qualifications for teaching. Knapp (1995) added that they have no preparation for teaching a broad range of courses. Zebelman and Olswang (1989) indicated that nursing doctoral students had a greater interest in research one year after beginning the doctoral program than they did prior to beginning the program. These students showed a decreased interest in administrative positions and positions in non-doctoral schools of nursing, but a greater interest in positions as consultants, graduate faculty, and as researchers (Zebelman & Olswang, 1989).

Although the following study focused on the attitudes of faculty, it is indicative of the effects of graduate school. Sorcinelli (1988) found that many new faculty members listed research as their primary interest, but also indicated they were committed to teaching. Whether it was due to actual program content or socialization, many graduate students changed their views of teaching during graduate school. It appears that some graduate programs do not facilitate or encourage an interest in teaching.

### Goals of Graduate Programs

Although many graduate students plan to teach in the collegiate setting, research shows that the focus of graduate schools has shifted from a concentration of education

courses to a focus on the acquisition of knowledge in the discipline and research skills. The doctorate in philosophy degree is now assumed to be a research degree, to prepare students to be able to conduct research (Golde & Dore, 2001). Zebelman and Olswang (1989) reported that the initial purpose of doctoral programs in nursing was to prepare faculty, but the focus has changed over time to emphasize knowledge and research. In some disciplines a person can teach with a master's degree, but the focus of these programs has changed as well. Oermann and Jamison (1989) wrote that master's programs in nursing were developed to prepare teachers and administrators, but during the past 20 years, the content has shifted to focus on knowledge and clinical specialization. These studies relate to nursing but similar changes have occurred in other disciplines as well.

Hermann (1997) stated that to teach in a nursing program a person must have in-depth knowledge about the practice of nursing and be able to communicate that knowledge to the students. To function effectively as a nurse educator, Oermann and Jamison (1989) added that a person must have knowledge and clinical skills but also need to know how to teach. They wrote that it is important for prospective faculty to develop their own framework for teaching. Most people will not be able to do this without specific training. This training and practice could be part of a graduate curriculum.

Hermann (1997) wrote that the amount of clinical nursing and research content in graduate nursing programs has increased, while the amount of education material has decreased. McKevitt (1986) found that between 1979 and 1984 there was a significant decrease in the number of master's programs that offered nursing education as a primary area of study; most programs offered education as a minor in addition to another major.

Oermann and Jamison (1989) reported that only 10% of programs offered a major in nursing education, while nursing education minors or elective courses were more common, as many 86% of programs offered courses in nursing education. In the programs with nursing education courses, the content focused on teaching methods, curriculum development, learning theory, clinical teaching, instructional design, testing, evaluation, and grading (Oermann and Jamison, 1989).

While research shows that faculty spend a significant amount of time teaching, the content of the graduate programs appears to prepare students for other responsibilities. Hertel et al. (2001) wrote that the mastery of knowledge is critical in preparing future athletic training faculty. Foster and Leslie (1992) wrote that athletic training doctoral programs should prepare the future faculty member with skills related to research and administration in addition to preparation for teaching. Hertel et al. (2001) reported that the desired competencies of doctoral prepared certified athletic trainers that were rated highest include teaching undergraduate classes, teaching graduate classes, administrative skills relating to Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation, research, and mentoring graduate students. Competencies that were rated lowest were teaching classes outside of the discipline, obtaining external funding, performing research related to athletic training education and clinical outcomes of athletic training (Hertel et al., 2001). There are very few doctoral programs in athletic training; more than 50% of doctoral prepared athletic trainers have a doctorate in another area such as exercise science (Hertel et al., 2001).

Elder, Jr. and Nick (1995) conducted a study to determine desired competencies for students in allied health education doctoral programs. The competencies that were



rated highest related to the ability to teach graduate courses in the discipline and research skills. Lower rated competencies related to teaching undergraduate courses, curriculum development, ability to utilize innovative teaching methods, and instructional technology.

Jansma and Surburg (1995) studied the competencies needed by those who receive a doctorate in adapted physical education. Many competencies focused on research, administration, adapted physical education content areas, and pedagogy. The pedagogy competencies addressed knowledge of instruction, use of multiple teaching techniques, ability to teach and implement curriculum plans, and evaluate teaching.

Only in the study by Hertel et al. (2001) was teaching undergraduate classes rated as a desired skill of doctoral prepared faculty. This substantiates the problematic attitude that is prevalent in graduate programs which is that teaching, especially undergraduate courses, is not important. It is not surprising that the athletic trainers focused on undergraduate teaching since there are very few graduate level athletic training programs and traditionally most athletic training faculty have not held tenure-track positions, so research has not been a focus. No studies were found that examined the content of doctoral level athletic training programs to determine if students received training that would prepare them to teach undergraduate students. Overall, research, administration, and teaching graduate courses seem to be emphasized skills of doctoral prepared faculty.

Gaff and Pruitt-Logan (1998) believe there are many issues related to being a faculty member that graduate students are never exposed to, such as academic freedom, tenure, service responsibilities, financial aid, curriculum planning, and budgeting. According to Fink (1992), graduate schools have not fulfilled their responsibility to prepare students who wish to have a career in academia. It seems that the focus of

doctoral programs should be to prepare students in teaching, research, and service, as they will need knowledge in each of these areas. This does not appear to be a new problem. In 1930, Laing stated:

“What are we doing in the way of equipping them (the graduate students) for their chosen work? Have the departments of the various graduate schools kept their teaching career sufficiently in mind in the organization of their program(s) of studies? Or have they arranged their courses with an eye to the production of research workers only, thinking of the teacher’s duties merely as a means of livelihood that will furnish the young instructor or professor with enough money to buy food, drink, clothes, and shelter for himself and his family, and enable him to pay insurance premiums and contribute to the portrait funds of retiring colleagues, while he carries on his research? And finally comes the question: What sort of college teachers do our Doctors of Philosophy make? I do not mean to imply that these are all of the questions that have been or might be asked, but they are some of the most obvious ones” (p. 51).

Schuster (1993) wrote that graduate schools do not familiarize graduate students with the larger issues of the academic organization and the profession. “Graduate education does a poor job in two crucial respects: facilitating effective training for teaching and ... providing perspective about the values and norms of academic life” (Schuster, 1993, p. 30). He added that graduate schools are not working for the preparation of future professors and that graduate schools should take a greater responsibility in preparing future professors.

#### Research on the Experiences of Graduate Teaching Assistants (TA’s)

The experiences of TA’s vary widely across the spectrum of graduate schools. The opportunity to teach while in graduate school is invaluable experience for a prospective faculty member. Boehrer and Sarkisian (1985) referred to a teaching assistant position as an “apprenticeship to a lifelong career.”

Shaeffer, McGill, and Menges (1989) wrote that the graduate school years are the time when a person's approach to teaching is being formed. Boehrer and Sarkisian (1985) found that many TA's do not know how to teach. This should not surprise us; teaching is like any other activity in that it requires the acquisition of skills. Andrews (1985) wrote that teaching requires many skills that TA's are not familiar with. Acceptance into graduate school sometimes conveys an ability to teach. Many TA's begin the semester with a sense of panic and their doubts grow through the semester (Boehrer & Sarkisian, 1985). Diamond and Gray (1987) found that the teaching of many graduate teaching assistants was rated as "poor." This finding may be due to lack of training.

Golde and Dore (2001) stated that it is important for TA's to understand their role as instructors and to be able to effectively teach undergraduate courses. Training TA's is important to the quality of undergraduate education and to preparing future faculty (Nyquist, Abbott, and Wulff, 1989). Most people would agree with this statement, but the research related to the training TA's received varies greatly. Heppner (1994) administered a pretest questionnaire, Assessment of Current Knowledge (ACK), to a group of graduate teaching assistants. The data indicated that this group of TA's had only "slight to no knowledge" on 13 of the 22 items on the questionnaire, including teaching philosophy, use of learning objectives, developing critical thinking skills in students, making a syllabus, and leading discussions. According to Shaeffer, McGill, and Menges (1989), not much is known about graduate students as they begin to teach. They conducted interviews with 26 TA's and their results indicated that TA's rely on what they have learned through informal means:

1. There was a transferability of skills from other areas, which is important as a role model. They recall attributes of former teachers, draw on experiences of tutoring, and other experiences of public speaking, salesmanship, and coaching.
2. Student feedback was used to determine success; they gauged student participation and non-verbal cues to determine success.
3. They were more concerned with climate in classroom than teaching skills; most TA's have never thought about teaching style.
4. They easily identified obstacles to teaching, such as lack of knowledge, and lack of preparation time (Shaeffer, McGill, and Menges, 1989).

Diamond and Gray (1998) wrote that research universities began to focus on the role of teaching assistants in the early 1980's and thus training programs were established. Hermann (1997) reported that the more educational preparation the TA's received, the more prepared they felt for their teaching position, while those who got teaching experience were the most prepared. During the 1990's the number of training programs increased, but still many TA's did not receive training. Golde and Dore (2001) reported that 46% of TA's had the opportunity to take a training course that lasted at least one term; 51% of TA's were able to take a course related to teaching in their discipline. Diamond and Gray (1998) reported that 61% of TA's reported receiving training in conducting classroom discussions, 50% reported receiving training in lecturing, 41% in making slides or transparencies, and 64% in university rules and regulations. Hermann (1997) found that 66% of students in a doctoral level nursing program took a class on curriculum, 67% had a class in learning theory, 69% had a class in teaching methods, but only 46% got any experience in teaching a practicum course. A study by Golde and Dore

(2001) found that 56% of doctoral students are required to serve as graduate teaching assistants. Hertel et al. (2001) found that 49% of doctoral students gained teaching experience. These numbers suggest that there are many graduate students who do not receive training related to teaching or gain experience.

In a 1997 study, the percentages indicate that the majority of graduate students receive some type of training, but 14 % did not take any courses that prepared them to teach (Hermann, 1997). Only 46% of those who took a curriculum or theory of learning class felt it was adequate to help them prepare for teaching, and 58% who took a teaching methods class felt it was adequate. It is interesting that many who took an education class did not feel it prepared them to teach. Eighty-seven percent who taught a practicum class felt it was adequate preparation for teaching (Hermann, 1997). According to Hermann (1997), actual teaching experience was available to fewer students, but apparently was the best preparation for teaching. Sixty-eight percent of master's students felt their program had prepared them for clinical teaching (Hermann, 1997). This percent is higher than many other studies. Golde and Dore (2001) reported that less than 30% of students in their study felt that their program had prepared them for a variety of teaching responsibilities.

Graduate students who gained teaching experience had a wide range of responsibilities. Oermann and Jamison (1989) reported that the experiences of nursing graduate students included classroom teaching, clinical teaching, clinical evaluation, course development, and test construction. Diamond and Gray (1998) found that graduate teaching assistants at major research universities had the following experiences:

1. 27% of subjects reported that they were totally responsible for a class; this number decreased from 31% in 1987
2. 39% worked with a team to teach a class, this percentage increased from 34% in 1987
3. 59% of TA's prepared tests; this percentage decreased from 72% in 1987
4. 57% of TA's lecture, this percentage decreased from 60% in 1987
5. 44% of TA's supervise laboratories; this percentage decreased from 49% in 1987
6. most TA's get experience in grading and conducting office hours

Although Diamond and Gray's (1998) research indicated that TA's received training in lecturing, conducting class discussions, and making transparencies, it does not appear they are getting to use their skills. The results of these studies indicate that graduate students are reportedly not getting the experiences they need to be prepared for a faculty position.

#### Research on the Experiences of New Faculty Members

Many studies have been conducted which highlight the experiences of new faculty members. These studies show that new faculty members have many needs relative to their new position. The studies also investigated the assistance the new faculty members received from colleagues and administrators. The first years of teaching are a time of transition for new faculty members. The first year of teaching is when most faculty develop their skills and establish their style (Boice, 1991). During the first few years in a teaching position, new faculty must learn the organizational structure,

expectations, and their responsibilities (Sorcinelli, 1988). Jackson and Simpson (1994) added that the new teacher learns the policies, procedures, and goals of the department, and begins to develop as a professional educator. Ability to do these things determines likelihood of success and satisfaction. Boice (1991) reported the results of a study that tracked new faculty at two campuses for two years. This study included new faculty members and veteran faculty who were new to the institution. The findings relating to support, evaluations, teaching, and need to publish were the same for both groups. During the first semester, the faculty members reported they received very little collegial support from colleagues; less than 5% felt any type of social network for teaching. Senior faculty initiated only small talk, while the department chairs seemed more willing to help. Support decreased even more during the second semester, but the new faculty members stated the support increased during the third semester, as they were able to find colleagues with whom they could discuss teaching. Support from colleagues decreased to its lowest point during the fourth semester.

Many new faculty members reported during the first semester that they felt prepared to teach and felt that they were good at explaining concepts. They desired more help in preparing for their courses, specifically assistance relating to the difficulty of the courses. During the third semester, they still described their teaching as “strict facts-and-principles learning” (Boice, 1991). The new faculty received their first teaching evaluations during the second semester; the majority of the faculty members received poor evaluations. They reported that they did not expect the low evaluations, nor did they receive any information explaining their scores. Unfortunately, the evaluations did not improve for most faculty members. The evaluations indicated that they might need

more training. This can only be assumed, as this study did not examine the educational background of the faculty members. Initially, the faculty members felt that they were doing alright and did not have any plans to improve their teaching (Boice, 1991), but by the fourth semester, their attitudes had changed dramatically; many felt that they would never be a good faculty member.

Fink (1984) conducted a study of new faculty members who had just completed a doctorate and were in their first year as a collegiate faculty member. Data was gained from repeated surveys of the new faculty, colleagues, and students, as well as interviews and observations. The researcher studied many aspects of college teaching. The findings included: 1. a heavy teaching load for first year faculty, 2. a perceived lack of institutional companionship and professional support for new faculty, 3. goals relating to teaching were not accomplished in most cases, 4. new faculty were influenced by prior instructors, and 5. most new faculty utilized lecture format for teaching due to lack of time and resources to develop alternate methods.

Turner and Boice (1987) conducted a longitudinal study that tracked the experiences of first year faculty members. They studied work habits, teaching effectiveness, scholarly productivity, level of involvement and enjoyment, short-term objectives, long term goals, incidents of satisfaction/dissatisfaction, and general attitudes. The findings indicated that the new faculty expected a high level of interaction with faculty colleagues. These expectations were not realized which caused a high level of frustration. The first year was mainly spent on teaching related activities; they did not have much time for scholarly activity. New faculty received low teacher evaluations during the first year.



Sorcinelli (1994) stated that new faculty members suffer excessive stress during the first year of teaching due to the amount of time required for preparation, teaching several courses, dealing with students, and struggling because of their own lack of knowledge related to teaching. She reported that new faculty members were frustrated due to vague, ambiguous, and unrealistic expectations. Sorcinelli (1988) reported preliminary data from a study, which consisted of a questionnaire and interviews, to learn more about the attitudes of new faculty members. Many new instructors were excited about their position and saw it as a source of accomplishment, autonomy, and opportunity for continued learning. They felt overwhelmed by the responsibilities of being a new faculty member. The stress was caused by too many different preparations, course overloads, large classes in poorly equipped classrooms, inadequate preparation of students, inadequate teaching preparation, and high expectations (Sorcinelli, 1988). Many felt pressure due to the time required for teaching and the need to publish for promotion. The new faculty members stated that lack of collegial support was the most surprising and disappointing aspect of the first year of teaching. Some expected to have discussions with colleagues about teaching, research, and other topics. Most spoke highly of their chairs, who were the most helpful in providing guidance. Overall, Sorcinelli (1988) found a high level of morale among new faculty, but they have many concerns about workload, collegiality, and tenure. As further proof of their needs not being met, the faculty reported during the interviews that this was the first time anyone asked about their needs and concerns.

Olsen and Sorcinelli (1992) reported the findings of a five-year longitudinal study. The research began in 1986 with 54 assistant professors who were just beginning

a tenure-track position. The faculty were interviewed in the first, third, and fifth years of the study. They found over the five years that faculty were able to spend more time doing research and that preparation for teaching required less time. Faculty reported becoming more efficient in preparing lectures and grading. They also reported fewer new preparations by the fifth year. Over the course of the study, the new faculty members became more introspective about their teaching. They became more self-confident and were able to focus on the techniques of teaching, such as deciding on topics to teach, how best to teach, and how to get students to think. The new faculty also realized that they would not be rewarded for good teaching and wished it would be a bigger part of the tenure decision. The data also showed that satisfaction with work declined over the time of the study. These new faculty members reported frustration with the amount of help they received from others. Surprisingly, the new faculty members reported that others outside the department were most helpful and supportive. Other untenured faculty and the chairperson were next most supportive, while tenured faculty and the deans were least helpful and supportive (Olsen & Sorcinelli, 1992). The faculty reported that often they turned to colleagues outside the department and students for support. Olsen and Sorcinelli wrote that it does not seem that either of these groups of people would be most helpful in socializing a new faculty member.

The research has shown similar experiences for new faculty members. These studies show that new faculty members have heavy teaching loads, receive low teaching evaluations, have little time for research, and find little support from colleagues. A statement that sums up the frustration felt by new instructors could be illustrated by the

work of Fink (1984) when she wrote that 10% of the new faculty members planned to leave college teaching at the conclusion of the first year.

Many new faculty members did not have access to or did not participate in any faculty development programs. According to Fink (1984), only 27% of the subjects participated in specific activities to improve teaching, while others participated in some non-specific improvement activities. Seventy-four percent of the subjects who participated in improvement activities made only minimal changes in their teaching style based on the knowledge that they gained (Fink, 1984). In Boice's (1991) study, many reported they were too busy to attend any faculty development workshops, but those who did attend made substantial improvements in their teaching. This shows that with assistance new faculty members can improve their skills and be successful.

### Path-Goal Theory

The Path-Goal Theory was developed by Robert J. House in 1971. In 1996, House revised the theory which was published in the *Leadership Quarterly* as a reformulated theory. Although the general ideas are the same, the reformulated theory further explains some aspects of the theory and work unit leadership. In 1971, House wrote the function of a leader is to increase "personal pay-offs to subordinates for work-goal attainment, and to make the path to these pay-offs easier to travel by clarifying it, reducing road blocks and pitfalls, and increasing opportunities for personal satisfaction en route." This statement has epitomized the theory through the years. Northouse (2001) wrote that the Path-Goal Theory is about how leaders motivate subordinates to achieve goals. The underlying idea is that subordinates will be motivated to work if they feel

they are capable of doing the work, that they can achieve the desired outcome, and that the rewards will be meaningful.

The premise of the Path-Goal Theory is to provide what is missing for the subordinates and compensate for deficiencies (House, 1996). Leadership should be based on characteristics of the environment and the individual. Schriesheim & Neider (1996) wrote that effective leaders assist subordinates through the path that leads to desired outcomes for the individual as well as the institution. The needs of subordinates should dictate the actions of the leader (Jermier, 1996). Northouse (2001) stated that the Path-Goal Theory provides a useful framework for leaders so they can choose an appropriate leadership style based on the characteristics of the subordinate and the task. The theory is very practical because it provides a set of recommendations based on the nature of the situation. Schriesheim and Neider (1996) called the Path-Goal Theory a functional approach. They suggest that the leaders determine needs of the subordinates. They called this concept Path-Goal Theorizing and it includes: 1. identifying functions needed for motivation, performance, and satisfaction, 2. determining if the needs could be met by someone other than the leader, 3. predicting the effects of various types of leader behavior.

#### *General Propositions – Original Theory*

This theory consists of general propositions that focus on the role of leaders as they help subordinates feel satisfaction in their jobs (House & Mitchell, 1974). The theory also outlines characteristics of the subordinate and the task that must be

considered to determine behaviors that will be most helpful for the subordinate. The leader's behaviors must meet these criteria:

1. is acceptable and satisfying to the subordinates to the extent that it yields either immediate or future satisfaction
2. motivating to the extent that it will yield satisfaction based on good performance and it complements the environment.

House and Mitchell (1974) categorized leader behaviors, which will assist subordinates, into four groups. These behaviors include directive, supportive, participative, and achievement-oriented. Directive behaviors, also referred to as initiating structures, are those that focus on structure for subordinates. This includes expectations, scheduling, giving guidance, clarifying policies and rules, and otherwise reducing ambiguity. Supportive behaviors, also referred to as consideration, satisfy personal needs and preferences, such as displays of concern, creating a friendly environment, decreasing stress, and increasing self-confidence. Participative behaviors allow subordinates to have input on decision-making processes, which increases support for goals. Achievement-oriented behaviors challenge subordinates to give their best effort, set high goals and standards, and continually seek improvement. The simplified version that has been widely published did not focus on the participative or achievement-oriented leader behaviors, only on the directive and supportive behaviors (Jermier, 1996). Therefore, most of the literature has focused on these two aspects. The characteristics of the individual, the task, and the environment help to determine which behaviors will be most beneficial for the subordinates. These are also called contingency factors. A contingency factor is a variable that affects the relationship between two other variables, such as

behavior and job satisfaction (House & Mitchell, 1974). Structure and support will have different effects depending on whether the task is satisfying vs. unsatisfying or clear vs. ambiguous. Northouse (2001) identified need for affiliation, need for structure, desire for control, and perceived ability as characteristics of subordinates that will influence behaviors of the leader. Tasks that are unclear and ambiguous will require structure, whereas tasks that are repetitive require support to increase motivation (Northouse, 2001). Clarification of duties is not needed in situations where the task involves repetitive behaviors (House, 1971). If a job is dissatisfying and unambiguous, directive behavior will be seen as over controlling (House, 1996). House and Mitchell (1974) reported that high-level jobs are frequently ambiguous and require more structure. Leaders who clarify the path, by explaining expectations and policies, decrease task ambiguity. This will increase the subordinate's ability to achieve the goal. Leader consideration or support will decrease stress and make the job more satisfying. When tasks are ambiguous, supportive behavior will have positive effect on motivation and satisfaction (House, 1971; House, 1996).

Many subordinates face a variety of obstacles, which prevent them from reaching their goals (House, 1996). These obstacles create uncertainty, frustration, and fear. Leaders are responsible for removing obstacles or helping subordinates overcome them, which will increase their ability to achieve their goals and increase satisfaction. The leader needs to recognize and complement the environment and fill deficiencies of subordinates as appropriate. House and Dessler (1974) wrote that performance in a job is contingent upon satisfaction.

### *General Propositions – Reformulated Theory*

In 1996, House offered a reformulated Path-Goal Theory. Empirical research evidence indicated that the theory needed to be reformulated (House, 1996). While the concepts are the same, he offered additional leader behaviors that are effective in assisting subordinates overcome obstacles in the path to achieving goals. He also focused on the link between an individual and the organization (Northouse, 2001).

In the reformulated theory, House (1996) specified nine leader behaviors that are acceptable, satisfying, facilitative, and motivational for subordinates. These include:

1. clarifying – clarify standards, tasks, evaluations, and rules
2. achievement oriented – encourage goal setting and high achievement
3. work facilitation – planning, scheduling, and organizing work, provide mentoring and feedback, and eliminate roadblocks
4. supportive – provide for the psychological needs of subordinates
5. interaction facilitation – promotes collaboration and interaction among subordinates, encourages friendships
6. group oriented decision process – seeks input from subordinates in decision making
7. representation and networking – increase the legitimacy of group within the organization to allow for more resources
8. value based – demonstrate a vision and self-confidence so that others will follow
9. shared leadership – allows others to become involved in leadership

The reformulated theory still implies that leader behavior is effective only to the extent that it increases performance and satisfaction in subordinates. Just as in the original theory, House identified contingency factors, related to the subordinate task, that determine whether these behaviors will affect subordinates' performance. According to House (1996), leaders will be effective if they realize their need to complement the environment by clarifying tasks, ensure that subordinates can reach goals, receive rewards, and experience job satisfaction.

### *Validity of the Path-Goal Theory*

Many research studies have been conducted to determine the validity of the Path-Goal Theory. The results have not provided conclusive evidence to support the theory.

Ross (1986) wrote that high levels of job ambiguity lead to a decrease in job satisfaction. House and Dessler (1974) found that when leader support and participation are held constant, the relationship between leader initiating structure and subordinate satisfaction increases as task structure decreases. Another finding indicated that when structure and participation are held constant, the relationship between leader support and subordinate satisfaction increased as task structure increased.

Downey, Sheridan, and Slocum, Jr. (1975) tested the theory on managers and machine operators at a steel firm by using the Leader Behavior Description Questionnaire (LBDQ). They hypothesized that the lower the task structure the stronger the relationship between leader's initiating structure and subordinates satisfaction. Their second hypothesis related to supportive behaviors. They hypothesized that the higher the task structure the stronger the relationship between consideration and satisfaction. The



findings of this study did not support the first hypothesis, but did support the second. The data indicated a strong relationship between consideration and satisfaction regardless of the type of task structure. Downey et al. suggest that Path-Goal Theory model does not account for all of the variables that are a part of the leadership process.

Stinson and Johnson (1975) conducted a similar study using military officers and Civil Service personnel as the subjects. Their study utilized the LBDQ and the Index of Job Satisfaction developed by Brayfield and Rothe (1951). This study also failed to support the hypothesis relating to a strong relationship between initiating structure and satisfaction under conditions of low task structure; they did find a strong relationship under conditions of high task structure. There was a positive relationship between initiating structure and role clarity under conditions of high task structure; this is also contrary to tenets of the Path-Goal Theory. This study also supported the second hypothesis. There was a positive relationship between consideration and satisfaction under conditions of high task structure; this relationship was also seen under conditions of low task structure. The authors indicated that the reason for the findings which contradict the Path-Goal Theory may be due to a difference in the nature of the subjects used.

Sims, Jr. and Szilagyi (1975) conducted a study to test the theory on two levels of administrative positions, associate directors and head nurses, in a hospital setting. The authors hypothesized that the associate directors would have less clearly defined roles and stronger relationships would exist between initiating structures behaviors and satisfaction. The results indicated a positive relationship between initiating structure and satisfaction for the associate directors, but a negative relationship existed for the head

nurses. There was also a negative relationship between initiating structure and role ambiguity for associate directors.

Keller (1989) studied the Path-Goal Theory using employees of four research and development organizations. Keller hypothesized that the need for clarity will cause a positive relationship between initiating structure and satisfaction. Subjects were given several questionnaires including the LBDQ-XII. The hypothesis was supported by the data.

Foster (1999) attempted to investigate the validity of the Path-Goal Theory using federal government employees. The subjects completed a survey, which was designed by the researcher, to assess leader behaviors, satisfaction, work effort, and working conditions. The findings supported the hypothesis that there is a curvilinear relationship between leader behavior and subordinate outcomes. A specific behavior could enhance or diminish a subordinate's satisfaction depending on characteristics of the subordinate. Satisfaction was highest when the subordinates received the amount of the leader behaviors that they needed and was lowest when the subordinate received little or no leadership. The results of this study suggest that the most effective leaders will be those who are aware of the different needs of their employees and are able to adjust their behaviors to meet the different needs (Foster, 1999)

The Path-Goal Theory of leadership has also been studied in several educational settings. All have shown some degree of support for the theory. Levanoni and Knoop (1985) surveyed instructors in Ontario who taught in elementary and high schools, community colleges, universities, and student teachers. The subjects completed several questionnaires including two sections of the LBDQ. The results indicated a significant

relationship between directive behaviors and satisfaction for the student teachers. These results indicate that the student teachers need more direction because of their lack of experience. The student teachers did not report that their supervisors were more directive than subjects in any of the other samples; the teachers at the university level reported that their supervisors were the most directive. The university teachers reported the least amount of satisfaction with their supervisors. Levanoni and Knoop (1985) wrote that they might view the directive behaviors as infringing upon their academic freedom.

Ross (1986) studied teachers and principals in public education to determine the relationship between locus of control, role ambiguity, and satisfaction. The data indicated that those with higher levels of job ambiguity had lower levels of job satisfaction. The results show some support for the Path-Goal Theory of leadership (Ross, 1986).

Kennerly (1988) surveyed faculty members in accredited nursing programs using portions of the LBDQ-XII and the Index of Job Satisfaction. The hypothesis relating to the relationship between consideration and satisfaction was supported by the data. There was a positive relationship between consideration and satisfaction. There was also a positive relationship between initiating structure and satisfaction; an inverse relationship was predicted in the hypothesis. These results show that initiating structure and consideration on the part of the dean/department chair are important for nurse faculty satisfaction

Schriesheim and Schriesheim (1980) conducted a study and reported limited support of Path-Goal Theory. They found that supportive behavior is an important variable relating to satisfaction, whereas clarifying behaviors did not relate to satisfaction

but did relate to role clarity. Yukl (1994) wrote that many studies have found a positive relationship between directive behavior and satisfaction in unstructured tasks, a positive relationship between directive behavior and role clarity in unstructured tasks, and a positive relationship between supportive behavior and satisfaction. Directive behaviors are most important when the subordinate is inexperienced (Yukl, 1994). In 1996, Schriesheim and Neider reported the following results, 1. most research dealt with the relationship between leader behavior and outcomes for various task structures, 2. task structure affects need for structure or support, 3. there is positive relationship between leader consideration and job satisfaction.

Schriesheim and Neider (1996) stated that the Path-Goal Theory has compelling logic and is on the right track. In many studies, leader behaviors have been the independent variables, with performance and satisfaction as the dependent variables. House (1996) wrote that existing tests cannot be used to measure new theories. Yukl (1994) attributes most of the controversy to inadequate methods utilized to test the theory. Some of the inconsistencies of the research results could be attributed to problems in methodology relating to the measuring instrument (Schriesheim and Neider, 1996). Schriesheim and Von Glinow (1977) wrote that the LBDQ and the Supervisory Behavior Description Questionnaire (SBDQ) should not be used to test the Path-Goal Theory; a newer version of the LBDQ, the LBDQ-XII, would be preferable, but it still has its shortcomings.

Other factors contribute to the inconsistent findings of the research studies. Downey et al. (1975) and Ross (1986) concluded that leadership style only accounts for a small portion of the variance in satisfaction in both structured and unstructured task

situations. According to Evans (1996), more work needs to be done to determine the interaction between task structure and leader behavior on satisfaction and performance. Stinson and Johnson (1975) believed that the validity of the Path-Goal Theory might be related to educational level of the subordinates. Not all aspects of the theory have been tested adequately and the worth of the theory cannot be assessed solely by the research data (Jermier, 1996; Schriesheim & Von Glinow, 1977; Yukl, 1994). Yukl (1994) criticized the theory for focusing only on the leader behaviors while ignoring other means through which a leader can affect subordinate performance and satisfaction, such as providing training.

While the validity of the Path-Goal Theory is still unclear, the findings of the studies indicate that it is a viable theory and use of this theory by leaders in various organizations could be beneficial for subordinates. Schriesheim and Schriesheim (1980, p. 350) felt that “as the number of carefully designed studies to test it increases, the Path-Goal Theory may prove of value in adding to our understanding of leadership phenomena”. House (1996, p. 350) summed up the function of the theory when he wrote:

“the essence of the theory is the meta proposition that leaders, to be effective, engage in behaviors that complement subordinate’s environments and abilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance. This meta proposition, and the specific propositions relating leader behavior to responses of subordinates, decision effectiveness, superior-subordinate relationships, and work unit behavior are consistent with, and integrate the predictions of, current extant theories of leadership.”

#### Needs of TA’s and New Faculty Members

A new position is in itself stressful, but when a person is in a situation, in which they are not fully prepared for the responsibilities, it is more stressful. The studies cited

illustrate the point that new instructors have many needs that are not being met through formal or informal means. Lueddeke (1997) expressed his concern about the lack of preparation of part-time faculty members when he wrote that many departments do not consider training a priority. Approximately 25% of TA's feel that they have not received adequate guidance from the department in which they teach (Diamond & Gray, 1998). Although no studies were found, it could be assumed that full-time faculty would answer the same way.

Teaching is regarded as a high-level position and faculty members have a lot of autonomy and their tasks can be quite ambiguous (Jackson & Simpson, 1994). These task characteristics call for a lot of direction from the leader (House, 1971). As administrators provide information about teaching, the task ambiguity will decrease, which according to House (1971) will increase satisfaction and motivation. Fink (1992) declared that many new faculty members face a variety of challenges in assuming a faculty position and need more support from fellow faculty members and the institution.

Sorcinelli (1988) stated that programs are needed to develop excellent instructors. Shaeffer, McGill, and Menges (1989) wrote that during graduate school a prospective faculty member begins to develop values, assumptions, and techniques of teaching and when administrators do not provide training there is a great opportunity for guidance being missed. Hermann (1997) recommended that graduate programs contain some teaching/learning content in the graduate curriculum and then professional development programs could provide the training that is not a part of graduate programs. Fink (1992) stated that since much of the information about policies, procedures, and responsibilities

of faculty members are not learned in graduate school, it is the responsibility of institution to provide this information for the new faculty member.

For a training program to be effective, it must meet the needs of the participants. Heppner (1994) stated that it is important to determine the knowledge level of TA's on issues relating to teaching and then design a program so that the TA's can gain knowledge and experience in these areas. Boehrer and Sarkisian (1985) reported that TA's were unsure about the following tasks: how to maintain order in the class, giving assignments, how to be persuasive in their point of view, how to act as role models, how strict to be in grading students' work, and the extent to get involved in students' personal lives. In 1987, Diamond and Gray found that many TA's desired more training relevant to teaching techniques, including lecture preparation, evaluation tools, leading discussions, and constructing tests. In 1998, Diamond and Gray found similar results; 62% of graduate students desired more training on lecturing, 56% on preparing tests, 54% on counseling/advising, 71% on how to evaluate yourself as a teacher, and 70% on how to evaluate a course. According to the Heppner (1994) study, graduate teaching assistants also want information about teaching philosophy, teaching techniques, and using learning objectives. McGill and Shaeffer (1986) wrote that TA's have concerns about the quality of their teaching; they want training in techniques to meet the needs of the students, and they want to create a comfortable teaching environment. New faculty members would probably benefit by training on the same topics.

Sorcinelli (1988) suggested the following topics for programs for new faculty members: organization of materials, sequence of topics, difficulty levels of concepts, learning theory, and teaching techniques. In addition to the specific workshop topics,

Turner and Boice (1987) offered these suggestions to help new faculty members: encourage new faculty to be proactive, offer constructive, practical feedback about classroom and office performance – based on observation or teacher comments, urge new faculty to observe others, and offer mentors. Hermann (1997) suggested that the new teacher could be paired with a master teacher.

Sorcinelli (1988) wrote that as a person develops as an instructor, a person goes through several stages as they gain experience including telling, leading, hoping students learn, and transmitting knowledge. Each of these includes complex interaction between students, subject matter, and teacher actions. Training programs must also consider the interaction between these topics, the stages of development, the socialization of TA's, and the university culture (Nyquist, Abbott, & Wulff, 1989). Pitney (1998) was writing specifically about athletic training program directors when he wrote that they need to act as mentors and learning facilitators as they direct continuing education activities, but these principles can apply to any academic discipline. Any type of professional development program must meet the needs of adult learners, which may be different than the needs of students. Adult learners appreciate programs with the following characteristics: voluntary, allow self-direction, utilize experiences to learn from, contain problem centered and meaningful activities, and allow immediate application of material (Pitney, 1998). Pitney (1998) wrote that the programs must also establish a climate of respect for the learner, a supportive environment, and an opportunity to practice new skills. Another criteria of support programs was discussed by Andrews (1985) when he wrote that support programs must focus on outcomes of the course, the course objectives.



This will also make the content of the programs more applicable to the activities of the new instructors.

Strong leadership skills are required for chairs, but there is no formal training offered by most institutions (Lucas, 1986). The results of Foster's path-goal study (1999) highlight the need for training for leaders so they can be effective in mentoring subordinates and meeting their various needs. Most chairs do not understand how they can motivate faculty or what their role should be. In order for administrators to help new instructors overcome the obstacles that they face, the administrators must understand their role as a leader. Few administrators facilitated activities that would promote effective teaching within the department; they did not appear to understand the problems experienced by first year faculty or the need to develop teaching skills (Fink, 1984). Boehrer and Sarkisian (1985) wrote that deans and department chairs need to provide support that will help TA's develop their own style. Wheeler (1992) wrote that a chairperson should act as a resource link, a mentor, an institutional authority, an evaluator, and a faculty developer. Each of these roles will meet the needs of new instructors. Sorcinelli (1988) recommended providing information to deans and department chairs about the needs of new faculty members and to encourage the development of basic teaching skills. The administrator must be able to identify the needs of the new instructors and then determine way to assist them. Wheeler (1992) wrote that a chairperson could facilitate success of a junior faculty member by identifying their needs, examining ways to help them, and taking specific actions to support the junior faculty.

## Athletic Training Education

Athletic training education has changed significantly over the past few years. Until recently there have been two routes to certification; a student could attend either a curriculum or an internship program. From 1969 to 1993, the National Athletic Trainers' Association (NATA) had approved curriculum programs (Delforge & Behnke, 1999). In 1994, NATA surrendered the responsibility to approve programs to CAHEA (Delforge & Behnke, 1999). Subsequently, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) was charged with the responsibility to accredit athletic training curriculum programs (Delforge & Behnke, 1999). CAAHEP is a national organization that accredits many allied health education programs. The standards that must be met to gain accreditation has changed since CAAHEP has accredited programs. To be accredited, a university must offer classes in core athletic training content areas as well as provide specific clinical experiences for the students. Another change occurred in 1997 when NATA announced that the internship programs would be phased out by 2004 and at that point a student must have graduated from an accredited program to be eligible to sit for the National Athletic Trainers' Association Board of Certification (NATABOC) examination (NATA Education Task Force, 1997). The colleges and universities that had an internship program were faced with the either losing their program or working to get their program accredited. Many universities are seeking to gain CAAHEP accreditation. In 1999, NATA developed new competencies that must be taught in an accredited program (NATA, 1999). These new competencies include many content areas and skills that have not been a part of athletic training education to this point. Several changes have occurred in athletic training education as a result of the change of accrediting body and

new competencies. First, these changes have contributed to an increase in the number of practicing athletic trainers in the collegiate setting who teach athletic training courses. Many athletic trainers, like other professionals with an advanced degree, do not have an education background and therefore are not adequately prepared for these responsibilities. Second, the programs must rely on other allied health professionals to teach some of the competencies. Third, there is a greater focus on teaching and learning in the classroom and clinical setting. Fourth, outcomes, or evidence of student learning, will become more important in the accreditation process. Historically, athletic training is a profession that has relied primarily on learning in an apprentice type situation. Each of these changes has led to an increased focus on classroom education.

Athletic training educators hold a variety of degrees, positions, academic ranks, and responsibilities relating to teaching and clinical responsibilities (Starkey & Ingersoll, 2001). Arnold (1998) found that 81% of athletic trainers in the collegiate setting had a master's degree. Staurowsky and Scriber (1998) found that athletic trainers have responsibilities in 3 areas – teaching, service to athletic department, and supervision of students. Historically, athletic training instructors have not held traditional faculty positions as they have typically been hired as adjunct instructors. The changes that have occurred from the new CAAHEP accreditation standards have resulted in more full-time athletic training faculty positions (Hertel et al., 2001)

The results of Arnold's (1998) study indicated that a doctorate was more desirable in the collegiate setting than in other athletic training settings. Until recently the need for doctoral prepared athletic trainers was not realized. Hertel et al. (2001) wrote that educational reforms have lead to more accredited programs being established and the

need for more doctoral prepared athletic training educators. According to Hertel et al. (2001), there is a need for doctoral prepared certified athletic trainers to affect policy, for administrative positions, and to conduct research. He added that there should be more doctoral programs in athletic training to further the research relating to athletic training practice. This statement substantiates the idea that research is more important than teaching. Hertel et al. (2001) stated that athletic training doctoral students should be given ample opportunities to teach undergraduate and graduate athletic training courses - classroom and clinical instruction. This will help to prepare prospective faculty members for the teaching responsibilities. He did not mention the need for training in addition to gaining experience. Starkey and Ingersoll (2001) wrote that new faculty must often develop their teaching, begin research activities, serve the university, and perform administrative duties related to CAAHEP accreditation immediately after completing a doctorate. This could be overwhelming for a new faculty member.

Just like faculty members in other departments, athletic trainers do not have a significant amount of training or experience. While pursuing a master's degree, most athletic trainers had a graduate assistantship within the athletic department that allowed them to refine clinical skills and gain experience. Teaching is not a part of the graduate programs for most athletic trainers. Perrin and Lephart (1988) wrote that several years of experience as a practicing athletic trainer may be adequate preparation for a full-time position as a classroom instructor. Most others would not agree with this statement, as many people believe training is important for becoming an excellent teacher, not just practical experience. Very few studies have been conducted that focus on the experiences of athletic trainers and teaching. Foster and Leslie (1992) conducted one

such study and found that 82% of responding athletic trainers used trainer-dominated communication when teaching, which consists mainly of lecturing, telling, and presenting in their teaching. Most of the athletic trainers agreed that they have a responsibility to teach clinical skills and that it was important to them and they enjoyed it, but only felt somewhat prepared to teach. Foster and Leslie (1992) found that athletic trainers with a teaching degree felt more confident about their ability to teach than those who did not have a teaching background. This should not surprise us because teaching is an activity in which training and experience give one more confidence. This is supported by the studies conducted by Boice (1991), Fink (1984), and Hermann (1997).

## CHAPTER III

### METHODOLOGY

The purpose of this quantitative study was to explore the responsibilities, needs, and satisfaction levels of new instructors in Commission for Accreditation of Allied Health Education (CAAHEP) accredited and candidacy athletic training education programs and the involvement of administrators in providing directive and supportive assistance. This chapter includes a description of the survey instrument, pilot study, reliability study, selection of subjects, data collection procedures, controls in the research process, and statistical analyzes.

#### Research Questions

The research questions answered by this study were:

- 1. Do the responsibilities of instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*
- 2. Does training received and desired by new instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*
- 3. What is the correlation between receiving directive and supportive assistance and satisfaction in teaching?*

4. *What is the correlation between receiving directive and supportive assistance and satisfaction between levels of position classification?*
5. *What is the difference in the means for assistance and satisfaction between levels of position classification?*

### Survey Instrument

No published survey was found that addressed all of the research questions. The survey was designed by the researcher to include sections relating to each of these questions. The survey is a compilation of ideas developed from existing surveys. Section A and the Section B, questions 1-7, were used to establish demographic and background information about the subject population. Section B, question 8, was included to answer the first research question relating to responsibilities in their current position. Section C, questions 1-17, were used to answer the second research question pertaining to training received and training desired. The last three research questions, pertaining to the Path-Goal Theory, were answered by Section C, questions 18-41, and Section D.

### *Design*

The first portion contained demographic and background questions relating to gender, type of undergraduate degree, highest degree completed, and number of teaching related courses taken. Other questions related to the number of courses taught independently, and number of courses assisted (Diamond & Gray, 1998; Hermann, 1997). Questions that related to the subject's current position included number of hours

spent each week in preparation for teaching and actual teaching time each week as well as the number of courses taught each semester (Boice, 1991; Fink, 1984; Sorcinelli, 1988; Turner & Boice, 1987). Subjects were to mark the space in front of the appropriate answer for each question in these sections. There was one open-ended question that asked the subjects to write their greatest obstacle to successful teaching.

Heppner (1994) developed a survey entitled Assessment of Current Knowledge (ACK), which listed typical responsibilities of instructors. A similar list was included in the second section of questions (B8). The subjects were instructed to mark "yes" or "no" in the space provided to indicate if they had each of these responsibilities.

The third section of the survey related to training and assistance (Diamond & Gray, 1998; Golde & Dore, 2001; Heppner, 1994). Questions C1-C17 dealt with specific components of teaching and whether or not the subject had received training in each component previously and/or at the current institution. The subject was to circle "yes" or "no" for each component as appropriate. On the first page of the survey, training was defined as any workshop, course, seminar, etc. the subject had attended that focused on that particular aspect of teaching. The subject was also asked to indicate whether he/she desired training/further training on each component. Subjects were instructed to circle the appropriate letter on a Likert scale to indicate the degree to which they desire training or additional training. The scale was labeled as follows: SD=strongly disagree, D=disagree, U=undecided, A=agree, SA=strongly agree.

The fourth section of the survey focused on The Path-Goal Theory. Subjects were to indicate if their supervisor was providing adequate assistance on each of the directive and supportive behaviors listed (C18-C41). These behaviors were taken from the work of



Foster (1999) and House and Mitchell (1974). The term supervisor was defined on the first page of the survey as the program director, department chair, or other person who was most responsible for his/her teaching. While answering the questions, subjects were instructed to think of one person who most closely fit the definition. In the first part of this section, the subjects were to indicate whether or not their supervisor had demonstrated each specific type of assistance by circling the appropriate answer on the Likert scale. Items were written so that the subject could agree or disagree as to whether or not their supervisor had provided that type of assistance. The scale was labeled as follows: SD=strongly disagree, D=disagree, U=undecided, A=agree, SA=strongly agree. In the next part of the section the subject was to indicate how important each behavior was to him/her in finding satisfaction in teaching. The subjects were to circle the appropriate answer on the following Likert scale: NI=not important, SI=somewhat important, and VI=very important. The even numbered questions between C18-C40 pertained to directive assistance and odd number questions between C19-C41 pertained to supportive assistance.

The final section of the survey, Section D, contained questions relating to satisfaction with teaching. Questions were taken from Brayfield and Rothe's (1951) Index of Job Satisfaction. The scale was labeled as follows: SD=strongly disagree, D=disagree, U=undecided, A=agree, SA=strongly agree.

### *Scoring*

To determine total score of the behavioral questions each response was assigned a number then the numbers were totaled to give the total for that section. In the section on

training received/desired each 'yes' response was given one point and each 'no' was zero points. The maximum score on these questions was 17, while the minimum was zero. The Likert scale questions in the sections of training desired, supervisor's assistance in the Path-Goal Theory, and satisfaction used the following scale to determine the total score SD=1 point, D=2 points, U=3 points, A=4 points, and SA=5 points. The questions on importance of supervisor's assistance used the following scale: NI=1 point, SI=2 points, and VI=3 points. The scores for training desired ranged from 17 to 85; a high score indicated a greater desire for training in the components of teaching. The scores for the questions relating to supervisor's assistance ranged from 12 to 60 for each type of assistance, directive and supportive. A high score indicated that the new instructor had received sufficient amount of assistance from the supervisor. For the questions relating to the importance of receiving directive and supportive assistance, the scores ranged from 12 to 36. The scores for satisfaction ranged from 8 to 40.

### Pilot Study

The purpose of the pilot study was to finalize the survey instrument. Ten new instructors in athletic training and allied health education programs were chosen to participate in the pilot study. Each new instructor was either a master's student, doctoral student, first year instructor, or an adjunct instructor with less than three years of teaching experience. A packet was sent to each subject that included a letter of explanation relating to the research study and the pilot study, the survey, and a stamped, self-addressed envelope (Appendix B). The subjects were asked to answer all the questions in the survey and make comments about any directions or questions that were unclear,

redundant, or otherwise problematic. They were also asked to note the amount of time required to complete the survey.

All ten surveys were returned. There were no consistent comments reported by the subjects as to unclear questions or directions; therefore no changes were made to the survey. The subjects reported that it between 10-20 minutes to complete the survey.

### Reliability of the Scores

#### *Pilot Study*

Information regarding score reliability was obtained in two phases. First, the test-retest method was to determine reliability of the behavioral portions of the survey. The survey sent to the participants did not include any of the background or demographic questions as it was assumed that the reliability would be high for these questions because they were factual rather than behavioral. Twenty-five subjects were selected to participate in the reliability study. This included eight subjects from the pilot study and 17 instructors in athletic training and nursing programs.

Each participant received a packet that included a letter of explanation, a copy of the behavioral portions of the survey, directions for completing the survey, and a stamped, self-addressed envelope (Appendix C). The subjects were instructed to write the last 4 digits of their social security number on the top of each survey to identify each respondent's first and second survey, while preserving the anonymity of the subjects. For those who also participated in the pilot study, the letter was brief and thanked them for participating in the pilot study and explained the purpose of repeating the survey and asked for their participation; this survey was used as the retest trial. Subjects were

instructed to return the survey in 10 days. All eight subjects from the pilot study returned the second survey. The letter sent to the 17 other participants was more detailed and explained the purpose of the reliability study, the need to complete the survey on two separate occasions, the procedures required, and sought their participation. The subjects were to complete this survey and return it in the stamped, self-addressed envelope within 10 days. The second letter, an identical survey, and a stamped, self-addressed envelope was mailed approximately two weeks later. This letter contained a brief review of the study and reiterated the need to complete the second survey. Only 11 of these subjects returned the second survey. There were 19 usable surveys for the test-retest method. The data were analyzed using SPSS 11.0. The correlation between total scores of each behavioral section on the pre-test and post-test trials was used as an initial means of determining reliability of the survey. The correlation for each section was as follows: responsibility=.768, previous training=.883, training at current institution=.819, importance of directive assistance=.836, and importance of supportive assistance=.906, training desired=.418, directive assistance=.533, supportive assistance=.675, and satisfaction=.277. The correlations that were greater than .68 were determined to be acceptable. For the behaviors that had a low correlation, additional testing was done. This consisted of an item analysis to determine internal consistency. The internal consistency was high for each question. Through these tests, the survey was determined to be reliable and acceptable to use for the study.

Validity of the content of the survey was obtained by asking several current faculty members to determine if the survey adequately measured teaching responsibilities and actions of administrators. Each faculty member reported that survey accurately

represented responsibilities of instructors and actions of administrators. Other means of determining validity did not fit this survey because it was not designed to measure specific knowledge or criterion where standards had been previously set.

#### *Actual Research Data*

Reliability of the scores was also established by the actual research data (N=85). Reliability of the behavioral sections of the survey was calculated using the alpha estimate of reliability through evaluation of internal consistency. Table 1 summarizes the reliability of each section of the survey. The high alpha level for each sections of the survey indicated that each question contributed to the overall score and was important to the survey.

When the directive assistance questions were analyzed individually, only questions C38 and C40 had a low internal consistency, .1999 and .2799 respectively. Question C38 was about whether or not the subject was able to go to workshops to improve teaching. Question C40 was about the availability of resources through the department, such as secretarial, supplies, copying, etc. While these questions relate to directive assistance, they were not specifically related to the supervisor, which might account for the low correlation.

Table 1

*Reliability of Scores on Survey Instrument (N=85)*

Section of Survey (14)	Alpha
Responsibilities (17)	.6904
Training Received – Current Institution (17)	.9443
Training Desired (17)	.9332
Directive Assistance (12)	.8931
Supportive Assistance (12)	.9251
Satisfaction (8)	.8271
Importance of Directive Assistance (12)	.7777
Importance of Supportive Assistance (12)	.8363

When the supportive assistance questions were analyzed individually, only questions C39 and C41 had a low correlation, .3643 and .5033 respectively. Question C39 asked about whether or not the subject received adequate support from colleagues. Question C41 asked about whether or not the subject thought the department as a whole was friendly. Just like with the directive assistance questions, these questions did not relate specifically to the behaviors of the supervisor, which might account for the low correlation.

## Selection of Subjects

The population for this study was comprised of new instructors in CAAHEP accredited and candidacy athletic training education programs. Three hundred forty-one CAAHEP accredited and candidacy athletic training education programs were identified on the National Athletic Trainers' Association Education council website ([www.cewl.com](http://www.cewl.com)) in January 2002. An attempt was made to find the name of the athletic training program director through searching each university's website. In March 2002, a packet of information was sent to the director of 338 CAAHEP accredited and candidacy athletic training education programs; three programs were eliminated because of potential conflict of interest. The packet contained a letter, a form to identify eligible subjects, and a stamped, self-addressed envelope (Appendix D). The letter served to explain to explain the purpose of the study and to ask the program directors to identify instructors in their programs who met the inclusion criteria. To be eligible for the study a person must have met the following criteria:

1. must be a National Athletic Trainers' Association Board of Certification (NATABOC) certified athletic trainer
2. must be currently teaching (or taught in the fall semester) a didactic athletic training course(s) which fulfills NATA educational competencies
3. must be one of the following
  - a. a master's student with classroom teaching responsibilities
  - b. a doctoral student with classroom teaching responsibilities, with less than 3 years of prior teaching experience

- c. a first year instructor following graduation from a master's or doctoral program, may be a full-time instructor or a full-time athletic trainer who has teaching responsibilities; the current position must be the individual's first full-time position that involves teaching
- d. an adjunct instructor with less than 3 years of teaching experience

The program directors were asked complete the enclosed form to submit the name, address, phone number, and e-mail address of each person who met the inclusion criteria as well as indicate the classification of their position. Each program director was asked to return the form even if there were no instructors who met the inclusion criteria. They were informed of the procedures of the study and that confidentiality and anonymity would be maintained for all participants. No data would be linked to a particular program or reported individually.

Initially, 71 of 157 of the program directors of accredited programs and 89 of 181 of the program directors of candidacy programs responded. Three weeks after the initial letter was sent, a follow-up letter was sent to the program directors who did not respond (Appendix E). The letter was sent via e-mail if the program director's e-mail address was known and through the regular mail service if the e-mail address was not available. The letter reiterated the need for subjects and asked the program director to return the form as soon as possible. Ten more responses were received from accredited programs and 13 were received from candidacy programs. Another letter was sent via e-mail to select program directors to clarify the inclusion criteria for doctoral students in hopes to find more subjects, but none were identified.



Six weeks after the initial letter was sent, a master list of all subjects was compiled. Overall 54 % of the program directors responded. Thirty-one of 81 of the accredited programs, which responded, had at least one person who met the inclusion criteria as well as 53 of 102 of the candidacy programs. The population for the study included 21 at the master's level, 12 at the doctoral level, 61 first-year instructors, and 38 adjunct instructors. Those in the master's and doctoral levels were students in those programs by had teaching responsibilities in an undergraduate program. It was determined that each of these instructors would be solicited as subjects due to the low number in each classification; this would increase the number of subjects in each level and thus increase the chance of finding significant results.

#### Data Collection

The procedures of the study were approved by the Oklahoma State University Institutional Review Board prior to beginning data collection (Appendix A). Subjects were protected through informed consent and voluntary participation (Appendix G).

In April 2002, a research packet was sent to each new instructor identified by the program directors (Appendix F). The packet contained a cover letter, informed consent information, a request for results form, the survey, and a stamped, self-addressed envelope. The cover letter explained the purpose of the study, request for participation, and information about completing the survey. The informed consent information explained the study procedures. It also stated that if the subject returned the completed survey, this was implied consent to participate in the study. The survey contained questions relating to demographics, background, preparation, responsibilities, training

received and desired, assistance received and desired, and satisfaction (Appendix H).

Subjects were asked to return the completed survey within 10 days. A code number was placed on the label of the stamped, self-addressed envelope that served only to identify those who had returned the survey. When a completed survey was returned, the code number identified the subject and this person's name was marked-off on the master list.

The completed surveys were kept in a different location than the master list to maintain anonymity of the subjects. An 'M', 'D', 'F', or an 'A' was placed at the top of the completed survey to identify which classification (master's, doctoral, first-year, or adjunct) the subject belonged to. A follow-up letter was sent to those who did not return a completed survey within two weeks (Appendix I). The follow-up letter was sent via e-mail to those subjects whose e-mail address was available and through regular mail if the e-mail was not known. The follow-up letter reiterated the purpose of the study, importance of participation, and asked the subjects to return the completed survey as soon as possible.

Of the 132 surveys that were mailed to new instructors, 85 were returned for a response rate of 64%. Eleven of 21 master's students returned completed surveys, as well as 9 out of 12 doctoral students, 43 out of 61 first year instructors, and 22 out of 38 adjunct instructors. Data collection was completed 6 weeks after the initial letters were sent.

#### *Controls in the research process*

Attempts were made to ensure homogeneity of subjects. Each subject must have met specific criteria related to experience, type of courses taught, and credentials. There

was also consistency in presentation of information to program directors and subjects and strict adherence to stated procedures were followed. All subjects received exact information regardless of whether the information was sent through e-mail or the regular mail service. The survey was also found to be reliable prior to collecting data, which served as another control in this study.

### Statistical Analysis

The demographic information, background, preparation, workload, and responsibilities were analyzed through descriptive statistics. The purpose was to get a clearer picture of the group composition. The level of significance for each of the research questions was set at  $p=.05$ .

### *Research Questions*

*1. Do the responsibilities of instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*

To answer this question a one-way ANOVA test was conducted. The level of position classification was the independent variable while the total score for the questions was the dependent variable. First, the total score on the responsibility questions was analyzed through ANOVA. Then, an ANOVA test was conducted for each individual item on the set of questions. The Bonferroni correction procedure was utilized to determine differences between levels.

*2. Does training received and desired by new instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*

A one-way ANOVA test was used to determine differences between levels regarding training received and desired as a whole and for each component of teaching. For the ANOVA tests, the level of position classification was the independent variable and the total score for questions relating to training received and training desired was the dependent variable. Descriptive statistics were used to determine percentages of new instructors who had received training on each aspect of teaching at their current institution and those who desired training on these aspects of teaching. The Bonferroni correction procedure was utilized to determine differences between levels.

*3. What is the correlation between receiving directive and supportive assistance and satisfaction in teaching?*

Pearson product-moment correlation coefficients were computed to determine the relationship between receiving directive assistance and satisfaction as well as the relationship between receiving supportive assistance and satisfaction for the population as a whole. The correlations were computed using the total score on each set of questions.

*4. What is the correlation between receiving directive and supportive assistance and satisfaction the within levels of position classification?*

Pearson product-moment correlation coefficients were computed to determine the relationship between receiving directive assistance and satisfaction as well as the

relationship between receiving supportive assistance and satisfaction for each classification of position. The correlations were computed using the total score on each set of questions.

*5. What is the difference in the means for assistance and satisfaction between levels of position classification?*

Descriptive statistics were used to determine the mean for each set of questions at each level of position classification. One-way ANOVA was used to determine differences in means between levels on the total score for each set of questions as well as for individual items. The independent variable was level of position classification and the dependent variable was the score on the questions relating to assistance and satisfaction. The Bonferroni correction procedure was utilized to determine differences between levels.

### Summary

This chapter provided information relating to methods used in conducting this study. The purpose of the study was to examine the responsibilities, needs, and satisfaction levels of new instructors in CAAHEP accredited and candidacy athletic training education programs. The development of the survey instrument was described as well as the process of collecting data. Research questions and statistical analyzes were discussed.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

This chapter includes a reporting of the analysis of data. Data analyses were conducted using the SPSS 11.0. The level of significance was set at .05 for all tests. A summary of the subject demographics is presented. Answers to the research questions and other findings are discussed in this chapter as well.

#### Study Respondents: Description of New Instructors

Athletic training program directors were sent a letter explaining the purpose of this study and asked to identify subjects. They identified 132 eligible subjects, including 21 at master's level, 12 at the doctoral level, 61 first-year instructors, and 38 adjunct instructors. The subjects in the master's and doctoral levels are students in those programs but have teaching responsibilities in an undergraduate program. A packet of information about the study, including the survey, was mailed to the subjects. There were 85 surveys returned for a response rate of 64%. Surveys were received from 11 instructors at the master's level, 9 instructors at the doctoral level, 43 first-year instructors, and 22 adjunct instructors. All returned surveys were used in the data analysis. The response rate was higher than the average for a survey, which may be an indication of the importance and timeliness of this topic.

### *Gender*

Overall, 52.9% of the respondents were male and 47.1% were female. These percentages were similar to the percentages of male and female NATABOC certified athletic trainers, which are 54% male and 46% female ([www.nata.org](http://www.nata.org)). Table 2 summarizes responder demographics by gender and instructional level.

### *Undergraduate Degree*

The majority of the subjects received their undergraduate degree from an internship athletic training program. Table 3 summarizes the type of undergraduate program of the subjects by instructional level. Due to changes in program accreditation standards, licensure laws, and professional credibility, internship programs are being phased out. All of the subjects currently teach in a CAAHEP accredited or candidacy program, but many do not have the experience of being a student in this type of program. This could be problematic if the instructor has no frame of reference as to appropriate actions of an athletic training instructor due to lack of experience in this type of program.

### *Type of Program*

At the time the study was conducted there were 341 CAAHEP accredited and candidacy athletic training education programs. Three programs were eliminated due to potential conflict of interest. Program directors in 157 accredited athletic training education programs and 181 candidacy programs were sent the initial contact information. Of the 81 program directors from accredited programs who responded, 31 had at least one new instructor

Table 2

*Gender of Subjects*

Gender	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
Female	6	54.5%	4	44.4%	20	46.5%	15	68.2%	45	53.0%
Male	5	45.5%	5	55.6%	23	53.5%	7	31.8%	40	47.0%



Table 3

*Type of Undergraduate Program the Subjects Graduated From*

Type	Position Classification									
	Master's		Doctoral		First-Year		Adjunct		Total	
	f	P	f	P	f	P	f	P	f	P
Accred.	3	27.3%	4	44.4%	18	41.9%	7	31.8%	32	37.7%
Intern.	8	72.7%	5	55.6%	24	55.8%	15	68.2%	52	61.1%
Educat.	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
Other	0	0.0%	0	0.0%	1	2.3%	0	0.0%	1	1.2%

teaching in the program; 53 out of 102 program directors who responded from candidacy programs have at least one new instructor teaching in their program. Table 4 shows the number of subjects who currently teach in each type of program.

Nationwide, 46.4% of the CAAHEP programs are accredited, while 53.6% are considered candidacy programs. Of the subjects in this study, 35.7% taught in an accredited program and 62.3% teach in a candidacy program. While the percentages representing type of program are different for the subject population when compared to nationwide percentages, it is not believed that this will invalidate the findings of this study. There is no way of knowing exactly what percentage of total faculty members teach in an accredited versus a candidacy program.

It is interesting that the majority of first-year and adjunct instructors taught in candidacy programs, this might be due to the fact that the programs at these institutions are typically new and therefore might have recently hired new full-time instructors or are utilizing adjunct instructors as the program is being developed.

### *Carnegie Classification*

The Carnegie Classification of Institutions of Higher Education is a system of classifying institutions based on number and type of degrees awarded. This system also indirectly identifies the focus of the university, research or teaching. The broad classifications are Doctoral-granting Institutions, Master's Colleges and Universities, and Baccalaureate Colleges. The universities in the doctoral classification place a high emphasis on research. While those in the master's classification have some emphasis on research, there is also an emphasis in teaching. The baccalaureate colleges primarily only

Table 4

*Type of Program in which the Subjects Currently Teach*

Type	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
Accred.	6	54.5%	4	44.4%	17	39.5%	5	22.7%	32	37.7%
Candid.	5	45.5%	5	55.6%	26	60.5%	17	77.3%	53	62.3%

offer undergraduate degrees, so there is little focus on research thus a high emphasis is placed on teaching. It would make sense that if a person attends a university listed in the master's or doctoral classification the emphasis in their program would be acquiring knowledge in the content area and conducting research. Golde and Dore (2001) wrote the doctorate in philosophy is viewed as a research degree, thus the extensive research focus in the curriculum. Diamond and Gray (1998) found that the majority of graduate teaching assistants at major research universities do not get substantial teaching experience. Even the focus of master's level programs has changed during the past 20 years to emphasize research (Oermann & Jamison, 1989). Overall the majority of subjects in this study attended a university in the doctoral or master's classification; this would make sense in that it is these universities that offer such degrees. The new instructors are employed in colleges and universities in all three classification levels. Table 5 summarizes the findings of this study. The majority of new instructors are employed in universities in the master's and doctoral classification levels. This could be problematic in that they do not have a background in teaching from their graduate programs and the mission of their current employing institution is at best only somewhat focused on teaching. Hermann (1997) found that undergraduate faculty members spend 70% of their time teaching. For many new instructors there may be a discrepancy between their preparation and the responsibilities of their position.

### *Number of Classes Taken*

Teaching is a skill that requires training to be successful, but many new instructors have limited training. On the survey, training was defined as "any workshop,

Table 5

Carnegie Classification of University Attended for Graduate School

Class.	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
Doctoral	4	36.4%	7	77.8%	26	60.5%	14	63.6%	51	60.0%
Master's	7	63.6%	2	22.2%	14	32.6%	7	31.8%	30	35.3%
Baccal.	0	0.0%	0	0.0%	3	7.0%	1	4.5%	4	4.7%

Carnegie Classification of University Where Employed

Class.	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
Doctoral	4	34.6%	5	55.6%	11	25.6%	9	40.9	29	34.1%
Master's	7	63.6%	2	22.2%	19	44.2%	10	45.5%	38	44.7%
Baccal.	0	0.0%	2	22.2%	13	30.2%	3	13.6%	18	21.2%

course, seminar, etc. that you have attended which focused on a particular aspect of teaching.” Table 6 identifies the amount of training received by the new instructors.

As the table shows, most instructors had attended less than four classes or workshops related to teaching, the exception is the instructors who are doctoral students. Although this information was not ascertained from the study, it is possible that many of the doctoral students are pursuing a degree in education, which might account for the greater number of courses taken.

### *Teaching Experience*

In addition to training, experience is another means of preparing for a teaching position. Subjects were asked to indicate the number of courses they had taught independently prior to taking this position. For all levels, the largest percentage of subjects had never taught a class. Table 7 summarizes these findings.

In addition to teaching independently, assisting with a class is another way to gain experience. Table 8 shows that the number of new instructors who had assisted with a class; this data indicates that a fair number have had this opportunity. The master’s level was the only group that showed a higher percentage who had not assisted with a class. This makes sense in that these individuals have just recently begun graduate school, where many of these opportunities happen.

### *Current Teaching Responsibilities*

Each of the subjects had teaching responsibilities in their current position. Table 9 outlines the number of classes taught by the new instructors each semester.

Table 6

*Number of Classes Taken by the Subjects*

Classes	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
0	3	27.3%	0	0.0%	14	32.6%	6	27.3%	23	27.0%
1	2	18.2%	1	11.1%	4	9.3%	4	18.2%	11	13.0%
2-3	4	36.4%	2	22.2%	12	27.9%	7	31.8%	25	29.4%
4-5	1	9.1%	2	22.2%	7	16.3%	0	0.0%	10	11.8%
6+	1	9.1%	4	44.4%	6	14.0%	5	22.7%	16	18.8%

Table 7

*Number of Classes Taught Prior to Taking their Current Position*

Classes	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
0	7	63.6%	3	33.3%	21	48.8%	12	54.5%	43	50.6%
1	0	0.0%	1	11.1%	9	20.9%	2	9.1%	12	14.1%
2-3	2	18.2%	2	22.2%	6	14.0%	5	22.7%	15	17.7%
4-5	1	9.1%	1	11.1%	3	7.0%	3	13.6%	8	9.4%
6+	1	9.1%	2	22.2%	4	9.3%	0	0.0%	7	8.2%



Table 8

*Number of Classes Assisted with Prior to Taking Their Current Position*

Classes	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
0	6	54.5%	1	11.1%	7	16.3%	10	45.5%	24	28.2%
1	2	18.2%	1	11.1%	7	16.3%	4	18.2%	14	16.5%
2-3	3	27.3%	4	44.4%	22	51.2%	6	27.3%	35	41.2%
4-5	0	0.0%	0	0.0%	5	11.6%	2	9.1%	7	8.2%
6+	0	0.0%	3	33.3%	2	4.7%	0	0.0%	5	5.9%

Table 9

*Number of Classes Taught Each Semester*

Classes	Position Classification									
	Master's		Doctoral		First-Year		Adjunct		Total	
	f	P	f	P	f	P	f	P	f	P
1	3	27.3%	0	0.0%	13	30.2%	11	50.0%	27	31.8%
2	5	45.4%	2	22.2%	9	20.9%	7	31.8%	23	27.0%
3	2	18.2%	5	55.6%	15	34.9%	3	13.6%	25	29.4%
4+	1	91.0%	2	22.2%	6	14.0%	1	4.5%	10	11.8%

The data shows a wide range of teaching loads even within levels of position classification. For each group, most of the instructors taught two or three classes, the only exception is the adjunct instructors where the majority taught only one class a semester. Most adjunct instructors have careers outside the university and are hired on a part-time basis. One class per semester is the typical teaching load for an adjunct instructor. Instructors in master's, doctoral, and first-year levels are hired by the university and typically have clinical as well as teaching responsibilities. At most universities, two or three classes per semester is considered a part-time load and accounts for the release time given to these instructors to fulfill their clinical responsibilities, therefore, these results are not surprising. Table 10 shows the number of hours spent teaching classes each week.

Again, there is a wide range between subjects within each level, but those in the master's and adjunct levels typically spent the least amount of time teaching. This would be expected since those in the master's and adjunct levels taught the least number of classes each semester.

Table 11 summarizes the number of hours the subjects spend preparing for teaching each week. For each level, the number of hours spent teaching is proportional to the amount of time spent preparing. The master's and adjunct levels spent less time teaching and also spent the least amount of time preparing. Hours of preparation time can be indicative of inexperience and the number of courses taught.

The demographic information indicated that the subjects are similar to overall percentages within the NATA regarding gender and program types. Therefore, it can be

Table 10

*Hours Spent Teaching Each Week*

Classes	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
1-3	5	45.5%	1	11.1%	11	25.6%	12	54.5%	29	34.1%
4-6	6	54.5%	4	44.4%	19	44.2%	6	27.3%	35	41.2%
7-9	0	0.0%	3	33.3%	10	23.3%	3	13.6%	16	18.8%
10+	0	0.0%	1	11.1%	3	7.0%	1	4.5%	5	5.9%

Table 11

*Hours of Preparation Time Each Week*

Classes	<u>Position Classification</u>									
	<u>Master's</u>		<u>Doctoral</u>		<u>First-Year</u>		<u>Adjunct</u>		<u>Total</u>	
	f	P	f	P	f	P	f	P	f	P
1-3	6	54.5%	1	11.1%	6	14.0%	7	31.8%	20	23.5%
4-6	3	27.3%	2	22.2%	18	41.9%	12	54.5%	35	41.2%
7-9	1	9.1%	4	44.4%	11	25.6%	2	9.1%	18	21.2%
10+	1	9.1%	2	22.2%	8	18.6%	1	4.5%	12	14.1%

assumed that this sample group represents the population and that the findings can be applied to all new instructors.

### Research Questions

This study consisted of five research questions relating to the needs of new instructors. Each question will be listed, followed by a statement as to whether or not the hypothesis was supported by the data. Then, information regarding statistical tests will be discussed as well as specific findings of each question.

*1. Do the responsibilities of instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*

The alternative hypothesis stated that there would be a difference in responsibilities; this hypothesis was supported. Question B8 listed 14 common responsibilities of instructors. Subjects were to indicate if they had this responsibility in their current position. The score was derived by assigning one point for each “yes” response marked by the subject; this indicated the total number of responsibilities had by each subject. An ANOVA test was conducted to determine differences in responsibilities of new instructors between levels of position classification. The independent variable was level of position classification and the dependent variable was the total score for the responsibility questions. From a list of 14 responsibilities, the mean number of responsibilities are shown in Table 12.

Table 12

Mean Scores on Responsibility Questions

Level	M	SD
Master's	9.82	2.601
Doctoral	12.33	.866
1st Year	10.95	1.97
Adjunct	10.23	1.541

There were differences in responsibilities by level of position classification; Table 13 summarizes the ANOVA results.

Table 13

Analysis of Variance for Total Score on Responsibilities

Source	SS	df	MS	F	Sig.
Between	39.887	3	13.296	3.854	0.012
Within	279.407	81	3.449		
Total	319.294	84			

The Bonferroni correction procedure indicated that there were statistical differences between the master's level and the doctoral level ( $p = .021$ ) and between the doctoral level and adjuncts ( $p = .032$ ). Those in the doctoral level had more responsibilities than any other group, but only statistically more than the master's and

adjunct levels. Although not statistically significant, the subjects in the doctoral level typically had more research responsibilities than other levels.

The amount of difference between levels was very small; for the most part, all new instructors had the same teaching responsibilities, which is good. Graduate teaching assistants had nearly the same responsibilities as other instructors therefore they will have experience in these areas and be better prepared for a teaching position upon graduation.

When specific responsibilities were analyzed individually, the only areas in which there were statistical differences between the levels was in using course objectives to guide teaching,  $F(3,84) = 2.911$ ,  $p = .039$ , creating exams,  $F(3,84) = 2.904$ ,  $p = .040$ , and advising students,  $F(3,84) = 3.905$ ,  $p = .012$ . The Bonferroni correction procedure conducted to determine differences in using course objectives to guide teaching did not reveal a significant difference between levels even though the overall ANOVA found a significant difference. For making examinations, the only significant difference was between the master's and adjunct levels ( $p=.040$ ). This finding was probably not significant in a practical sense because it would not make sense for adjuncts to have more responsibilities than faculty or doctoral students. A similar statement could be made for the differences between levels regarding advising. The Bonferroni correction procedure showed that those in the doctoral level had more responsibilities than first-year instructors ( $p=.028$ ) and adjuncts ( $p=.007$ ). While it would make sense that a doctoral level instructor would have more advising responsibilities than an adjunct, it does not make sense that they would have more advising responsibilities than a first-year instructor who is a full-time employee of the institution. Although the Bonferroni



correction procedure was used, the findings on the individual items should be viewed carefully since the risk of error increases with multiple tests.

*2. Does training received and desired by new instructors in CAAHEP accredited and candidacy athletic training education programs differ between levels of position classification?*

Two questions are posed here; the answers will be given in separate sections.

Training Received The data did not reveal any significant differences between levels, therefore the null hypothesis was accepted. The section of the survey from which data were taken to answer this question contained 17 items. For training at the current institution, the subjects were instructed to circle the “Y” if they had received training on each component in Section C, part a. Training was defined as “any workshop, course, seminar, etc. that you have attended which focused on a particular aspect of teaching.” The total score was derived by assigning one point for each yes response and then totaling the number.

One-way AVOVA tests were conducted to answer this question. The independent variable was level of position classification and the dependent variable was the score on the survey questions relating to training received at the current institution. The mean scores are shown in Table 14.

Table 14

Mean Scores on Training Received

Level	M	SD
Master's	7.73	6.198
Doctoral	5.00	4.50
1st Year	4.33	5.241
Adjunct	4.18	6.238

There were no differences between the levels of position classification for training received at the current institution (see Table 15).

Table 15

Analysis of Variance for Training Received at Current Institution

Source	SS	df	MS	F	Sig.
Between	112.704	3	37.568	1.209	0.312
Within	2516.896	81	31.073		
Total	2629.6	84			

The standard deviation of scores in each group was high, which might have contributed to lack of significant findings. Descriptive statistics reveal that new instructors in the doctoral level have taken more classes regarding teaching than the other levels, but the master's level instructors have the highest mean indicating training on the most

components of teaching, but it is important to remember that the differences between means were not significant.

When the items in this section were analyzed individually there was a significant difference between levels on the following items relating to training received at the current institution: how to develop critical thinking skills in students ( $F(3,84) = 3.003$ ,  $p=.035$ ), and techniques in leading classroom discussions ( $F(3,84) = 3.412$ ,  $p=.021$ ). For the question relating to developing critical thinking skills, the Bonferroni correction procedure did not identify a difference between levels; therefore, judgment will be reserved. For the question about techniques in leading classroom discussions, the master's level received more training than the other levels but only significantly more than the first-year instructors ( $p=.014$ ). These results should be viewed carefully because there is an increased risk of error by doing multiple tests, even though the Bonferroni correction procedure was used. From a practical sense, the means were very similar and the standard deviation was large so the differences are probably only statistical.

While the ANOVA tests were essentially unremarkable for differences between levels, descriptive statistics indicate that there is an overall lack of training for the new instructors. Table 16 summarizes the percentage of new instructors who have received training at their current institution on each of the components of teaching. The components in which the greatest percentage of new instructors had received training were evaluating self, evaluating courses taught, ethical issues, using course objectives, and teaching philosophy. The components in which the lowest percentage of new instructors had received training were choosing a textbook, issues relating to gender, and dealing with difficult students.

Table 16

*Percentage of Subjects Who Received Training at the Current Institution*

Level	Question Number																	
	<u>Expectations</u>		<u>Philosophy</u>		<u>Course Obj.</u>		<u>Crit. Think.</u>		<u>Lecturing</u>		<u>Discussion</u>		<u>Syllabus</u>		<u>Exams</u>		<u>Textbooks</u>	
	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P
Master's	5	45.5%	3	27.3%	8	72.7%	6	54.5%	6	54.5%	7	63.6%	4	36.4%	6	54.5%	5	27.3%
Doctoral	2	22.2%	5	55.6%	4	44.4%	4	44.4%	4	44.4%	2	22.2%	3	33.3%	2	22.2%	0	0.0%
1st Year	9	20.9%	12	27.9%	14	32.6%	7	16.3%	9	20.9%	8	18.6%	12	27.9%	11	25.6%	7	16.3%
Adjunct	4	18.2%	6	27.3%	7	31.8%	5	22.7%	4	18.2%	5	22.7%	6	27.3%	5	22.7%	6	27.3%
Totals	20	23.5%	26	30.6%	33	38.8%	25	29.4%	23	27.1%	22	25.9%	25	29.4%	24	28.2%	18	21.2%
Level	Question Number																	
	<u>Assignments</u>		<u>Grading</u>		<u>Ethical</u>		<u>Gender</u>		<u>Diversity</u>		<u>Diff. Students</u>		<u>Eval Self</u>		<u>Eval Course</u>			
	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P
Master's	5	45.5%	4	36.4%	5	45.5%	2	18.2%	4	36.4%	4	36.4%	7	63.6%	6	54.5%		
Doctoral	2	22.2%	2	22.2%	3	33.3%	1	11.1%	2	22.2%	1	11.1%	3	33.3%	5	55.6%		
1st Year	8	18.6%	8	18.6%	16	37.2%	12	27.9%	12	27.9%	9	20.9%	19	44.2%	19	44.2%		
Adjunct	5	22.7%	6	27.3%	4	18.2%	4	18.2%	6	27.3%	4	18.2%	7	31.8%	8	36.4%		
Totals	20	23.5%	20	23.5%	28	32.9%	19	22.4%	24	28.2%	18	21.2%	36	42.3%	38	44.7%		

Table 17 summarizes the percentage of subjects who had received training, either previously or at the current institution, on less than 50% of the items on this section of the survey. A mean of 8.5 would indicate training on 50% of the items in this section. The only group mean that was above this 50% level was for the doctoral level (9.44 (6.94)) in training received prior to taking their current position; all other means were below 8.5. These results indicate that the majority of new instructors had received very little formal training in the components of teaching. When all training is included, there still appears to be a need for more training.

Training Desired The null hypothesis was not rejected for this question. One-way ANOVA tests were used to answer this question; the independent variable was level of position classification and the dependent variable was the total score on the questions regarding training desired. There were no differences in the amount of training desired by instructors between the levels of position classification on the total score for the section or on individual items. The questions regarding training desired in Section C, part b, used a 5-point Likert scale that corresponded with their desire for training. The subjects indicated their desire for training; the total score was obtained by adding the points from each question. The means for each level are shown in Table 18. The maximum score for this section was 85. The mean for all levels was high, which indicates that all levels desire more training. The ANOVA tests did not reveal any statistical difference between levels for the total score (see Table 19), or on any of the components of teaching when evaluated separately.

Table 17

*Percentage of Subjects Who Received Training  
on Less than 50% of the Components of Teaching*

Level	Location Where Training Occurred					
	<u>At Previous Institution</u>			<u>At Current Institution</u>		
	% of Subjects	Mean Score	SD of Scores	% of Subjects	Mean Score	SD of Scores
Master's	72.7%	4.55	5.871	54.5%	7.73	6.198
Doctoral	44.4%	9.44	6.984	88.9%	5.00	4.500
1st Year	67.4%	5.81	6.048	76.7%	4.33	5.241
Adjunct	72.7%	5.00	5.407	81.8%	4.18	6.238

Table 18

Mean Scores on Training Desired

Level	M	SD
Master's	58.00	14.51
Doctoral	57.44	15.076
1st Year	60.21	10.734
Adjunct	62.59	8.985

Table 19

Analysis of Variance for Training Desired

Source	SS	df	MS	F	Sig.
Between	247.155	3	82.385	0.64	0.592
Within	10430.657	81	128.774		
Total	10677.812	84			

Descriptive statistics were used to determine the percentage of new instructors who desire training on these components of teaching. This data represents the percentage of subjects who marked either a "4" (agree) or a "5" (strongly agree) to the question "Do you desire training / additional training for each component of teaching?". The statistics reveal an overwhelming percentage of new instructors who desire training on each of

these components of teaching. Table 20 summarizes the percentages of new instructors who desire training. The components in which the greatest percentage of new instructors desired more training were ways to deal with difficult students, and evaluating self and courses taught. The area in which the fewest percentage desired training was in making course syllabi.

For each component of teaching, more than 50% desire training or additional training. It is interesting to note that some of the components in which the subjects desire training were the same as they reported having already received training in. It could be assumed that although they have received training, it was not sufficient.

*3. What is the correlation between receiving directive and supportive assistance and satisfaction in teaching?*

The alternative hypothesis stated that for all subjects as a whole, there would be a correlation between assistance provided by the supervisor and satisfaction felt by the new instructor; this hypothesis was supported.

A Pearson-Product Moment Correlation Coefficient technique was used to answer this question. The correlation compared the total score on each set of questions, directive assistance received, supportive assistance received, and satisfaction. The total score was obtained by adding the points for each set of questions. Points were obtained by circling the appropriate number on a 5-point Likert Scale; the questions relating to importance of assistance utilized a 3-point Likert scale. The even numbered questions between C18-C40 asked about directive assistance received from the supervisor. The odd numbered



Table 20

*Percentage of Subjects Who Desire Further Training*

Level	Question Number																	
	<u>Expectations</u>		<u>Philosophy</u>		<u>Course Obj.</u>		<u>Crit. Think.</u>		<u>Lecturing</u>		<u>Discussion</u>		<u>Syllabus</u>		<u>Exams</u>		<u>Textbooks</u>	
	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P
Master's	4	36.4%	5	45.5%	6	54.5%	9	81.8%	8	72.7%	7	63.6%	4	36.4%	5	45.5%	7	63.7%
Doctoral	5	55.5%	5	55.5%	4	44.4%	8	88.9%	7	77.8%	7	77.8%	3	33.3%	6	66.6%	4	44.4%
1st Year	27	62.8%	21	48.9%	26	60.5%	36	83.7%	35	81.4%	32	74.4%	16	37.2%	24	55.9%	21	48.9%
Adjunct	16	59.1%	13	59.1%	14	63.6%	17	77.2%	19	86.4%	15	68.2%	13	59.1%	15	68.2%	16	72.7%
Totals	52	61.2%	44	51.8%	50	58.8%	70	82.4%	69	81.2%	61	71.8%	36	42.4%	50	58.8%	48	56.5%
Level	Question Number																	
	<u>Assignments</u>		<u>Grading</u>		<u>Ethical</u>		<u>Gender</u>		<u>Diversity</u>		<u>Diff. Students</u>		<u>Eval Self</u>		<u>Eval Course</u>			
	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P	f	P
Master's	6	54.5%	5	45.5%	5	45.5%	5	45.5%	6	54.5%	8	72.8%	8	72.8%	8	72.8%		
Doctoral	6	66.6%	4	44.4%	2	22.2%	3	33.3%	5	55.5%	7	77.8%	6	66.6%	6	66.6%		
1st Year	26	60.5%	28	65.1%	32	74.4%	24	55.8%	22	51.1%	36	83.7%	34	79.1%	39	79.0%		
Adjunct	12	44.5%	15	68.2%	16	72.7%	15	78.1%	14	63.3%	19	86.4%	21	95.4%	19	86.4%		
Totals	50	58.8	52	61.2%	55	64.7%	47	55.3%	47	55.3%	70	82.4%	69	81.2%	72	84.7%		

questions between C19-C41 asked about supportive assistance received from the supervisor. Questions in Section D related to satisfaction with teaching.

The correlation between receiving directive assistance and teaching satisfaction was .382 ( $p=.01$ ). The correlation between receiving supportive assistance and satisfaction was .366 ( $p=.01$ ). Each of these correlations was significant, which means that while it was not a real strong correlation, it is not due to error. These findings support the Path-Goal Theory, which states that satisfaction will increase when the supervisor provides assistance to the new instructor. The correlation between directive assistance and supportive assistance received was .828 ( $p=.01$ ), which indicates that supervisors who provide directive assistance were also likely to provide supportive assistance.

While the Path-Goal Theory states that satisfaction is dependent upon assistance, it also identifies other variables that can affect satisfaction. There was only a minimal correlation between importance of receiving directive assistance and satisfaction (.029) or between importance of receiving supportive assistance and satisfaction (-.073); these correlations were not significant. These results imply that other variables, not studied here, are also important and that assistance might not be the most important factor leading to satisfaction. There was a strong correlation between the importance of directive assistance and importance of supportive assistance at .666 ( $p=.01$ ). The Path-Goal Theory states that factors that lead to feelings of satisfaction will be different in people based on personality types. For some people, direction and support from the supervisor are very important. These results support this idea. Moderate correlations were also found between directive assistance received and importance of directive

assistance at .320 ( $p=.01$ ), between supportive assistance received and importance of supportive assistance at .370 ( $p=.01$ ), and between importance of directive assistance and importance of supportive assistance at .439 ( $p=.01$ ); each of these correlations was significant. These correlations might indicate that for those who felt a need for assistance were more likely to recognize and report it.

*4. What is the correlation between receiving directive and supportive assistance and satisfaction the between levels of position classification?*

The answer to this question varied by level of position classification. For the master's and adjunct levels, there was not a significant correlation between directive assistance received and satisfaction or between supportive assistance received and satisfaction, therefore the null hypothesis was not rejected. The alternative hypothesis was accepted for the first year instructors. The null hypothesis was rejected for only directive assistance at the doctoral level. A Pearson-Product Moment Correlation Coefficient technique was used to answer this question as well. The inconsistent findings could be due to a low number of subjects in some levels. This question, although similar to the previous question, analyzed the relationship between assistance provided and satisfaction at each level of position classification. As in the previous question, the correlation compared the total score on each set of questions.

For the master's level, there were non-significant correlations between directive assistance received and satisfaction (.163) and between supportive assistance received and satisfaction (-.259). It is interesting to note that the correlation between directive assistance and satisfaction was negative. For the adjunct level, the correlations between

assistance and satisfaction appear to be moderate, .404 and .345 for directive and supportive assistance respectively, but were not significant. These findings indicate that for these levels, satisfaction was not highly correlated with assistance received from administrators.

For the doctoral level, there was a strong correlation at .780 ( $p=.05$ ) between directive assistance received and satisfaction; the correlation between supportive assistance received and satisfaction (.450) was moderate but not significant. For this level, satisfaction appears to be more dependent on directive assistance than supportive assistance.

For the first-year instructor level, there were significant, but moderate, correlations between directive assistance received and satisfaction at .406 ( $p=.01$ ) and between supportive assistance received and satisfaction at .433 ( $p=.01$ ). For first-year instructors, satisfaction was related to the amount of assistance received from the supervisor.

Each level reported a significant correlation between directive assistance received and supportive assistance received. This does not provide any information regarding the different levels, only that supervisors who provided directive assistance were very likely to provide supportive assistance as well. There were no significant correlations between importance of directive assistance and satisfaction or between the importance of supportive assistance and satisfaction. As discussed previously, this indicates that there are factors contributing to the feeling of satisfaction in addition to assistance from the supervisor. For each group, there was a significant correlation between importance of directive assistance and importance of supportive assistance, which indicated that those

who desire directive assistance will also likely desire supportive assistance. Again, these findings are in agreement with what is already documented regarding the Path-Goal Theory.

Directive assistance includes information regarding how to do the tasks of the job. The section on training could be interpreted as a type of directive assistance. Instructors who desire training in a sense desire more directive assistance. According to the Path-Goal Theory, those who do not receive a sufficient amount of directive assistance will not be as satisfied with their performance. This idea was supported by the data. Overall, there was a non-significant negative correlation (-.063) between training desired and satisfaction. When the correlation was evaluated for each level of position classification, the results were more impressive. For those in the doctoral level, there was a strong correlation of -.794 ( $p=.05$ ). At the master's and adjunct levels there were a non-significant correlations of -.529 and -.251 respectively. When the master's and doctoral levels were combined, there was a strong, significant correlation of -.627 ( $p=.01$ ). For first-year instructors, there was a moderate positive correlation of .335 ( $p=.05$ ). This correlation is the only positive one and the only one that does not appear to support the Path-Goal Theory. These correlations tell us that when there is a need and desire for training, the instructor might be less satisfied, thus the negative correlation. The total score for training desired was high and the satisfaction score was low.

*5. What is the difference in the means for assistance and satisfaction between levels of position classification?*

There were no differences in the means between levels; therefore the null hypothesis was not rejected. The total score was the same used for the previous two questions. Descriptive statistics were employed to determine the mean for the total score on the set of questions relating to directive assistance received, supportive assistance received, satisfaction, importance of directive assistance, and importance of supportive assistance. Table 21 summarizes this information.

ANOVA techniques were utilized to determine differences in the mean scores for each set of questions. The independent variable was level of position classification and the dependent variable was the total score on each set of questions. The ANOVA tests revealed no significant differences between the means of the total score on each set of questions for the different levels of position classification (see Tables 22-26).

These results indicate that the levels are very similar, which might be expected since they are all new instructors, just with different classifications of position. The overall means for supportive assistance were higher than for directive assistance, although not statistically higher. The average score for each question relating to directive assistance received was 3.5, which indicates that the new instructors did not receive much directive assistance. On the scoring scale a "3" represented being undecided about whether the assistance was received, a "4" indicated that the new instructor had received that type of assistance. Subjects in all levels were nearly equally satisfied with their teaching, but the results of the previous research questions indicate that satisfaction is related to many different factors.

Table 21

*Mean Scores on Path-Goal Questions*

Level	<u>Mean Scores</u>									
	<u>Satisfaction</u>		<u>Directive Assist.</u>		<u>Supportive Assist.</u>		<u>Import. of Direct.</u>		<u>Import. of Support.</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Master's	31.55	3.857	44.45	6.471	50.27	5.312	28.36	4.76	30.64	3.557
Doctoral	33.56	3.678	43.67	8.874	44.33	10.149	29.56	3.283	30.22	3.193
1st Year	30.86	4.252	40.12	10.154	45.37	9.943	30.05	3.754	30.44	3.813
Adjunct	31.64	4.158	37.59	9.41	43.77	7.118	28.68	4.314	28	4.711

Table 22

*Analysis of Variance for Total Score on Satisfaction*

Source	SS	df	MS	F	Sig.
Between	55.691	3	18.564	1.09	0.358
Within	1379.203	81	17.027		
Total	1434.894	84			

Table 23

*Analysis of Variance for Total Score on Directive Assistance Received*

Source	SS	df	MS	F	Sig.
Between	453.936	3	151.312	1.693	0.175
Within	7238.464	81	89.364		
Total	7692.4	84			

Table 24

*Analysis of Variance for Total Score on Supportive Assistance Received*

Source	SS	df	MS	F	Sig.
Between	329.132	3	109.711	1.406	0.247
Within	6322.092	81	78.051		
Total	6651.224	84			



Table 25

*Analysis of Variance for Total Score on Importance of Directive Assistance*

Source	SS	df	MS	F	Sig.
Between	41.306	3	13.769	0.861	0.465
Within	1295.447	81	15.993		
Total	1336.753	84			

Table 26

*Analysis of Variance for Total Score on Importance of Supportive Assistance*

Source	SS	df	MS	F	Sig.
Between	98.283	3	32.761	2.066	0.111
Within	1284.706	81	15.861		
Total	1382.988	84			

When the questions were analyzed individually there were only a few questions that had a significant difference between the means. For question C30d on the importance of being informed about performance ( $F(3,84) = 2.738, p=.049$ ), question C40c, which asked about the availability of resources ( $F(3,84) = 3.617, p=.017$ ), and C40d, which asked about the importance of resources ( $F(3,84) = 3.132, p = .030$ ), the overall ANOVA indicated a difference between levels, but the Bonferroni correction procedure did not identify where the difference occurred, therefore judgment will be reserved.

Differences between levels were found on two other questions relating to the importance of supervisor being approachable (C19d) ( $F(3,84) = 4.631, p = .005$ ), and importance of supervisor building self-confidence (29d) ( $F(3,84) = 2.804, p = .045$ ). Master's and first-year instructors rated the importance of the supervisor being approachable higher than adjuncts at  $p = .036$  and  $p = .011$  respectively. First-year instructors rated the importance of the supervisor building self-confidence higher than adjuncts ( $p = .031$ ). Although the Bonferroni correction procedure, which corrects alpha levels from multiple tests, was used to determine differences in levels, the results of the ANOVA analysis of individual questions should be evaluated carefully since the risk of error increases with multiple tests. These differences between levels are very slight and probably do not have much practical significance. A significant finding for directive or supportive assistance as a total score would have been more meaningful.

### *Open-ended Question*

Immediately following the demographic and background questions on the survey was an open-ended question. This open-ended question allowed the subjects the opportunity to identify the obstacles they face. The question asked "My greatest obstacle(s) to success as an instructor is/are." The question was placed at the beginning of the survey in hopes that the subjects would answer the question prior to completing the remaining parts of the survey and therefore, their answers would not be influenced by the information in the closed-ended questions in the remaining parts of the survey.

All of the responses were recorded and sorted by level of position classification. Common obstacles, as mentioned by the subjects, were listed on a page and then a tally mark was placed beside the category each time it was written by a subject.

Teaching is a difficult skill and one that takes time and work to become proficient. The obstacles identified by the subjects all impacted their ability to find success and satisfaction with teaching. Each of the obstacles related to teaching and the struggles they face in carrying out these duties in spite of their other responsibilities and distractions that are around them. The most commonly identified obstacle were issues related to teaching, such as not being familiar with skills and techniques of teaching. Lack of preparation time and balancing time due to athletic responsibilities was the next most frequently reported obstacle. These two are probably related, in that, for most athletic trainers, sport coverage occupies most of the person's day. Lack of support from administrators and lack of financial resources to buy needed supplies were also mentioned by several subjects. This obstacle will also hinder a program's attempt to gain CAAHEP accreditation, so this obstacle has ramifications greater than just the instructor's success. Other less frequently mentioned obstacles were balancing time with own coursework, lack of knowledge about the subject matter, lack of athletic training experience, not being able to relate to the students, having patience, and not taking things to personal. Previous research has found similar obstacles. Shaeffer, McGill, and Menges (1989) identified obstacles to teaching, such as lack of knowledge, and lack of preparation time. Sorcinelli (1994) stated that new faculty members suffer excessive stress during the first year of teaching due to the amount of time required for preparation, teaching several courses, dealing with students, and their own lack of knowledge related

to teaching. She also identified large classes in poorly equipped classrooms and high expectations as other obstacles facing new instructors (Sorcinelli, 1988).

The data obtained from this question validated the other findings of this study and lends credibility to the survey questions. Quantitative data analysis indicated a need for more training and assistance. When given the opportunity, the subjects volunteered the same information in this open-ended format.

### Summary

The data identified some interesting information regarding new instructors in CAAHEP accredited and candidacy athletic training education programs. The subjects all had about the same responsibilities regardless of position classification. The results indicated that most new instructors are ill-prepared for their teaching responsibilities. They had taken few teaching-related classes and had received training on less than 50% of the components of teaching listed on the survey. The majority desired a lot more training and had only minimal teaching experience prior to taking their current position.

The subjects were very similar regarding assistance received and satisfaction regardless of position classification. There were significant correlations between directive assistance received and between satisfaction and supportive assistance received and satisfaction. The findings of this study supported the Path-Goal Theory, which states that satisfaction is related to amount of assistance received.

## CHAPTER V

### SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Many graduate students are planning for a career in academia. Research has shown that the experiences of their graduate program do not fully prepare them for a career in teaching (Fink, 1992; Gaff & Pruitt-Logan, 1998; Schuster, 1993). Therefore, there are many new instructors in athletic training education programs who are ill-prepared for their teaching responsibilities. According to the Path-Goal Theory, it is necessary for administrators and directors in athletic training education programs to provide assistance needed by these new instructors to assist them with teaching, which will allow them to find satisfaction.

The purpose of this chapter is to present a summary of the study, explain the findings and to discuss conclusions and recommendations that have developed from the analysis of the data. This chapter will include the following sections: study summary, discussion, conclusions, and recommendations.

#### Summary of Study

Using the Path-Goal Theory as an orienting framework, the purpose of this study was to investigate the assistance needed by new instructors in CAAHEP accredited and candidacy athletic training education programs. Athletic training education has changed over the past few years and now has a greater focus on teaching, especially in the classroom setting. As a result of these changes, there is an increased number of athletic

trainers who are teaching in the classroom in addition to the clinical setting. Many of these individuals do not have a background in education and therefore might not be prepared for these responsibilities.

### Purpose

The purpose of this study was to identify the needs of new instructors in athletic training education programs and the involvement of administrators in providing direction and support to new instructors so that they may find satisfaction in teaching. One aspect was to identify the background information on the new instructors to learn more about them as a whole. The second part was to learn about the responsibilities they have in the current position and the amount of training they have received in preparation for their teaching responsibilities; another aspect investigated their desire for further training. The last part of the study focused on aspects of the Path-Goal Theory including the amount of directive and supportive assistance received from the supervisor and how this relates to satisfaction.

### *Data Collection*

New instructors in CAAHEP accredited and candidacy athletic training education programs were selected to complete the survey instrument. Data was collected regarding the background information, responsibilities, training and assistance received and desired, and the satisfaction levels of these individuals.

### *Data Analysis*

The data was analyzed using SPSS 11.0. The demographic and background information, as well as the data relative to current responsibilities, and aspects of the Path-Goal Theory were analyzed using descriptive statistics. Differences between levels of position classification on responsibilities, training received and desired, directive and supportive assistance received, and satisfaction were analyzed using ANOVA techniques. Pearson-Product Moment Correlations were used to determine the relationship between amount of directive and supportive assistance received and satisfaction. The open-ended question was analyzed by determining the frequency of subject's responses.

### *Findings*

The data revealed that there were only slight differences between the levels of position classification for responsibilities in their current position. There were no differences between the levels on amount of training received and desired; all levels were similar in that they have received little training and desire training on many aspects of teaching. There was a positive relationship between amount of assistance received and satisfaction. The subjects' responses to the open-ended question supported the findings of the quantitative questions and lend credibility to the findings of this study.

### *Discussion*

Before this study began, two factors were believed to impact the success of new instructors: the training received in preparation for their teaching careers and the

assistance they received from their supervisors. This study sought to better understand the impact of both.

### *Path-Goal Theory*

In 1971, House (p. 324) wrote the function of a leader is to increase “personal pay-offs to subordinates for work-goal attainment, and to make the path to these pay-offs easier to travel by clarifying it, reducing road blocks and pitfalls, and increasing opportunities for personal satisfaction en route.” This statement has epitomized the Path-Goal Theory through the years. The basis of the theory is that if leaders provide this assistance the subordinates will find satisfaction in their work. Expanding on these initial notions, House and Mitchell (1974) categorized leader behaviors into four groups.

Directive assistance behaviors, also referred to as initiating structure, are those that focus on structure for subordinates. This includes expectations, scheduling, giving guidance, clarifying policies and rules, and otherwise reducing ambiguity. Supportive assistance behaviors, also referred to as consideration, satisfy personal needs and preferences, such as displays of concern, creating a friendly environment, decreasing stress, and increasing self-confidence. Participative and achievement-oriented assistance have not been widely investigated and were not a part of this study.

Assistance and Satisfaction. It was hypothesized that there would be a positive correlation between directive assistance received and satisfaction and between supportive assistance received and satisfaction. These hypotheses were supported when all of the subjects were grouped together. The results of this study concur with the results of other studies. All of following studies found positive relationships between supportive



assistance received and satisfaction: Downey, Sheridan, and Slocum, Jr. (1975), Kennerly (1988), and Stinson and Johnson (1975).

Although all of these researchers also studied the relationship between directive assistance and satisfaction, only Kennerly's (1988) study conducted in an educational setting found a positive relationship between these variables. It is possible, then, that the results are affected by the employment setting. Kennerly's study (1988) included faculty in a nursing program and found that satisfaction levels increased when the dean/department chair offered directive assistance. Levanoni and Koop (1985) found a positive relationship between directive assistance and satisfaction for student teachers. This finding is important in that the student teachers do not have much experience. Yukl (1994) wrote that directive behaviors are most important when the subordinate is inexperienced. This is characteristic of the subjects in this study in that they have very little training or teaching experience. This would explain the positive correlation between directive assistance received and satisfaction for all subjects.

When the relationships were evaluated at each level of position classification, the results varied. A positive correlation was found between each type of assistance and satisfaction for the first-year instructors; at the doctoral level the only positive correlation was found between supportive assistance and satisfaction. There were no significant correlations between assistance received and satisfaction for those in the master's and adjunct levels. The lack of significant findings at each level may be due to the low number of subjects in each level. All of the subjects were inexperienced new instructors; the only difference was in position classification.

The Path-Goal Theory states that satisfaction is a result of many things including assistance given, personality type, and inclusion in group activities. The characteristics of the individual, the task, and the environment help to determine which behaviors will be most beneficial for the subordinates. These are also called contingency factors, which is a variable that affects the relationship between two other variables, such as behavior and job satisfaction (House & Mitchell, 1974). The findings of Foster's (1999) study supported the idea that there is a curvilinear relationship between leader behavior and subordinate outcomes. A specific behavior could enhance or diminish a subordinate's satisfaction depending on characteristics of the subordinate. As far as the source of satisfaction, this study only measured assistance received.

Subjects also reported the degree to which receiving directive and supportive assistance were important to them. For all subjects together and for the levels individually, there was not a significant correlation between importance of directive assistance and satisfaction or between importance of supportive assistance and satisfaction. Therefore, there are other factors contributing to their feeling of satisfaction in addition to assistance from the supervisor. It should not be assumed that assistance does not contribute at all to satisfaction. The positive relationships between assistance received and satisfaction indicate that assistance does contribute in some way to the feeling of satisfaction in the new instructor. There was a positive relationship between importance of directive assistance and importance of supportive assistance for all levels. This tells us that those individuals who desire direction from the supervisor will also likely desire support; this is probably a product of personality characteristics rather than the other factors since this relationship was seen at all levels. There was also a positive

relationship between directive assistance received and supportive assistance received, which tells us that a supervisor who provides one type of assistance is likely to provide the other as well.

Supervisor Behaviors. There were a few significant findings on individual questions relating to the importance of specific directive or supportive behaviors, but these findings should be viewed cautiously due to the increase in chance of error with multiple tests. The differences between levels were seen on the importance of resources, importance of the supervisor being approachable, and importance of the supervisor building self-confidence. These differences were very slight and probably are not significant in a practical sense because overall each behavior would be a small part of a supervisor's total set of behaviors toward the new instructor.

Another research question was designed to detect differences between the levels of position classification regarding the total score on the questions relating to assistance received and satisfaction. There were no differences between the means on any set of questions for any of the levels. This indicates that the levels were similar in their needs and in the assistance they received from their supervisor.

Obstacles to Success. Subordinates face a variety of obstacles, which prevent them from reaching their goals (House, 1996). These obstacles create uncertainty, frustration, and fear. By allowing the subjects to list their own obstacles, this better identifies the obstacles that exist for new instructors. Each of the obstacles mentioned by the new instructors in this study relate to teaching and the difficulties they face in carrying out their teaching responsibilities. There was a general consensus of being unfamiliar with teaching techniques as well as a difficulty in being about to balance time

between their clinical athletic training duties and teaching. Other obstacles included a lack of support and lack of funding, lack of knowledge on the subject matter, lack of athletic training experience, being unable to relate to the students, having patience, and not taking things too personal. Leaders are responsible for removing obstacles or helping subordinates overcome them, which will enhance their ability to achieve goals and increase satisfaction.

### *Need for Training*

Directive assistance encompasses things such as giving guidance, clarifying expectations, decreasing ambiguity, and explaining duties of the position. Training can be viewed as a part of directive assistance. The results of this study indicate that there is a substantial need for training for the new instructors. Training and experience, prior teaching experience, training desired, and responsibilities are reviewed below.

Classes Taken. Training and teaching experience appears to be very limited for the new instructors. Subjects were instructed to indicate the number of classes they had taken which related to teaching. Only 30% of the new instructors had attended at least four classes or workshops; 40% had taken less than two classes related to teaching. These percentages are less than had been published in other studies. Golde and Dore (2001) found that 46% of graduate teaching assistants (TA's) were able to take a course related to teaching that lasted at least one semester and 51% took a class that related to teaching in the discipline. Hermann (1997) found 14% of subject had taken zero teaching related classes.

Prior Teaching Experience. The results also indicate that they had little teaching experience prior to taking their current position; 85% had taught less than 4 classes prior to taking their current position; 51% had not taught any classes previously. The results are a little more encouraging for their experience in assisting with classes, as 55% had assisted with at least 2 classes. The only levels in which the majority of new instructors had not assisted with any classes were at the master's and adjunct levels. It makes sense that these individuals have not assisted with classes; those in the master's level have just begun their graduate school experience where these opportunities usually occur and the adjuncts typically work off campus and only teach part-time.

There is no way of knowing the total number of graduate assistants working in athletic training education programs, but the low number of subjects would indicate that not many have teaching responsibilities. Other published research supports the finding that many graduate students are not getting opportunities to teach. Hertel (2001) conducted a study in athletic training and found that only 49% of graduate students had teaching responsibilities during their graduate program. In a study encompassing many academic programs, Golde and Dore (2001) found that 56% of students were required to be a TA during their doctoral program. Diamond and Gray (1998) reported that 27% of TA at research universities taught a class independently, 39% team taught a class, 59% prepared tests, 57% lectured, and 44% supervised labs.

Training Received. As a whole, the training received at the current institution by the new instructors and the training they desire was the same for all levels of position classification. Overall, the new instructors have not received much training and desire a lot more training. There were some differences between levels on individual questions,

but again this information should be viewed cautiously due to the increase in the chance of error.

This part of the survey contained a list of 17 items, which were skills or components of teaching. The mean for training received at the current institution for all subjects was 4.8; the highest level mean was 7.33, which tells us that the new instructors had received training on less than 50% of the items on this list. The questions which had the lowest percentage of subjects who reported receiving training were: how to set expectations for a class, how to develop critical thinking skills in students, techniques in lecturing, techniques in leading class discussions, techniques for making a syllabus, factors to consider when choosing a textbook, factors to consider when grading, ethical issues in teaching, issues related to gender in teaching, issues related to diversity in teaching, and way to deal with difficult students. Each of these items was listed by less than 30% of the subjects. When training at a previous institution was added to training at the current institution, only doctoral students reported receiving training on more than eight of the items on the list. The studies by Diamond and Gray (1998) and Heppner (1994) provided the foundation for the questions related to training. The results of this study revealed that the new instructors had received less training than was reported in other studies. Heppner (1994) reported that TA's were only slightly knowledgeable in 13 out of 22 items on the Assessment of Current Knowledge. Diamond and Gray (1998) found 61% of TA's received training on leading classroom discussions, 51% on lecturing, and 41% on making slides and transparencies. The population for this study was slightly different than the population in the other studies; this study included all new instructors not just TA's.

Training Desired. The same list of 17 items was included in the section relating to desired training. The maximum score on this section was 85, which would indicate that the subject strongly desired training on each of the 17 items on the list. The mean score for all the subjects was 56. The most frequently mentioned items for desired training were: how to develop critical thinking skills in students, techniques in lecturing, techniques in leading classroom discussions, issues related to diversity in teaching, ways to deal with difficult students, ways to evaluate myself as an instructor, ways to evaluate courses taught. Each of these items was marked by more than 70% of the subjects. The next most frequently listed items were: how to set expectations for the class, how to use course objectives to guide teaching, techniques in creating exams, factors to consider when giving assignments, factors to consider in grading, and ethical issues in teaching; each of these was identified by more than 59% of the subjects.

These results were very similar to results of other studies. Diamond and Gray (1998) found that 62% of TA's desire training in lecturing, 56% in preparing tests, 54% in counseling and advising, 71% on how to evaluate themselves, and 70% on how to evaluate the course. Heppner (1994) wrote that TA's want training on developing a teaching philosophy, teaching techniques, and using learning objectives. Shaeffer, McGill, and Menges (1989) stated that graduate school is the time when values, assumptions, and teaching ideas are developed, when training is not provided, a great opportunity is missed. Again, this study focused on the needs of all new instructors, not just TA's. The desire for further training was equal regardless of the position classification, which indicates that first-year and adjunct instructors still need training so it can be assumed they did not get adequate training in graduate school.

Responsibilities. Another aspect of the study focused on the responsibilities of the new instructors in their current positions. Golde and Dore (2001) reported that there is a difference between graduate students' experiences and their actual careers after graduating. This study found very little difference between the responsibilities of teaching while a graduate student and after graduation. The subjects in the doctoral level statistically had more responsibilities than those in the master's or adjunct levels, but there was no difference between the doctoral and first-year levels. The differences in responsibilities occurred in the areas of making exams and advising students. The differences were very small and probably not significant in a practical sense. The responsibilities relating to actual teaching activities were the same for all levels. While this is good, because it indicates that the graduate students will be experienced in the components of teaching that they will be expected to fulfill in a full-time position after graduation, there is still the issue of the desire for training in these areas. The basic responsibilities of teaching that are common among these new instructors are same areas that they have the greatest desire for receiving training, including using course objectives, lecturing, leading class discussions, creating exams, making assignments and exams, and grading.

For each level, most of the new instructors taught two or three classes per semester; those in the adjunct level were more likely to teach one class per semester. The majority of new instructors spent less than 6 hours per week teaching; they also spent less than 6 hours preparing for classes. Hertel (2001) found that athletic training faculty spent 7.9 hours per week teaching and 7.1 hours in preparation. The results of this study were



slightly less than those of Hertel's study. Some of the subjects in this study were not full-time faculty and therefore would not be expected to have the same teaching load.

### Conclusions

The results of this study have provided new information about the needs of new instructors in athletic training education programs; we know that they need more training and assistance. This study has also contributed to the body of knowledge in the areas of research, theory, and practice. This section will discuss the conclusions and significance of this study.

### *Research*

There have been many published articles about the needs of new instructors, but none of these studies have been in the area of athletic training and have not been published in journals that athletic training educators typically read. The findings in the studies of new instructors have shown that there is a great need for training in the techniques of teaching. The findings of this study concur with the previous studies and support the idea that there is a need for more training. There has been very little research conducted in athletic training education on classroom teaching. The research in athletic training has focused primarily on clinical instruction. This research study is the first of its kind to focus on athletic training education.

The Path-Goal Theory has been researched in many studies, but only a few have used education as the setting. The studies of the Path-Goal Theory, which provided the most support for the theory, were conducted in education. The research has shown that

when directive and supportive assistance is offered to help the subordinate overcome obstacles, satisfaction increases. This study also showed support for the basic premise of the Path-Goal Theory. Thus, it could serve as a foundation for administrators who desire to improve the assistance they give to new instructors.

### *Practice*

The results of this study show a need for more training on topics related to teaching techniques as well as more directive and supportive assistance as outlined by the Path-Goal Theory. This study identified some obstacles that new instructors face, but it is the responsibility of leaders to recognize obstacles of individual new instructors in their programs. The results of this study give administrators some ideas about common obstacles faced by new instructors. Administrators must recognize the obstacles that their new instructors face, such as difficulties with teaching skills and balancing responsibilities, then help the new instructors overcome them. According to the Path-Goal Theory, the leader needs to recognize and complement the environment and fill in the deficiencies of subordinates as appropriate. The results of this study provide information for the program directors to enable them to be of more help to the new instructors. The results of Foster's study (1999) suggest that the most effective leaders will be those who are aware of the different needs of their employees and are able to adjust their behaviors to meet the different needs.

Directive and supportive assistance is needed by new instructors, but there is also a need for training on specific aspects or components of teaching. The training needed by new instructors could be accomplished through several different means. The first would

be to change the focus of graduate programs to include more instruction on teaching. While many graduate students have a desire to have a career in academia and teach in undergraduate athletic training education programs, the focus of many graduate programs is on conducting research. This study shows that very little training has been given to graduate students relating to teaching.

Second, would be formal faculty development programs. There are many models available, but each provides the training needed by the new instructors. Training could also be offered through a third type of program, which is informal mentoring of new instructors. In addition to providing specific training, mentoring could also provide supportive and directive assistance, which has been shown to be important in satisfaction. Supportive assistance is the emotional support that a mentor could provide. A new instructor is typically overwhelmed with their responsibilities and needs emotional support. Directive assistance relates to concrete information the new instructor needs to be able to function successfully in their current position, such as information about university policies and procedures, responsibilities, and expectations.

While this study focused on the needs of new instructors, other research shows that administrators may also need training. According to Foster (1999), leaders need training so they can be effective in meeting the needs of subordinates and mentoring. Fink (1984) wrote that administrators did not seem to understand the needs of first-year faculty members. The results of this study may give administrators some basic information they need as they attempt to develop training programs and mentor new instructors.

### *Theory*

This study was not designed to validate the Path-Goal Theory. Previous studies have only partially established the validity of the study, but many agree it is a good model for leaders to follow when working with subordinates, in this case, new instructors.

While the satisfaction levels of the new instructors in this study were not extremely low, the scores did not indicate they were totally satisfied either. The results of this study show that satisfaction was linked to directive and supportive assistance. This supports the Path-Goal Theory, which states that there are obstacles that new instructors will face and that it is the responsibility of the supervisor to help the new instructor to overcome the obstacles. Removal of obstacles will occur with directive and supportive assistance.

This study is significant for athletic training program directors in that it will provide them with a model for leadership that has not been widely utilized in an educational setting. The Path-Goal Theory is a relatively simple model for leadership and could easily be adopted by a supervisor to incorporate into a practice for assisting a new instructor.

### Recommendations

As the data was analyzed, several ideas became evident that could lead to future research or that might have affected the results of this study. These could be identified as limitations/biases, methodology concerns, and future research.

### *Limitations/Biases*

While the demographics of the subject population are similar to the demographics of NATA certified members and similar to percentages of accredited and candidacy programs, there is always the risk of introducing bias into the study because the response rate was not 100%. Overall, 54% of the athletic training program directors responded to initial contact soliciting the names of new instructors who met the inclusion criteria. The population for the study was made up of 132 individuals. A packet of information, including the survey, was sent to these individuals; 64% returned a completed survey. Every effort was made to get a high response rate through follow-up contacts.

### *Methodology Concerns*

When the levels of position classification were developed, it was assumed that the adjunct level would include only those who have a career away from the university and are hired on a part-time basis to teach a class(es), it was realized that at some institutions full-time athletic trainers are considered adjunct instructors in the education program. This occurrence melded the first-year and adjunct levels together in ways that were not expected, so these levels were more similar than was originally planned. The original thought was that the adjuncts would have little interaction with those in the department and therefore their needs and the assistance they received would be different.

There were not many doctoral students identified by the program directors, this might be due to the fact that many individuals work on their doctorate degree on a part-time basis while working in a full-time position. Many of these individuals might have

more than three years of teaching experience, which was the maximum allowed to be included in this study.

A source of training and instruction for new instructors could be a faculty development program. There were questions about training and assistance received at the current institution and from the new instructor's supervisor, but it would have been more helpful if questions had addressed the presence of a faculty orientation/development program specifically.

Another source of error could be result of the timing of mailing the survey instrument to the subjects. The survey was sent to the new instructors in mid April, which was near the end of the semester. Several respondents made a comment that their survey was delayed due to trying to finish the semester activities. It is unknown how many others did not return the survey because of the conflict with timing. It was determined that it would be better to send the survey prior to the completion of the semester and risk losing subjects due to hectic schedules rather than wait until the end of the semester. After the semester concluded, many of the subjects, especially the master's and doctoral students, might have left their current address, which would have made it more difficult for them to receive the mailings.

### *Future Research*

The lack of significant findings in this study could be due to the fact that the subject population was very homogeneous. They were all NATABOC certified athletic trainers, taught classes that included NATA education competencies, and had very little teaching experience. Future studies could include a more varied subject population. It

would be interesting to compare results of this population with older/more experienced instructors in athletic training education programs. Another suggestion would be to include instructors, who are not NATABOC certified athletic trainers, such as exercise physiologists, physicians, or others with advanced degrees in areas other than athletic training, but are teaching classes that include NATA educational competencies. Another variation would be to survey athletic training program directors to determine their perception of the needs of new instructors in their program.

### Closing Thoughts

While the new instructors are somewhat satisfied with their teaching, they need more training and assistance from their supervisors so that their satisfaction levels can increase. Using the findings of this study and the Path-Goal Theory as a guide, it is hoped that program directors are now armed with information that will be useful to them as they attempt to mentor and direct the new instructors in their respective athletic training education programs. The future and success of these new instructors is dependent upon the assistance they receive from their supervisors.

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## Appendix A

## IRB Form

Oklahoma State University  
Institutional Review Board

Protocol Expires: 1/22/03

Date: Wednesday, January 23, 2002

IRB Application No ED0270

Proposal Title: USING THE PATH-GOAL THEORY TO INVESTIGATE SATISFACTION, TRAINING, AND ASSISTANCE NEEDED BY NEW INSTRUCTORS IN CAAHEP ACCREDITED AND CANDIDACY ATHLETIC TRAINING EDUCATION PROGRAMS

Principal  
Investigator(s):

Robin Ploeger  
11212 E. Brady #203  
Tulsa, OK 74116

Adrienne Hyle  
314 Willard Hall  
Stillwater, OK 74078

Reviewed and  
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

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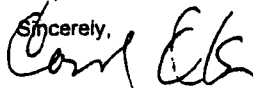
Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,  


Carol Olson, Chair  
Institutional Review Board

## Appendix B

## Pilot Letter

January 16, 2002

«First» «Last»  
«Address\_1»  
«Address\_2»  
«CityST» «ZIP»

**Dear «First»,**

I am conducting a research study as part of my doctoral program at Oklahoma State University. The purpose of this study is to determine the responsibilities and needs of new instructors in CAAHEP accredited and candidacy programs, as well the role of administrators in providing assistance so that the new instructors will find satisfaction in teaching.

I am requesting your participation in a pilot study to further refine the methods and the survey instrument for this research study. I would like for you to answer all the survey questions. As you complete the survey, please think about the following questions:

1. How long did it take to complete the survey?
2. Are the directions clear? If not, what is unclear?
3. Are the questions clear? If not, which ones are unclear?
4. Are any questions redundant? If so, which ones?
5. Do you have any other comments or suggestions?

Please write any comments, suggestions, or other concerns on the survey or on another piece of paper. Please return the completed survey and your comments in the enclosed envelope within 2 weeks. If you have any questions, feel free to contact me at (918) 437-1618 or (918) 631-3170 or send e-mail to [robin-ploeger@utulsa.edu](mailto:robin-ploeger@utulsa.edu). Thank you for your assistance with this project.

Sincerely,

Robin Ploeger, MS, ATC/L



Appendix C  
Reliability Study Letters

February 22, 2002

«First» «Last»  
«Address\_1»  
«Address\_2»  
«CityST» «ZIP»

**Dear «First»,**

I am conducting a research study as part of my doctoral program at Oklahoma State University. The purpose of this study is to determine the responsibilities and needs of new instructors in CAAHEP accredited and candidacy athletic training education programs, as well as the role of administrators in providing assistance so that the new instructors will find satisfaction in teaching.

I am requesting your participation in a pilot study to determine the reliability of the questions on the survey instrument that relate to behaviors and attitudes. The test-retest method will be utilized; this will require that you complete these portions of the survey on two separate occasions, approximately one week apart, so that your responses can be compared over time. It will take about 10 minutes to complete these portions of the survey. I will send you the second copy of the survey at a later date.

Please return the completed survey in the enclosed envelope by March 4. If you have any questions, feel free to contact me at (918) 437-1618 or (918) 631-3170 or send e-mail to ploegerrl-11@ionet.net or Dr. Adrienne Hyle, faculty advisor, at aeh@okstate.edu . Thank you for your assistance with this project.

Sincerely,

Robin Ploeger, MS, ATC/L  
Doctoral Candidate

March 7, 2002

«First» «Last»  
«Address\_1»  
«Address\_2»  
«CityST» «ZIP»

**Dear «First»,**

I hope that you had a chance to complete the portions of my survey that I sent you a couple of weeks ago. I'm asking that you complete these portions of the survey again so that I can determine the reliability of the survey through the test-retest method.

Please return the completed survey in the enclosed envelope by March 17. If you have any questions, feel free to contact me at (918) 437-1618 or (918) 631-3170 or send e-mail to ploegerrl-11@ionet.net or Dr. Adrienne Hyle, faculty advisor, at aeh@okstate.edu . Thank you for your assistance with this project.

Sincerely,

Robin Ploeger, MS, ATC/L  
Doctoral Candidate

February 22, 2002

«First» «Last»  
«Address\_1»  
«Address\_2»  
«CityST» «ZIP»

**Dear «First»,**

Thank you for completing the survey that I sent you recently. I have one more favor to ask of you! Now, I am conducting another pilot study to determine the reliability of the questions on the survey instrument that relate to behaviors and attitudes. The test-retest method will be utilized; this will require that you complete these portions of the survey so that your responses can be compared over time. It will take about 10 minutes to complete these portions of the survey. Your answers on these portions of the survey will be compared with the responses that you supplied previously.

Please return the completed survey in the enclosed envelope by March 4. If you have any questions, feel free to contact me at (918) 437-1618 or (918) 631-3170 or send e-mail to ploegerr1-11@ionet.net or Dr. Adrienne Hyle, faculty advisor, at aeh@okstate.edu . Thank you for your assistance with this project.

Sincerely,

Robin Ploeger, MS, ATC/L  
Doctoral Candidate

## Appendix D

## Letter to Program Directors

February 22, 2002

«Title» «First» «Last»  
«University»  
«Program»  
«Address\_1»  
«Address\_2»  
«City\_ST» «ZIP»

Dear «Title» «Last»,

As a faculty member in a CAAHEP accredited athletic training education program, I am interested in improving athletic training education through better preparation of faculty and instructors. Presently I am conducting a research study through Oklahoma State University that will serve as my doctoral dissertation. The purpose of this study is to investigate the training and assistance needed by new instructors in CAAHEP accredited and candidacy athletic training education programs, as well as the role of administrators in providing assistance so that new instructors will find satisfaction in teaching. It is my hope that the results of this study will be useful for athletic training education directors as they plan activities to orient and train new instructors at their respective institutions.

I am asking for assistance in identifying new instructors at your institution who may be selected to complete a survey as part of my research. Instructors who meet the following criteria are eligible to be selected for participation:

1. must be a NATABOC certified athletic trainer
2. must be currently teaching (or taught in the fall semester) a didactic athletic training course(s) which fulfills NATA educational competencies
3. must be one of the following
  - a. a master's student with classroom teaching responsibilities
  - b. a doctoral student with classroom teaching responsibilities, with less than 3 years of prior teaching experience
  - c. a first year instructor following graduation from a master's or doctoral program, may be a full-time instructor or a full-time athletic trainer who has teaching responsibilities; the current position must be the individual's first full-time position that involves teaching
  - d. an adjunct instructor with less than 3 years of teaching experience

Please identify persons at your institution who meet these requirements and list their name and contact information on the following page. Please return the form in the enclosed stamped envelope by March 10.

Subjects will be randomly selected from the population to participate in this study. Subjects will receive information, including the survey, from me later in the spring semester.

Please be assured that the data gained from this study will be reported for the whole group. No individual data will be reported nor will the responses be linked to a particular institution.

If you have any questions about the research being conducted, please contact:

Robin Ploeger  
ploegerrl-11@ionet.net

Dr. Adrienne Hyle  
Faculty Advisor

Sharon Bacher  
OSU Institutional Review  
Board

H: (918) 437-1618  
O: (918) 631-3170

ah@okstate.edu  
O: (405) 744-9893

O: (405) 744-5700

Sincerely,

Robin Ploeger, MS, ATC/L  
Doctoral Candidate





## Appendix E

## Follow-up Letter to Program Directors

April 2, 2002

«Title» «First» «Last»  
 «University»  
 «Program»  
 «Address\_1»  
 «Address\_2»  
 «City\_ST» «ZIP»

Dear «Title» «Last»,

I am writing to follow up on a letter I sent several weeks ago regarding new instructors in CAAHEP accredited and candidacy athletic training education programs. I am conducting a research study that will serve as my doctoral dissertation. The purpose of the study is to investigate the training and assistance needed by new instructors and the role of administrators in providing assistance so that the new instructors can find satisfaction in teaching.

I am asking for your assistance in identifying new instructors in athletic training education programs. Instructors who meet the following criteria are eligible to be selected for participation:

1. must be a NATABOC certified athletic trainer
2. must be currently teaching (or taught in the fall semester) a didactic athletic training course(s) which fulfills NATA educational competencies
3. must be one of the following
  - a. a master's student with classroom teaching responsibilities
  - b. a doctoral student with classroom teaching responsibilities, with less than 3 years of prior teaching experience
  - c. a first year instructor following graduation from a master's or doctoral program, may be a full-time instructor or a full-time athletic trainer who has teaching responsibilities; the current position must be the individual's first full-time position that involves teaching
  - d. an adjunct instructor with less than 3 years of teaching experience.

Please return the enclosed form by April 12, 2002 or you may send an e-mail to [ploegerl-11@ionet.net](mailto:ploegerl-11@ionet.net) and indicate if you have any instructors at your institution who meet these criteria. Please include the name, mailing address, phone number, e-mail address, and classification of position (master's student, doctoral student, first year instructor, or adjunct) for each new instructor at your institution. If you have no new instructors at your institution who meet the inclusion criteria, please reply so that I can have an accurate record of new instructors in athletic training education programs.



Thank you very much for your assistance with my study. If you have any questions, please contact me by e-mail or call me at (918) 437-1618 or (918) 631-3170.

Sincerely,

Robin Ploeger, MS, ATC/L  
Doctoral Candidate

## E-mail Letter

Athletic Training Program Director,

I am writing to follow up on a letter I sent several weeks ago regarding new instructors in CAAHEP accredited and candidacy athletic training education programs. I am conducting a research study that will serve as my doctoral dissertation. The purpose of the study is to investigate the training and assistance needed by new instructors and the role of administrators in providing assistance so that the new instructors can find satisfaction in teaching.

I am asking for your assistance in identifying new instructors in athletic training education programs. Instructors who meet the following criteria are eligible to be selected for participation:

1. must be a NATABOC certified athletic trainer
2. must be currently teaching (or taught in the fall semester) a didactic athletic training course(s) which fulfills NATA educational competencies
3. must be one of the following
  - a. a master's student with classroom teaching responsibilities
  - b. a doctoral student with classroom teaching responsibilities, with less than 3 years of prior teaching experience
  - c. a first year instructor following graduation from a master's or doctoral program, may be a full-time instructor or a full-time athletic trainer who has teaching responsibilities; the current position must be the individual's first full-time position that involves teaching
  - d. an adjunct instructor with less than 3 years of teaching experience.

If you received my original letter in the mail, please return the enclosed form at your earliest convenience. You may also reply to this e-mail and include the name, mailing address, phone number, e-mail address, and classification of position (master's student, doctoral student, first year instructor, or adjunct) for each new instructor at your institution. Even if you have no new instructors at your institution who meet the inclusion criteria, please reply to this e-mail and indicate that in your message.

Thank you very much for your assistance with my study. If you have any questions, please reply to this e-mail or call me at (918) 437-1618 or (918) 631-3170.

Robin Ploeger, MS, ATC/L

## Appendix F

## Letter to Subjects

April 22, 2002

«First» «Last»  
 «Address\_1»  
 «Address\_2»  
 «Address\_3»  
 «City\_ST» «Zip»

Dear «First»,

As a faculty member in a CAAHEP accredited athletic training education program, I am interested in improving athletic training education through better preparation of faculty and instructors. Presently I am conducting a research study through Oklahoma State University that will serve as my doctoral dissertation. The purpose of this study is to investigate the training and assistance needed by new instructors in CAAHEP accredited and candidacy athletic training education programs. It is my hope that the results of this study will be useful for directors of athletic training education programs as they plan activities to orient and train new instructors at their respective institutions.

The director of the athletic training education program at your institution gave me your name, as you are a new instructor in a CAAHEP accredited or candidacy athletic training education program. I am seeking your participation in this study. Because of the limited number of new instructors, your participation is very important.

Enclosed is an informed consent document that will give you more information about the study procedures. I would ask you to read the informed consent document and complete the survey. Please return the survey in the enclosed stamped envelope by May 4, 2002.

If you have any questions about the research being conducted, please contact:

Robin Ploeger	Dr. Adrienne Hyle	Sharon Bacher
ploegerrl@aol.com	Faculty Advisor	OSU Institutional Review Board
H: (918) 437-1618	aeh@okstate.edu	O: (405) 744-5700
O: (918) 631-3170	O: (405) 744-9893	

Thank you for your participation.

Sincerely,

Robin Ploeger, MS, ATC/L  
 Doctoral Candidate

## Appendix G

### Informed Consent

#### **Informed Consent**

This study is part of a doctoral dissertation at Oklahoma State University. The Institutional Review Board at Oklahoma State University has approved this research study. The purpose of this research study is to investigate the training and assistance needed by new instructors in CAAHEP accredited and candidacy athletic training education programs. The results of this study will provide information that could be utilized by administrators in planning faculty development programs to assist new instructors.

The instrument that will be utilized to collect data is a survey. You will be asked questions about your educational experiences, preparation for teaching, needs related to teaching, and assistance from administrators that might be helpful for you. There should not be any risks involved with completing this survey. It is expected that the time required to read this information and complete the survey will be about 30 minutes.

The responses to each question will be kept strictly confidential and will be used for research purposes only. Your name and address will not be associated with any of your responses. Responses will be analyzed and reported as part of the whole population being surveyed and for certain subgroups (i.e. classification of position). No data will be reported for specific individuals. There will be a code number on the return envelope; this will only identify who has returned a survey so that a follow up letter can be sent to those who do not respond. The completed surveys will be kept in a different file than the master list, which includes the names of all subjects and those who have responded.

So as to enhance anonymity, you will not be required to sign this form. By completing the survey, it is assumed that you have read this consent form and agree to participate in this study and understand the procedures as approved by the Oklahoma State University Institutional Review Board. Please retain this form as documentation of your consent to participate. Your participation in this study is voluntary. There is no penalty for not completing the survey. Your participation will be appreciated.

If you have any questions about the research being conducted or this survey instrument, please contact:

Robin Ploeger	Dr. Adrienne Hyle	Sharon Bacher
ploegerrl@aol.com	aeh@okstate.edu	OSU Institutional Review Board
H: (918) 437-1618	O: (405) 744-9893	O: (405) 744-5700
O: (918) 631-3170		

If you would like to receive a copy of the finding of this study, please contact me and include your name and mailing address or e-mail address so that this information can be sent to you after the results have been analyzed.

## Appendix H

## Survey Instrument

**Survey of New Collegiate/University Instructors  
in CAAHEP Accredited Athletic Training Education Programs****Directions:**

1. Read each question carefully
2. When reading the questions, use the definitions presented in the glossary
3. Be as honest as possible when selecting the appropriate answer for each question
4. Circle the appropriate response or mark an 'X' in the appropriate space
5. When you have completed the survey, please return it in the postage paid envelope provided

**Glossary:**

**Supervisor** – the program director, department chair, or other person who is directly responsible for your teaching; when answering the questions, think of one person who most closely fits this definition

**Training** – any workshop, course, seminar, etc. that you have attended which focused on a particular aspect of teaching

**Work** – your job (teaching position) and the responsibilities that you have

If you have any questions about the research being conducted or this survey instrument, please contact:

Robin Ploeger

pliegerrl@aol.com

H: (918) 437-1618

O: (918) 631-3170

Dr. Adrienne Hyle

Faculty Advisor

ah@okstate.edu

O: (405) 744-9893

Sharon Bacher

OSU Institutional Review Board

O: (405) 744-5700

**Section A: Background:**A1: Gender:  Male  FemaleA2: Undergraduate degree:  CAAHEP accredited/NATA approved athletic training program  
 Internship athletic training program  
 Education  
 Other \_\_\_\_\_A3: Highest degree completed:  Bachelor's  
 Master's  
 PhD/EdD  
 Professional (M.D., D.O., etc) \_\_\_\_\_

A4: Which college/university awarded this degree? \_\_\_\_\_

A5: Number of teaching related courses (teaching methods, curriculum development, learning theory, clinical teaching, instructional design, testing, evaluation, etc.) have you taken:

 zero  
 1  
 2-3  
 4-5  
 6+

A6: Number of courses you have taught independently prior to taking this position:

 zero  
 1  
 2-3  
 4-5  
 6+

A7: Number of courses you have assisted with prior to taking this position:

 zero  
 1  
 2-3  
 4-5  
 6+**Section B: Current Position:**B1: Classification of current position:  Master's level graduate student  
 Doctoral level graduate student  
 Staff athletic trainer/Instructor  
 Faculty  
 Adjunct

B2: College/university in which you are currently employed \_\_\_\_\_

B3: Number of hours per week spent in preparation for teaching:

 1-3 hours  
 4-6 hours  
 7-9 hours  
 10+ hours

B4: Number of hours per week spent teaching courses:

1-3 hours

4-6 hours

7-9 hours

10+ hours

B5: Number of courses you teach per academic semester/quarter:

1

2

3

4+

B6: In your current position, what is the percentage of time spent in each of the following activities?

Teaching

Research

Service

100% Total

B7: My greatest obstacle(s) to success as an instructor is/are: \_\_\_\_\_

\_\_\_\_\_

B8: Which of the following responsibilities do you have in your current teaching position?

Design syllabi	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Write course objectives	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Determine content/difficulty of courses	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Plan lessons	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Select course materials/textbook	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Deliver lectures	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Lead discussions	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supervise labs	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Create exams	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Develop grading procedures	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Grade assignments/exams	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Advise students	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Conduct research	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Section C: Training / Assistance**

a. Have you received training (see definition on front page) on each of these components of teaching? Circle the appropriate response regarding training received prior to taking this position and at your current institution:

Y – yes

N – no

b. Use the following scale to indicate if you desire training or additional training on each of these components of teaching:

SD – strongly disagree

D – disagree

U – undecided

A – agree

SA – strongly agree

	a. Received Training?				b. Desire training/ additional training?				
	Previous to taking this Position		At current institution		SD	D	U	A	SA
C1. How to set expectations for a class	Y	N	Y	N	SD	D	U	A	SA
C2. Developing my own teaching philosophy	Y	N	Y	N	SD	D	U	A	SA
C3. How to use course objectives to guide teaching	Y	N	Y	N	SD	D	U	A	SA
C4. How to develop critical thinking skills in students	Y	N	Y	N	SD	D	U	A	SA
C5. Techniques in lecturing	Y	N	Y	N	SD	D	U	A	SA
C6. Techniques in leading class discussions	Y	N	Y	N	SD	D	U	A	SA
C7. Techniques for making a syllabus	Y	N	Y	N	SD	D	U	A	SA
C8. Techniques in creating exams	Y	N	Y	N	SD	D	U	A	SA
C9. Factors to consider when choosing a textbook	Y	N	Y	N	SD	D	U	A	SA
C10. Factors to consider when giving assignments	Y	N	Y	N	SD	D	U	A	SA
C11. Factors to consider in grading	Y	N	Y	N	SD	D	U	A	SA
C12. Ethical issues in teaching	Y	N	Y	N	SD	D	U	A	SA
C13. Issues related to gender in teaching	Y	N	Y	N	SD	D	U	A	SA



C14. Issues related to diversity in teaching	Y	N	Y	N	SD	D	U	A	SA
C15. Ways to deal with difficult students	Y	N	Y	N	SD	D	U	A	SA
C16. Ways to evaluate myself as a teacher	Y	N	Y	N	SD	D	U	A	SA
C17. Ways to evaluate courses I teach	Y	N	Y	N	SD	D	U	A	SA

**c. Regarding the assistance you have received from your supervisor (see definition on the first page), please use the following scale to answer the next set of questions and circle the appropriate response:**

**SD – strongly disagree**

**D – disagree**

**U – undecided**

**A – agree**

**SA – strongly agree**

**d. Also, indicate whether each of these types of assistance is important to you for your success as an instructor. Please use the following scale and circle the appropriate response:**

**NI – not important**

**SI – somewhat important**

**VI – very important**

	c. Received this assistance?					d. Important?		
C18. My supervisor gives me adequate guidance about my role	SD	D	U	A	SA	NI	SI	VI
C19. My supervisor is approachable	SD	D	U	A	SA	NI	SI	VI
C20. My supervisor works with me to define significant goals and objectives for me	SD	D	U	A	SA	NI	SI	VI
C21. My supervisor takes the time to listen to me	SD	D	U	A	SA	NI	SI	VI
C22. My supervisor discusses my teaching goals with me	SD	D	U	A	SA	NI	SI	VI
C23. My supervisor gives me adequate emotional support	SD	D	U	A	SA	NI	SI	VI
C24. My supervisor helps to increase my ability to achieve my goals	SD	D	U	A	SA	NI	SI	VI
C25. My supervisor cares about me	SD	D	U	A	SA	NI	SI	VI

C26. My supervisor has observed my teaching and gives constructive feedback	SD	D	U	A	SA	NI	SI	VI
C27. My supervisor treats me with respect	SD	D	U	A	SA	NI	SI	VI
C28. My supervisor explains how I will be evaluated	SD	D	U	A	SA	NI	SI	VI
C29. My supervisor helps build my self-confidence as an instructor	SD	D	U	A	SA	NI	SI	VI
C30. My supervisor keeps me informed about how I am performing	SD	D	U	A	SA	NI	SI	VI
C31. My supervisor is able to decrease the stress I feel	SD	D	U	A	SA	NI	SI	VI
C32. My supervisor recognizes me when I achieve goals	SD	D	U	A	SA	NI	SI	VI
C33. My supervisor motivates me to do better	SD	D	U	A	SA	NI	SI	VI
C34. My supervisor discusses university policies with me	SD	D	U	A	SA	NI	SI	VI
C35. My supervisor helps me feel satisfaction in my teaching	SD	D	U	A	SA	NI	SI	VI
C36. My supervisor explains important dates that occur during the semester (i.e. start and end days, vacation days, grade deadlines, etc)	SD	D	U	A	SA	NI	SI	VI
C37. My supervisor creates a pleasant work atmosphere	SD	D	U	A	SA	NI	SI	VI
C38. My supervisor makes it possible for me to attend a workshop/seminar to improve my teaching skills	SD	D	U	A	SA	NI	SI	VI
C39. I receive adequate support from colleagues in my department	SD	D	U	A	SA	NI	SI	VI
C40. In my department, I have adequate support resources (secretarial, copying, supplies, computers, etc)	SD	D	U	A	SA	NI	SI	VI

C41. I consider my department a friendly environment	SD	D	U	A	SA		NI	SI	VI
---	----	---	---	---	----	--	----	----	----

**Section D: Satisfaction**

**a. Regarding your perceptions about your teaching/work (see definition on the first page), please use the following scale to answer the next set of questions:**

**SD – strongly disagree**

**D – disagree**

**U – undecided**

**A – agree**

**SA – strongly agree**

**a. Satisfaction?**

D1. I feel prepared to teach the course(s) I am assigned	SD	D	U	A	SA
D2. I feel satisfied with my teaching	SD	D	U	A	SA
D3. I feel satisfied with the evaluations of my teaching	SD	D	U	A	SA
D4. I am more interested in my work than my friends are in their work	SD	D	U	A	SA
D5. I feel that I am happier in my work than most other people	SD	D	U	A	SA
D6. Most days I am enthusiastic about my work	SD	D	U	A	SA
D7. I like my work better than the average person does	SD	D	U	A	SA
D8. I find real enjoyment in my work	SD	D	U	A	SA

## Appendix I

## Follow- up Letter to Subjects

May 11, 2002

«First» «Last»  
«Address\_1»  
«Address\_2»  
«Address\_3»  
«City\_ST» «Zip»

Dear «First»,

Several weeks ago you should have received a survey in the mail entitled "Survey of New College/University Instructors in CAAHEP Accredited and Candidacy Athletic Training Education Programs. The survey is part of my doctoral dissertation at Oklahoma State University. Because of the limited number of new instructors, your participation is very important.

I have not received your completed survey. Please complete the survey as soon as possible and return it in the postage paid envelope that was included with the survey. If you did not receive the survey or have misplaced it, please contact me at ploegerrl@aol.com, (H) 918-437-1618, or (W) 918-631-3170. I would be happy to send you another copy.

Thank you for your assistance,

Robin Ploeger, MS, ATC/L  
Doctoral Candidate

E-mail letter

Hi,

Several weeks ago you should have received a survey in the mail entitled "Survey of New College/University Instructors in CAAHEP Accredited and Candidacy Athletic Training Education Programs. The survey is part of my doctoral dissertation at Oklahoma State University. Because of the limited number of new instructors, your participation is very important.

I have not received your completed survey. Please complete the survey as soon as possible and return it in the postage paid envelope that was included with the survey. If you did not receive the survey or have misplaced it, please contact me. I would be happy to send you another copy.

Thank you for your assistance,

Robin Ploeger, MS, ATC/L  
Doctoral Candidate

ploegerrl@aol.com  
H: (918) 437-1618  
W: (918) 631-3170

VITA

Robin Lynn Ploeger Z

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF THE PATH-GOAL THEORY AND TEACHING  
IN ATHLETIC TRAINING EDUCATION PROGRAMS

Major Field: Higher Education

Biographical:

Education:

Associate in Arts Degree, Hutchinson Community College, 1988  
Bachelor of Science Degree, Ohio University, 1990  
Master of Science Degree, Brigham Young University, 1993  
Completed the Requirements for the Doctor of Education Degree at  
Oklahoma State University, December, 2002

Experience:

Athletic Training Curriculum Director, The University of Tulsa, 2002  
Associate Athletic Training Curriculum Director, The University of Tulsa,  
1998-2002  
Clinical Assistant Professor of Athletic Training, The University of Tulsa,  
1996-Present

Professional Involvement:

NATABOC Certified Athletic Trainer  
Oklahoma Licensed Athletic Trainer  
Member, National Athletic Trainers' Association

Name: Robin Lynn Ploeger

Date of Degree: December, 2002

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: AN ANALYSIS OF THE PATH-GOAL THEORY AND TEACHING  
IN ATHLETIC TRAINING EDUCATION PROGRAMS

Pages in Study: 157

Candidate for the Degree of Doctor of Education

Major Field: Higher Education

**Purpose and Method of Study:** The Path-Goal Theory states that it is the responsibility of a leader to assist a subordinate with obstacles they face as they begin a new position so that they may find satisfaction. This assistance could be either directive or supportive. There are many new instructors in CAAHEP accredited and candidacy athletic training education programs who do not have much training or experience related to teaching and are facing many obstacles. The purpose of this study was to investigate the needs of new instructors relative to training, the assistance they have received from their supervisor, and level of satisfaction with teaching. Athletic training education program directors were asked to identify new instructors in their respective programs; to be included in the study a person must have met specific inclusion criteria. Eighty-five new instructors were identified and solicited to complete the survey instrument.

**Findings and Conclusions:** The subject population was similar to the overall population of NATABOC certified athletic trainers and represented accredited and candidacy programs. The subjects reported only minimal amounts of training related to teaching and actual teaching experience prior to taking their current position. The data revealed that there were only slight differences between the levels of position classification for responsibilities in their current position. There was no difference between the levels on amount of training received and desired; the subjects in all levels were similar in that they have received little training and desire training on many aspects of teaching. There was a positive relationship between assistance received and satisfaction. Obstacles identified by the new instructors include lack of knowledge about teaching techniques and difficulties in balance time between clinical obligations and teaching responsibilities. The findings supported the basic premise of the Path-Goal Theory in that satisfaction will increase if assistance is given to help the subordinate overcome obstacles. The new instructors have a definite need for training related to teaching techniques. This training could be incorporated into existing graduate degree programs or offered through faculty development programs.

ADVISOR'S APPROVAL \_\_\_\_\_