

◆ Male School Teacher/Athletic Trainers? Earn More Than Females

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Many observational studies have examined salary differences based on years of experience, educational level and employment setting. There is little empirical evidence, however, to suggest that salary differences exist in the K-12 school setting among men and women. Therefore, the purpose of this study was to investigate whether male school teacher/athletic trainers earn more than female school teacher/athletic trainers. Based on a review of the literature, we hypothesized that men would earn more than women. In order to test our hypothesis, we designed a survey that consisted of 16 items organized into two parts: demographic information and attitudes. The surveys were mailed to 100 certified athletic trainers who listed high school as their primary employment in our state Athletic Trainers' Association membership directory. Fifty-nine surveys were returned. The sample was comprised of 40 males (68%) and 19 females (32%). Results of the surveys showed that males earn more than females. Specifically, we found a significant difference between men and women's self-reported earnings using an independent samples t-test ($p=.019$). In our sample, males earned, on average, \$6,933 more than women for their teaching and athletic training duties (mean = \$44,234 \pm \$9,737). Although pay discrepancies continue to be a common occurrence in our society, the wage gap appears to be closing in some allied health professions (e.g., nursing). In part, federal laws like Title IX prohibit sex discrimination. However, we believe that subtle sexist behaviors (i.e., gender bias) will continue to make fairness issues like equal salary for equal work difficult to rectify, even in light of federal legislation. In other words, we believe that subtle sexist behaviors, practiced over time, create an unequal climate for women. For example, when men ignore women's contributions, interrupt women in conversations, or attribute a woman's idea to a male, (behaviors typically found in the athletic setting), they tend to create an unequal and potential hostile climate for women. This climate causes people to regard issues such as pay differences for men and women as normal and acceptable.

Comparison Of Preferred Characteristics In Hiring Practices Of Athletic Trainers In Different Intercollegiate Divisions

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The objective of the study was to investigate the preferred employment characteristics in hiring a certified athletic trainer as determined by head athletic trainers in four different intercollegiate divisions. The sample group, divided into four groups, represented National Collegiate Athletic Association (NCAA) Division I, II, and III as well as smaller schools such as junior colleges. A 43 item questionnaire designed to investigate the differences among intercollegiate divisions when hiring an athletic trainer was distributed to head athletic trainers working at collegiate levels randomly selected by the NATA computer database. Of the 300 surveys distributed, 206 were returned for a return rate of 68.7%. The questionnaire addressed areas of expertise of athletic trainers, along with work and personality traits associated with athletic trainers. In addition, the domains of athletic training and tasks associated with each domain as established by the National Athletic Trainers Association Board of Certification (NATABOC) in 1995 assessed. Using a five point Likert scale, the respondents ranked the domains, individual tasks, work and personality traits appropriate to hiring an athletic trainer. Further, analysis was performed using analysis of variance measurements. There were striking similarities in how domains were answered by the four groups. The five domains of athletic training: prevention of athletic injuries (2.11 \pm .88), recognition, evaluation and immediate care of athletic injuries (1.17 \pm .41), rehabilitation and reconditioning of athletic injuries (1.87 \pm .80), health care administration (3.00 \pm 1.17), and professional development and responsibility (2.68 \pm 1.27) revealed no significant differences ($p > 0.05$) within and between the various divisions in the importance levels of each domain. The total scores of all respondents were not significantly different ($p > 0.05$) from the individual scores. A significant relationship ($p > .05$) existed among the five domains and the sub-sets of the domain's task. Positive attitude, professionalism, willingness to learn and adaptability were the top four work and personality characteristics desired in new employees with possessing a master's degree and the years of experience ranked eighth and ninth respectfully. The results of this study suggest that employers among the different collegiate divisions are looking for the same job skills, work and personality characteristics when hiring an athletic trainer. Recognition of athletic injuries was the most important domain in selecting an employee. Positive attitude and professionalism were the top work and personality characteristics chosen by the respondents.

Consistency And Quality Of Athletic Training Services In Ohio's High Schools

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The purpose of this study was to investigate and determine the consistency and quality of athletic training services in Ohio's high schools. Instrumentation included a twenty-six part questionnaire that was sent to all (N = 1196) certified and licensed athletic trainers in the State of Ohio. A total of 405 questionnaires were returned for a 34% return rate. The frequencies of responses were analyzed using percentages and one-way analysis of variances. There was a significant difference between the number of full time staff across Ohio High School Athletic Association divisions such that division I schools had significantly more full time staff (75% had at least one full time trainer) than the other divisions (50% of division V schools reported no full time trainer). Full time trainers worked a variety of hours with the most common response being that of 41 - 50 hours a week. When comparing the number of weekly visits made by the part time ATC across the divisions, division II schools (M = 4.65) were significantly greater than division IV (M = 3.08) and division V (M = 2.41) schools. The larger the school the more likely the ATC will visit. The most common response for part time ATC's hours were 11 - 20 hours a week. Part time athletic trainers ranged anywhere from one to as many as six visits per week to their school. In regards to athletic trainers covering games where admission was charged, 48% of those surveyed responded to being at those games 100% of the time. In contrast, only 16% responded to being at 100% of the games without an admission charge. Results showed that athletic trainers covered 94% of home varsity football games, 82% of home boy's varsity basketball games, and 70% of home wrestling matches. Athletic trainers covered 89% of away football games. It was also found that the majority of the time a doctor was present at less than 25% of the games. Further studies are needed to add more concrete evidence and strength to the foundation of this problem. In an attempt to find solutions to these problems, we can actually educate coaches and school administration about the profession of athletic training and rectify their understanding of proper medical personnel and the consequences of that deficiency.