

A STUDY OF THE OBJECTIVES OF TEACHER
MAJORITY IN PHYSICAL EDUCATION AT
KANSAS STATE TEACHERS COLLEGE

A Thesis

Presented to

The Faculty of the Division of Physical Education
Kansas State Teachers College, Emporia

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by

Neil Allen Jayes

August 1970

Thesis
1977
H

[Signature]
Approved for the Major Department

[Signature]
Approved for the Graduate Council

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DESIGN FOR STUDY	1
The Problem.	3
Statement of the problem	3
The hypotheses	3
Importance of the study.	3
Definitions of Terms Used.	4
Objectives	4
Authorities.	4
Seniors.	5
Physical education major	5
The Procedure.	6
II. REVIEW OF LITERATURE	9
The Importance of Objectives	9
Classification of Objectives	13
Related Research	16
III. ANALYSIS OF DATA	19
The Authoritative and Student Ratings of Physical Education Objectives.	19
Chi Square Differences between Authorities and Students	27
Chi Square Comparison between Women Seniors and Authorities.	32

CHAPTER

PAGE

Chi Square Comparison between Men Seniors
and Authorities 36

Chi Square Comparison between Men Seniors
and Women Seniors 39

IV. SUMMARY, FINDINGS, CONCLUSIONS, AND

RECOMMENDATIONS. 42

Summary. 42

Findings 42

Conclusions. 43

Recommendations for Further Study. 44

BIBLIOGRAPHY. 46

APPENDIX. 50

LIST OF TABLES

TABLE	PAGE
I. Average Objective Ratings	21
II. Ratings of the Physical Education Objective Areas by the Authorities, Male and Female Students.	25
III. Percentage of Top Rankings by the Authorities, Male and Female Students.	25
IV. Chi Square Scores and Significance of Authorities to Total Senior Students.	31
V. Chi Square Scores and Significance of Authorities to Women Seniors.	35
VI. Chi Square Scores and Significance of Authorities to Men Seniors.	38
VII. Chi Square Scores and Significance of Men to Women Seniors.	41

CHAPTER I

THE PROBLEM AND DESIGN FOR STUDY

The physical education programs have been criticized freely since World War II, as a result of the numbers of men being rejected by the armed forces because of poor physical condition. Since the historic launching of Sputnik in 1957 the criticisms have been more frequent. The event of 1957 presented physical educators with the task of justifying the presence of physical education in the curriculum. The demand from educational critics for more academic time has threatened the existence of physical education.

If the physical educators must justify the presence of a physical education program, a first step is to have a sound philosophical foundation. The basis for such a philosophy is found through defined objectives. Understanding the purpose of education in a democratic society, and the unique contributions of physical education thereto is necessary to the formulation of objectives. To understand the scope and importance of objectives, defined as precise, clear statements of goals, values, or directions of physical education, cognizance must be taken of the fact that there are varying levels of objectives in physical education. Relative to the role of the teacher, these levels are often thought of in

the sequence of daily-lesson objectives, unit objectives, course objectives, grade objectives, general objectives of the school, and general social objectives. These are the levels of the traditional subject-matter curriculum as cited by Brownell.¹

The levels of traditional subject-matter curriculum provide the basis for physical education development. Until desired objectives have been clearly established, educational activity may be random, lacking in purposiveness, and may actually lead to results incompatible with human or societal needs. These objectives must be inculcated within the students' attitudes of the particular program. It is then the responsibility of the physical educator to possess objectives, define them for the students, and plan the lessons from these objectives. Thus, by the time the college student is a senior he should realize the importance of objectives in teaching physical education. It is important that this first year teacher has an aim and objectives to guide him in that critical year.

One of the problems of education and more specifically physical education is that the experienced educators cannot

¹Clifford Brownell and E. Patricia Hagman, Physical Education Foundations and Principles (New York: McGraw-Hill Book Company, 1951), p. 159.

agree upon the specific objectives of the profession. There is, however, a common understanding of general objectives as shown in the related literature.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the opinions of the seniors majoring in physical education at Kansas State Teachers College compared to selected authorities on the objectives of physical education. It was necessary to compare the objectives as listed (1) between the seniors and selected authorities; (2) between women seniors and selected authorities; (3) between men seniors and selected authorities; and (4) between the senior women and senior men.

The hypotheses. The major hypothesis was there is no difference in the objectives of seniors and authorities. The secondary hypothesis was there is no difference in the objectives of the senior men and senior women physical education majors.

Importance of the study. The range of possible objectives in physical education is so wide, it is important for the physical educator to identify his objectives. It is even more important that these be appropriate and wise selections. The many influences in the world today which

effect education, make it imperative to keep abreast of objective changes.

Authorities were used as criteria in this study to determine what degree seniors majoring in physical education at Kansas State Teachers College recognize accepted objectives. Another purpose of the study was to discover agreement of objectives between men and women seniors majoring in physical education.

More time needed for the academic disciplines threatens the existence of the physical education program. It would appear that the re-evaluation of objectives by the departments of physical education are of utmost importance. If the programs are to be defended successfully the physical educator should be prepared to define and accomplish stated objectives.

It is the hope of the writer that the study will be of help to the department in evaluating its objectives.

II. DEFINITIONS OF TERMS USED

Objectives. They are considered as desired major outcomes which one strives to attain through physical education.²

Authorities. Recognized leaders in the field of

²Randolph Webster, Philosophy of Physical Education (Dubuque, Iowa: Wm. C. Brown Company, 1965), p. 157.

physical education who are widely read and quoted.

Seniors. A student at Kansas State Teachers College with at least eighty-eight semester hours credit.

Physical education major. A student at Kansas State Teachers College who has declared physical education as either his major or minor course of study.

III. THE PROCEDURE

The questionnaire technique was used for the purposes of this study. The first step was to review published material. This involved the library research of related literature and related research. An instrument was developed to measure the objectives of the desired subjects. There were twenty-nine specific objectives of physical education listed on the questionnaire. The objectives were divided into emotional, health, mental, motor, and social categories, representing the area objectives in physical education. The objectives were taken from a number of educators and philosophers in the field who have published books on physical education. There were four different ratings possible in each objectives with a rating of one considered a prime objective, two as a second place rating, and so on with four as a least desired objective.

The objectives were listed on the instrument for the subjects to recognize, therefore the validity of the measurement will be limited. Ideally, the subjects would be asked to list their own objectives. However, this method would provide results which are difficult to analyze and measure. Therefore, it was not used by the researcher. It is felt by the researcher that the questionnaire was valid enough to

obtain the information necessary for the purposes of this study.

The questionnaire was sent to eleven authorities in the field who were used to provide the relevant criteria. The authorities were determined by the researcher by questioning the faculty of the Division of Health, Physical Education, and Recreation at Kansas State Teachers College as to the individual in the field that they felt were the most widely read and quoted. The eleven most often mentioned by the faculty were chosen. The eleven were: Dr. Joy Kistler (President-elect of the American Association of Health, Physical Education, and Recreation), Dr. Arthur Weston (Past-President of the College Physical Education Association), Dr. Carolyn Bookwalter (Professor of Health, Physical Education, and Recreation at Indiana University), Dr. Charles Bucher (Director of Graduate Study in Physical Education at New York University), Dr. Arthur Esslinger (Dean of School Of Health, Physical Education, and Recreation at University of Oregon), Dr. Leona Holbrook (Past-President of American Association of Health, Physical Education, and Recreation), Dr. Wayne McKinney (Chairman of Department of Health and Physical Education at Southwest Missouri State College), Dr. Eleanor Metheny (Professor of Physical Education at University of South California), Dr. Harry Scott (Professor of Physical Education at San Francisco

State College), Dr. M. Gladys Scott (Director of Women's Physical Education at University of Iowa), and Dr. Earle Zeigler (Head of Department of Physical Education for Men at University of Illinois). These individuals are widely read and quoted. They hold offices in national organizations and represent many geographical areas of the United States.

The questionnaire was administered to the ninety seniors majoring in physical education at Kansas State Teachers College during the spring semester of 1967.

The data collected were used for a comparison between the seniors and the authorities. The information was summarized and analyzed by the chi-square test for significance at the .05 level.

CHAPTER II

REVIEW OF LITERATURE

I. THE IMPORTANCE OF OBJECTIVES

"The objectives of the physical program, as stated by various leaders at different times, have ranged so widely and so inclusively, that everything good seemed to have been included. This has left the educator at a loss to know how much to believe of the claims made for physical education."¹ The above statement was made by William LaPorte thirty-six years ago. LaPorte went on to say that: "In spite of a highly improved overhead organization and supervision as represented in state, county, and city departments of physical education we still lack uniformity in objectives, curriculum content, organization, techniques, and achievement standards."²

In 1934 Hedley Dimcock wrote the following about the modern physical educator:

The skilled physical educator should have specific and clearcut objectives in the field of personality and character. If he does not possess clear and definite objectives, he should not expect desired

¹W. R. LaPorte. "The Changing Conception of College Physical Education," The Research Quarterly, 2:1:1, March 1931.

²Ibid., p. 2.

habits and attitudes which he has vaguely in mind, if at all to be developed.³

The authorities today still believe in the importance of stating and defining objectives, and thus the problem of objective agreement is still present as one can see from Sprague: "A successful program of physical education must have sound measurable objectives and a realistic curriculum to achieve these objectives."⁴

Krathwohl offers the following as further evidence of the importance of objectives: "Viewed both in retrospect and contemporaneously, specifying educational objectives as student behaviors seems to be a useful and powerful approach to the analysis of the instructional process."⁵

Webster has a somewhat different view on the source of objectives: The source of objectives must be located in the students themselves."⁶ Webster also points out the

³Hedley S. Dimock, "The Professional Equipment of the Modern Physical Educator," The Research Quarterly, 5:4:39, December, 1934.

⁴Vernon Sprague, "Operation Bootstrap in Teacher Education," Journal of Health, Physical Education, and Recreation, 30:6:22, September, 1959.

⁵David R. Krathwohl, "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," The Journal of Teacher Education, 16:1:83, March, 1965.

⁶Randolph Webster, Philosophy of Physical Education, Dubuque, Iowa: Wm. C. Brown Company, 1965, p. 159.

individual value in objectives: "They reflect the nature of our society and indicate ways of preparing individuals to live efficiently, effectively, wholesomely, and happily within it."⁷

The National Conference on Undergraduate Professional Preparation in Health, Physical Education, and Recreation took a stronger view on the importance of achieving objectives:

Competency in achieving the objectives of the curriculum should be the criterion for graduation rather than a set time or course requirement. Competency should be expected of the professional student in these steps in program planning: (1) Using facts from the biological, physical, and social sciences as a basis for formulating one's principles in physical education. (2) Deriving objectives from these facts as they relate to the needs and interests of students. (3) Selecting experiences centering in motor activity directed toward achieving these objectives.⁸

The Committee on College Physical Education Problems met in 1949 to discuss the problems of physical education. Objectives was an area investigated and the following two aspects were listed as important duties in the area of objectives: (1) Statement of a platform of objectives, and (2) Indoctrination of students in objectives.⁹

⁷ Ibid., p. 158.

⁸ National Conference on Undergraduate Professional Preparation in Physical Education, Health Education, and Recreation (Chicago: The Athletic Institute, 1948), p. 20.

⁹ Committee on College Physical Education Problems, "The Major Problems of College Physical Education, 1949", The Research Quarterly, 20:4:387-8, December, 1949.

Duncan,¹⁰ Esslinger,¹¹ Miller,¹² and Snyder and Scott¹³ all stress the need for professional characteristics in the college student majoring in physical education. They also agree that goal setting and defining objectives are the first two steps in attaining professionalism.

¹⁰Ray Duncan, "Fundamental Issues in Our Profession," Journal of Health, Physical Education, and Recreation, 35:5:19-20, May, 1964.

¹¹Arthur Esslinger, "Yesterday, Today, and Tomorrow," Journal of Health, Physical Education, and Recreation, 38:6:20, September, 1959.

¹²Ben Miller, "Priority in the Quest for Quality," Journal of Health, Physical Education, and Recreation, 35:5:31, May, 1964.

¹³Raymond Snyder, and Harry Scott, Professional Preparation in Health, Physical Education, Recreation, (New York: McGraw-Hill Book Company, 1954), p. 73.

II. CLASSIFICATION OF OBJECTIVES

The researcher found, in searching for the objectives as stated by the authorities, that Bucher,¹⁴ Brownell and Hagman,¹⁵ Cowell and Wellman,¹⁶ LaPorte,¹⁷ and Brown and Cassidy¹⁸ all list the following four as general objectives of physical education: (1) the physical development objective, (2) the motor development objective, (3) the mental development objective, and (4) the human relations objective.

The subcommittee on aims and objectives of the Eighth Annual Report of the Committee on Curriculum Research suggests the classification of the objectives of physical education be grouped under four major headings:
 "Physical or somatic; (2) Intellectual; (3) Emotional;

¹⁴ Charles Bucher, Methods and Materials in Physical Education and Recreation (St. Louis: C. V. Mosby Company, 1954), p. 23.

¹⁵ Clifford Brownell and E. Patricia Hagman, Physical Education and Foundations and Principles (New York: McGraw-Hill Book Company, 1951) p. 183.

¹⁶ Charles Cowell and France Wellman, Philosophy and Principles of Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 27.

¹⁷ William LaPorte, The Physical Education Curriculum (Los Angeles: The University of Southern California Press, 1955), p. 38.

¹⁸ Camille Brown and Rosalind Cassidy, Theory in Physical Education (Philadelphia: Lea Febiger, 1963), p. 107.

(4) Those that are not clearly somatic, intellectual, or emotional aspects of the individual."¹⁹ Oberteuffer²⁰ and Williams²¹ list immediate objectives that are easier to attain and more distant objectives that are harder to attain.

The Long Term Curriculum Committee at Brooklyn College is charged with the responsibility of periodically testing the separate departments to evaluate their current offerings so that planning may proceed on a defensible foundation. Members of the physical education department decided that the degree to which objectives are realized is a good indication of the effectiveness of a program. The department reviewed their objectives and agreed upon the following four basic objectives:

(1) To develop, through participation in selected physical education activities, useful and pleasurable recreational skills and the creative potential.

¹⁹ Eighth Annual Report of the Committee on Curriculum Research, "Report of Subcommittee I, Determination of Aims and Objectives," The Research Quarterly, 7:3, October, 1936.

²⁰ Delbert Oberteuffer, Physical Education (New York: Harper and Brothers, 1951), p. 343.

²¹ Jesse Feiring Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders Company, 1959), p. 235.

(2) To develop, through increased knowledge and experience, desirable attitudes toward physical activities as they serve individual needs. (3) To contribute to the development of physical fitness, including strengthening of organic power and stimulation of bodily development, through participation in beneficial physical activities. (4) To provide opportunity for the development of desirable social traits related to participation in physical activities that may help the individual function more effectively in interpersonal relationships.²²

²²Rose Esteva, "Evaluating College Physical Education," Journal of Health, Physical Education, and Recreation, 36:5:74-5, May 1965.

III. RELATED RESEARCH

Preston found that the physical education departments for women in Kansas junior and four-year colleges and universities are in agreement on the objectives in the profession, and that they are achieving the objectives.²³

Corresponding with Preston's findings, Dexter found in the study of objectives at the junior and senior high school level in California that the objectives stated in the Education Code were acceptable to seventy-five percent of the groups responding.²⁴

A survey of the objectives of physical education was conducted by Price to synthesize the modern objectives of physical education; to reduce the objectives to a common denominator in terms of both physical education and the sciences of biology, psychology, and sociology; and to establish a representative statement of the modern objectives of physical education. Price offered the following:

Effective integration of the developing individual in matters of health, recreation, character, and

²³ Aloha Kraus Preston, "A Study of the Objectives of Departments of Physical Education for Women in Kansas Junior and Four-Year Colleges and Universities," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1961), p. 38.

²⁴ Genevieve Dexter, "Physical Education Programs in California Public Junior, Senior, Junior-Senior, and Four-Year High Schools in 1956-57," (unpublished Doctoral dissertation, Stanford University, Stanford, California, 1961), p. 48.

citizenship was established as a representative statement of the modern objectives of physical education because: (1) four authorities in the fields of biology, physiology, psychology, and sociology indicated that adjustment of the unified organism is of utmost importance in each science; (2) the viewpoints of authorities in the field of physical education could be reduced to a common denominator of integrated adjustment of the developing individual; (3) the socio-educational point of view with emphasis upon citizenship, character, leadership, and social standards became obvious after 1920; and (4) the same objectives, health, recreation, citizenship, and character, held leading positions from 1920 to 1935.²⁵

Cowell conducted a study to determine the general and specific purposes which should underlie the service programs in physical education for men in American colleges and universities. Although the study is concerned with freshman and service programs instead of major programs it deals with the objectives of physical education.

Cowell developed a check list and sent it to five-hundred freshmen from Purdue, Ohio State, and Illinois University, and he found that the freshman agreed to the purposes of the service programs.²⁶

A study by Lapp of pupil objectives in high school physical education was conducted to determine the reasons a student takes physical education. The questionnaire was

²⁵Hartley D. Price, "The Establishment of Principles Which are Essential for the Realization of the Objectives of Physical Education," The Research Quarterly, 19:2:93-4, May, 1948.

²⁶Charles Cowell, "Purposes in Physical Education as Evaluated by Participants, Physical Education Supervisors and Educational Administrators," The Research Quarterly, 22:187, 1951.

developed by six experienced physical education teachers and a group of high school students from Iowa City. Lapp found that the girls expect to get more social benefits than do the boys. The boys are concerned more with fitness and big muscles.²⁷

To further substantiate objectives in the physical education programs, one can look at a report given by Rugg. Rugg stated that eighty-four per cent of instructors in women's physical education departments in teachers colleges teach for the aims and objectives of the courses.²⁸

²⁷V. W. Lapp, "Pupil Objectives in High School Physical Education," The Research Quarterly, 4:2:166, May, 1933.

²⁸Earle Rugg, Teacher Education Curricula (United States Office of Educational Bulletin, 1933), p. 76.

CHAPTER III

ANALYSIS OF DATA

The purpose of this study was to determine the opinions of the seniors majoring in physical education at Kansas State Teachers College compared to selected authorities on the objectives of physical education. It was necessary to: (1) obtain a rating from the senior women and senior men majoring in physical education on each of the twenty-nine selected objectives; (2) obtain an authoritative rating on each of the objectives; (3) compare the senior and authoritative returns, senior women and authoritative returns, senior men and authoritative returns, and the men and women senior returns. Chi-square test for significance was used to test the hypotheses.

I. THE AUTHORITATIVE AND STUDENT RATINGS OF PHYSICAL EDUCATION OBJECTIVES

Initially the questionnaire was mailed to a panel of seven men and four women authorities. Of these eleven, nine of them returned the questionnaire.

The purpose of this part of the study was to develop an authoritative rating on each of the twenty-nine objectives, and an average rating for each of the five general objective areas.

Table I presents the average raw ratings on each individual objective as given by the women seniors, men seniors, seniors combined, and the authorities. The subjects had a choice of four different ratings on each objective. The top rating was "one", second "two", third "three", and the bottom rating "four".

TABLE I
AVERAGE OBJECTIVE RATINGS

Emotional Objectives	Men Seniors	Women Seniors	Seniors	Author-ities
1. To provide an opportunity for a desirable release from daily tension.	1.86	1.46	1.72	1.44
2. To provide an opportunity for achieving emotional stability.	1.97	1.72	1.89	2.33
3. To promote qualities of self-control.	1.76	1.63	1.72	1.66
<u>Health Objectives</u>				
1. To provide opportunities in developing the ability to delay fatigue.	1.97	2.27	2.07	1.44
2. To provide opportunity to resist disease.	1.86	1.91	1.87	2.88
3. To improve personal appearance.	2.47	1.72	2.22	2.11
4. To promote better health habits of all school children.	1.42	1.23	1.36	1.75
5. To promote safety consciousness.	1.64	1.14	1.47	2.11
<u>Mental Objectives</u>				
1. To encourage developing a consistent philosophy of life and physical education.	1.97	1.77	1.91	1.33

TABLE I (continued)

<u>Mental (cont.)</u>	<u>Men Seniors</u>	<u>Women Seniors</u>	<u>Seniors</u>	<u>Author- ities</u>
2. To provide opportunities for understanding movement patterns.	1.95	1.91	1.93	1.22
3. To provide situations demanding judgments and interpretations of time and space.	1.91	1.50	1.76	1.22
4. To provide opportunities for understanding growth and development.	1.91	1.27	1.56	2.11
5. To provide opportunity in learning game and sports rules.	1.79	1.91	1.83	1.22
6. To provide opportunity in understanding game and sports strategy.	1.97	1.68	1.87	1.22
<u>Motor Development Objectives</u>				
1. To provide opportunities in acquiring a strong, well developed body.	1.59	1.41	1.53	1.22
2. To provide opportunity in developing game and sports skills.	1.67	2.32	1.89	1.00
3. To provide opportunity in developing a sense of rhythm.	1.76	1.77	1.76	1.44
4. To promote physical efficiency.	1.50	1.27	1.42	1.11

TABLE I (continued)

<u>Motor Development (cont.)</u>	<u>Men Seniors</u>	<u>Women Seniors</u>	<u>Seniors</u>	<u>Author- ities</u>
5. To provide opportunities in maintaining good muscle tone.	1.59	1.50	1.56	1.11
6. To promote better posture.	1.57	1.27	1.47	1.77
7. To provide opportunity in becoming a well rounded individual through a variety of activities.	1.24	1.09	1.19	1.22
<u>Social Objectives</u>				
1. To learn the value of team work.	1.50	1.27	1.42	1.22
2. To have good wholesome fun.	1.52	1.27	1.44	1.22
3. To provide opportunities for developing leadership and followership qualities.	1.55	1.36	1.48	1.44
4. To promote value of cooperating with others.	1.38	1.09	1.28	1.25
5. To provide opportunities in developing sportsmanship.	1.67	1.18	1.50	1.22
6. To provide opportunity in learning activities that may be used in later life.	1.50	1.09	1.36	1.11

TABLE I (continued)

<u>Social Objectives (cont.)</u>	<u>Men Seniors</u>	<u>Women Seniors</u>	<u>Seniors</u>	<u>Author-ities</u>
7. To promote the development of an obedience for authority.	2.21	1.95	2.13	3.00
8. To provide situations resulting in desirable attitudes toward physical activity.	1.71	1.36	1.59	1.00

One motor objective and one social objective received all one ratings from the nine authorities. The motor objective "to provide opportunity in developing game and sport skills" and the social objective "to provide situations resulting in desirable attitudes towards physical activity" were the only objectives receiving a perfect rating of one from the authorities. "To promote the development of an obedience for authority", a social objective, received an average of three for the lowest rating of the twenty-nine.

Table II presents the average raw scores in each of the objective areas as given by the seniors and authorities. The women seniors rated the objectives consistently higher while the men seniors rated the lowest. When considered together, the seniors rated them lower than did the authorities.

TABLE II
RATINGS OF THE PHYSICAL EDUCATION OBJECTIVE
AREAS BY THE AUTHORITIES, MALE AND FEMALE STUDENTS

Objectives	Authority Average	Men Average	Women Average	Senior Average
Emotional	1.81	1.86	1.60	1.78
Health	2.06	1.87	1.65	1.80
Mental	1.39	1.93	1.67	1.81
Motor	1.27	1.56	1.52	1.55
Social	1.47	1.63	1.32	1.53
Totals	1.60	1.77	1.55	1.69

Table III presents the percentage of one ratings given in each of the objective areas by the authorities, men seniors, women seniors, and the seniors together.

TABLE III
PERCENTAGE OF TOP RANKINGS BY THE
AUTHORITIES, MALE AND FEMALE STUDENTS

Objectives	Authority	Men	Women	Senior
Emotional	48%	37%	54%	43%
Health	31%	43%	51%	46%
Mental	66%	41%	52%	41%
Motor	79%	56%	61%	58%
Social	66%	52%	76%	60%

Sixty-four of the ninety seniors responded to the questionnaire. The sixty-four respondents consisted of

twenty-two women and forty-two men. The purpose of this part of the study was two-fold. First, a comparison was desired between the men and women seniors on the objectives they consider more important in physical education. Secondly, it was the desire of the researcher to arrive at senior ratings in order to compare the senior objective ratings with the authoritative ratings.

The men considered the motor objective area most important, with the social second in importance. The women differ in opinion by rating the social area top and the motor objective area second. The men and women agree on the ranking of the remaining three objective areas by placing them emotional, health, and mental in that order.

"To provide opportunity in becoming a well rounded individual through a variety of activities" was the specific objective rated the higher by both the men and women seniors. The men and women also agreed that "to promote value of cooperating with others" is the second most important objective listed. The men rated "to improve personal appearance" lowest and the women rated "to provide opportunity in developing game and sports skills" lowest.

II. CHI SQUARE DIFFERENCES BETWEEN AUTHORITIES AND STUDENTS

Chi square was used to analyze the data to enable the investigator to compare authorities and student responses. The use of the chi square technique enabled the investigator to ascertain if a difference existed between the groups. Comparisons were made of the following: the authorities with students, the authorities with women students, the authorities with men students, and women students with men students.

Five objectives, out of the twenty-nine rated, showed a significant difference at the .05 level in the comparison of authorities and total senior students. Three of the five were social objectives. "To have good wholesome fun" was one of the social objectives showing a difference in the ratings. The seniors rated this objective lower than the authorities.

The social objective, "to promote the development of an obedience for authority", also showed a significant difference. The ratings on this objective were significantly different at both the .05 and .01 level. The chi square score on this objective was 17.437 with 12.59 and 16.81 being the values of significant difference for the

.05 and .01 levels respectively.¹ The seniors valued this objective higher than the authorities. There were no number one ratings given this objective by the nine authorities, ten of the twenty-two women and six of the forty-two men gave it one ratings.

"To provide situations resulting in desirable attitudes toward physical activity" was also rated significantly different. The seniors indicated a lower rating than the authorities for this objective. All nine of the authorities gave this objective a one rating. Only thirty-four of the sixty-four seniors gave it a one rating. Twenty-three seniors gave it a two rating and six gave it a three rating with one person indicating a four rating.

The mental objective, "to provide opportunities for understanding growth and development", also showed a significant difference at both levels of confidence. The seniors rated this objective higher than the authorities. Two of the nine authorities gave this objective a one; twenty-six of the sixty-four seniors gave it a one rating. The difference in the one ratings made the chi-square score

¹Henry E. Garrett, Statistics in Psychology and Education (New York, New York: Davis-McKay Company, 1962).

significantly different on this objective. The last objective showing a significant difference on the ratings was the health objective, "to promote safety consciousness". The authorities indicate this should not be an important objective of physical education, while the students rate it very high. Only two authorities gave one ratings; at the same time forty seniors believed it should be a top objective. Half of the authorities believed it to be a number one objective and only one-fourth of the seniors rated it number two.

There were three objectives that showed some difference in the ratings, although they are not significantly different according to the chi square test. The motor objective, "to promote better posture", had a chi square score of 11.745 while 12.59 is significantly different. The motor development objective, "to provide opportunity in developing game and sport skills", also indicated some difference in the ratings. All nine of the authorities rated it number one while less than half of the seniors rated it number one. The mental objective, "to provide situations demanding judgments and interpretations of time and space", also showed some difference with the seniors rating it lower than the authorities.

The seniors and authorities, according to the chi square test, rated 82.7 per cent of the twenty-nine objectives similarly.

Table IV reveals the chi square scores for each of the twenty-nine objectives when comparing the authorities and seniors. The table also indicates the objectives significant at the .05 and .01 levels.

TABLE IV
CHI SQUARE SCORES AND SIGNIFICANCE
OF AUTHORITIES TO TOTAL SENIOR STUDENTS

Objective	Chi Square	P
<u>Emotional Objectives</u>		
No. 1	8.19	-----
No. 2	3.36	-----
No. 3	3.11	-----
<u>Health Objectives</u>		
No. 1	12.12	-----
No. 2	5.03	-----
No. 3	7.15	-----
No. 4	5.23	-----
No. 5	13.52	.05
<u>Mental Objectives</u>		
No. 1	7.66	-----
No. 2	9.02	-----
No. 3	8.38	-----
No. 4	20.51	.01
No. 5	7.04	-----
No. 6	6.21	-----
<u>Motor Objectives</u>		
No. 1	4.89	-----
No. 2	10.36	-----
No. 3	4.69	-----
No. 4	3.89	-----
No. 5	6.06	-----
No. 6	11.76	-----
No. 7	3.92	-----
<u>Social Objectives</u>		
No. 1	6.80	-----
No. 2	16.69	.05
No. 3	5.83	-----
No. 4	4.63	-----
No. 5	8.62	-----
No. 6	3.23	-----
No. 7	17.44	.01
No. 8	12.79	.05

12.59 needed for .05 level of significant difference.
16.81 needed for .01 level of significant difference.

III. CHI SQUARE COMPARISON BETWEEN WOMEN SENIORS AND AUTHORITIES

Health objectives were the greatest area of difference between the women seniors and authorities. Six objectives showed significant difference from the chi square test, and three of them were health objectives.

The health objective, "to provide opportunity to resist disease", showed a significant difference at the .05 level. The difference in the ratings on this objective was in the number of bottom ratings given. Four of the nine authorities gave this objective a four or bottom rating while only one of the twenty-two women seniors gave it a four rating.

Another health objective, "to promote better health habits of all school children", was significantly different in the ratings. The women seniors rated this as a top objective while the authorities considered it of secondary importance. One-third of the authorities rated it at number one, while over eighty per cent of the women seniors gave it a top rating.

The final health objective which was rated significantly different was "to promote safety consciousness". This objective had a chi square score of 17.763; the ,05

level was 7.815 and the .01 level was 11.345². The authorities indicated this to be one of the least important objectives, the women considered it as one of the most important. The rating comparison between the women and authorities on this objective showed the greatest difference of any of the comparisons made.

The mental objective, "to provide opportunities for understanding growth and development", indicated a significant difference in the ratings between the two groups at the .05 level. Again the women seniors rated the objective higher than did the authorities.

"To provide opportunity in developing game and sports skills", a motor development objective, also showed a significant difference at both the .05 and .01 level. The authorities gave this objective a perfect rating of one and considered it as one of the most important objectives on the questionnaire. The women seniors gave it more two ratings than one ratings.

The last objective rated significantly different was the social objective, "to promote the development of an obedience for authority". There was a wide difference

²Ibid.

between the two groups on this objective, as it was significantly different at both levels of confidence. The authorities rated it as the least worthy objective of the twenty-nine listed. The women seniors rated it high with half giving it a one rating.

The women seniors and authorities also seem to be in agreement on the objectives of physical education. The two groups rated 79.3 per cent of the twenty-nine objectives in the same manner.

Table VI reveals the chi square scores for each of the twenty-nine objectives comparing the authorities to the women seniors.

TABLE V
CHI SQUARE SCORES AND SIGNIFICANCE
OF AUTHORITIES TO WOMEN SENIORS

Objective	Chi square	P
<u>Emotional Objectives</u>		
No. 1	.97	-----
No. 2	6.005	-----
No. 3	2.127	-----
<u>Health Objectives</u>		
No. 1	7.312	-----
No. 2	8.578	.05
No. 3	7.577	-----
No. 4	8.107	.05
No. 5	17.762	.01
<u>Mental Objectives</u>		
No. 1	1.57	-----
No. 2	5.65	-----
No. 3	.94	-----
No. 4	10.86	.05
No. 5	4.665	-----
No. 6	3.24	-----
<u>Motor Objectives</u>		
No. 1	.94	-----
No. 2	11.895	.05
No. 3	2.526	-----
No. 4	1.046	-----
No. 5	6.749	-----
No. 6	7.059	-----
No. 7	1.580	-----
<u>Social Objectives</u>		
No. 1	.919	-----
No. 2	1.676	-----
No. 3	2.276	-----
No. 4	1.908	-----
No. 5	.0007	-----
No. 6	.763	-----
No. 7	11.666	.01
No. 8	4.495	-----

7.815 needed for .05 level of significant difference.
11.345 needed for .01 level of significant difference.

IV. CHI SQUARE COMPARISON BETWEEN MEN SENIORS AND AUTHORITIES

The chi square test indicated two health, two social, and one mental objective as being statistically significant between the men seniors and authorities ratings.

"To provide an opportunity to resist disease" was a health objective that showed a significant difference between men seniors and authorities. It was significant at both levels of confidence. The difference in the two groups came from the number of four ratings given. Half of the authorities rated it as very bottom, while only one of the forty-two men seniors considered it worthy of a number four rating.

The second health objective, "to promote safety consciousness", showed a significant difference at the .05 level. Authorities placed little value in it, whereas the men seniors rated it high. Over half of the men seniors rated it as a number one objective, and only twenty per cent of the authorities rated it as a top objective.

The value of "having good wholesome fun" was disagreed by the men and authorities. This objective was rated significantly different at both levels of confidence. Half of the senior men gave this social objective a number one rating, two-thirds of the authorities considered it a top objective.

The second social objective rated significantly different by the two groups was "to provide situations resulting in desirable attitudes toward physical activity". The authorities believe this objective to be a top social objective, with all nine authorities rating it number one. There were eighteen one and eighteen two ratings given by the men seniors on this objective.

The mental objective which caused disagreement between the two groups was "to provide opportunities for understanding movement patterns". The men seniors gave twelve ones, eighteen twos, and ten three ratings to this objective. The authorities believed it was much more important, as they gave seventy-seven per cent one ratings to this objective.

The men rated 82.7 per cent of the objectives as the authorities did for this study.

Table VI shows the chi square scores for each of the twenty-nine objectives when comparing the men seniors to the authorities.

TABLE VI
CHI SQUARE SCORES AND SIGNIFICANCE
OF AUTHORITIES TO MEN SENIORS

Objective	Chi square	P
<u>Emotional Objectives</u>		
No. 1	4.55	-----
No. 2	1.25	-----
No. 3	2.13	-----
<u>Health Objectives</u>		
No. 1	4.796	-----
No. 2	15.01	.01
No. 3	3.566	-----
No. 4	2.803	-----
No. 5	8.324	.05
<u>Mental Objectives</u>		
No. 1	4.577	-----
No. 2	8.192	.05
No. 3	4.39	-----
No. 4	3.765	-----
No. 5	4.000	-----
No. 6	3.83	-----
<u>Motor Objectives</u>		
No. 1	1.89	-----
No. 2	6.827	-----
No. 3	2.601	-----
No. 4	2.84	-----
No. 5	3.476	-----
No. 6	5.359	-----
No. 7	.473	-----
<u>Social Objectives</u>		
No. 1	4.50	-----
No. 2	11.73	.01
No. 3	1.009	-----
No. 4	.655	-----
No. 5	2.446	-----
No. 6	1.426	-----
No. 7	6.428	-----
No. 8	9.711	.05

7.815 needed for .05 level of significant difference.
11.345 needed for .01 level of significant difference.

V. CHI SQUARE COMPARISON BETWEEN MEN SENIORS AND WOMEN SENIORS

The men and women seniors were in closest agreement in any of the comparisons made. There were only three of twenty-nine objectives which indicated a significant difference in the views of the two groups. This indicated that women seniors and men seniors were in agreement on 96 per cent of the objectives tested.

"To have good wholesome fun", a social objective, was rated significantly different at the .05 level. The women believed this objective has more importance than did the men. Eighteen of the twenty-two women rated this objective as number one objective; about half of the men considered it as a number one objective.

"To promote the development of an obedience for authority", was a social objective where disagreement occurred between the two groups. The men rated this objective lower than the women. Only fifteen per cent of the men rated this as a number one objective; almost half of the women marked it number one.

The mental objective, "to provide opportunities for understanding growth and development", was most disagreed by these two groups of the twenty-nine objectives. The ratings were significantly different at both the .05 and .01

levels. Only twenty-five per cent of the men gave this objective number one ratings; over seventy-two per cent of the women valued it as a top objective.

Table VII shows the chi square scores for each of the twenty-nine objectives when comparing the men seniors to the women seniors. The table also indicates the significance of each objective.

TABLE VII
CHI SQUARE SCORES AND SIGNIFICANCE
OF MEN TO WOMEN SENIORS

Objective	Chi square	P
<u>Emotional Objectives</u>		
No. 1	5.934	-----
No. 2	2.211	-----
No. 3	.989	-----
<u>Health Objectives</u>		
No. 1	6.016	-----
No. 2	.263	-----
No. 3	2.65	-----
No. 4	2.109	-----
No. 5	6.766	-----
<u>Mental Objectives</u>		
No. 1	2.97	-----
No. 2	1.75	-----
No. 3	4.86	-----
No. 4	14.52	.01
No. 5	3.39	-----
No. 6	2.185	-----
<u>Motor Objectives</u>		
No. 1	5.92	-----
No. 2	7.38	-----
No. 3	.639	-----
No. 4	2.536	-----
No. 5	1.953	-----
No. 6	4.008	-----
No. 7	2.678	-----
<u>Social Objectives</u>		
No. 1	5.74	-----
No. 2	11.229	.05
No. 3	5.08	-----
No. 4	4.139	-----
No. 5	5.319	-----
No. 6	3.15	-----
No. 7	8.547	-----
No. 8	5.41	-----

7.815 needed for .05 level of significant difference.
11.345 needed for .01 level of significant difference.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine to what degree senior physical education majors of Kansas State Teachers College compared to selected authorities concerning physical education objectives. It was necessary to compare the objectives as listed (1) between the seniors and selected authorities, and (2) between the senior men and senior women.

Nine selected authorities and sixty-four senior physical education majors rated the specific objectives as outlined in the questionnaire.

II. FINDINGS

The following findings resulted from the analysis of the ratings:

1. The authorities rated motor development the most important area of objectives in physical education.
2. The authorities rated the mental and social objectives of prime importance, and the emotional and health objectives of lesser importance.
3. "To provide opportunity in developing game and sports skills" and "to provide situations resulting in

desirable attitudes towards physical activity", were rated by the authorities as the two most important specific objectives in physical education.

4. The authorities and seniors were in agreement on 82.7 per cent of the objectives listed.

5. The authorities and women seniors were in agreement on 79.3 per cent of the objectives listed.

6. The authorities and senior men were in agreement on 82.7 per cent of the objectives listed.

7. The women seniors and men seniors were in agreement on 89.6 per cent of the objectives listed.

8. The findings of this study are similar to those of Preston's on objectives of Kansas colleges. The physical education students at Kansas State Teachers College are acquiring the objectives considered most important by the authorities.

III. CONCLUSIONS

Authorities. The authorities considered the motor development objectives as the most important in physical education. The mental objective area was rated second in importance to the motor development. The social objectives, emotional objectives, and health objectives follow in order of importance.

Senior and authoritative comparison. The authorities and seniors were in agreement with twenty-four of the objectives of physical education. Five of twenty-nine objectives rated were statistically significant.

Women senior and authoritative comparison. Six of twenty-nine objectives were rated statistically different according to the chi square test for significant difference by the senior women and authorities.

Men senior and authoritative comparison. The chi square test indicates no significant difference between the men seniors and authorities. Eighty-two and seven-tenths per cent of the twenty-nine objectives were rated the same.

Men senior and women senior comparison. The men and women seniors are the two groups in closest agreement of the four comparisons made. With almost ninety per cent agreement, the men and women faculties seem to be teaching towards the same objectives in physical education.

IV. RECOMMENDATIONS FOR FURTHER STUDY

1. A study is recommended to compare the objectives of physical education seniors and physical educators after five years experience to determine if there is a change in viewpoints regarding objectives.

2. A study is recommended to compare the objectives of seniors and values outlined by the American Association of Health, Physical Education, and Recreation.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Brown, Camille, and Rosalind Cassidy. Theory in Physical Education. Philadelphia: Lea Febiger, 1963.
- Brownell, Clifford, and E. Patricia Hagman. Physical Education Foundations and Principles. New York: McGraw-Hill Book Company Incorporated, 1951.
- Bucher, Charles A. Administration of School Health and Physical Programs. St. Louis: C. V. Mosby Company, 1955.
- Cowell, Charles, and France Wellman. Philosophy and Principles of Physical Education. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1963.
- Garrett, Henry E. Statistics in Psychology and Education. New York: Davis-McKay Company, 1962.
- Oberteuffer, Delbert. Physical Education. New York: Harper and Brothers, 1951.
- Snyder, Raymond, and Harry Scott. Professional Preparation in Health, Physical Education, and Recreation. New York: McGraw-Hill Book Company, 1954.
- Webster, Randolph. Philosophy of Physical Education. Dubuque, Iowa: Wm. C. Brown Company, 1965.
- Williams, Jesse Feiring. The Principles of Physical Education. Philadelphia: W. B. Saunders Company, 1959.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES AND OTHER ORGANIZATIONS

- National Conference on Undergraduate Professional Preparation in Physical Education, Health Education, and Recreation. A Report Prepared by the National Conference on Undergraduate Preparation in Health Education, Physical Education, and Recreation. Chicago: The Athletic Institute, 1948.

- Hugg, Earle. Teacher Education Curricula. United States Office of Educational Bulletin, 1933.
- LaPorte, William Ralph. The Physical Education Curriculum. Los Angeles: The University of Southern California Press, Publication sponsored by the College Physical Education Association, (1955).
- Lapp, V. W. "Pupil Objectives in High School Physical Education," The Research Quarterly, 4:2:157-67, (May, 1933).
- Miller, Ben W. "Priority in the Quest for Quality," Journal of Health, Physical Education, and Recreation, 35:5:31-32, (May, 1964).
- Price, Hartley D. "The Establishment of Principles Which are Essential for the Realization of the Objectives of Physical Education," The Research Quarterly, 19:2:93-102, (May, 1948).
- Sprague, Vernon. "Operation Bootstrap in Teacher Education," Journal of Health, Physical Education, and Recreation, 30:6:21-23, (September, 1959).
- Weiss, Raymond A. "Is Physical Fitness Our Most Important Objective?" Journal of Health, Physical Education, and Recreation, 35:2:17-18, (February, 1964).
- Wilson, Ruth M. "Competency Testing," Journal of Health, Physical Education, and Recreation, 35:2:33-34, 64, (February, 1964).

C. PERIODICALS

- Ammons, Margaret. "Purpose and Program," Educational Leadership, 22:1:15-17, (October, 1964).
- Committee on College Physical Education Problems, "The Major Problems of College Physical Education, 1949," The Research Quarterly, 20:4:387-397, (December, 1949).
- Cowell, Charles. "Purposes in Physical Education as Evaluated by Participants, Physical Education Supervisors and Educational Administrators," The Research Quarterly, 22:286-87, (1951).

- Dimock, Hedley S., "The Professional Equipment of the Modern Physical Educator," The Research Quarterly, 5:4:39-45, (December, 1934).
- Duncan, Ray. "Fundamental Issues in Our Profession," Journal of Health, Physical Education, and Recreation, 35:5:19-22, (May, 1964).
- Eighth Annual Report of the Committee on Curriculum Research, "Report of Subcommittee I, Determination of Aims and Objectives," The Research Quarterly, 7:3, (October, 1936).
- Esslinger, Arthur. "Yesterday, Today, and Tomorrow," Journal of Health, Physical Education, and Recreation, 30:6:19-20, (September, 1959).
- Esteva, Rose U. "Evaluation College Physical Education," Journal of Health, Physical Education, and Recreation, 36:5:36-74-5, (May, 1965).
- Krathwohl, David R. "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," The Journal of Teacher Education, 16:1:83-92, (March, 1965).
- Lane, Elizabeth, and John C. Mitchem. "Philosophical Consideration for Curriculum Construction of College Physical Education Service Programs," The Physical Educator, 18:1:23-24, (March, 1961).
- LaPorte, William Halph. "The Changing Conception of College Physical Education," The Research Quarterly, 2:1:1-2, (March, 1931).

D. UNPUBLISHED MATERIALS

- Dexter, Genevie. "Physical Education Programs in California Public Junior, Senior, Junior-Senior, and Four-Year High Schools in 1956-57." Unpublished Doctoral Dissertation, Stanford University, Stanford, California, 1959.
- Preston, Aloha Kraus. "A Study of the Objectives of Departments of Physical Education for Women in Kansas Junior and Four-Year Colleges and Universities." Unpublished Master's Thesis, Kansas State Teachers College, Emporia, 1961.

APPENDIX

April 10, 1967

Enclosed is a questionnaire pertaining to objectives in physical education. The instruments are to be employed in a study concerning the physical education objectives as evaluated by the seniors majoring in physical education at Kansas State Teachers College of Emporia, Kansas.

You were chosen as one of ten authorities to rate the objectives. A poll of selected staff members in the Division of Health, Physical Education, Recreation, and Athletics at Kansas State Teachers College rated you as one of the ten most prominent people in the field of physical education.

The purpose of this questionnaire is to receive an authoritative rating on each of the objectives listed. This rating will be attained by averaging the ratings of the authorities. A duplicate of the questionnaire will be administered to the seniors in physical education at Kansas State Teachers College. This will allow for a comparison with the authoritative rating.

Enclosed is a self-addressed envelope for the return of the questionnaire. Thank you for the time and cooperation.

Cordially yours,

Neil Hayes
Graduate Student
Kansas State Teachers College

Enclosures: 2

A QUESTIONNAIRE CONCERNING THE
OBJECTIVES OF PHYSICAL EDUCATION

1. Below are listed some possible objectives which physical education might hope to attain in the education of students.
2. To what degree do you feel that these are objectives which a student in college should hope to meet in physical education? Check number "1" for a top rating and on down, with number "4" as a bottom rating.

<u>Emotional</u> --Providing for desirable emotional conditions.	1	2	3	4
1. To provide an opportunity for a desirable release from daily tension.				
2. To provide an opportunity for achieving emotional stability.				
3. To promote qualities of self-control.				

<u>Health</u> --Maintaining conditions of personal good health and safety.	1	2	3	4
1. To provide opportunities in developing the ability to delay fatigue.				
2. To provide opportunity to resist disease.				
3. To improve personal appearance.				
4. To promote better health habits of all school children.				
5. To promote safety consciousness.				

<u>Mental</u> --Concerning abilities of insight, reasoning, and knowledge in physical education.	1	2	3	4
1. To encourage developing a consistent philosophy of life and physical education.				
2. To provide opportunities for understanding movement patterns.				

	1	2	3	4
3. To provide situations demanding judgments and interpretations of time and space.				
4. To provide opportunities for understanding growth and development.				
5. To provide opportunity in learning game and sports rules.				
6. To provide opportunity in understanding game and sports strategy.				

Motor Development--Providing for optimum organic growth.

	1	2	3	4
1. To provide opportunities in acquiring a strong, well developed body.				
2. To provide opportunity in developing game and sports skills.				
3. To provide opportunity in developing a sense of rhythm.				
4. To promote physical efficiency.				
5. To provide opportunities in maintaining good muscle tone.				
6. To promote better posture.				
7. To provide opportunity in becoming a well rounded individual through a variety of activities.				

Social--Concerning desirable social habits and attitudes.

	1	2	3	4
1. To learn the value of teamwork.				
2. To have good wholesome fun.				
3. To provide opportunities for developing leadership and followership qualities.				

	1	2	3	4
4. To promote value of cooperating with others.				
5. To provide opportunities in developing sportsmanship.				
6. To provide opportunity in learning activities that may be used in later life.				
7. To promote the development of an obedience for authority.				
8. To provide situations resulting in desirable attitudes toward physical activity.				

Would you like to have a copy of the results sent? Yes _____

No _____