

AN EVALUATION OF PHYSICAL EDUCATION PROFESSIONAL  
PREPARATION BY STATE SUPPORTED COLLEGES AND  
UNIVERSITIES IN THE STATE OF KANSAS

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Master of Science

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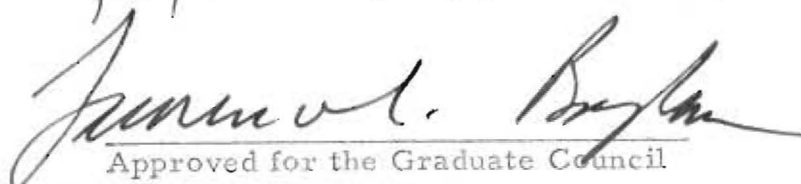
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## CHAPTER I

### INTRODUCTION

Physical education, being an integral part of education, must consider the physical, mental, and social aspects of all students because man has learned he must live as a social being, not as a separate entity. Physical education, when taught well, can contribute much to the goals of a totally educated individual. The contributions of physical education are made possible, in part, by the very art itself but a large majority of physical education contribution is due to the educator.

The physical educator can help develop either an extremely proficient or a partially developed student. The instructor will not be able to develop the student unless the instructor is competent in the many fields of teaching. Some qualifications that are of special importance for the well qualified instructor of physical education are, interest in and a liking for people, emotional maturity, enthusiasm, proficiency in skill, a desire to render service, a well-rounded education, and a professional mind.<sup>1</sup>

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<sup>1</sup>Charles A. Bucher, Foundations of Physical Education (St. Louis: G. V. Mosby Company, 1964), pp. 420-421.

The increasingly important and complex task of the teacher or leader of physical education demands quality programs of professional preparation. There has been a tremendous growth of the profession in the past decade and better qualified leadership is needed in virtually every community throughout the nation. Continued probing into the unique and special characteristics of physical education as integral phases of education reveals inherently valuable contributions. Our profession itself wants higher standards which will insure creative and consistent contributions to education. We are continuing the efforts to apply higher standards for professional preparation of physical education teachers.

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to investigate the opinions held by graduates of Kansas state supported colleges and universities toward the undergraduate preparation they received in the physical education professional program.

## II. DEFINITION OF TERMS

Course of study. A general over-all plan of the content or specific materials of instruction that the school should offer the

student by way of qualifying him for graduation, certification, or for entrance into a profession.

Undergraduate physical education major. Undergraduate physical education major is a person who receives the professional preparation which will qualify him to teach physical education and meet the requirements for the degree and teaching certificate.

Professional preparation. The total preparation that a person has completed in the physical education department which will prepare him to teach physical education.

General education. The part of the education program which seeks to develop in the student the common understandings, skills, and attitudes needed to function effectively as a person, as a member of a family, and as a citizen in a democratic society. Enables the individual to meet effectively the most important problems of personal and social well-being.

Physical education. An integral part of the total education process is a field of endeavor that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through

the medium of physical activities that have been selected with a view to realizing these outcomes.<sup>2</sup>

### III. LIMITATIONS AND SCOPE OF THE STUDY

The study was limited to graduates of Kansas state colleges and universities in physical education professional preparation programs and will not be concerned with evaluating interscholastic athletics, intramural programs, general education, or general professional education.

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<sup>2</sup>Ibid., pp. 24-32.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of literature concerning professional preparation has been divided into three areas for convenience and readability. These areas are (1) general education, (2) general professional education, and (3) professional preparation in physical education. For convenience of this study, the review of related literature has been divided and discussed in the above mentioned categories.

Critics and defenders of the teaching profession agree that upgrading teacher quality is necessary, not because the quality of teaching today is poor compared with the past, but because the expectations of education at the present are so much higher than they have ever been before. Physical educators must also meet this challenge and continue to up-grade our standards. Within the education profession leaders urge that teacher education should be concerned first of all with getting the best potential teacher through selective admission; as a result, there would be an increasing assurance that the teachers would be able to discharge their duties more effectively to society.<sup>1</sup>

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<sup>1</sup>The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation, "Physical Education Curriculum." May, 1964, pp. 53-64.



## I. REVIEW OF PREVIOUS STUDIES

### CONCERNING GENERAL EDUCATION

The principle objectives of general education have been to achieve excellence intellectually, socially, and economically. This implies that education is interested in preparing the person for his own future role as well as a member of society. General education is also interested in shaping the prospective teacher's development and growth in his progress toward adult life. Each individual should appreciate the other person's viewpoint and should attempt to understand his actions. Education has the opportunity of informing the student in respect to both the vocational aspects of living and the consumer's aspects. Both are important and are necessary for a happy life. General education will aid in the establishment of many of the standards that will guide the person in the wise consumption of certain goods. Civic responsibility falls upon each member of a democracy. Each member of society must assume his civic responsibility and contribute to the group welfare. General education can do much in teaching the disparities that exist among men and women and the actions that are necessary to correct these conditions.

Scott<sup>2</sup> and Orman<sup>3</sup> stated that general education should develop a creative expression, good health, good emotional control, and skill in co-operation and in rational behavior. To develop these traits, Bucher<sup>4</sup> suggests that the teacher have a broad view and mastery of such things as the achievements of the human race; the fine arts; the English language; current political, social, and economic factors; mathematics; the physical environment and human institutions in general. Finlayson<sup>5</sup> concludes that communication skills are most important and should be part of the program that includes these areas which are necessary criteria for understanding the world around us. A teacher cannot adequately understand the social problems facing him without the knowledge which general education provides.

Teachers should have a broad educational background because the world is experiencing an age of specialization and teachers must

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<sup>2</sup>Harry A. Scott and Raymond A. Snyder, Professional Preparation in Health, Physical Education, and Recreation (New York: McGraw-Hill Book Company, Inc., 1954), pp. 46-68.

<sup>3</sup>Karl Orman, "Preparation in Physical Education," Journal of Health, Physical Education, and Recreation, 35:35, p. 73, May, 1964.

<sup>4</sup>Charles A. Bucher, Foundations of Physical Education (St. Louis: C. V. Mosby Company, 1964), pp. 454-462.

<sup>5</sup>Ann Finlayson, "A Consumer's Position on Teacher Preparation," Journal of Health, Physical Education, and Recreation, 34:36, p. 73, May, 1964.



have at least a basic knowledge in numerous phases of the educational field. However, there still is a genuine need for a broad background of knowledge in all areas of learning. In order that an individual may assume his duties and responsibilities as a good teacher and also as a good citizen, he should be able to understand, think and talk intelligently about his profession and the complexities of life as a whole. If a teacher is to be a leader in the community, he must have a knowledge of the total education processes.

## II. REVIEW OF PREVIOUS STUDIES IN GENERAL PROFESSIONAL EDUCATION

The general professional program should assist prospective teachers in developing ways of skillfully using the materials of the education field into methods of helping children grow into effective citizens in a democracy.

The student teacher should be provided with a background which will help develop him into a professional person. It is important that the student develop through a planned series of formal and informal orientation and guidance experiences which will culminate in a professional person. Physical education teachers have a responsibility to themselves, to students, the schools, the community

and it is the purpose to prepare the teacher for these responsibilities.<sup>6</sup>

The following professional curriculum areas have been suggested by Bucher<sup>7</sup>: (1) introductory courses which provide a broad overview of the field of education, (2) direct teaching experiences with children before actually obtaining a teaching position, (3) understanding of the child's growth and development, (4) understanding of self evaluating methods, (5) methods of teaching, (6) understanding of tests and measurements.

Orman<sup>8</sup> states that, in addition to these areas, the following items be introduced to the prospective teacher: a knowledge of the process of learning, an understanding of the techniques of teaching with all the newly developed processes, the use of various educational media, and the employment of the new electronic aids. This area of the curriculum must be introduced to the prospective teacher through teaching processes that are directed and under careful supervision.

Snyder states that programs of general professional preparation attempt to integrate the curriculum which will meet the students' needs

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<sup>6</sup>Scott and Snyder, op. cit., p. 61.

<sup>7</sup>Bucher, op. cit., pp. 545-562.

<sup>8</sup>Orman, op. cit., pp. 35-36.

and interests.<sup>9</sup> These are divided into two distinct patterns, traditional and functional. The traditional is subject-matter centered and based upon courses similar to those suggested by Bucher (page 11); the other area is the functional approach. This approach is student-centered and offers the curricula necessary to become an effective teacher. This preparation goes beyond the "course taking pattern"; there are more direct contacts with the school and children. The prospective teacher progresses from one phase of the program to the next as he develops the competencies necessary for good teaching. Through guidance and counseling, the prospective teacher is aided to self determining his personal and professional needs.

### III. THE REVIEW OF PREVIOUS STUDIES IN THE PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION

It is important that the physical educator be conscious of the pupils' needs. Within the professional preparation program the students learn objectives of physical education such as body control, performance of daily tasks, recreational skills, relaxation with its accompanying releases from muscular tension and flexibility to allow the

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<sup>9</sup>Scott and Snyder, *op. cit.*, pp. 61-68.

individual's joints to move through their normal range of motion.<sup>10</sup>

Nixon suggests that organic power and vigor, development of skill in physical education activities, and social and health habits be added to these objectives.<sup>11</sup>

Through the professional preparation program such knowledge as a specialized understanding of physical education is essential. So that this knowledge may be imparted more effectively the following professional preparation areas have been suggested by Bucher<sup>12</sup>;

(1) applied basic sciences; bodily movement and activities; (2) organization and administration of physical education: management, supervision, scheduling, liability and legal aspects, budget and finance; (3) prevention and care of injuries; (4) philosophy, history, and principles of physical education; (5) methods and materials in physical education; (6) nature and function of play: the natural growth and development processes and drives; (7) tests and measurement: the skill, knowledge, and adaption of measurement techniques;

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<sup>10</sup>Dorothy LaSalle, Guidance of Children Through Physical Education (St. Louis: The C. V. Mosby Company, 1951), pp. 16-29.

<sup>11</sup>Eugene W. Nixon, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1959), p. 67.

<sup>12</sup>Bucher, op. cit., pp. 480-490.



(8) equipment and facilities; both indoor and outdoor. Brownell<sup>13</sup> states the physical educator may develop a program to meet the needs of a student; therefore, teaching competencies are developed in the following areas: (1) fundamental skills such as walking, running, jumping, throwing, climbing, and basic skills of similar nature; (2) games and sports, including athletics and aquatics; (3) rhythmic activities such as folk dances and modern dances; (4) stunts such as tumbling, gymnastics and other self-testing activities; (5) corrective adaptive activities for those unable to participate and benefit in the regular program due to a physical defect; (6) recreational activities such as free play, hiking, camping, and excursions.

Bucher,<sup>14</sup> Conant,<sup>15</sup> and Orman<sup>16</sup> noted the trend in the education of teachers is moving toward a longer period of preparation. The changed educational atmosphere of the past few years has brought about many new and revolutionary ideas on the education and

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<sup>13</sup>Clifford L. Brownell and E. Patricia Hagman, Physical Education Foundations and Principles (New York: McGraw-Hill Book Company, Inc., 1950), pp. 310-315.

<sup>14</sup>Bucher, op. cit., pp. 474-489.

<sup>15</sup>James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), pp. 146-165.

<sup>16</sup>Orman, op. cit., p. 73.

preparation of teachers. New impetus has been placed on strengthening and up-grading professional preparation of teachers.

The idea of a five year program has been proposed as a possible solution in teacher education rather than the present four year program. The teacher candidate would be concerned with an exploration of the body of knowledge for the enrichment of general education and beginning professional leadership the first four years. The fifth year would be an extension of the undergraduate program into graduate curriculum experiences with or without reference to a graduate degree. The fifth year could be used for student teaching or the internship experiences.<sup>17</sup> Bucher<sup>18</sup> states at the present time most college and university programs are four years in length, but the trend is more and more in the direction of an extended period of professional and educational preparation. Orman<sup>19</sup> expresses the thought that if the trend continues, the five-year plan will evolve. If professional education is to meet the challenge of up-grading the physical education profession, it is necessary the institutions consider this extended program.

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<sup>17</sup>The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation, "Physical Education Curriculum," May, 1964.

<sup>18</sup>Bucher, op. cit., pp. 474, 489.

<sup>19</sup>Orman, op. cit., pp. 36, 73.

Determining the type of program depends upon the anticipated contribution of physical education to the overall education of the student and reflects the understanding of these responsibilities for planning the curriculum. The curricula which have been professionally designed include educational experiences for the prospective teacher. The professional program can be regarded as the vehicle which carried objectives toward fulfillment of important goals of society.<sup>20</sup>

#### IV. SUMMARY

Higher educational institutions are responsible for developing teachers who will become competent instructors. The general and professional educational program should prepare the prospective teacher for the work that he has to perform after graduation and make him capable of rendering the greatest possible service to the children, community, and people with whom he will work.<sup>21</sup> This requires a broad general educational background in many areas, and a specific

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<sup>20</sup>Jesse F. Williams, The Administration of Health Education and Physical Education (Philadelphia: W. B. Saunders Company, 1953), pp. 95-96.

<sup>21</sup>Natalie M. Shepard, Foundations and Principles of Physical Education (New York: The Ronald Press Company, 1960), pp. 258-263.

knowledge of a chosen professional field. General professional education training should aid in equipping all teachers and leaders with respect for personality, community-mindedness, rational behavior, skills in co-operation, and a sound philosophy.<sup>22</sup> A general design is developing in which both trends are being met by intentionally extending the training period for teachers. Institutions should not admit persons to the teacher education program who are not capable of meeting certification standards. The prospective teacher should be able to meet personal and professional qualifications set up by administrators and leading physical educators.<sup>23</sup>

The institution should prepare the teacher to develop a well balanced program, and be aware of the individual student's needs and develop the program around these needs.<sup>24, 25, 26</sup> The program

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<sup>22</sup>The National Conference on Undergraduate Professional Preparation in Health, Physical Education, and Recreation, op. cit., pp. 53-64.

<sup>23</sup>Finlayson, op. cit., p. 39.

<sup>24</sup>Charles A. Bucher, Methods and Materials for Secondary School Physical Education (New York: The C. V. Mosby Company, 1961), p. 123.

<sup>25</sup>LaSalle, op. cit., pp. 16-29.

<sup>26</sup>Brownell, op. cit., pp. 197-207.



should be constructed so that it will include a variety of activities.<sup>27</sup>

The activities used should be grouped into general classification areas and given equal in the program.<sup>28</sup>

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<sup>27</sup>Clyde Knapp, Teaching Methods for Physical Education (New York: McGraw-Hill Book Company, Inc., 1953), pp. 76-79.

<sup>28</sup>Brownell, op. cit., pp. 197-207.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this study was to investigate the opinions held by graduates of Kansas state supported colleges and universities concerning the undergraduate professional preparation in physical education.

#### I. OVERVIEW OF STUDY

A questionnaire was constructed to enable the graduate to respond toward the undergraduate professional preparation program of the participating college from which he graduated.

A form letter was written and sent to the three-hundred graduates representing the one-hundred and five counties in Kansas. The letter contained an explanation of the purpose and the importance of the study and closed with a plea for full co-operation.

Envelopes were addressed to each of these three-hundred graduates. Each envelope contained a form letter, a questionnaire, an explanation of terms used in the questionnaire, and a self-addressed, stamped envelope for the participant's convenience in returning the questionnaire.

## II. NATURE OF RESPONDENTS

The investigator secured a list of 1967 Kansas secondary physical education instructors from the State Department of Public Instruction in Topeka, Kansas. A total of three-hundred questionnaires were mailed to high school and junior high school physical education instructors in all sections of the state.

## III. QUESTIONNAIRE DEVELOPMENT

The questions for the questionnaire were selected on the basis of leading physical educators' opinions. The questions were developed by critically reviewing the material which the leading physical educators feel comprise a good professional preparation program in physical education. The questionnaire was constructed so the respondent could evaluate his undergraduate professional preparation program objectively.

The purpose of the questionnaire was to establish information which would determine whether our state supported colleges and universities were offering an effective program in physical education. The data received from the questionnaire were used to compare the American Association for Health, Physical Education, and Recreation Committee recommendation to the educational background of the physical educators.

#### IV. TREATMENT OF DATA

After the questionnaires were mailed and before any returns were received, tabulation sheets were constructed covering three areas of professional preparation in physical education. These areas consisted of general information, theory, and technique courses. As returns came in, each response was tabulated in its respective area.

General information was tabulated as to present assignments of the physical education teacher. Respondents were divided into two categories; those involved in teaching physical education and not coaching, and those involved in teaching physical education and coaching. The respondents were further sub-divided as to a physical education major, or minor, and teaching experience in physical education.

The professional preparation of theory courses in physical education was divided into three categories: 0-2 hours, 3-5 hours and six or more hours. The respondent total hours in each of the theory courses were tabulated into the respective categories.

The professional preparation in technique courses in physical education was divided into four categories: adequately prepared, had preparation but did not use, poorly prepared, and no preparation. Data were tabulated into the respective categories.

The data compiled in the areas of general information, theory, and technique courses, were compared to the American Association for Health, Physical Education, and Recreation Committee on physical education to see if the colleges and universities are meeting the recommendation of this committee.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to investigate the opinions held by physical education graduates concerning the undergraduate physical education professional preparation received from the state supported colleges and universities in the state of Kansas.

The information in this chapter will be presented from an analysis of twenty-three questions taken from the evaluation questionnaire. The questions on the evaluation questionnaire range from general information about the respondent and the number of years teaching experience and if presently teaching physical education and coaching, or teaching physical education and not coaching. Further questions concern such items as background information in terms of theory and techniques of physical education, and course credit in the undergraduate professional program.

In this section the general information and background will be discussed. Of the three-hundred selected recipients, one-hundred and seventy returned the questionnaires. Of the three-hundred, only one-hundred and sixty-four were usable in that one-hundred and six did not return the questionnaires, twenty-four were graduates from out of state colleges, and six were graduates from private colleges or



universities. For final tabulation there were one-hundred and four male and sixty female respondents, making a total of one-hundred and sixty-four respondents.

Of the one-hundred and sixty-four respondents, one-hundred and one were physical education majors, fifty-nine were physical education minors, and four were not in the field of physical education, but were presently teaching physical education. One-hundred and four of the responding sample were male and sixty were female. Forty-five of the one-hundred and four male respondents had eight or more years of experience in the teaching field. Fifteen of the sixty female respondents had eight or more years of experience.

## I. GENERAL BACKGROUND

### INFORMATION OF RESPONDENTS

The dual responsibility of teaching physical education, and coaching, by male respondents is a common concern to teachers, administrators and the school board. The results of the questionnaire substantiate those concerned as of the one-hundred and four male respondents, there were ninety-eight having the dual responsibility of teaching and coaching, while only six male respondents had the single responsibility of teaching physical education. It would appear that the women physical education teachers are becoming more involved with

coaching in some type of athletics. As indicated, thirty of the sixty female respondents had the dual role of teaching and coaching duties. It can be quickly noted that the remaining thirty of the sixty females questioned had the single responsibility of teaching physical education.

Of the one-hundred and four men respondents who were teaching physical education, fifty-nine or 56.7 per cent had one to seven years of teaching experience, thirty-six or 34.6 per cent had seven to fifteen years of teaching experience, and nine or 8.7 per cent had sixteen or more years of teaching experience.

Of the sixty women respondents who are teaching physical education, forty-five or 75 per cent had one to seven years of teaching experience, eight or 13.3 per cent had seven to fifteen years of teaching experience, and seven or 11.7 per cent had sixteen or more years of teaching experience.

Of the one-hundred and sixty-four respondents, one-hundred and one were majors in physical education, fifty-nine were minors in physical education, and only four were out of the field of physical education but were teaching in physical education. This indicates that a high percentage of the respondents are following through with their major field of study in college. Detailed data can be found in Table I on page 24.



TABLE I  
BACKGROUND INFORMATION OF MALE AND FEMALE  
GRADUATES OF STATE SUPPORTED COLLEGES AND UNIVERSITIES

	MEN	WOMEN	TOTAL
Coaching Now	98	30	128
Not Coaching	6	30	36
Major in Physical Education	65	36	101
Minor in Physical Education	38	21	59

TABLE II  
YEARS OF TEACHING EXPERIENCE OF MALE AND FEMALE  
GRADUATES OF STATE SUPPORTED COLLEGES AND UNIVERSITIES

YEARS	MEN	WOMEN	TOTAL
0-7	59	45	104
8-15	36	8	44
16-Over	9	7	16
Total	104	60	104

## II. THEORY EVALUATION OF QUESTIONNAIRE

The first fifteen questions on the questionnaire were based on theory courses referring to a systematic conception or statement of the principles of physical education.<sup>1</sup> The respondents were asked to give the number of college hours completed in each of their theory classes. The hours were classified into three categories: 0-2 hours, 3-5 hours, and six or more hours. The respondents' hours were matched with the average number of hours of the six state supported colleges and universities of Kansas, to see if they met the requirements of curriculum in physical education. One-hundred and sixty-four respondents met the average of the state supported colleges and universities in Kansas in the following theory classes:

- Question
1. Introduction and orientation to physical education.
  3. Methods of teaching physical education.
  5. The history and philosophy of physical education.
  6. Principles of physical education.
  7. Test and measurement in physical education.
  12. Teaching adaptive physical education.
  14. First aid and safety.
  15. Recreational leadership.

Seventy-eight males and forty-one females of the one-hundred and sixty-four respondents in administration and organization of

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<sup>1</sup>Thorndycke and Barnhart, The World Book Dictionary (Chicago: Feld Enterprises Educational Corporation), p. 2027.

physical education (Question Two) met the average of the state supported colleges and universities.

Question Four, curriculum construction in physical education, indicated that fifty males and thirty-six females of the one-hundred and sixty-four respondents met the approved average of state supported colleges and universities.

Of the one-hundred and sixty-four respondents, eighty-six males and ten females met the state colleges and universities' average in coaching of athletics (men and women). Since thirty of the sixty female respondents are coaching in some field of athletics, state supported colleges and universities are neglecting the women in the field of theory and practice in coaching various sports.

Question Nine, concerning human anatomy, showed that ninety-six males and fifty females of the one-hundred and sixty-four respondents met the average of the state supported colleges and universities.

In physiology of exercise, Question Ten, sixty-one males and thirty-three females did not meet the average of the state supported colleges and universities.

Kinesiology is comparatively new in the field of physical education in terms of actual individual courses as such. In Question Eleven, of the one-hundred and sixty-four respondents to kinesiology,

fifty-six males and twenty females did not meet the average of the state supported colleges and universities.

Question Thirteen, methods of health education, found that seventy-one males and thirty-four females of the one-hundred and sixty-four respondents, met the average of the state supported colleges and universities. Detailed data can be found in Table III on page 28.

### III. TECHNIQUES OR METHODS EVALUATION OF QUESTIONNAIRE

The next phase of the questionnaire pertains to skills in physical education. Question sixteen refers to preparation in the fundamental skills and exercises. These were divided into four categories:

1. Condition activities; eight males and nine females of the one-hundred and sixty-four respondents had no preparation.
2. Fundamental movement; nine males and eight females of the one-hundred and sixty-four respondents had no preparation.
3. Weight training; of the one-hundred and sixty-four respondents, thirty-three males and fifty-two females had no preparation.
4. Self testing events; twenty-five males and thirteen females of the one-hundred and sixty-four respondents had no preparation.

These skills according to the respondents are covered in our state supported colleges and universities. Detailed data can be found in Table IV on page 29.

TABLE III

TOTAL OF MALE AND FEMALE GRADUATES  
RECEIVING HOURS OF CREDIT IN THEORY

Question	Average Hours of State Supported Schools	(Male)			Average Hours of State Supported Schools	(Female)		
		0-2 hours	3-5 hours	6-up hours		0-2 hours	3-5 hours	6-70 hours
1.	2	22	70	12	2	14	40	6
2.	3	26	70	8	3	19	39	2
3.	2	27	55	23	2	9	33	18
4.	3	54	45	5	3	27	29	4
5.	2	46	52	6	2	21	35	4
6.	2	59	41	4	2	21	38	1
7.	2	69	35	0	2	38	21	1
8.	7	7	11	86	3	50	7	3
9.	3	8	95	1	3	10	46	4
10.	3	61	43	0	3	33	24	3
11.	3	56	48	0	3	20	40	0
12.	2	87	16	0	2	41	18	1
13.	3	33	59	12	3	26	31	3
14.	2	5	99	0	2	1	59	0
15.	2	15	89	0	2	7	53	0

TABLE IV

TOTAL OF MALE AND FEMALE GRADUATES RECEIVING HOURS  
OF CREDIT IN THE FOLLOWING FUNDAMENTAL SKILLS  
AND EXERCISE

	Adequately Prepared		Prepared Not Using		Poorly Prepared		No Preparation	
	Male	Female	Male	Female	Male	Female	Male	Female
Condition Exercise	80	46	6	0	10	5	8	9
Fundamental Movement	77	37	8	2	10	13	9	8
Weight Training	38	4	10	3	23	11	33	52
Self Testing Events	37	27	9	2	33	18	25	13

Question Seventeen pertains to teaching aquatics. The one-hundred and sixty-four respondents feel that the state supported colleges and universities are covering this field except in canoeing where eighty-four males and forty-six females had no preparation. Very few high schools in Kansas offer this course in their curriculum. Detailed data can be found in Table V on page 31.

Questions Eighteen and Nineteen dealt with team, individual, and dual sports. The one-hundred and sixty-four respondents, felt that the state supported colleges and universities are preparing them in this phase of physical education. Detailed data can be found in Table VI on page 32.

Information pertaining to Question Twenty, method of teaching mass and group games, was divided into three categories:

1. Low organized games; twelve males and seven females of the one-hundred and sixty-four respondents received no preparation.
2. Lead-up games; eleven males and seven females of the one-hundred and sixty-four respondents received no preparation.
3. Relays; of the one-hundred and sixty-four respondents, twelve males and seven females had no preparation.

Such a small sampling of the one-hundred and sixty-four respondents did not meet the approved average of the state supported schools. This is an indication that our state supported colleges and universities are doing the job in this phase of physical education. Detailed data can be found in Table VII on page 33.

TABLE V

TOTAL OF MALE AND FEMALE GRADUATES RECEIVING HOURS  
OF CREDIT IN AQUATICS

	Adequately Prepared		Prepared Not Using		Poorly Prepared		No Preparation	
	Male	Female	Male	Female	Male	Female	Male	Female
Diving	24	18	12	7	23	15	45	20
Life Saving	50	35	9	10	16	2	29	13
Swimming the Four Basic Strokes	57	40	9	14	13	0	25	6
Water Safety	51	34	8	10	11	2	34	14
Canoeing	5	9	3	3	12	2	84	46



TABLE VI

TOTAL OF MALE AND FEMALE RESPONDENTS TO PREPARATION  
RECEIVED IN TEAM, INDIVIDUAL, AND DUAL SPORTS

	Adequately Prepared		Prepared Not Using		Poorly Prepared		No Preparation	
	Male	Female	Male	Female	Male	Female	Male	Female
Baseball	65	10	5	5	11	0	23	45
Basketball	95	54	1	0	6	3	2	3
Cross Country	33	0	9	1	16	2	45	57
Field Hockey	7	39	8	9	21	4	68	8
Football (Touch)	89	7	5	2	2	0	8	51
Football	91	0	4	1	7	0	2	59
Soccer	38	46	9	2	34	5	21	7
Softball	83	56	6	0	7	1	8	3
Speed-a-way	25	46	10	3	14	1	55	10
Volleyball	88	56	2	0	8	2	6	2
Archery	29	40	15	3	18	12	32	5
Bowling	38	40	17	6	15	8	34	6
Badminton	64	48	10	0	14	6	16	6
Fencing	3	17	3	3	15	7	83	33
Golf	45	21	9	8	22	17	28	14
Gymnastics	58	26	6	0	29	24	11	10
Handball	39	13	3	4	19	0	43	43
Tennis	61	39	15	3	17	11	11	7
Track	92	20	4	2	6	24	2	14
Tumbling	63	31	10	3	18	20	13	6
Wrestling	38	0	17	1	26	0	23	59

TABLE VII

TOTAL OF MALE AND FEMALE RESPONDENTS TO PREPARATION  
RECEIVED IN METHODS OF TEACHING MASS AND GROUP GAMES

	Adequately Prepared		Prepared Not Using		Poorly Prepared		No Preparation	
	Male	Female	Male	Female	Male	Female	Male	Female
Low Organized Games	63	36	13	4	16	13	12	7
Lead-up Games	62	41	14	0	17	9	11	7
Relays	71	47	11	2	10	4	12	7

Method of teaching dance activities and rhythms was divided into the following six categories:

1. Folk dance
2. Fundamental rhythms
3. Modern dance
4. Social dance
5. Square dance
6. Tap dance

Fifty-three and four tenths per cent of the male respondents had no preparation in any of these categories as compared to 16.7 per cent of the sixty female respondents. As expected this indicates that the women are better prepared than the men. Detailed data can be found in Table VIII on page 35.

TABLE VIII

TOTAL OF MALE AND FEMALE RESPONDENTS TO PREPARATION  
RECEIVED IN METHODS OF TEACHING RHYTHMS AND  
DANCE ACTIVITIES

	Adequately Prepared		Prepared Not Using		Poorly Prepared		No Preparation	
	Male	Female	Male	Female	Male	Female	Male	Female
Folk Dance	15	44	18	3	22	9	49	4
Fundamental Rhythms	16	39	10	3	30	13	48	5
Modern Dance	4	32	7	8	35	14	58	6
Social Dance	15	38	13	6	30	6	46	16
Square Dance	17	39	19	3	22	12	46	6
Tap Dance	0	14	4	5	14	12	86	29

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.

The purpose of this study was to investigate the opinions held by physical education graduates concerning the undergraduate physical education professional preparation received from the state supported colleges and universities in Kansas.

#### I. SUMMARY

The general overview of the study was accomplished by compiling information obtained from a questionnaire. The sample was selected from a list of physical educators compiled by the State Department of Public Instruction. The population was asked to relate information dealing with the following areas: (1) personal background material, (2) techniques classes, and (3) theory classes.

In order to meet the changing needs of our society, the curriculum in physical education is constantly evaluated and re-organized. This is part of the job, but only by orientation and educating prospective teachers can these ends be met. This is an attempt to evaluate the present situation to ascertain if the job is being accomplished. Only by such studies can data be accumulated to

recommend what direction the schools must move to adequately prepare teachers in our social heritage of today.

## II. FINDINGS

The findings of this questionnaire were the following:

1. Information drawn from the background material of the questionnaire points out that the majority of the sampled population are teaching in their fields of preparation.

The majority of the males sampled are teaching and coaching while one-half of the females' duties include coaching.

2. Data compiled by the questions in the area of theory indicate that physical educators are not being adequately prepared in the following areas: coaching of athletics (men or women), human anatomy, physiology of exercise, kinesiology, and methods of health education. It also indicates that in the areas of curriculum construction in physical education and physiology of exercise, physical educators are poorly prepared or received no preparation at all.

3. Some activities relate with techniques involving both male and female, while other activities are predominately one or the other. Data compiled by the questionnaire point out that in the field of mass and group activities and aquatics both male and female physical



educators are being adequately prepared with the exception of diving and canoeing in aquatics.

Data also indicate that female physical educators are adequately prepared in areas of dance activities while male physical educators are poorly prepared in social dance, square dance, and tap dance.

Both male and female physical educators show strength and weakness in the field of fundamental skill and exercise. The strengths are in condition exercise, and fundamental movement; the weaknesses are in weight training and self testing events.

Data compiled indicate that in team and individual sports both male and female physical educators are not adequately prepared in the following areas: touch football, soccer, speed-a-way, archery, fencing, golf, and gymnastics. The following areas dealing precominately with male physical educators show weakness in cross country, handball, and wrestling.

### III. CONCLUSIONS

Within the limitation of the study the following general conclusions are justified:

1. Data compiled indicates that both males and females are receiving adequate professional preparation in most areas of physical education.

2. However, due to an ever increasing complex society, a broader more comprehensive program must be offered to physical educators.

#### IV. RECOMMENDATIONS

The following are recommendations for future study:

1. A study to determine the number of male and female physical education teachers that have coaching assignments and teaching physical education as opposed to those teaching physical education.
2. A study to ascertain how colleges and universities are incorporating kinesiology and physiology of exercise actual practical application in daily physical education programs.
3. What will be the needs of the physical education program in the 1970's and further into the future.

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APPENDIX



February 19, 1968

Physical Education Instructors  
Kansas Junior and Senior High Schools

Dear Colleague:

As part of the requirements for obtaining my Master's Degree this August, I am involved in a research project concerned with the adequacy of teacher-training in physical education in the Kansas Colleges and Universities. I need your personal opinion about the training you received and whether you find it sufficient now that you are teaching.

Would you be willing to complete the enclosed questionnaire and return it immediately in the envelope provided? An explanation of terms used in the questionnaire may be found in the last two pages. I appreciate your cooperation, and I hope I may return the favor in any future research.

Yours sincerely,

Thomas O. Carlson  
Physical Education  
Seaman High School

## EXPLANATION AND DEFINITION OF THE COURSE

**DIRECTIONS:** Each numbered explanation corresponds to the same numbered question on the questionnaire.

1. The aims and objectives of physical education.  
Relationship of physical education to related fields.  
The aspects of the program of professional preparation.  
Professional opportunities.  
Professional ethics.  
The organization of the profession.
2. Nature and function of administration and organization.  
Organization and relationships of legislative, legal economic, and political aspects, liabilities, insurances, and travel regulations.  
Budget and finance.  
Facilities, equipment, and supplies.  
Scheduling, office management, records, and personal and professional welfare and advancement.  
Improvement of instruction and research and standards.
3. Methods and techniques of teaching.  
The teaching of physical education including class organization and presentation of curricular materials, and evaluation of achievement.  
Observation of public school classrooms.
4. Characteristics and needs of students.  
Social characteristics and needs.  
The frame work of the over-all school curriculum selection and organization of content and learning experiences in school programs in physical education.  
Emphasis upon planning for instruction in teaching.
5. The history of the European heritage.  
Tentative and formative beginnings of physical education.  
Period of acceptance and rapid growth.  
Period of refinement and of integration.  
Current trends in a rapidly changing society.  
Social and cultural implications of sports in American societies.

6. Guides-to-action.  
Constitute one of the foundations of methods and purposes.  
Leads toward an objective or goal of physical education.  
Pathways that lead toward ends or goals.
7. Introduction to scientific measurement and evaluation.  
Instrumentation (theory and uses of scientific instruments for collection of data in research).  
Application of measurement.
8. The teaching of skills and knowledge of coaching procedures including physical conditioning, rules, and strategy of coaching.
9. The basic knowledge of the bodies structure and its organs and systems.
10. The muscle movement in relationship to the activities used in the physical education program.
11. An understanding of muscular motion and sense of motion in relationship to the bodies position.
12. The role in rehabilitation.  
Prevalent disabilities in children.  
Fundamental concepts on adjustment and development of the handicapped person.  
Medical liasions.  
Recreation for the handicapped.
13. Principles of healthful living.  
Health services.  
Healthful school environment.  
Content and methods of health instruction.
14. Application of first aid treatment and care.  
Safety aspects of physical education
15. The nature, function, and scope of recreation.  
Theories, principles, and philosophy.  
School-community administration and programs.  
Recreational aspects of physical education.  
Leadership in school, camps, and communities.



9. Human anatomy.
10. Physiology of exercise.
11. Kinesiology
12. Methods of teaching adaptive physical education.
13. Methods of health education.
14. First aid and safety.
15. Recreational leadership.


16. Preparation in the following fundamental skills and exercise.

- A. Conditioning activities (exercise).
- B. Fundamental movements (running, jumping, and climbing)
- C. Weight training
- D. Individual self-testing events


17. An understanding of the teaching competencies in the following:

- A. Aquatics:
  - (1) Diving.
  - (2) Life Saving.
  - (3) Swimming (Four basic strokes).
  - (4) Water safety.
  - (5) Canoeing.


18. An understanding of the teaching competencies in the following team sports.

- A. Baseball
- B. Basketball



