

**A DEMOGRAPHIC PROFILE OF KANSAS SECONDARY
PHYSICAL EDUCATION INSTRUCTORS WITH
IMPLICATIONS FOR COUNSELING**

By

JIMMY JOE KROB

**Bachelor of Science in Physical Education
Kansas State University
Manhattan, Kansas
1962**

**Master of Science
Kansas State University
Manhattan, Kansas
1966**

**Submitted to the Faculty of the Graduate College
of the Oklahoma State University
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Thesis Approved:

John G. Bayless
Thesis Adviser

Betty Abernethy

Lucy W. Hule

B. C. Hule

Thomas C. Brown

Norman A. Hurban
Dean of the Graduate College

PREFACE

The main purpose of this study was to collect data and construct a demographic profile of Kansas secondary physical education instructors. From this data recommendations were made to help interested individuals prepare for placement and advancement in the physical education profession in the state of Kansas.

I wish to express my deep appreciation to Dr. John Bayless, my thesis adviser, for his guidance and assistance in completing this study. The assistance, suggestions, and cooperation of Dr. Doug Aichele, Dr. Betty Abercrombie, Dr. Thomas Karman, and Dr. George Oberle were greatly appreciated. A special note of appreciation goes to the personnel at the Kansas State Department of Education and the many physical educators whose cooperation made this study possible. The contributions of Mrs. Iris McPherson and Mr. Johnny McCuddy in the computer programming of the study were invaluable as was the editing of Mr. Ron Parks.

A special thank you goes to my wife, Mary, and my children, Jay, Jennifer, and Amy, for their sympathetic understanding, patience, sacrifice, and encouragement, without which this study could not have been completed. Finally, I would like to acknowledge the inspiration and encouragement received from a faith in the Almighty Who makes all things possible.

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CHAPTER I

INTRODUCTION

In this time of teacher surplus, especially in the area of physical education, prospective candidates are lined up and waiting when job openings occur. Administrators indicate that experienced applicants seem to have the edge over the first-year college graduate.¹ Does this mean that it is almost hopeless for current physical education graduates to secure jobs in the public school system? Not necessarily, for the graduating prospective teacher has one big advantage--if he or she makes use of it. The student can plan courses so that he or she is flexible enough to fit the positions that are frequently available in the school systems. The major problem is that the students must be made aware of the needs and desires of the school districts while they are yet undergraduates, so they can adjust their program in accordance with the needs of potential employers. It is this problem in the state of Kansas that motivated the author to undertake this study.

Statement of Problem

This was a demographic study of instructors of physical education

¹Jim Krob, "Field Survey of Selected School Districts in Central Kansas to Determine Job Opportunities and Needs in the Area of Physical Education and Coaching" (unpub. Mini-Sabbatical Project, Bethany College, Lindsborg, Kansas, 1978).

in the public secondary schools of Kansas, grades nine through twelve and the implications their demography held for counseling.

Purpose of the Study

The purpose of this study was to collect data on the instructors of physical education in the public secondary schools of Kansas, grades nine through twelve. In addition, discussion centered around the implications for counseling of physical education personnel for qualification for teaching positions in the public schools of Kansas.

Need and Significance of the Study

Today colleges and universities are producing physical education graduates in great numbers. Successful completion of a degree is now almost routine. As Darrell Crase states, "There are too many newly prepared physical education teachers chasing too few teaching jobs."² This situation promises to continue and bring even greater imbalance in future years. Kansas is no exception to this trend. Figures from the Research Department, Division of Education, of the Kansas State Legislature indicate that twenty-two colleges and universities within the state of Kansas have graduated 1,367 students with physical education degrees in the past three years.³ This is more than enough graduates to replace all secondary physical education teachers in the state! As Richard Groves states, "A buyers market exists! And, despite this

²Darrell Crase, "Educated and Unwanted: Dilemma of the Seventies," Journal of Physical Education and Recreation, 47 (May, 1976), p. 41.

³"Report Form #OMB 51-R0561," Office of Legislative Research, State of Kansas, Topeka, Kansas, 1976-1978.

surplus, physical education enrollments are not declining."⁴ Colleges and universities must now sell their graduates to the school districts. It is the responsibility of the teacher preparation institutions to identify positions and help their graduates obtain them.⁵

The identification and location of types and kinds of teaching positions are very important. According to the National Education Association,

The major source of teaching position vacancies at all levels for at least the next fifteen years will be the replacement of those leaving active teaching service each year. The population projections indicate that relatively small numbers of additional teachers will be needed for the increased numbers of students. Therefore, a fairly stable number of teaching job openings will occur each year for many years to come.⁶

The state of Kansas is a typical example of this situation. A demographic study of the physical education instructors in the secondary schools is needed by college placement officials, advisers of physical education graduates, physical education students, and those in the profession. The information that was collected can be used to help physical education majors become better qualified and, hence, more employable upon graduation. Advisers can help prospective physical education teachers by advising and directing them into employable second teaching areas. In the same manner the information collected concerning

⁴Richard Groves, "Helping Students Find Positions in a Tight Job Market," Journal of Physical Education and Recreation, 47 (May, 1976), p. 43.

⁵Ibid., p. 43.

⁶National Education Association, "Population Trends and Their Implications for Association Planning, 1978," NEA Research Memo, Washington, D. C., 1978.

coaching and other job assignments can be used. In this way, the adviser and student will have current information for examination and evaluation. The President of the Kansas Association of Placement Officers, Mr. Joel Woodard, indicated a very real need to provide this type of information to placement officers in Kansas for use in advisement and potential placement of graduates.⁷

Another need is that of identifying the size of school in relation to the number and variations of the non-physical education assignments. Many first-year physical education teachers in Kansas begin in small high schools. This study identified the difference between assignments at different sizes of school, thereby providing the adviser, student, instructor, and placement officer a better picture of the requirements for initial employment. Mr. Jim Akin, Associate Director of Career Planning and Placement at Kansas State University and the Past President of the National Association for School, College, and University Staffing, states, "I believe that such information would be used extensively in career planning and placement offices throughout the state."⁸

The results of this demographic study can also be used by those individuals charged with curriculum innovation in our physical education teacher preparation programs. Too often, college professors seem unconcerned about the placement of the graduate after he or she spends four or five years in their program. Often their primary concern is

⁷Based on personal correspondence between Joel Woodard, President of the Kansas Association of Placement Officers, and the writer, 1978 (see Appendix A).

⁸Based on personal correspondence between Jim Akin, Associate Director of the Kansas State University Career Planning and Placement Center, and the writer, 1978 (see Appendix A).

having full classes to keep their jobs.⁹ "We are remiss in our role as counselors and teachers if we continue to produce products incapable of using those skills which they acquire over a four-year period,"¹⁰ stated Mr. Crase in summing up the situation. The information gained from this study can help instructors meet the counselor role envisioned by Mr. Crase.

According to Mr. Carl Haney, Kansas State Department Supervisor of Health and Physical Education, a demographic study of secondary physical educators had not been attempted in Kansas. He gave his support to the study and the need for it by writing a cover letter for the author's questionnaire.¹¹

Assumptions

The following assumptions were basic to the study:

1. It was assumed that all public secondary schools in the state of Kansas offer physical education to their students.
2. It was assumed that all public secondary schools had filed their yearly Principal's Organizational Report with the State Department of Certification and that the information in these reports was correct and current.
3. It was assumed that each physical education instructor knew his or her demographic statistics and completed the questionnaire

⁹Crase, p. 42.

¹⁰Ibid.

¹¹Based on personal correspondence between Carl Haney, Supervisor of the Kansas State Department of Health and Physical Education, and the writer, 1978 (see Appendix B).

to the best of his or her ability.

4. It was assumed that all public secondary schools listed with the Kansas State High School Activities Association offered some form of interscholastic activities for their students.

Delimitations

The following delimitations applied to this study:

1. The population for this study consisted of all the public secondary schools in the state of Kansas that were listed by the State Department of Certification as including any or all of the grades nine through twelve.
2. The classification system of schools according to enrollment was that used by the Kansas State High School Activities Association for Interscholastic competition because of the familiarity of students, instructors, advisers, and placement officers with this system.
3. Only those instructors who taught at least one class of physical education were included in this study.

Limitations

The following limitations applied to this study:

1. The study employed a stratified random sample drawn by percentage of male and female instructors in the total population of each of the seven classifications of public secondary schools.
2. The number of questionnaires returned was entirely dependent upon the willingness of the physical education instructors to

cooperate in this study.

3. The data used in this study were obtained from the questionnaires returned and the material available in the Principal's Organizational Reports on file in the State Department of Certification in Topeka, Kansas.
4. There may have been some human error in answering the questionnaire and completing the Principal's Organizational Reports.

Definition of Terms

The study used the following definitions:

1. Demography - The statistics of the physical education instructors and their employment as indicated by age, class size, degree, years of service, etc.
2. Instructor of Physical Education - An instructor who spent at least one class period of his or her assigned duties teaching a physical education class.
3. Kansas Public Secondary Schools - Those public schools in Kansas classified by the State Department of Certification as either high schools or junior high schools which included any or all of the grades nine through twelve.
4. Assigned Duties - All teaching, coaching, and other responsibilities given to an instructor by his or her teaching contract.
5. Coaching Assignment - The assigned coaching, either as head or assistant coach, of an interscholastic sport for girls or boys.
6. Teaching Assignment - The assigned responsibility for a specific class which met periodically in the school's academic schedule and had a regular enrollment of students.

7. Other Assigned Duties - Those assigned duties not included in the teaching and coaching assignment.
8. High School - The organizational unit in the Kansas educational system which included the secondary grades nine through twelve or ten through twelve.
9. Junior High School - The organizational unit in the Kansas educational system which included the grades of six through nine or seven through nine.
10. Class "1A" High School - Those 127 secondary schools with a population of 17 to 97 pupils in grades ten through twelve as defined by the Kansas State High School Activities Association.¹²
11. Class "2A" High School - Those 64 secondary schools with a population of 98 to 150 pupils in grades ten through twelve as defined by the Kansas State High School Activities Association.¹³
12. Class "3A" High School - Those 63 secondary schools with a population of 151 to 211 pupils in grades ten through twelve as defined by the Kansas State High School Activities Association.¹⁴
13. Class "4A" High School - Those 60 secondary schools with a population of 212 to 464 pupils in grades ten through twelve

¹²Membership Directory, 1978-79, Kansas State High School Activities Association, Topeka, Kansas, 1978, p. 7.

¹³Ibid.

¹⁴Ibid.

as defined by the Kansas State High School Activities Association.¹⁵

14. Class "5A" High School - Those 32 secondary schools with a population of 465 to 952 pupils in grades ten through twelve as defined by the Kansas State High School Activities Association.¹⁶

15. Class "6A" High School - Those 32 secondary schools with a population of 953 to 2,146 pupils in grades ten through twelve as defined by the Kansas State High School Activities Association.¹⁷

¹⁵Ibid., p. 6.

¹⁶Ibid.

¹⁷Ibid.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The disparity between what is ideal and what actually exists in the real world of job assignments of physical education instructors in secondary public schools has been a topic of discussion and argumentation among physical educators for many years. However, a review of over three hundred ERIC (Educational Resources Information Center) references and a search through the Comprehensive Dissertation Index and the Completed Research in Health, Physical Education and Recreation Index yielded a limited amount of material dealing with the demography and job assignments of physical education instructors. A careful search of this available material failed to produce any evidence of a demographic study carried out in the state of Kansas which encompassed the public secondary instructors of physical education.

This review of related literature was divided into four categories. The first category was concerned with an examination of the supply and demand of instructors, particularly in physical education. The emphasis was on current literature. The needs and expectations of the employers of secondary physical education instructors were discussed in the second category. Those dissertations and studies that emphasized job responsibilities and assigned duties of the instructors were the topics of the

third area. Finally, the need for employment counseling of prospective instructors was reviewed in the light of current material and research in the field of physical education.

The Supply and Demand of Physical Education

Instructors

It has been only a few short years ago that Nixon and Jewett made the following statement in their introductory physical education text:

Young people interested in teaching as a career need have no fear of lack of opportunity to utilize their talents once their initial training has been completed. In the history of the U.S., there has never before been a period when teachers were so urgently needed as they are at the present time.¹

Unfortunately, that condition has changed drastically. At the meeting of the National College Physical Education Association for Men in Phoenix, Arizona, in 1975, Raymond Welsh stated, "Not since the Great Depression of the 1930's has the employment picture for teachers been as glum as it is today!"²

This position was reinforced by the 1978 report of the National Education Association. Its report released to the news media stated the following:

Slightly less than half of the teaching graduates who wanted jobs in public schools this year were able to find them.

¹John E. Nixon and Ann E. Jewett, An Introduction to Physical Education (7th ed., Philadelphia, 1969), p. 18.

²Proceedings of 78th Annual Meeting of the National College Physical Education Association for Men, Phoenix, Arizona, 1975, p. 175.

In 1977, more than 164,000 new graduates vied for about 85,000 positions.³

What is causing this situation in the United States? In 1972, Alfred Lightfoot cited five basic causes of teacher oversupply, and while the degree of influence of these causes was not sequentially ordered, other educators researched generally agreed to their validity. Those five basic causes were the following: (1) more people than ever before were going into teaching; (2) the post-war baby boom was reflected in the job market at the same time enrollment figures in the public schools were leveling off substantially; (3) boards of education were forced to trim their budgets, and, accordingly, teaching positions were the focal points of attack; (4) due to market restrictions in other professions and fields and the constraints imposed upon higher education, many Ph.D.'s were seeking teaching positions in the public schools, thus contributing to an already saturated market; and (5) enrollments were increasing in colleges where a greater proportionate enrollment was in teacher preparation programs which typically have had lower entrance standards, permissive screening policies, and few, if any, procedures for effectuating retention and/or dismissal.⁴ Three years later in 1975, Walsh gave specific economic examples of why this surplus existed in most areas of teacher supply:

The following examples suggest how economic conditions have influenced the current job market:

- (1) Federal and local government have cut back on funds

³Teaching Graduates Have Trouble Finding Jobs," Stillwater News Press (July 5, 1978), p. 1.

⁴Alfred Lightfoot, "Teacher Surplus in the Seventies: Educational and Sociological Implications," The Journal of Teacher Education, 23:2 (1972), pp. 225-229.

previously earmarked for education.

- (2) Local school boards have tightened their belts by reducing staff and service.
- (3) Potential retirees have tended to postpone retirement as a hedge against inflation.
- (4) Potential attrition (other than retirement) out of teaching has slowed.
- (5) In the struggle to balance family budgets, housewives who were once teachers have returned to the schools to resume their teaching role.
- (6) Professionals (non-teachers) affected by the initial economic downturn of a few years ago have sought and gained employment as teachers.

It appears that for the present and near future, we can expect a negative force on job prospects for teachers.⁵

While Walsh cited these economic reasons, he also stressed that this surplus of instructors and job scarcity was not a cyclical happening:

At the outset, let us emphasize that there is no reason to believe or evidence to support the position that the dearth of jobs in traditional physical education settings (teacher-coach, K-12) is a cyclical condition, i.e., that within a few years conditions will reverse themselves and large numbers of young graduates will once again find relatively easy access to traditional jobs in physical education. Although the cyclical view of things is comforting, the evidence strongly suggests that this type of reversal will not occur, if for no other reason than the implication of the low birthrate.⁶

However, this large surplus may be on a slight decline as a national survey by Lewin and Associates, Inc., indicated in 1977:

In time the dominant problem of the 1960's--the teacher shortage--was solved, but the remedy has resulted in the widely publicized problem of the 1970's--the teacher surplus. This problem, too, now appears on the wane as students and institutions adjust to market realities. Should the current trend continue, the oversupply of teachers could be eliminated by the early 1980's.⁷

⁵Proceedings of 78th Annual Meeting of the National College Physical Education Association for Men, p. 178.

⁶Ibid.

⁷Vello A. Kuuskraa and Frank Morra, Jr., Condition of Teacher Education, Summary Report, Lewin and Associates, Inc. (March, 1977), p. 1.

Although the National Education Association indicated that there were 21,000 fewer graduates in teacher education in 1977 than in 1976, the number of job openings also declined by 9,000. In addition, the NEA noted the only bright spot was that this was the fifth straight year the number of teaching graduates declined.⁸ A recent article in the U.S. News and World Report indicated that some teacher shortages exist at the present time. Unfortunately, physical education was not a shortage area. The article quoted F. R. Cyphert, Dean of the Ohio State University College of Education: "In four or five years, we are going to see an across the board shortage of teachers. Youngsters considering careers should think seriously about teaching. I guarantee they will find jobs."⁹ This view was undoubtedly the most optimistic found anywhere in the literature.

Specifically, how did the number of physical education graduates in the state of Kansas compare with the national trend? Figures obtained from the Department of Legislative Research of the Kansas State Legislature indicated that the number of physical education graduates from Kansas colleges and universities had remained very high (see Table I). These figures did not include individuals who may have been certified to teach physical education without majoring in the subject area. The job market in the state of Kansas for physical education graduates in 1977-78 was investigated by examining job openings reported

⁸National Education Association, "Population Trends and Their Implications for Association Planning, 1978," NEA Research Memo, Washington, D. C., 1978, p. 1.

⁹"From Surplus to Shortage of Teachers," U.S. News and World Report, 85:21 (November 27, 1978), p. 68.

TABLE I
 UNDERGRADUATE MAJORS IN PHYSICAL EDUCATION
 GRADUATED FROM PUBLIC AND PRIVATE
 COLLEGES AND UNIVERSITIES IN
 KANSAS, 1976-1978

College/University	1975-76		1976-77		1977-78	
	Male	Female	Male	Female	Male	Female
State Universities:						
Emporia State University	27	24	24	31	35	32
Fort Hays State	33	20	42	31	30	22
Kansas State University	30	28	43	59	29	39
Pittsburg State University	34	3	23	17	34	18
University of Kansas	18	28	22	32	30	26
Washburn University	13	7	14	10	7	4
Wichita State University	12	8	6	8	14	8
Private Colleges:						
Baker University	8	5	5	1	8	4
Benedictine College	4	6	9	3	6	2
Bethany College	10	3	7	6	10	4
Bethel College	11	3	5	3	1	3
Friends University	6	0	8	1	5	3
Kansas Newman College	0	0	0	0	0	0
Kansas Wesleyan University	13	4	6	1	9	2
Marymount College	1	1	5	2	2	0
McPherson College	4	1	7	4	6	5
Mid-America College	5	1	5	1	6	0
Ottawa University	8	2	8	1	7	2
St. Marys College	5	4	12	2	7	0
Southwestern College	12	10	7	2	5	6
Sterling College	1	2	5	4	6	4
Tabor College	15	4	3	1	1	5
Totals	270	164	266	220	258	189
Total Male and Female	434		486		447	
Grand Total for Three-Year Period:						1367

Source: "Report Form #OMB 51-R0561," Office of Legislative Research, State of Kansas, Topeka, Kansas, 1976-1978.

to various college placement bureaus; however, no official state statistics were reported in this area. One of the state's largest producers of physical education graduates, Kansas State University, reported only 118 job openings that included secondary physical education teaching in 1978. Only twenty of those were for the exclusive instruction of physical education.¹⁰ Sixty-eight job openings that included secondary physical education teaching were reported to the placement director of Bethany College, one of the small, private liberal arts colleges in the state. In this group, only 16 openings were for physical education instruction alone.¹¹ Undoubtedly, a number of the job openings reported to the two institutions were listings of the same openings, although no statistics were available on this point. These figures from the two institutions, while not inclusive, gave an indication of the demand that existed in the state. As the National Education Association reported,

The major source of teaching position vacancies at all levels for at least fifteen years will be the replacement of those leaving active teaching service each year. Therefore a fairly stable number of job openings will occur each year for many years to come.¹²

Summary

By a comparison of job openings to the number of physical education graduates, the research indicated the supply of physical education

¹⁰Based on personal correspondence between Jim Akin, Kansas State University Career Planning and Placement Center, and the writer, 1978.

¹¹Based on personal correspondence between Joel Woodard, Bethany College Placement Center, and the writer, 1978.

¹²National Education Association, p. 5.

teachers in the state of Kansas far outnumbered the demand. These numbers did not reflect any graduates who minored in physical education or graduates from out of state who sought positions in Kansas. Even though some national authorities indicated an easing of this oversupply, at the present time a very lopsided situation of supply over demand exists in Kansas.

Perceived Needs and Expectations of Employers of Physical Education Instructors

What were the usual job assignments of new physical education instructors as they were employed in the public school? A search of literature of the various authorities in the field of physical education revealed some interesting facts, theories, and contradictions.

Much of the literature stressed the difference that existed between small and large school situations. Nixon and Jewett stated the following:

It is general practice in the larger cities throughout the country to engage special teachers of physical education. In small and rural schools, it is still common to select teachers of academic subjects who can coach athletic teams or who are skilled in handling class work in physical education activities.¹³

Furthermore, Singer indicated,

In a larger school situation it may be possible to hire individuals with physical education activity specialization. In a smaller school the physical education instructor will teach physical education classes, including all activities. He may teach in a minor field of study. He may conduct an intramural sports program. He may coach two or three athletic teams. He may have to manage the complete

¹³Nixon and Jewett, p. 23.

athletic program. He may have to supervise the lunch room and hallway. He may even have to mark athletic fields.¹⁴

Also, Bucher mentioned the difference in the expectations of the physical education instructor according to the size of the school district when he stated the following:

In smaller schools especially, administrators frequently hire physical educators who can also teach some other subjects. This procedure is followed because of financial limitations, small staffs, and low enrollments.¹⁵

Most of the authorities agreed that regardless of the size of the school, physical education instructors were involved in some coaching assignments. As Maetozo stated,

It has been the custom over the years for the principal to assign teachers of physical education to various coaching posts. This action was justified on the basis that such personnel receive special training not only in health and physical education but also in coaching.¹⁶

Or, as Baley and Field indicated, "Physical educators who teach in the high schools almost invariably have some coaching responsibility."¹⁷

The existence of this situation was affirmed by Bucher,¹⁸ Adams,¹⁹

¹⁴Robert N. Singer, Physical Education Foundations (New York, 1976), p. 441.

¹⁵Charles A. Bucher, Foundations of Physical Education (7th ed., St. Louis, 1975), p. 519.

¹⁶Matthew G. Maetozo, ed., Certification of High School Coaches, American Association for Health, Physical Education and Recreation (1971), p. 8.

¹⁷James A. Baley and David A. Field, Physical Education and the Physical Educator (2nd ed., Boston, 1976), p. 83.

¹⁸Bucher, p. 520.

¹⁹Samuel H. Adams, "A Practical Approach to Preparing Coaches," Journal of Health, Physical Education and Recreation, 45:5 (May, 1974), p. 65.

Chui,²⁰ Singer,²¹ and Nixon and Jewett.²² Only Reuben Frost disagreed with this assessment. He stated, "Whereas a generation ago almost all physical education teachers accepted the fact that they would be required to coach as an additional assignment, this is no longer true."²³

Other expectations of physical education instructors, according to Bucher, were the following:

- Playground supervision
- After-school or evening recreation
- Training and sponsoring cheerleaders
- Homeroom assignments
- Study Hall assignments
- Directing school plays
- Supervising cafeteria
- Serving as a bus driver
- Chaperoning school affairs
- Working at athletic events²⁴

In addition, Siedentop stressed that "Physical educators working within schools should expect to have administrative and supervisory responsibilities in intramural and sports club programs."²⁵ He indicated that this would be even more prominent in the future as parents will want more emphasis placed on these programs.²⁶

²⁰Edward F. Chui, "Functions and Competencies of the Entry Teacher of Secondary Physical Education," Educational Perspectives, 12:3 (October, 1973), p. 31.

²¹Singer, p. 441.

²²Nixon and Jewett, pp. 18-24.

²³Reuben Frost, Physical Education Foundations--Practices--Principles (Reading, Mass., 1975), p. 450.

²⁴Bucher, p. 521.

²⁵Daryl Siedentop, Physical Education Introductory Analysis (Dubuque, Iowa, 1972), p. 225.

²⁶Ibid., p. 226.

Today, there are some well-known physical educators who have suggested that the physical education teachers of tomorrow will be specialists in their field. Pease and Crase declared that teachers of the future will have to emphasize specialization. They stressed that our educational system has reached a point where a teacher can no longer be prepared to teach health education, recreation, physical education, and other subjects, along with a little coaching.²⁷ Siedentop agreed as follows:

As programs broaden, time allotments increase, and financial commitment makes possible a reasonable student-teacher ratio, the physical educator-specialist is likely to be in demand in the junior and senior high school levels. Specialists in aquatics, dance, and gymnastics will be in great demand. It is unlikely that schools will continue to hire the physical educator who 'does everything' since this type of person is less likely to be qualified to do particular things well.²⁸

Even though this specialization is being advocated, Veller summarized the situation when he stated the following:

The current trend has been for the prospective teacher-coach to specialize, but many of those specializing in one teaching area have found themselves teaching in areas other than their speciality. One of the most notable areas in which this has been occurring has been in the field of physical education.²⁹

Summary

The literature reviewed indicated that expectations of a physical

²⁷Dean A. Pease and Darrell Crase, "Commitment to Change," Journal of Health, Physical Education and Recreation, 44:4 (April, 1973), p. 35.

²⁸Siedentop, p. 225.

²⁹Don Veller, "Survey 71," Athletic Journal, 43:2 (October, 1971), p. 58.

education instructor varied according to the size of the school district, available facilities, and philosophy of the administrator. The authorities agreed that most instructors in smaller schools have to be versatile to fulfill their assignments. The consensus was that physical education instructors were assigned coaching responsibilities of some type in all sizes of school systems. Even though some authorities advocated more specialization, the bulk of the references examined indicated that versatility was the key for the new instructor.

The Demography of Physical Education Instructors in the Public Schools

Research done in the field of health and physical education revealed a number of studies closely related to the topic of this thesis. The status and demography of physical education instructors and coaches have been the topics for many studies and dissertations. These studies were investigated in chronological order.

The earliest applicable study was a thesis completed by Gustafson on physical education in North Dakota. His study revealed that only 33 percent of the state's instructors of physical education in 1951 had majored in physical education. Thirty-three percent of these instructors had minored in physical education, and the remaining 34 percent had earned neither majors nor minors. Furthermore, he found that of those instructors with only a physical education minor, 71 percent had as their major fields, social science, math, or biology. Sixty-four percent of those teaching physical education had B.S. degrees, 27 percent had B.A. degrees, and the remaining 29 percent had other or no degrees. Also, he found the average number of physical education periods taught

per day was three.³⁰

In a study of coaches in the state of Washington in 1954, Zech found that of the 96 physical education majors involved in coaching, 65 were teaching in their major field. Of these 65 coaches, 58 were teaching at least one class in their minor preparation. Of the physical education majors, only seven were instructing exclusively in the field of physical education. Also, 43 coaches were teaching at least one class outside of both their major and minor fields.³¹

Similar surveys of coaches were conducted by Ricciardello in Class B high schools in Nebraska in 1954 and Littau in Class B high schools in South Dakota in 1957. Their results showed a very low percentage of coaches were teaching physical education, even though this was their major field. Ricciardello's figures showed only 36 percent of the physical education majors taught physical education exclusively.³² Littau indicated a very low seven percent who were engaged in only physical education instruction.³³

One of the problems on which a study by Cranmer focused was the relevance of the preparatory college experience to the 1963-64 teaching

³⁰James W. Gustafson, "Boys Physical Education Leadership, Facilities, and Equipment in Secondary Schools of North Dakota" (unpub. M.S. thesis, University of North Dakota, 1951).

³¹Donald Zech, "A Job Analysis of High School Head Coaches in the State of Washington With Regards to Their Professional Training" (unpub. M.S. thesis, State College of Washington, 1954).

³²Louis Ricciardello, "A Study of the Academic and Athletic Workloads of a Selected Group of Nebraska High School Coaches" (unpub. M.S. thesis, University of South Dakota, 1954).

³³Fred V. Littau, "A Survey of the Responsibilities and Qualifications of Varsity Coaches in a Selected Group of Class B South Dakota High Schools" (unpub. M.S. thesis, University of South Dakota, 1957).

assignments of the health and physical education teachers in the public schools of Utah. Cranmer found that a majority of the male health and physical education teachers received teaching assignments in more than one subject area per day. The subjects most often assigned to these teachers, in addition to health and physical education, were driver education, mathematics, social science, and language arts. Although 75 percent of the teachers assigned as athletic coaches and pep club supervisors were physical education majors, a major portion of the teaching duties assigned to the athletic coaches was in subjects other than physical education. The study also found that of the 222 physical education teachers who had received teaching assignments in physical education, 166 (75 percent) had majored in physical education. Only 61 percent of the periods taught by this group were in physical education, while 39 percent of the periods were in other subjects. Cranmer drew the following important conclusion: "An excessive number of men physical education majors are being employed in the public schools of Utah, yet unqualified personnel was being assigned to teach physical education in some schools."³⁴ Moreover, in one of his recommendations, he stated: "Utah teacher preparation institutions should encourage men physical education majors to complete a second major in an academic field."³⁵

Daw conducted a questionnaire survey in 1966 of selected high schools in Missouri. A unique feature of his study was the use of a

³⁴Joseph Walter Cranmer, "Professional Preparation and Teaching Assignments of Health and Physical Education Teachers" (unpub. Ed.D. dissertation, University of Utah, 1965).

³⁵Ibid., p. 181.

post card questionnaire. Among other purposes, Daw set out to determine the subject areas that male physical education majors and minors were instructing in Missouri. Two hundred twenty-four educators responded to his survey. The respondents were teaching on the average of 1.8 different subjects per day. Eighty-five percent of the physical education instructors in the smallest schools were teaching in an additional area besides physical education. On the other hand, this figure was reduced to 50 percent in the largest schools. This led Daw to safely conclude that the bigger the school, the greater the degree of specialization. The subjects most often taught in addition to physical education were social science in the smaller schools and driver education in the larger schools.³⁶

In that same year Clower completed a dissertation project analyzing the teaching load of secondary physical education instructors in the public schools of Maryland. His questionnaire covered male and female instructors. He received an 84 percent return (976 replies). One of the major objectives of the study was to define the personal and professional status of the instructors. Clower was seeking to identify the sex, age, marital status, residence, and organizational membership of the instructors. Also, he collected professional status information such as certification, teaching fields, teaching experience, years in the present assignment, level of educational attainment, major field of study, and degree granting institution. Clower's results indicated that

³⁶Harry A. Daw, "A Survey of the Academic Preparation and Teaching Duties of Male Physical Educators and Varsity Athletic Coaches in Selected High Schools of Missouri" (unpub. M.S. thesis, Northeast Missouri State Teachers College, 1966).

the typical Maryland public secondary school physical education teacher, irrespective of sex, was described as a teacher with a B.S. degree in physical education, 12 or less years of experience, less than 40 years of age, and membership in at least one professional organization. The majority of Clower's respondents taught only physical education and coached at least two sports. In comparing male to female respondents, he found that male instructors were older, had more experience, and did not teach out of their field as much as the females. His data also indicated that one-half of the respondents received their degrees from out-of-state institutions. There were three times as many degrees earned from public institutions as from private institutions. Among his conclusions, Clower reported a real need for fully-qualified female instructors and a means of encouraging them to remain in the profession longer.³⁷

In a similar study in California in 1967, Gilmore reported that 34 of his 39 respondents were involved in at least two interscholastic coaching assignments. Also, he indicated that the mean number of periods of physical education taught by the surveyed group was 3.3.³⁸

In the same year Lee administered a questionnaire to the instructors of physical education in North Dakota. A total of 550 instructors returned his instrument. Of the respondents, 63 percent were physical education majors, 17 percent were physical education minors, and 20

³⁷Richard A. Clower, "A Study of Teaching Loads of Physical Education Teachers in the Public Secondary Schools of Maryland" (unpub. Ed.D. dissertation, West Virginia University, 1966).

³⁸John Carl Gilmore, "The Professional Levels of Tasks of Teachers of Boys' Physical Education" (unpub. Ed.D. dissertation, Stanford University, 1967).

percent were neither. The most notable finding from Lee's thesis was that only 30 percent of the physical education major respondents taught exclusively physical education. Another significant discovery was that only 48 (eight percent) of the instructors were not involved in coaching some interscholastic sport. When Lee compared the instructors with physical education majors to those with physical education minors, very little difference was observed. Interestingly, the sport most often coached by majors was football, while basketball was the most frequently assigned sport for minors. He recommended that physical education majors be certified in other teaching fields and be well prepared to handle coaching assignments.³⁹

McMurtrey conducted a status study of the teachers of health and physical education in Texas in 1969. Although the response was rather poor (only 53 percent), a number of interesting conclusions were reached with the data collected. In McMurtrey's study, 55 percent of the instructors taught only physical education. This percentage rose to 70 percent in the two largest school groupings. In cases where a second subject was assigned, health was most frequently taught. Following health, men most frequently instructed the subjects of mathematics, social science, and physical science. For the women instructors, English followed health; social science and physical science were close behind. Surprisingly, 28 percent of the respondents were new teachers,

³⁹George O. P. Lee, "A Survey of the Preparation and Assignment of Physical Education Teachers and Coaches in North Dakota" (unpub. M.S. thesis, University of North Dakota, 1967).

and of this group only four percent occupied newly-created positions.⁴⁰

In a coaches' study administered by Sheets in Maryland in 1971, 45 percent of the coaches who responded were physical education majors. This increased slightly to 51 percent when only responses from head coaches were analyzed. The sport with the greatest number of physical education majors as coaches was swimming. Gymnastics ranked a close second.⁴¹

In 1971, Clarke conducted a study of 299 women physical education majors from the University of Iowa. Of these respondents, only 50 percent were holding positions that involved coaching. Clarke's major conclusion was that a very low percentage of the graduates were teaching in their areas of specialization. The study recommended that a well-rounded program was still needed for public school teaching.⁴²

A very extensive study was conducted by Razor and Arnold in Illinois in 1974. The results, published in the Illinois School Research, stated the following:

The primary purpose of this study was to analyze the extent of the employment of physical education teachers in Illinois and identify selected characteristics about the population which could prove beneficial in interpreting the supply situation to schools of education, departments of physical education, career counselors, college placement

⁴⁰Jeannine McMurtrey, "A Survey of the Status of Physical Education Teachers in the Public Schools of Texas as Related to Number, Sex, Subjects Taught, and Levels of Instruction" (unpub. M.A. thesis, Texas Women's University, 1969).

⁴¹Norman L. Sheets, "Current Status of Certification of Coaches in Maryland," Journal of Health, Physical Education and Recreation, 42:6 (June, 1971), p. 11.

⁴²Judith Alta Clarke, "Survey of the Graduates of Professional Programs in Physical Education for Women at the University of Iowa" (unpub. Ed.D. dissertation, University of Iowa, 1971).

personnel, future and current college students, boards of education, and school administrators.⁴³

The entire state of Illinois was surveyed with the exception of the city of Chicago. The results indicated that of the physical education instructors in Illinois, 55 percent were male and 45 percent were female. However, the results did show that there were more beginning female teachers than male. The investigators suggested this may have been because of the increased emphasis on girls athletics in Illinois. According to Razor and Arnold, this trend is an area in which women physical educators will be in great demand. Another significant finding was that physical education in Illinois was a young person's field when compared to other occupations. The figures indicated that 75 percent of the employed physical education teachers were between the ages of 20 and 39. Additionally, information gathered by the investigators indicated that over one-third of the teachers had obtained their undergraduate degrees outside of the state and that only 40 percent held masters degrees. Also the study concluded that physical education instructors in the public schools had very little interest in obtaining doctorates. Only one-tenth of one percent indicated they had a doctor's degree or were working towards that goal.⁴⁴

In his 1975 publication, Bucher alluded to a national survey on the teaching assignments of physical education instructors. He stated the following:

⁴³Jack E. Razor and Donald E. Arnold, "Status of Physical Education Teachers Employed in Illinois Public Schools--Supply, Characteristics, and Trends," Illinois School Research, 12:1 (Fall, 1975), p. 8.

⁴⁴Ibid.

In determining the duties of physical educators, this national survey found that general science and biology are the subjects most often assigned to physical educators. The second most frequently assigned area is social studies, with subjects as American History, civics, ancient history, problems of American Democracy, and geography on the list. English also ranks high. Such subjects as mathematics, drawing, design, speech correction, industrial arts, chemistry, physics, home economics, arts and crafts, agriculture, commercial subjects, and music are also assigned as part of a physical educator's duties in some schools.⁴⁵

Bucher did not indicate the source of his information but did give a detailed listing of possible teaching assignments in addition to physical education.

In one of the most recent studies available, Toothaker conducted a study of the teaching assignments of coaches in the state of Arkansas in 1974. Working with a questionnaire format, he received an 84 percent (709 respondents) return. The majority of the coaches were physical education majors and minors at the undergraduate level of preparation. Eighty-one percent of the respondents were physical education majors, but only 20 percent taught a full schedule of physical education classes. Thirty percent of these physical education majors who were coaching taught no physical education whatsoever; they were assigned full time in another field. As a result of his study, Toothaker recommended that physical education departments should counsel individuals who want to coach in the state of Arkansas to major in other teaching areas and minor in physical education or a coaching certification block.⁴⁶

⁴⁵Bucher, p. 198.

⁴⁶Ronald Wayne Toothaker, "The Professional Preparation and Assignment of Selected High School Coaches in Arkansas and the Need for Specialized Certification" (unpub. Ed.D. dissertation, University of Arkansas, 1974).

In another recent survey in the state of Colorado, Dr. Fowler of the University of Colorado conducted a status questionnaire which attempted to collect information for the Colorado Association of Health, Physical Education, and Recreation. The return was a very low 19 percent, and consequently the data may not have been representative. It was found that 42 percent of the respondents had their masters degrees. Forty-six percent of the instructors who responded were in the age group of 21 to 28. Only five percent of the instructors were over 45 years of age. In his discussion of the results, Fowler mentioned a point previously found in this search of literature: as instructor age increases, the number teaching physical education decreases.⁴⁷

Summary

In tracing the demographic and status studies completed over the past 20 years, three points emerged. These were as follows:

1. Most instructors of physical education were assigned coaching positions; and, likewise, most coaches were teaching some physical education.
2. A very high percentage of instructors of physical education were assigned classes in other teaching areas.
3. The larger the student population of the school, the greater the likelihood that instructors were teaching only physical education; and conversely, the smaller the size of the school,

⁴⁷John Fowler, A Survey of the Professional Needs, Interests, and Concerns of Physical Education Teachers in Colorado, Colorado Association of Health, Physical Education, and Recreation (Boulder, 1976).

the greater the probability that they were assigned to other teaching areas.

These three points have not changed during the years covered by this search of literature. No research was found that was conducted in the state of Kansas.

Physical Education Employment Counseling

The research of the previous three categories indicated supply-demand problems, expectation conflicts, and real-world situations that confused the picture for the prospective physical education teacher. What should be done to help the future instructors prepare themselves to occupy a role in their chosen profession?

Much of the literature suggested providing physical education majors with information and training for job opportunities in areas other than teaching. While this trend has its merits, it is beyond the focus of this study. This thesis is primarily concerned with the individual who wants to teach, for as Bucher stated, "Teaching represents one of the most essential services that physical educators render to mankind."⁴⁸ What then, does the literature and research have to contribute in the area of counseling of physical education personnel? In a speech to physical education majors at the Eastern District convention of the American Alliance of Health, Physical Education and Recreation in 1974, Ulrich stated the following:

First of all, let's talk about the job market in education since that is the avenue that most of you expect to explore as far as potential employment is concerned. There are jobs

⁴⁸Bucher, p. 385.

available. People retire, people quit, people die, and those events create openings which are available for replacement. It is true that the job market of five years ago which was created because staffs were adding personnel is not as large--not many additional jobs are being created. But there are still numbers of replacement jobs which are open and for which you have just as much chance as the next person.⁴⁹

Is this an accurate statement of the current situation? According to a national survey by Levin and Associates, over one-seventh of the college seniors in education received no career counseling at all.⁵⁰ How can the students be prepared for replacement jobs if they do not know what these jobs are? To illustrate, Crase criticized physical education departments for omitting this necessary function:

Colleges and departments of physical education must reflect more involvement in career counseling and the placement process. Each department of any size should have a person committed either part time or full time to the placement of graduating seniors. This individual should be well versed in placement and should maintain files relative to supply-demand statistics, projected trends, and other information.⁵¹

Also, strong support for advance career counseling was given by Susan Bertz, Certification Officer, Illinois Office of Education, when she stated the following:

If departments can counsel students to focus in on the needs of public schools and if preparation programs can be responsive to those needs, it would seem that certification can become the job-ready guarantee employers desire.⁵²

⁴⁹Celeste Ulrich, "Professionalism--The Game Spirit," Paper Presented at Eastern District American Alliance for Health, Physical Education and Recreation Convention, March, 1976, Atlantic City, N. J., p. 5.

⁵⁰Kuuskras and Morra, p. 16.

⁵¹Darrell Crase, "Educated and Unwanted: Dilemma of the Seventies," Journal of Physical Education and Recreation, 47 (May, 1976), p. 41.

⁵²Clinton H. Strong, ed., "Physical Education at the Interface," Proceedings of a Professional Preparation Conference in Physical Education, I (1977), p. 59.

Jack Razor echoed the need for this counseling role in a keynote address to the Midwest Region of the American Alliance of Health, Physical Education and Recreation Professional Preparation Conference in the fall of 1978.

In our professional preparation programs, more attention needs to be directed to career counseling and placement. We have too long viewed our responsibility as conveyors of knowledge, leaving the task of counseling and placing the student to one person, with little support, minimal released time, and viewed as an adjunct to the educational process. All faculty need to be involved. We need to be as concerned about helping the student get a job as we are about turning in a quality paper.⁵³

This counseling concept has been strongly supported by the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD).

It has stated the following:

The institution should assist with the 'best fit' concept between student and school or community. Students should be aware of the opportunities that exist and placement opportunities should be clearly defined.⁵⁴

Likewise, in an earlier professional preparation conference held in the state of Washington, the following three counseling-related suggestions were adopted:

1. Although prospective teachers must be prepared to work within a somewhat rigid educational setting, they must be aware of the diversity of conditions found in schools.
2. These teachers need to be more flexible and have a more realistic assessment of the work involved with positions in health and physical education.
3. Teacher training institutions are urged to look

⁵³Ibid., p. 6.

⁵⁴Professional Preparation in Physical Education and Coaching, American Alliance of Health, Physical Education and Recreation (1974), p. 30.

ahead continually in order to keep up and even ahead of the times.⁵⁵

Up to this point, all references referred to what the situation "should be." The Levin and Associates study cited earlier is the only material found that examined the situation as it existed concerning career counseling. That study, reported by Kuuskraa and Morra, surveyed 227,000 seniors graduating with teaching certificates in 1977. Whether the students were provided adequate data to make informed career choices regarding teaching was the theme of the study. Conclusions reached indicated that

1. Only twenty-seven percent of the graduates in all fields received systematic counseling on career opportunities before committing themselves to specific teaching areas.
2. One-half of the students received job counseling only in the final year of their preparation; given the lead time required, this counseling comes too late in all likelihood to enable the student to change from specialties in surplus to those in shortage.
3. Relative to future job opportunities, the information reaching these students, at least in terms of their formal career counseling, would appear to be neither timely nor accurate enough to support fully informed decisions.⁵⁶

As a result of the study, this major recommendation was made: "Federal and state agencies or professional organizations could well take the lead in providing the improved information needed by individuals and institutions for career counseling."⁵⁷ This type of information is a necessity if good counseling can be given. Razor reiterated this idea:

⁵⁵"Washington State Mini-Conference on Preparing Teachers in a Changing Society," Journal of Health, Physical Education and Recreation, 42:9 (1971), p. 10.

⁵⁶Kuuskraa and Morra, p. 15.

⁵⁷Ibid., p. 20.

In order to facilitate sound educational and career judgements focusing on physical education, it was deemed imperative to have an understanding as to the condition of the market and insight into demographic characteristics comprising the population being studied.

An independent examination of the current status of the employment patterns in physical education is a necessary precursor for making value judgements about career selections.⁵⁸

Nixon and Jewett further explained that too often prospective physical education instructors are not informed that open positions will frequently be located in smaller schools:

The beginning teacher must be counseled that the smaller the school, the greater the variety of subjects the individual may be required to teach. The new teacher must be willing to begin his professional experience as necessity dictates. The rate of turnover in the favored suburban systems is often slow, and it may be necessary to accept a position in a small town, a rural or semi-rural community, or a community of lower socio-economic status.⁵⁹

Those who advocate early career counseling for employment stress that this type of information must be made available to physical education majors.

Summary

All the literature agreed that counseling for job employment is a necessary function of a physical education department. The problem appeared to be in the timing of this counseling or the complete absence of it. To compound this problem a void exists in the necessary data to make this counseling meaningful. Apparently, from the standpoint of the student, it is a problem of too little, too late.

⁵⁸Razor and Arnold, p. 7.

⁵⁹Nixon and Jewett, p. 20.

CHAPTER III

PROCEDURE AND METHODS

Introduction

Hubbard identified a descriptive study as an "essentially fact-finding procedure with an interpretation of how the facts relate to the problem under investigation."¹ This study was conducted within the context of this definition. This research method was used to approach the problem of the demography of instructors of physical education in the public secondary schools of Kansas. First, the guidelines of Weber and Lamb were applied to determine if the research problem was significant.

1. Has the problem already been thoroughly investigated?
2. Is the problem important?
3. Will the data collected answer the problem?
4. Can the study be conducted at a more sophisticated level?
5. Is the research scope too broad and therefore impractical?²

"If these five questions can be answered satisfactorily, one can be quite certain that he has a good research problem."³ This descriptive

¹Alfred W. Hubbard, ed., Research Methods in Health, Physical Education, and Recreation (3rd ed., Washington, D. C., 1973), p. 271.

²Jerome C. Weber and David R. Lamb, Statistics and Research in Physical Education (St. Louis, 1970), p. 43.

³Ibid.

study qualified under all five guidelines.

The demographic survey was chosen as the most practical method of getting directly at the problem. As Van Dalen wrote:

When trying to solve problems, men in educational, governmental, industrial and political organizations often conduct surveys. They collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving them.⁴

He further indicated the following:

Many surveys gather information about teachers, supervisors and administrators. Questions may be raised concerning their sex, age, education, degrees, socioeconomic background, group membership or income.⁵

Hence Van Dalen identified some of the statistics that were sought by this study. Furthermore, according to Barr, demographic or status surveys have importance for educators:

To know the status is frequently important. Planning, putting plans into operation, and appraising results are important educational operations. Without knowledge of status and its adequacy there is much working in the dark. Not only is a knowledge of status important in and of itself, but as a foundation for the interpretation of many other kinds of data.⁶

Knowledge of demography or status was not the only aim of this study. "Survey research," as the term is known to social scientists, is usually more extensive and sophisticated. It also involves careful identification of the population, selection of the sample from the population, and collection of comparable data to make quantified

⁴Deobold B. Van Dalen, Understanding Educational Research, An Introduction (3rd ed., New York, 1973), p. 196.

⁵Ibid., p. 198.

⁶Arvil S. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (Chicago, 1953), p. 125.

generalizations. These surveys may be broad or narrow in scope. As

Van Dalen stated:

They may encompass several countries or may be confined to one nation, region, state, city, school system or some other unit. Survey data may be collected from every member of a population or from a carefully selected sample. Data may be collected concerning a large number of related factors or a few selected items. The scope and depth of the study depend primarily upon the nature of the problem.⁷

This study called for a demographic survey within the state of Kansas. Cooperation with and support for this survey was obtained from two primary sources. Dr. Merle Bolton, the Commissioner of Education for the state of Kansas, was contacted by phone for suggestions about the study and information about the procedures to obtain access to state departmental records. In a letter to the author he offered the cooperation of the State Department of Education.⁸ Mr. Carl Haney, the State Supervisor of Physical Education, was then advised of the proposed project and the need for his assistance. Mr. Haney provided valuable input during two personal visits with the author. His enthusiasm for the project is noted in a cover letter used with the questionnaire.⁹

Selection of Population

A. E. Bartz defined a population as "a group of elements that are

⁷Van Dalen, p. 196.

⁸Based on personal correspondence between Merle Bolton, Commissioner of Education of the state of Kansas, and the writer, 1978 (see Appendix A).

⁹Based on personal correspondence between Carl Haney, Supervisor of Physical Education of the state of Kansas, and the writer, 1978 (see Appendix B).

alike in one or more characteristics as defined by the researcher."¹⁰ Undoubtedly, for a demographic study of this nature, the ideal situation would have been to include as a survey respondent every instructor of physical education, grades nine through twelve, in the state of Kansas. The cost and time would have been prohibitive in collecting total information on one hundred percent of the population. A decision was made to use the total population of secondary instructors, grades nine through twelve, in the categories of information available from the Kansas Secondary Principals' Organizational Reports. Access to these reports was obtained through Mr. John Vigneron, the Director of Accreditation of Secondary Schools in the state of Kansas. From the annual Principals' Organizational Reports for the school year 1978-79, a list was compiled of the names of every instructor who taught at least one class of physical education, grades nine through twelve. In this manner, the population was defined; and, as Van Dalen suggested, "The investigator obtains or constructs a complete, accurate, and up-to-date list (called a frame) of all units of the population."¹¹

This total population list included instructors of physical education from 378 public high schools as listed by the Kansas Educational Directory¹² and the Kansas State High School Activities Association

¹⁰Albert E. Bartz, Basic Statistical Concepts in Education and the Behavioral Sciences (Minneapolis, 1976), p. 152.

¹¹Van Dalen, p. 319.

¹²Kansas Educational Directory, 1978-79, Kansas State Department of Education, Topeka, Kansas, 1978, pp. 30-103.

Membership Directory.¹³ Also included were instructors of secondary physical education from 116 junior high schools that met the investigator's definition of the secondary organizational unit. However, twenty-one private high schools were not used in obtaining the population. Two state administered secondary schools for the handicapped were also omitted from the population because of the special abilities instructors need to possess to be employed at these institutions.¹⁴

Selection of Sample

Once the total population was defined and "framed," the selection of a sample was developed. According to Bartz, the sample was defined as "a group of elements that is selected from the population and is smaller in number than the size of the population."¹⁵ The decision was made to use a sample based upon recommendations from those authorities researched. One authority, Barr, stated the following:

The method of investigation by sample has for its purpose the description of the properties of an accurately defined population by means of the information obtained from the sample. Sampling, that is, the selection of a part to represent the whole of a population, is a procedure of long standing and importance.¹⁶

Barr suggested the sample had three major reasons for being used:

(1) reduced costs, (2) greater speed, and (3) greater accuracy. He indicated the greater accuracy was due to the fact that conditions

¹³Membership Directory, 1978-79, Kansas State High School Activities Association, Topeka, Kansas, pp. 6-7.

¹⁴Kansas Educational Directory, 1978-79, pp. 30-103.

¹⁵Bartz, p. 156.

¹⁶Barr, Davis, and Johnson, p. 158.

might have changed before a whole population could have been gathered or surveyed.¹⁷ Upon deciding to use a sample that best represents the whole population, the investigator relied on the suggestion of Montoye in the American Alliance for Health, Physical Education, Recreation and Dance's reference on research.

The way of increasing the chances of obtaining a representative sample is to use a stratified sampling. The population or universe is first divided into strata according to one or more characteristics. Then a random sample from each of the strata is taken.¹⁸

In addition, Van Dalen's stated the following:

An investigator may use stratified random sampling to get a more representative sample. When employing this technique, he divides his population into strata by some characteristic which is known from previous research or theories related to the phenomenon under investigation, and from each of the smaller homogeneous groups he draws at random a predetermined number of units.¹⁹

As a result, stratified random sampling was chosen as the most accurate way to establish the demography of the total population of physical education instructors. The total population was divided into seven categories according to school enrollment as defined by the Kansas State High School Activities Association. These categories are 1A, 2A, 3A, 4A, 5A, 6A, and Junior High. The 5A and 6A categories reflect the urban areas of the state. The number of instructors in the schools in each category was subdivided by sex into male and female groupings. The random sample for each stratum was then drawn by the computer program, Statistical Package for the Social Sciences (SPSS). The size of each

¹⁷Ibid.

¹⁸Hubbard, p. 149

¹⁹Van Dalen, p. 320.

stratum sample was determined by using 40 percent of each male and female grouping within that stratum. In deciding on this sample size, the researcher investigated Bartz,²⁰ Van Dalen,²¹ Fox,²² Clarke and Clarke,²³ Kerlinger,²⁴ and Hubbard²⁵ who addressed the issue in differing ways. All resources stressed that careful selection and testing were more important than the size of the sample.

The incorporation of 40 percent of each stratum into the study involved the use of proportional sampling. This method, according to Van Dalen, enabled one to achieve even greater representation in the sample. He stated, "Because proportional sampling improves representativeness, a researcher may use a smaller sample and thereby reduce the cost."²⁶

The Instrument

After careful consideration of the pros and cons of the mail questionnaire, it was chosen as the investigative instrument. Kerlinger

²⁰Bartz.

²¹Van Dalen.

²²David J. Fox, The Research Process in Education (New York, 1969), p. 45.

²³David H. Clarke and H. Harrison Clarke, Research Process in Physical Education (Englewood Cliffs, New Jersey, 1970), p. 44.

²⁴Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1964), p. 44.

²⁵Hubbard, p. 153.

²⁶Van Dalen, p. 320.

listed the major disadvantages of the questionnaire:

It has serious drawbacks unless it is used in conjunction with other techniques. Two of these defects are possible lack of response and the inability to check the responses given. These defects, especially the first, are serious enough to make the mail questionnaire worse than useless, except in highly sophisticated hands. Responses to mail questionnaires are generally poor. Returns of forty to fifty percent are common. High percentages are rare. At best, the researcher must content himself with returns as low as fifty to sixty percent.²⁷

While he stressed the negative points, he also conceded the following:

Although there are means of securing larger returns and reducing deficiencies--follow-up questionnaires, enclosing money, interviewing a random sample of non-respondents, and analyzing non-respondent data--these methods are costly, time-consuming, and often ineffective.²⁸

Despite these negative points, the reasons for using a questionnaire in a study of this type were best summarized by Clarke and Clarke:

The most frequent use of the questionnaire is to secure information of status or of the current practice of individuals, groups, or institutions. Status studies seek to determine events or practices as they are, which in health and physical education have often meant the status of the curriculum, the facilities, or some other aspect of operation. This type of questionnaire may be the simplest to construct; it relies heavily on factual information rather than on opinion and seeks information about events that are often a matter of operational records.²⁹

In addition, Mouly indicated the major advantage of the questionnaire as being its wide coverage at a minimum expense in money and effort.

This made for greater validity in the results through promoting the

²⁷Kerlinger, p. 397.

²⁸Ibid.

²⁹Clarke and Clarke, p. 103.

selection of a larger and more representative sample.³⁰ Since demographic information was the goal of the study, the questionnaire was felt to be the most efficient way to gather the information.

In promoting the effectiveness of the questionnaire, Espenschade and Rarick stated: "A stipulation in school surveys that the published report will not identify individual class, school, or teacher involved usually results in almost one hundred percent response."³¹ The survey questionnaire was designed in accordance with this statement. Consequently all subjects were informed that they would remain anonymous in the final report. Kerlinger indicated other means to insure good response; and more specifically, Clarke and Clarke emphasized that the most important ingredient to be found in any survey is the questionnaire itself and, of utmost importance, the construction of the instrument.

As Barr, Davis, and Palmer stated:

Inaccuracy is due, in many instances, to the sporadic and hurried manner with which questionnaire items are constructed. Questionnaires when carefully planned in the light of the objectives of an investigation, the kinds of data needed, and with due consideration of the ability and willingness of potential respondents to supply data are capable of yielding reasonably accurate results.³²

Construction of the questionnaire involved a careful review of studies that used questionnaires and were of similar type (see Chapter II for

³⁰George J. Mouly, The Science of Educational Research (New York, 1970), p. 242.

³¹Hubbard, p. 272.

³²Barr, Davis, and Johnson, p. 108.

specific instances). Ideas were drawn from research by Razor,³³ McMurtrey,³⁴ Clower,³⁵ Cranmer,³⁶ Daw,³⁷ Lee,³⁸ Fowler,³⁹ and Toothaker.⁴⁰

The composed questionnaire was then submitted to the author's committee for validation of content. After examination by the committee, the questionnaire was administered to a number of secondary instructors of physical education who were enrolled in graduate classes at Oklahoma State University. Their suggestions were incorporated into the final form.

³³Jack E. Razor and Donald E. Arnold, "Status of Physical Education Teachers Employed in Illinois Public Schools--Supply, Characteristics, and Trends," Illinois School Research, 12:1 (Fall, 1975), p. 8.

³⁴Jeannine McMurtrey, "A Survey of the Status of Physical Education Teachers in the Public Schools of Texas as Related to Number, Sex, Subjects Taught, and Levels of Instruction" (unpub. M.A. thesis, Texas Women's University, 1969).

³⁵Richard A. Clower, "A Study of Teaching Loads of Physical Education Teachers in the Public Secondary Schools of Maryland" (unpub. Ed.D. dissertation, West Virginia University, 1966).

³⁶Joseph Walter Cranmer, "Professional Preparation and Teaching Assignments of Health and Physical Education Teachers" (unpub. Ed.D. dissertation, University of Utah, 1965).

³⁷Harry A. Daw, "A Survey of the Academic Preparation and Teaching Duties of Male Physical Educators and Varsity Athletic Coaches in Selected High Schools of Missouri" (unpub. M.S. thesis, Northeast Missouri State Teachers College, 1966).

³⁸George O. P. Lee, "A Survey of the Preparation and Assignment of Physical Education Teachers and Coaches in North Dakota" (unpub. M.S. thesis, University of North Dakota, 1967).

³⁹John Fowler, A Survey of the Professional Needs, Interests, and Concerns of Physical Education Teachers in Colorado, Colorado Association of Health, Physical Education, and Recreation (Boulder, 1976).

⁴⁰Ronald Wayne Toothaker, "The Professional Preparation and Assignment of Selected High School Coaches in Arkansas and the Need for Specialized Certification" (unpub. Ed.D. dissertation, University of Arkansas, 1974).

Fox listed four important points for developing a good questionnaire and getting a good response:

(1) Limiting the length of the questionnaire so that respondents need to devote as little time as possible to the choice of responding; (2) Structuring the response format to as great an extent as possible so the actual amount of writing the respondent must do is minimized; (3) Writing the introductory material eloquently and frankly so that respondents know the purpose of the research and the use to be made of data and are convinced that the purpose is worthwhile and professionally desirable; and, finally, (4) Making some provision for the respondent to learn about the results of the research, if they wish, so that the exchange of information becomes a two-way rather than a one-way street.⁴¹

The composed questionnaire considered these four points. It was only two pages in length and consisted of as many check-type answers as was feasible (see Appendix C). The cover letter was brief and to the point. It clearly stated the purpose of the research and asked for the respondent's cooperation (see Appendix B). As Fox suggests, a short form was included to allow the subject to request a summary of the study (see Appendix B).

Clarke and Clarke gave some further guidelines for improving the questionnaire. They suggested the use of eight and one-half by eleven inch paper and the use of colors to code the various strata. According to Clarke and Clarke, a self-addressed, stamped envelope should have been enclosed; and the initial mailing should have occurred at a time in the year when the chances for returns were best. They strongly suggested that the physical format had as much to do with the effectiveness of the questionnaire as the construction of the questions within it. The most important point, they felt, was the obtaining of a letter

⁴¹Fox, p. 548.

of support for the survey from a sponsor or high official. They contended that this would greatly increase the percentage of responses.⁴² These suggestions were followed. The questionnaires for the seven categories in the survey were each color-coded: 1A-Salmon, 2A-Pink, 3A-Yellow, 4A-Dull Yellow, 5A-Gold, 6A-Green, and JH-Blue. A self-addressed, stamped envelope was enclosed for the subject's response. A letter of support from the Kansas State Supervisor of Physical Education was obtained and included in the mailing (see Appendix B).

Administration of the Questionnaire

The questionnaire was mailed to the stratified random sample on March 10, 1979. The mailing included the questionnaire, a stamped, self-addressed envelope, a cover letter, and a letter of endorsement of the study from Mr. Carl Haney of the State Department of Education. The questionnaire was color-coded with a different color for each of the seven categories and was also coded with a computer number. The cover letter explained the demographic survey, contained instructions for marking the questionnaire, and carried an initial appeal to make the respondent feel important to the study. A two-week deadline was set for the response.

At the completion of the two-week period on March 24, 1979, a follow-up post card was mailed to all non-respondents. This card reminded the instructor to fill out and return the questionnaire which he or she had received two weeks earlier. After waiting for another two-week period, on April 7, 1979, the last follow-up was conducted.

⁴²Clarke and Clarke, pp. 106-110.

A personal phone call was made to each non-respondent. The non-respondents were asked to complete and return the original questionnaire if they had not destroyed or misplaced it. If this were not possible, the non-respondent was asked to respond to the questionnaire over the telephone.

Treatment of Data

The data concerning the whole population and that from the returned questionnaires were treated by a computer program. As Montoye suggested, "Whenever possible the procedures should be automated, provided accuracy is not sacrificed and it is economically feasible."⁴³ The American Alliance for Health, Physical Education and Recreation research reference suggested all large surveys should be computer analyzed.⁴⁴ Ms. Iris McPherson, Senior Computer Systems Analyst at the Oklahoma State University Computer Center, assisted in the development of the program. All information was placed on key punch cards for analysis by the Statistical Analysis System (SAS). The information on the demography of the whole population of instructors of physical education was treated in the following manner:

- A. The total number of instructors was analyzed as to
 1. the number and percentage who taught only physical education,
 2. the number and percentage who taught other subjects in addition to physical education, and

⁴³Hubbard, p. 163.

⁴⁴Ibid., p. 272.

3. the number and percentage who were in the first year in their position.
- B. The same analysis was followed in comparing female to male instructors.
- C. The data in A and B were analyzed according to enrollment categories.
- D. The data in C were further analyzed according to male and female instructors within the enrollment categories.

Finally, the information gathered by the questionnaire was statistically treated in the same manner as the whole population. A demographic profile of the stratified random sample was constructed. Applicable numbers, percentages, and means were computed in the following areas:

1. sex
2. marital status
3. age
4. years taught
5. years taught at present position
6. educational institutions attended
7. degrees attained
8. undergraduate majors
9. undergraduate minors and teaching fields
10. graduate majors
11. levels of certification
12. classes of physical education taught
13. enrollment of physical education classes taught
14. head coaching responsibilities

15. assistant coaching responsibilities
16. other assigned duties
17. organizational membership
18. outside preparation
19. administrative pressure
20. community pressure
21. enjoyment of work
22. reason for employment
23. ultimate professional goal

The findings were expressed through statistics, charts, and narratives in the latter part of this thesis. Conclusions and suggestions for counseling of students in college physical education teacher preparation programs as well as for instructors in the field were based on this data. These conclusions and suggestions were aimed at drawing a demographic profile of the secondary instructor of physical education in the state of Kansas and helping instructors best prepare themselves to be employable in the state.

CHAPTER IV

ANALYSIS OF THE DATA AND RESULTS

The purpose of this chapter is to present the data collected in the study as it applies to developing a demographic profile of the secondary physical education instructor in the state of Kansas.

The first group of data was compiled from the names and teaching schedules of all the secondary physical education instructors in Kansas as recorded by the State Department of Education.

The Total Population

For the academic school year 1978-79, the author found 1056 physical education instructors serving those secondary schools that met the definitions of the study. These instructors were located in 378 high schools and 116 junior high schools across the state. Of these 1056 physical education instructors, 668 (63.26%) were males and 388 (36.74%) were females. The breakdown of the total population of instructors by classification of schools is presented in Table II. Male instructors outnumbered female instructors in all classifications. The most even distribution was found at the junior high school level. At this level there were 143 (53.36%) male instructors and 125 (46.64%) female instructors. The greatest disparity existed in the small high schools (1A classification). In this grouping there were 145 (83.33%) male instructors compared to only 29 (16.67%) females.

TABLE II

SECONDARY PHYSICAL EDUCATION INSTRUCTORS IN KANSAS, 1978-1979

Classification of Schools	Number of Instructors			Percentage of All Instructors			Percentage of All Instruc- tors of Same Sex		Percentage of Instructors Within the Class	
	Male	Female	Total	Male	Female	Total	Male	Female	Male	Female
Junior High	143	125	268	13.54	11.84	25.38	21.41	32.22	53.36	46.64
1A	145	29	174	13.73	2.75	16.48	21.70	7.47	83.33	16.67
2A	77	35	112	7.30	3.31	10.61	11.53	9.02	68.75	31.25
3A	77	46	123	7.30	4.36	11.65	11.53	11.86	62.60	37.40
4A	71	54	125	6.72	5.11	11.83	10.63	13.92	56.80	43.20
5A	54	30	84	5.11	2.84	7.95	8.08	7.73	64.29	35.71
6A	101	69	170	9.56	6.53	16.10	15.12	17.78	59.41	40.59
Totals	668	388	1056	63.26	36.74	100.00	100.00	100.00	63.26	36.74

Of this total population, 195 of the instructors were serving in their first year in that position. This amounted to 18.47 percent of the total secondary physical education instructors. This turnover opened up new teaching positions for 120 (61.54%) males and 75 (38.46%) females. These new positions are pinpointed in Tables III, IV, and V by school classifications. The largest percentage of instructors new to their teaching positions was found in the 1A classification. Forty-seven (24.10%) of these 195 instructors were found at this level. The second smallest class of high schools (2A classification) had the highest ratio of these instructors (27.68%) as compared to the total number of physical education instructors. As presented by Tables IV and V, males new to their position can be found most readily in Class 1A where 30.38 percent were new. The highest percentage (20%) of females new to their positions were located at the junior high classification. These neophyte instructors were compared with the total number of instructors of the same sex in each classification. Among males, Class 2A and Class 1A high schools led with a turnover rate of 25.97 percent and 25.52 percent, respectively. Among the females, the same two classifications led but with slightly higher rates of turnover. Class 1A had a neophyte instructor ratio of 34.48 percent, while Class 2A was close behind with a percentage of 31.43.

In examining the subject areas that the secondary physical education instructors were assigned, the author used two procedures. First, all 1956 instructors taught at least one regularly scheduled class of physical education during the 1978-1979 school year. Second, only those subjects or assignments that were given a class period assignment were considered. Consequently, study halls that were assigned in lieu of an

TABLE III
KANSAS SECONDARY PHYSICAL EDUCATION INSTRUCTORS
NEW TO POSITIONS, 1978-79

Classification of Schools	Instructors		Percentage of New Instruc- tors to All Instructors		
	New	Total	New	Total	Within Class
Junior High	29	268	14.87	2.75	10.82
1A	47	174	24.10	4.45	27.01
2A	31	112	15.90	2.94	27.68
3A	26	123	13.33	2.46	21.14
4A	24	125	12.31	2.27	19.20
5A	16	84	8.21	1.52	19.05
6A	22	170	11.28	2.08	12.94
Total	195	1056	100.00	18.47	18.47

TABLE IV

KANSAS SECONDARY PHYSICAL EDUCATION MALE
INSTRUCTORS NEW TO POSITIONS, 1978-79

Classification of Schools	Male Instructors		Percentage of New Male Instructors to All Male Instructors		
	New	Total	New	Total	Within Class
Junior High	14	143	11.67	2.10	9.79
1A	37	145	30.38	5.54	25.52
2A	20	77	16.67	2.99	25.97
3A	16	77	13.33	2.40	20.78
4A	13	71	10.83	1.95	18.31
5A	8	54	6.67	1.20	14.81
6A	12	101	10.00	1.80	11.88
Total	120	668	100.00	17.96	17.96

TABLE V
 KANSAS SECONDARY PHYSICAL EDUCATION FEMALE
 INSTRUCTORS NEW TO POSITIONS, 1978-79

Classification of Schools	Female Instructors		Percentage of New Female Instructors to All Female Instructors		
	New	Total	New	Total	Within Class
Junior High	15	125	20.00	3.87	12.00
1A	10	29	13.33	2.58	34.48
2A	11	35	14.67	2.84	31.43
3A	10	46	13.33	2.58	21.74
4A	11	54	14.67	2.84	23.37
5A	8	30	10.67	2.06	26.67
6A	10	69	13.33	2.58	14.49
Total	75	388	100.00	19.33	19.33

academic class were considered as teaching assignments.

Twenty different subject areas were assigned to the state's secondary physical education instructors. The assignments and the percentage of total secondary physical education instructors assigned to each are indicated in Table VI. As can be observed from the table, supervision (24.24%), health (22.82%), and social science (16.19%) led the list of other subjects assigned in addition to physical education. A further breakdown of the assignments according to school classification, as indicated in Table VII, revealed which school classification carried the heaviest assignment of physical education instructors in the various areas. This table contains the numbers and percentages of all assigned areas by school classification.

When the assignments were subdivided into specific areas, health (221), study hall (193), elementary physical education (125), and driver education (118) were assigned most often to secondary physical education instructors. In addition, American history, lunch duty, government, biology, psychology, and athletic directorship follow in rank order. Altogether, there were fifty-nine different areas that were assigned to the secondary physical education instructors in Kansas. A breakdown of each of the twenty assignment areas is illustrated in Table VIII.

A more important consideration was how many different courses each physical education instructor was assigned. The findings are summarized in Table IX. Three hundred ninety-two (37.12%) of the 1056 secondary physical education instructors were assigned only physical education. The junior high and 5A and 6A classifications led in percentage of instructors having this assignment. The percentages were 60.82 at the junior high level, 58.33 in Class 5A, and 56.47 in Class 6A. The lowest

TABLE VI
 ASSIGNMENTS OF SECONDARY PHYSICAL EDUCATION
 INSTRUCTORS IN 1978-79

Assignment	Number of Instructors Assigned an Instructional Period	Percentage of Total Instructors Assigned in the Assignment
Administration (Athletic Director, Principal)	35	3.31
Art	1	0.09
Biological Science	66	6.25
Commerce-Business	24	2.27
Counseling	6	0.57
Driver Education	118	11.17
English-Speech	25	2.37
Foreign Language	3	0.28
Health	241	22.82
Home Economics	4	0.38
Industrial Arts	20	1.89
Journalism	4	0.38
Library	4	0.38
Mathematics	26	2.46
Physical Education	1056	100.00
Physical Science	40	3.79
Psychology	42	3.98
Self-Contained Classroom	3	0.28
Social Science	171	16.19
Supervision (Study Hall, Lunch Duty, Hall Duty, In-School Supervision)	256	24.24

TABLE VII
 ASSIGNMENTS OF SECONDARY PHYSICAL
 EDUCATION INSTRUCTORS BY SCHOOL
 CLASSIFICATION IN 1978-1979

Assignment	School Classification	Number Assigned	Percentage of Instructors	
			Total	In Assignment
Administration	Junior High	5	0.47	14.28
	1A	8	0.76	22.86
	2A	5	0.47	14.28
	3A	7	0.67	20.00
	4A	8	0.76	22.86
	5A	1	0.09	2.86
	6A	1	0.09	2.86
Total		35	3.31	100.00
Art	3A	1	0.09	100.00
Biological Science	1A	21	1.99	31.82
	2A	17	1.61	25.76
	3A	12	1.14	18.17
	4A	9	0.85	13.64
	5A	5	0.47	7.56
	6A	2	0.19	3.04
Total		66	6.25	100.00
Commerce-Business	Junior High	1	0.09	4.17
	1A	12	1.14	50.00
	2A	2	0.19	8.33
	3A	4	0.38	16.67
	4A	5	0.47	20.83
Total		24	2.27	100.00
Counseling	1A	5	0.48	83.33
	2A	1	0.09	16.67
Total		6	0.57	100.00

TABLE VII (Continued)

Assignment	School Classification	Number Assigned	Percentage of Instructors	
			Total	In Assignment
Driver Education	Junior High	1	0.09	0.85
	1A	53	5.02	44.92
	2A	27	2.57	22.87
	3A	18	1.70	15.25
	4A	13	1.23	11.02
	5A	5	0.47	4.24
	6A	1	0.09	0.85
Total		118	11.17	100.00
English-Speech	Junior High	3	0.28	12.00
	1A	14	1.34	56.00
	2A	3	0.28	12.00
	3A	2	0.19	8.00
	4A	2	0.19	8.00
	6A	1	0.09	4.00
	Total		25	2.37
Foreign Language	Junior High	2	0.19	66.67
	3A	1	0.09	33.33
Total		3	0.28	100.00
Health	Junior High	37	3.50	15.35
	1A	72	6.82	29.88
	2A	37	3.50	15.35
	3A	41	3.89	17.02
	4A	30	2.84	12.45
	5A	9	0.85	3.73
	6A	15	1.42	6.22
Total		241	22.82	100.00
Home Economics	Junior High	1	0.09	25.00
	2A	3	0.29	75.00
Total		4	0.38	100.00

TABLE VII (Continued)

Assignment	School Classification	Number Assigned	Percentage of Instructors	
			Total	In Assignment
Industrial Arts	Junior High	1	0.09	5.00
	1A	9	0.86	45.00
	2A	2	0.19	10.00
	3A	5	0.48	25.00
	4A	1	0.09	5.00
	5A	1	0.09	5.00
	6A	1	0.09	5.00
Total		20	1.89	100.00
Journalism	1A	1	0.09	25.00
	2A	2	0.20	50.00
	5A	1	0.09	25.00
Total		4	0.38	100.00
Library	Junior High	2	0.20	50.00
	1A	1	0.09	25.00
	2A	1	0.09	25.00
Total		4	0.38	100.00
Mathematics	Junior High	1	0.09	3.85
	1A	12	1.14	46.15
	2A	3	0.28	11.54
	3A	7	0.67	26.92
	4A	3	0.28	11.54
Total		26	2.46	100.00
Physical Education-Elementary	Junior High	5	0.47	4.00
	1A	55	5.21	44.00
	2A	35	3.31	28.00
	3A	19	1.80	15.20
	4A	4	0.39	3.20
	5A	5	0.47	4.00
	6A	2	0.19	1.60
Total		125	11.84	100.00

TABLE VII (Continued)

Assignment	School Classification	Number Assigned	Percentage of Instructors	
			Total	In Assignment
Physical Education-Secondary	Junior High	268	25.38	25.38
	1A	174	16.48	16.48
	2A	112	10.61	10.61
	3A	123	11.65	11.65
	4A	125	11.83	11.83
	5A	84	7.95	7.95
	6A	170	16.10	16.10
Total		1056	100.00	100.00
Physical Science	Junior High	8	0.76	20.00
	1A	18	1.70	45.00
	2A	10	0.95	25.00
	3A	1	0.09	2.50
	4A	2	0.19	5.00
	5A	1	0.09	2.50
	Total		40	3.79
Psychology	1A	12	1.14	28.57
	2A	11	1.04	26.19
	3A	6	0.57	14.29
	4A	8	0.76	19.05
	5A	4	0.38	9.52
	6A	1	0.09	2.38
	Total		42	3.98
Self-Contained Classroom	1A	2	0.19	66.67
	2A	1	0.09	33.33
Total		3	0.28	100.00
Social Science	Junior High	14	1.32	8.19
	1A	81	7.67	47.37
	2A	25	2.37	14.62
	3A	19	1.80	11.11
	4A	13	1.22	7.60

TABLE VII (Continued)

Assignment	School Classification	Number Assigned	Percentage of Instructors	
			Total	In Assignment
Social Science (Continued)	5A	11	1.04	6.42
	6A	60	0.77	4.69
Total		171	16.19	100.00
Supervision	Junior High	52	4.92	20.31
	1A	59	5.59	23.05
	2A	29	2.75	11.33
	3A	22	2.08	8.59
	4A	23	2.18	8.98
	5A	11	1.04	4.30
	6A	60	5.68	23.44
Total		256	24.24	100.00

TABLE VIII
 BREAKDOWN OF ASSIGNMENTS TO SECONDARY
 PHYSICAL EDUCATION INSTRUCTORS
 BY AREA, 1978-79

Area	Specific Area Title	Instructors Per Area	Percentage of Instructors Within Area
Administration	Athletic Director	32	91.43
	High School Principal	3	8.57
Total		35	100.00
Art	Art	1	100.00
Biological Science	Anatomy	7	10.61
	Biology	46	69.70
	Genetics	1	1.51
	Microbiology	1	1.51
	Physiology	11	16.67
Total		66	100.00
Commerce- Business	Accounting	2	8.33
	Bookkeeping	5	20.84
	General Business	5	20.84
	Office Practice	2	8.33
	Typing	8	33.33
	Shorthand	2	8.33
Total		24	100.00
Counseling	Secondary Counselor	6	100.00
Driver Education	Driver Education	118	100.00
English- Speech	English	19	76.00
	Literature	1	4.00
	Speech	5	20.00
Total		25	100.00

TABLE VIII (Continued)

Area	Specific Area Title	Instructors Per Area	Percentage of Instructors Within Area
Foreign Language	French	1	33.33
	German	1	33.33
	Latin	1	33.34
Total		3	100.00
Health	First Aid	16	6.64
	Health	221	91.70
	Lifesaving	1	0.41
	Safety	3	1.25
Total		241	100.00
Home Economics	Home Economics	3	75.00
	Family Living	1	25.00
Total		4	100.00
Industrial Arts	Mechanical Drawing	7	35.00
	Metals and Welding	1	5.00
	Woodworking and Shop	12	60.00
Total		20	100.00
Journalism	Photography	1	25.00
	Publications	1	25.00
	Yearbook	2	50.00
Total		4	100.00
Library	Librarian	4	100.00
Mathematics	Advanced Mathematics	2	7.69
	Algebra	7	26.92
	General Mathematics	11	42.31

TABLE VIII (Continued)

Area	Specific Area Title	Instructors Per Area	Percentage of Instructors Within Area
Mathematics (continued)	Geometry	3	11.54
	Junior High Math	3	11.54
Total		26	100.00
Physical Education	Elementary Physical Education	125*	11.84*
	Secondary Physical Education	1056	100.00
Total		1056	100.00
Physical Science	Chemistry	2	5.00
	General/Earth Science	25	62.50
	Junior High Science	12	30.00
	Physics	1	2.50
Total		40	100.00
Psychology	Psychology	42	100.00
Self-Contained Classroom	Classroom	3	100.00
Social Science	American History	53	30.99
	Current Affairs	10	5.85
	Economics	4	2.34
	Geography	6	3.51
	Government	49	28.65
	Junior High Social Science	18	10.53
	Sociology	9	5.26
	World History	22	12.87
Total		171	100.00

TABLE VIII (Continued)

Area	Specific Area Title	Instructors Per Area	Percentage of Instructors Within Area
Supervision	Hall Duty	8	3.33
	In-School Suspension	4	1.55
	Lunch Duty	50	19.53
	Study Hall	193	75.39
Total		256	100.00

*Of total instructors, 125 have elementary physical education assignment in addition to secondary physical education assignment.

TABLE IX

NUMBER OF AREAS ASSIGNED TO SECONDARY PHYSICAL EDUCATION INSTRUCTORS, 1978-1979

Classification of School	Total Instructors	Instructors Assigned Physical Education					Percentage of Instructors Assigned Physical Education				
		Only	Plus 1 Area	Plus 2 Areas	Plus 3 Areas	Plus 4 Areas	Only	Plus 1 Area	Plus 2 Areas	Plus 3 Areas	Plus 4 Areas
Junior High	268	163	84	19	1	1	60.82	31.34	7.09	0.37	0.37
1A	174	5	36	48	52	33	2.87	20.69	27.59	29.88	18.97
2A	112	10	31	41	21	9	8.92	27.68	36.61	18.75	8.04
3A	123	23	49	36	14	1	18.70	39.84	29.27	11.38	0.81
4A	125	46	48	22	7	2	36.80	38.40	17.60	5.60	1.60
5A	84	49	25	6	3	1	58.33	29.76	7.14	3.57	1.19
6A	170	96	60	14	0	0	56.47	35.29	8.24	0.00	0.00
Total	1056	392	333	186	98	47	37.12	31.33	17.61	9.28	4.45

percentage of physical education only instructors was found in the two small classes of high schools--1A (2.87%) and 2A (8.92%). Three hundred thirty-three (31.33%) instructors of physical education had one other assignment along with their physical education assignment. Classes 3A and 4A led in this category with 39.84 percent and 38.40 percent, respectively, of the physical education instructors in these groups assigned one additional area. Physical education instructors at Class 2A schools led in percentage (36.61) of those assigned physical education and two other areas. The total number in Kansas who fit into this category was 186 (17.61%). With 29.88 percent of their instructors having an assignment which included three additional areas besides physical education, Class 1A easily led all classifications. Over the state, only 98 (9.28%) instructors fell into this category. Additionally, Class 1A instructors led in being assigned physical education and four other areas. Of the total 1A instructors, 18.979 percent worked with this assignment. The number of total physical education instructors in this category was minimal--47 (4.45%). When male and female physical education instructors and their assignments were compared, as shown in Tables X and XI, two major differences were seen. Female physical education instructors were assigned exclusively physical education at a much higher frequency than males. Female instructors had 47.94 percent of their number assigned to physical education only, whereas male instructors had 30.84 percent of their total. This trend was consistent for all but two classifications. In the smaller high schools, 1A and 2A, fewer females had this assignment than males. The second major difference existed in the percentage of females (16.24) who had two or more assignments in addition to physical education. In

TABLE X

NUMBER OF AREAS ASSIGNED TO MALE SECONDARY PHYSICAL EDUCATION INSTRUCTORS, 1978-1979

Classification of School	Total Male Instructors	Male Instructors Assigned Physical Education					Percentage of Male Instructors Assigned Physical Education				
		Only	Plus 1 Area	Plus 2 Areas	Plus 3 Areas	Plus 4 Areas	Only	Plus 1 Area	Plus 2 Areas	Plus 3 Areas	Plus 4 Areas
Junior High	143	86	43	12	1	1	60.14	30.07	8.39	0.70	0.70
1A	145	4	26	38	46	31	2.76	17.93	26.21	31.72	21.38
2A	77	7	16	31	14	9	9.09	20.78	40.26	18.18	11.69
3A	77	11	27	29	10	0	14.26	35.06	37.66	12.99	0.00
4A	71	24	23	17	5	2	33.80	32.39	23.94	7.04	2.82
5A	54	26	18	6	3	1	48.15	33.33	11.11	5.56	1.85
6A	101	48	41	12	0	0	47.52	40.59	11.88	0.00	0.00
Total	668	206	194	145	79	44	30.84	29.04	21.71	11.83	6.59

TABLE XI

NUMBER OF AREAS ASSIGNED TO FEMALE SECONDARY PHYSICAL EDUCATION INSTRUCTORS, 1978-1979

Classification of School	Total Female Instructors	Female Instructors Assigned Physical Education					Percentage of Female Instructors Assigned Physical Education				
		Only	Plus 1 Area	Plus 2 Areas	Plus 3 Areas	Plus 4 Areas	Only	Plus 1 Area	Plus 2 Areas	Plus 3 Areas	Plus 4 Areas
Junior High	125	77	41	7	0	0	61.60	32.80	5.60	0.00	0.00
1A	39	1	10	10	6	2	0.44	34.48	34.48	20.69	6.70
2A	35	3	15	10	7	0	8.57	42.86	28.57	20.00	2.17
3A	46	12	22	7	4	1	26.09	47.83	15.22	15.22	0.00
4A	54	22	25	5	2	0	40.74	46.30	9.26	3.70	0.00
5A	30	23	7	0	0	0	76.67	23.33	0.00	0.00	0.00
6A	69	48	19	2	0	0	69.57	27.54	2.90	0.00	0.00
Total	388	186	139	41	19	3	47.94	35.82	10.57	4.90	0.77

contrast, 40.13 percent of the males had these types of assignments.

The Sample Population

For the remainder of the study, a stratified random sample of all Kansas secondary physical education instructors was used to accumulate the data. The sample was stratified by school classification and instructor's sex. Forty percent of each of the male and female instructors in each of the seven classifications was sampled. Table XII summarizes the markings and returns of the questionnaire used in the sampling. Four hundred twenty-two questionnaires were mailed to 39.98 percent of the total population. Of this group, six instructors were found to be no longer teaching for various reasons, giving the investigator a total number of 416 for the sample. As shown in the table, 323 of the 416 (77.64%) were returned immediately. Forty more were returned after the first follow-up by postcard, making the total 363 or 87.26 percent. The final telephone follow-up resulted in 21 more responses. This brought the final total to 384 useable responses of the 416 useable questionnaires mailed. This 92.31 percent response was unusually high for an educational survey. In comparing male to female questionnaire returns, the female instructors had a slightly higher percentage (93.46) of returns than the males (91.63). The responses gave the investigator a total sample that was 36.36 percent of the total population of instructors.

The procedure used for the analysis of the collected data was to tabulate responses by question and submit them for computer analysis. The analysis was by total sample response, by male versus female response, and by classification of school size response.

TABLE XII

RETURNS FROM STRATIFIED RANDOM SAMPLE OF SECONDARY PHYSICAL EDUCATION
INSTRUCTORS IN KANSAS, 1978-79

Classification of School	Questionnaires Mailed			Condition of Questionnaires						Number of Questionnaires Returned											
	Male	Female	Total	Useable			Non-Useable			Initial Mailing			First Follow-up			Second Follow-up			Overall		
				Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Junior High	62	43	105	61	43	104	1	0	1	39	29	68	9	5	14	5	3	8	53	37	90
1A	59	10	69	58	10	68	1	0	1	46	6	52	6	2	8	5	1	6	57	9	66
2A	32	18	50	31	18	49	1	0	1	25	14	39	0	2	2	2	1	3	27	17	44
3A	31	20	51	31	19	50	0	1	1	26	18	44	3	0	3	2	0	2	31	18	49
4A	31	23	54	31	23	54	0	0	0	28	21	49	2	2	4	0	0	0	30	23	53
5A	20	13	33	19	13	32	1	0	1	16	10	26	1	3	4	0	0	0	17	13	30
6A	32	28	60	32	27	59	0	1	1	25	20	45	1	4	5	1	1	2	27	25	52
Total	267	155	422	263	153	416	4	2	6	205	118	323	21	19	40	15	6	21	241	143	384

Percentage of Returns								
After Initial Mailing			After First Follow-up			After Second Follow-up		
Male	Female	Total	Male	Female	Total	Male	Female	Total
63.93	67.44	65.38	78.69	79.07	78.85	86.89	86.05	86.54
79.31	60.00	76.47	89.66	80.00	88.24	98.28	90.00	97.06
80.65	77.78	79.59	80.65	88.89	83.67	87.10	94.44	89.80
83.87	94.74	88.00	93.55	94.74	94.00	100.00	94.74	98.00
90.32	91.30	90.74	96.77	100.00	98.15	96.77	100.00	98.15
84.21	76.92	81.25	89.47	100.00	93.75	89.47	100.00	93.75
78.13	74.07	76.27	81.25	88.89	84.75	84.38	92.59	88.14
77.95	77.12	77.64	85.93	89.54	87.26	91.63	93.46	92.31

The total responses received are summarized in Table XIII. The percentages of male and female responses compared very favorably to the percentages of male and female secondary physical education instructors in the total population. To illustrate, there were 63.26 percent males in the population and the sample responses consisted of 62.76 percent male. Similarly, though not shown by the table, the percentage of male and female responses per school classification was close to the actual population percentage.

TABLE XIII

SEX OF RESPONDENT: QUESTION ONE,
QUESTIONNAIRE RESULTS

	Number of Respondents	Percentage of Total
Male	241	62.76
Female	143	37.24
Total	384	100.00

Question two asked respondents to indicate marital status. The total sample is summarized in Table XIV. Almost 70 percent of the sample respondents were married. A big difference between the male and female respondents is indicated in Table XV. Of the 241 male secondary physical education instructors, 83.82 percent (202) were married; while

only 44.76 percent (64) of the 143 female respondents were married. In Table XVI the responses are arranged according to school classification. As indicated by the data, the greatest percentage of married secondary physical education instructors were located at the 5A classification (76.67%) and 3A classification (75.51%). The highest percentage of single/divorced instructors were located at the 6A classification (40.38%), which was seven percentage points higher than the next highest class.

TABLE XIV

MARITAL STATUS OF RESPONDENT: QUESTION TWO,
QUESTIONNAIRE RESULTS

	Number of Respondents	Percentage of Total
Married	266	69.27
Single/Divorced	118	30.73
Total	384	100.00

TABLE XV

MARITAL STATUS OF RESPONDENTS BY SEX:
QUESTION TWO, QUESTIONNAIRE RESULTS

	Responses		Percentage of Total Respondents by Sex	
	Married	Single/Divorced	Married	Single/Divorced
Male	202	39	83.86	16.18
Female	64	79	44.76	55.24
Total	266	118		

TABLE XVI

MARITAL STATUS OF RESPONDENTS BY SCHOOL
CLASSIFICATION: QUESTION TWO,
QUESTIONNAIRE RESULTS

Classification By School	Respondents			Percentage Within Classification	
	Married	Single/Divorced	Total	Married	Single/Divorced
Junior High	65	25	90	72.22	27.78
1A	44	22	66	66.67	33.33
2A	29	15	44	65.91	24.09
3A	37	12	49	75.51	24.49
4A	37	16	53	69.81	30.19
5A	23	7	30	76.67	23.33
6A	31	21	52	59.62	40.38
Total	266	118	384		

The age of the respondents is summarized in Table XVII. This information was gathered by question three. The mean age of all instructors was 32.80 years. The mode for the sample was 24 years with the youngest at 22 and the oldest at 63. The means, standard deviations, and modes by sex and school classification are summarized in Table XVIII. The smaller high schools (Class 1A, 31.23; 2A, 30.61; 3A, 30.80) had lower age means than the larger school classifications. The junior high (35.04) and 6A (34.77) classifications had the oldest average age of physical education instructors. A 3.23 year difference separated the male (34.01) and female (30.78) instructors' mean ages. The lowest mean age of male instructors was in the 1A classification (31.42), whereas the oldest mean male age was at the junior high classification (36.51). The females had the youngest mean at Class 3A (26.94), while the oldest mean was at the Class 6A (34.92) level.

The responses to question four (years taught by respondents) are found in Table XIX. The range of responses in years taught was from one to 41 years, and the mode for the total sample was three years. The instructors' years taught according to sex and school classification are summarized in Table XX. The total mean of the sample was 9.72 years of experience. Male instructors had a mean of 10.61 while females had a 8.24 mean. The 6A (12.29) and junior high (11.64) classifications had the highest average experience; whereas the 1A (7.44), 2A (7.77) and 3A (7.44) classes had the lowest means. The same trend was previously indicated by Table XVIII for the average years of experience for males and females. The means followed the pattern of the total sample with females ranging from a low of 5.11 years of experience at the 3A classification to a high of 12.36 at the 6A level. The males had a low mean

TABLE XVII
AGE OF RESPONDENT: QUESTION THREE,
QUESTIONNAIRE RESULTS

Age	Respondents			Percentage of All Respondents
	Male	Female	Total	
No Answer	1	0	1	0.26
22	2	9	11	2.87
23	4	15	19	4.95
24	17	11	28	7.29
25	13	13	26	6.77
26	8	10	18	4.69
27	14	5	19	4.95
28	14	12	26	6.77
29	10	5	15	3.91
30	17	4	21	5.47
31	13	9	22	5.73
32	13	8	21	5.47
33	7	2	9	2.34
34	8	2	10	2.60
35	10	5	15	3.91
36	11	3	14	3.65
37	5	4	9	2.34
38	8	3	11	2.87
39	7	1	8	2.08
40	5	4	9	2.34
41	6	2	8	2.08
42	7	0	7	1.82
43	6	2	8	2.08
44	8	0	8	2.08
45	4	1	5	1.30
46	3	0	3	0.78
47	1	1	2	0.52
48	3	0	3	0.78
49	3	7	10	2.60
50	3	1	4	1.04
51	1	2	3	0.78
52	2	1	3	0.78
53	0	1	1	0.26
54	1	0	1	0.26
55	2	0	2	0.52
59	1	0	1	0.26
60	1	0	1	0.26
62	1	0	1	0.26
63	1	0	1	0.26
Total	241	143	384	100.00

TABLE XVIII

MEAN AGE OF RESPONDENTS BY SEX AND SCHOOL CLASSIFICATIONS: QUESTION THREE,
QUESTIONNAIRE RESULTS

Classification of School	Age Mean			Standard Deviation			Mode or Modes	Extremes	
	Male	Female	Total	Male	Female	Total		Youngest	Oldest
Junior High	36.51	32.95	35.04	9.97	8.64	9.56	32	22	63
1A	31.42	30.00	31.23	7.08	9.22	7.34	25	22	50
2A	32.23	28.28	30.61	6.62	6.69	6.86	24 and 28	22	44
3A	33.03	26.94	30.80	8.81	4.17	7.96	32	22	55
4A	36.33	28.43	32.91	8.57	6.29	8.56	31	22	59
5A	34.29	30.08	32.47	6.64	7.73	7.32	31 and 36	22	51
6A	34.63	34.92	34.77	10.23	9.53	9.81	28 and 35	23	54
Total	34.01	30.78	32.80	8.65	8.10	8.58	24	22	63

TABLE XIX
YEARS TAUGHT BY RESPONDENTS: QUESTION FOUR,
QUESTIONNAIRE RESULTS

Years Taught	Respondents			Percentage of All Respondents
	Male	Female	Total	
No Answer	1	0	1	0.26
1	12	25	37	9.64
2	15	13	28	7.29
3	18	11	29	7.55
4	14	10	24	6.25
5	15	9	24	6.25
6	14	7	21	5.47
7	16	5	21	5.47
8	16	5	21	5.47
9	11	9	20	5.21
10	11	7	18	4.69
11	7	4	11	2.87
12	8	3	11	2.87
13	7	3	10	2.60
14	4	3	7	1.82
15	12	8	20	5.21
16	4	6	10	2.60
17	5	1	6	1.56
18	3	1	4	1.04
19	8	2	10	2.60
20	11	0	11	2.87
21	7	9	7	1.82
22	3	2	5	1.30
23	5	1	6	1.56
24	4	0	4	1.04
25	3	1	4	1.04
26	2	2	4	1.04
28	0	2	2	0.52
29	1	1	2	0.52
30	0	1	1	0.26
32	1	1	2	0.52
33	1	0	1	0.26
34	1	0	1	0.26
41	1	0	1	0.26
Total	241	143	384	100.00

TABLE XX

YEARS TAUGHT BY RESPONDENTS BY SEX AND CLASSIFICATION OF SCHOOL: QUESTION FOUR,
QUESTIONNAIRE RESULTS

Classification of School	Mean Years Taught			Standard Deviation			Mode or Modes	Extremes	
	Male	Female	Total	Male	Female	Total		Fewest	Most
Junior High	12.71	10.11	11.64	9.12	8.05	8.75	1 and 3	1	43
1A	7.70	5.78	7.44	6.42	5.91	6.34	1	1	24
2A	9.38	5.44	7.77	6.32	5.82	6.36	3	1	24
3A	8.81	5.11	7.44	6.88	3.82	6.16	4	1	23
4A	13.27	6.26	10.23	7.67	4.77	7.40	7	1	32
5A	11.59	8.38	10.20	6.52	7.67	7.10	2, 7, 15	1	29
6A	12.22	12.36	12.29	7.21	8.98	8.03	6 and 15	1	30
Total	10.61	8.24	9.72	7.62	7.31	7.59	1	1	43

of 7.70 at Class 1A and a high mean of 12.71 at the junior high classification.

The respondents' years at their present position are summarized in Table XXI. The majority of the respondents had been located at their present positions for less than ten years. Three hundred nine (80.45%) of the respondents were in this category. One hundred thirty-eight (35.90%) of the respondents had been employed at their present position for one or two years. The total sample had a mean of 6.36 years, with very little difference between the averages of male (6.49 years) and female (6.14 years). As with total years of experience, classifications 6A and junior high had the highest means of years at the present position. The junior high classification had a mean of 8.73 years, and Class 6A had a mean of 7.31 years. The shortest average tenure was in the small high schools of Class 1A (4.35 years). The maximums and minimums of length of service in present position, means, and standard deviations according to the criteria of school classification and instructor's sex are summarized by Table XXII.

Respondents were asked in question six to indicate if they attended high school in the same state, county, district, or city at which they were teaching. The responses are indicated in Table XXIII. The total sample response indicated that 77.60 percent of the respondents had attended Kansas high schools; the males had a slightly higher percentage (79.67) than the females (74.13). Only 22.14 percent of the respondents were teaching in their home county. The percentage dropped to 13.28 percent when the respondents' home unified district was involved and lowered further to 12.50 percent when their home city was considered. A total of 8.59 percent of the secondary instructors were teaching where

TABLE XXI
 YEARS AT PRESENT POSITION BY RESPONDENTS:
 QUESTION FIVE, QUESTIONNAIRE RESULTS

Years in Present Position	Respondents			Percentage of All Respondents
	Male	Female	Total	
No Answer	1	1	2	0.52
1	51	40	91	23.68
2	30	17	47	12.24
3	17	16	33	8.59
4	20	9	29	7.55
5	23	6	29	7.55
6	10	8	18	4.69
7	10	6	16	4.17
8	9	3	12	3.13
9	6	4	10	2.60
10	14	10	24	6.25
11	6	5	11	2.86
12	8	2	10	2.60
13	4	4	8	2.08
14	4	2	6	1.56
15	8	1	9	2.34
16	5	0	5	1.35
17	2	1	3	0.78
18	0	2	2	0.52
19	2	1	3	0.78
20	2	1	3	0.78
21	3	1	4	1.04
22	2	1	3	0.78
24	1	0	1	0.26
29	1	1	2	0.52
32	0	1	1	0.26
33	1	0	1	0.26
36	1	0	1	0.26
Total	241	143	384	100.00

TABLE XXII

YEARS IN PRESENT POSITION BY SEX AND CLASSIFICATION OF SCHOOLS: QUESTION FIVE,
QUESTIONNAIRE RESULTS

Classification of School	Mean Years in Present Position			Standard Deviation			Mode or Modes	Extremes	
	Male	Female	Total	Male	Female	Total		Fewest	Most
Junior High	8.49	10.11	8.73	8.01	8.05	10.00	1	1	36
1A	4.73	3.00	4.50	4.45	3.53	4.35	1	1	17
2A	5.12	3.44	4.43	4.89	4.57	4.78	1	1	19
3A	5.00	3.83	4.57	5.13	2.98	4.46	1	1	22
4A	7.97	4.83	6.60	6.86	3.74	5.88	1	1	24
5A	7.18	6.77	7.00	5.33	8.01	5.50	1	1	29
6A	7.22	7.40	7.31	5.37	6.05	5.64	1 and 2	1	21
Total	6.49	6.14	6.36	6.12	7.88	6.82	1	1	36

TABLE XXIII

RESPONDENTS' ANSWERS CONCERNING QUESTIONS APPLICABLE
TO THEIR PRESENT POSITION: QUESTION SIX,
QUESTIONNAIRE RESULTS

Question	Responses						Percentage Answering		
	Yes			No			Yes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. Are you teaching in the same state in which you attended high school?	192	106	298	49	37	86	79.67	74.13	77.60
2. Are you teaching in the same county in which you attended high school?	57	28	85	184	115	299	23.65	19.58	22.14
3. Are you teaching in the same unified district in which you attended high school?	37	14	51	204	129	333	15.35	9.79	13.28
4. Are you teaching in the same city in which you attended high school?	34	14	48	207	129	336	14.11	9.79	12.50
5. Are you teaching in the same high school which you attended?	25	8	33	216	135	351	10.37	5.59	8.59

they had attended high school. A much higher percentage of men (10.37) than women (5.59) returned to their home high school to teach.

The sample group responses to question seven, "What degrees do you hold?" are summarized in Tables XXIV and XXV. One hundred five of the respondents (27.34%) indicated that they had an associate degree from a junior college; males (30.29%) were slightly higher than females (22.38%). The greatest number of associate degree holding instructors was at the 1A (36.36%) and 3A (36.73%) classifications. As shown in Table XXVI, Hutchinson Community Junior College had produced the greatest percentage (12.38) of instructors holding the associate degree. Nineteen of the twenty-four junior or community colleges were represented in the sample. The Bachelor of Science degree was held by 77.08 percent of the respondents and the Bachelor of Arts by 22.14 percent of the respondents. The percentage of males (25.73) having received the BA degree was higher than females (16.08), but a larger percentage of females (81.82) received the BS than did the males (74.27). The highest percentage of Bachelor of Arts holders was in the 6A classification (32.69). The instructors holding Bachelor of Arts degrees according to college where degree was attained are indicated in Table XXVII. Sixteen different colleges and universities had granted Bachelor of Arts degrees to the sample respondents. Of these, Wichita State University and Bethany College led in number of BA graduates. Wichita State University had 20 percent and Bethany 12.94 percent. Out-of-state institutions had granted 17.65 percent of the Bachelor of Arts degrees. Table XXVIII lists the Bachelor of Science degree granting institutions that had awarded degrees to the respondents. Out-of-state institutions graduated 17.57 percent of these respondents who held the Bachelor of Science

TABLE XXIV

DEGREES HELD BY RESPONDENTS: QUESTION SEVEN, QUESTIONNAIRE RESULTS

Degree Held	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
Associate	73	32	105	30.29	22.38	27.34
Bachelor of Arts	62	23	85	25.73	16.08	22.14
Bachelor of Science	179	117	296	74.27	81.82	77.08
Master of Arts	12	5	17	4.98	3.50	4.43
Master of Science	86	34	120	35.68	23.78	31.25
Doctorate	0	0	0	0.00	0.00	0.00

TABLE XXV

DEGREES HELD BY RESPONDENTS BY CLASSIFICATION OF SCHOOLS: QUESTION SEVEN,
QUESTIONNAIRE RESULTS

Classification of School	Type of Degree					Percentage Within Class				
	Associate	B.A.	B.S.	M.A.	M.S.	Associate	B.A.	B.S.	M.A.	M.S.
Junior High	17	16	76	4	33	18.88	20.00	84.44	4.44	36.67
1A	24	17	48	1	11	36.36	25.76	72.72	1.52	16.67
2A	12	14	30	1	9	27.27	31.82	68.18	2.27	20.45
3A	18	9	38	1	12	36.73	18.38	77.55	2.04	24.49
4A	16	11	41	3	17	30.19	20.75	77.36	5.06	32.08
5A	5	1	29	0	15	16.67	3.33	96.67	0.00	50.00
6A	13	17	34	7	23	25.00	32.69	65.38	13.46	44.23
Total	105	85	296	17	120					

TABLE XXVI

ASSOCIATE DEGREES HELD BY RESPONDENTS FROM
VARIOUS INSTITUTIONS: QUESTION SEVEN,
QUESTIONNAIRE RESULTS

Institution	Classification of School							Total	Percentage of Total Associate Degrees
	Junior High	1A	2A	3A	4A	5A	6A		
Allen County Community College	0	0	0	0	0	0	0	0	0.00
Barton County Community College	1	0	1	0	0	0	0	2	1.90
Butler County Community College	1	0	0	1	3	0	1	6	5.71
Central Junior College	0	0	0	0	0	0	0	0	0.00
Cloud County Community College	0	1	0	0	0	1	0	2	1.90
Coffeyville Community Junior College	0	1	0	1	0	1	0	3	2.86
Colby Community College	2	3	0	2	0	1	0	8	7.62
Cowley County Community College	0	2	0	0	0	1	2	5	4.76
Dodge City Community College	2	2	1	1	1	0	1	8	7.62
Fort Scott Community College	1	0	0	2	0	1	0	4	3.81
Friends Bible College	0	0	0	0	0	0	0	0	0.00
Garden City Community College	0	2	3	1	0	0	0	6	5.71
Haskell Indian Junior College	0	0	0	0	0	0	0	0	0.00
Hesston College	0	0	0	0	0	0	0	0	0.00
Highland Junior College	1	2	2	1	1	0	0	7	6.67
Hutchinson Community College	5	1	0	0	4	0	3	13	12.38
Independence Community Junior College	1	1	1	1	1	0	2	7	6.67
Johnson County Community College	1	1	0	0	0	0	1	3	2.86
Kansas City, Kansas, Community College	2	0	0	0	0	0	2	4	3.81
Labette Community Junior College	0	2	0	0	1	0	0	3	2.86
Neosho County	0	2	1	1	1	0	0	5	4.76
Pratt Community College	0	2	0	2	1	0	1	6	5.71
Seward County Community College	0	1	0	0	0	0	0	1	0.95
St. John College	0	0	0	1	0	0	0	1	0.95
Out of State	0	1	3	5	2	0	0	11	10.48
Totals	17	24	12	18	16	5	13	105	100.00

TABLE XXVII

BACHELOR OF ARTS DEGREES HELD BY RESPONDENTS
FROM VARIOUS INSTITUTIONS: QUESTION
SEVEN, QUESTIONNAIRE RESULTS

Institution	Classification of School							Total	Percentage of Total B.A.
	Junior High	1A	2A	3A	4A	5A	6A		
Baker University	0	0	0	1	0	0	0	1	1.18
Benedictine College	0	0	0	0	0	0	0	0	0.00
Bethany College	3	2	2	2	2	0	0	11	12.94
Bethel College	0	1	0	0	0	0	0	1	1.18
Emporia State University	0	0	0	0	0	0	0	0	0.00
Fort Hays State University	1	0	0	0	0	0	0	1	1.18
College of Emporia	0	1	0	0	0	0	2	3	3.53
Friends University	0	0	0	0	0	0	0	0	0.00
Kansas Newman College	0	0	0	0	0	0	0	0	0.00
Kansas State University	1	0	0	0	0	0	0	1	1.18
Kansas University	0	0	0	0	0	0	1	1	1.18
Kansas Wesleyan University	0	3	2	1	1	1	0	8	9.41
Marymount College	0	0	0	0	0	0	0	0	0.00
McPherson College	0	0	0	2	1	0	0	3	3.53
Mid-America Nazarene College	0	0	0	0	0	0	0	0	0.00
Ottawa University	1	1	1	0	0	0	1	4	4.71
Pittsburg State University	0	0	0	0	0	0	0	0	0.00
St. Mary of the Plains College	0	0	1	0	0	0	0	1	1.18
Southwestern College	0	0	1	0	1	0	0	2	2.35
Sterling College	0	3	3	0	0	0	0	6	7.06
Tabor College	0	2	0	1	0	0	0	3	3.53
Washburn University	3	0	0	0	0	0	4	7	8.24
Wichita State University	3	1	2	1	1	0	9	17	20.00
Out of State	4	3	2	1	5	0	0	15	17.65
Totals	16	17	14	9	11	1	17	85	100.00

TABLE XXVIII

BACHELOR OF SCIENCE DEGREES HELD BY RESPONDENTS
FROM VARIOUS INSTITUTIONS: QUESTION
SEVEN, QUESTIONNAIRE RESULTS

Institution	Classification of School							Total	Percentage of Total B.S.
	Junior High	1A	2A	3A	4A	5A	6A		
Baker University	1	1	0	1	1	0	0	4	1.35
Benedictine College	1	0	0	0	0	0	1	2	0.68
Bethany College	0	0	0	0	0	0	0	0	0.00
Bethel College	0	1	0	1	1	0	1	4	1.35
Emporia State University	8	9	4	6	10	2	8	47	15.88
Fort Hays State University	5	16	8	5	5	2	0	41	13.85
College of Emporia	0	0	0	0	1	0	0	1	0.34
Friends University	1	1	0	0	0	1	1	4	1.35
Kansas Newman College	1	0	0	0	0	0	0	1	0.34
Kansas State University	10	5	6	7	9	4	6	47	15.88
Kansas University	10	5	2	1	1	1	5	25	8.44
Kansas Wesleyan University	1	0	0	0	1	0	1	3	1.01
Marymount College	0	0	0	1	0	0	0	1	0.34
McPherson College	1	0	0	0	1	0	0	2	0.68
Mid-America Nazarene College	0	0	0	0	0	0	0	0	0.00
Ottawa University	1	0	0	0	0	0	0	1	0.34
Pittsburg State University	13	5	4	6	2	9	2	41	13.85
St. Mary of the Plains College	1	0	0	0	0	0	0	1	0.34
Southwestern College	0	1	1	1	0	0	0	3	1.01
Sterling College	0	0	0	0	0	2	0	2	0.68
Tabor College	0	0	0	0	0	0	0	0	0.00
Washburn University	1	0	0	1	1	3	1	7	2.36
Wichita State University	4	1	0	0	1	0	1	7	2.36
Out of State	17	3	5	8	6	6	7	52	17.57
Totals	76	48	30	38	41	29	34	296	100.00

degree. Twenty Kansas colleges and universities were included on this list. Emporia State University (15.88%) and Kansas State University (15.88%) had produced the highest percentage of instructors. Fort Hays State University and Pittsburg State University were close behind with 13.85 percent. Of the respondents, 35.68 percent held either the Master of Arts or Master of Science degree. The Master of Science was predominant (31.25%) over the Master of Arts (4.43%). The male instructors had a higher percentage (40.66) of master's degrees than the females (27.28%). When instructors having master's degrees were analyzed by school classification, a much higher percentage of instructors were located at the large high school classes, 5A (50.00%) and 6A (57.69%). Class 1A had the lowest percentage (18.19). Additionally in Tables XXIX and XXX are presented the institutions that had granted the master's degree to the responding instructors. The highest percentage of Master of Arts degrees were awarded by out-of-state institutions (52.95%), while Pittsburg State University (22.70%) led other in-state institutions in awarding the Master of Science degrees.

The undergraduate degree major was the focus of question eight. As indicated in Table XXXI, physical education was the most often attained major by the respondents. Of the sample, 91.67 percent were undergraduate physical education majors. The percentage of females with the undergraduate physical education degree was slightly higher (94.41%) than the male (90.04%). The second most popular major degree for the total sample was health (8.85%). However, for females, health (15.38%) was far ahead of the third most popular degree--elementary education (4.20%)--while for males the second most popular major area was social science (7.88%). Health (4.98%) and biology (4.98%) were tied for third

TABLE XXIX

MASTER OF ARTS DEGREES HELD BY RESPONDENTS FROM VARIOUS INSTITUTIONS:
QUESTION SEVEN, QUESTIONNAIRE RESULTS

Institution	Classification of School							Total	Percentage of Total M.A.
	Junior High	1A	2A	3A	4A	5A	6A		
Emporia State University	0	0	0	0	1	0	1	2	11.76
Fort Hays State University	0	0	0	0	0	0	0	0	0.00
Kansas State University	0	0	0	0	0	0	0	0	0.00
Kansas University	0	0	0	0	0	0	0	0	0.00
Pittsburg State University	0	0	0	0	0	0	0	0	0.00
Wichita State University	2	0	1	0	0	0	3	6	35.29
Out of State	2	1	0	1	2	0	3	9	52.95
Totals	4	1	1	1	3	0	7	17	100.00

TABLE XXX

MASTER OF SCIENCE DEGREES HELD BY RESPONDENTS FROM VARIOUS INSTITUTIONS:
QUESTION SEVEN, QUESTIONNAIRE RESULTS

Institution	Classification of School							Total	Percentage of Total M.S.
	Junior High	1A	2A	3A	4A	5A	6A		
Emporia State University	6	1	0	3	2	1	9	22	18.33
Fort Hays State University	0	5	1	3	3	1	0	13	10.83
Kansas State University	3	0	2	0	3	2	3	13	10.83
Kansas University	5	0	1	0	2	1	7	16	13.33
Pittsburg State University	8	2	4	3	3	7	0	27	22.50
Wichita State University	3	1	0	0	2	1	2	9	7.50
Out of State	8	2	1	3	2	2	2	20	16.68
Totals	33	11	9	12	17	15	23	120	100.00

TABLE XXXI
 UNDERGRADUATE DEGREE MAJORS OF RESPONDENTS:
 QUESTION EIGHT, QUESTIONNAIRE
 RESULTS

Undergraduate Major	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
Art	0	2	2	0.00	1.40	0.52
Biology	12	2	14	4.98	1.40	3.65
Commerce/Business	2	2	4	0.83	1.40	1.04
Education	1	0	1	0.41	0.00	0.26
Elementary Education	0	6	6	0.00	4.20	1.56
English	1	2	3	0.41	1.40	0.78
Health	12	22	34	4.98	15.38	8.85
History	7	0	7	2.90	0.00	1.82
Home Economics	0	2	2	0.00	1.40	0.52
Industrial Arts	7	0	7	2.90	0.00	1.82
Journalism	1	0	1	0.41	0.00	0.26
Mathematics	4	0	4	1.66	0.00	1.04
Physical Education	217	135	352	90.04	94.41	91.67
Psychology	2	1	3	0.83	0.70	0.78
Recreation	0	1	1	0.00	0.70	0.26
Social Science	19	3	22	7.88	2.10	5.72
Social Work	1	0	1	0.41	0.00	0.26
Sociology	3	1	4	1.24	0.70	1.04
Spanish	1	1	2	0.41	0.70	0.52
Totals	290	180	470			

in degree attained. The number of respondents with more than one major degree in their undergraduate work is illustrated by Table XXXII. Of the total respondents, 22.67 percent had more than one major with the females having a higher percentage (25.87) than the males (20.33). The mean was 1.23 majors per instructor as shown in Table XXXIII. The number of respondents who had a major in physical education at the undergraduate level and who were teaching physical education (91.67%) are summarized in Table XXXIV. The highest percentage of these instructors who were physical education majors were at the junior high (94.44%) and 4A classifications (94.34). But at the lowest percentage (Class 1A), there were still 89.39 percent of the instructors with physical education undergraduate majors.

TABLE XXXII

RESPONDENTS WITH MORE THAN ONE UNDERGRADUATE
MAJOR: QUESTION EIGHT, QUESTIONNAIRE
RESULTS

	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
With One Major Only	192	106	297	79.67	74.13	77.34
More Than One Major	49	37	87	20.33	25.87	22.67
Total	241	143	384	100.00	100.00	100.00

TABLE XXXIII

MEAN UNDERGRADUATE MAJORS BY RESPONDENTS:
QUESTION EIGHT, QUESTIONNAIRE
RESULTS

	Responses	Mean
Male	290	1.20
Female	180	1.26
Total	470	1.23

TABLE XXXIV

NUMBER OF RESPONDENTS WITH A PHYSICAL EDUCATION
UNDERGRADUATE MAJOR TEACHING PHYSICAL
EDUCATION BY SCHOOL CLASSIFICATION:
QUESTION EIGHT, QUESTIONNAIRE
RESULTS

Classification By School	Total Teaching Physical Education	Instructors With Physical Education Major	
		Number	Percent
Junior High	90	85	94.44
1A	66	59	89.39
2A	44	40	90.90
3A	49	44	89.80
4A	53	50	94.34
5A	30	27	90.00
6A	52	47	90.38
Totals	384	352	91.67

In question nine, the respondents listed their undergraduate minor areas and teaching field certifications. As indicated in Table XXXV, the mean was 1.68 per instructor, with men (1.91) having a higher mean than the women (1.29). Table XXXVI is a summary of the 24 minor areas listed by respondents. Biological science and driver education led the minor/teaching field responses. A total of 28.65 percent listed biological science and 27.86 percent indicated driver education. Health and psychology were next in line with 24.74 and 23.18 percents, respectively. Of the total respondents, 12.24 percent indicated not having a minor/teaching field. Of the male respondents, 41.08 percent listed driver education as their foremost minor/teaching field, while the women (32.17%) indicated biological science as the most frequent area. Next in order, the males listed biological science (26.56), psychology (26.14), and health (23.24). The females differed in that health was second (27.27%), no minor area (20.28%) was third, and psychology was fourth (18.18%). The minor/teaching field varied little within the various classifications of schools. Table XXXVII shows a tabulation of the three most frequent responses given by instructors within each school classification.

In question ten the instructors were asked to list their graduate degree major areas; Table XXXVIII indicates a summary of the responses. Physical education was the major area of most graduate degrees (75.18%), while administration was a distant second (13.87%). The only major difference between male and female respondents was that the percentage of males (17.35) with an administration graduate major was much higher than females (5.13). Most of the respondents (87.59%) indicated they had only one major area in their graduate degree work. Table XXXIX

TABLE XXXV
MEAN UNDERGRADUATE MINORS AND TEACHING FIELDS
BY RESPONDENTS: QUESTION NINE,
QUESTIONNAIRE RESULTS

	Responses Minus No Area Responses	Mean
Male	479 - 18 = 461	1.91
Female	213 - 29 = 184	1.29
Total	692 - 47 = 645	1.68

TABLE XXXVI
 UNDERGRADUATE MINORS AND TEACHING FIELDS OF
 RESPONDENTS: QUESTION NINE,
 QUESTIONNAIRE RESULTS

Undergraduate Minor/ Teaching Field	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
Art	0	2	2	0.00	1.40	0.52
Biological Science	64	46	110	26.56	32.17	28.65
Commerce/Business	5	3	8	2.07	2.10	2.08
Driver Education	99	8	107	41.08	5.59	27.86
Elementary Education	0	1	1	0.00	0.70	0.26
English/Language Arts	16	19	35	6.64	11.19	9.11
Economics	6	0	6	2.49	0.00	1.56
Foreign Language	2	1	3	0.83	0.70	0.78
Geography	8	0	8	3.32	0.00	2.08
Geology	1	0	1	0.41	0.00	0.26
Health	56	39	95	23.24	27.27	24.74
History	33	6	39	13.69	4.20	10.16
Home Economics	0	3	3	0.00	2.10	0.78
Industrial Arts	9	0	9	3.73	0.00	2.34
Journalism	0	2	2	0.00	1.40	0.52
Mathematics	12	3	15	4.98	2.10	3.91
Music	0	1	1	0.00	0.70	0.26
None	18	29	47	7.47	20.28	12.24
Physical Education	10	3	13	4.15	2.10	3.36
Political Science	11	1	12	4.56	0.70	3.13
Psychology	63	26	89	26.14	18.18	23.18
Social Science	47	13	60	19.50	9.09	15.63
Sociology	17	3	20	7.05	2.10	5.21
Speech	1	4	5	0.41	2.80	1.30
Theology	1	0	1	0.41	0.00	0.26
Totals	479	213	693			

TABLE XXXVII

MOST FREQUENT UNDERGRADUATE MINORS AND TEACHING FIELDS OF RESPONDENTS BY SCHOOL
 CLASSIFICATION: QUESTION NINE, QUESTIONNAIRE RESULTS

Classification By School	Most Frequent Minor or Field	Percent- age of Class	Second Most Frequent Minor or Field	Percent- age of Class	Third Most Frequent Minor or Field	Percent- age of Class
Junior High	Biological Science	30.00	Psychology	22.22	Social Science	16.67
1A	Driver Education	37.88	Biological Science	25.76	Psychology	24.24
2A	Driver Education	38.64	Health	22.73	Psychology) Biological Science)	20.45
3A	Biological Science) Driver Education)	34.69			Health	22.45
4A	Driver Education	33.96	Health	32.08	Biological Science	28.30
5A	Biological Science) Driver Education)	26.67			Health) Psychology)	23.30
6A	Biological Science	32.69	Psychology	30.77	Social Science	25.00

TABLE XXXVIII

GRADUATE DEGREE MAJORS OF RESPONDENTS: QUESTION
TEN, QUESTIONNAIRE RESULTS

Graduate Major	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
Administration	17	2	19	17.35	5.13	13.87
Commerce/Business	0	1	1	0.00	2.56	0.73
Counseling	8	3	11	8.16	7.69	7.69
Education	9	3	12	9.18	7.69	8.75
Geography	1	0	1	1.02	0.00	0.73
Health	2	2	4	2.04	5.13	2.92
History	2	0	2	2.04	0.00	1.46
Mathematics	1	0	1	1.02	0.00	0.73
Physical Education	72	31	103	73.46	79.49	75.18
Totals	112	42	154			

TABLE XXXIX

RESPONDENTS WITH MORE THAN ONE GRADUATE MAJOR:
QUESTION TEN, QUESTIONNAIRE RESULTS

	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
With One Major Only	84	36	120	85.71	92.31	87.59
More Than One Major	14	3	17	14.92	7.69	12.41
Totals	98	39	137	100.00	100.00	100.00

summarizes the responses.

In Table XL is listed a tabulation of the responses to question eleven--the teaching level certification. The instructors were almost equally divided between kindergarten through twelfth certification (47.92%) and seventh through twelfth certification (51.30%). A higher percentage of females (58.74) obtained the K-12 certification than did males (41.49). Inversely, a higher percentage of male instructors (58.10) obtained 7-12 certification than did female instructors (39.86).

TABLE XL

TEACHING LEVEL CERTIFICATION BY RESPONDENTS:
QUESTION ELEVEN, QUESTIONNAIRE RESULTS

Certification Level	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
K-12	100	84	184	41.49	58.74	47.92
K-8	1	2	3	0.41	1.40	0.78
7-12	140	57	197	58.10	39.86	51.30
Total	241	143	384	100.00	100.00	100.00

Question twelve focused on the number of physical education classes taught during the semester the survey was conducted, and the results are summarized in Tables XLI and XLII. Respondents taught a range of one to twelve classes of physical education for a semester. Since most school

TABLE XLI

NUMBER OF CLASSES OF PHYSICAL EDUCATION TAUGHT
BY RESPONDENTS DURING PRESENT SEMESTER:
QUESTION TWELVE, QUESTIONNAIRE
RESULTS

Number of Classes Taught	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
1	34	10	44	14.11	6.99	11.46
2	55	21	76	22.82	14.69	19.79
3	33	13	46	13.69	9.08	11.98
4	36	24	60	14.94	16.78	15.62
5	57	50	107	23.65	34.97	27.86
6	20	18	38	8.31	12.59	9.91
7	1	1	2	0.41	0.70	0.52
8	0	3	3	0.00	2.10	0.78
9	1	1	2	0.41	0.70	0.52
10	3	1	4	1.25	0.70	1.04
12	1	1	2	0.41	0.70	0.52
Totals	241	143	384	100.00	100.00	100.00

TABLE XLII

MEAN AND MODE NUMBERS OF PHYSICAL EDUCATION
CLASSES TAUGHT DURING PRESENT SEMESTER BY
RESPONDENTS BY SCHOOL CLASSIFICATION
AND SEX: QUESTION TWELVE,
QUESTIONNAIRE RESULTS

Classification	Number of Classes Taught		Percentage of Respondents
	Mean	Mode/Modes	
<u>By School:</u>			
Junior High	4.13	5	32.22
1A	2.05	2	45.45
2A	2.37	2	34.09
3A	3.18	2 and 3	48.98
4A	3.68	5	30.19
5A	4.20	5	60.00
6A	4.44	5	61.54
<u>By Sex:</u>			
Male	3.39	5	23.65
Female	4.17	5	34.97
Total	3.59	5	27.86

schedules were divided into six class hours a day, the replies indicating more than six classes came exclusively from junior high instructors where classes were taught on an alternate day basis. The mean of classes taught was 3.59 for the total group, 3.89 for male instructors, and 4.17 for the female instructors. The number of physical education classes taught increased with school classification size. The mode for the junior high, 4A, 5A, and 6A schools was five classes each semester, while the smaller school classifications (Class 1A and 2A) had a mode of two and Class 3A was bimodal (two and three). In the two large school classifications (5A and 6A), more than 60 percent of the instructors were in the mode.

Table XLVIII is an analysis of the total enrollment of students in the respondents' physical education classes. The mean enrollment for all instructors was 95.76 students per semester, with the female instructors having a higher mean (105.15) than males (87.80). The total enrollment varied from four students in a Class 1A school to 370 in a junior high school. Instructors at the junior high level had the highest mean of any classification (166.13 students). The 1A classification had the lowest mean with 32.05 pupils a semester.

Closely related to total enrollment was the next question concerning the largest class taught by the respondents each semester. The enrollment was grouped into five categories as shown in Table XLIV. The mode of the largest classes was in the category of 31 to 40 students, with little difference between male and female instructors. In Table XLV the largest class mode is divided by school classification. Continuing earlier class size trends, the larger the secondary school the larger the category where the mode was located.

TABLE XLIII

TOTAL ENROLLMENT IN PHYSICAL EDUCATION CLASSES BY RESPONDENTS BY SCHOOL CLASSIFICATION
AND SEX: QUESTION THIRTEEN, QUESTIONNAIRE RESULTS

Classification By School	Mean			Standard Deviation			Extremes	
	Male	Female	Total	Male	Female	Total	Smallest	Largest
Junior High	161.94	172.14	166.13	61.92	81.23	70.25	33	370
1A	33.81	20.89	32.05	24.18	9.31	23.12	4	130
2A	43.73	45.44	44.43	23.81	34.08	28.10	12	150
3A	63.97	70.78	66.47	33.17	35.28	33.75	16	140
4A	82.13	88.30	84.81	46.14	35.51	41.60	20	205
5A	100.12	116.38	107.17	30.53	33.12	32.18	44	175
6A	124.63	136.64	130.40	47.80	56.16	52.13	58	300
Total	87.80	105.15	95.76	63.94	72.35	67.80	4	370

TABLE XLIV
 LARGEST CLASS OF PHYSICAL EDUCATION TAUGHT BY
 RESPONDENTS: QUESTION FOURTEEN,
 QUESTIONNAIRE RESULTS

Size of Class By Grouping	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
1-10	12	1	13	4.98	0.70	3.39
11-20	51	22	73	21.16	15.38	19.01
21-30	67	44	111	27.80	37.76	28.91
31-40	80	58	138	33.20	40.56	35.94
41-50	26	12	38	10.79	8.39	9.90
51 Plus	5	6	11	2.07	4.21	2.85
Total	241	143	384	100.00	100.00	100.00

TABLE XLV
 MODES OF LARGEST CLASS OF PHYSICAL EDUCATION
 TAUGHT BY RESPONDENTS BY SCHOOL
 CLASSIFICATION: QUESTION
 FOURTEEN, QUESTIONNAIRE
 RESULTS

Classification By School	Class Grouping Where Mode Is Located	Percentage of Respondents Within Classification Located at Mode
Junior High	31-40	57.78
1A	11-20	56.06
2A	21-30	47.73
3A	21-30	34.69
4A	21-30	52.83
5A	31-40	50.00
6A	31-40	71.15
Total	31-40	35.94

Question fifteen examined the coaching responsibility, coaching level, and sport of the physical education instructor. As summarized in Tables XLVI and XLVII, very few secondary physical education instructors are not assigned coaching duties. Of the total sample, 5.99 percent did not have coaching responsibility. The female instructors had a higher percentage (9.09) than males (4.15). The average of those instructors who had coaching responsibilities was 1.78 head positions and 0.75 assistant positions, with a very small difference between male and female averages. When these assignments were examined by school classification as shown in Table XLVIII, the smaller school classifications led in coaching assignments for each instructor (2.70 head assignments and 0.74 assistant assignments). When the school classification was larger, the average number of coaching assignments was lower. At the Class 6A classification, instructors averaged 1.13 head assignments and 0.83 assistant assignments.

TABLE XLVI

COACHING ASSIGNMENTS REPORTED BY RESPONDENTS AS
TO HEAD OR ASSISTANT POSITIONS: QUESTION
FIFTEEN, QUESTIONNAIRE RESULTS

Type of Assignment	Positions			Average Assignment Per Respondent		
	Male	Female	Total	Male	Female	Total
Head Positions	415	223	638	1.80	1.72	1.78
Assistant Positions	188	82	270	0.81	0.57	0.75

TABLE XLVII
 RESPONDENTS REPORTING NO COACHING ASSIGNMENTS BY
 SCHOOL CLASSIFICATION AND SEX: QUESTION
 FIFTEEN, QUESTIONNAIRE RESULTS

Classification of School	Respondents With No Coaching Assignments			Total Percentage of All Respondents
	Male	Female	Total	
Junior High	5	5	10	11.11
1A	0	0	0	0.00
2A	1	1	2	4.55
3A	0	0	0	0.00
4A	2	2	4	7.55
5A	1	1	2	6.67
6A	1	4	5	9.62
Total	10	13	23	5.99

TABLE XLVIII

COACHING ASSIGNMENTS REPORTED BY RESPONDENTS BY SCHOOL CLASSIFICATION
AND HEAD OR ASSISTANT POSITION: QUESTION FIFTEEN,
QUESTIONNAIRE RESULTS

Classification By School	Number of Respondents	Coaching Assignments		Assignments Per Respondent	
		Head	Assistant	Head	Assistant
Junior High	80	118	54	1.48	0.68
1A	66	178	49	2.70	0.74
2A	42	86	40	2.05	0.95
3A	49	84	37	1.71	0.76
4A	49	80	34	1.63	0.69
5A	28	39	17	1.39	0.61
6A	47	53	39	1.13	0.83
Total	361	638	270	1.78	0.75

The specific coaching assignments reported by the respondents are tabulated in Table XLIX. Boys' sport assignments accounted for 54.07 percent of the total coaching assignments. The top five sports involving the greatest number of coaching assignments for secondary physical education instructors were boys' football (18.50%), girls' track and field (14.87%), girls' basketball (13.11%), boys' track and field (12.89%), and boys' basketball (12.78%). Of the male instructors, 72.73 percent were involved in coaching football. Following football were boys' track and field (50.65%) and boys' basketball (49.35%). Ranking fourth and fifth was the coaching of two girls' sports by the male instructors--track and field (20.35%) and basketball (19.91%). The highest percentages of females were involved with girls' volleyball (71.54) and girls' track and field (67.69). Basketball (56.15%) was the only other sport which involved more than 50 percent of the female instructors. When these assignments were analyzed by school classification, boys' football coaching assignments led in all but Class 4A.

The top three sports assigned in each classification are summarized in Table L. The small high school classification had a large 78.79 percent of physical education instructors involved in coaching football, the highest percentage among all classifications. Of the leading percentages, the lowest was in the 6A classification where boys' football led as the sport most frequently assigned with 23.40 percent of the instructors involved. Coaching assignments according to level of assignment (junior high--senior high) are reported in Table LI. Predictably, the highest average of junior high coaching assignments (1.99 for each respondent) was at the junior high classification. This average for each respondent declined sharply as the size of high school rose. At

TABLE XLIX

SPECIFIC COACHING ASSIGNMENTS REPORTED BY RESPONDENTS:
QUESTION FIFTEEN, QUESTIONNAIRE RESULTS

Coaching Assignment	Percent of All Coaching Assignments	Total Assigned	Type of Assignment				Percentage of Respondents Involved in Coaching		
			Head		Assistant		Male	Female	Total
			Male	Female	Male	Female			
Boys Sports:									
Football	18.50	168	99	0	69	0	72.73	0.00	46.54
Cross Country	2.20	20	18	0	2	0	8.67	0.00	5.54
Basketball	12.78	116	70	1	44	1	49.35	1.54	32.13
Swimming	0.33	3	3	0	0	0	1.30	0.00	0.83
Wrestling	3.19	29	23	0	6	0	12.55	0.00	8.03
Gymnastics	0.33	3	3	0	0	0	1.30	0.00	0.83
Tennis	0.88	8	6	1	1	0	3.46	0.77	2.21
Track and Field	12.89	124	80	0	37	7	50.65	5.38	34.35
Golf	0.99	14	11	0	3	0	6.06	0.00	3.89
Baseball	0.66	6	3	0	3	0	2.59	0.00	1.66
Totals:	54.07	491	316	2	165	8			
Girls Sports:									
Volleyball	11.67	106	10	83	3	10	5.62	71.54	29.36
Tennis	1.98	18	4	13	0	1	8.67	10.77	4.99
Basketball	13.11	119	36	36	10	37	49.35	56.15	32.96
Cross Country	1.10	10	5	4	0	1	1.30	2.77	2.77
Swimming	0.33	3	1	2	0	0	12.55	1.54	0.83
Gymnastics	1.21	11	1	7	0	3	1.30	7.69	3.05
Golf	0.55	5	3	2	0	0	3.46	1.54	1.39
Track and Field	14.87	135	37	68	10	20	50.65	67.69	37.40
Softball	0.99	9	1	6	0	2	6.06	6.15	2.49
Totals	45.93	417	98	221	23	74			
Other:	0.11	1	1	0	0	0	0.43	0.00	0.28

TABLE L

MOST FREQUENT COACHING ASSIGNMENTS REPORTED BY SCHOOL CLASSIFICATION:
QUESTION FIFTEEN, QUESTIONNAIRE RESULTS

Classification By School	Most Frequent Coaching Assignment	Percent- age of Class	Second Most Frequent Assignment	Percent- age of Class	Third Most Frequent Assignment	Percent- age of Class
Junior High	Boys Football	37.50	Boys Track and Field	35.00	Girls Track and Field	31.25
1A	Boys Football	78.79	Boys Basketball	74.24	Boys Track and Field	62.12
2A	Boys Football	57.14	Girls Basketball) Girls Track and Field)	47.62		
3A	Girls Basketball) Boys Football) Girls Track and Field)	40.82				
4A	Girls Track and Field	42.86	Boys Football	38.78	Girls Basketball) Girls Volleyball)	36.73
5A	Boys Football	42.86	Girls Track and Field	28.57	Girls Volleyball) Girls Basketball)	25.00
6A	Boys Football	23.40	Girls Volleyball) Boys Basketball) Girls Track and Field)	19.15		

TABLE LI

LEVELS OF COACHING ASSIGNMENTS REPORTED BY RESPONDENTS BY SCHOOL CLASSIFICATION:
QUESTION FIFTEEN, QUESTIONNAIRE RESULTS

Classification By School	Respondents With Coaching Assignments	Coaching Positions Assigned			Coaching Positions Assigned Per Respondent		
		Junior High	Senior High	Total	Junior High	Senior High	Total
Junior High	80	159	13	172	1.99	0.16	2.15
1A	66	49	178	227	0.74	2.70	3.44
2A	42	23	103	127	0.55	2.45	3.02
3A	49	9	112	121	0.18	2.29	2.47
4A	49	14	100	114	0.29	2.04	2.33
5A	28	1	55	56	0.04	1.96	2.00
6A	47	0	92	92	0.00	1.96	1.96
Total	361	255	653	908	0.71	1.81	2.52

the Class 6A level, none of the instructors were involved in junior high coaching assignments. Senior high level coaching assignments were most prevalent at the small school classifications. Class 1A had an average of 2.70 assignments for each respondent, while 2A and 3A followed closely at 2.45 and 2.29. The total sample of instructors showed an average of 2.52 coaching assignments for each respondent. A tabulation of all the coaching assignments reported by school classification, sport, and responsibility is given in Table LII.

A summary of the respondents' other assigned duties is given in Table LIII. Question sixteen asked for all assigned duties not considered as coaching or regular class period assignments. Of the respondents, 10.42 percent indicated none of these assigned duties. Eighteen different areas were listed by the respondents. The top three duties for all instructors were hall supervision (31.77%), physical education department chairman (28.91%), and class sponsor (28.39%). The same three duties topped the male instructors' assignments, whereas the females varied in that lunch supervision replaced chairmanship of physical education department. The percentage of male instructors involved in athletic directorship duties (17.84), departmental chairmanship duties (29.46), and varsity letter club sponsorship (28.22), was higher than that of the female instructors for the same assigned duties. On the other hand, female instructors had a much higher percentage of drill team sponsorship (11.89) and cheerleading sponsorship (15.38) duties than the males. Of the total instructors with other assigned duties, the average assignment was 2.8. When considered according to school classification, the most frequently assigned other duty varied greatly. The top three assigned duties in each category is shown in Table LIV.

TABLE LII

RESPONDENTS' COACHING ASSIGNMENTS BY SCHOOL CLASSIFICATION, SPORT, AND RESPONSIBILITY: QUESTION FIFTEEN, QUESTIONNAIRE RESULTS

Coaching Assignment	School Classification	Number of Respondents	Assignment			Percentage of Class Respondents
			Head	Assistant	Total	
Boys Sports:						
Football	Junior High	80	19	11	30	40.82
	1A	66	34	18	52	78.79
	2A	42	13	11	24	57.14
	3A	49	14	6	20	40.82
	4A	49	13	6	19	38.78
	5A	28	6	6	12	42.86
	6A	47	0	11	11	23.40
Total:			99	69	168	
Cross Country	Junior High	80	5	1	6	7.50
	1A	66	1	0	1	1.52
	2A	42	1	0	1	23.80
	3A	49	3	0	3	6.12
	4A	49	3	0	3	6.12
	5A	28	1	0	1	3.57
	6A	47	4	1	5	10.64
Total:			18	2	20	
Basketball	Junior High	80	11	6	17	21.25
	1A	66	33	16	49	74.24
	2A	42	10	8	18	42.86
	3A	49	7	4	11	22.45
	4A	49	3	6	9	18.37
	5A	28	2	1	3	10.71
	6A	47	5	4	9	19.15
Total:			71	45	116	
Swimming	Junior High	80	0	0	0	0.00
	1A	66	0	0	0	0.00
	2A	42	0	0	0	0.00
	3A	49	0	0	0	0.00
	4A	49	0	0	0	0.00
	5A	28	1	0	1	3.57
	6A	47	2	0	2	4.26
Total:			3	0	3	
Wrestling	Junior High	80	7	3	10	12.50
	1A	66	0	1	1	1.52
	2A	42	3	0	3	7.14
	3A	49	5	1	6	12.24
	4A	49	6	0	6	12.24
	5A	28	1	1	2	7.14
	6A	47	1	0	1	3.57
Total:			23	6	29	
Gymnastics	Junior High	80	0	0	0	0.00
	1A	66	0	0	0	0.00
	2A	42	0	0	0	0.00
	3A	49	0	0	0	0.00
	4A	49	0	0	0	0.00
	5A	28	1	0	1	3.57
	6A	47	2	0	2	4.26
Total:			3	0	3	
Tennis	Junior High	80	1	0	1	1.25
	1A	66	1	0	1	1.52
	2A	42	2	0	2	4.76
	3A	49	0	0	0	0.00
	4A	49	2	0	2	4.08
	5A	28	0	0	0	0.00
	6A	47	1	1	2	4.26
Total:			7	1	8	

TABLE LII (Continued)

Coaching Assignment	School Classification	Number of Respondents	Assignment			Percentage of Class Respondents
			Head	Assistant	Total	
Boys Sports: (Continued)						
Track and Field	Junior High	80	15	13	28	35.00
	1A	66	37	4	41	62.12
	2A	42	11	5	16	38.10
	3A	49	7	7	14	28.57
	4A	49	6	6	12	24.49
	5A	28	2	3	5	17.86
	6A	47	2	6	8	28.57
Total:			80	44	124	
Golf	Junior High	80	4	1	5	6.25
	1A	66	0	0	0	0.00
	2A	42	0	1	1	2.38
	3A	49	2	1	3	6.12
	4A	49	1	0	1	4.08
	5A	28	2	0	2	7.14
	6A	47	2	0	2	4.26
Total:			11	3	14	
Baseball	Junior High	80	0	1	1	1.25
	1A	66	1	0	1	1.52
	2A	42	0	0	0	0.00
	3A	49	0	1	1	4.26
	4A	49	0	0	0	0.00
	5A	28	1	0	1	3.57
	6A	47	1	1	2	4.26
Total:			3	3	6	
Girls Sports:						
Volleyball	Junior High	80	17	4	21	26.25
	1A	66	13	1	14	21.21
	2A	42	16	2	18	42.86
	3A	49	17	2	19	38.37
	4A	49	16	2	18	36.73
	5A	28	7	0	7	25.00
	6A	47	7	2	9	19.15
Total:			93	13	106	
Tennis	Junior High	80	2	1	3	3.75
	1A	66	2	0	2	3.03
	2A	42	0	0	0	0.00
	3A	49	2	0	2	4.08
	4A	49	3	0	3	6.12
	5A	28	3	0	3	10.71
	6A	47	5	0	5	10.64
Total:			17	1	18	
Basketball	Junior High	80	8	8	16	20.00
	1A	66	24	7	31	46.97
	2A	42	13	7	20	47.62
	3A	49	11	9	20	40.82
	4A	49	9	9	18	36.73
	5A	28	3	4	7	25.00
	6A	47	4	3	7	25.00
Total:			72	47	119	
Cross Country	Junior High	80	3	0	3	3.75
	1A	66	2	0	2	3.03
	2A	42	2	1	3	7.14
	3A	49	0	0	0	0.00
	4A	49	1	0	1	4.08
	5A	28	0	0	0	0.00
	6A	47	1	0	1	3.57
Total:			9	1	10	

TABLE LII (Continued)

Coaching Assignment	School Classification	Number of Respondents	Assignment			Percentage of Class Respondents
			Head	Assistant	Total	
Girls Sports: (Continued)						
Swimming	Junior High	80	1	0	1	1.25
	1A	66	0	0	0	0.00
	2A	42	0	0	0	0.00
	3A	49	0	0	0	0.00
	4A	49	0	0	0	0.00
	5A	28	0	0	0	0.00
	6A	47	2	0	2	4.26
Total:			3	0	3	
Gymnastics	Junior High	80	2	0	2	2.50
	1A	66	0	0	0	0.00
	2A	42	0	0	0	0.00
	3A	49	1	0	1	4.08
	4A	49	0	0	0	0.00
	5A	28	1	0	1	3.57
	6A	47	4	3	7	25.00
Total:			8	3	11	
Golf	Junior High	80	1	0	1	1.25
	1A	66	0	0	0	0.00
	2A	42	0	0	0	0.00
	3A	49	0	0	0	0.00
	4A	49	1	0	1	4.08
	5A	28	1	0	1	3.57
	6A	47	2	0	2	4.26
Total:			5	0	5	
Track and Field	Junior High	80	20	5	25	31.25
	1A	66	30	2	32	48.48
	2A	42	15	5	20	47.62
	3A	49	14	6	20	40.82
	4A	49	16	5	21	42.86
	5A	28	7	1	8	28.57
	6A	47	3	6	9	19.15
Total:			105	30	135	
Softball	Junior High	80	2	0	2	2.50
	1A	66	0	0	0	0.00
	2A	42	0	0	0	0.00
	3A	49	0	0	0	0.00
	4A	49	0	0	0	0.00
	5A	28	0	1	1	3.57
	6A	47	5	1	6	21.43
Total:			7	2	9	
Other:	Junior High	80	0	0	0	0.00
	1A	66	0	0	0	0.00
	2A	42	0	0	0	0.00
	3A	49	1	0	1	4.08
	4A	49	0	0	0	0.00
	5A	28	0	0	0	0.00
	6A	47	0	0	0	0.00
Total:			1	0	1	

TABLE LIII

OTHER ASSIGNED DUTIES AS INDICATED BY
RESPONDENTS: QUESTION SIXTEEN,
QUESTIONNAIRE RESULTS

Assigned Duty	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
Athletic Director	43	6	49	17.84	4.20	12.76
Bus Driver	47	16	63	19.50	11.19	16.41
Cheerleader Sponsor	2	22	24	0.83	15.38	6.24
Class Sponsor	72	37	109	29.88	25.87	28.39
Debate or Speech Coach	2	1	3	0.83	0.70	0.78
Drill Team Sponsor	1	17	18	0.41	11.89	4.69
Fellowship of Christian Athletes Sponsor	15	7	22	6.22	4.90	5.73
Hall Supervision	74	48	122	30.71	33.57	31.77
Instrumental Music	0	0	0	0.00	0.00	0.00
Intramural Sponsor	28	20	48	11.62	13.99	12.50
Journalism Sponsor	0	1	1	0.00	0.70	0.26
Kay or Kayette Sponsor	2	2	4	0.83	1.40	1.04
Lunch Supervision	65	33	98	26.97	23.08	25.52
None	26	14	40	10.79	9.79	10.42
Other	25	18	43	10.37	12.59	11.20
Pep Club Sponsor	2	18	20	0.83	12.59	5.21
Physical Education Department Chairman	71	31	102	29.46	21.68	28.91
Student Council Sponsor	5	0	5	2.07	0.00	1.30
Study Hall	68	26	94	28.22	18.18	24.48
Varsity Letter Club Sponsor	68	27	95	28.22	18.88	24.74
Vocal Music	0	0	0	0.00	0.00	0.00
Yearbook Sponsor	2	1	3	0.83	0.70	0.78
Total	618	345	963			
Average Per Respondent				2.87	2.67	2.80

TABLE LIV

MOST FREQUENT OTHER ASSIGNED DUTY REPORTED BY SCHOOL CLASSIFICATION:
QUESTION SIXTEEN, QUESTIONNAIRE RESULTS

Classification By School	Most Frequent Assigned Duty	Percent- age of Class	Second Most Frequent Duty	Percent- age of Class	Third Most Frequent Duty	Percent- age of Class
Junior High	Hall Supervision	34.44	Intramural Sponsor	33.33	Lunch Supervision	24.44
1A	Study Hall	56.06	Class Sponsor	51.51	Letterclub Sponsor	34.85
2A	Letterclub Sponsor	50.00	Class Sponsor	47.73	Hall Supervision	43.18
3A	Class Sponsor	42.86	Hall Supervision	36.73	Letterclub Sponsor	34.69
4A	Lunch Supervision	37.74	Physical Education Department Chairman	35.85	Class Sponsor	30.19
5A	Class Sponsor) Hall Supervision)	26.67			Physical Education Department Chairman	23.33
6A	Physical Education Department Chairman	25.00	Study Hall	23.08	Hall Supervision	21.15

In question seventeen, respondents were asked to list the professional organizations in which they held membership. The results are tabulated in Table LV. Slightly over 19 percent of all secondary physical education instructors did not belong to any professional organization. The most popular professional organizations were the Kansas and National Education Associations. Two hundred ten (54.69%) respondents indicated that they belonged to these organizations. In comparison, the membership was lower in the American Alliance of Health, Physical Education and Recreation (18.75%) and the Kansas Association of Health, Physical Education and Recreation (20.83%). A greater percentage (44.53) belonged to the Kansas Coaches Association. Female instructors had a higher percentage of membership than male instructors in the two professional physical education groups, while the male percentage was much higher for membership in the coaching group. Those respondents who joined professional organizations averaged 1.74 organizations each. These figures according to school classification are presented in Table LVI. The percentages of membership are similar among all seven classes.

The statistics gathered from responses to question eighteen are shown in Table LVII. Those respondents who taught physical education and an additional subject area were asked to respond to two questions. First, "Which area results in more out-of-class preparation for you?" and second, "Which area do you enjoy teaching the most?" In response to the first question, 56.77 percent replied that the other teaching area required more out-of-class preparation time. On this question little difference existed between male and female respondents. Approximately three-fifths (60.70%) of the respondents indicated that teaching physical education was more enjoyable than teaching the other subject

TABLE LV

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS BY RESPONDENTS: QUESTION SEVENTEEN,
QUESTIONNAIRE RESULTS

Organization	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
National Education Association- Kansas National Education Association (NEA-KNEA)	122	88	210	50.62	61.54	54.69
American Alliance of Health, Physical Education and Recreation (AAHPER)	25	47	72	10.37	32.87	18.75
Kansas Association of Health, Physical Education and Recreation (KAHPER)	30	50	80	12.45	34.97	20.83
Kansas Coaches Association (KCA)	128	43	171	53.11	20.07	44.53
Others	6	1	7	2.49	0.70	1.82
None	52	21	73	21.58	14.68	19.01
Total Belonging:	189	122	311			
Average Per Respondent:				1.65	1.88	1.74

TABLE LVI

RESPONDENTS' MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS BY SCHOOL CLASSIFICATIONS:
QUESTION SEVENTEEN, QUESTIONNAIRE RESULTS

Classification of School	Membership in Organizations					Percentage Within Each Class				
	None	NEA- KNEA	AAHPER	KAHPER	KCA	None	NEA- KNEA	AAHPER	KAHPER	KCA
Junior High	21	54	23	18	19	23.33	60.00	25.56	20.00	21.11
1A	19	29	10	11	32	28.79	43.94	15.15	16.67	48.48
2A	4	23	7	7	25	9.09	52.27	15.91	15.91	56.82
3A	10	23	9	10	24	20.41	46.94	18.37	20.41	48.98
4A	3	33	12	10	30	4.66	62.26	22.64	18.87	56.60
5A	4	17	4	5	17	13.33	56.67	13.33	16.67	56.67
6A	12	31	7	19	24	23.08	59.62	13.46	36.54	46.15
Total	73	210	72	80	171	19.01	54.69	18.75	20.83	44.53

TABLE LVII
RESPONDENTS' ANSWERS TO SPECIFIC QUESTIONS:
QUESTION EIGHTEEN, QUESTIONNAIRE RESULTS

Question	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
A. If you teach Physical Education and another subject area						
1. Which results in more outside of class preparation for you?						
a. Physical Education	21	8	29	21.73	12.50	12.66
b. Other Subject	92	38	130	55.76	59.38	56.77
c. About the Same	52	18	70	31.51	28.12	30.57
Total	165	64	229	100.00	100.00	100.00
2. Which do you enjoy teaching the most?						
a. Physical Education	98	41	139	59.39	64.06	60.70
b. Other Subject	26	3	29	15.76	4.69	12.66
c. About the Same	41	20	61	24.85	31.25	26.64
Total	165	64	229	100.00	100.00	100.00
B. If you are a head coach and teach physical education						
1. Which results in more outside of class preparation for you?						
a. Physical Education	22	11	33	10.73	9.40	10.25
b. Coaching	143	59	202	69.76	50.43	62.73
c. About the Same	40	47	87	19.51	40.17	27.02
Total	205	117	322	100.00	100.00	100.00
2. In which do you feel the most administrative pressure to do a good job?						
a. Physical Education	47	34	81	23.04	29.06	25.23
b. Coaching	83	36	119	40.69	30.77	37.08
c. About the Same	74	47	121	36.27	40.17	37.69
Total	204	117	321	100.00	100.00	100.00
3. In which do you feel the most community pressure to do a good job?						
a. Physical Education	13	8	21	6.43	6.84	6.58
b. Coaching	146	74	220	72.28	63.25	68.97
c. About the Same	43	35	78	21.29	29.91	24.45
Total	202	117	319	100.00	100.00	100.00

TABLE LVII (Continued)

Question	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
B. (Continued)						
4. Which do you enjoy the most?						
a. Physical Education	10	25	35	4.88	21.37	10.87
b. Coaching	122	38	160	59.51	32.48	49.69
c. About the Same	73	54	127	35.61	46.15	39.44
Total	205	117	322	100.00	100.00	100.00
C. If you are an assistant coach and teach physical education						
1. Which results in more outside of class preparation for you?						
a. Physical Education	60	43	103	49.18	70.49	56.28
b. Coaching	32	6	38	26.23	9.83	20.77
c. About the Same	30	12	42	24.59	19.67	22.95
Total	122	61	183	100.00	100.00	100.00
2. In which do you feel the most administrative pressure to do a good job?						
a. Physical Education	61	28	89	50.41	45.90	48.90
b. Coaching	24	12	36	19.83	19.67	19.78
c. About the Same	36	21	57	29.75	34.43	31.32
Total	121	61	182	100.00	100.00	100.00
3. In which do you feel the most community pressure to do a good job?						
a. Physical Education	27	18	45	22.50	29.51	24.86
b. Coaching	59	24	83	49.17	39.34	45.86
c. About the Same	34	19	53	28.33	31.15	29.28
Total	120	61	181	100.00	100.00	100.00
4. Which do you enjoy the most?						
a. Physical Education	23	21	44	18.85	34.43	24.04
b. Coaching	63	13	76	51.64	21.31	41.53
c. About the Same	36	27	63	29.51	44.26	34.43
Total	122	61	183	100.00	100.00	100.00

areas. The second part of question eighteen was directed to physical education instructors who were also head coaches. The first of a four-part question asked which assignment resulted in more out-of-class or out-of-school preparation for them. Of those responding, 62.73 percent indicated head coaching took the most outside time. A higher percentage of the male instructors (69.76) indicated this than females (50.43). The second part asked which area the respondents felt the most administrative pressure to do a good job. The responses were evenly distributed as a slightly greater percentage indicated the administrative pressure was about the same. A slightly higher percentage of males (40.69) than females (30.77) reported more administrative pressure in the head coaching assignment. The third segment focused on the question of pressure from the community. Of the respondents, 68.97 percent cited a greater pressure in the head coaching position. A greater percentage of male instructors (72.28) reported this community pressure than females (63.25). Though the respondents indicated they felt community pressure, 49.69 percent replied that they enjoyed the head coaching assignment more than teaching physical education. Of the female respondents, 46.15 percent indicated that they enjoyed both head coaching and teaching about the same, while 59.51 percent of the male respondents favored the head coaching assignment! The last part of this question repeated part two but was directed only to those instructors who taught physical education and served as an assistant coach. Of this group, 56.28 percent responded that physical education teaching required more out-of-class or out-of-school preparation than assistant coaching. This was indicated by a larger percentage of the female instructors (70.49%). Administrative pressure was greater on the physical education teaching

assignment as indicated by 48.90 percent of the respondents, while community pressure was reported to be greater in the assistant coaching assignment (45.86%) than in the physical education assignment (24.86%). As before, a greater percentage of the male respondents (49.17%) indicated this pressure in the coaching assignment than females (39.34%). A difference between the sexes appeared in the last segment of this question. The male respondents (51.64%) indicated they enjoyed the coaching more than the physical education teaching (18.85%). The greatest percentage of females felt they enjoyed the two equally (44.26%). Of the total sample, 41.53 percent had more enjoyment in coaching, 34.43 percent in both coaching and teaching, and 24.04 percent in physical education teaching.

Question nineteen asked the respondents to indicate what factors they perceived to be the most important for their being employed in their present position. Of the respondents, 50.26 percent indicated that both teaching and coaching ability were equally important factors. A greater percentage of female instructors (42.65) than males (21.16) responded that teaching ability was the primary reason for their being employed in their present position. Conversely, 20.58 percent of the males felt coaching was the primary reason for employment, while only 7.68 percent of the females felt it was the primary factor. Table LVIII summarizes the findings. In Table LIX, these same responses are analyzed according to school classifications. The percentage of instructors who perceived themselves to be employed because of teaching ability was greatest at the junior high classification (47.78). The lowest percentage of those instructors employed for teaching ability was located in the two small school classifications, 1A and 2A (18.18%). The

TABLE LVIII

RESPONDENTS' PERCEIVED MOST IMPORTANT REASON FOR EMPLOYMENT IN PRESENT
POSITION: QUESTION NINETEEN, QUESTIONNAIRE RESULTS

Reasons	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
Teaching Ability	51	61	112	21.16	42.65	29.17
Coaching Ability	52	11	63	21.58	7.68	16.40
Both Teaching and Coaching Ability	129	64	193	53.53	44.76	50.26
Other Reasons	9	7	16	3.73	4.90	4.17
Total	241	143	384	100.00	100.00	100.00

TABLE LIX

RESPONDENTS' PERCEIVED MOST IMPORTANT REASON FOR EMPLOYMENT IN PRESENT POSITION BY SCHOOL CLASSIFICATION: QUESTION NINETEEN, QUESTIONNAIRE RESULTS

Classification By School	Perceived Reason				Percentage Within Class			
	Teaching Ability	Coaching Ability	Both	Other	Teaching Ability	Coaching Ability	Both	Other
Junior High	43	3	43	1	47.78	3.33	47.78	1.11
1A	12	11	37	6	18.18	10.77	56.06	9.09
2A	8	11	24	1	18.18	25.00	54.55	2.27
3A	13	9	24	3	26.53	18.37	48.99	6.12
4A	15	10	26	2	28.30	18.87	49.06	3.77
5A	8	10	12	0	26.67	33.33	40.00	0.00
6A	13	9	27	3	25.00	30.00	51.92	5.77
Total	112	63	193	16	29.17	16.41	50.26	4.17

highest percentage of instructors hired because of equally perceived coaching and teaching ability was found in the small school classifications, 1A (56.06) and 2A (54.55); while the two large school classifications, 5A (33.33) and 6A (30.00), had the most respondents who perceived coaching ability as their primary reason for employment.

The final question asked the respondents to list their ultimate professional goal. Their responses are indicated in Table LX. Of the total sample, 27.34 percent stated that they wished to remain as secondary physical education instructors and coaches. The second most frequently checked category was "other"--18.23 percent. Most "other" responses indicated that the instructors were getting out of the teaching profession. When comparing male and female instructors, the percentages of responses in the various categories were close to being equal. The one discrepancy was that 19.58 percent of female instructors indicated that they wished to remain as secondary physical education instructors, while only 7.88 percent of the males gave this response. In Table LXI the most frequent responses assembled according to school classification show that the goal of remaining as a physical education instructor and coach led all classifications with the exception of 2A, where "other plans" led the list.

The Results

A demographic profile was then constructed of the secondary physical education instructor in the state of Kansas. The typical instructor was male, taught at the senior high school level, had been in the teaching profession for almost ten years, and had held his present position for just over six years. He taught only physical education.

TABLE LX

ULTIMATE PROFESSIONAL GOAL OF RESPONDENTS:
QUESTION TWENTY, QUESTIONNAIRE RESULTS

Professional Goal	Respondents			Percent		
	Male	Female	Total	Male	Female	Total
Remain as secondary physical education instructor	19	28	47	7.88	19.58	12.24
Remain as secondary physical education instructor and coach	68	37	105	28.22	25.87	27.34
Remain as secondary non-physical education instructor	5	3	8	2.07	2.10	2.08
Remain as secondary non-physical education instructor and coach	8	2	10	3.32	1.40	2.60
Become a college physical education instructor	8	11	19	3.32	7.69	4.95
Become a college physical education instructor and coach	35	15	50	14.52	10.49	13.02
Become a college coach with no teaching responsibilities	29	6	35	12.03	4.20	9.12
Become an elementary or secondary administrator	21	5	26	8.72	3.50	6.77
Become an administrator at the district level	9	1	10	3.73	0.70	2.60
Other Plans	38	32	70	15.77	22.37	18.23
No Response	1	3	4	0.42	2.10	1.05
Total	241	143	384	100.00	100.00	100.00

TABLE LXI

MOST FREQUENT ULTIMATE PROFESSIONAL GOAL OF RESPONDENT BY SCHOOL CLASSIFICATION:
QUESTION TWENTY, QUESTIONNAIRE RESULTS

Classification By School	Most Frequent Goal	Percent- age of Class	Second Most Frequent Goal	Percent- age of Class	Third Most Frequent Goal	Percent- age of Class
Junior High	Remain as secondary physical education instructor and coach	35.55	Remain as secondary physical education instructor	18.89	Other Plans	14.44
1A	Remain as secondary physical education instructor and coach	30.30	Become a college physical education instructor and coach) Become a college coach with no teaching responsibilities) Other Plans)	13.64 13.64 13.64		
2A	Other Plans	22.73	Become a college coach with no teaching responsibilities	20.45	Remain as secondary physical education instructor and coach	18.18
3A	Remain as secondary physical) education instructor and) coach) Other Plans)	22.45 22.45			Become a college physical education instructor and coach	14.29
4A	Remain as secondary physical education instructor and coach	24.53	Other Plans	16.98	Become a college physical education instructor and coach	15.09
5A	Remain as secondary physical education instructor and coach	26.67	Other Plans	20.00	Remain as secondary physical education instructor	16.67
6A	Remain as secondary physical education instructor and coach	25.00	Other Plans	23.08	Become a college physical education instructor and coach	15.38

Married and nearly 33 years of age, he attended high school in the state of Kansas. He received a Bachelor of Science degree with a major in physical education and a minor/teaching field in biological sciences. If he had obtained a graduate degree, it was in physical education. He was certified to teach at the 7 to 12 secondary level, and he taught five classes of physical education with a total enrollment of 96 students. His largest class was between 31 and 40 students. He had two head coaching assignments and one assistant coaching assignment; these were boys' football, girls' track and field, and boys' track and field at the senior high level. He was assigned three other duties along with his teaching and coaching: hall supervision, chairmanship of the physical education department, and class sponsorship. The instructor belonged to the Kansas and National Education Associations, but not to the professional physical education or coaching groups. The instructor indicated that his head coaching takes more outside-of-class and out-of-school preparation than his teaching duties, while his assistant coaching did not. Administrative pressure to do a good job was equal between his teaching and coaching assignments, but community pressure was much greater for success in the coaching assignment. The instructor enjoyed the coaching assignment more than his teaching assignment. When selected for his present job, his teaching and coaching ability both played important roles in his being hired. The ultimate professional goal of the instructor was to remain as a secondary physical education instructor and coach.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter reviews the purposes and procedures of the investigation, summarizes the findings, draws conclusions, and makes recommendations based upon the analysis of the data.

Summary

The purpose of this study was to draw a demographic profile of the secondary physical education instructor in Kansas and to make recommendations to help interested individuals prepare for and advance in the physical education profession. Therefore, it was necessary to collect as much data as was feasible from the total population of secondary physical education instructors and then to select a stratified random sample for further data collection.

The first step was to collect the information on the total population from the Kansas State Department of Education and to program it for computer analysis. Once these data were placed on computer cards, a computer program was used to draw a 40 percent stratified random sample from the total population. The stratification was based on the sex of the instructors and the size of the schools.

A twenty item questionnaire was developed and mailed to the sample population. After two follow-up contacts, 92.3 percent of the questionnaires were returned. The responses were key punched on

computer cards and analyzed by computer. The data were analyzed from three different perspectives--the total sample, the male versus female respondents, and the school size.

The total population of secondary physical education instructors consisted of 1,056 instructors, 63.26 percent males and 36.74 percent females. The male instructors outnumbered females in all school size classifications with nearly equal numbers being found at the junior high classification. The greatest male/female disparity was at the smaller size high schools. Of the total instructors, 18.47 percent were new to their positions and, of these, nine percent were first-year instructors. The higher percentages of new position instructors were in the smaller sized schools, but the percentage of new instructors did not vary appreciably between males and females.

When areas assigned in addition to physical education were analyzed using the total population, statistics revealed that smaller schools had a more varied load for each instructor. Supervision, health, and social sciences were the general areas most often assigned in addition to physical education. A wide range of specific areas (59) were assigned to the instructors. More importantly, the statistics revealed that 37.12 percent of secondary physical education instructors had the luxury of only physical education assignments. Of those assigned only physical education, 78.57 percent were located in the junior high, 5A, and 6A classifications. Females had this opportunity more frequently than males, as almost 50 percent of them were in this category. Instructors in smaller schools were assigned in other areas more often. One-third of the physical education instructors in Class 1A taught in three other areas, and one-fifth instructed four others. In

Class 2A, 36 percent of the instructors taught in two other assigned areas.

The sample population provided the remainder of the data for the study. Secondary physical education instructors in Kansas were usually married with a higher percentage of married males than married females. There was a greater percentage of married physical education instructors located in the larger school classifications. The mean age of the sample respondents was 32.80, indicating that the physical education profession is a young person's field. The greater numbers of younger instructors were located in the smaller schools. In the sample, the female instructors' age averaged almost three years less than that of the males. The same trend existed in years taught as the sample mean was almost ten years. However, the greatest number of instructors in the sample had only three years' experience. Males averaged almost two years per instructor more experience than females, and those instructors in the larger schools had higher mean years taught. The average tenure of instructors suggested that physical education instructors changed school districts frequently. Eighty percent had been in their present position less than six years, while almost 36 percent had been employed only one or two years. The total sample mean was slightly over six years, with little difference between male and female instructors.

An analysis of responses indicated that almost eighty percent of the instructors in Kansas attended a Kansas high school. Although very few of them went back to their home town to teach, interestingly the percentage of men that did this was twice as high as women.

The educational background of the secondary physical education instructor varied in both school attended and degree attained. Almost

30 percent were the products of the state's community-junior college system. The Bachelor of Science degree was easily the most prevalent four-year degree. The state public four-year colleges and universities had produced just over 77 percent of these graduates. Slightly over 35 percent hold master's degrees with males having a higher percentage of those degrees than females. A greater number and percentage of these advanced degree-holders were found at the larger schools.

Physical education was the most popular undergraduate and graduate area of major concentration among the instructors. This was shown in the sample as an impressive 90 plus percent of those teaching secondary physical education classes were physical education majors. The minor areas of undergraduate work that proved most popular were driver education and biological science. Males favored driver education while females favored the biological sciences. The instructors were almost evenly divided between the holding of K-12 teaching certificates and 7-12 teaching certificates. A higher percentage of females obtained the K-12 certification than did males.

The mean number of physical education classes taught by the instructors was 3.59, with the mean for female instructors being higher than for males. As the school size increases, the average number of physical education classes taught increases. As the population of the schools increase, so too does the instructor's class size and pupil load.

It is difficult to separate physical education and coaching assignments. Physical education instructors at all levels were assigned to coach, with only six percent of the total sample having no coaching responsibility. The average was over two sports per instructor. The number of coaching assignments were almost equal between boys' and

girls' sports. Boys' football, girls' track and field, and girls' basketball led in the number of coaching positions assigned to physical education personnel. Almost three-fourths of the males surveyed were involved in coaching football. Girls' volleyball led as the sport most often coached by female instructors. The average number of sports coached decreased as the school size increased with 6A averaging just under two sports per instructor.

The other assigned duties that Kansas physical education instructors are obligated to perform vary greatly as to types of responsibility. Only slightly over 10 percent have no duties outside of teaching and coaching. Taken together, hall supervision, class sponsorship, and department chairmanship account for almost 30 percent of the instructor's assignment. Males and females vary slightly in that a much lower percentage of females are involved with department chairmanships, athletic directorships, and varsity letter club sponsorship. But females rank higher in drill team and cheerleader sponsorship. The number of assigned duties averaged 2.8 for each instructor in the sample.

Professional organization membership was low among the study respondents. Some 20 percent did not belong to any professional organization. The Kansas and National Education Associations led in secondary physical education instructor membership with the Kansas Coaches Association third. A very low percentage of the physical education instructors belonged to either the American Alliance or Kansas Association of Health, Physical Education, Recreation and Dance. Female instructors had a higher percentage of membership in these organizations than did the males.

Most of the physical education instructors who were assigned

physical education and other courses indicated that they preferred the physical education assignment over the other courses. They also indicated that physical education took less out-of-class preparation. Those teachers who were both head coaches and physical education instructors replied that head coaching took more out-of-class and out-of-school time than their physical education assignment. A higher percentage of males than females made that observation. The head coach respondents indicated that administrative pressure to be successful was about the same in both areas, but community pressure was much greater in the coaching assignments. Despite this pressure, the greatest percentage of respondents felt they enjoyed the head coaching assignment as much or more than the physical education assignment. The replies of physical education instructors who were assigned assistant coaching duties were almost identical to the head coaching group. The one exception was that this group reported the physical education assignment took more out-of-class work than the assistant coaching assignment.

When survey participants were asked to indicate what they perceived was the primary reason for being hired, the majority of the respondents indicated that both teaching and coaching ability were equally important. A much greater percentage of female instructors indicated that teaching was the most important reason for employment. The respondents at the small school classifications had the lowest percentage of instructors who perceived that they were hired because of teaching ability.

Most of the respondents were satisfied with their vocation. The greatest number of respondents indicated their ultimate goal was to remain as secondary instructors and coaches, while the next most popular response was the category "other." These "other" respondents almost

unanimously indicated they were leaving the physical education profession.

No study of this nature was found to be administered in Kansas. However, it is interesting to note that the results of this study concurred with the studies of Clower¹ in Maryland, Cranmer² in Utah, Daw³ in Missouri, and Toothaker⁴ in Arkansas.

Conclusions

The following conclusions were drawn from the findings:

A. Concerning the total population

1. There was a wide variety of teaching assignments found among the secondary physical education instructors in the state of Kansas.
2. The physical education instructors in smaller school classifications had a greater number of different course assignments.
3. There were 280 more male than female secondary physical education instructors in Kansas.

¹Richard A. Clower, "A Study of Teaching Loads of Physical Education Teachers in the Public Secondary Schools of Maryland" (unpub. Ed.D. dissertation, West Virginia University, 1966).

²Joseph Walter Cranmer, "Professional Preparation and Teaching Assignments of Health and Physical Education Teachers" (unpub. Ed.D. dissertation, University of Utah, 1965).

³Harry A. Daw, "A Survey of the Academic Preparation and Teaching Duties of Male Physical Educators and Varsity Athletic Coaches in Selected High Schools of Missouri" (unpub. M.S. thesis, Northeast Missouri State Teachers College, 1966).

⁴Ronald Wayne Toothaker, "The Professional Preparation and Assignment of Selected High School Coaches in Arkansas and the Need for Specialized Certification" (unpub. Ed.D. dissertation, University of Arkansas, 1974).

4. As the school size decreased, the percentage of male instructors increased.
5. There was a very small yearly turnover of secondary physical education instructors in Kansas.
6. The small school classifications had a greater percentage of teacher turnover.
7. The first-year instructor was hired to fill approximately one-half of these turnover positions.

B. Concerning the stratified random sample

1. The physical education profession is primarily composed of young adults.
2. The physical education instructor did not remain in one position for a great length of time.
3. In-state college and university graduates teaching secondary physical education outnumbered out-of-state graduates four to one.
4. Only one-third of Kansas secondary physical education instructors held a master's degree.
5. A large majority of secondary physical education instructors held undergraduate physical education degrees.
6. Biological science and driver education were the most often attained teaching areas in addition to the undergraduate physical education major.
7. Of those physical education instructors who held master's degrees, three-fourths had a major in physical education.
8. Female instructors taught more classes of physical education each day than male instructors.

9. Most instructors of physical education were assigned interscholastic coaching duties.
10. The instructor in the smaller school classifications was given a greater number of coaching assignments.
11. Football was the sport most often coached by male instructors.
12. Volleyball was the sport most often coached by female instructors.
13. Most of the physical education instructors had other assigned duties besides physical education classes and coaching.
14. The majority of physical education instructors did not belong to the professional physical education associations.
15. Both teaching and coaching ability were important in securing employment in the physical education field.
16. The greatest number of physical education instructors aspired to remain as a teacher and coach at the secondary level.

Author's Recommendations

The following recommendations are the author's personal viewpoints which may or may not be based on observations made from the questionnaires in the study:

1. Secondary physical education instructors need to be relieved of most, if not all, of their coaching duties so they can concentrate on their teaching assignments.
2. Instructors in small high schools need to be able to specialize in physical education teaching rather than being assigned a multitude of teaching and coaching duties.
3. The number of physical education majors teaching in areas other

than physical education needs to be reduced.

4. Administrators in the state's secondary schools should take a critical look at the misuse of physical education instructors' time and talents. The assignments of study hall and lunch supervision in lieu of an academic class are examples of this misuse.
5. Young people entering the profession must be very versatile in both coaching ability and teaching qualification in order to obtain employment in the secondary public schools of Kansas.
6. The smaller high schools of the state offer potential physical education instructors the best employment opportunity.
7. A five-year program in teacher education for physical education majors needs to be developed in the state of Kansas. This additional time would allow graduates to complete the hours necessary to prepare themselves in additional teaching and coaching areas to fit the needs of the public schools.
8. Physical education departments in colleges and universities should provide a means of informing students of the composition of teaching and coaching jobs that exist in the public schools of the state.
9. College and university physical education departments must be cognizant of the tight job market for teachers in the state and provide information to their students about alternative careers in the physical education field. Programs for alternative physical education careers should be developed or expanded.

Recommendations for Further Study

Based on the results of this study, the following recommendations for further studies are proposed:

1. A demographic profile needs to be drawn of the physical education instructors working at the elementary level in Kansas.
2. A follow-up study of the secondary physical education instructors needs to be conducted every three to five years to tabulate the kinds of employment opportunities existing, the number of graduates produced by Kansas colleges, and the number obtaining employment.
3. A study of all the college employment agencies needs to be conducted to see what types of teaching employment opportunities are reported for the physical education graduate.
4. A study of first-year physical education graduates obtaining jobs in Kansas needs to be conducted to pinpoint training, versatility, and other factors that made them employable.
5. A study of those individuals who have left the physical education profession needs to be conducted to identify the careers they pursue and their reasons for leaving the teaching profession.

CHAPTER VI

IMPLICATIONS FOR COUNSELING

The data collected on the total population and from the random sample of secondary physical education instructors have many applications for the counseling of both prospective physical education teachers and those in the field. Obviously, the greatest number of secondary physical education instructors work in the senior high schools of Kansas. These job opportunities are almost evenly divided among the various school classifications with Class 1A and 6A providing the most positions. The turnover of physical education teachers was much greater at the Class 1A level than at any other classification. However, the total turnover is very low in comparison to the total number of physical education graduates being produced by colleges and universities in the state of Kansas. Though the turnover rate of the total population of physical education instructors was 18.47 percent, the sample drawn from the population shows that only nine percent of these instructors were first-year teachers, thus indicating that jobs are very hard to obtain. This tight job market is underscored by the fact that only 95 first-year teachers of secondary physical education were hired in 1978. This number came from a group of 447 physical education majors graduating from Kansas colleges and universities in 1977-78, in addition to out-of-state majors who sought and obtained jobs in Kansas. This means only 21.25 percent of the Kansas college physical education major graduates

obtained employment as secondary instructors of physical education in Kansas. This figure is misleading in that those first-year people employed from out-of-state institutions are not reflected in the statistics. Regardless, the picture is bleak for the aspiring physical education instructor. With these insights, the prospective instructors should make themselves as employable as possible upon graduation from college.

How can this be accomplished? An examination of the turnover rate reveals that small high schools provide the greatest opportunity for both beginning male and female teachers. Physical education departments should make this fact known to their students and should encourage majors to prepare themselves for entry into the work world at this level. Since first-year teachers have difficulty moving directly into the larger high schools as physical education instructors, graduating majors should prepare themselves in the teaching areas that are most often assigned to physical education instructors in the smaller school systems. As an example, more than 33 percent of the sample Class 1A physical education instructors taught in three areas in addition to physical education. Driver education, health, biological sciences, and social sciences led the list as second teaching areas. The physical education major should be counseled to obtain functional teaching areas in addition to physical education, even if this would mean an extra semester or year in college. This would have a twofold purpose: First, it would allow the major more flexibility in job choice; second, it would give him an alternative career choice should he discover that the physical education-coaching profession is not for him. Apparently many of the study respondents have come to realize this fact, as indicated

by the study. Obviously, the more versatile a prospective employee is for a small high school position, or any position, the better are his or her chances of employment. Additionally, administrators at these levels are faced with limited financial resources placing restrictions on hiring faculty who can work only in one or two areas.

A review of coaching responses indicates similar conditions are present. According to the random sample, the average secondary physical educator was asked to serve as head coach in two sports and to assist in another. The smaller the high school, the greater the chances are that the candidate will be assigned as a head coach in three sports. Versatility of the prospective teacher-coach enhances his or her chances of employment. Even at the larger school classification, the physical education instructor averaged two coaching assignments. A mere six percent of the sample had no coaching responsibilities. Consequently, a wide range of athletic experiences and athletic theory courses will be of great value to the candidate. The student should be informed early in his college career that coaching assignments will be a requirement if they wish to teach physical education in the secondary schools of Kansas. This must be stressed to all students but especially to the female majors. In most instances, the woman physical education major cannot obtain a job without involvement in the school's athletic program. The emphasis on women's athletics in recent years has changed this situation. It would also seem that a background of athletic participation in high school and college would greatly benefit the prospective instructor-coach. This is not to indicate that it is a necessity but just one of the many factors that an administrator might take into consideration in making a final employment decision. If athletic

participation is not feasible for the student, he should be counseled into getting as much firsthand experience in coaching situations as possible. These experiences could be in intramurals, recreation programs, volunteer work with the intercollegiate athletic programs, or any similar experiences. Any coaching experience the candidates can obtain will benefit them in the job-hunting process. According to the survey respondents, coaching ability played an important role in selection of candidates for employment. Any experience in this area will be beneficial when administrators make employment decisions. This study indicates that football, track and field, basketball, and volleyball are the most commonly assigned sports to physical education instructors. Consequently, these are the sports where experiences should be stressed.

Moreover, it would benefit the prospective instructor to have a knowledge of the supervision of study halls, hallways, and lunch rooms. In all probability, the new teacher's assignments will include some or all of these responsibilities. In this study, twenty-five percent of all physical education instructors had a study hall assigned to them in lieu of an academic class. A knowledge in control techniques, organization, and work in supervision will be helpful to the job-hunting instructor. Since most colleges and universities do not normally offer this information, special emphasis by the Physical Education Department in these areas might prove very helpful to its graduates.

According to this study, most of the secondary physical education instructors in the state of Kansas were not active in professional organizations. The students should be provided with information concerning the functions of professional organizations. Possibly even more important, the student should be able to observe the professional staff

at the college or university being involved in professional association activity at the local, state, and national level. In the author's opinion, the prospective instructors could greatly benefit from the knowledge of the activities, materials, and benefits provided by these organizations. Also, a professional background by a prospective candidate may positively influence the employing administrative officer.

The prospective physical education instructor must realize that he/she will be pressured to be successful in both the classroom and the coaching assignment. According to instructors on the job, the sources of this pressure were the community and administration. The first confrontation by a dissatisfied parent or an irrate fan often comes as a shock to the new instructor-coach. The students should be advised of the various approaches that individuals within a community use to apply pressure. This is particularly true of the coaching position. The student should be advised to take courses or workshops in public relations techniques so the prospective instructor will develop skill in handling these pressures.

Physical education instruction, especially at the secondary level, is a young person's profession as evidenced by the average age of the random sample. The prospective instructors must be cognizant that they may "burn out" or tire of the hectic pace necessary to be a physical education instructor. Undoubtedly, the coaching assignments have a role to play in this "burn out" process. The long hours and pressures to be successful lead to many good physical educator-coaches leaving the profession early in their careers. Since the study indicates that most Kansas secondary physical education instructors will have to coach, students must be made aware of these factors that have caused others to

leave the profession. The prospective instructor-coach must be made aware of the effect of these pressures and long hours on his/her personal life. Any instructor-coach that enters into a marriage without the partner understanding the demands the profession will place on the family unit can encounter difficult problems. This may be the reason that the single/divorced numbers are so high, especially among women instructor-coaches.

Though a knowledge of these and other implications brought out in this study could prove very beneficial to the physical education major, we must consider its potential to benefit the physical education instructor presently in the field. The awareness that most other physical educators are working as hard, or harder, than the reader can be beneficial in itself. It is always stimulating to know what the teaching and coaching situations are of other physical education instructors in smaller or larger school systems. If the instructor in a smaller school is contemplating a job advancement, he can gain an insight as to what to expect prior to applying and interviewing for a job in a larger system.

Instructors in the field can see the degrees held at various school classification levels. For instance, more than 47 percent of 6A and 50 percent of 5A instructors have attained the master's degree level. If the instructors wish to advance into a larger size of school, a master's degree might give them a competition advantage. They can see that as they advance into the larger school systems, they probably will be required to teach fewer courses outside of physical education. But the number of pupils taught and class size will increase. The study emphasizes that regardless of school size, the physical education instructor will be coaching. In the state of Kansas it is difficult to

separate coaching and physical education assignments, particularly since the advent of Title IX and the boom in girls' athletic programs.

Since the average tenure for those involved in this study was just over six years, the implication is that the physical education instructor-coach will make a number of moves during his career. Any instructor contemplating a move should consider carefully the implications of this paper when seeking a different position; especially keeping in mind that jobs are not plentiful and resigning a position without another specific job in hand may be courting financial problems. Also, the instructor in the field as well as students in teacher education programs must be made aware of alternative job possibilities. Career opportunities in physical education outside of teaching and coaching are available. The physical education departments should provide information to their students and graduates concerning these opportunities.

As the job market tightens, it is also the function of the physical education departments to screen and discourage marginal prospects from becoming certified as instructor-coaches. As shown in the study, of the 447 Kansas physical education graduates only 95 were placed in secondary teaching-coaching positions in 1978-79. The physical education field needs only top quality individuals who are well qualified to fill the needs of the public schools. The wholesale production of graduates who are inadequately prepared for the positions available or leave the profession after a very short career because they are unsuccessful must be discouraged. Counseling can play an important role in this process. The facts and figures in this study can provide the material that

physical education departments need to accomplish their counseling responsibilities.

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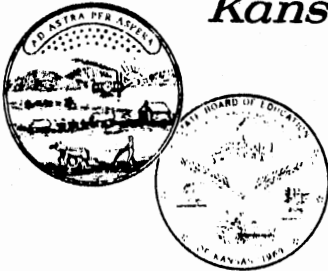
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APPENDIXES

APPENDIX A

CORRESPONDENCE



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

August 22, 1978

Mr. Jim Krob
2208 W. 10th
Stillwater, Oklahoma 74074

Dear Mr. Krob:

Your proposed thesis should be of particular interest to teacher preparation institutions and placement bureaus. You are to be commended for undertaking such a task.

Most of the information that you are seeking is available from school district organization reports. These reports are on file in the State Department of Education. Information from this source may provide you with a more complete record than relying on the return of questionnaires.

You may be interested in a study that was conducted under the direction of Dr. Charles Corbin, Kansas State University, concerning qualifications of Kansas coaches.

If we can be of additional assistance, please let us know.

Sincerely,

Merle R. Bolton
Commissioner

MRB:CJH:db



Career Planning and Placement Center

Anderson Hall
 Manhattan, Kansas 66506
 913-532-6506

January 23, 1979

Mr. Jim Krob
 2208 West 10th
 Stillwater, OK 74074

Dear Jim:

Let me take this opportunity to commend you on your selection of the topic relative to supply/demand for physical education teachers and/or physical education/combination teachers. I certainly think that this project is in great need.

Enclosed is the information which you requested relative to prospective teacher candidates from physical education, lists of placement, and lists of jobs in P.E. and in P.E. combination in Kansas. All of this material is for the past three years. I certainly hope that it is applicable to your needs.

During the time that I was president of the Association for School, College and University Staffing (ASCUS) and during other years that I was on the Executive Committee of that organization, I was involved in a number of discussions relative to this particular topic. I think that it is very worthy and would hope that it would catch on at the national level. Perhaps it's possible for us to circulate the results through ASCUS with the idea that it might be a pilot for development of similar studies in other states throughout the nation.

Currently, I am chairing a supply/demand committee of the Kansas Association of Teacher Placement Officers (KATPO). It would appear to me that the results of your study would be very useful to the membership of that organization. While I'm in no position to make bona fide overtures or guarantees, with your permission I'd like to suggest to the committee that the published results of your survey be distributed in some form to the members of KATPO.

I believe that such information would be used extensively in career planning and placement offices throughout the state.

Jim, I hope that the information which we are forwarding is helpful to you. Let me know if we can be of any further assistance to you.

Very sincerely yours,

James N. Akin
 Associate Director
 Past President, ASCUS

1c

a retreat for learning



Bethany College

January 23, 1979

Jim Krob
2208 West 10th Street
Stillwater, Oklahoma 74074

Dear Jim:

The purpose of this letter is to explain to the reader the importance (from the viewpoint of a placement director) of a study of the employment opportunities for physical education students.

The Kansas Association of Teacher Placement Officers, in its fall 1978 meeting set in motion a committee to study teacher supply and demand in Kansas. One of the major areas of concern is physical education. Preliminary information indicates that for at least the next few years there will be a great over-supply of physical education candidates in Kansas and surrounding states.

A study such as the one you are doing can add significantly to the data base of employment opportunities in school systems as well as alternative agencies such as recreation departments, health facilities, and related areas.

The Kansas Association believes that the more data we have to present to potential physical education candidates, the more well informed prospective teachers will be. This will benefit the colleges, the students and the school systems.

Sincerely yours,

Joel Woodard, Director
Career Planning and Placement

JW;er

APPENDIX B

COVER LETTERS



Dear Instructor of Physical Education:

I am asking for your help in collecting information which can be used to counsel and advise physical education instructors in the state of Kansas. Your name was drawn by random sample from your school's organizational records on file in the State Department of Certification in Topeka, Kansas. Would you please fill out the enclosed questionnaire and return it to me prior to March 30, 1979? All information will be held in the strictest confidence.

Your cooperation is of extreme importance to the success of this study. Enclosed is a letter from Mr. Carl Haney, State Supervisor of Physical Education, endorsing the study. The conclusions and statistics gathered by this survey will be available for your use in the future.

A pre-addressed, stamped envelope is enclosed for your reply. Please do not set the questionnaire aside. A prompt reply will increase the value of the study. If you are interested in receiving a summary of the study, please return the form included for that purpose with your questionnaire. Thank you for your time and effort.

Sincerely,

Jim Krob
Chairman, Department of Health,
Physical Education and Recreation,
Bethany College;
Doctoral Degree, Candidate,
Oklahoma State University

JK/ba
Enclosures

P.S. How about it! Fill the questionnaire out now! It will be appreciated.



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

MEMORANDUM

TO: *Kansas Instructors of Secondary Physical Education*

FROM: *Carl Haney, State Supervisor of Physical Education*

Mr. Jim Krob, Chairman of the Department of Health, Physical Education and Recreation at Bethany College, is conducting a survey on the status of secondary physical education instructors in the state of Kansas. The State Department of Education has approved this study. The results will be made available for the State Department's use. It is my hope you will cooperate with Mr. Krob in this endeavor.

*Carl J. Haney
Educational Program Specialist*

APPENDIX C

QUESTIONNAIRE

10. Please list graduate degree major: _____
11. Please check your level(s) of teaching certification in Kansas:
 _____ K-12
 _____ K-8
 _____ 7-12
12. How many classes of secondary physical education are you teaching this semester? _____
13. What is your total enrollment for all of those classes? _____
14. What is the smallest and largest enrollment for those classes? Indicate with an S (smallest) and L (largest) in the appropriate space.
 _____ 1-10
 _____ 11-20
 _____ 21-30
 _____ 31-40
 _____ 41-50
 _____ Over 50; if over, how many are enrolled: _____
15. Please indicate your coaching responsibility, if any, by placing H (Head Coach) or A (Assistant Coach) in front of the correct activity and HS (high school) or JH (junior high school) behind the activity to indicate the level:
- | | | | |
|----------------------------|-------|-----------------------------|-------|
| _____ Boys Football | _____ | _____ Girls Volleyball | _____ |
| _____ Boys Cross Country | _____ | _____ Girls Tennis | _____ |
| _____ Boys Basketball | _____ | _____ Girls Basketball | _____ |
| _____ Boys Swimming | _____ | _____ Girls Cross Country | _____ |
| _____ Boys Gymnastics | _____ | _____ Girls Swimming | _____ |
| _____ Boys Tennis | _____ | _____ Girls Gymnastics | _____ |
| _____ Boys Track and Field | _____ | _____ Girls Golf | _____ |
| _____ Boys Golf | _____ | _____ Girls Track and Field | _____ |
| _____ Boys Baseball | _____ | _____ Girls Softball | _____ |
| _____ Other _____ | _____ | _____ Other _____ | _____ |
16. Please check other duties that you are assigned:
- | | |
|---------------------------|-------------------------------|
| _____ Study Hall | _____ Cheerleader Sponsor |
| _____ Hall Supervision | _____ Class Sponsor |
| _____ Lunch Supervision | _____ Student Council Sponsor |
| _____ Athletic Director | _____ Debate or Speech Coach |
| _____ P.E. Dept. Chairman | _____ Journalism Sponsor |
| _____ Intramural Sponsor | _____ Yearbook Sponsor |
| _____ Letter Club Sponsor | _____ Kay or Kayette Sponsor |
| _____ Drill Team Sponsor | _____ Vocal Music |
| _____ FCA Sponsor | _____ Instrumental Music |
| _____ Bus Driver | _____ Pep Club Sponsor |
- _____ Other; Please list _____

17. Please indicate in which of the following organizations you hold membership:

- National Education Association and Kansas N.E.A.
 American Alliance of H.P.E.R.
 Kansas Association of H.P.E.R.
 Kansas Coaches Association
 Other _____

18. Answer if applicable to your situation:

- A. If you teach physical education and another subject area,
- a. which results in more outside-of-class preparation for you? P.E. Other About Same
- b. which do you enjoy teaching the most? P.E. Other About Same
- B. If you are a head coach and teach physical education,
- a. which results in more outside preparation for your? P.E. Coaching About Same
- b. in which do you feel the most administrative pressure to do a good job? P.E. Coaching About Same
- c. in which do you feel the most community pressure to do a good job? P.E. Coaching About Same
- d. which do you enjoy the most? P.E. Coaching About Same
- C. If you are an assistant coach and teach physical education,
- a. which results in more outside preparation for you? P.E. Coaching About Same
- b. in which do you feel the most administrative pressure to do a good job? P.E. Coaching About Same
- c. in which do you feel the most community pressure to do a good job? P.E. Coaching About Same
- d. which do you enjoy the most? P.E. Coaching About Same

19. What do you feel was the most important consideration for you being employed in your present position?
- teaching ability
 coaching ability
 both teaching and coaching ability
 other; please list: _____
20. What is your ultimate professional goal? (Mark only one.)
- a. Remain as secondary physical education instructor.
 b. Remain as secondary physical education instructor and coach.
 c. Remain as secondary non-physical education instructor.
 d. Remain as secondary non-physical education instructor and coach.
 e. Become a college physical education instructor.
 f. Become a college physical education instructor and coach.
 g. Become a college coach with no teaching responsibilities.
 h. Become an elementary or secondary administrator.
 i. Become an administrator at the district level.
 j. Other; please identify: _____
21. What advice would you give to students majoring in physical education in Kansas colleges and universities. (You may continue your answer on the back of this sheet.)

Thank you for your cooperation!

If you wish to receive a summary of the results of this study, return this sheet with your questionnaire. Please give all information indicated.

Name _____

Street or Box _____

City _____

State _____

Zip Code _____

VITA²

Jimmy Joe Krob

Candidate for the Degree of

Doctor of Education

Thesis: A DEMOGRAPHIC PROFILE OF KANSAS SECONDARY PHYSICAL EDUCATION INSTRUCTORS WITH IMPLICATIONS FOR COUNSELING

Major Field: Higher Education

Minor Field: Health, Physical Education and Recreation

Biographical:

Personal Data: Born in Belleville, Kansas, October 21, 1940, the son of Mr. and Mrs. Tony Krob of Cuba, Kansas.

Education: Graduated from Cuba Rural High School, Cuba, Kansas, in 1958; received Bachelor of Science in Physical Education degree from Kansas State University, Manhattan, Kansas, in 1962; received Master of Science degree in Physical Education with a minor field in Educational Administration from Kansas State University, Manhattan, Kansas, in 1966; enrolled in doctoral program at Oklahoma State University, Stillwater, Oklahoma, 1978-79; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1979.

Professional Experience: Physical education, math, and science instructor, Burdett High School, Burdett, Kansas, 1962-63; physical education, driver education, and social science instructor, Jewell Rural High School, Jewell, Kansas, 1963-67; physical education instructor and high school principal, Unified School District 279, Jewell, Kansas, 1967-1970; physical education instructor, Unified School District 407, Russell, Kansas; Assistant Professor of Physical Education, Bethany College, Lindsborg, Kansas, 1974-78; graduate teaching assistant in physical education, Oklahoma State University, Stillwater, Oklahoma, 1978-79; Assistant Professor of Physical Education, Bethany College, Lindsborg, Kansas, 1979-80.