

Utah State University

DigitalCommons@USU

All Graduate Theses and Dissertations

Graduate Studies

5-1956

A Study of the Problems of Teaching Health in Selected High Schools of Utah

Frank R. Williams
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>



Part of the [Education Commons](#)

Recommended Citation

Williams, Frank R., "A Study of the Problems of Teaching Health in Selected High Schools of Utah" (1956).
All Graduate Theses and Dissertations. 2755.

<https://digitalcommons.usu.edu/etd/2755>

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



A STUDY OF THE PROBLEMS OF TEACHING HEALTH
IN SELECTED HIGH SCHOOLS OF UTAH

by

Frank R. Williams

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Physical Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1956

378.2

W671

C.3

ACKNOWLEDGEMENTS

The author of this study is greatly indebted to the American People who made it possible for him to complete his work for a higher degree through the aid of the GI Bill of Rights.

Appreciation is expressed to the health teachers in the high schools of Utah who submitted data for this study. The writer also wishes to acknowledge the inspiration and guidance of all his graduate work by his committee of Professor H. B. Hunsaker, Chairman; Dr. J. C. Carlisle, Dr. W. W. Smith, Dr. T. L. Bahler, Professor D. O. Nelson, and Professor I. C. Heaton.

Frank R. Williams

TABLE OF CONTENTS

	Page
Introduction	1
Statement of problem	2
Scope of the problem	2
Method of procedure	4
Review of literature	8
A study by Rhoad	8
A study by Bender	9
A study by Flesher	11
A study by Barr	12
A study by Jordon	13
A study by Kirkland	14
Presentation of data	17
Facility problems	17
Materials problems	20
Method problems	26
Administration problems	30
Particular problems	33
Curriculum problems	37
Preliminary Questions	42
Summary	48
Conclusion	53
Recommendations	55
Literature cited	56
Appendix	57
Letter of request	58
Questionnaire	59

LIST OF FIGURES

Figure	Page
1. Analysis of Facility Problems and its subdivisions	16
2. Analysis of Material Problems and its subdivisions	22
3. Analysis of Method Problems and its subdivisions	27
4. Analysis of Administration Problems and its subdivisions	31
5. Analysis of Particular Problems and its subdivisions	34
6. Analysis of Curriculum Problems and its subdivisions	38
7. The per cent of problem indication in the six major problem areas	52

LIST OF TABLES

Table	Page
1. Analysis of Preliminary Data -- questions 1, 2 & 6	43
2. Arrangement of time allotted to health teaching	45
3. Length of class periods in minutes	46
4. Analysis of the teaching load	47

INTRODUCTION

It was the general belief of the developers, curators and protectors of the American form of Government that education of the masses is the backbone of the Democratic way of life practiced in the United States. This belief has been the foundation for the development of broad curriculums, expanded facilities and increased enrollment in teacher training institutions; especially since the beginning of World War II. The teacher shortage so prevalent in the United States at present has aroused the public and educators alike to concern about the welfare of the teacher, and the schooling of the child.

This concern has led to studies of the teacher's problems, training, and well-being. The peak of this trend was indicated in the Conferences on Teacher Welfare held in Philadelphia in 1948 and in California in 1950. Individual problems that confront the teacher have, until recent years, been primarily left to the administration of the system in which the teacher is employed. A review of literature shows this to be true, except in some instances where beginning teachers have been surveyed to ascertain early difficulties. These studies were prepared primarily to aid teacher training institutions in organizing a more nearly complete curriculum.

This study and the information it contains comes as a

result of this trend toward the interest in education, the welfare of the teachers, and development of the school child.

Statement of the problem. In view of the increasing interest in health education--one of the most vital fields of education--and in view of emphasis placed upon health as an objective of education, this study is being made to determine the problems of the teacher in teaching health as subject matter in selected high schools of Utah.

It is the writer's belief that there are difficulties in teaching health which are a hindrance to the teaching processes in meeting the objectives of health education. It is the writer's aim to find these problems by surveying the teachers responsible for teaching health as subject matter in the high schools selected, and then to rate the selected high schools by using graphs, charts and a score card composed from data collected from the survey.

Scope of the problem. High schools selected for this study were chosen from the Central and Northern Utah area. Factual data for this study were collected in March and April of 1950. Therefore, results shown will be in relation to this period, and not at the time of this writing. The prepared questionnaire was mailed to 26 schools, of which twenty-three (88.46%) responded. It is the writer's contention that the names of the schools and the teachers participating in the collection of data for this study have no bearing on the study; therefore, they are omitted throughout the text. A serious effort indeed was made to preserve anonymity of participants in the

survey to encourage frank honest answers.

To determine the areas where health teaching problems exist, and to determine the degree of severity of the problems indicated is the foundation of this survey. The study will not compare idealistic conditions, determined by authorities with realistic conditions determined by this survey; but will attempt to determine wherein health teaching difficulties lie. The major problem areas surveyed consist of: Administration problems, Materials problems, Curriculum problems, Method problems, Facility problems, and Particular problems. Each area is subdivided with specific problems peculiar to the major problem area.

Use of the Utah State course-of-study; the extent that text books are used--with title, author, and year of publication; time allotted to health teaching; length of class periods; teacher load; and whether or not the teacher is professionally prepared will also be considered in this study.

METHOD OF PROCEDURE

Formation of an adequate questionnaire was a matter of screening a mass of information. The areas and subproblems of the preliminary questionnaire were determined by review of idealistic health teaching media, determined by processing ideal teaching situations as described by authorities in the health teaching field. Literature concerning the teaching media desirable for ideal conditions was reviewed to establish the areas used in this study. These conditions were then compiled and processed to establish the questions necessary to cover all problem areas. Local authorities, familiar with Utah educational practices and policies, were then asked to add, delete, appraise, and revise any specific problems they considered to be worth while or insignificant to the study. Further appraisals and revisions were then completed by this writer and his graduate committee.

The formation of the preliminary questionnaire was then composed and presented to the graduate committee for further criticism. It consisted of the major areas with subquestions and statements concerning possible specific divisions where problems may exist. It made possible the scoring of these divisions as having no relation to the health teaching program, no problem, slight problem, definite problem and severe problem.

It was decided that a Pilot Study be made to determine the reliability of the questionnaire. For this Pilot Study, the questionnaire was presented to 26 upper division and graduate students enrolled in the 1949 Fall quarter class of School Health at Utah State Agricultural College to obtain their reaction. It was also presented to the three high school health teachers in the vicinity of Utah State Agricultural College to determine their reactions to this preliminary questionnaire.

Returns from these preliminary questionnaires were then evaluated to determine the need for the addition or the omission of specific problems presented. Two specific problems of the administration area were eliminated through this check on the questionnaire's reliability. Other specific problems remained basically the same, except for minor changes made for clarity.

Composition of the final questionnaire was completed. The scoring of problems having no relation to the health teaching program, and the scoring of the no problem area were omitted from the final questionnaire. This was done to eliminate bulk in the questionnaire and because the study is limited to the problems of teaching health education. The teachers surveyed by this questionnaire were asked to check each specific problem where difficulty existed. A check mark in the slight problem column indicated difficulty to a small extent. A check mark in the definite problem column expressed difficulty of considerable extent, and a check

mark in the severe problem column indicated difficulty to a great extent. It was believed that a negative response to any question or statement in the problem areas studied would indicate no existing problem.

For a final reliability check on the finished questionnaire it was presented to 32 students enrolled in the Winter quarter class of School Health at Utah State Agricultural College to determine their reaction. Compilation of the data collected by this means established the questionnaire to be reliably sound, in that no further additions or revisions of the questionnaire were suggested.

Presentation of the questionnaire to the selected high schools for the collection of data from teachers in the field was now possible.

The final and completed questionnaire contains six preliminary questions pertaining to: whether or not the Utah State course-of-study is used, the extent that text books are used, the arrangement of time allotted to health teaching, the length of class periods, the teaching load, and whether or not the teacher is professionally trained. The main body of the questionnaire has six major problem areas. A total of 59 specific problems make up the subdivisions of the six major problem areas.

Twenty-six teachers from the selected high schools were asked to answer the final questionnaire. A letter (appendix page 58) of request containing introduction and directions accompanied the final questionnaire (appendix page 59) which

was mailed to the health teachers of the selected high schools. Twenty-three (88.46%) of the 26 teachers who were asked to respond to the questionnaire replied to this request and returned the data necessary for this study.

After the questionnaires were returned to the writer, they were checked for completeness, then tabulated and scored.

A master sheet was constructed to determine the total problem indication in each of the major areas, and to determine the severity of all specific problems listed in the major areas. Tabulation and listings were also made on whether or not the Utah State course-of-study is used, how time allotted to health teaching is arranged, length of class periods in minutes, teachers daily load, extent that text books are used--with title, author, and date of last edition being listed, and whether or not the teacher is professionally prepared: i. e. 20 quarter hours of health education courses, or a minor in health education. This master sheet was used to facilitate closer analysis of contributed data.

REVIEW OF LITERATURE

An examination of research studies in this area reveals the fact that attempts have been made in several states to determine the difficulties or failures of beginning teachers. The six studies reviewed are closely related to the problem designed in this study. A brief abstract of these six studies is presented below.

A study made by Claude Elton Rhoad (1) of Ohio State University is abstracted as follows:

Purpose. To determine what abilities in selected areas of technical agriculture prospective teachers of vocational agriculture in Ohio possess and what ones they lack. To provide a basis for reconstructing the pre-service program for training in technical agriculture.

Method. A tentative list of essential activities in the areas selected was prepared and submitted to a jury of five training-school teachers for appraisal and revision. Tests were constructed and administered to determine if these essential abilities were possessed by the 26 seniors majoring in Agricultural Education during the 1942-43 school year.

Findings. The 26 trainees possessed on the average 54 percent of the essential abilities in the swine area. The survey showed that these trainees, on the average,

possessed 51 percent of the essential abilities selected by the jury in the seven general areas of technical agriculture. In view of the low scores made by the trainees in the tests of their abilities to perform certain technical activities, the writer concluded that a program to improve the conditions should be undertaken. Seven recommendations were offered for the improvement of the program in pre-service training for prospective teachers of vocational agriculture.

Ralph E. Bender (2) of Ohio State University made a study which is abstracted as follows:

Purpose. To determine how well prospective teachers of vocational agriculture are being trained in the professional areas of the pre-service training program. To procure valid data for suggesting improvements in the professional training program.

Method. An evaluation was made of the importance, responsibility, and extent of experience provided in the pre-service professional training program. The participating experience selected were classified into nine areas, namely, supervised farm practice, all-day teaching, Future Farmers of America, young farmers, adult farmers, physical facilities, school relationships, community relationships, and records and reports. A total of 114 participating experiences were included in the nine areas.

Sixty-eight majors in agricultural education who graduated from Ohio State University, in the classes of 1938

to 1940, inclusive, and who taught vocational agriculture continuously since graduation were included in the study. The form used for making the evaluations was explained to the teachers in small groups. The forms were returned to the author after the evaluations had been made.

Findings. The average evaluation for all professional areas of the teacher-training program was 2.7, which, according to the five point scale that was used, rated fairly good. The areas which scored highest were all-day teaching, supervised practice, and physical plant and facilities. The teachers rated the adult farmer and young farmer areas lowest. Bender found a positive correlation between the total evaluation, the importance of the experiences, the percentage of the teachers participating, and the responsibility of the experience. It was concluded that, for the most part, the teacher-training department was emphasizing the areas of experience which were made for the improvement of professional program in pre-service training:

1. Provide more participating experience and responsibility for the trainee.
2. Provide a better balance of participation in activities throughout the year, especially in the activities normally occurring during the beginning weeks of the school term.
3. Bring the trainee in contact earlier in his college career with the professional training program and with the

activities involved in a program of vocational agriculture.

Following is an abstract of the study made by William Ray Flesher (3) of Ohio State University:

Purpose. To determine what the problems of beginning teachers are, what efforts have been made in the schools toward the solution of these problems, what do teachers and administrators consider as strengths and weaknesses of the program of teacher preparation of the College of Education at Ohio State University, and what do teachers consider the strengths and weaknesses of their student teaching experience under the supervision of the College of Education?

Method. Inquiries were printed and mailed to 438 teachers and their administrators. Graduates of the classes of 1940 and 1941 of the College of Education of the Ohio State University, who had taught 1 to 2 years were included. Responses were received from 199 teachers (45.4%) and from 281 administrators (65.2%). The inquiry forms were organized to secure information regarding problems of beginning teachers in four major areas of relationships: teacher-pupil, teacher-teacher, teacher-administrator, and teacher-community. Space was provided for the respondents to record the information called for under the several problems included in each of the four areas.

Findings. Most of the problems with which beginning teachers were confronted were those involving relationships of teacher and pupil. The kinds of problems most frequently

reported were "materials and equipment", "discipline", "assignment", and "evaluation".

The three problems which ranked first, second, and third in degree of seriousness, as reported by the teachers, were "eating and rooming places", "finances", and "philosophy of education".

The three greatest weaknesses of the program of teacher preparation, as reported by the teachers, were "courses too theoretical", "discipline problems not discussed", and "weak courses in education". The teachers indicated that the most marked weaknesses of student teaching were "period of student teaching too short", "too different from real position", and "insufficient university supervision".

The author made specific recommendations for the improvement of the teacher-preparation program of the College of Education at The Ohio State University.

A study made by A. S. Barr and Mabel Rudisill (4) is abstracted as follows:

Purpose. To discover the difficulties that actually give beginning teachers most concern.

Method. Questionnaires were sent to 148 teaching graduates of The University of Wisconsin. Statements of difficulties were obtained at three different periods of experience, including difficulties met during the first 2 weeks of teaching, those that continued throughout the first year, and those that continued in the second year.

Findings. The ten difficulties most frequently mentioned by teachers at the three periods of experience follow in descending order--controlling pupils, providing for individual differences, presenting subject matter, motivating pupils, organizing work and teaching materials, providing conditions for work, measuring achievement, effecting pupil-teacher participation in the recitation, making assignments, and adjusting to classroom situation.

The above difficulties ranked high among those with which teachers were confronted during each of the three periods of experience. Adjustment of the teacher to classroom situation decreased decidedly as a difficulty after the first 2 weeks.

Teaching pupils how to study, although not included in the first ten difficulties, was as troublesome during the second year as during the first 2 weeks of the first year.

Mark Bartley Jordon (5) of Louisiana State University made a study which is abstracted as follows:

Purpose. To formulate procedures and methods for assisting teachers of vocational agriculture in discharging their responsibilities in newly established departments.

Method. A questionnaire was developed in which teacher activities in nine areas or phases of the program in vocational agriculture were listed. Questionnaires were sent to 222 vocational agriculture workers in twelve Southern States from whom 134 replies were received. Each respondent indicated the importance of each activity included in the

questionnaire by a "yes" or "no" marking. The activities which were considered important by one-half or more of the respondents were included in the list of responsibilities of teachers in newly established departments.

Findings. The major responsibilities of teachers of vocational agriculture in newly established departments were these: becoming desirably established in the community; establishing and maintaining favorable working relationships with school officials, patrons, civic and farm organizations; becoming familiar with the agricultural practices and needs of the community; formulating long-time and annual community programs of work; assisting all-day students in selecting and conducting satisfactory supervised farming programs; making plans for organizing and teaching all-day and evening classes; guiding the local Future Farmer Chapter in planning and conducting its program; and keeping necessary records and making reports.

A study made by James Bryant Kirkland (6) of Ohio State University is abstracted as follows:

Purpose. To determine the professional and technical difficulties encountered by teachers during their first year of teaching vocational agriculture. To procure valid and valuable data for suggesting improvements in the undergraduate training program and the student teaching program.

Method. An evaluation was made of the professional and technical activities which beginning teachers of vocational agriculture should be able to do. A total of 188 activities

were included in the ten professional groups and 534 activities were included in the 30 technical groups.

Findings. The participation of the teachers in the various activities in each professional group varied widely. The highest participation was in the activities included in the physical plant and facilities and the all-day program groups. This ranged 99 and 92 percent respectively. The percent of teacher participation in the groups of adult farmer program, evaluation, and relationships ranged from 79 to 86. Less than one-half of the teachers performed the activities included in the long-time and annual program, and out-of-school youth groups. Only 16 percent of the teachers performed the activities included in the follow-up and placement groups.

The highest percents of activities which teachers performed without difficulty were included in the groups of relationships, evaluation, records and reports, and all-day program. The teachers performed the lowest percent of activities without difficulty in the follow-up and placement, long time and annual program, and out-of-school youth groups.

The activities included in the physical plant, all-day, long time, and annual program groups ranked highest in difficulties encountered and in ability of teachers to perform them. The teachers reported that, on the average, they had difficulty or felt incapable of performing 32 percent of the 188 activities included in the professional

groups.

In the technical groups one-third or more of the group reported difficulty or expressed inability in performing 123, or 23 percent, of the 534 activities listed. The highest percent of difficulty being in the agricultural engineering group and the lowest in the livestock and poultry groups. The majority of the teachers listed as the cause of the difficulties encountered: insufficient instructions in certain phases of the activities during the pre-service training; lack of participation in certain activities before becoming employed; course content not applicable to problems encountered after being employed; and lack of knowledge and experience in performing certain activities.

From the abstracts of the six studies it is apparent that beginning teachers do encounter problems. It is this writer's belief that problems in the various fields of education are similar and closely related to problems of teaching as described in the studies above.

PRESENTATION OF DATA

Treating of this data will consider the total possible problem indication in relation to the whole questionnaire: i. e. the total number of teachers surveyed (23) multiplied by the total number of specific problems (59) listed in the questionnaire gives a total possible indication of 1,357. By the same method, the total possible indication for each of the major problem areas will be considered. The total actual indication of problems will be determined by multiplying the total response of the teachers surveyed by the total number of specific problems listed in the questionnaire. The same method will be used to determine the actual indication of each major problem area. The per cent of possible indication is determined by dividing the actual indication by the possible indication.

Analysis of Facility Problems. Analysis of the Facility Problem area (Figure # 1) shows the degree of severity of each problem listed in this major area. Possible indication for this area is 161. Actual indication of problems in this major problem area is 101 (62.73%) of the possible indication of 161. The actual indication of slight problems is fifty-one (50.49%) of the indicated problems. Definite problems have an actual indication of twenty-seven (26.73%) of the problems indicated, and the actual indication of severe

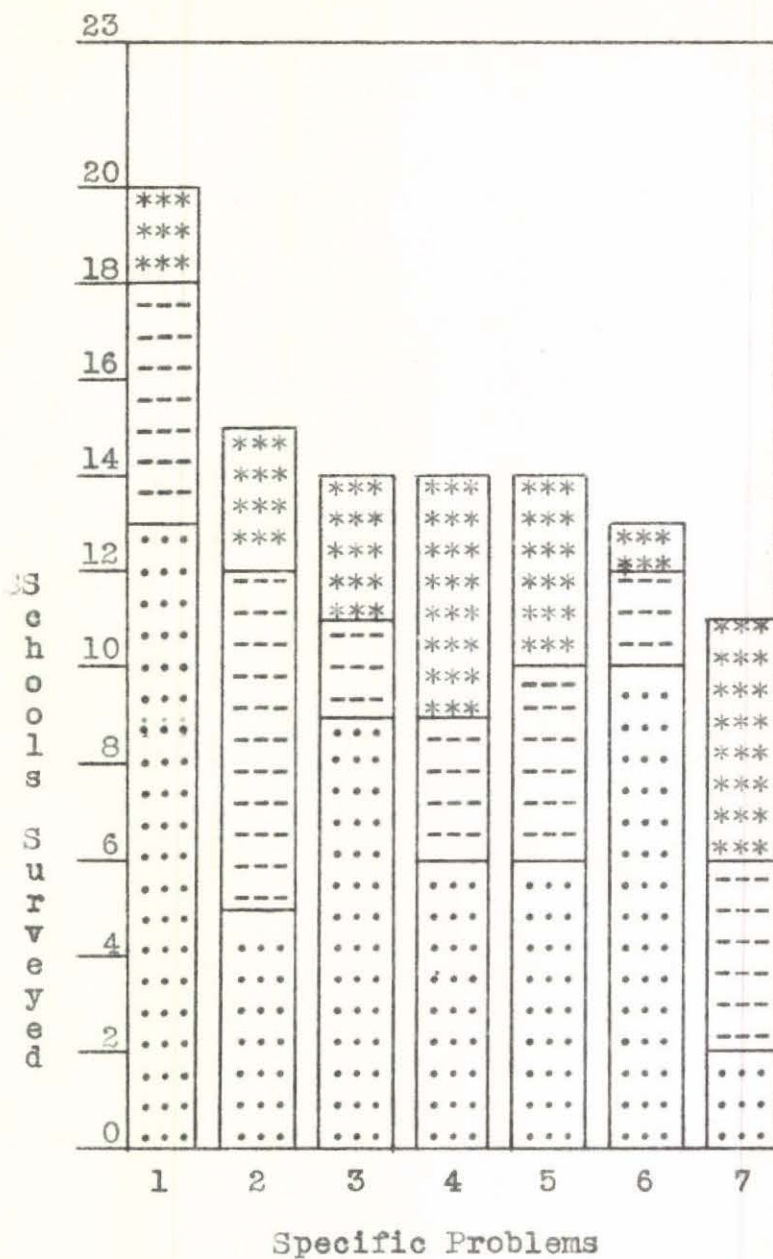


Figure 1. Analysis of Facility Problems and its subdivisions

problems is twenty-three (22.77%) of the problems indicated.

Specific Problem # 1 -- Library is adequate for research by the students. Problem indication in this area shows twenty (86.96%) teachers reacting. Thirteen (56.52%) express a slight problem, five (21.74%) express a definite problem, and two (8.70%) indicate a severe problem in this area.

Specific Problem # 2 -- Classroom is of comfortable size; so that teaching is not difficult. Fifteen (65.22%) teachers indicated that difficulties were present. Seven (30.43%) teachers expressed this as being a definite problem, and three (13.04%) indicated a severe problem, while five (21.74%) considered this to be a slight problem.

Specific Problem # 3 -- Classroom has a wholesome pleasing appearance. Teachers indicating problems in this division were fourteen (60.87%). Of these teachers, nine (39.13%) responded in the slight problem area, a definite problem was indicated by two (8.70%), and three (13.04%) teachers checked this to be a severe problem.

Specific Problem # 4 -- Lighting in the classroom is adequate for detailed work. Total indication of teachers in this area was fourteen (60.87%). A breakdown of this total shows six (26.09%) teachers indicating this a slight problem, and three (13.04%) indicating a definite problem, and five (21.74%) considered this a severe problem.

Specific Problem # 5 -- Proper temperature and ventilation is easily controlled. Fourteen (60.87%) teachers indicated that difficulties were present. Six (26.09%) teachers

expressed this as being a slight problem, and four (17.39%) teachers indicated difficulties were present as definite problems, and the same number indicated difficulties as being severe in this area.

Specific Problem # 6 -- School environment is contrary to what is taught in health classes. Teachers expressing this as a problem were thirteen (56.52%) in number. A breakdown of this shows ten (43.48%) indicating a slight problem, two (8.70%) indicating a definite problem, and one (4.35%) indicating a severe problem.

Specific Problem # 7 -- There is adequate seating space for all students in the class. Indicating problems in this division were eleven (47.83%) teachers. A slight problem was the response of two (8.70%) teachers; while a definite problem was checked by four (17.39%) teachers, and five (21.74%) teachers scored this division as a severe problem.

The subdivision which drew the greatest response from the teachers was specific problem # 1 -- Library is adequate for research by the students. About three-fifths of the teachers considered five other subdivisions of this major problem area as being teaching problems. In only one specific problem of this area was the teacher indication less than 50 percent. About half of the teachers responding considered that teaching problems existed in a small extent; while the other 50 percent indicated that teaching problems were prevalent in either a definite or a severe nature.

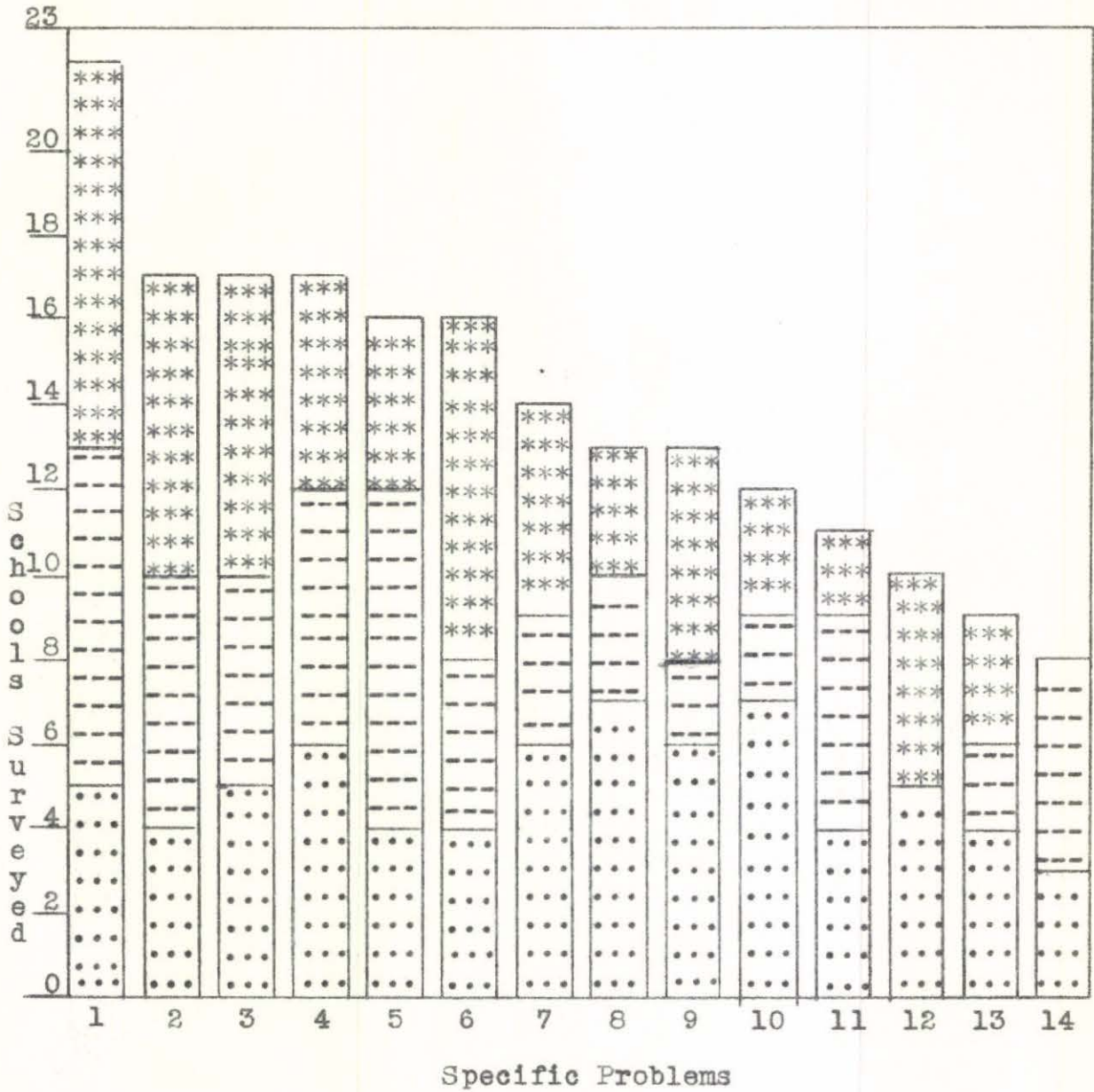
Analysis of Materials Problems. Analysis and designation

of the major problem area of Materials Problems is shown in Figure # 2. Total possible indication for this area is 322, and the actual indication is 195 (60.56%). The slight problem designation includes seventy (36%) of the actual indication, the designation is fifty-nine (30.46%) in the definite problem area, and sixty-six (33.85%) of the actual indication was represented in the severe problem area.

Specific Problem # 1 -- Funds and facilities for field trips are available for use in the program. Only one teacher surveyed did not score this subdivision as a problem of teaching health; therefore, twenty-two (95.65%) of the 23 teachers indicate this as one of their problems. Breaking this total down it is found that five (21.74%) teachers considered this to be a slight problem, eight (34.78%) designated it as a definite problem, and nine (39.13%) indicated this to be a severe problem.

Specific Problem # 2 -- Health films are available from the school visual aids library. Seventeen (73.91%) teachers designated this division as a problem of some degree. Four (17.39%) scored a slight problem, six (26.09%) a definite problem, and seven (30.43%) a severe problem.

Specific Problem # 3 -- Strip films and strip film machines are available when needed. Total problem indication by teachers in this division was seventeen (73.91%). Of these teachers, five (21.74%) responded in the slight problem column, and a definite problem was indicated by the same number. Seven (30.43%) showed they believed this to be a severe problem.



Key: *** Severe Problem
 --- Definite Problem
 ... Slight Problem

Figure 2. Analysis of Materials Problems and its subdivisions

Specific Problem # 4 -- There is an up-to-date and growing health library. As in the previous two specific problem divisions, seventeen (73.91%) teachers showed they considered this a problem of teaching. A slight problem and a definite problem was indicated by six (26.09%) teachers each, while five (21.74%) of the total scored this as a severe problem.

Specific Problem # 5 -- All types of visual aids are available when needed in the program. Sixteen (69.56%) was the total indication of the teachers in this subdivision. The highest designation in this total of teachers was in the definite problem area where eight (34.78%) teachers responded. Four (17.39%) each responded to the severe and slight problem areas.

Specific Problem # 6 -- A baloptican (still) picture machine is on hand when needed. Slight and definite problem areas were each indicated by four (17.39%) teachers. The severe problem area drew responses from eight (34.78%) teachers.

Specific Problem # 7 -- Individual health records are current and available for use in the program. A total of fourteen (60.87%) teachers designated this as a problem. Heaviest indication was in the slight problem area where six (26.09%) teachers responded. Three (13.04%) considered this a definite problem and five (21.74%) indicated a severe problem in this subdivision.

Specific Problem # 8 -- Text books now used are up-to-date materially. Over half, thirteen (56.52%) in all, of

the teachers showed by checking the questionnaire that they considered this subdivision as being a teaching problem. Of the total indication, seven (30.43%) checked a slight problem, and three (13.04%) teachers each indicated definite and severe problems.

Specific Problem # 9 -- When text books are used, they are available to all students. Again, thirteen (56.52%) teachers scored this as a problem in their teaching. Six (26.09%), two (8.70%), and five (21.74%) teachers indicated slight, definite, and severe problems respectively.

Specific Problem # 10 -- Health reference books are available when needed. Twelve (52.17%) teachers indicated this subdivision as being a problem to them. Seven (30.43%) teachers indicated this as a slight problem, two (8.70%) considered it a definite problem, and a severe problem was checked by three (13.04%) teachers.

Specific Problem # 11 -- Text books are adequate for course-of-study used. A sum of four (17.39%) teachers indicating a slight problem, five (21.74%) a definite problem, and two (8.70%) a severe problem, is a total of eleven (47.83%) teachers who indicated this specific problem as being difficult in teaching health.

Specific Problem # 12 -- Sound and silent picture machines are on hand when needed. No teachers indicated a definite problem in this subdivision; however, five (21.74%) teachers each indicated slight and severe problems, making a total teacher indication of ten (43.48%).

Specific Problem # 13 -- Text books are adequate for the grade level where used. This specific problem drew a response from nine (39.13%) teachers. Of these teachers, four (17.39%) responses were tabulated under slight problem, two (8.70%) under definite problem, and three (13.04%) under severe problem.

Specific Problem # 14 -- Text books not required for the course. Eight (34.78%) teachers indicated this subdivision as being a problem. However, there was no indication that it was a severe problem. A slight problem was checked by three (13.04%) teachers, and five (21.74%) teachers scored this as a definite problem.

A significant factor as shown in Figure # 2 is that only 4 of the 14 specific problems in this major problem area rate less than 50 per cent as problems of teaching health. Also this major division of Materials Problems is second only to that of Facility Problems when comparing the indicated problems of teaching health as determined by this study.

Lack of funds and facilities for field trips is the specific problem that produced the greatest response from the teachers surveyed. Twenty-two (95.65%) teachers considered this a problem of some degree. The specific problems concerning visual aids, and the problem of an up-to-date and growing library were expressed as teaching problems by approximately 70 per cent of the teachers. Specific problems concerning text books drew the least indication of problems in this major area. However, the indication of teaching

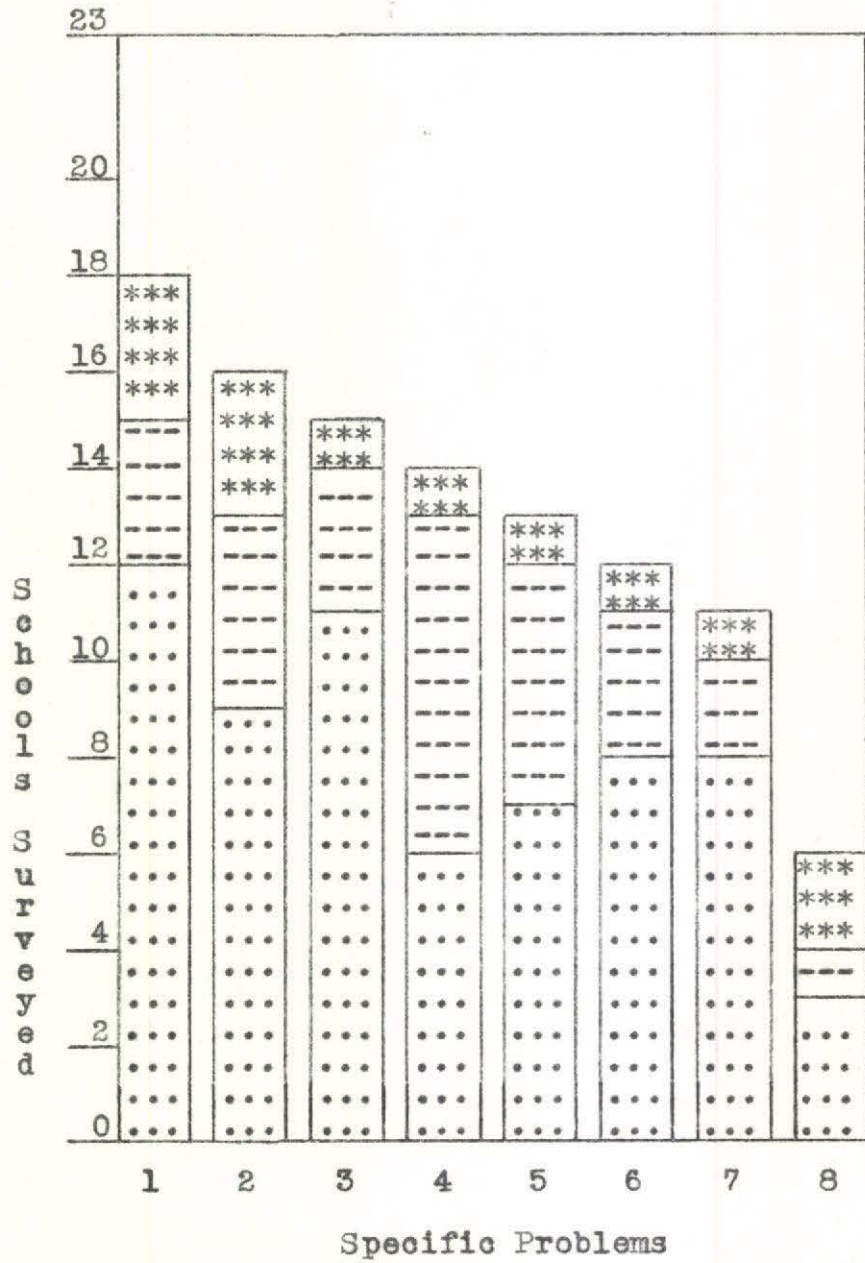
problems existing in this area was over 30 per cent in all cases.

The balance that exists in the degree of severity expressed by the teachers in the major problem area is interesting. Approximately one-third of the teachers expressed difficulty in each of the problem severity areas. The prevalence of opinion which exists in the definite and severe problem areas of this major problem establishes it as the area of the greatest concern to teachers in health education.

Analysis of Method Problems. Figure # 3 expresses the prevalence and severity of each of the specific problems in the Method Problems area. For the total area, 184 was the possible indication. The actual indication of problems in this major area was 105 (57.07%) of the total possible indication. Of the total actual indication, sixty-five (61.9%) was in the slight problem area, twenty-eight (26.67%) in the definite problem area, and thirteen (12.38%) in the severe problem area.

Specific Problem # 1 -- Creating a desire in the student to use health knowledge learned. Eighteen (78.26%) teachers indicated that difficulties were present. Twelve (52.17%) teachers expressed this as being a slight problem, four (17.39%) teachers designated a definite problem and the same number indicated a severe problem.

Specific Problem # 2 -- Providing opportunities for the student's practical application of material learned. Teachers expressing this as a problem were eight (69.56%) in



Key: *** Severe Problem
 --- Definite Problem
 ... Slight Problem

Figure 3. Analysis of Method Problems and its subdivisions

number. A breakdown of this shows nine (39.13%) indicating a slight problem, four (17.39%) indicating a definite problem, and three (13.04%) indicating a severe problem.

Specific Problem # 3 -- Evaluating the achievement of your teaching. Problem indication in this area shows fifteen (65.22%) teachers reacting. Eleven (47.83%) express a slight problem, three (13.04%) express a definite problem, and one (4.35%) indicated a severe problem in this area.

Specific Problem # 4 -- Determining the health habits of the students. Teachers indicating problems in this division were fourteen (60.87%). Of these teachers, six (26.08%) responded in the slight problem area, a definite problem was indicated by seven (30.43%), and one (4.35%) teachers checked this to be a severe problem.

Specific Problem # 5 -- Basing teaching and materials on real life problems and on real people. Total indication of teachers in this area was thirteen (56.52%). A breakdown of this total shows seven (30.43%) teachers indicating this as a slight problem, five (21.74%) indicating a definite problem, and one (4.35%) considered this a severe problem.

Specific Problem # 6 -- Determining the health needs and interests of the students. Indicating problems in this division were twelve (52.17%) teachers. A slight problem was the response of eight (34.78%) teachers; while a definite problem was checked by three (13.04%) teachers, and one (4.35%) teacher scored this division as a severe problem.

Specific Problem # 7 -- Determining the health

knowledge of the students. Total problem indication by the teachers in this division was eleven (47.83%). Eight teachers responded to a slight problem; while two (8.70%) teachers and one (4.35%) teacher signified definite and severe problems respectively.

Specific Problem # 8 -- Use of a variety of teaching methods for instruction. A total of six (26.09%) teachers signified difficulty in this division. Three (13.04%) specified a slight problem, one (4.35%) designated this to be a definite problem, and two (8.70%) believed this to be a severe problem.

This major area of Method Problems also shows a heavy response from the schools surveyed. More than three-fifths of the teachers indicated they had difficulties teaching health in four of the specific problems of this major area. In three other specific problems, about 50 percent of the teachers expressed difficulty. Only in specific problem # 8 did the teachers indicate little difficulty, for just six of the 23 teachers considered this to be a problem of some degree.

As is shown in Figure # 3, most of the teachers (61.90%) considered that problems existed to a small extent. About one-fourth (26.67%) of the teacher response in this major area indicates that definite problems exist. Severe difficulty was expressed in only two of the specific problems-- those being specific problem # 1 -- Creating a desire in the student to use health knowledge learned; and specific problem

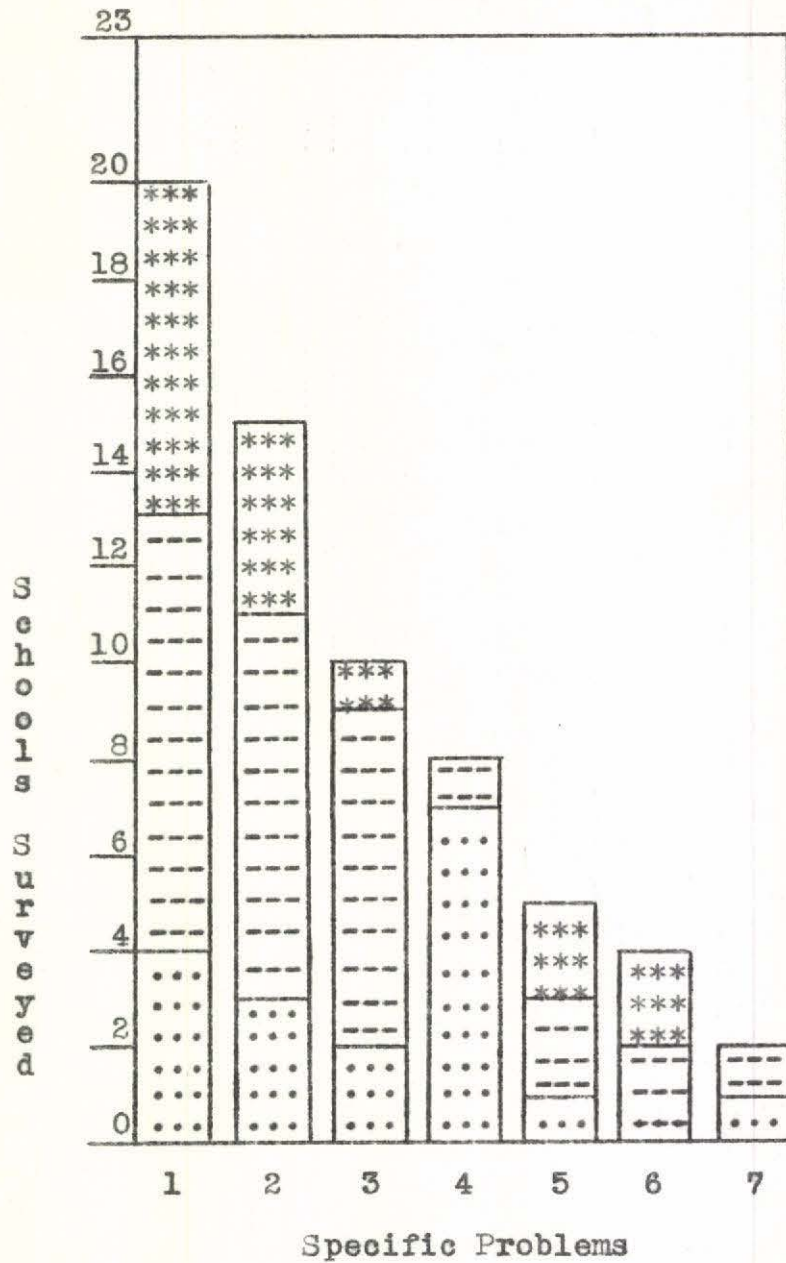
2 -- Providing opportunities for the student's practical application of material learned.

Analysis of Administration Problems. In analyzing the major problem area of Administration Problems (Figure # 4), it is shown as having a total possible indication of 161 (the number of teachers times the specific problems). Actual indication is sixty-four (39.75%) of the total possible indication for this major problem area. Actual indication of slight problems is eighteen (28.13%) of the indicated problems. Definite problems have an actual indication of thirty (46.88%), and the actual indication of severe problems is sixteen (25%).

Specific Problem # 1 -- Teaching load too crowded to organize field trips. By far the most prevalent in this major area of Administration Problems is this division, where twenty (86.96%) teachers indicated this a problem. Four (17.39%) teachers responded to a slight problem, nine (39.13%) to a definite problem, and seven (30.43%) to a severe problem.

Specific Problem # 2 -- Size (number of students) of the class is too large. Fifteen (65.22%) teachers designating this division as a problem of some degree shows three (13.04%) of them scoring a slight problem, eight (34.78%) a definite problem, and four (17.39%) a severe problem.

Specific Problem # 3 -- Teaching load too crowded to properly prepare for the health classes. A total of ten (43.48%) teachers designated this as a problem. Only two



Key: *** Severe Problems
 --- Definite Problems
 ... Slight Problems

Figure 4. Analysis of Administration Problems and its subdivisions

(8.70%) of the ten teachers considered this a slight problem, while seven (30.43%) and one (4.35%) indicated definite and severe problems respectively.

Specific Problem # 4 -- Course of study used is too broad to adequately cover in the time allotted. Teachers indicating problems in this division were eight (34.78%). The slight problem indication was seven (30.43%), a definite problem was checked by one (4.35%) teacher, and a severe problem drew a negative response.

Specific Problem # 5 -- Placement as health teacher was in view of, or because of teaching load. Problem indication was rather weak in this problem area where only five (21.74%) teachers considered this a problem. Of these five teachers, one (4.35%) considered it a slight problem, two (8.70%) a definite problem, and two (8.70%) a severe problem.

Specific Problem # 6 -- Placement as health teacher was in view of professional training. The four (17.39%) teachers who considered this a problem in teaching health designated their feelings as follows: two (8.70%) in the definite problem area and two (8.70%) in the severe problem area. There was a negative response in the slight problem area.

Specific Problem # 7 -- As health teacher you have full cooperation from the school administrators. Expression of problems in this area was very light in that only two (8.70%) teachers indicated they did not have the full cooperation of the administrators. Neither teacher considered

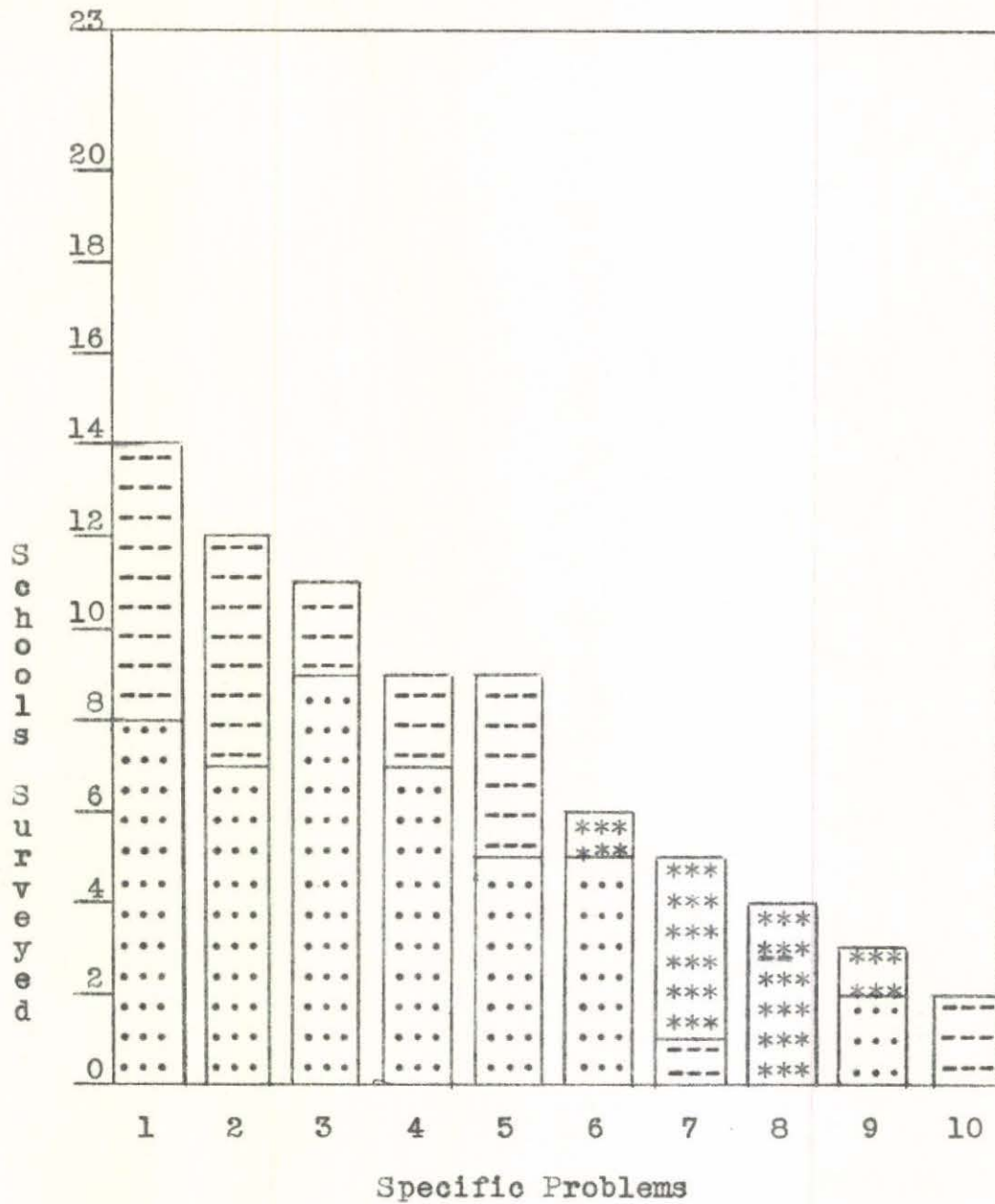
this a severe problem; however, one (4.35%) teacher in each case designated a slight and a definite problem.

The most prevalent indication of teaching difficulties in this major area of Administration Problems was in specific problem # 1 -- The teaching load being too crowded to organize field trips--where eighteen (78.26%) teachers considered this a problem. Heavy indication was shown in the size of the class, which drew responses from fifteen (65.22%) teachers. About two-fifths of the teachers indicated their teaching load was too crowded to prepare for the health class, and approximately one-third believed the course of study was too broad. Teacher indication showed the other specific problems listed to be of little difficulty.

Although problem indication was considerably lower in this major problem area, the greatest designation of teaching problems was in the definite problem class, where the actual indication was thirty (46.88%). Slight problem and severe problem areas each drew an indication of about 25 per cent of the actual indication.

Analysis of Particular Problems. Figure # 5 is a picture study of the analysis of the major area of Particular Problems and its subdivisions. The specific problems listed in this area were peculiar to more than 1 of the other 5 major areas or had no relation to any of them; so it is this writer's conviction that these listed problems be described separately as a major problem area.

Possible teacher indication for this area was 230, and



Key: *** Severe Problem
 --- Definite Problem
 ... Slight Problem

Figure 5. Analysis of Particular Problems and its Subdivisions

the actual indication was only seventy-five (32.61%). Of the actual indication, there were forty-three (57.33%) in the slight problem area, twenty-two (29.33%) in the definite problem area, and ten (13.33%) in the severe problem area.

Specific Problem # 1 -- Lack of student interest in health classes. Fourteen (60.87%) teachers expressed this as a problem in their teaching. Although none of these teachers indicated a severe problem, there were eight (34.78%) who checked it as a slight problem, and six (26.09%) who considered it to be a definite problem.

Specific Problem # 2 -- Student's acceptance of subject matter is good. There were no indications of this being a severe problem. Of the twelve (52.17%) teachers who considered this division to be a problem, the indication was seven (30.53%) as a slight problem and five (21.74%) as a definite problem.

Specific Problem # 3 -- Evaluating health program against its objectives. Total teacher indication to this specific problem was eleven (47.83%). Indicating a slight problem were nine (39.13%) teachers. Two (8.70%) expressed this as a definite problem. The severe problem area drew a negative response.

Specific Problem # 4 -- Parent's acceptance of subject matter is good. Nine (39.13%) teachers expressed this subdivision as being problematical in teaching health. It was considered as a slight problem by seven (30.43%) teachers, and a definite problem by two (8.70%). The response

to the severe problem area was negative.

Specific Problem # 5 -- Alternating health classes with physical education classes. Again, nine (39.13%) teachers believed this to be a problem. With no response in the severe problem section, the 9 teachers checked five (21.74%) in the slight problem section, and four (17.39%) in the definite problem area.

Specific Problem # 6 -- Student's participation and attitude toward medical examinations. Teachers indicating this as a problem totaled six (26.09%) in all. None of the teachers considered this to be a definite problem. Five (21.74%) teachers believed it to be a problem of slight extent, and one (4.35%) considered it a severe problem.

Specific Problem # 7 -- No definite time or periods scheduled for the teaching of health. Nearly all of the five (21.74%) teachers who indicated this to be a problem checked it as a severe problem. Only one (4.35%) thought it to be a definite problem, while there was no response to the slight problem section.

Specific Problem # 8 -- Course is taught only during inclement weather. Four (17.39%) teachers considering this a problem believed it to be severe in nature; therefore, there was no response to the slight and definite problem areas.

Specific Problem # 9 -- Having boys and girls separated for health instruction. The problem indication in this specific area was very low in that only three (13.04%)

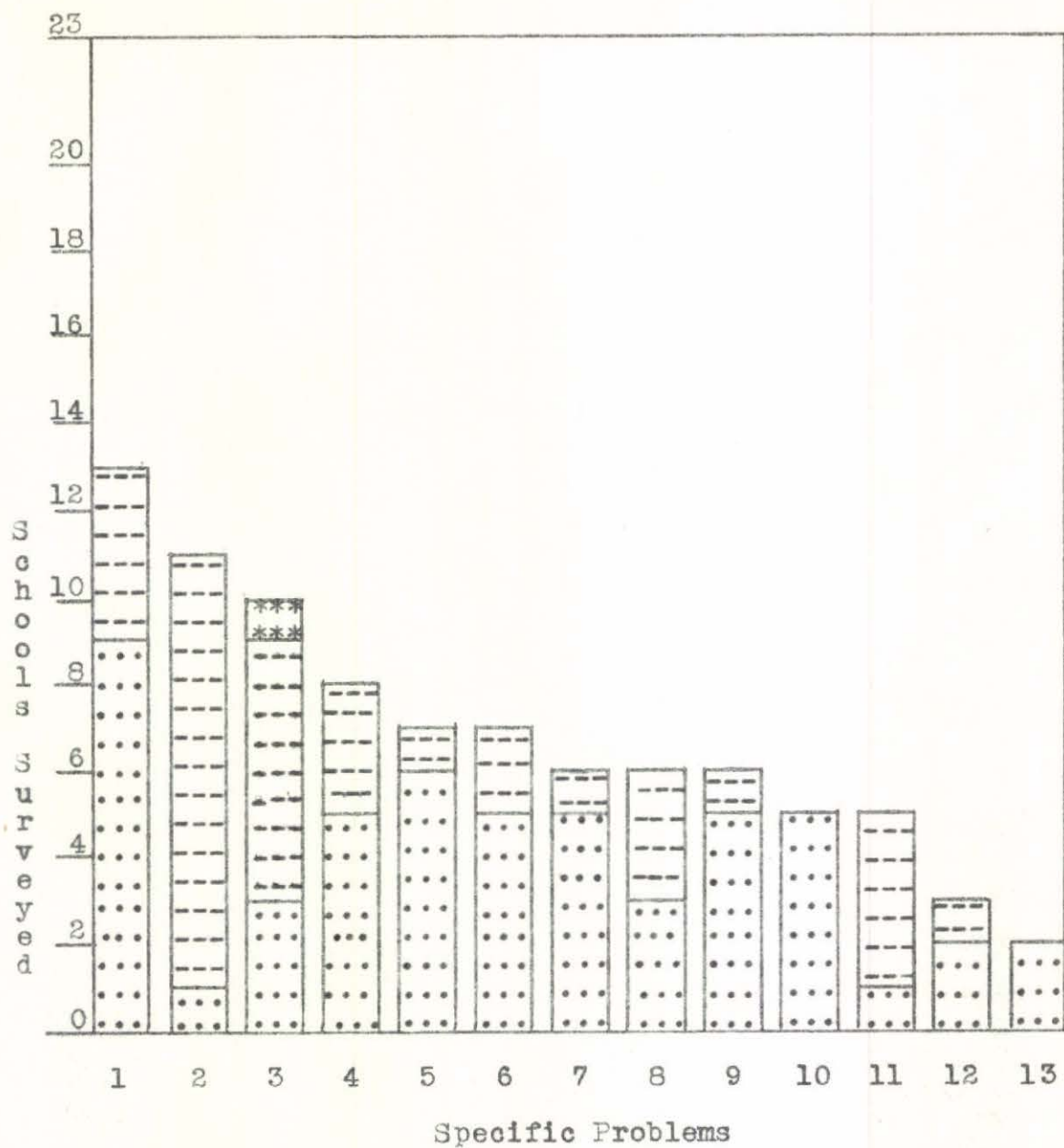
teachers expressed difficulty. Two (8.70%) teachers considered it a slight problem. There was no indication in the definite problem area. One (4.35%) teacher believed it to be a severe problem.

Specific Problem # 10 -- Alternating the health classes with other academic classes. In this specific problem there was no indication in the slight or the severe problem areas; therefore, the two (8.70%) teachers who responded considered this to be a definite problem.

The teachers surveyed did not consider this major problem area as being overly difficult in comparison to the previous major areas described. In only two of the specific problems listed was the problem indication in excess of 50 percent. About 40 percent of the teachers responded to three of the subdivisions, and the remaining subdivisions drew about 25 percent or less of the teacher's response.

Indication of these areas as slight problems was extremely out of balance to the indications of definite and severe problems. Six of the specific problems in this major area were not considered by the teachers as being severe in nature. However, all the teachers who considered specific problem # 8 -- Course is taught only during inclement weather--as being difficult in health teaching, believed it to be a severe problem. Definite problem indication was heavy in only three of the subdivisions.

Analysis of Curriculum Problems. Analysis of the major problem area of Curriculum Problems is shown in Figure # 6.



Key: *** Severe Problem
 --- Definite Problem
 ... Slight Problem

Figure 6. Analysis of Curriculum Problems and its subdivisions

The total possible problem indication in this area was 299. The per cent of actual indication was 29.43 per cent of the possible indication, or an actual problem indication of 89. Slight problem indication in this major area was fifty-two (58.43%) in the total indication. The definite problem indication was thirty-six (40.44%) in the total indication. The severe problem section drew only one (1.12%) check mark in the total indication.

Because there was only 1 specific problem considered severe by any of the teachers in this major problem area, the writer will eliminate undue repetition by omitting the severe problem section except where it is indicated.

Specific Problem # 1 -- Health curriculum is not integrated with other subjects. Total teacher indication was thirteen (56.52%) in this division. Nine (39.13%) teachers designated it a slight problem, and four (17.39%) checked it as a definite problem.

Specific Problem # 2 -- Integrating health curriculum with other subjects related to health. Eleven (47.83%) teachers considered this a problem. Ten (43.48%) believed it to be a definite problem, while only one (4.35%) marked it as a slight problem.

Specific Problem # 3 -- Repetition used in subject matter is desirable. This is the specific problem which one (4.35%) teacher expressed as severe. A definite problem was the opinion of six (26.09%) teachers. Three (13.04%) teachers marked this in the slight problem section. The total

indication was ten (43.48%) teachers.

Specific Problem # 4 -- Supplementing the course-of-study with other health material. Eight (34.78%) teachers considered this a problem. Five (21.74%) considered it a slight problem and three designated it as a definite problem.

Specific Problem # 5 -- Planning the curriculum to meet the state course-of-study. Seven (30.43%) teachers designated this subdivision as a problem. Six (26.09%) indicated it as a slight problem, and one (4.35%) expressed it as a definite problem.

Specific Problem # 6 -- Planning the curriculum to meet the needs of the students. Teachers expressing this as a problem were seven (30.43%) in number. Of these, five (21.74%) checked it a slight problem, and two (8.70%) marked it a definite problem.

Specific Problem # 7 -- Course of study is adequate for the time allotted to health instruction. Five (21.74%) teachers designated this as a slight problem, one (4.35%) signified it to be a definite problem, for a total indication of six (26.09%) teachers.

Specific Problem # 8 -- Subject matter is appropriate to the maturity of the students. Six (26.09%) indications by the teachers were divided equally in this subdivision. Three (13.04%) each designated the slight and definite problem sections.

Specific Problem # 9 -- Community health officials are

cooperative when planning field trips, lectures, etc. Only one (4.35%) of the six (26.09%) teachers indicating this as a problem considered it a definite problem. The other five (21.74%) marked it as a problem of little extent.

Specific Problem # 10 -- Course of study is adequate for local, national, and world needs. All five (21.74%) teachers who considered this a problem designated it as a slight problem; therefore, there was a negative indication in the definite problem section.

Specific Problem # 11 -- Health course is required for graduation. Five (21.74%) teachers considered this a problem. One (4.35%) believed it to be a slight problem, and four (17.39%) designated it as a definite problem.

Specific Problem # 12 -- Curriculum is concerned with physical, mental, emotional, and social health. Of the possible indication, only three (13.04%) teachers believed this subdivision to be a problem of teaching health. Two (8.70%) teachers checked this as a slight problem, and the other one (4.35%) signified it a definite problem.

Specific Problem # 13 -- Course of study is flexible so the needs of the students may be met. Both teachers (8.70%) who signified this as a problem considered it to be a slight problem.

The problem of most importance according to the teachers surveyed is the problem of integrating the health curriculum with other subjects. This specific problem was the only one in this major problem area that ranked over 50 per cent.

Specific problem # 2 -- Integrating health curriculum with other subjects related to health-- and specific problem # 3 -- Repetition used in subject matter is desirable-- were the other subdivisions that ranked considerably high in this major problem area. The remaining problems listed were considered difficult by less than 30 percent of the teachers, and two of these divisions were near the 10 percent mark.

As was stated above, only 1 teacher considered any of these curriculum problems as being severe. Integrating the health curriculum with other subjects related to health, and desirable repetition in the subject matter, were the two specific problems that the teachers designated as problems of considerable extent. Other problems listed in this major area were designated by the teachers as slight in nature.

Analysis of the Preliminary Questions. The six preliminary questions found in the first part of the questionnaire (appendix page 59) were of introductory nature. It was hoped that this information would lead to an indication of some of the problems of teaching health, and would give some background information of the schools surveyed.

No attempt will be made in this study to measure the information found in the analysis of the Preliminary Questions, with that found in the analysis of the major problem areas.

The data analyzed in this section of the study is concerned with the use of the Utah State course-of-study in the health teaching programs; and the extent that text books are used in the instruction of health education, with the title,

author and date of last edition of the text books used. This section will also be concerned with how time allotted to health teaching is arranged, the length of class periods in minutes, the teacher's daily load, and whether or not the health teacher is professionally trained.

Table # 1 Analysis of preliminary data - questions 1, 2 & 6

Question	Statement	Yes	Pct.	No	Pct.
1	Use the Utah course-of-study	16	69.56	7	30.43
2	Use of text books	14	60.87	9	39.13
6	Professionally trained	19	82.61	4	17.39

It is found in question # 1 that sixteen (69.56%) of the teachers used the Utah State course-of-study in their programs. Seven (30.43%) of the teachers surveyed did not use the Utah State course-of-study, or used only a fractional part of it.

The number of teachers who considered themselves professionally trained (i. e. a minor or 20 quarter hours in health education) was nineteen (82.61%) of the 23 teachers participating in this survey. Teachers who did not consider themselves professionally trained were four (17.39%).

The use of text books was prevalent in fourteen (60.87%) of the schools, and nine (39.13%) schools used no text books in their instruction of health education. Two of the teachers who indicated they used text books failed to list the title, author and date of last edition on their returned questionnaires.

The text books as listed by the teachers who responded to the questionnaire are as follows:

Title	Author	Date
First Aid	American Red Cross	1945
Healthful Living	Diehl	1940
Health of our Nation		
Be Healthy		
Boys will be Men		
Healthful Living	Williams	1943
Be Healthy	Crisp	1938
Living and Doing	Brownell and Williams	1943
Being Alive	Brownell, et al.	
Health in Daily Living		
Healthful Living	Berry	1948
Health and Life	Cast	
Hygia Magazine		
Be Healthy	Crisp	1938
Living and Doing	Brownell and Williams	1943

Table # 2 Arrangement of time allotted to health teaching

Number of Schools	Percent of twenty-three	Time Arrangement
4	17.39	Two days per week for 2 years
3	13.04	Two days per week for 3 years
3	13.04	Daily each year for 3 terms
2	8.70	Two days per week for 1 year
1	4.35	Daily for 1 year
1	4.35	Daily each year for 1 term
1	4.35	Two and one half days per year for 2 years
1	4.35	One day per week during bad weather.
1	4.35	Daily for 9 weeks for 1 year
1	4.35	One day per week for 2 years
1	4.35	Every other day for 2 years
1	4.35	Two years at 3 days per week for 18 weeks
1	4.35	One day per week during winter months
1	4.35	Three days per week for 1 year
<u>1</u>	<u>4.35</u>	One day per week for 1 year
23	TOTAL 100.00	

The various ways which time allotted for health instruction is arranged can be determined by referring to Table # 2. There was little uniformity shown by the schools in this survey pertaining to a standard way of allotting time to the field of health education.

The most schools using the same system for health instruction were four (17.39%) schools in the total number surveyed. These four schools taught health for 2 days per week for 2 years. Time arrangement of health instruction for 2 days per week for 3 years, and daily each year for 3 terms were the next two methods of arrangement most frequently used by the schools. These two methods were each used by three (13.04%) schools. Two (8.70%) schools arranged the health class for 2 days per week for 1 year.

The other eleven (47.83%) schools included in this study each had a distinctively different method of arranging the time for the health education classes.

Table # 3 Length of Class Periods in Minutes

Number of Schools	Periods per minute	Percent of Schools
15	55	65.22
3	60	13.04
3	50	13.04
1	53	4.35
1	45	4.35
<u>23</u>	<u>54.48 (ave.)</u>	<u>100.00</u>

The length of class periods varied from 45 minutes to 1 hour, and the average length was 54.48 minutes. The most common length of class periods as determined by this survey was 55 minutes, which was designated by fifteen (65.22%) of

the schools. Three (13.04%) schools had class periods of 1 hour in length. Class periods of 50 minutes in length were also designated by three (13.04%) schools. One (4.35%) school each designated class periods in lengths of 53 minutes and 45 minutes respectively.

Table # 4 Analysis of the Teaching Load

Number of Teachers	Classes per day	Percent of Schools
10	5	43.48
8	6	34.78
3	4	13.04
<u>2</u>	<u>3</u>	<u>8.70</u>
23	4.74 (ave.)	100.00

The teaching load varied from three classes per day to six classes per day. Five classes per day were taught by ten (43.48%) of the teachers. Eight (34.78%) teachers had a teaching load of six classes. Three (13.04%) teachers had a class load of four, and two (8.70%) teachers taught three classes per day.

SUMMARY

This study of the problems of teaching health comes as a result of an upward trend in the interests of education, the welfare of its teachers, and the importance of the student. The study was designed to determine what the problems of health teachers are, to what extent they exist, and the degree of severity of existing problems.

Factual data for this study were collected by questionnaire in March and April of 1950, and the results shown are in relation to that period.

The study is divided into six major problem areas and one area of preliminary or related data. A summary of the findings in each of these divisions is presented, and a visual summary may be found in Figure # 7.

1. Facility Problems were indicated as the most prevalent difficulties in the study. The subproblem of this area which drew the greatest response from the teachers was that the library is inadequate for research by the students. Approximately 60 percent of the teachers surveyed considered five other divisions of this major problem area as being teaching problems. About half of the indication showed teaching problems existed in a small extent. Fifty percent of the teachers indicated that problems existed in either a definite or severe nature.

2. Approximately 60 percent of the teachers surveyed considered problems existed in the major problem area of Materials Problems. Only four of the 14 specific problems in this area were rated less than 50 percent as problems of teaching health. Lack of funds and facilities for field trips was designated as a problem by 22 of the 23 teachers. The lack of visual aids and an up-to-date and growing library also drew heavy response from the total teachers indicating problems in this area. The degree of problem severity was nearly balanced in that slight, definite and severe problem sections were represented by about the same percentage. Of the entire study, the teachers indicated their greatest concern in this major problem area; because the definite and severe sections were designated as problems by more than two-thirds of the teacher indication.

3. The other major problem area that rated nearly 60 percent of the teacher indications was the Method Problems area. Of the 8 subdivisions in this section, three-fifths of the teachers indicated they had difficulties. In only one specific problem did the teacher stress concern of little difficulty. However, in this area the teachers considered for the most part that problems existed in a small extent. There was approximately one-third of the indication in the definite and severe sections.

4. Problem indication in the Administration Problems area was only two-fifths of the possible problem indication. However, in this area 20 teachers indicated their teaching

load was too crowded to organize field trips. Other subdivisions were designated in considerably less proportion; however, the class size being too large drew responses from 15 of the teachers. Problems existing in a small extent equaled about 50 percent of the total indication. Problems of considerable extent, and problems of great extent each drew responses from approximately 25 percent of the teachers.

5. Figure # 7 will show to the reader that the problem indication in this area was approximately one-third of the possible indication. The teachers surveyed did not consider this major area of Particular Problems (problems that were peculiar to more than one, or had no relation to the other areas studied) as being very difficult in comparison to the previous major areas described. The indication of problem severity in this area was heavy in the slight problem section.

6. Least problem indication was in the area of Curriculum Problems. Less than one-third of the possible indication was designated in this area. The only specific problem which ranked over 50 percent of the total designation was that of integrating the health curriculum with other subjects. Only two of the problems listed in this area were designated as problems of considerable extent. The other divisions considered as problems were designated as slight in nature.

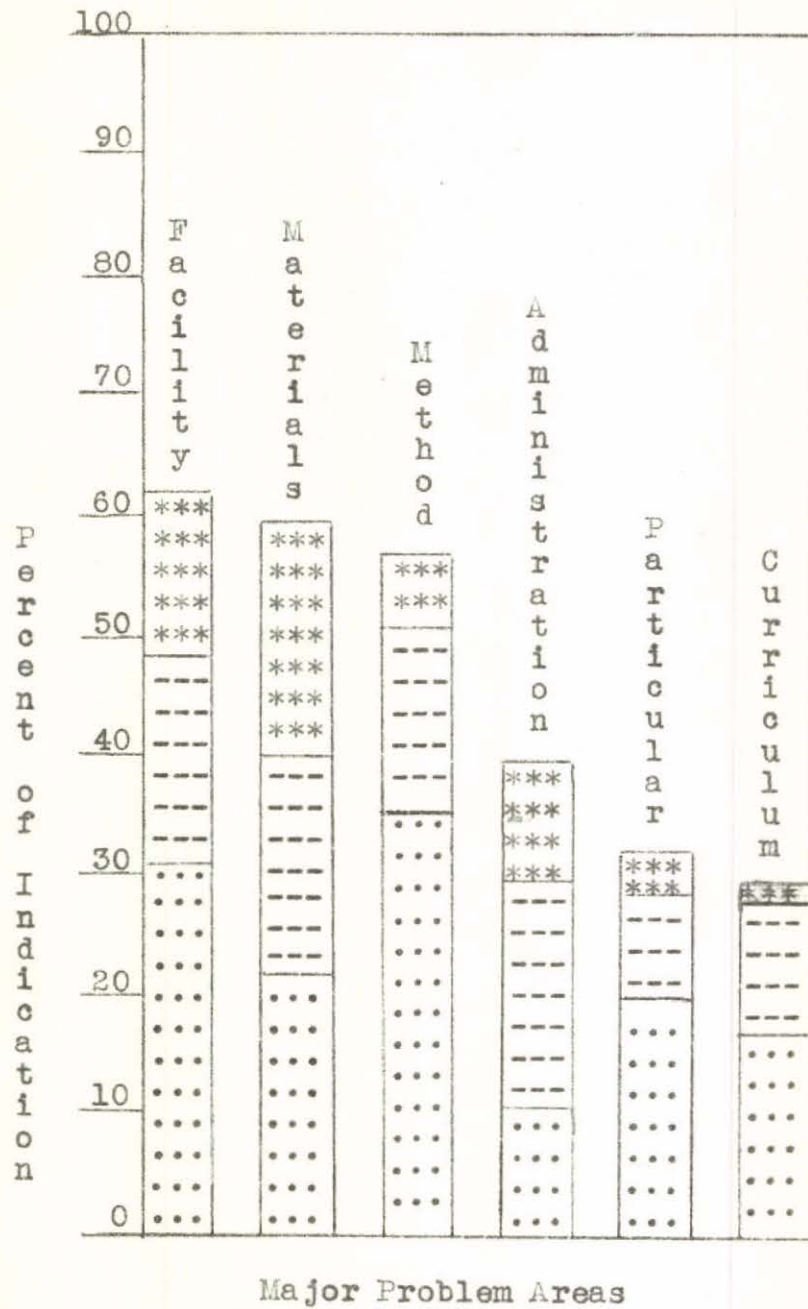
7. It was found in the analysis of the Preliminary Data that 16 of the schools surveyed used the Utah State

course-of-study; that 14 of the 23 schools used text books in their instruction of health education; and that 19 of the teachers considered themselves professionally trained.

8. It was also found in this study that there was little uniformity in the way which time was allotted to health teaching. Of the schools surveyed there were 15 different arrangements for the time allotted to health teaching.

9. The most common length of class periods as determined by this survey was 55 minutes.

10. The average teaching load of the teachers represented in this study was 4.74 class periods per day. The teacher load ranged from three periods per day to six periods per day.



Key: *** Severe Problem
 --- Definite Problem
 ... Slight Problem

Figure 7. Percent of problem indication and the degree of severity of the six major problem areas

CONCLUSION

On the basis of the study just completed, this writer predicates that problems of teaching health are prevalent and exist in various degrees of severity throughout all major areas and specific problems presented. Teaching difficulties lie primarily in the Facility, Materials, and Method areas. Sixty percent of the teachers surveyed indicated problems existed in these three areas, and more than half of the problem indication was definite or severe in nature. Although quite extensive, 30 to 40 percent, problem indication was less prevalent in the major problem areas of Administration, Curriculum, and Particular problem areas. Also, in these latter areas predominant problem severity existed in a small extent.

It was determined in the preliminary questions of the inquiry that 16 schools used the Utah State course-of-study, 14 schools used 13 different text books, 19 teachers considered themselves as professionally trained, 15 various ways of allotting time for health instruction were indicated, average class periods were 55 minutes in length, and the average teaching load was approximately five classes per day.

The Seven Cardinal Principles and other objectives of education designate health as one of the primary objectives of education. This study indicates that to attain this

objective of education there must be more coordination between teacher training institutions, high school administrators, and health teachers in their concern for the education of the school child.

RECOMMENDATIONS

Because of the findings in this survey, the writer recommends that (1) high school health teaching facilities be surveyed and improvements made where possible, (2) teaching aids be procured to assist the teacher in meeting the objectives of health education, (3) teacher training institutions survey their teacher training curriculums to more adequately cover the methods of teaching health, (4) there be a more concrete arrangement of time for health education classes, (5) integrated curriculums be more specific concerning what phases of health education should be taught in physical education classes, home economic classes, biology classes, etc.

It is this writer opinion that if the foregoing recommendations were achieved, many of the teaching problems indicated in this study would be alleviated. Furthermore, it is assumed, when teacher problems are known and corrected the teacher will be more able to further student development in the field of health education.

LITERATURE CITED

- (1) Rhoad, Claude E. A study of the comprehensiveness of abilities in technical agriculture attained by prospective teachers of vocational agriculture in Ohio previous to their entrance into student teaching. (Ph. D. Thesis. Dept. of Agriculture) Ohio State University, 1943.
- (2) Bender, Ralph E. An evaluation of the participating experiences in the pre-service training program of teachers of vocational agriculture at Ohio State University. (M. S. Thesis. Dept. of Agriculture) Ohio State University, 1942.
- (3) Flesher, William Ray. Problems of school and community relationships of beginning teachers. (Ph. D. Thesis. Dept. of Education) Ohio State University, 1942.
- (4) Barr, A. S. and Rudisill, Mabel. Inexperienced teachers who fail and why. *The Nations Schools* 5: 30-34. 1930.
- (5) Jordon, Mark Bartley. Problems of vocational agriculture teachers in newly established departments. (M. S. Thesis. Dept. of Agriculture) Louisiana State University, 1937.
- (6) Kirkland, James Bryant. A study of the professional and technical difficulties encountered by teachers during their first year of teaching vocational agriculture. (Ph. D. Thesis. Dept. of Agriculture) Ohio State University, 1947.

APPENDIX

Logan, Utah

Health Teacher

Dear Teacher:

I am making a thesis study of "A STUDY OF THE PROBLEMS OF TEACHING HEALTH IN SELECTED HIGH SCHOOLS OF UTAH". The study is being carried on in various areas of the state, and in-as-much as you are working in this field, and are the most reliable source of information, I am asking you to fill out the enclosed questionnaire and return it to me at the earliest possible convenience. Your responding to this request will be of great value to me in arriving at a solution to this problem.

The object of this study, which is being carried on under the direction of the Graduate School and the Department of Physical Education at the Utah State Agricultural College, is to ascertain what the problems of health teachers are, and the severity of these problems.

In the first part of the questionnaire please write in the material desired, or place a check mark where applicable. The following parts of the questionnaire have statements which may be problems to you as a health teacher. Place a check mark indicating a slight problem if the statement indicates difficulty to a small extent. Mark a definite problem if the statement indicates a problem of considerable extent. Check a severe problem if the statement indicates difficulty to a great extent. If the statement does not indicate difficulty please do not check any of the three columns.

Neither your name, nor the name of your school will be mentioned in this study, and your returned questionnaire will be treated confidentially.

I wish to thank you for your contribution to this study, and for the time you have taken to complete and return the questionnaire.

Cordially yours,

Frank R. Williams

Enc: 2

Questionnaire

Self-addressed envelope

QUESTIONNAIRE

1. Do you use the Utah State course-of-study in your health teaching program? Yes _____ No _____
2. Do you use a text book? Yes _____ No _____ If Yes, give title, author, and date of last edition.
(Title) _____
(Author) _____ (Date) _____
3. How is the time allotted to health teaching arranged?
a. Two days per week for one year _____, two years _____, three years _____.
b. Daily for one year _____, two years _____, three years _____.
c. Daily each year for one term _____, two terms _____, three terms _____.
d. Other (please explain) _____
4. Length of class periods in minutes _____
5. How many class periods (health and other) do you teach per day? _____
6. Are you a professionally trained health teacher (i. e. a minor or twenty quarter hours in Health Education)?
Yes _____ No _____

Listed below are six major areas which have subquestions and statements that may indicate problems that you have as a health teacher. Will you please score in the appropriate column by means of a check mark any of these subdivisions which present a problem to you in your teaching program. (For further guidance, please refer to accompanying letter.)

<u>I ADMINISTRATION PROBLEMS</u>	Slight problem	Definite problem	Severe problem
Course of study used is too broad to adequately cover in the time allotted.	_____	_____	_____
Teaching load too crowded to properly prepare for the health classes.	_____	_____	_____
Teaching load too crowded to organize field trips.	_____	_____	_____
As health teacher you have full cooperation from the school administrators.	_____	_____	_____
Placement as health teacher was in view of professional training.	_____	_____	_____