OPINIONS OF NON-PHYSICAL EDUCATION TEACHERS TOWARD

PHYSICAL EDUCATION AND PHYSICAL EDUCATORS

IN SELECTED UTAH SECONDARY SCHOOLS

by

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Myron L. McClellan
TABLE OF CONTENTS

ACKNOWLEDGMENT ......................................................... ii
LIST OF TABLES .......................................................... vi
ABSTRACT ........................................................................ xi

Chapter

I. INTRODUCTION ......................................................... 1

Background ..................................................................... 1
Purpose of the Study ...................................................... 3
Justification and Value of the Study .................................... 4
Delimitations ................................................................... 4
Limitations ....................................................................... 4
Hypotheses ....................................................................... 5

Hypothesis 1 ..................................................................... 5
Hypothesis 2 ..................................................................... 5
Hypothesis 3 ..................................................................... 5
Hypothesis 4 ..................................................................... 5
Hypothesis 5 ..................................................................... 5
Hypothesis 6 ..................................................................... 6

Definition of Terms .......................................................... 6

Large school ..................................................................... 6
Small school ..................................................................... 6
Physical education ........................................................... 6
Physical educator ............................................................. 6

II. RELATED LITERATURE .................................................. 7

Importance of Physical Education as Viewed by
Physical Educators .......................................................... 7
Importance of Physical Education as Viewed by
Other Educators ............................................................. 9
The Image of Physical Education as Viewed by
Physical Educators ........................................................ 11
# TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Image of Physical Education as Viewed by Others</td>
<td>12</td>
</tr>
<tr>
<td>Opinions Concerning Physical Educators</td>
<td>13</td>
</tr>
<tr>
<td>Need for Good Public Relations</td>
<td>16</td>
</tr>
<tr>
<td><strong>III. METHOD OF PROCEDURE</strong></td>
<td></td>
</tr>
<tr>
<td>Designing the Instrument</td>
<td>21</td>
</tr>
<tr>
<td>Selection of Subjects</td>
<td>21</td>
</tr>
<tr>
<td>Collecting the Data</td>
<td>23</td>
</tr>
<tr>
<td>Analyzing the Data</td>
<td>25</td>
</tr>
<tr>
<td><strong>IV. PRESENTATION OF DATA</strong></td>
<td></td>
</tr>
<tr>
<td>Opinions Toward Physical Education</td>
<td>29</td>
</tr>
<tr>
<td>Opinions toward individual statements</td>
<td>30</td>
</tr>
<tr>
<td>Over-all group opinions toward physical education</td>
<td>62</td>
</tr>
<tr>
<td>Ranking of individual statements</td>
<td>63</td>
</tr>
<tr>
<td>Significance of difference between means</td>
<td>66</td>
</tr>
<tr>
<td>Opinions Toward Physical Educators</td>
<td>69</td>
</tr>
<tr>
<td>Opinions toward individual statements</td>
<td>70</td>
</tr>
<tr>
<td>Over-all group opinions toward physical education teachers</td>
<td>92</td>
</tr>
<tr>
<td>Ranking of individual statements</td>
<td>93</td>
</tr>
<tr>
<td>Significance of difference between means</td>
<td>96</td>
</tr>
<tr>
<td>Relationship of the Opinions Toward Physical Education and Physical Educators</td>
<td>99</td>
</tr>
<tr>
<td>Comments of the Respondents</td>
<td>101</td>
</tr>
<tr>
<td>Comments regarding physical education</td>
<td>101</td>
</tr>
<tr>
<td>Comments regarding physical educators</td>
<td>103</td>
</tr>
<tr>
<td>Discussion</td>
<td>106</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>109</td>
</tr>
<tr>
<td>Findings</td>
<td>111</td>
</tr>
<tr>
<td>Conclusions</td>
<td>113</td>
</tr>
<tr>
<td>Recommendation</td>
<td>114</td>
</tr>
<tr>
<td>SELECTED BIBLIOGRAPHY</td>
<td>115</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>118</td>
</tr>
<tr>
<td>Appendix A</td>
<td>119</td>
</tr>
<tr>
<td>Appendix B</td>
<td>120</td>
</tr>
<tr>
<td>Appendix C</td>
<td>121</td>
</tr>
<tr>
<td>Appendix D</td>
<td>126</td>
</tr>
<tr>
<td>VITA</td>
<td>127</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mean scores representing teacher opinion toward the statement &quot;Physical education has educational values comparable to other classes&quot;</td>
<td>31</td>
</tr>
<tr>
<td>2. Mean scores representing teacher opinion toward the statement &quot;Physical education should be a required subject&quot;</td>
<td>32</td>
</tr>
<tr>
<td>3. Mean scores representing teacher opinion toward the statement &quot;Physical education should be required each year, grades 7 thru 12&quot;</td>
<td>34</td>
</tr>
<tr>
<td>4. Mean scores representing teacher opinion toward the statement &quot;The student should have the opportunity to elect physical education any year that it is not required&quot;</td>
<td>35</td>
</tr>
<tr>
<td>5. Mean scores representing teacher opinion toward the statement &quot;Students should not be taken from physical education classes to do work in other classes, to run errands, or to do other chores&quot;</td>
<td>36</td>
</tr>
<tr>
<td>6. Mean scores representing teacher opinion toward the statement &quot;Participation in such activities as band, drama, marching groups, etc. should not substitute for physical education&quot;</td>
<td>38</td>
</tr>
<tr>
<td>7. Mean scores representing teacher opinion toward the statement &quot;Credit should be received for physical education on the same proportional basis as for other classes&quot;</td>
<td>39</td>
</tr>
<tr>
<td>8. Mean scores representing teacher opinion toward the statement &quot;The grading system in physical education should conform to that of the school in general&quot;</td>
<td>41</td>
</tr>
<tr>
<td>9. Mean scores representing teacher opinion toward the statement &quot;Grading in physical education is done as carefully as in other classes&quot;</td>
<td>42</td>
</tr>
<tr>
<td>10. Mean scores representing teacher opinion toward the statement &quot;A large majority of the students like to take physical education&quot;</td>
<td>43</td>
</tr>
<tr>
<td>Table</td>
<td>Mean scores representing teacher opinion toward the statement</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>11.</td>
<td>&quot;Physical education should be treated on an equal basis with other classes when it comes to expenditures for equipment and supplies&quot;</td>
</tr>
<tr>
<td>12.</td>
<td>&quot;Physical education classes should be conducted as instructional experiences, not as 'play' periods&quot;</td>
</tr>
<tr>
<td>13.</td>
<td>&quot;Physical education classes are taught as instructional experiences, not as 'play' periods&quot;</td>
</tr>
<tr>
<td>14.</td>
<td>&quot;Physical education should be considered as important to the secondary age student as is any other subject&quot;</td>
</tr>
<tr>
<td>15.</td>
<td>&quot;Physical education facilities and equipment are made readily available to other school groups desiring their use&quot;</td>
</tr>
<tr>
<td>16.</td>
<td>&quot;Full use is made by the physical education department of the facilities and equipment that it has&quot;</td>
</tr>
<tr>
<td>17.</td>
<td>&quot;Physical education adds to the background of the student in terms of general knowledge&quot;</td>
</tr>
<tr>
<td>18.</td>
<td>&quot;Physical education compares favorably with other classes in the development of creativity&quot;</td>
</tr>
<tr>
<td>19.</td>
<td>&quot;Students should not be taken from any class to do work in other classes, to run errands or to do other chores&quot;</td>
</tr>
<tr>
<td>20.</td>
<td>&quot;Physical education programs interfere with other school programs&quot;</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical education classes interfere with other school classes&quot;</td>
</tr>
<tr>
<td>22.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical education does a good job in meeting the individual needs of each student&quot;</td>
</tr>
<tr>
<td>23.</td>
<td>Means and mean rank for all groups relative to opinions toward physical education in general</td>
</tr>
<tr>
<td>24.</td>
<td>Summary of opinions toward individual statements pertaining to physical education in general with mean score and rank position</td>
</tr>
<tr>
<td>25.</td>
<td>Significance of group means comparing male and female teachers on their attitudes toward physical education</td>
</tr>
<tr>
<td>26.</td>
<td>Significance of the group means comparing teachers of small and large schools on their attitudes toward physical education</td>
</tr>
<tr>
<td>27.</td>
<td>Significance of the group means comparing teachers of junior and senior high schools on their attitudes toward physical education</td>
</tr>
<tr>
<td>28.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in maintaining general student respect&quot;</td>
</tr>
<tr>
<td>29.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in teacher load&quot;</td>
</tr>
<tr>
<td>30.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in their attempt to establish good public relations in the community&quot;</td>
</tr>
<tr>
<td>31.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in their attempt to establish good personal relations within the school&quot;</td>
</tr>
</tbody>
</table>
## LIST OF TABLES (Continued)

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in working toward the good of the school&quot;</td>
<td>76</td>
</tr>
<tr>
<td>33.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in personal appearance&quot;</td>
<td>78</td>
</tr>
<tr>
<td>34.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in the amount of time spent after school on school activities&quot;</td>
<td>79</td>
</tr>
<tr>
<td>35.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in the ability to plan and organize&quot;</td>
<td>81</td>
</tr>
<tr>
<td>36.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in participation in their professional organizations&quot;</td>
<td>82</td>
</tr>
<tr>
<td>37.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in the acceptance of responsibility for extra-curricular activities&quot;</td>
<td>84</td>
</tr>
<tr>
<td>38.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in accepting responsibility to attend various school meetings&quot;</td>
<td>85</td>
</tr>
<tr>
<td>39.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in attendance at and support of school functions&quot;</td>
<td>86</td>
</tr>
<tr>
<td>40.</td>
<td>Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in cooperation with community organizations and activities&quot;</td>
<td>88</td>
</tr>
</tbody>
</table>
**LIST OF TABLES (Continued)**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in acceptance of committee work in the school&quot;</td>
<td>89</td>
</tr>
<tr>
<td>42. Mean scores representing teacher opinion toward the statement &quot;Physical educators compare favorably with other teachers in functioning unofficially as a guidance influence with students&quot;</td>
<td>91</td>
</tr>
<tr>
<td>43. Means and mean rank for all groups relative to opinions toward physical educators</td>
<td>92</td>
</tr>
<tr>
<td>44. Summary of opinions toward individual statements pertaining to physical educators with mean scores and rank position</td>
<td>94</td>
</tr>
<tr>
<td>45. Significance of group means comparing male and female teachers on their attitudes toward the physical educator</td>
<td>96</td>
</tr>
<tr>
<td>46. Significance of the group means comparing teachers of small and large schools on their attitudes toward the physical educator</td>
<td>97</td>
</tr>
<tr>
<td>47. Significance of the group means comparing teachers of junior and senior high schools on their attitudes toward physical educators</td>
<td>98</td>
</tr>
<tr>
<td>48. Means and mean rank for all groups relative to opinions toward physical education in general and physical educators</td>
<td>99</td>
</tr>
</tbody>
</table>
ABSTRACT

Opinions of Non-physical Education Teachers Toward Physical Education and Physical Educators in Selected Utah Secondary Schools

by

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Utah State University, 1972

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The questionnaire technique was used to gather the desired information for this study. A total of 450 teachers from large and small secondary schools served as subjects. An analysis of the opinions of these teachers indicated that a favorable attitude existed toward physical education in general. It was noted, however, that many were of the opinion that the programs in physical education were functioning at less than their potential. Responses also indicated a favorable attitude of the teachers toward physical educators. The most favorable opinion toward both physical education and the physical educator was recorded by the junior high female teachers from the small schools, while the senior high male teachers from small schools expressed the least favorable opinion in both areas. There was no significant difference in the opinions of male and female teachers, or in the opinions of the teachers of the small or large schools, regarding physical education or physical educators. A significant difference of opinion was noted between teachers of junior high schools and
senior high schools in regard to both physical education and physical educators.

A strong relationship was shown to exist between the opinions toward physical education and those toward physical educators for all teachers participating in this study.

(139 pages)
CHAPTER I
INTRODUCTION

Background

Many problems exist in our world and society today because of a lack of communication, improper interpretations, and misunderstandings. Education is not exempt from such problems, with the above listed contributory causes being present within its own organization.

The value of physical education, as part of the secondary school's curriculum, is being challenged in many educative circles today. Over the past few years, education has been re-establishing goals and re-examining curriculum. Many of the advocates of reform who would like to give the general curriculum a new look have been critical of physical education, calling it a "soft spot" in education. Regardless of the validity of such criticism, the attitude has spread and is spreading beyond curriculum committees.

Programs of physical education may have been improved and up-dated along with other areas in education, but it is quite likely that the changes have not been brought to the attention of colleagues. The following statement may well illustrate the feelings of some educators:

Most professional physical educators are so involved in their daily routine of teaching classes, coaching teams, advising students, writing an occasional article, and performing other pressing duties that they generally show little concern for faculty members outside our own department. (4, p. 131)
It is not exactly clear just why such problems exist in relation to physical education, but it would appear that there are many misconceptions and misunderstandings concerning the purposes and values of physical education, the quality of its programs of instruction, and the quality of the physical education instructors themselves.

Much of the criticism may be justified but some of what is being said may be provoked by ignorance, misunderstandings, and hearsay. Perhaps there is not enough effort and time expended in an attempt to clarify the educational values of physical education. Howard and Masonbrink have stated the following in regard to the place of physical education:

Any subject accepted in the curriculum of the school or college is presumed initially, at least, to belong there because of its importance in the education of children and youth, and those who are to administer and teach the subject are expected to meet the professional standards applied to all personnel. Because physical education primarily uses activities as its resources rather than printed texts, it is difficult for many non-physical education teachers to visualize the educational aspects of the subject. (18, p. 391)

The lack of proper understandings could be the fault of the physical educator, the other teachers, or both. In any case, school staff relationships and individual and staff morale, and even the physical education program, may suffer as a result. It should be the responsibility of the physical educator to do all that can be done to establish good and understanding relationships with other teaching personnel. To do this, physical education teachers must be aware of those aspects of the physical education program, and its administration, which may lead to an unfavorable image in the eyes of other teachers.
Purpose of the Study

The purpose of this study was to determine the opinions of non-physical education teachers in selected secondary schools of Utah toward physical education programs and towards physical educators. Sub-objectives of the study were:

1. To determine if secondary school male teachers differ from female teachers in their opinions toward physical education.

2. To determine if senior high school teachers differ from junior high school teachers in their opinions toward physical education.

3. To determine if teachers in large secondary schools differ from teachers in small secondary schools in their opinions toward physical education.

4. To determine if secondary school male teachers differ from female teachers in their opinions toward physical educators.

5. To determine if senior high school teachers differ from junior high school teachers in their opinions toward physical educators.

6. To determine if teachers in large secondary schools differ from teachers in small schools in their opinions toward physical educators.

7. To determine if there is a strong relationship between the opinions of non-physical education teachers toward physical education and their opinions toward physical educators.
Justification and Value of the Study

At all levels of education, there is a need for common understandings between the various departments of the school. As a result of this study the investigator may discover where misunderstandings or communication gaps exist, and thus allow opportunities for corrections to be made. Information gathered in this study should point out many of the problems and weaknesses in physical education as other teachers view the present programs. With this information, steps may be taken to improve existing conditions. It may also be possible, as a result of this study, to apply the findings in bettering preparation programs for future physical educators.

Delimitations

This study has been delimited to include only non-physical education teachers from selected "three-year" junior and senior high schools in Utah.

Limitations

This study is subject to the usual limitations inherent in the questionnaire, namely, the subject's ability to correctly interpret the statements, and his honesty in answering. Also present is the problem of getting a satisfactory percentage of the questionnaires returned.
Hypotheses

In order to measure possible differences in the opinions of various sub-groups of teachers, the following null-hypotheses were advanced for statistical testing.

**Hypothesis 1**

There will be no difference in the opinions of male and female teachers toward physical education.

**Hypothesis 2**

There will be no difference in the opinions of senior high and junior high teachers toward physical education.

**Hypothesis 3**

There will be no difference in the opinions of teachers of large schools and those in small schools toward physical education.

**Hypothesis 4**

There will be no difference in the opinions of male and female teachers toward physical educators.

**Hypothesis 5**

There will be no difference in the opinions of senior high and junior high school teachers toward physical educators.
Hypothesis 6

There will be no difference in the opinions of teachers in large schools and those teachers in small schools toward physical educators.

Definition of Terms

Large school

Those schools whose enrollment was listed in the Utah Public School Directory, 1970-71 (34) as in excess of 800.

Small school

Those schools whose enrollment was listed in the Utah Public School Directory, 1970-71 (34) as below 450.

Physical education

The physical activity class found in the curriculum of each secondary school, sometimes called "gym," taken by the students either on a required or voluntary basis. It does not include the intramural or athletic programs.

Physical educator

Those teachers assigned to the teaching of the physical education classes.
CHAPTER II

RELATED LITERATURE

A review of literature has indicated that there have been few studies attempting to determine the opinion of non-physical education teachers toward physical education or toward physical educators. There has been, however, a considerable amount of writing related to such opinions, and the place of physical education in the school program.

Importance of Physical Education as Viewed by Physical Educators

Although some differences do exist among those in the field of physical education as to the relative importance of stated objectives of the program, as well as in regard to other facets of the program, physical educators are united in their opinion that physical education is deserving of its place in the school curriculum and that it has a vital role to play in the educative process. Howard and Masonbrink express the views of many with the following statement:

Physical education has as much to offer to the effective education of children and youth as any other subject in the curriculum. There is every reason for the people in this field to stand with members of other subject areas in a position of equal consideration and status. (18, p. 391)

Basically the same point of view was expressed by Miller in his statement that:
... physical educators and professional recreation leaders can never accept any theory or attitude which propounds the incompatibility of general education, recreation and physical education as important cultural and educational aspects of our American way of life. (27, p. 61)

A somewhat different approach was used by Means to point out the importance of physical education. He said:

Of what purpose is it to develop a large reservoir of future scientists, engineers, and intellectuals who cannot attain their true potential, or who cannot be expected to live long enough to utilize their assets because of failing health, a lack of recreational skills and interests which could carry them through pressures and strains inherent in modern living, and whose basic vigor, stamina, and physical framework are not equal to the task. (25, p. 381)

A report in the Bulletin of the National Association of Secondary School Principals, stated:

Physical education is a very important phase of the core of common knowledges, understandings, attitudes, appreciations, and competencies which should be an integral part of the educational experiences of all people. (29, p. 49)

The same report (29, p. 49) summed it all up very well with the statement that "the objectives of physical education are identical with those of general education." Roundy (30, p. 223) in advancing his opinion as to the importance of physical education, made the statement that "At no time has so much evidence existed to emphasize the importance of good, sound, physical education programs in our schools."
Importance of Physical Education as Viewed by Other Educators

Many non-physical education educators are sold on the potential values of physical education and view the role and importance of physical education in the school program much as do physical educators themselves. Erickson (14, p. 117), in discussing forgotten values of physical education, has stated that "the objectives are the same as those of general education." Erickson (14, p. 118) further states that "through a good program of physical education, certain objectives of the school are reached which are not attainable in the usual academic classes."

Several writers have not only indicated their feeling that physical education belongs in the program but that they believe it strong enough that they support the idea of daily physical education through all of the students' public schooling. Hogan (17, p. 40) wrote "every child is entitled to daily instruction in physical education from kindergarten through twelfth grade."

Along much the same line, Goffney stated:

If I were a complete dictator, here are some of the things that I would do in the field of health, physical education, and recreation. I would have a daily period as long as the child was in school. (16, p. 23)

A New York legislator, Joseph Carlino, made the following statement:

Physical education and fitness, unfortunately, have been branded by many as a "frill." I believe otherwise and, to the contrary, feel that the demands of our time require uplifting the status of this area of education to encourage the maximum effort of every child. (6, p. 36)
Educators outside the field of physical education have not only written in general terms of the values of physical education but in some instances have referred to specific contributions to mental health. Caswell (8, p. 47) stated "During 25 years of teaching experience, I found that there is an undeniable correlation between physical fitness and mental fitness." Supporting this same thought, Barger wrote:

Physical education, athletics, and recreational programs importantly complement academic programs in our school systems. Both programs attempt to develop the personality by drawing out student potentialities and giving them strength and direction. Our society needs athletes as well as doctors, entertainers as well as teachers, dancers as well as physicists, laborers as well as engineers. Not all youngsters can, or need to, excel in the classroom. For many, the development of strength, coordination, grace, stamina, social skills, teamwork, leadership, and other non-academic skills may be as important to their achievement of a full, healthy, happy, and productive life (and therefore, to a mentally healthy life) as what they learn in the library and in the classroom. (3, p. 65)

James has also supported the thesis that physical education is as important as other subject areas. The following two statements point out his position:

When is the physical education profession going to wake to the truth that its complete and unassailable justification lies in the fact that most of its activities are means to highly justifiable ends.

Children must, for example, learn to work harmoniously together, even though it is not essential that they learn to dance together. Some of them may learn to cooperate in the classroom, some in the art room, and some in the game field. While this is true, if it is true, physical education is as, but not more, important as any other school subject. (21, p. 52)
The Image of Physical Education as Viewed by Physical Educators

Although physical educators are together in their feeling that physical education rightfully belongs in the curriculum, they are also aware that they have many critics among their own profession. A major purpose of much of this criticism may well be an attempt to stimulate physical educators, to try to arouse them to do something about the image that many hold about physical education. This image is expressed by Singer (32, p. 40) with the statement that "Of the academic disciplines, physical education is one of the most controversial in terms of place and function within the academic structure." A former President of the American Association for Health, Physical Education, and Recreation, Arthus Daniels, stated that:

It is something of a paradox that in spite of a long history in American education and support from highly respected sources, physical education must still frequently be defended as a legitimate school subject . . . large grants to physical education are practically nonexistent . . . If we have failed to impress with our educational worth, it might be well to engage in a little professional introspection and seek the probable causes. (9, p. 32)

Miller, writing in the associations professional journal, perhaps made his point even stronger:

How much longer will physical educators tolerate the disdainful attitude of the "academaniacs" toward physical education and athletics? How much lower on the totem pole of education will we permit the "academaniacs" to place physical education and its components of athletics, sports, and games. (27, p. 28)

Some in the profession are more pessimistic than others. Davis and Wallis (11, p. 21) indicate their feeling with the statement that "the acceptance
of physical education in some academic quarters has been slow. It has yet to earn its place in the minds of many teachers and administrators." Just the opposite view is expressed in the following statement:

... physical education has been accepted increasingly as an important area in the school curriculum. The granting of credit and awarding of marks for physical education should follow the pattern established in the school for other instructional areas. (29, p. 74)

The Image of Physical Education as Viewed by Others

Literature in the field would indicate that administrators and non-physical education teachers in the field do recognize the controversy that surrounds physical education. Erickson (14, p. 112) stated the "many school administrators agree that the physical education program is the source of more misconceptions, evils, and abuses than the entire remaining portion of the school curriculum." Another administrator gave his view with this statement, suggesting that administrators can and do look at physical education in several ways:

The administrator may be one who tolerates physical education as a necessity to meet statutory or other requirements. He may regard the program as a means of expending surplus energy which might otherwise disturb the routine calm of school activities ... he may regard physical education as an integral part of the entire education program which functions along with other phases to accomplish the education and development of the whole child. (13, p. 36)

Teachers, too, express opinions that reflect the image they hold of physical education. Jordan has expressed this feeling as follows:
Too often teachers think of physical education as a play time or recess which the children enjoy, and withholding them from it is proper punishment. They fail to recognize it as a class where the learning process is taking place just as it takes place in their own classroom and is just as important in its own way as math, art, science, etc. (22, p. 95)

Still another expression relative to the image of physical education held by others was given by Daughtrey:

Health and physical education as yet have not gotten over the hump. It is still, in too many cases, in the infantile stage and probably the only thing keeping it in the curriculum is the state requirement. (10, p. 29)

Opinions Concerning Physical Educators

Many statements appear in literature which would indicate that physical educators are not always held in the highest esteem by their non-physical education teaching colleagues. In a good share of these, it is pointed out that perhaps physical educators do not do all that they can to develop good working relationships. Davis and Wallis state:

The assumption by some physical educators that their work has little in common with other school subjects encourages the tendency to "ride alone." This attitude, coupled with a certain independence teachers of physical education have acquired, makes it doubly difficult for them to be accepted readily and fully by their fellow teachers. One has difficulty in securing cooperation from colleagues if he is regarded as an outsider. (11, p. 21)

Forsythe and Duncan point out the importance of the physical educator in the over-all image of the physical education program. They stated:

The members of a staff are the most important part of a department of physical education. Although facilities and equipment are important it is the human element--the professors, the instructors, and the teachers--that determine the professional status of a department.
Adequate professional preparation is just as important in physical education as in any other field. There was a time when a person might qualify as a physical educator by being a star performer in one or more sports. That day has passed. (15, p. 73)

Howard and Masonbrink indicate much of the same feeling and further point out some of the images given by the physical educator in the field. Their views are expressed in the following comments:

The physical education personnel can achieve the status they desire by their work and their conduct in the institution. In the first place, they should assume that they are part of the staff of the institution or school system. This means that they should take part in staff meetings and other functions, serve on committees, make suggestions for the general welfare, and generally participate in all educational activities of the institution. Although physical education has unique aspects, the rules and regulations of the institution governing the conduct and administration of the instructional program apply fully to physical education. (18, p. 223)

Members of a physical education staff may fall into the practice of wearing gymnasium costume as regular dress for all day long. They appear in lunch rooms, in committee meetings, and even in staff meetings in their gymnasium or sport garb. . . . Such a practice is not likely to make favorable impressions upon colleagues in other departments. Physical education teachers must speak and write correctly and with relative ease. There is nothing appealing or effective about careless or colloquial speech, either in teaching, coaching a team or in conversing with others. If one wishes to lose status quickly, he can find no better way than to speak incorrectly before a faculty. (18, pp. 391-392)

The teacher of physical education should use the best teaching methods to motivate interest and obtain desired results in classes . . . when the class periods are only play periods without a plan of instruction, little good is derived and learning which takes place is only incidental and too often accidental . . . fellow teachers soon learn the quality of work performed in the gymnasium and evaluate it accordingly. . . . (18, pp. 397-398)

Physical educators may be inclined to resent the feelings which they know exist. Singer (32, p. 40) stated that "physical educators are notorious
for viewing the world as being against them. They think that other faculty
members look down upon them." He (32, p. 40) asks the questions, "How
many physical educators feel persecuted, frustrated, misunderstood, left
out, and non-important?" Locke and Nixon offer somewhat of an explanation
as to why physical education teachers are sometimes left out:

The image of the physical educator is at times neither
prestigious nor positive . . . Actually, it does seem reason­
able to maintain that the physical educator, because of his unique
role, does stand somewhat apart from his fellow members in the
academic community of the public school. Such diverse matters
as the location of his classroom, his relationship to the students,
the content of his subject matter, his acquaintance volume in the
community, and his own interests all serve to make the physical
educator highly visible within a typical faculty group. (23, p. 37)

In a take-off from the well known "The Ugly American," Caplan has
suggested that perhaps physical education teachers are foreign diplomats in
their own building. Several of his comments are straight to the point and con­
stitute a challenge to physical education teachers:

Are our physical education graduates taught only to converse in
the language of physical education? In certain instances this seems to
be true. If this is not the case, maybe physical educators stay current
with the publications, trends, and new terminology only in their specific
field. Consequently, they do not know the current language of general
education.

The question is asked, "Do physical educators too often find
themselves on the fringe of faculty circles? It would seem that they
are members of the faculty because the school board, state law, or
administration dictate that they must be.

Are physical education teachers guilty of being unsympathetic
to the problems of the art and English teachers? Would it not be
wise to remember that all educators share common goals, and that
the most important item they share is the same student body?

Are young physical education teachers often disillusioned because
physical education is not given its rightful place in the curriculum? If
this is the case, would they not be wiser to learn the customs, worths,
and strengths of the academically accepted courses, and then work to have their subject accepted for the same strengths? (7, p. 106)

There is some encouraging evidence that there may be an increasing recognition by educators of the role of the physical educator, and the relationship of the various disciplines one to another. Makechnie (24, p. 77) stated that "the nature of the work of physical education brings the physical educator into a more informal and freer relationship with students than is enjoyed by most other teachers. Thus a guidance function becomes an inherent aspect of physical education. Shannon also takes a positive position toward the physical educator as shown by the following statement:

Teachers of academic subjects can harp on the intrinsic values of their subjects until things freeze over and still not achieve pupil appreciation of the need to know and eagerness to know. ... Teachers can also lean on a school psychologist or counselor for insight into their pupil's behavior problems until things freeze over and never know them so well as when they observe the pupils themselves in situations where the pupils' whole selves are involved. Teachers of physical education have learned to achieve these ends. Why can't others? (31, p. 539)

Need for Good Public Relations

Several suggestions have been advanced by educators in all fields as to how physical education and physical educators can gain a more respected position. Much of what is said and written would indicate that physical education needs to improve its public relations--that there is a real need to carry out public relations programs. Hughes, French, and Lehsten, in their book Administration of Physical Education, have stated:
The good administrator of a physical education program, regardless of the size of the teaching staff, will recognize the worth of good public relations and will seek to integrate the public relations of his department with that of the entire school system. The need for interpreting physical education is perhaps greater than it is for other areas of longer standing. (19, p. 84)

This need is pointed out by Messersmith (26, p. 14) by his statement that "while our profession has gained considerable prestige in the educational field since its founding, there is much work to be done in interpreting physical education to the public and to our colleagues in the educational world." Baley (2, p. 28) has stated that "A public relations program has at least four arms: one reaching out into the community, one going to the students, one going to your colleagues, and one to your boss."

Several writers have pointed out the value of developing good public relations with other teachers. Bucher, in listing those people with whom good public relations must be established, stated:

Other members of the faculty, the teachers of English, mathematics, industrial art, and other disciplines are very important cogs in the educational system. We should not isolate ourselves from them. They can help us and we can help them. We are all in this business together, working toward common goals. "United we stand and divided we fall." (5, p. 209)

Wiley (36, p. 998), after pointing out that "nowhere in education is there a greater need for good public relations than in physical education" stated:

Besides the parents, other members of the community, the school board and school budget board, the high school faculty, the school district physical education staff, and the pupils are exposed to a selling program that defines in part, some of the purposes and objectives of the physical education program. (36, p. 998)
After indicating that in talking about public relations there are many publics such as parents, pupils, and other teachers. Voltmer and Esslinger go on to comment about the latter group as follows:

Another important public for physical education teachers consists of the other teachers in the school system. Good public relations with this group pays valuable dividends. When they comprehend the nature and purpose of the program and are sympathetic, they can be very helpful in interpreting it to students, parents, and the general public. In their advising and counseling functions, they can be more helpful to both the student and the physical education department. Also, if they are favorably disposed towards physical education, they are unlikely to vote for school policies and regulations that are inimical to it. (35, pp. 460-461)

The nature of the content of the physical education class and the areas for its activity do lead many to feel that physical education teachers are different, that they do not fully accept their roles as staff members. Howard and Masonbrink point out some of the inherent problems of physical education that inhibit the development of good public relations:

Unless those that are involved in physical education establish themselves as genuine members of the school staff, there is often a tendency to underrate their contribution to the objectives of education. It is quite easy for the teacher of physical education to come in the back door, put on the uniform of his profession, and spend the entire day in his own section of the buildings and grounds. Days and even weeks can go by where he may not be seen by other members of the staff. This type of self-imposed isolation is one of the greatest deterrents to good public relations within the school. (18, p. 396)

In discussing what physical education teachers can do to improve their relations with other teachers, Singer made the following suggestion:

Meet other faculty members outside of your own profession. . . . Learn what is happening in other disciplines. . . . Be sympathetic, understanding, and interested in others if you expect the same treatment. (32, p. 40)
Speaking in almost the same language, and again emphasizing some of the responsibility of the physical educator, Adams stated:

We must sell ourselves to the faculty. We must perform all of our responsibilities well. . . . We should make friends with educators in other areas and become genuinely interested in and sympathetic with their problems, showing that we appreciate the contributions they are making and the importance of their position and their chosen discipline. (1, p. 41)

Other writers have offered additional specific suggestions for improving the relations of physical education teachers with the other teachers of their school. Providing recreational opportunities for all teachers in the school is considered to be a good means of promoting good public relations. In his discussion of public relations, Ellis made the following statement:

The physical education teacher has a unique opportunity and responsibility to provide recreational activities for the faculty members and their families. Too often, the coach and physical educator neglect golden opportunities to contribute to the total educational process. We can improve our image and respect of the faculty by involving more people in our program. (12, p. 87)

Bennett voiced his opinion along the same line with these words:

The value of the faculty physical education is usually recognized even though the program is rather uncommon. Everyone agrees that it is excellent public relations for the department of physical education and that it will help us to be better known and accepted by our faculty colleagues. (4, p. 131)

Physical education is generally well accepted by most educators, although literature would indicate that it is perhaps only tolerated by some. The literature definitely indicates an awareness of the values of physical education; values often referred to as potential, rather than realized.
The physical education teacher is frequently a victim of his own lack of professionalism. He is often held in low esteem by his colleagues as a result of inconsistency in participation in school meetings, school activities, and other functions for faculty members.
CHAPTER III

METHOD OF PROCEDURE

The questionnaire technique was used in evaluating the opinions of non-physical education teachers in selected Utah secondary schools regarding physical education programs in general and physical educators.

The procedure for conducting this study consisted of four steps: (1) designing the instrument, (2) selection of subjects, (3) collecting the data, and (4) analyzing the data.

Designing the Instrument

In designing the instrument to be used in collecting data for this study, it was the desire of the investigator to design a form that would provide the information desired, one that would probably be well received by those selected to be respondents in this investigation and thus encourage a high percentage of returns, and one that met basic criteria for a good instrument of this type.

Available literature pertaining, or closely related, to the problem was reviewed in an effort to collect material to be used in forming statements for the questionnaire. The writer's knowledge, and opinions formed, through four years of undergraduate study were brought into focus and also contributed to the development of the instrument as did information accumulated in informal
conversations with staff members of the Department of Health, Physical Edu-
cation, and Recreation at Utah State University and the writer's thesis com-
mittee.

In addition, sources were researched in an effort to provide the
investigator with suggestions as to the best format to be used in developing
the questionnaire and also for suggestions which would help minimize, as
much as possible, the inherent weaknesses of the survey as a research
method.

Every attempt was made to keep statements as short and clear as
possible in order that these participating in the study might be able to cor-
rectly interpret each statement. It was also desirable to limit the number
of statements as excess length of such an instrument will lessen the per-
centage of returns.

After consultation with the writer's chairman, it was decided to use
a four-point rating scale with the following responses possible for each state-
ment: strongly agree, agree, disagree, and strongly disagree.

A preliminary draft of the instrument was prepared and submitted
to members of the writer's committee for suggestions. Following revisions,
a pilot study was conducted, using several teachers in the Logan City schools.
Several valuable suggestions were received from those participating which
assisted the writer in refining both the questionnaire and the method of admin-
istering it.
After incorporating all suggestions which appeared to be desirable, a revision of the questionnaire was submitted to the thesis director. Minor revisions were made at this time and the final form of the instrument was prepared. Included were twenty-two statements related to physical education in general and fifteen pertaining to the physical educator.

In addition to expressing their attitude in regard to each of the thirty-seven statements, subjects in the study were also asked to indicate the size of their school, whether they were teaching in a junior or senior high school, and their sex.

**Selection of Subjects**

Subjects for this study were teachers in selected Utah secondary schools who were not involved in teaching physical education or in coaching. In order to obtain the necessary data to satisfy the sub-objectives of this study, it was necessary to include teachers from large and small schools and from senior and junior high schools.

The decision was made to obtain subjects from large schools in a fairly concentrated area, permitting the investigator to make personal contact with these schools. The following large schools, all within an hour and 15 minutes drive from Utah State University, were included:
Subjects from small schools, those with less than 450 enrollment, was chosen at random from the Utah State Teachers Directory, 1970–71 (34).

The following small schools were included in the study.

<table>
<thead>
<tr>
<th>School</th>
<th>Town</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis High</td>
<td>Kaysville</td>
<td>Davis</td>
</tr>
<tr>
<td>Clearfield High</td>
<td>Clearfield</td>
<td>Davis</td>
</tr>
<tr>
<td>Viewmont High</td>
<td>Bountiful</td>
<td>Davis</td>
</tr>
<tr>
<td>Central Davis Jr. High</td>
<td>Layton</td>
<td>Davis</td>
</tr>
<tr>
<td>Bountiful Jr. High</td>
<td>Bountiful</td>
<td>Davis</td>
</tr>
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<td>Ben Lomond High</td>
<td>Ogden</td>
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<tr>
<td>Central Jr. High</td>
<td>Ogden</td>
<td>Ogden</td>
</tr>
<tr>
<td>Roy High</td>
<td>Roy</td>
<td>Weber</td>
</tr>
<tr>
<td>North Ogden Jr. High</td>
<td>Ogden</td>
<td>Weber</td>
</tr>
<tr>
<td>Roy Jr. High</td>
<td>Toy</td>
<td>Weber</td>
</tr>
<tr>
<td>Helper Jr. High</td>
<td>Helper</td>
<td>Carbon</td>
</tr>
<tr>
<td>Roosevelt Jr. High</td>
<td>Roosevelt</td>
<td>Duchesne</td>
</tr>
<tr>
<td>Emery County High</td>
<td>Castle Dale</td>
<td>Emery</td>
</tr>
<tr>
<td>North Emery Jr. High</td>
<td>Huntington</td>
<td>Emery</td>
</tr>
<tr>
<td>South Emery Jr. High</td>
<td>Farron</td>
<td>Emery</td>
</tr>
<tr>
<td>Grand High</td>
<td>Moab</td>
<td>Grand</td>
</tr>
<tr>
<td>Delta High</td>
<td>Delta</td>
<td>Millard</td>
</tr>
<tr>
<td>Millard High</td>
<td>Fillmore</td>
<td>Millard</td>
</tr>
<tr>
<td>School</td>
<td>Town</td>
<td>District</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Delta Jr. High</td>
<td>Delta</td>
<td>Millard</td>
</tr>
<tr>
<td>Millard Jr. High</td>
<td>Fillmore</td>
<td>Millard</td>
</tr>
<tr>
<td>North Sanpete High</td>
<td>Mount Pleasant</td>
<td>North Sanpete</td>
</tr>
<tr>
<td>North Sanpete Jr. High</td>
<td>Moroni</td>
<td>North Sanpete</td>
</tr>
<tr>
<td>Manti High</td>
<td>Manti</td>
<td>South Sanpete</td>
</tr>
<tr>
<td>Ephraim Jr. High</td>
<td>Ephraim</td>
<td>South Sanpete</td>
</tr>
<tr>
<td>West Jr. High</td>
<td>Roosevelt</td>
<td>Uintah</td>
</tr>
</tbody>
</table>

**Collecting the Data**

The following steps were taken in gathering data from the educators at the large schools:

Step 1. Letters were prepared and mailed to the principals of selected senior and junior high schools in the Ogden, Davis, and Weber school districts, requesting permission to involve members of their faculty in this study. Permission to visit the school and distribute the questionnaires was also requested.

Step 2. A letter was prepared which would accompany each questionnaire distributed. The letter explained the purpose of the study and emphasized the need for their cooperation. Stamped, self-addressed return envelopes were also prepared.

Step 3. The investigator visited each of the participating schools and arranged for an addressed envelope containing the letter to the teacher, the
questionnaire, and the return envelope, to be placed in each teacher's mailbox. Physical education teachers and coaches were excepted. At this time, arrangements were made with the principal to use his faculty bulletin or some other form of notification to his teachers to complete and mail the form within a week.

Step 4. A follow-up letter was prepared and was mailed to those teachers whose return was not received within a week of the suggested May 1 deadline date. This letter again emphasized the importance of each return to the writer and thanked the teachers for their cooperation.

To obtain the desired data from small schools, the following procedure was followed:

Step 1. The Utah Public School Directory, 1970–71 (34) was used to obtain the names of those teachers listed in schools of less than 450 pupils for 1970. Non-physical education teachers in these schools were mailed a copy of the investigator's letter to the teacher, a questionnaire, and a self-addressed stamped return envelope.

Step 2. A follow-up letter was prepared and was mailed to those teachers whose return was not received within a week of the suggested May 1 deadline date. This letter again emphasized the importance of each return to the writer and thanked the teachers for their cooperation.

A total of 433 questionnaires were delivered to teachers in large schools. Three hundred and forty-nine of these were returned, 80 per cent of those sent out. Questionnaires were sent to 140 teachers in small schools with 101, or 72 per cent, being returned. Of a grand total of 573 which were sent out, 450 questionnaires were returned. This represented 78 per cent.
Analyzing the Data

Data received in the returned questionnaires were transferred to master tabulation forms for further analysis. Major analysis was on the basis of mean scores determined for the various statements included in the questionnaire and means determined on an over-all basis for opinions toward physical education in general and toward physical educators.

The following point value was assigned to the various possible responses in determining mean scores. The point value was reversed for the two negative statements included in the thirty-seven:

- Strongly agree: 4 points
- Agree: 3 points
- Disagree: 2 points
- Strongly disagree: 1 point

It was also decided to interpret the point as being in the middle of the full range for that score. Thus, in discussing the determined mean scores, the following scale was used:

- Strongly agree: 3.5 and above
- Agree: 2.50 and 3.49
- Disagree: 1.50 to 2.49
- Strongly disagree: 1.49 and below

The above scale was used to present the opinions of the teachers toward each of the individual statements, toward physical education in general,
and toward physical educators. Such opinions were not only determined on an over-all basis for all teachers participating in the study but also for eight sub-groups: Male teachers from large high schools, large junior high schools, small high schools, small junior high schools, and female teachers from large high schools, large junior high schools, small high schools, and small junior high schools.

In order to test null-hypotheses advanced in the first chapter of this thesis, additional groupings were made and means subjected to statistical analysis ('t' test), to test the difference between means for significance of such differences. Necessary "t's" were determined for the following pairs in relation to their opinions toward physical education in general and toward physical educators: Female teachers versus male teachers, large school teachers versus small school teachers, and senior high teachers versus junior high teachers.

Correlation techniques were used to determine the relationship between opinions toward physical education and those toward physical educators. The rank difference correlation method was used to determine the relationship between the rankings of the eight original sub-groups on the two variables.
CHAPTER IV
PRESENTATION OF DATA

Opinions of selected non-physical education teachers in the State of Utah relative to physical education and physical educators are presented in this chapter. Their opinion toward physical education in general are treated in one section, those relative to physical educators are treated in a second section, and the relationship between the two sets of opinions are treated in a third section. Open comments constitute a fourth section.

Analysis of the data was made on the basis of a 4-3-2-1 point system with 4 representing the most favorable attitude toward a particular statement. Mean scores were determined and the following table used in discussing the data.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 and above</td>
<td>strong agreement</td>
</tr>
<tr>
<td>2.5 - 3.49</td>
<td>agreement</td>
</tr>
<tr>
<td>1.5 - 2.49</td>
<td>disagreement</td>
</tr>
<tr>
<td>below 1.49</td>
<td>strong disagreement</td>
</tr>
</tbody>
</table>

Findings are presented for all teachers and for various combinations of male and female, junior or senior high, teachers in small or large schools.

Opinions Toward Physical Education

The opinions of non-physical education teachers toward physical education in general are presented in this section. Findings are presented in
relation to: (1) The opinions toward each individual statement; (2) The overall opinions toward physical education by each of the eight sub-groups—large school senior high males, large school senior high females, large school junior high males, large school junior high females, small school senior high males, small school senior high females, small school junior high males, and small school junior high females; (3) The statements receiving the most favorable opinions from the non-physical education teachers and those receiving the least favorable rating; (4) The significance of the difference in the mean scores between male and female teachers, between teachers in large or small schools, and between teachers in junior or senior high schools.

Opinions toward individual statements

The following tables present mean scores representing teachers' opinions, by groups, toward individual statements concerning physical education:

**Educational values of physical education.**—The opinions of those teachers participating in this study as to the educational value of physical education as compared to other classes in the school curriculum are presented in Table 1.

It can be seen in Table 1 that all groups were in agreement with the statement. Junior high female teachers from the small schools indicated the highest agreement, gaining the top ranked position with a 3.28 mean score. Very close behind in second place, with a mean score of 3.27, were the small school senior high female teachers. Third place ranking went to the small
TABLE 1.--Mean scores representing teacher opinion toward the statement "Physical education has educational values comparable to other classes"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.98</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.94</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.09</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.04</td>
<td>5</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.95</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.27</td>
<td>2</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.20</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.28</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>3.03</td>
<td></td>
</tr>
</tbody>
</table>

School junior high male teachers with a 3.20 mean score. The group showing the least agreement with the statement was the large school senior high females. Their mean score was 2.94. The teachers with the next lowest mean score were the male teachers in the small senior high schools, with a mean score of 2.95.

The mean score of 3.03 determined for all subjects in this study indicated that non-physical education teachers do feel that physical education has educational values comparable to other classes.
Physical education should be a required subject. -- Another controversial question concerns physical education as a required subject. The opinions of the respondents are recorded in Table 2.

**TABLE 2.** -- Mean scores representing teacher opinion toward the statement "Physical education should be a required subject"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.08</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.96</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.25</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.02</td>
<td>6</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.89</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.13</td>
<td>4</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.20</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.48</td>
<td>1</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>3.09</td>
<td></td>
</tr>
</tbody>
</table>

All groups agreed that physical education should be a required subject. As in the previous Table, the junior high females from small schools indicated the highest degree of agreement with a mean score of 3.48. Ranked second were the junior high males from large schools with a mean score of 3.25, and
the junior high males of small schools ranked third with a 3.20 mean score. The senior high male teachers from the small schools expressed the least agreement with a mean score of 2.89. The next lowest mean score, 2.96, was recorded by the senior high female teachers of the large schools.

The mean score of 3.09 determined for all teachers in this study, indicated that the respondents, non-physical education teachers, do agree that physical education should be a required subject.

*Required physical education each year, grades 7 thru 12.* -- The respondents' opinions regarding physical education as a required subject each year from the seventh through the twelfth grades are shown in the form of mean scores and rank in Table 3.

The figures in Table 3 indicate that not all groups were in agreement with the statement that physical education should be required each year throughout secondary schooling. The junior high males and females of small schools expressed the strongest degree of agreement with identical mean scores of 2.93. Third highest in agreement were the junior high male teachers from large schools with a mean score of 2.84. The senior high male teachers in the small schools indicated, with a mean score of 2.31, that they were not in agreement with the statement. The senior females in large schools were right on the border line with a mean score of 2.50, while the small school senior high females recorded the next lowest mean score of 2.53.

The mean score of 2.63 for all teachers indicated that non-physical education teachers in this study feel that physical education should be required
TABLE 3.—Mean scores representing teacher opinion toward the statement "Physical education should be required each year, grades 7 thru 12"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.60</td>
<td>4</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.50</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.84</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.56</td>
<td>5</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.31</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.53</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>1.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.93</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.63</td>
<td></td>
</tr>
</tbody>
</table>

each year in grades 7 thru 12. However, the mean score is very near the lower limit of the agreement level. This would definitely indicate mixed feelings related to this statement.

Physical education as an elective when it is not required.—When the subjects were questioned concerning students being able to choose physical education when it is not required they responded as is shown in Table 4.

Non-physical education teachers participating in this study agreed that students should be allowed to elect physical education any year that it is
TABLE 4.—Mean scores representing teacher opinion toward the statement "The student should have the opportunity to elect physical education any year that it is not required"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.24</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.29</td>
<td>3</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.33</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.39</td>
<td>1</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.03</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.27</td>
<td>4</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.20</td>
<td>6.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.20</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>3.25</td>
<td></td>
</tr>
</tbody>
</table>

not required. The over-all mean score was 3.25. Those respondents showing the most agreement were the junior high females from the large schools with a mean score of 3.39. The group with the second highest agreement was the junior high males of large schools with a 3.33 mean score. A mean score of 3.29 placed the senior high females from large schools in third position. The group with least agreement was the senior high males from small schools with a mean score of 3.03, while the small school junior high males and females were next lowest with mean scores of 3.20.
Students taken from physical education classes to do work in other classes or to run errands. --The opinions of those teachers participating in this study as to whether or not students should work in or for other classes, run errands, or do other chores during physical education classes are presented in Table 5.

### TABLE 5. --Mean scores representing teacher opinion toward the statement "Students should not be taken from physical education classes to do work in other classes, to run errands, or to do other chores"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.95</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.93</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.87</td>
<td>7</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.22</td>
<td>3</td>
</tr>
<tr>
<td><strong>Small schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.85</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.47</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.98</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.30</td>
<td>2</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.99</td>
<td></td>
</tr>
</tbody>
</table>
The non-physical education teachers in all groups were in agreement with the statement that students should not be taken from their physical education classes to do work in other areas. The group showing the strongest degree of agreement, with a mean score of 3.47, was the senior high females from small schools. The group indicating the next highest agreement was the junior high females, also from the small schools, with a mean score of 3.30. Following in third position were the junior high female teachers of large schools with a 3.22 mean score. The male teachers seemed to have a more negative feeling, with the small school senior high males showing the least agreement at 2.85. The large school junior high males were the next lowest with a 2.87 mean score.

A mean score of 2.99 for all teachers indicated that non-physical education teachers agreed that students should not be taken from physical education classes to do work in other classes or to run errands.

**Substituting other activities in place of physical education classes.**--Substituting other activities or classes such as band, drama, marching, ROTC, etc., has been done frequently. What the participating teachers in this study think of this idea is shown in Table 6.

The mean scores in Table 6 indicate that non-physical education teachers responding to this statement were in agreement that other activities should not be substituted for physical education classes. Those showing the most agreement were the junior high females from small schools, with a mean score of 3.10. The senior high females of the small schools and the
TABLE 6. --Mean scores representing teacher opinion toward the statement "Participation in such activities as band, drama, marching groups, etc. should not substitute for physical education"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.77</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.62</td>
<td>7.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.81</td>
<td>5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.96</td>
<td>3</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.62</td>
<td>7.5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.07</td>
<td>2</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.10</td>
<td>1</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.80</td>
<td></td>
</tr>
</tbody>
</table>

Junior high females of large schools expressed the second and third highest degree of agreement with scores of 3.07 and 2.96 respectively. Those recording the least degree of agreement were the senior high females of large schools and the senior high males of small schools with identical mean scores of 2.62.

A mean score of 2.80 for all participating teachers, although in the lower portion of the agreement range, indicated that non-physical education
teachers agree that other activities or classes should not substitute for physical education classes.

Credit given for physical education on the same basis as for other classes. — Table 7 represents the opinions of respondents participating in this study as to the way credit should be given for physical education in relation to other subjects.

TABLE 7.—Mean scores representing teacher opinion toward the statement "Credit should be received for physical education on the same proportional basis as for other classes"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.84</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.79</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.85</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.81</td>
<td>6</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.58</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.13</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.98</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.00</td>
<td>2</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.84</td>
<td></td>
</tr>
</tbody>
</table>
Senior high females of small schools had the highest positive attitude toward credit being awarded for physical education on the same basis as for other classes. This group had a mean score of 3.13. Ranked behind were the junior high females and males of the small school with mean scores of 3.00 and 2.98 respectively. The group of least agreement was the small school senior high males, with a mean score of 2.58. The large school senior high females had the next lowest mean score, 2.79.

An over-all mean score of 2.84 indicated for all teachers showed that they feel credit should be received for physical education classes on the same proportional basis as for other classes, although the mean is indicative of rather low agreement.

The grading system in physical education should conform to school wide system. --The responses of the participating teachers, shown in Table 8, tell us their feelings concerning the grading system in physical education; whether or not it should conform to the system used throughout the school.

A mean score of 2.92 for all teachers showed that they feel that the grading system in physical education should conform to that of the school in general.

As a result of ranking the different groups by their mean scores, it can be seen that junior high females from both the large and small schools were ranked first with identical mean scores of 3.15. With a mean score of 3.03, small school junior high males were ranked third, while the large school junior high males were right behind with a mean score of 3.02. The
TABLE 8.--Mean scores representing teacher opinion toward the statement "The grading system in physical education should conform to that of the school in general"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.85</td>
<td>6.5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.85</td>
<td>6.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.02</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.15</td>
<td>1.5</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.72</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.00</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.03</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.15</td>
<td>1.5</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.92</td>
<td></td>
</tr>
</tbody>
</table>

Least agreement was shown by the senior high male teachers of the small schools. Their mean score was 2.72. The next lowest mean score, 2.85, was recorded by both the senior high males and females of large schools.

Grading in physical education classes is done as carefully as in others. --In Table 9 are presented the opinions of those teachers involved in this study as to whether or not grading of students in physical education classes is done as carefully as it is done in other classes.
TABLE 9. -- Mean scores representing teacher opinion toward the statement "Grading in physical education is done as carefully as in other classes"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.45</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.48</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.73</td>
<td>3.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.79</td>
<td>2</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.22</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.73</td>
<td>3.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.50</td>
<td>5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.98</td>
<td>1</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.54</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen from Table 9 that junior high females from the small schools showed the highest agreement and were ranked first with a mean score of 2.98. Those with the next highest degree of agreement were the junior high female teachers from the large schools with a 2.79 mean score. Three of the groups were in disagreement with the statement. The senior high male teachers from small schools were the most negative with a mean score of only 2.22. Next to them we find the senior high males of the large
schools with a 2.45 mean score and the senior high females of large schools at 2.48.

A mean score of 2.54 determined for all teachers is very low on the agreement scale, although the score is an indication that non-physical education teachers felt that grading was done as carefully in physical education classes as in other classes.

**Students like physical education.** Considering the students' feelings toward physical education, respondents were asked if they felt that a majority of the students in their school actually liked taking physical education. Their opinions are expressed in Table 10.

**TABLE 10.** Mean scores representing teacher opinion toward the statement "A large majority of the students like to take physical education"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.83</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.68</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.15</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.04</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.89</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.87</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.03</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.05</td>
<td>2</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.90</td>
<td></td>
</tr>
</tbody>
</table>
Regarding this statement, all eight groups were in agreement. Table 10 reflects that the group ranked number one was the junior high males of the large schools, with a mean score of 3.15. The group showing the next highest degree of agreement was the junior high females from the small schools, with a 3.05 mean score, and the junior high females from the large schools were right behind with a mean score of 3.04. Those teachers showing the least agreement were the senior high females of the large schools, with a 2.68 mean score. Next to them were the large school senior high males, with a score of 2.83.

A mean score of 2.90 for all teachers in the study indicates that the non-physical educators are of the opinion that a large majority of students do like to take physical education classes.

Equality in expenditures for equipment and supplies.—How the teachers participating in this study reacted to the statement that physical education should be treated on an equal basis with other classes when it comes to expenditures for equipment and supplies is expressed in terms of mean scores and ranks in Table 11.

All groups were found to be in agreement with the statement that physical education and other classes should be funded on an equal basis. Highest agreement was registered in the small schools. The senior high females and the junior high males of the small schools agreed most strongly with mean scores of 3.40 and 3.23 respectively. They were followed by the
### TABLE 11

Mean scores representing teacher opinion toward the statement "Physical education should be treated on an equal basis with other classes when it comes to expenditures for equipment and supplies"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.96</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.97</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.06</td>
<td>5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.17</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.01</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.40</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.23</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.10</td>
<td>4</td>
</tr>
<tr>
<td>All teachers</td>
<td>3.04</td>
<td></td>
</tr>
</tbody>
</table>

Junior high females from the large schools, with a 3.17 mean score. Senior high males of large schools, with a mean score of 2.96, showed the lowest degree of agreement. Immediately above them and ranked seventh were the senior high females from the large school. A mean score of 2.97 was determined for this group.

With all teachers as a group indicating agreement, as shown by a mean score of 3.04, it can be said that the participating non-physical education
teachers feel that physical education should be treated on an equal basis with other classes when it comes to expenditures for equipment and supplies.

**Physical education classes as instructional experiences.** -- The statement that physical education classes should be taught as instructional experiences rather than play periods was presented to the participating teachers. The opinions of those teachers toward that statement are shown in Table 12.

### TABLE 12

Mean scores representing teacher opinion toward the statement "Physical education classes should be conducted as instructional experiences, not as 'play' periods"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.39</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.22</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.48</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.51</td>
<td>2</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.46</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.30</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.60</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.50</td>
<td>3</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>3.41</td>
<td></td>
</tr>
</tbody>
</table>
High agreement was expressed by all groups of participating non-physical education teachers to the statement concerning the way that physical education classes should be conducted. The top ranked group was the small school junior high males, with a 3.60 mean score. The second and third highest mean scores were very close with the large school junior high females recording a mean score of 3.51 and the small school junior high females one of 3.50. The lowest mean score, recorded by the large school senior high females, was 3.22. With a mean score of 3.30, the small school senior high females was the second lowest group.

The mean score of 3.41 determined for all teachers in this study indicated that non-physical educators feel strongly that physical education classes should be conducted as instructional experiences and not as play periods.

Physical education classes are taught as instruction experiences.--In contrast to the previous statement, the respondents were approached with the more positive idea that physical education is taught as an instructional experience and not as a play period. Table 13 shows the reaction of participating non-physical educators to that statement.

Only five of the eight groups were in agreement with this statement and only one of the groups scored above 2.80. The group showing the most agreement was the small school junior high females, which showed a mean score of 2.95. Ranking second behind them were the large school junior high males with a 2.79 mean score. Three of the four bottom spots were occupied by the male groups. The lowest degree of agreement was expressed
TABLE 13.--Mean scores representing teacher opinion toward the statement "Physical education classes are taught as instructional experiences, not as 'play' periods"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.44</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.69</td>
<td>4</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.79</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.75</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.47</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.67</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.45</td>
<td>7</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.95</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.59</td>
<td></td>
</tr>
</tbody>
</table>

by the large school senior high males with a mean score of 2.44. Next to them were the small school junior high males with a 2.45 mean, and then the small school senior high males at 2.47.

It was determined from the opinions of non-physical education teachers that physical education classes are taught as instructional experiences and not as play periods. However, the mean score of 2.59, figured for all teachers, indicates a low level of agreement.
Physical education is important to secondary age students. -- The mean scores and rank of the groups involved in this study concerning the statement that physical education should be considered as important to the secondary age student as is any other subject are presented in Table 14.

TABLE 14. -- Mean scores representing teacher opinion toward the statement "Physical education should be considered as important to the secondary age student as is any other subject"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.88</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.78</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.01</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.85</td>
<td>6</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.80</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.20</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.95</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.10</td>
<td>2</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.90</td>
<td></td>
</tr>
</tbody>
</table>

Data recorded in Table 14 revealed that the opinions of the subjects were favorable toward the statement. The group gaining top ranking, with a
mean score of 3.20, was the small school senior high females. The second highest agreement was shown by the small school junior high female teachers. Their mean score was 3.10. In the third spot were the junior high male teachers of large schools, with a 3.01 mean score. Lowest of all the groups was the senior high females from the large schools, with a mean score of 2.78, followed by the small school senior high males who had a 2.80 mean score.

Determined for all responding to this statement was a mean score of 2.90, indicating that participating non-physical educators are of the opinion that physical education should be considered just as important to the secondary age student as is any other subject.

Physical education facilities and equipment availability to other school groups.--Physical education facilities and equipment are probably the largest and most versatile of any to be found in most secondary schools. When the teachers were asked about the availability of such facilities to other school groups desiring their use, they responded quite conservatively. Their opinions are expressed in Table 15.

The mean scores shown indicated that all of the groups involved were in agreement, to some extent, with the statement that physical education facilities are made available to other school groups. Small school junior high males indicated the highest agreement with a mean score of 2.75. Ranked second were the large school senior high females, with a 2.72 mean score. A mean score of 2.57 recorded by the small school senior high females indicated the least
TABLE 15.--Mean scores representing teacher opinion toward the statement "Physical education facilities and equipment are made readily available to other school groups desiring their use"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.63</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.72</td>
<td>2</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.66</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.68</td>
<td>3</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.61</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.57</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.75</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.65</td>
<td>5</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.66</td>
<td></td>
</tr>
</tbody>
</table>

Agreement with the statement. The second lowest score was 2.61, determined for the small school senior high males.

Even though it stands at the lower end of the agreement level, the mean score of 2.66 determined for all subjects indicated that non-physical education teachers were of the opinion that physical education facilities and equipment are made readily available to other school groups desiring their use.
The physical education department makes full use of facilities. -- The opinions of those teachers participating in this study as to whether or not the physical education department makes full use of its equipment and facilities are presented in Table 16.

**TABLE 16.** Mean scores representing teacher opinions toward the statement "Full use is made by the physical education department of the facilities and equipment that it has"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.68</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.64</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.83</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.85</td>
<td>2</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.67</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.77</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.80</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.98</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.74</td>
<td></td>
</tr>
</tbody>
</table>

The data shows that all of the groups were in agreement with the statement. The mean scores ranged from a high of 2.98 to a low of 2.64. The highest score was for the small school junior high females. The second highest
mean score was 2.85, determined for large school junior high females. Senior high females from the large schools ranked last with a 2.64 mean score, followed by the small school senior high males with a mean of 2.67, and the large school senior high males, 2.68.

That the respondent teachers feel that full use is made of their facilities and equipment by the physical education department is the indication given by the mean score of 2.74 determined for all teachers involved in this study.

Physical education adds to students general knowledge background.--The opinions of those teachers participating in this study as to the influence physical education has on the background of the student in terms of general knowledge are shown in Table 17.

TABLE 17.--Mean scores representing teacher opinion toward the statement "Physical education adds to the background of the student in terms of general knowledge"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.89</td>
<td>4</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.88</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.98</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.87</td>
<td>6</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.75</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.73</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.90</td>
<td>2.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.90</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.88</td>
<td></td>
</tr>
</tbody>
</table>
The group showing the highest degree of agreement was the large school junior high males with a 2.98 mean score. The second highest mean score, 2.90, was recorded by both the junior high males and females of the small schools. Small school senior high teachers, on the other hand, recorded the lowest mean scores: The females with a 2.73 mean score were in last place and the males were next lowest with a 2.75 mean score.

All teachers in the study had a combined mean score of 2.88 which indicated that they believed physical education does add to a student's background in terms of general knowledge.

Physical education compared to other classes in terms of developing creativity.—To the statement that physical education compares favorably with other classes in the development of creativity, the participating teachers expressed their opinions as is shown in Table 18.

The data in Table 18 show all groups to be in agreement with the statement but with a very wide range of mean scores. The scores run from a high of 3.25 to a low of 2.53. The small school teachers recorded the two highest scores. The junior high females ranked first with the 3.25 mean score, and the senior high females were second with a 2.90 mean score. Indicating the least agreement were the small school senior high males at 2.53, while the large school senior high males, with a 2.56 mean score, were the next lowest.

The mean score of 2.64 determined for all teachers indicated that when the participating non-physical education teachers were asked about physical education helping to develop creativity, they felt that it compared
TABLE 18.--Mean scores representing teacher opinion toward the statement "Physical education compares favorably with other classes in the development of creativity"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.56</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.60</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.79</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.62</td>
<td>4</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.53</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.90</td>
<td>2</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.58</td>
<td>6</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.25</td>
<td>1</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.64</td>
<td></td>
</tr>
</tbody>
</table>

favorably with other classes. The mean score is, however, at the lower end of the agreement scale.

Students should not be taken from any class to do other work. --In a previous question or statement similar to this one, non-physical education teachers responded that students should not be taken from physical education classes to do work in other classes. Table 19 deals with the opinions of the respondents as to whether or not students should be taken from any class to do work in other classes or to run errands.
TABLE 19. --Mean scores representing teacher opinion toward the statement "Students should not be taken from any class to do work in other classes, to run errands or to do other chores"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.90</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.89</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.77</td>
<td>8</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.22</td>
<td>2</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.11</td>
<td>3</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.23</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.97</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.95</td>
<td>5</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.95</td>
<td></td>
</tr>
</tbody>
</table>

Data presented in Table 19 indicated that all groups were in agreement with the statement concerning students being taken from class to do work in other classes. The group that agreed most strongly with the statement was the small school senior high females. They recorded a mean score of 3.23. The junior high females from the large schools claimed second position with 3.22, and the senior high males group from small schools were next, with a mean score of 3.11. The three lowest groups were all found in the large schools. The junior high males showed the least agreement with a 2.77 mean
score, followed by the senior high females with a 2.89 mean score, and then
the senior high males with a mean score of 2.90.

In Table 19 a mean score of 2.95 was recorded for all teachers.
This score indicated that those teachers were of the opinion that students should
not be taken from any class to do work in other classes or to run errands, etc.

This statement is almost identical to the statement discussed earlier
in Table 5. With the exception of the small school senior high males, who
were much more in agreement with this statement, the mean scores and rank­
ings of the groups were very similar to those of the earlier statement.

Physical education programs interfere with other school programs.--It
is sometimes felt that many of the programs associated with physical education
tend to interfere with other school programs. The opinions of those teachers
participating in this study concerning this concept are presented in Table 20.

This statement, along with the one to follow, was worded negatively;
that is, agreement would reflect unfavorably on physical education. There­
fore, in determining mean score, the point value was reversed with 4 points
for strongly disagree, 3 for disagree, 2 for agree, and 1 for strongly agree.
The data is discussed in terms of disagreement with the unfavorable statement,
making the mean score comparable to agreement with favorable statements.

Seven of the eight groups disagreed with the statement; however, their
mean scores were not far on the disagreement side of the scale. The junior
high male teachers in large schools disagreed the most with the statement with
a mean score of 2.88 being determined for their responses. The junior high
TABLE 20.--Mean scores representing teacher opinion toward the statement "Physical education programs interfere with other school programs"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.71</td>
<td>4</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.68</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.88</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.72</td>
<td>2.5</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.31</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.67</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.72</td>
<td>2.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.70</td>
<td>5</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.70</td>
<td></td>
</tr>
</tbody>
</table>

females from large schools and the junior high males from small schools were next highest in disagreement, both with mean scores of 2.72.

One group did agree with the statement that physical education interfered with other programs. This group was the senior high males. A rather low 2.31 mean score was determined for this group. On an over-all basis, a mean score of 2.70 was recorded, indicating that the teachers as a group did disagree with the statement.
Physical education classes interfere with other school classes. --

Teachers participating in this study indicated their opinions as to the interference caused to other classes by physical education classes. Their views are reported in Table 21.

TABLE 21. --Mean scores representing teacher opinion toward the statement "Physical education classes interfere with other school classes"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.79</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.62</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.83</td>
<td>4</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.53</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.73</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.88</td>
<td>2.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.88</td>
<td>2.5</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.77</td>
<td></td>
</tr>
</tbody>
</table>

As in the case of the foregoing statement, data for this unfavorable statement was treated on the basis of disagreement with the statement. As can be seen from Table 21, all groups did disagree with the statement. The group feeling the strongest that physical education did not interfere with other classes
was the junior high males. A mean score of 2.93 was recorded for their responses. The next most disagreement was indicated by the junior high males and junior high female teachers in small schools. Both groups had mean scores of 2.88.

The group showing the least degree of disagreement, and almost indicating agreement, was the senior high males from small school. A mean score of 2.53 was determined for their opinions. The over-all mean score of 2.77 determined for all teachers participating in the study indicated that the teachers disagree with the idea that physical education interferes with other school classes.

*Physical education meets needs of each student.*—Mean scores in Table 22 indicated the opinions of teachers taking part in this study as to whether or not physical education does a good job of meeting individual needs of the student.

The group of teachers expressing the highest agreement was the senior high females of large schools. They were one of the two groups with scores on the agreement side of the scale with a mean score of 2.73. The other group, with a 2.52 mean score, was the large school junior high males.

Six of the eight groups representing the teachers participating in this study did *not* agree with the statement that physical education meets individual needs of each student. Respondents showing the least agreement were the small school senior high males with a low mean score of 2.26. Next lowest in agreement were the large school junior high females with a 2.27 mean
TABLE 22.--Mean scores representing teacher opinion toward the statement "Physical education does a good job in meeting the individual needs of each student"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.48</td>
<td>4</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.49</td>
<td>3</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.52</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.27</td>
<td>7</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.26</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.73</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.45</td>
<td>5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.38</td>
<td>6</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.45</td>
<td></td>
</tr>
</tbody>
</table>

score, and ranked sixth were the junior high females of small schools at 2.38.

It is interesting to note that teachers would disagree with this statement after having agreed that physical education has comparable educational values to other classes and that it should be a required course. However, a mean score of 2.45 determined for all teachers, did indicate that as a group they felt that physical education does not do a good job of meeting the individual needs of each student.
The mean score, by groups, for all twenty-two statements regarding physical education in general are shown in Table 23. The ranking of each group, based on their mean score, is also shown.

**TABLE 23.--Means and mean rank for all groups relative to opinions toward physical education in general**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.82</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.79</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.93</td>
<td>4</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.71</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.99</td>
<td>2</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.04</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.86</td>
<td></td>
</tr>
</tbody>
</table>

The highest over-all favorable opinion toward physical education in general was expressed by the female teachers in small junior high schools. The mean score for this group was 3.04. The second most favorable opinion
was expressed by the senior high females in the small schools with a mean score rating of 2.99. Next in line were the junior high males in both the small and large schools and the large school junior high females with identical mean scores of 2.93.

The most unfavorable opinion over-all was expressed by the senior high school male teachers in small schools. Their mean score of 2.71 did indicate a favorable opinion but was near the lower part of the favorable side of the scale. The senior high school male teachers in large schools expressed the least favorable opinion with a mean score rating of 2.82.

All groups did indicate a favorable opinion toward physical education. For the entire group of 450 teachers, a mean score of 2.86 was determined.

**Ranking of individual statements**

A comparison of the ratings for the individual statements regarding physical education in general is presented in Table 24. Means scores and rank portions for each statement are indicated.

The statement that the participating teachers agreed most strongly with was that "physical education classes should be conducted as instructional experiences, not as play periods." The top mean score was 3.41. The statement receiving the second highest favorable opinion was that "the student should have the opportunity to elect physical education any year that it is not required." The mean score for this statement was 3.25. That "physical education should be a required subject" was the third highest rank-statement with
<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education has educational values comparable to other classes</td>
<td>3.03</td>
<td>5</td>
</tr>
<tr>
<td>Physical education should be a required subject</td>
<td>3.09</td>
<td>3</td>
</tr>
<tr>
<td>Physical education should be required each year grades 7 thru 12</td>
<td>2.63</td>
<td>19</td>
</tr>
<tr>
<td>The student should have the opportunity to elect physical education any</td>
<td>3.25</td>
<td>2</td>
</tr>
<tr>
<td>year that it is not required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should not be taken from physical education classes to do work</td>
<td>2.99</td>
<td>6</td>
</tr>
<tr>
<td>in other classes, to run errands, or do other chores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in such activities as band, drama, marching groups, etc.</td>
<td>2.80</td>
<td>13</td>
</tr>
<tr>
<td>should not substitute for physical education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit should be received for physical education on the same proportional</td>
<td>2.84</td>
<td>12</td>
</tr>
<tr>
<td>basis as for other classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The grading system in physical education should conform to that of the</td>
<td>2.92</td>
<td>8</td>
</tr>
<tr>
<td>school in general</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading in physical education is done as carefully as in other classes</td>
<td>2.54</td>
<td>21</td>
</tr>
<tr>
<td>A large majority of the students like to take physical education</td>
<td>2.90</td>
<td>9.5</td>
</tr>
<tr>
<td>Physical education should be treated on an equal basis with other classes</td>
<td>3.04</td>
<td>4</td>
</tr>
<tr>
<td>when it comes to expenditures for equipment and supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical education classes should be conducted as instructional experiences,</td>
<td>3.41</td>
<td>1</td>
</tr>
<tr>
<td>not as play periods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 24.--Continued

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education classes are taught as instructional experiences, not as play periods</td>
<td>2.59</td>
<td>20</td>
</tr>
<tr>
<td>Physical education should be considered as important to the secondary age student as in any other subject</td>
<td>2.90</td>
<td>9.5</td>
</tr>
<tr>
<td>Physical education facilities and equipment are made readily available to other school groups desiring their use</td>
<td>2.66</td>
<td>17</td>
</tr>
<tr>
<td>Full use is made by the physical education department of the facilities and equipment that it has</td>
<td>2.74</td>
<td>15</td>
</tr>
<tr>
<td>Physical education adds to the background of the student in terms of general knowledge</td>
<td>2.88</td>
<td>11</td>
</tr>
<tr>
<td>Physical education compares favorably with other classes in the development of creativity</td>
<td>2.64</td>
<td>18</td>
</tr>
<tr>
<td>Students should not be taken from any class to do work in other classes, to run errands or to do other chores</td>
<td>2.95</td>
<td>7</td>
</tr>
<tr>
<td>Physical education programs interfere with other school programs</td>
<td>2.70</td>
<td>16</td>
</tr>
<tr>
<td>Physical education classes interfere with other school classes</td>
<td>2.77</td>
<td>14</td>
</tr>
<tr>
<td>Physical education does a good job in meeting the individual needs of each student</td>
<td>2.45</td>
<td>22</td>
</tr>
</tbody>
</table>

a mean score of 3.09. Another statement that the non-physical education teachers were highly in agreement with stated that "physical education should be treated on an equal basis with other classes when it comes to expenditures
for equipment and supplies." An over-all mean score of 3.04 was received for this statement. The statement which ranked fifth with an over-all mean score of 3.03 stated that "physical education has education values comparable to other classes."

The statement receiving the least agreement, indicated by a low mean score of 2.45, stated that "physical education does a good job of meeting the individual needs of each student." This indicated non-agreement with the statement. Ranking next to the lowest, with a mean score of 2.54, was the statement that "grading in physical education is done as carefully as in other classes." When confronted by the statement that "physical education classes are taught as instructional experiences, not as play periods," the teachers showed little agreement as indicated by the mean score of 2.59, the third lowest mean. The statement that "physical education should be required each year grades 7 thru 12" also received little agreement from the respondents. A mean score of 2.63 was recorded for this statement.

Significance of difference between means

The 't' test for determining the significance of the difference between means was applied, using proper statistical application to uncorrelated scores. The "t's" so determined were used in accepting or rejecting the null hypothesis stated earlier.

Testing for hypothesis 1.--The hypothesis stated that there would be no significant difference in the opinion of non-physical education male teachers
and non-physical education female teachers relative to physical education in general.

Data presented in Table 25 shows the means and standard deviation for the male and female groups with the resulting 't' computed for the significance of difference between means.

**TABLE 25. --Significance of group means comparing male and female teachers on their attitudes toward physical education**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Degrees of freedom</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62.46</td>
<td>7.80</td>
<td>448</td>
<td>1.31*</td>
</tr>
<tr>
<td>Female</td>
<td>63.48</td>
<td>7.83</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Not significant.

As can be seen in Table 25, there was a difference of 1.02 in the means of the two groups and a difference of .03 in the size of the two standard deviations. The 't' determined for the significance of the difference between means was 1.31, below the 1.96 figure needed to show significance at the 5 per cent level. Therefore, the null hypothesis was accepted.

**Testing for hypothesis 2.** --In regard to the opinions of teachers from small schools as compared with those from large schools, the hypothesis was stated that there would be no significant difference between the non-physical education teachers of the two groups in relation to physical education in general.
The means and standard deviations for the teachers in the small and large school groups and the resulting 't' determined for the difference in these means are presented in Table 26.

**TABLE 26.** Significance of the group means comparing teachers of small and large schools on their attitudes toward physical education

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Degrees of freedom</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>63.36</td>
<td>6.54</td>
<td>448</td>
<td>.09*</td>
</tr>
<tr>
<td>Large</td>
<td>62.64</td>
<td>8.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant.

Table 26 shows that there was a difference of .72 in the means of the two groups and of 1.59 in the size of the deviation. The 't' determined for the significance of the differences between means was only .09, far below the 1.96 figure necessary to show significant difference at the 5 per cent level. Therefore the null hypothesis was accepted.

**Testing for hypothesis 3.** The hypothesis regarding the opinions of these two groups was that there would be no significant difference in the opinions of non-physical education teachers of the junior high schools and those in the senior high schools relative to physical education in general.

Data presented in Table 27 shows the means and standard deviations for the junior high school and senior high school groups with the resulting 't' based on the difference between the two means.
TABLE 27. --Significance of the group means comparing teachers of junior and senior high schools on their attitudes toward physical education

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Degrees of freedom</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior high</td>
<td>64.77</td>
<td>6.96</td>
<td>448</td>
<td>4.21*</td>
</tr>
<tr>
<td>Senior high</td>
<td>61.74</td>
<td>8.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .01 level of confidence.

As is shown in Table 27, there existed a difference of 3.03 in the means of the two groups and a difference of 1.08 in the size of the two standard deviations. The 't' determined for the significance of the difference between means was 4.21. This figure showed significance at the 1 per cent level, and therefore, the null hypothesis was rejected. The junior high school teachers have a significantly more positive attitude toward physical education than do the senior high school teachers.

Opinions Toward Physical Educators

The opinions of non-physical education teachers toward physical educators are presented in this section. Findings are presented in relation to:
(1) The opinions toward each individual statement; (2) The over-all opinion toward physical educators by each of the eight sub-groups--large school senior high males, large school senior high females, large school junior high males, large school junior high females, small school senior high males, small school junior high males, small school senior high females, small school junior high males, small school junior
high females; (3) The statements receiving the most favorable opinions from the non-physical education teachers and those receiving the least favorable rating; (4) The significance of the difference in the mean scores between male and female teachers, between teachers in large or small schools, and between teachers in junior or senior high schools.

Opinions toward individual statements

The following tables present mean scores representing teachers opinions, by groups, toward individual statements concerning physical educators.

Physical educators and general student respect. -- The participating teachers were asked to compare physical educators to other teachers concerning various aspects of school life. Table 28 reveals the opinions of teachers responding to a statement that physical educators compared favorably with other teachers in maintaining general student respect.

All of the groups were in agreement with the statement that physical educators maintained student respect as well as other teachers did. Groups in the small schools responded with the highest degree of agreement. Ranked first were the junior high male teachers from small schools, with a 3.27 mean score. Right behind them, with identical mean scores of 3.20, were the senior high females and the junior high females, both from small schools. Respondents from the senior high females of large schools expressed the least agreement, with a mean score of 2.99. Next to them were the small school
senior high males with 3.05, and then the large school senior high males with a 3.08 mean score.

TABLE 28.--Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in maintaining general student respect"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.08</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.99</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.14</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.11</td>
<td>5</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.05</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.20</td>
<td>2.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.27</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.20</td>
<td>2.5</td>
</tr>
<tr>
<td>All teachers</td>
<td>3.10</td>
<td></td>
</tr>
</tbody>
</table>

A mean score of 3.10 was determined for all respondents, indicating that those participating felt that physical education teachers did compare favorably with other teachers in maintaining general student respect.

Physical educators and other teachers compared as to teacher load.-- Teachers participating in this study indicated their opinions as to whether or not the teacher load of physical education teachers compared favorably to that
of other teachers. These opinions are shown in Table 29, expressed in terms of mean scores.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.75</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.63</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.79</td>
<td>5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.64</td>
<td>7</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.82</td>
<td>4</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.87</td>
<td>3</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.10</td>
<td>1</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.76</td>
<td></td>
</tr>
</tbody>
</table>

Although some of the mean scores were not very high, all of the groups indicated that they were in agreement with the statement that teacher load was comparable for physical educators and others. The four groups in the small school category indicated the highest degree of agreement. The junior high
females ranked first with a 3.10 mean score. Ranked second, with a mean score of 2.93, were the junior high male teachers and in third place were the senior high females with a score of 2.87. Large school senior high females expressed the least agreement as is shown by their mean score of 2.63. Immediately above them were the junior high females with a mean score of 2.64.

A mean score of 2.76 recorded for all teachers did indicate that the participating non-physical education teachers felt that physical educators compare favorably with other teachers in teacher load.

Physical educators and the establishing of good public relations in the community. --Table 30 shows the opinions of non-physical education teachers regarding the statement that physical educators do as good a job as other teachers in their attempt to establish good public relations in the community.

As indicated by the mean scores, all of the groups agreed with the statement concerning the attempt by physical educators to establish good public relations in the community. Those agreeing most strongly were the senior high females from the small schools. They recorded a mean of 3.20. The groups ranked second and third, with respective mean scores of 3.17 and 3.15, were the junior high males of small schools and the junior high females of the large schools. At the other end of the agreement scale are the large school senior high females and the small schools senior high males, both with a mean score of 2.93.

As shown by the over-all mean score of 2.83, all teachers as a group felt that the physical educator did as well as other teachers in their attempt to establish good public relations in the community.
TABLE 30.--Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in their attempt to establish good public relations in the community"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.02</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.93</td>
<td>7.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.11</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.15</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.93</td>
<td>7.5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.20</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.17</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.10</td>
<td>5</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.83</td>
<td></td>
</tr>
</tbody>
</table>

Physical educators and the establishing of good personal relations in the school. --The opinions of the respondents participating in this study as to whether or not physical educators compare favorably with other teachers in attempting to establish good personal relations within the school are discussed in Table 31.

With a mean score of 3.10, the small school junior high females ranked first and showed the most agreement towards the statement concerning
TABLE 31. Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in their attempt to establish good personal relations within the school"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.80</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.84</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.04</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.02</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.78</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.00</td>
<td>4.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.00</td>
<td>4.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.10</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.89</td>
<td></td>
</tr>
</tbody>
</table>

physical educators establishing good personal relations in the schools. Ranked second were the large school junior high male teachers, with the mean score of 3.04, followed by the large school junior high females who had a mean score of 3.02. Respondents showing the least agreement were the senior high males of small schools, with the mean score of 2.78. The senior high males of large schools, with a mean score of 2.80, ranked seventh.

A mean score of 2.89, determined for all participating teachers, indicated that non-physical education teachers do think that physical educators
compare favorably with other teachers in their attempt to establish good personal relations within the school.

Physical educators working toward the good of the school. -- The non-physical education teachers in this study expressed their opinions as to whether or not physical educators were comparable to other teachers in working toward the good of the school. Their views are shown in Table 32.

TABLE 32. -- Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in working toward the good of the school"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.97</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.78</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.08</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.02</td>
<td>4.5</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.80</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.07</td>
<td>3</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.02</td>
<td>4.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.15</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.99</td>
<td></td>
</tr>
</tbody>
</table>
Table 32 reveals that each group had a mean score indicating agreement with the statement about physical education teachers working toward the good of the school. Indicating the most agreement, with a mean score of 3.15, were the junior high female teachers from the small schools. The second ranked group was the junior high males of large schools who had a mean score of 3.08. A mean score of 3.07 was recorded by the senior high females of small schools as they ranked third. Ranking eighth with the least agreement were senior high male teachers from small schools with a mean score of 2.80, followed by the senior high males from the large schools with a mean of 2.97.

A mean score of 2.99 determined for all participating teachers indicated that non-physical education teachers did feel that physical educators compared favorably with other teachers in working toward the good of the school.

**Physical educators and personal appearance.** The statement that physical educators compared well with the rest of the faculty in personal appearance was presented to participating non-physical education teachers and their opinions are expressed in Table 33.

From the opinions recorded as mean scores in Table 33, all groups are shown to be in agreement with the statement that physical education teachers are comparable to other teachers in personal appearance. A mean score of 3.07 gained the top ranked position for the small school senior high females. Respondents showing the next highest agreement were the small junior high males with a mean score of 2.97. Right next to them were the junior high females of both the large and small schools with identical mean
TABLE 33.--Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in personal appearance"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.82</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.84</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.90</td>
<td>5.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.95</td>
<td>3.5</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.90</td>
<td>5.5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.07</td>
<td>1</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.97</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.95</td>
<td>3.5</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.88</td>
<td></td>
</tr>
</tbody>
</table>

scores of 2.95. The group showing the least agreement was the senior high males from the large schools. Their mean score was 2.82. Just behind them were the large school senior high females with 2.84 as a mean score.

The mean score for all teachers was 2.88, which indicated that the participating non-physical education teachers thought the physical educators did compare favorably with other teachers in personal appearance.

Physical educators and the amount of time spent on after school activities.--Teachers participating in this study indicated their opinions as to whether or not physical education teachers compared with other teachers in the
amount of time they spent on after school activities. Table 34 presents these opinions.

### TABLE 34. -- Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in the amount of time spent after school on school activities"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.04</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.07</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.29</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.28</td>
<td>3</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>3.07</td>
<td>5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.80</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.07</td>
<td>5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.30</td>
<td>1</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>3.11</td>
<td></td>
</tr>
</tbody>
</table>

All of the groups included in this study were in agreement with the statement concerning the amount of time spent on after school activities by the physical educator. Seven of the eight groups recorded mean scores of 3.04 or better. The junior high females teachers from the small schools
garnered the top ranking with a mean score of 3.30. The group expressing the next highest degree of agreement was the junior high males of large schools with a mean score of 3.29, followed closely by the large school junior high females at 3.28. The least agreement with this statement was expressed by female teachers from the small senior high schools. Their mean score was 2.80. The senior high males of large schools had the next lowest mean score, 3.04. Three groups recorded identical mean scores of 3.07, third to lowest in agreement. These schools included the large school senior high females, small school senior high males and small school junior high males.

The rather high group scores and the 3.11 mean recorded for all teachers indicate that non-physical educators definitely feel that the physical education teacher compares favorably with other teachers in the amount of time spent after school on school activities.

Physical educators and their ability to plan and organize.--Non-physical education teachers participating in this study expressed their opinions as to the ability of the physical education teacher to plan and organize, when compared with other teachers. Their opinions, represented by mean scores, are shown in Table 35.

The mean scores in Table 35 show that all of the groups were in agreement with the statement concerning the ability of the physical educator to plan and organize. Ranking first among the groups was the small school junior high female group with the high mean score of 3.20. The second highest score was recorded by the small school junior high males. Their mean score
TABLE 35. -- Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in the ability to plan and organize"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.98</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.04</td>
<td>4</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.05</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.02</td>
<td>5</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.85</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.00</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.12</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.20</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>3.01</td>
<td></td>
</tr>
</tbody>
</table>

was 3.12. A mean score of 3.05 was determined for the large school junior high male teachers who ranked third. Respondents showing the least agreement came from the small school senior high male group. They had a mean score of 2.85. Ranked seventh with a mean score of 2.98 were the senior high male teachers from the large schools.

All teachers as a group tallied a mean score of 3.01, indicating that participating non-physical education teachers do agree that the physical education
teacher compares favorably with other teachers in his ability to plan and organize.

**Physical educators and participation in professional organizations.**

Table 36 contains the opinions of non-physical education teachers as to the participation of the physical educator in professional organizations. Their opinions are based on a comparison of the physical education teachers to other teachers.

**TABLE 36.** Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in participation in their professional organizations"

<table>
<thead>
<tr>
<th></th>
<th>Large school</th>
<th>Small school</th>
<th>All teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior high males</td>
<td>Senior high males</td>
<td>Senior high males</td>
</tr>
<tr>
<td></td>
<td>Senior high females</td>
<td>Senior high females</td>
<td>Senior high females</td>
</tr>
<tr>
<td></td>
<td>Junior high males</td>
<td>Junior high males</td>
<td>Junior high males</td>
</tr>
<tr>
<td></td>
<td>Junior high females</td>
<td>Junior high females</td>
<td>Junior high females</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All teachers</td>
</tr>
</tbody>
</table>
Junior high female teachers from the small schools reported the most agreeable opinions to the statement that physical educators compared favorably with other teachers in participation in professional organizations. They had a mean score of 3.15. Next to them, with a mean score of 3.03, were the small school junior high males and third highest were the small school senior high females with a mean score of 3.00. All of the groups were in agreement with the statement, but rather low scores were recorded by the small school senior high males, 2.74; the large school senior high females, 2.77; and the large school senior high males, 2.78.

All teachers indicated, with a combined mean score of 2.84, that they felt that the physical educator did compare favorably with other teachers in participation in their professional organizations.

**Physical educators and the acceptance of responsibility for extracurricular activities.**---The opinions of those teachers participating in this study concerning the acceptance, by physical education teachers, of responsibility for extracurricular activities, are presented in Table 37.

Ranked first among the groups involved were the junior high females of small schools with a mean score of 3.15. The large school junior high female teachers, with a mean score of 3.11, ranked second and small school junior high male teachers were next at 3.02. The senior high male teachers from small schools recorded a very low mean score of 2.56, just agreeing slightly with the statement. The group with the next lowest mean score was the senior high females. The mean score was 2.80.
TABLE 37. --Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in the acceptance of responsibility for extracurricular activities"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.83</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.91</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.98</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.11</td>
<td>2</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.56</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.80</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.02</td>
<td>3</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.15</td>
<td>1</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.90</td>
<td></td>
</tr>
</tbody>
</table>

A mean score of 2.90 determined for all teachers indicated that respondents did feel that physical educators do compare favorably with other teachers in the acceptance of responsibility for extracurricular activities.

**Physical educators and the acceptance of responsibility to attend school meetings**--The opinions of teachers participating in this study concerning physical educators and other teachers as they compare in accepting the responsibility to attend various school meetings are expressed in Table 38.
TABLE 38. -- Mean scores representing teacher opinion toward the statement
"Physical educators compare favorably with other teachers in accepting responsibility to attend various school meetings"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.45</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.60</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.76</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.85</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.49</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.73</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.90</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.05</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.62</td>
<td></td>
</tr>
</tbody>
</table>

All groups involved in this study were not in agreement with the statement that the physical educators attended school meetings as other teachers did. The highest degree of agreement was shown by the small school junior high females with a mean score of 3.05. A mean score of 2.90, recorded by the male teachers of small junior highs, was the second highest. The respondents from the junior high male group of large schools expressed the third highest degree of agreement with a mean score of 2.85. The senior high male teachers of the large schools recorded a score showing disagreement with the statement. Their mean score was 2.45. Joining them in indicating disagreement were the small school senior high males with a mean score of 2.49.
The mean score of 2.62 shown for all teachers indicates that non-physical education teachers feel that physical education teachers do compare favorably with other teachers in their accepting responsibility to attend various school meetings. However, the score indicates that the agreement was not very strong as it is at a low point on the agreement side of the scale.

Physical educators and the attendance at and support of school functions. --In Table 39 are found the opinions of teachers participating in this study as to how they felt physical educators compared to other teachers in their support of school functions.

TABLE 39. --Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in attendance at and support of school functions"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.75</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.77</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.96</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.03</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.68</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.67</td>
<td>8</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.10</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.15</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.84</td>
<td></td>
</tr>
</tbody>
</table>
A mean score of 2.84 determined for all teachers indicated that participating non-physical education teachers thought that the physical educator did compare favorably with other teachers in attendance at, and support of, school functions.

Teachers comprising the small school junior high female group showed the most agreement with a mean score of 3.15. By recording a mean score of 3.10, the small school junior high males expressed the second highest degree of statement. The junior high female teachers of large schools were next highest with a mean score of 3.03. Senior high school teachers were the lowest in agreement with the statement, holding the four lowest rankings. The small school senior high females showed the least agreement with a mean score of 2.67, followed by the small school senior high males with a mean score of 2.68, and the large school senior high males with a mean score of 2.75.

Physical educators and cooperation with community organizations and activities. --Table 40 represents opinions of non-physical education teachers participating in this study as to how physical educators compared with other teachers in their cooperation in community organizations and activities.

All of the groups, with closely grouped positive mean scores, were in agreement with the statement that the physical education teacher compared favorably with other teachers in joining into community functions. The small school junior high males showed the most agreement with a mean score of 3.23. Just below them were the junior high females from the small schools
TABLE 40. --Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in cooperation with community organizations and activities"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.93</td>
<td>7.5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.96</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.03</td>
<td>3.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.03</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.94</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.93</td>
<td>7.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.23</td>
<td>1</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.20</td>
<td>2</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.99</td>
<td></td>
</tr>
</tbody>
</table>

who recorded a mean score of 3.20. Farther back, with identical scores of 3.03, are the junior high males and females of the large schools. The groups expressing the least amount of agreement were the senior high male teachers from the large schools and the senior high females from the small schools. They, too, had identical mean scores. Their score was 2.93.

It was indicated by the 2.99 mean score for all respondents, that non-physical education teachers believed physical educators do compare favorably
with other teachers in cooperation with community organizations and activities.

**Physical educators and acceptance of committee work in the school.**

Opinions of non-physical education teachers participating in this study relating to the statement that physical educators compare favorably with other teachers in acceptance of committee work in school are presented in Table 41.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.62</td>
<td>7</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.70</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.84</td>
<td>3.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.84</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Small school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.61</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.67</td>
<td>6</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.10</td>
<td>1.5</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.10</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td>2.69</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 41. --Mean scores representing teacher opinion toward the statement "Physical educators compare favorably with other teachers in acceptance of committee work in the school"
The opinions, expressed in group mean scores, indicate that all of the groups were in agreement with the statement concerning the physical educator and acceptance of committee work in the school. Indicating the highest degree of agreement were the teachers from the small junior high schools. The male and female teachers from these schools each recorded a mean score of 3.10. Next highest agreement was shown in the large junior high schools. Both male and female teachers had a mean score of 2.84. The lowest degree of agreement was expressed by the small school senior high males with a mean score of 2.61, followed very closely by the senior high males of the large school with a mean score of 2.62.

Although the mean score of 2.69 determined for all teachers is rather low in agreement, it still indicated that non-physical educators believe that the physical education teacher compares favorably with other teachers in acceptance of committee work in the school.

Physical educators functioning unofficially as a guidance influence with students. -- Teachers participating in this study indicated their opinions as to whether or not physical educators compared favorably to other teachers in functioning unofficially as a guidance influence with students. Their opinions are shown in Table 42.

Table 42 shows all groups to be in agreement with the statement that physical educators compare favorably with other teachers in acting as a guidance influence with students. Junior high teachers indicated the most agreement, holding down the first four rankings.
TABLE 42.--Mean scores representing teacher opinion toward the statement
"Physical educators compare favorably with other teachers
in functioning unofficially as a guidance influence
with students"

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.97</td>
<td>6</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.88</td>
<td>7</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.01</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.02</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.85</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>3.00</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.10</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.20</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.98</td>
<td></td>
</tr>
</tbody>
</table>

The female teachers from the small junior high schools showed the highest agreement with a mean score of 3.20. Next to them were the small school junior high males with a mean score of 3.10, and third were the large school junior high females with a mean score of 3.02. Respondents from the small school senior high male group expressed the least agreement as they recorded a mean score of 2.85. The next lowest score was recorded by teachers from the large school senior high female group. Their score was 2.88. The
third lowest mean score, 2.97, was reported by the large school senior high male teachers.

A mean score of 2.98, representative of all teachers involved in this study, indicated that non-physical education teachers felt that the physical educator did compare favorably with other teachers in functioning unofficially as a guidance influence with students.

Over-all group opinions toward physical education teachers

Table 43 shows the mean score and ranking for the eight groups of respondents relative to their opinions toward all fifteen statements regarding physical educators.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.86</td>
<td>6.5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.86</td>
<td>6.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.96</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.00</td>
<td>3</td>
</tr>
<tr>
<td>Small school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.79</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.94</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>3.07</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.15</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.91</td>
<td></td>
</tr>
</tbody>
</table>
The highest over-all opinion of the respondents toward physical educators was shown by the female teachers from the small junior high schools who recorded a mean score of 3.15. The small school junior high males recorded a mean score of 3.07 to rank as the second most favorably group. The group showing the third most favorable opinion was the junior high females from the large schools. Their mean score was 3.00.

Male teachers of the small senior high schools, with a mean score of 2.79, expressed the most unfavorable opinions. Both the senior high male and female teachers of the large schools had mean scores of 2.86 to indicate the second lowest over-all opinion of the physical educator.

All groups indicated a favorably opinion toward physical educators. A mean score of 2.91 was determined for all teachers.

**Ranking of individual statements**

Table 44 presents a summary of the opinions toward individual statements pertaining to physical educators with mean scores and rank position determined from the opinions of all those non-physical education teachers participating in this study.

The respondents were in agreement with all fifteen of the statements comparing the physical education teacher to other teachers, although the mean scores varied from a high of 3.11 to a low of 2.62. The statement receiving the most agreement stated that "physical educators compared favorably with other teachers in the amount of time spent after school on school activities." The mean score recorded for this statement was 3.11. The second highest
TABLE 44. —Summary of opinions toward individual statements pertaining to physical educators with mean scores and rank position

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education teachers compare favorably with other teachers in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining general student respect</td>
<td>3.10</td>
<td>2</td>
</tr>
<tr>
<td>Teacher load</td>
<td>2.76</td>
<td>13</td>
</tr>
<tr>
<td>Their attempt to establish good public relations in the community</td>
<td>2.83</td>
<td>12</td>
</tr>
<tr>
<td>Their attempt to establish good personal relations within the school</td>
<td>2.89</td>
<td>8</td>
</tr>
<tr>
<td>Working toward the good of the school</td>
<td>2.99</td>
<td>4.5</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>2.88</td>
<td>9</td>
</tr>
<tr>
<td>The amount of time spent after school on school activities</td>
<td>3.11</td>
<td>1</td>
</tr>
<tr>
<td>The ability to plan and organize</td>
<td>3.01</td>
<td>3</td>
</tr>
<tr>
<td>Participation in their professional organizations</td>
<td>2.84</td>
<td>10.5</td>
</tr>
<tr>
<td>The acceptance of responsibilities for extracurricular activities</td>
<td>2.90</td>
<td>7</td>
</tr>
<tr>
<td>Accepting responsibility to attend various school meetings</td>
<td>2.62</td>
<td>15</td>
</tr>
<tr>
<td>Attendance at and support of school functions</td>
<td>2.84</td>
<td>10.5</td>
</tr>
<tr>
<td>Cooperation with community organizations and activities</td>
<td>2.99</td>
<td>4.5</td>
</tr>
<tr>
<td>Acceptance of committee work in the school</td>
<td>2.69</td>
<td>14</td>
</tr>
<tr>
<td>Functioning unofficially as a guidance influence with students</td>
<td>2.98</td>
<td>6</td>
</tr>
</tbody>
</table>
ranking statement, with a mean score of 3.10, was that "physical educators compared favorably to other teachers in maintaining general student respect." The statement that "physical educators compare favorably to other teachers in the ability to plan and organize" was rated third highest by the respondents with a mean score of 3.01. Two statements received identical mean scores, 2.99, and filled the fourth and fifth highest positions for agreement. The statements were that "physical educators compared favorably with other teachers in working toward the good of the school," and that "physical educators compared favorably with other teachers in cooperation with community organizations and activities."

The most unfavorable opinions were recorded for the statement that "physical educators compared favorably with other teachers in accepting responsibility to attend various school meetings." The mean score for this statement was 2.62. The next lowest mean score, 2.69, was for the statement that "physical educators compare favorably with other teachers in acceptance of committee work in the school." The statement that "physical educators compare favorably to other teachers in teacher load" also received a low mean score shown to be 2.76, followed as fourth lowest by the statement that "physical educators compare favorably with other teachers in their attempt to establish good public relations in the community." A mean score of 2.83 was determined for this statement.
Significance of difference between means

The 't' test for determining the significance of the difference between means was applied, using proper statistical application to uncorrelated scores. The "t's" so determined were used in accepting or rejecting the null hypothesis stated earlier.

Testing for hypothesis 4.--The fourth hypothesis advanced was that there would be no significant difference in the opinions of non-physical education male teachers and non-physical education female teachers relative to physical educators.

Figures in Table 45 represent the means and standard deviations for the male and female groups taking part in this study, with the resulting 't' for the difference between mean.

TABLE 45.--Significance of group means comparing male and female teachers on their attitudes toward the physical educator

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Degrees of freedom</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43.41</td>
<td>6.75</td>
<td>446</td>
<td>1.37*</td>
</tr>
<tr>
<td>Female</td>
<td>44.22</td>
<td>5.46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant.

As can be seen in Table 45, there was a difference of .81 in the means of the two groups and a difference of 1.29 in the size of the standard deviations.
of the male and female groups. The 't' determined for the significance of the difference between the means was 1.37, below the 1.96 figure necessary to show significance at the 5 per cent level. Therefore, the null hypothesis was accepted.

**Testing for hypothesis 5.** In regard to the opinions of teachers from small schools as compared with those from large schools, the hypothesis was stated that there would be no significant difference between the non-physical education teachers of the two groups in relation to physical educators.

The means and standard deviations for the teachers from small and large schools, with the resulting 't,' found for the significance of the difference between mean, are presented in the data in Table 46.

**TABLE 46.** Significance of the group means comparing teachers of small and large schools on their attitudes toward the physical educator

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Degrees of freedom</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>44.46</td>
<td>5.76</td>
<td>446</td>
<td>1.39*</td>
</tr>
<tr>
<td>Large</td>
<td>43.53</td>
<td>6.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant.

A difference of .93 in the means of the two groups and a difference of .78 in the size of the deviation are indicated by the table. The 't' determined for the significance of the difference was 1.39, below the 1.96 figure needed to
show significance at the 5 per cent level. Therefore, the null hypothesis was accepted.

Testing for hypothesis 6. -- The hypothesis stated that there would be no significant difference in attitudes of non-physical education teachers of the junior high schools and the senior high schools relative to physical educators.

From the opinions of junior and senior high school teachers, the means and standard deviations were determined and are shown in Table 47. Also determined was the 't' for testing the significance of the difference in the two means.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Degrees of freedom</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior high</td>
<td>45.24</td>
<td>5.43</td>
<td>446</td>
<td>4.21*</td>
</tr>
<tr>
<td>Senior high</td>
<td>42.84</td>
<td>6.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .01 level of confidence.

The data for Table 47 show that there existed a difference of 2.40 in the means of the two groups and a difference of 1.20 in the size of the standard deviations for the groups. The 't' determined for the significance of the difference between means was 4.21, which was significant at the 1 per cent level of significance. The null hypothesis was, therefore, rejected. The junior high school teachers had a significantly more positive attitude toward physical educators than did high school teachers.
Relationship of the Opinions Toward Physical Education and Physical Educators

Table 48 shows the relationship of the opinions of various groups of non-physical education teachers toward physical education and their opinions concerning physical educators.

TABLE 48. -- Means and mean rank for all groups relative to opinions toward physical education in general and physical educators

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Physical Education Mean</th>
<th>Physical Educators Mean</th>
<th>Physical Education Rank</th>
<th>Physical Educators Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.82</td>
<td>2.86</td>
<td>7</td>
<td>6.5</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.79</td>
<td>2.86</td>
<td>6</td>
<td>6.5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>2.96</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Junior high females</td>
<td>2.93</td>
<td>3.00</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Small schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior high males</td>
<td>2.71</td>
<td>2.79</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Senior high females</td>
<td>2.99</td>
<td>2.94</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Junior high males</td>
<td>2.93</td>
<td>3.07</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Junior high females</td>
<td>3.04</td>
<td>3.15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>All teachers</td>
<td>2.86</td>
<td>2.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is shown in Table 48 that all eight groups had means representative of favorable opinions toward physical education in general and toward physical educators.

All of the groups with the exception of senior high female teachers of small schools, expressed a slightly more favorable opinion toward the physical educators than they did toward physical education. The differences between the means were, however, very slight. The greatest difference was shown in the opinions of the small schools junior high males who record a mean score of 2.93 for physical education and 3.07 for physical educators. The difference was .14. The next greatest difference was .11, recorded by the small school junior high females.

The least difference was indicated by the large school junior male teachers who had mean scores of 2.93 for physical education and 2.96 for physical educators, a difference of only .03. A difference of .04 was all that separated the means of large school senior high male teachers.

The over-all means for the two sections, 2.86 for physical education and 2.91 for physical educators, also shows little difference and indicated that there does exist a strong relationship between the opinions toward physical education in general and the physical educators of the non-physical education teachers participating in this study.

The rank difference method of determining correlation was used to determine the relationship existing between the ranking of the eight groups on their opinions toward physical education and their ranking relative to their
opinions toward physical educators. A fairly high correlation, .83, was determined for this relationship.

Comments of the Respondents

One hundred and forty of the 450 respondents in this study, 31 per cent of the total number, took advantage of the space provided for "comments" and added their thoughts regarding various aspects of the questionnaire, particular statements, or physical education or physical education teachers in general.

Comments regarding physical education

Quite a few of the respondents made comments about the role of physical education in the school program or in regard to some statement in the questionnaire pertaining to the program. Some were very favorable to physical education, some were unfavorable. The following statements are typical of favorable comments expressed by those participating:

Physical education is as necessary as social sciences, English, or math, in helping prepare the student for eventual life experiences.

Students should have the option to take a full year of P.E. throughout their school years but only 3 years should be required.

One of the best programs in the school.

I feel that P.E. should grade students same as any other classes and give tests.

I think that P.E. is very important. However, I think students should be taught to enjoy it and look forward to it.

... most physical education programs are excellent and are a definite advantage to a school program.
It is a stable and important aspect of the school curriculum.

In my opinion, the P.E. departments at the secondary level do exceptionally well. (In this district.)

I think physical education is very important.

Physical education is a very important part of our educational system. It should be more than a ball thrown out and an observer saying play ball, which is the case in most male P.E. programs.

I think physical education is very important in the development of the "whole" student.

I believe that physical education has a place in the secondary school system and it has an equal role with other subjects.

Not all of the comments were favorable to the program. In the eyes of several of those who made invited comments, there are questions in their minds about physical education. Some of these responses not particularly favorable to physical education are listed below:

I feel that the physically co-ordinated child is given more than his share of opportunities to participate. Consequently, the child who really needs this practice does not get any or very little at the best.

Although physical education classes, in my opinion, do not have the educational value of other classes.

I think that many of our P.E. programs are a farce as far as physical education is concerned.

Physical education classes in this area are play periods.

Generally girls P.E. is a good program but boys P.E. is to throw out a ball and go back into the office.

I cannot grant it equal importance with other academic classes; however, it does help the academics by providing physical exercise which stimulates mental ability.

In general, it seems P.E. is almost a complete waste of time. All it offers the pupil is a free hour during the day to relax from thinking. If that is a virtue, then, that is the only visible benefit.
The P.E. program is a liability to the school in all respects as it is now conducted.

Too much money and attention is given to the physical education department when compared to other departments.

P.E. has its place but it is not more important than other subjects.

As a counselor in Jr. High, I see us losing students because of P.E. demands (showers, dressing, hair length, etc.). I feel the subject should be elective.

Comments regarding physical educators

Based on the comments made, it appeared that those who participated in this study were more anxious to talk about the physical education teachers than they were about the program. At least there were more comments made in this area. Again, some were favorable but a higher number were unfavorable.

Representative of the favorable comments are the following:

My contact with the physical education department has been somewhat limited till several years ago when I had a son in school. While he was a merit scholarship finalist, I believe that the physical education department people had a greater influence upon him than the rest of the school.

I feel that we have a particularly fine group of physical education teachers in this school.

I have a high regard for P.E. teachers. I think that they have more influence on students than most teachers because of the personal contact with students.

Physical education teachers can probably do more good to shape the lives of young people due to their influence than any other individual, if they would have a good image.

I feel that women physical education teachers often are overworked and underpaid when it comes to class load and after school activities.
I'm sure they put in more time than most teachers. They do a great job.

A large number were critical of physical education teachers, not particularly from the standpoint of their ability to do the job but of some of their practices. Some of the statements, even though they are critical, do give positive suggestions as to how the physical education teachers might improve their image in the eyes of their colleagues. The first of the following statements falls in that category:

It seems to me that P.E. teachers could do much to improve their status. First, have some special clothing or take time to dress when leaving their activity area, especially when going to the office or faculty room. Make an effort to attend the faculty and committee meetings. Second, sell other faculty members on the idea of dropping into a P.E. class occasionally and observe what is going on. Establish some criteria whereby good student leaders, students who help others, those who show warm, happy, uplifting attitudes, receive recognition and school publicity. Except for special dates, the P.E. department is usually a function without association with other staff or department.

I think physical educators could do a better job than they do. Most of them seem to separate themselves from the rest of the faculty. The few who are conscientious and involved suffer from the "super-jocks" image (that goes for females, too) that most of their P.E. associates cultivate.

Female P.E. teachers should not wear shorts to and from school. They should not wear shorts in the halls, at faculty meetings or in the lunchroom since the wearing of said apparel is forbidden for the female studentbody.

I think female P.E. teachers play favorites, are egotistical, too masculine, watch shy girls take showers, and are not effective in their teaching. Except, for a few, I think the entire program is harrassment.

For example, few physical education teachers at our school come to school on time, few attend faculty meetings, seldom are they at an assembly unless athletics are involved.
They also wear gym clothes to lunch and in the halls. I feel that this does not help their image.

Other than the sports they coach, they do very little in way of cooperating by being on committees, attending school functions or upgrading the school in general.

Coaches and P.E. teachers sometimes have their own little groups and leaves the rest of the school completely out. Yet they want favors from those they won't cooperate with.

We have a snobbish clique of P.E. instructors. I think they are qualified and do a pretty good job in their department but are impressed with their own importance.

I feel that sometimes the physical education teachers feel that they have the school by the tail. I don’t think they are any better than other teachers.

I feel that the "run of the mill" P.E. person (men and women alike) are interested only in the stars and "superjock" material.

The 98 pound weakling needs the help more but is denied the priviledge. The greatest thing that is expected of these boys are attendance and showering.

The P.E. teacher could dress and present a better personal image for the boys especially to follow.

P.E. people spend a lot of time after school in athletic programs but often give little support to other school activities.

. . . personal appearance of women P.E. teachers. Most of the ones I have seen could use a lot of improvement as far as appearance and lady-like conduct.

I have noticed that in my school one of our female P.E. teachers wears her gym clothes to teach other subjects. To me, this is very unprofessional and creates a bad impression on the students.

P.E. teachers as a rule do not spend much preparation time. They are lazy and easy going.

90% of the P.E. people I have had contact with were complainers who wouldn't support or help anyone but themselves.
One valid criticism is that most P.E. teachers are coaches first and P.E. teachers second.

At times, it seems that they want to establish a private domain somewhat separate and apart from the rest of the school.

Discussion

For many years, there has been much discussion and talk about the merits of physical education and its role in the education of the young people of this nation. How much physical education should be required, how to grade physical education classes, and what credit should be awarded for physical education classes are typical of questions that have been posed and bantered back and forth. Physical educators, too, have been discussed as physical education teachers and non-physical education teachers have talked and written about problems such as those just mentioned. Out of the conversations that are head and from the writings that appear, a strain of criticism is quite apparent. It was because of these criticisms that the writer of this paper undertook the research involved. Questions like "why the criticism," "who is really doing the criticizing," and "is the criticism justified" seemed to be very important and worth looking into.

The data presented in this chapter appear to bear out to a great extent some of the things that have been heard about physical education and physical education teachers. There are things about the program that other teachers do not feel just right about. But over-all, the program and the physical education teachers were not rated as low as may have been expected. Although a few
individual teachers did rate the program and the teachers at a low level, the
over-all rating based on the responses from all who were questioned did not
give quite as gloomy a picture as one might get from listening to some people and
from some of the literature that has appeared in recent years.

Physical education teachers, however, should not be satisfied with the
thought that their colleagues find them and their programs to be comparable
with others in the school. The data would indicate that the teachers quite
strongly support the merits of physical education but that they feel that present
programs fall far short of accomplishing the good that they might. Somewhat of
a trend was noted in that those statements which included the words "should" or
"should not" ranked highest in terms of favorable agreement. This indicated
deficiencies in the minds of those teachers taking part in this study. Conversely,
those statements to the effect that "physical education programs are . . ."
received lower ratings. Many of the comments offered by the participants
brought out the fact that physical education was failing to meet the needs of all
of the students, that individual needs were not being met.

It was also quite apparent that physical education teachers are not
going out of their way to sell themselves to their colleagues. Enough favorable
information was collected to indicate that other teachers do feel that physical
education teachers are in a good position to be real contributors to the welfare
of the students and the good of the school. However, it is quite evident that
their colleagues feel that physical education teachers are not taking full advan-
tage of some of their opportunities and that they do many things to lower their
image in the eyes of their students as well as in the eyes of those who work in the school with them.

It would also appear that physical education teachers, and the physical education program, suffer because of the fact that other people see such a close association between physical education programs, intramurals, and athletics. In fact, many do not appear to be able to separate them at all. Typical of some of the invited comments were "I do not see how you can separate physical education, intramurals, and athletics," "I cannot separate physical education from athletics," and "You cannot separate physical education, intramurals, and athletics." It would appear that physical education will continue to suffer from some of the feelings that other teachers have towards the athletic program. It would seem desirable that physical education teachers undertake some type of a public relations program that would let other teachers know what is being done in physical education.

One of the most interesting parts of the study was the section where the teachers were invited to make comments. Many were very frank, and although no doubt there are some who do not like physical education because of past personal experiences or some other personal reason, the things that they wrote certainly support much of what is being written about in current literature and would indicate that physical educators certainly could and should do much to improve their image. Many of their weaknesses, as pointed out by other teachers, very easily could be remedied, and should be, if the physical education teachers wants to be a really professional person.
CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the opinions of non-physical education teachers from selected Utah secondary schools toward physical education in general and toward physical educators. Sub-objectives of the study were to compare the opinions of male and female teachers, junior high and senior high teachers, and teachers from large and small schools. One other objective was to determine the relationship of the teachers' opinions toward physical education and those toward physical educators.

A review of related literature indicated that physical education is an important and essential part in the educative system. It was noted that other educators could see the value of physical education to the over-all development of the child. However, it was frequently stated that the values of physical education were potential, rather than actual.

Many statements appear in literature which would indicate that physical educators are not always held in the highest esteem by their colleagues. It was pointed out that the physical educator often considers himself apart from the rest of the faculty. He tends to be a loner of his own choice. The physical education teacher should remember he is a professional in a profession where he is surrounded by his colleagues. The physical educator must attempt to establish good public relations, to support school functions and support professional organizations.
The questionnaire method was used to gather data and evaluate the opinions of non-physical education teachers toward physical education and physical educators.

The questionnaire was designed with 37 statements, 22 dealing with physical education in general and 15 were concerned with the physical educator. The section dealing with physical education in general included statements regarding grading, programs, facilities, etc. The second section had the respondents comparing the physical education teacher with other teachers as to personal appearance, professionalism, work load, etc. Additional information sought from respondents included their sex, and number of years of teaching experience. Teachers were selected from large and small secondary schools in Utah and the questionnaires were coded for use in processing the data. The questionnaires were accompanied by a letter of introduction and explanation and a follow-up letter was later sent to help insure a good return. Of the 573 questionnaires sent out, 450, or 78 per cent, were returned and analyzed. Point values were assigned to the possible responses in order to determine scores. The eight sub-groups including senior high males and females and junior high males and females from large and small schools were then ranked in terms of mean scores for each statement. The statements were ranked according to the degree of agreement they received. Necessary "t's" were determined and used in testing the null hypotheses.
Findings

Major findings of this study were:

1. Non-physical education teachers in selected Utah schools agree that physical education as a class subject compares favorably with other classes.

2. The respondents, as a group, did not indicate strong agreement with any of the 22 statements concerning physical education.

3. Female teachers in small junior high schools reported the most favorable attitude towards physical education as a class.

4. Male teachers in small senior high schools reported the least favorable opinion towards physical education.

5. The statement concerning physical education classes which received the most favorable opinion from the respondents was "Physical education classes should be conducted as instructional experiences, not as play periods."

6. The statement concerning physical education which received the least favorable rating from the participating teachers was "Physical education does a good job in meeting the individual needs of each student.

7. There was no significant difference in the opinions of male and female teachers toward physical education.

8. There was no significant difference in the opinions regarding physical education between teachers in large schools and those in small schools.
9. Teachers in junior high schools indicated a significantly more favorable attitude towards physical education than do those in senior high schools.

10. Non-physical education teachers are of the opinion that physical education teachers compare favorably with other teachers in the school.

11. As a group, the participants in this study did not indicate strong agreement with any of the 15 statements concerning physical education teachers.

12. Female teachers in small junior high schools reported the most favorable opinion toward physical educators.

13. Male teachers in small senior high schools reported the least favorable opinion towards physical educators.

14. The statement concerning physical educators in comparison with other teachers which received the most favorable rating was "The amount of time spent after school on school activities."

15. The statement relative to physical educators which received the least favorable rating was "Accepting responsibility to attend various school meetings."

16. There was no significant difference in the opinions of male and female teachers toward physical educators.

17. There was no significant difference in the opinions toward physical educators between teachers in large schools and those in small schools.

18. Teachers in junior high schools had a significantly more favorable attitude towards physical educators than did those teaching in senior high schools.
19. A fairly high correlation, \( .83 \), was found to exist between the opinions toward physical education and those toward physical educators.

**Conclusions**

On the basis of this study, the following conclusions would appear to be justified:

1. Physical education is considered by non-physical education teachers in selected Utah secondary schools to warrant an important place in the secondary curriculum, a position at about the same level as other classes. However, it is obvious that these same teachers are of the opinion that physical education is falling far short of reaching its full potential. If this potential were more fully reached, physical education might enjoy a very prominent place in the education of the total child, and in the eyes of these non-physical education members of the profession.

2. Physical education teachers are considered by their colleagues to compare favorably with other teachers in the school but there are many practices carried on by physical educators which detract from their image and which, if discontinued, would do much to improve the image of the physical educator.

3. Physical education and the image of the physical education teacher continue to suffer due to the over-emphasis on athletics and the degree to which other teachers have difficulty in separating the two programs.
4. The findings of this study quite generally are in line with the literature pertaining to this subject.

**Recommendation**

It is recommended that the findings of this study be carefully considered by those responsible for the preparation of physical education teachers, especially those professors responsible for teaching courses in the administration of physical education.
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APPENDIXES
Dear Principal:

I am currently a graduate student in physical education at Utah State University, working for a Master of Science degree. For my thesis study, I am desirous of determining the opinions of non-physical education teachers, in selected Utah secondary schools, toward physical education. I would like very much to include your school in my study.

I feel that the results of such a study might provide information helpful in the preparation of physical education teachers and could well provide data useful in promoting good staff relationships. A pilot study has shown that it would take but about 15 minutes of a teacher's time to answer the questionnaire.

I would like to conduct the gathering of data as follows:

1. Personally visit your school with sufficient copies of my instrument for distribution to all non-physical education teachers and coaches.

2. Include a self-addressed stamped envelope with each questionnaire so that each teacher can individually return the completed form.

Your cooperation will be greatly appreciated. For your convenience, I am enclosing a self-addressed stamped envelope and a card on which you may indicate your response to my request.

Respectfully,
Dear Educator:

As a graduate student at Utah State University, working for my master's degree in Physical Education, I am conducting a survey to determine the opinions of non-physical education teachers in selected secondary schools toward physical education and physical educators. Your principal has consented to let me distribute my questionnaire to his faculty.

May I have your cooperation in completing and returning the enclosed questionnaire. Realizing how busy you are, I have purposely kept the number of items on the questionnaire at a minimum. You should be able to complete the questionnaire in less than 15 minutes. Inasmuch as a high percentage of returns is essential in a study of this nature, I know you can appreciate the importance of each questionnaire to me. I will greatly appreciate it if you would return the completed form by May 1.

For your convenience, I have enclosed a self-addressed stamped envelope. Thank you very much for your cooperation.

Respectfully,

Myron L. McClellan
Appendix C

QUESTIONNAIRE

OPINIONS OF NON-PHYSICAL EDUCATION TEACHERS TOWARD PHYSICAL EDUCATION IN SELECTED UTAH SECONDARY SCHOOLS

Please provide the following information regarding your school and yourself.

School classification: 

_____ Jr. High
_____ Sr. High

Sex: 

_____ Male
_____ Female

Number of years teaching experience

Directions:

Please give your feelings about the following statements concerning physical education, as a subject area, and physical education teachers. Please think in general terms, not in relation to any particular program or individual with whom you are acquainted. Physical education refers to the class situation only and not to athletics or intramurals.

Please use a check ( ) to indicate the degree of your agreement or disagreement with each of the following statements. Ratings are to be made according to the scale shown below.

Strongly agree
Agree
Disagree
Strongly disagree
Part I. Physical Education

1. Physical education has educational values comparable to other classes.

2. Physical education should be a required subject.

3. Physical education should be required each year, grades 7 thru 12.

4. The student should have the opportunity to elect physical education any year that it is not required.

5. Students should not be taken from physical education classes to do work in other classes, to run errands, or to do other chores.

6. Participation in such activities as band, drama, marching groups, etc., should not substitute for physical education.

7. Credit should be received for physical education on the same proportional basis as for other classes.

8. The grading system in physical education should conform to that of the school in general.

9. Grading in physical education is done as carefully as in other classes.

10. A large majority of the students like to take physical education.

11. Physical education should be treated on an equal basis with other classes when it comes to expenditures for equipment and supplies.
12. Physical education classes **should** be conducted as instructional experiences, not as "play" periods.

13. Physical education classes **are** taught as instructional experiences, not as "play" periods.

14. Physical education should be considered as important to the secondary age student as is any other subject.

15. Physical education facilities and equipment are made readily available to other school groups desiring their use.

16. Full use is made by the physical education department of the facilities and equipment that it has.

17. Physical education adds to the background of the student in terms of general knowledge.

18. Physical education compares favorably with other classes in the development of creativity.

19. Students should not be taken from any class to do work in other classes, to run errands or to do other chores.

20. Physical education programs interfere with other school programs

21. Physical education classes interfere with other school classes.

22. Physical education does a good job in meeting the individual needs of each student.

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23. Physical education classes should be required for how many years during grades 7 thru 12.
   (Circle one) 0 1 2 3 4 5 6

Part II. The Physical Education Teacher

   Physical educators compare favorably with other teachers in:

1. Maintaining general student respect.
2. Teacher load.
3. Their attempt to establish good public relations in the community.
4. Their attempt to establish good personal relations within the school.
5. Working toward the good of the school.
6. Personal appearance.
7. The amount of time spent after school on school activities.
8. The ability to plan and organize.
9. Participation in their professional organizations.
10. The acceptance of responsibility for extracurricular activities.
11. Accepting responsibility to attend various school meetings.
12. Attendance at and support of school functions.

13. Cooperation with community organizations and activities.


15. Functioning unofficially as a guidance influence with students.

Please feel free to make any additional comments concerning items in the questionnaire, or items that may not have been covered in the questionnaire.

Comments:
May 7, 1971

Dear Educator:

A little over two weeks ago, you received a questionnaire from me, "Opinions of non-physical education teachers toward physical education." The response of teachers in the field has been very gratifying. However, there are a few questionnaires that have not yet been returned, and it is essential to my study that I get the highest possible percentage of returns.

If you have already returned the questionnaire, may I again express my thanks to you. If you have found it difficult to find time to complete the instrument, may I once more ask for your participation. Only a very few minutes of your time is required to complete the questionnaire.

Your cooperation is greatly appreciated.

Respectfully,

Myron L. McClellan
Graduate Student in HPER
Utah State University
VITA

Myron Lee McClellan

Candidate for the Degree of

Master of Science

Thesis: Opinions of Non-physical Education Teachers Toward Physical Education in Selected Utah Secondary Schools

Major Field: Physical Education

Biographical Information:

Personal Data: Born at Logan, Utah, March 21, 1946, son of Lincoln H. and Dorothy Quinney McClellan; married LeAnne Adams August 2, 1968; one child—Eric Lane.

Education: Attended elementary schools in Logan, Utah; graduated from Logan High School in 1964; received the Bachelor of Arts degree from Utah State University, with a major in physical education and a minor in Spanish, in 1970. Completed requirements for the Master of Science degree in physical education, 1972.

Professional Experience: Teaching assistant with the Department of Health, Physical Education, and Recreation at Utah State University, fall and spring quarters, 1970-71; Assistant Sophomore football coach at Logan High School in 1970; Student teaching at Box Elder High School, winter quarter, 1969-70.