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AN EVALUATION OF THE TEACHING STATUS OF PHYSICAL EDUCATION
GRADUATES AT MISSOURI SOUTHERN STATE COLLEGE

Middle Tennessee State University

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AN EVALUATION OF THE TEACHING STATUS
OF PHYSICAL EDUCATION GRADUATES AT
MISSOURI SOUTHERN STATE COLLEGE

By

James Noel Phillips

A dissertation
submitted in partial fulfillment
of the requirements for the degree of
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AN EVALUATION OF THE TEACHING STATUS
OF PHYSICAL EDUCATION GRADUATES AT
MISSOURI SOUTHERN STATE COLLEGE

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Abstract

AN EVALUATION OF THE TEACHING STATUS OF PHYSICAL EDUCATION GRADUATES AT MISSOURI SOUTHERN STATE COLLEGE

James Noel Phillips

This study was designed to identify and describe the adequacy and/or inadequacy of the professional preparation program in physical education at Missouri Southern State College as perceived by its graduates. Additionally, it was to determine the status of the graduates of that program during the years 1969 to 1982.

The purpose of this study was to gather information for the formulation of conclusions and recommendations related to the on-going evaluation, expansion, and development of a professional curriculum at Missouri Southern State College for those majoring in physical education. To do so, the study was designed to: (1) determine the strengths and weaknesses of the undergraduate professional preparation program and make recommendations based upon those findings, (2) describe the educational background and personal characteristics of the graduates, (3) determine the nature and extent of the graduates' teaching positions, (4) identify the type of employment of non-teaching graduates, and (5) ascertain the extent of the professional growth of the graduates through

their involvement in professional organizations and through graduate study.

A questionnaire, a revised version originally developed by Dr. John C. McDonald, was the principal instrument for the study. One hundred sixty-eight usable questionnaires were returned. The 168 were acquired from an original list of 278 graduates.

The results of the study indicated that a diverse faculty is available to the undergraduate. Although graduates felt their preparation for teaching was adequate, many expressed a concern for relevancy of theory courses to the realities of the classroom. The graduates felt that this concern could be improved by involving the student in the teaching process earlier in their college years before they were required to student teach. Other recommendations included the improvement of advisement and counseling procedures and the development of a department placement service for undergraduates. Also, the graduates believed that student majors should be encouraged to be involved in the intramural program in planning, organizing, and officiating.

The data show there were areas in which the graduates were not satisfied and areas where improvements need to be made. However, all 168 graduates surveyed stated they would recommend Missouri Southern State College's professional preparation program to prospective students.

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Special thanks is expressed to his parents, Mr. and Mrs. Macon Phillips, for their love, prayers, and untold contributions in completing this study.

Finally, this study is dedicated to his wife, Ann, and his children, Melody and Jamie, who sacrificed much and supported his efforts with their love, understanding, prayers, and constant encouragement so that he might reach this goal.

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CHAPTER ONE

Introduction

The future of health, physical education, and recreation as an educational field will be determined by the quality of its professional preparation. Medicine, law, and engineering have achieved their present highly regarded status through standards of professional preparation and practices. Only through an equally good preparation program can we achieve the desired level of teaching competence, the needed improvements in teaching, and the acceptance among other academic professions.¹

In 1962, the American Association for Health, Physical Education and Recreation conducted a national conference concerning professional preparation. One of the major recommendations resulting from the conference was that professional programs need to undergo periodic program evaluation in recognition of the ever-changing conditions under which physical education graduates are expected to perform.²

¹ Arthur S. Daniels, "Growth and Development of a Profession," Journal of Health, Physical Education and Recreation, 34 (Jan. 1963), 22.

² Professional Preparation in Health Education, Physical Education and Recreation Education: Report of a National Conference (Washington: American Association for Health, Physical Education and Recreation, 1962), p. 5.

The objectives and goals of professional preparation have been promoted by many professional organizations and institutions throughout the years. One of the primary objectives in the profession of education has been and continues to be the desire to graduate men and women who were devoted to teaching excellence.³

Physical education is a vital part of the education process. Its status and progress depend on the quality of professional preparation programs. The quality of programs, however, can only be determined by periodic and systematic evaluation. Davis states:

Few will question that the status of a profession is determined in large part by the value others place upon it. For this reason it is imperative that members of our profession be cognizant of the fact that they are continuously under scrutiny and evaluation by colleagues, peers, students, and the public. As students, teachers, coaches, administrators, we owe it to ourselves and to our profession to always maintain the very highest standards of professionalism.⁴

The graduates of a program can contribute greatly to the improvement of professional preparation in physical education.

³ Charles A. Bucher, Foundations of Physical Education (St. Louis: C. V. Mosby, 1975), p. 588.

⁴ H. Davis, "Profile of the Ideal Physical Educator," The Physical Educator, 30 (March 1973), 48.

They are in the field putting into practice the theories learned as undergraduates. Consequently, a follow-up study of graduates would be most helpful in addressing needs of the students who are entering the current professional program.

There is a constant need for the continuous study of programs to insure that the best possible preparation is being provided by colleges and universities. Frequent evaluations will help to determine the effectiveness of changes made in the program and will also indicate areas which need to be studied in order to make appropriate modifications. The test of any preparation program is the extent to which it meets the needs of the students. Thus, an appraisal is needed in order to have the program's effectiveness evaluated by its graduates.⁵

Since Missouri Southern State College's physical education program is generally judged by the status of its graduates, it seems logical to follow up and determine their status in their personal feelings about the strengths and weaknesses of their professional preparation.

Missouri Southern State College originated in 1937 as Joplin Junior College. It was a part of the Joplin Public

⁵ John Richards Adams, "A Study of the Effectiveness of a Professional Program in Physical Education," Diss. Univ. of Michigan, 1967, p. 34.

School System, but the first year of classes were conducted by the Extension Division of the University of Missouri.

The first year, classes were held in the Joplin Senior High School building. The college moved into its own building at Fourth Street and Byers Avenue on September 6, 1938. After twenty years in this location the college was transferred to 310 West Eighth Street where it continued to operate until June, 1967. The educational and administrative functions of Missouri Southern State College were moved to the new campus in June, 1967. Here the college is operating on a new, multiple-building campus with an enlarged program and student body. A series of new organizational and legal developments began in April, 1964.

On April 1, 1964, the voters created the Junior College District of Jasper County, naming a six-member Board of Trustees. This act ended the junior college's twenty-seven years of existence as a part of the Joplin Public School System. The new junior college district included Jasper County and parts of three other counties, Newton, Lawrence, and Barton. The institution was renamed Jasper County Junior College.

On July 22, 1965, the 73rd General Assembly of the Missouri Legislature passed House Bill No. 210 providing for the establishment of a two-year state senior college in Jasper County when the academic facilities of the Junior College District of Jasper County should become available. Meanwhile,

in anticipation of the passing of the House Bill No. 210, the Board of Trustees adopted the name Missouri Southern College in May, 1965.

The legislative act creating the state senior college provided for the administration of the junior and senior college through a governor-appointed Board of Regents. The appointments were made on October 13, 1965, the date that marks the beginning of the operation of Missouri Southern State College under the Board of Regents. The law directed the Board of Trustees to assume the responsibility of levying the necessary taxes within the Junior College District of Jasper County which together with state junior college aid and funds available from other sources, are sufficient to pay the costs of the junior college operation and the costs to date of capital improvements for both the junior and senior colleges. The state provided the operating cost of the senior college.

July 1, 1975, on the campus of Missouri Southern State College, the Governor of Missouri signed Senate Bill No. 114. This bill provided that from July 1, 1977, forth the State of Missouri will provide the funds necessary to provide the staff, cost of operation, and the payment of all capital improvements. Thus following approximately ten years of legislative effort by the citizens of Southwest Missouri, Missouri Southern State College has taken its place with the family of higher education institutions in the State of Missouri.

From the very beginning, 1965, when Missouri Southern State College began operating as a four-year institution, a major in physical education has been offered. The first four-year class to graduate, the class of 1969, had among its members nine who received the Bachelor of Science degree in physical education.

During its relatively brief history, the physical education department has experienced phenomenal growth and development. The effect of this rapid growth on the quality of the physical education major program has not been determined. This study will investigate and determine the status of this professional program and its graduates.

Statement of the Problem

The problem of the study was to identify and describe the adequacy and/or inadequacy of the professional preparation program in physical education at Missouri Southern State College as perceived by its graduates and to determine the status of the graduates of that program. The scope of the problem included the formulation of conclusions and recommendations to assist in the curriculum evaluation and modification at Missouri Southern State College.

Purpose of the Study

The purpose of this study was to gather information for the formulation of conclusions and recommendations related to the on-going evaluation, expansion, and development of a professional curriculum at Missouri Southern State College for

those majoring in physical education. To do so, the study was designed to: (1) determine the strengths and weaknesses of the undergraduate professional preparation program and make recommendations based upon those findings, (2) describe the educational background and personal characteristics of the graduates, (3) determine the nature and extent of the graduates' teaching positions, (4) identify the type of employment of non-teaching graduates, and (5) ascertain the extent of the professional growth of the graduates through their involvement in professional organizations and through graduate study.

Need for the Study

Missouri Southern State College is a relatively young institution that has experienced rapid growth since becoming a four-year college and graduating its first class in 1969. Since that time, efforts and energies have been focused on handling the growth effectively and consequently little has been done in the area of evaluation, curriculum revision, program modification, or graduate follow-up.

With a major goal of producing quality teachers, assessment can be approached in several ways. One approach to evaluating the physical education program at Missouri Southern State College is to follow study performances after completion of the program. The type of initial post-graduation placement that the students obtain is one measure of the effectiveness

of the program. In all departments at Missouri Southern State College an alumni assessment of the perceived strengths and weaknesses of the program would be beneficial.⁶

This study provides the physical education department with an evaluation of the degree of effectiveness of the professional preparation program as well as a basis for suggestions to the department curriculum committee concerning processes deemed to be relevant to teaching, suggestions of modifications, revision and discontinuance of other processes, and curriculum improvement.

Limitations of the Study

This study was limited to:

1. Those physical education majors who graduated from Missouri Southern State College between the years 1969 and 1982 and who returned a completed questionnaire.
2. The use of an instrument which requires the respondents to answer questions with only memory to aid them.

⁶ Institutional Self-Study of Missouri Southern State College, Joplin, Missouri (Joplin, Mo.: n.p., 1981), pp. 114-115.

Definitions of Terms

For the purpose of this study, the following terms and definitions were used:

Graduate--an individual who has graduated from Missouri Southern State College with a Bachelor of Science degree in physical education.

Professional Preparation Program in Physical Education--all aspects of undergraduate curricula directly related to and concerned with professional preparation of teachers of physical education.

Respondent--a recipient of the Bachelor of Science degree in physical education who returned the questionnaire.

Usable Questionnaire--a questionnaire that has applicable questions completed.

Summary

This chapter has attempted to present an overall view of the investigation in terms of: (1) an introduction to the study, (2) a statement of the problem, (3) purposes of the study, (4) need for the study, and (5) limitations of the study.

The subsequent chapter headings are as follows:

2. Review of Related Literature
3. Methods and Procedures
4. Analysis of the Data
5. Conclusions and Recommendations.

CHAPTER TWO

Review of Related Literature

The literature related to this study is divided into these categories: (1) literature related to physical education professional preparation, and (2) literature related to the need for studies of this nature which includes reasons why these studies are important to professional preparation.

Physical Education Professional Preparation

Baker studied professional preparation programs in seven state-supported institutions of higher learning in Arkansas. Recommendations made which reflected a need to strengthen curricula were: (1) increase the number of credit hours for anatomy, physiology, and kinesiology; (2) the addition of an undergraduate adapted physical education course to the curriculum; and (3) the improvement of in-service training for all faculty members.⁷

Triplett made this observation: "Many of the professional education programs have been developed apart from the realities of teaching problems and responsibilities. As a

⁷ William B. Baker, "An Evaluation of Undergraduate Professional Preparation in Physical Education for Men in Seven State-Supported Institutions of Higher Learning in Arkansas," Diss. Univ. of Arkansas, 1962.

result, there is a growing concern about the nature of the work being done."⁸

Selection and retention of excellent prospective teachers are significant for all preparation programs. According to Miller, "Education must improve rapidly just to keep pace with current societal demands, and the quality of teachers is the single most important determinant of high quality education."⁹

Oberteuffer spoke of existing conditions of physical education programs on many college campuses he had visited. Some schools were in danger of having budgets cut back, outdoor facilities discontinued for the construction of other buildings, losing the physical education requirement and other problems. In view of these problems, he offered five suggestions as to how these situations could be alleviated. These were: (1) examine the instructional programs for beneficial changes, (2) teach what we need to teach in shorter period of time, (3) use of proficiency tests, (4) determine what courses should be offered in the college curriculum and delete those which are unnecessary, and (5) determine and illuminate the intellectual content of our field.¹⁰

⁸ M. E. Triplett, "A Survey of the Professional Qualifications, Responsibilities, Inadequacies, and Needs of Women Physical Education Teachers in Kansas Secondary Schools with Implications for Teacher Education," Diss. Univ. of Oklahoma, 1958, p. 303.

⁹ Ben F. Miller, "Priority in the Quest for Quality," Journal of Health, Physical Education and Recreation, 35 (May 1964), 31.

Roundy, in his evaluation of physical education teachers in secondary schools, found that a considerable number are not considered very effective. Indeed their image does not compare favorably with that of educators in most other disciplines. He feels a physical educator must first be a professional educator; he must be intelligent, well read, skilled in the communicative processes, interested in the current problems of society, and have a general academic interest and manner above the average. He must be dedicated to the field of education and through his actions show an interest in projects, organizations, and movements designed to improve the educational process.¹¹

Griffin evaluated the physical education programs for men in the schools of the Western Athletic Conference. From the insight he gained into the programs, he recommended: (1) increased membership in professional organizations by physical education instructors, (2) emphasis on functional facilities to accommodate the different programs when planning new facilities, (3) allotting more time for physical education.

¹⁰ Delbert Oberteuffer, "Evaluating the College Physical Education Program," Proceedings of National College Physical Education Association for Men, (1964), p. 56.

¹¹ Elmo Roundy, "The Responsibility of College Faculties in Preparing Professional Educators of Substance," Journal of Health, Physical Education and Recreation, 38 (Oct. 1967), 125.

(4) a screening program for assignment to classes, (5) more recruitment of in-state athletes, (6) continued voluntary evaluation by the institutions involved, and (7) evaluations of the physical education programs in other colleges and universities in the United States be made.¹²

Taylor suggested that there are serious gaps in the preparation of young people for teaching positions. He felt that professional preparation should have as one of its goals the development of broadly-educated persons. To support his thought that physical educators should be concerned with people rather than balls, bats, and other teaching supplies, he listed the needs of people which should be more thoroughly considered in preparing teachers. These needs to be satisfied were: (1) the urge for high adventure; (2) the urge for contest; (3) the urge for rhythmic action; (4) the urge for creative satisfaction; (5) the urge for social competence; (6) the urge for physical fitness and charm; and (7) the urge for meditation, wonderment, and spiritual uplift.¹³

Development of the whole individual is a concern of the American Alliance for Health, Physical Education and Recreation.

¹² Leon E. Griffin, "An Evaluation of the Physical Education Program for Men in Universities of the Western Athletic Conference," Diss. Univ. of Utah, 1966.

¹³ Harvey L. Taylor, "Program of Preparation for Prospective Teachers of Physical Education and Recreation," Journal of Health, Physical Education, and Recreation, 37 (June 1967), 18.

The Alliance has developed objectives for professional preparation programs. The following are examples of the objectives:

1. Professional preparation is a responsibility of the profession, the preparing institution, and also those organizations that employ the trained specialists.
2. The profession itself has the responsibility for training its practitioners.
3. The preparing institution should be given increased authority in the process of certifying school personnel.
4. Professional preparation programs should assist the teacher to become as effective as possible on the job.
5. Professional preparation is a continuous process and does not terminate when students graduate and receive their degrees.
6. Professional preparation programs should be evaluated periodically.¹⁴

In 1969, Bookwalter reported on the standards, status, and circumstances of undergraduate professional physical education using data based upon a score card for Evaluating Undergraduate Professional Programs in Physical Education by Karl W. Bookwalter and Robert J. Dollgener. Eighty-six

¹⁴ Charles A. Bucher, Foundations of Physical Education (St. Louis: C. V. Mosby, 1975), p. 448.

professional programs were evaluated over a five-year period in terms of: (1) general institutional and departmental practices, (2) staff standards, (3) curriculum policies and practices, (4) the teaching act, (5) service program and extended curriculum, (6) student services, (7) library-audio-visual aids, (8) supplies and equipment, (9) outdoor facilities, and (10) indoor facilities. Data shows that the total score average increases from schools with smallest enrollments to the largest group. Total score averages from liberal arts institutions to teachers' colleges and to universities.

The report was summarized by describing superior programs as existing most frequently in institutions having large enrollments, being universities having the most of the schools or colleges of physical education, being public, located in the north and midwest, being co-educational, and being non-segregated. The inferior schools tended to be small private liberal arts colleges, located in the south, co-educational, and essentially non-segregated.¹⁵

Daughtery allowed that adequately-prepared teachers have little difficulty doing an effective teaching job in their chosen field. However, too frequently, teachers enter the profession inadequately prepared to teach effectively. The teachers seem to be effective while teaching small groups,

¹⁵ Karl W. Bookwalter, "Undergraduate Professional Physical Education, Its Standards, Status and Circumstances," The Physical Educator, 26 (Oct. 1969), 102-103.

but too many teachers are weak when it comes to teaching large groups. If the preceding is allowed to continue indefinitely, it creates disciplinary problems and leads to an impotent, ineffective type of instruction. The place to correct this and other similar deficiencies in the teacher is in the program of professional preparation.¹⁶

Buck reported on a study evaluating undergraduate professional preparation programs in physical education in Oklahoma colleges and universities using the revised edition of a score card by Bookwalter and Dollgener. The ten score card areas used in the evaluation were: (1) general institutional and departmental practices, (2) staff standards, (3) curriculum policies and practices, (4) the teaching act, (5) service program and extended curriculum, (6) student services, (7) library-audio-visual, (8) supplies and equipment, (9) indoor facilities, and (10) outdoor facilities. He offered twelve general conclusions from the investigation which could be used to improve the programs of the institutions involved.¹⁷

A task force of physical educators under the auspices of the College and University Physical Education Council Executive

¹⁶ Greyson Daughtery, Methods in Physical Education and Health for Secondary Schools (London: W. B. Sanders, 1973), pp. 22-23.

¹⁷ Charles R. Buck, "An Evaluation of the Undergraduate Professional Preparation Programs in Physical Education in Oklahoma Colleges and Universities," Diss. Univ. of Arkansas, 1968.

Committee of the National Association for Sport and Physical Education developed standards for the general college physical education program. The standards were presented under the following headings: (1) Philosophy of the Program; (2) The Curricular Offerings of the Program; (3) Physical Education as a Study and Practice of the Science and Arts of Movement; (4) The Program as Contributing to the Acquisition of Personal Life Skills; (5) The Orientation of Students into the Program; (6) The Promotion and Guidance Aspects of the Program; (7) The Outreach Activities of the Program; (8) Graduating as a Part of the Program; (9) Student Evaluation, Input, and Involvement; (10) Course Evaluation; (11) Financial Support of the Program; (12) Space Allocation and Utilization; (13) Equipment and Supplies for the Program; (14) Faculty Qualifications; (15) Faculty Reward and Development; and (16) Priority of the Program in University Image.¹⁸

In discussion related to the progress and future challenge in the preparation of professional physical educators, Bucher reiterated the points made by other leaders concerning necessities for progress in the field. He says that to insure progress the professional preparation institutions must study the candidates they are accepting, the experiences they provide these trainees, the professional standards they have set, and the extent to which they aid their graduates.

¹⁸ Annie Clement, "Standards for the General College Physical Education Program," Journal of Physical Education and Recreation, 46 (Sept. 1975), 24.

Bucher also says that in many institutions of higher learning today the curriculum in physical education is designed to respond to challenges in contemporary higher education with ideas being generated within physical education itself. These new patterns of thought and the greater understanding we now have of teaching and learning have added new dimensions to curriculum planning. Furthermore, as physical education assumes these new dimensions in the next several years, our store of knowledge will increase in quantity and, at the same time, become more discrete and refined. The physical education curriculum must attempt to accommodate anticipated changes and growth.¹⁹

Allsen evaluated nine junior colleges in Idaho, Utah, and Wyoming using a score card which included the following categories: (1) instructional staff, (2) facilities, (3) program (organization), (4) program (activities), (5) professional assistance, and (6) teacher education program. He concluded that improvements needed to be made in the attendance of physical education instructors at professional meetings; outdoor facilities; the equipping of teaching areas in gymnastics, correctives, and testing; time allotment for physical

¹⁹ Charles A. Bucher, "Where Are We Heading in Professional Preparation?" The Physical Educator, 12 (Dec. 1955), 131.

education; variety of physical education activities offered; and the intramural program.²⁰

Berridge attempted to determine a pattern of course offerings by submitting a questionnaire to 150 colleges and universities offering professional preparation programs in physical education. His motive was to find some basis for the improvement of accreditation standards. After receiving and analyzing a sixty percent return, he found there was an established pattern. He concluded that:

. . . the offerings of the various institutions preparing physical education teachers over the United States were so widely diverse there was no agreement as to the requirements in teacher education.²¹

Livingston studied eight state colleges and universities in Alabama using the Bookwalter-Dollgener Score Card. He found that, on the average, universities came closest to meeting score card standards. School size (enrollment) had a significant effect upon scoring with the larger schools generally scoring higher.²²

²⁰ Phillip E. Allsen, "An Evaluation of the Physical Education Program for Men in Selected Junior Colleges," Diss. Univ. of Utah, 1965.

²¹ H. L. Berridge, "Standards for Institutional Accrediting," Procedures of National College Physical Education Association for Men, (1948), p. 48.

²² William M. Livingston, "An Evaluation and Analysis of Undergraduate Professional Preparation in Physical Education for Men in State Colleges and Universities in Alabama," Diss. Univ. of Alabama, 1967, p. 61.

Bucher feels we are seeing increasingly the signs of discontent on the part of the students and the public who are indirectly, or directly, telling us that we are drowning in our own quicksand of aimlessness, lack of concern, and inertia, because we do not accept the challenges of our life and profession with courage and resolve.²³

Studies Confirming the Need for Evaluating
Undergraduate Physical Education Programs

The urgent need for evaluation of undergraduate physical education programs was indicated by Green. She advocated that evaluation was necessary for effective change to occur in the profession. She said, "If change is not quick to come to the profession, there may be nothing left to change."²⁴

The need for a continuous evaluation process for each professional preparation program in physical education was indicated by Esteva. She said that there is a necessity for self-evaluation by each teacher, but the success of a program depends upon the teacher's ability to assess the

²³ Charles A. Bucher, "Physical Education an Emerging Profession," Journal of Health, Physical Education and Recreation, 39 (Sept. 1968), 7.

²⁴ Denise Green, "The Dawning of a New Tomorrow," Journal of Health, Physical Education and Recreation, 41 (Jan. 1971), 56.

effectiveness of his part in view of the objectives of the whole program.²⁵

A unique approach to curriculum evaluation was advocated by Tyler, Gagne, and Scriven in their publication. As they pointed out, there was a time when "the buyer had to beware," in choosing services and products. This philosophy was very dominant in the 19th-century individualism. Today, this is no longer the case in the marketplaces of American society. It has been advocated that the government control, license, and standardize the conduct of any legitimate business to protect against the grossly negligent and wanton. Many professional associations and regulatory bodies have been created to assist in judgements and decisions for consumers of products and/or services. The authors believed that those responsible for making curriculum decisions should be provided with the information which would enable them to make wise judgements concerning the merits and shortcomings of products and programs in education. In a society where the majority of consumer products and services are inspected for quality, how is it that educational programs continue to escape more formal evaluation?²⁶

²⁵ Rose V. Esteva, "Evaluating College Physical Education," Journal of Health, Physical Education and Recreation, 36 (May 1965), 36.

²⁶ Ralph Tyler, Robert Gagne, and Michael Scriven, Perspective of Curriculum Evaluation (Chicago: Rand McNally, 1967), pp. 1-8.

The National Commission on Teacher Education and Professional Standards suggests that the final test of the success of a teacher education program is the subsequent performance of the graduate. A faculty should view its program in these terms as well as in such terms as credits amassed, length of programs and logic and ingenuity of program design. The task of evaluation where performance of the graduate is considered is enormously difficult but nevertheless worthy of sustained efforts.²⁷

A report of the National Professional Preparation Conference in 1962 indicated that, "The professional department of health education, physical education, and recreation should establish effective procedures for follow up of graduates in at least the first professional position. It is desirable to obtain an evaluation of the competency of graduates in their professional positions."²⁸

There is a concern regarding the many and varied qualifications with which potential teachers of physical education must be equipped. Loucks expanded on this and incorporated it into a publication related to the preparation of a well-

²⁷ National Commission on Teacher Education and Professional Standards (NEA). "A Professional Position on Professional Standards," Journal of Health, Physical Education and Recreation, 35 (May 1964), 40-41.

²⁸ Professional Preparation in Health Education, Physical Education and Recreation Education: Report of a National Conference (Washington: American Association for Health, Physical Education and Recreation, 1962), p. 24.

rounded physical education major. His words are worthy of note and appear below:

Each year, thousands of talented young men and women, eager and receptive, come to the departments and schools of physical education in our colleges and universities throughout this country to begin their formal training in physical education. Studies show they match their peer group in intelligence, are superior to their classmates in most physical skills, and present a variety of emotional, psychological, and social levels. Among them will be the leaders, the followers, the socially efficient and the inept, the skilled and the unskilled, the emotionally stable and the immature and the underdeveloped individuals.

None, regardless of how generously he may be endowed in physical competence, good health, social efficiency, or emotional stability, even approaches the imaginary ideal of the complete physical educator. These young men and women fall short in the development of many desirable traits necessary for success in their chosen field. At best they represent raw material of high grade quality. As prospective teachers of physical education, these young men and women are entering a strenuous profession, one demanding not only a high degree of physical

competence, but, in addition, many other qualifications.²⁹

There is considerable agreement, according to Loucks, as to what is regarded by the profession as a well-rounded physical educator. This is an individual who possesses most, if not all, of the following competencies: high degree of skill in a variety of activities, well-groomed appearance, intelligence, pleasant personality, adequate social development, and emotional maturity. As Loucks has noted, the problem does not lie in identification but in development. The experiences offered by the professional preparation program will ultimately determine the shape of the product, the physical educator. The following are a list of ten characteristics which must be developed: (1) appearance, (2) cultural interests, (3) emotional stability, (4) leadership, (5) mental competence, (6) physical competence, (7) professional spirit, (8) responsibility, (9) social efficiency, and (10) voice and diction.³⁰

The importance of including graduates in the evaluation of a professional preparation program was also indicated by Snyder and Scott, who stated, "The department should learn of the successes and failures of its graduates and whether or not they can meet the challenge of the position and the demand

²⁹ Donald H. Loucks, "An Educational Preparation in Health, Physical Education, and Recreation," The Physical Educator, 27 (Oct. 1970), 98.

³⁰ Ibid.

of the public. To evaluate the professional program, the department needs to ascertain how well its graduates are meeting their professional problems in the field. By this means, the institution maintains a continuous check on the effectiveness of its program."³¹

Clardy conducted a study which was concerned with the most important conditions relating to planning and structuring a professional preparation program in physical education at Pikeville College in Kentucky. Questionnaires were sent to sixty-one graduates who majored in physical education at Pikeville College between 1967 and 1973, and who were willing to participate in the study. Clardy reported the following:

1. Survey responses provided by Pikeville College graduates were valuable in relation to interdepartmental evaluation of the professional curriculum.
2. Pikeville College allows individual departments a great deal of freedom in course offerings.
3. A number of program changes were indicated by the results of the study. A complete curriculum revision was recommended.
4. The Physical Education Department should undertake an intensive program of public relations to

³¹ Raymond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education, and Recreation, (New York: McGraw-Hill, 1954), p. 329.

educate and inform the Pikeville College students, faculty, administration, graduates, and community concerning the scope, goals and purposes of the program.

5. The Physical Education Department should make more extensive efforts to utilize and assist Pikeville College graduates who appear accessible, willing, and in need of workshops, in-service, and graduate educations.
6. Men majoring in physical education should be strongly urged to elect coaching courses.
7. The physical education student majors should be advised to elect counselor education courses.³²

Clarke's study was a survey of the opinions and professional status of graduates from 1960-1970 in the women's physical education professional curricula at the University of Iowa. A questionnaire was sent to 299 graduates. One hundred sixty responded, a fifty-four percent return. Clarke reported the following findings:

1. The largest number of respondents were teaching at the college level.
2. The graduates have been teaching primarily in larger

³² Donald Barry Clardy, "The Professional Preparation of Health and Physical Education Graduates at Pikeville College with Implications for Curriculum," Diss. Univ. of Arkansas, 1976, pp. 147-149.

public school and university systems.

3. Over one-half of the one hundred sixty respondents currently teaching held coaching assignments. Basketball and volleyball were sports selected by the majority of respondents.
4. Students rated "quality of instruction" and "irrelevant course material" as the main weaknesses.
5. A high percentage of respondents would recommend the University of Iowa to students interested in physical education. The main reason given was "a good diverse program."³³

In 1972, Cody expounded on the alterations which could and should be made in the professional preparation programs for physical educators. She focused on the fact that many students in education are dissatisfied with their training programs. The public school teachers have indicated that they were not equipped to handle the teaching positions with which they were often confronted. Cody felt it was valuable to determine if good teachers can be molded or if they are "born that way." The thing that must be done is to deal with priorities, according to the author. Is it more important for the beginning teacher to have experience, physical skill

³³ Judith Alta Clarke, "A Survey of the Graduates of Professional Programs in Physical Education at the University of Iowa," Diss. Univ. of Iowa, 1971, p. 210.

abilities, or master of theory? In concluding, the writer expressed her belief that teachers would teach as they were taught. Therefore, the answer may be found in innovative and worthwhile practices in the training program.³⁴

The evaluation program should be developed to help the faculty understand the ramifications of the total health education, physical education, and recreation education professional programs and to make judgements as to the aspects of the program needing improvement. A plan should be developed by the department for maintaining contact with the graduates. This plan might include the periodic collection of information regarding individual professional progress, suggestions for improvement of the curriculum, recruitment of prospective students, and job opportunities.

The department should assist in the follow-up advisements and professional advancement of graduates, especially new teachers. Such assistance would include periodic evaluation of its graduates in their professional positions through planning visitations, institutes, workshops, clinics, and refresher programs. Questionnaire follow-up studies of graduates make it possible for them to report their personal feelings of adequacy, or inadequacy, in terms of the program objectives or the realities of the position they now occupy.

³⁴ Carolyn Cody, "Some Thoughts About Professional Preparation," The Physical Educator, 29 (Dec. 1972), 193.

The performance of the graduates should be a means of evaluating physical education preparation programs. Therefore, it is important that institutions maintain liaison with graduates for that purpose.

Student feedback collected systematically during the program and after graduation, as well as employer analysis of individual on-the-job performance, should be regularly analyzed to identify program strengths and weaknesses. The application of program evaluation findings provides for rapid growth program modification to keep current with changing conditions and needs.³⁵

³⁵ Professional Preparation in Dance, Physical Education, Recreation, Safety Education and School Health Education: Report of a National Conference (Washington: American Alliance for Health, Physical Education and Recreation, 1974), pp. 50-51.

CHAPTER THREE

Methods and Procedures

The methods and procedures utilized in a study of this nature are determined by the design of the evaluative instrument. The choice of a questionnaire for the study is the most suitable method to implement the study. Since the graduates surveyed had mailing addresses in ten states, the mailed questionnaire offered the best opportunity to reach those graduates who were not in the immediate area.

A pilot study was conducted using a questionnaire developed by Dr. John C. McDonald of Towson State University after consultation with Dr. Ralph Ballou and Dr. Glen Reeder of the faculty of Middle Tennessee State University and used by Dr. McDonald in his doctoral research at Towson State University. A letter was sent to Dr. McDonald requesting permission to use the questionnaire he developed. Dr. McDonald was also requested to make any suggestions he deemed necessary in the administration of the instrument. A copy of the letter to Dr. McDonald is found in Appendix A.

The McDonald questionnaire was sent to twelve physical education graduates of Missouri Southern State College who represented the 1972, 1977, and 1981 classes. Each of those participating in the pilot study volunteered to complete the instrument and make suggestions for refining it. All of the participants returned the instrument, and it was found that:

1. All came from the state of Missouri and upon graduation, they all located in the same area of the state from which they had come.
2. Eleven of the twelve respondents entered the teaching profession, and the majority are teaching in small, public, secondary schools.
3. Eight of the respondents currently hold coaching assignments, and three feel they are not prepared for the assignments. Nine are teaching in other areas in addition to physical education.
4. A high percentage felt the physical education department at Missouri Southern State College should review, on a regular basis, curriculum offerings for course content.
5. Nine thought the physical education program was adequate in meeting the needs for teaching.
6. Eight thought the primary weakness of the program at Missouri Southern was the lack of a variety of courses, while nine felt faculty-student rapport was the program's strength.
7. All respondents would recommend to a friend the program of study at Missouri Southern State College.

Each of those participants in the pilot study checked the questionnaire for applicability, clarity, and understanding, and each felt any Missouri Southern State College graduate

should be able to answer the questions asked. Minor changes were suggested for refining the instrument along with a suggestion that an open-ended section for personal recommendations be added.

The survey instrument used by this researcher was a revision of the McDonald instrument and was designed to obtain: (1) personal data; (2) educational employment data; (3) present employment data; (4) coaching data; (5) preparation and evaluation data; and (6) personal recommendation data.

The population investigated were those students who received the Bachelor of Science degree in physical education from Missouri Southern State College from 1969 through 1982. In order to assure the possibility of surveying the entire population, it was necessary to identify all of the persons awarded the Bachelor of Science degree in physical education from Missouri Southern State College during the specified time period. In order to accomplish this project, the Physical Education Department, the Registrar's Office, and the Alumni Office at Missouri Southern State College were utilized. A preliminary review of the college official records revealed approximately three hundred physical education alumni. Every effort was made to obtain the current address of all physical education graduates of Missouri Southern State College.

Each of the graduates was sent a letter asking that he/she participate in the study. A duplicated questionnaire,

postage-prepaid envelope, along with a letter from the Academic Dean of Missouri Southern State College, Dr. Floyd Belk, urging participation in the study, was included.

The questionnaire was mailed directly to the homes of the individuals. The respondents had a choice of whether or not to identify themselves. Two weeks following the original mailing, follow-up letters were sent to those who had not responded. Two weeks after the second mailing, no questionnaires were accepted. A total of four weeks were allowed to respond to the questionnaire after the initial mailing.

In addition, two members of the administrative staff at Missouri Southern State College were asked to review the data from the pilot study and to serve as consultants to this researcher throughout the course of this study. They were asked to make observations and suggestions as to how the data from this study would be useful to Missouri Southern State College and how the recommendations could best be applied and implemented into the physical education professional preparation program at Missouri Southern State College. Those asked to serve in this capacity were: Dr. Floyd E. Belk, Vice President for Academic Affairs, and Dr. Max D. Oldham, Head of the Department of Physical Education.

The Questionnaire

The questionnaire was used as the principle instrument for gathering data for this study. The instrument used was a

revision of the questionnaire developed by Dr. John C. McDonald for a similar study at Towson State University in 1977.

The instrument is divided into six categories. Category One--Personal Data is comprised of seventeen questions about the background of each graduate. Category Two--Educational Employment Data consists of five questions dealing with duties pertaining to teaching. Category Three--Present Employment Data contains six questions relative to current employment. Category Four--Coaching Data is comprised of six questions pertaining to coaching duties. Category Five--Preparation and Evaluation Data consists of thirteen questions concerning the undergraduate preparation program. Category Six--Recommendations is an open-ended section which allows for respondents to express their ideas and suggestions which they feel would improve the undergraduate professional preparation program in physical education at Missouri Southern State College.

Statistical Analysis

The investigator chose to use the Missouri Southern State College Computer Information Center IBM 4331 Computer System. Frequencies and percentages were computed using the Frequencies Subprogram in the Statistical Package for the Social Sciences (SPSS). The percentage distribution of the frequencies was computed separately for male and female respondents. Combined totals were also computed.

The responses consisted of yes or no answers, numerical choice values, i.e., 5--very frequently, 4--frequently, 3--sometimes, 2--infrequently, and 1--never use, or 5--highly satisfied, 4--satisfied, 3--dissatisfied, 2--highly dissatisfied, and 1--no experience with item, and value judgment completion responses using ranking from 1 (most important) to 16 (least important). The respondents were also asked to supply subjective responses.

Frequencies and percentages were calculated for all forty-nine items in the questionnaire. Tables relevant to five of the six main categories are constructed, analyzed, explained, and shown in Chapter 4, Analysis of Data. The findings, conclusions, and recommendations can be found in Chapter 5.

CHAPTER FOUR

Analysis of Data

The data obtained and analyzed in this chapter were the results of a survey of the physical education graduates from Missouri Southern State College from 1969 through 1982. Questionnaires were sent to 278 Bachelor of Science degree in physical education alumni. The instrument was completed and returned by 168, or 63.4 percent, of the graduates. Thirteen questionnaires were returned, non-deliverable.

The survey instrument included forty-nine items which were divided into six categories: (1) personal data; (2) educational employment data; (3) present employment data; (4) coaching data; (5) preparation and evaluation data; and (6) personal recommendation data.

Data compiled from the respondents were analyzed and presented according to the frequency of answers and in percentages rounded to the nearest tenth. Data not presented in tables were summarized in the text of the chapter in the appropriate section.

Personal Data

Of the graduates who participated in the study, analysis of the data in Table 1 indicates that the size of the entering classes were stable with little variance. The largest entering classes occurred in 1976 and 1978 with a rise in female enrollment each of those years.

Table 1
Number and Percentage of Respondents Indicating
Year of Entering Missouri Southern State College

Year	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
1967	2	1	3	2.3	1.2	1.8
1968	3	3	6	3.4	3.7	3.6
1969	12	4	16	13.8	4.9	9.5
1970	9	6	15	10.3	7.4	8.9
1971	12	4	16	13.8	4.9	9.5
1972	9	3	12	10.3	3.7	7.1
1973	6	3	9	6.9	3.7	5.4
1974	9	3	12	10.3	3.7	7.1
1975	3	9	12	3.4	11.1	7.1
1976	3	21	24	3.4	25.9	14.3
1977	7	3	10	8.0	3.7	5.9
1978	6	15	21	6.9	18.5	12.5
1979	3	3	6	3.4	3.7	3.6
1980	3	3	6	3.4	3.7	3.6
TOTAL	87	81	168			

The data in Table 2 denote the fact that twenty-two, or 13.2 percent, of the respondents graduated in 1978. From 1978

through 1982, 52.4 percent graduated. All classes were represented.

Table 2
Year of Graduation from Missouri Southern State College

Year	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
1969	1	0	1	1.1	0.0	.6
1970	1	1	2	1.1	1.2	1.2
1971	0	2	2	0.0	2.5	1.2
1972	9	3	12	10.3	3.7	7.1
1973	8	5	13	9.2	6.2	7.7
1974	11	4	15	12.6	4.9	8.9
1975	15	5	20	17.2	6.2	11.9
1976	6	3	9	6.9	3.7	5.4
1977	3	3	6	3.4	3.7	3.6
1978	10	12	22	11.5	14.8	13.2
1979	9	6	15	10.3	7.4	8.9
1980	3	16	19	3.4	19.8	11.3
1981	4	8	12	4.6	9.9	7.1
1982	7	13	20	8.0	16.1	11.9

The data in Table 3 indicate the fact that 51, or 30.4 percent, of the 168 graduates had attended another college or university prior to entering Missouri Southern State College.

Table 3

Attendance at Another College/University Prior
to Missouri Southern State College Enrollment

Attended	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	32	19	51	36.8	23.5	30.4
No	55	62	117	63.2	76.5	69.6

The data in Table 4 show that 36 graduates, or 21.4 per cent, attended a junior or community college prior to Missouri Southern State College enrollment. This is slightly higher than the number of transfer students in other departments of the college.

Table 4

Attendance at Either a Junior or Community College Prior
to Enrollment at Missouri Southern State College

Attended	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	30	6	36	34.5	7.4	21.4
No	57	75	132	65.5	92.6	78.6

The data in Table 5 show that 106, or 63.1 percent, of the graduates are employed in Missouri.

Table 5
State Where Graduates are Employed

State	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Missouri	44	62	106	50.6	76.5	63.1
Arkansas	12	3	15	13.8	3.7	8.9
Oklahoma	6	6	12	6.9	7.4	7.1
Kansas	8	3	11	9.2	3.7	6.5
Illinois	7	3	10	8.0	3.7	6.0
Nebraska	4	1	5	4.6	1.2	3.0
Tennessee	2	1	3	2.3	1.2	1.8
Florida	2	0	2	2.3	0.0	1.2
Texas	1	1	2	1.1	1.2	1.2
Washington	1	1	2	1.1	1.2	1.2

The data in Table 6 indicate that 109, or 64.9 percent, of the graduates are between the ages of 20 and 30. There were no graduate respondents over age 40.

Table 6
Age Range of the Graduates

Range	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
20-25	17	39	56	19.5	48.1	33.3
26-30	33	20	53	37.9	24.7	31.6
31-35	30	14	44	34.5	17.3	26.2
36-40	7	8	15	8.0	9.9	8.9
Over 40	0	0	0	0.0	0.0	0.0

The data in Table 7 indicate that 87, or 51.8 percent of the respondents are male and 81, or 48.2 percent of the respondents are female.

Table 7
Sex of the Graduates

Sex	Number of Respondents	Percentage of Respondents
Male	87	51.8
Female	81	48.2

The tabulation of the data in Table 8 reveals the fact that the major reason for attending Missouri Southern State College is that it is near the respondents' homes. This was chosen by 48 respondents, or 28.6 percent. Other reasons for

attending Missouri Southern State College, primarily to participate in athletics, were chosen by 36, or 21.4 percent, of the respondents.

Table 8
Major Reason for Attending Missouri
Southern State College

Reason	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Near Home	25	23	48	28.7	28.4	28.6
Reputation of School	6	14	20	6.9	17.3	11.9
Cost	8	12	20	9.2	14.8	11.9
Location	7	5	12	8.0	6.2	7.1
A Friend, Teacher, or Coach	13	19	32	14.9	23.5	19.1
Other	28	8	36	32.2	9.9	21.4

The data in Table 9 reveal that 142 respondents, or 84.5 percent, earned more than \$10,000 during the past year. The mean income of the 168 respondents also was in the \$10,001-\$15,000 range.

Table 9
Earned Income of Graduates During Past Year

Income	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Less than \$10,000	6	20	26	6.9	24.7	15.5
\$10,001-\$15,000	37	42	79	42.5	51.9	47.0
\$15,001-\$20,000	26	16	42	29.9	19.8	25.0
\$20,001-\$25,000	10	3	13	11.5	3.7	7.7
\$25,001-\$30,000	8	0	8	9.2	0.0	4.8
Above \$30,000	0	0	0	0.0	0.0	0.0

The data in Table 10 indicate that 90 responding alumni, or 53.6 percent, have pursued graduate study.

Table 10
Respondents Pursuing Graduate Study

Graduate Study	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	43	47	90	49.4	58.0	53.6
No	44	34	78	50.6	42.0	46.4

The data from the respondents indicate in Table 11 that only 30, or 17.9 percent, of the 168 graduates have completed more than 24 hours of graduate study.

Table 11
Graduate Hours Completed

Number of Hours Completed	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	44	34	78	50.6	42.0	46.4
1 to 6	2	3	5	2.3	3.7	3.0
7 to 12	10	22	32	11.5	27.2	19.0
13 to 18	8	0	8	9.2	0.0	4.8
19 to 24	7	8	15	8.0	9.9	8.9
More than 24	16	14	30	18.4	17.3	17.9

The data in Table 12 indicate that 138 responding alumni, or 82.1 percent, have not earned advanced degrees. Eleven, or 6.5 percent, received a degree in 1980. The majority of the alumni have earned their advanced degrees at Pittsburg State University or other regional state universities in neighboring states. All advance degrees earned have been the M.S. in Education degree. None of the respondents has earned a terminal degree.

Table 12
Year of Advanced Degrees of Graduates

Year	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	71	67	138	81.6	82.7	82.1
1970	0	0	0	0.0	0.0	0.0
1971	0	0	0	0.0	0.0	0.0
1972	0	0	0	0.0	0.0	0.0
1973	0	1	1	0.0	1.2	.6
1974	0	0	0	0.0	0.0	0.0
1975	1	1	2	1.1	1.2	1.2
1976	1	1	2	1.1	1.2	1.2
1977	2	0	2	2.3	0.0	1.2
1978	0	3	3	0.0	3.7	1.8
1979	4	1	5	4.6	1.2	3.0
1980	8	3	11	9.2	3.7	6.5
1981	0	4	4	0.0	4.9	2.4
1982	0	0	0	0.0	0.0	0.0

The data in Table 13 show that 159 alumni, or 94.6 percent, with a degree in physical education earned a grade point average of 2.5 or above on a 4.0 grade scale. Nineteen, or 11.3 percent, of the respondents earned above a 3.5 grade point average.

Table 13
 Graduates' Cumulative Grade Point Average

Grade Point Average	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
2.0-2.4	7	2	9	8.0	2.5	5.4
2.5-2.9	58	27	85	66.7	33.3	50.6
3.0-3.4	22	33	55	25.3	40.7	32.7
3.5-Above	0	19	19	0.0	23.5	11.3

The data in Table 14 indicate the diversity of credit hours earned by graduates in physical education. Fifty-seven respondents, or 33.9 percent, earned between 126-130 semester hours of credit. This is an interesting fact considering the college minimum requirement for graduation was 120 semester hours until 1976 when the minimum requirement for graduation was changed to 126 semester hours.

Table 14
 Earned Credit Hours of Missouri
 Southern State College Graduates

Hours	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
120-125	8	8	16	9.2	9.9	9.5
126-130	25	32	57	28.7	39.5	33.9
131-135	19	29	48	21.8	35.8	28.6
136-140	19	3	22	21.8	3.7	13.1
141-Above	16	9	25	18.4	11.1	14.9

The data in Table 15 reveal that 68 of the respondents, or 40.5 percent, are members of the National Education Association while 64 of the graduates, or 38.1 percent, hold membership in the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The data also show that 52, or 31 percent, hold no memberships in professional organizations. Other organizations to which the graduates belong are primarily coaches' organizations.

Table 15
Professional Organizations to
Which Graduates Belong

Organization	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	35	17	52	40.2	21.0	31.0
National Education Association	22	46	68	25.3	56.8	40.5
State Education Association	14	35	49	16.1	43.2	29.2
Community Teachers Organization	13	28	41	14.9	34.6	24.4
AAHPERD	20	44	64	23.0	54.3	38.1
State AAHPERD	4	16	20	4.6	19.8	11.9
Others	24	6	30	27.6	7.4	17.9

The data in Table 16 reveal that 115 respondents, or 68.5 percent, are certified in the area of physical education and at least one additional area.

Table 16
Physical Education Graduates
Certified in Another Area

Area Other Than Physical Education	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Certified	58	57	115	66.7	70.4	68.5
Not Certified	29	24	53	33.3	29.6	31.5

The data in Table 17 show that all 168 of the physical education graduates participated in the student teaching experience while attending Missouri Southern State College.

Table 17
Student Teaching Experience of Graduates

Student Teaching	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Completed	87	81	168	100.	100.	100.
Did Not Complete	0	0	0	0.0	0.0	0.0

The data in Table 18 indicate that 127 respondents, or 75.6 percent, participated in the intercollegiate sports program.

Table 18
Graduate Participation in
Intercollegiate Sports

Intercollegiate Sports	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Participated	80	47	127	92.0	58.0	75.6
Did Not Participate	7	34	41	8.0	42.0	24.4

The data in Table 19 reveal that 112, or 66.7 percent, of the responding alumni participated in the intramural sports program while attending Missouri Southern State College.

Table 19
Graduates Who Participated in Intramural
Sports at Missouri Southern State College

Intramural Sports	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Participants	60	52	112	69.0	64.2	66.7
Non-Participants	27	29	56	31.0	35.8	33.3

The data in Table 20 show that 92, or 54.8 percent, of the responding alumni spent four years at Missouri Southern State College. Thirty-two, or 19.0 percent, of the respondents spent only two years attending the college.

Table 20
Undergraduate Years at Missouri
Southern State College

Years	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
One	0	0	0	0.0	0.0	0.0
Two	17	15	32	19.5	18.5	19.0
Three	15	9	24	17.2	11.1	14.3
Four	35	57	92	40.2	70.4	54.8
Five	20	0	20	23.0	0.0	11.9

Educational Employment Data

The physical education graduates who are currently employed by an education system were asked to answer questions under this category. The data in Table 21 show that 99 responding alumni, or 58.9 percent, are employed by rural or small city systems. Forty-eight respondents, or 28.6 percent, are teaching in suburban or urban systems.

Table 21
School System Employing Graduates

Classification	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Rural	10	9	19	11.5	11.1	11.3
Small City	37	43	80	42.5	53.1	47.6
Suburban	7	14	21	8.0	17.3	12.5
Urban	15	12	27	17.2	14.8	16.1
Not Teaching	18	3	21	20.7	3.7	12.5

The data in Table 22 indicated that 57 respondents, or 33.9 percent, are teaching in schools with enrollments between 501-1,000 pupils.

Table 22
Pupil Enrollment of Graduates' School

Enrollment	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Less Than 500	9	8	17	10.3	9.9	10.1
501-1,000	32	25	57	36.8	30.9	33.9
1,000-1,500	7	23	30	8.0	28.4	17.9
1,501-2,000	12	13	25	13.8	16.0	14.9
2,001-More	9	9	18	10.3	11.1	10.7
Not Teaching	18	3	21	20.7	3.7	12.5

The graduates were asked to respond to the school level of teaching experience since they graduated. The data in Table 23 reveal that 38 respondents, or 22.6 percent, have teaching experience at the high school level only. Sixty-nine respondents, or 41.1 percent, indicated teaching experience at more than one level. All levels of teaching are represented.

Table 23

School Level of Teaching Experience of
Missouri Southern State College Graduates

Experience	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	18	3	21	20.7	3.7	12.5
Elementary	0	9	9	0.0	11.1	5.4
Junior High	11	8	19	12.6	9.9	11.3
High School	16	22	38	18.4	27.2	22.6
Jr./Community College	3	3	6	3.4	3.7	3.6
College/University	0	6	6	0.0	7.4	3.6
Elementary-Jr. High	0	4	4	0.0	4.9	2.4
Jr. High-High School	16	14	30	18.4	17.3	17.9
Elem.-Jr. High-High School	11	0	11	12.6	0.0	6.5
Elem.-High School	2	3	5	2.3	3.7	3.0
Jr. High-High School-Jr./Comm. College	0	3	3	0.0	3.7	1.8
Jr. High-High School-College/Univ.	10	0	10	11.5	0.0	6.0
High School-College	0	6	6	0.0	7.4	3.6

The data in Table 24 show that 21 respondents, or 12.5 percent, have no teaching experience while 21, or 12.5 percent, have only one year of experience. Eighty-eight respondents, or 52.4 percent, have five years or less teaching experience.

Table 24
Number of Years of Teaching
Experience of Graduates

Years	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	18	3	21	20.7	3.7	12.5
One	9	12	21	10.3	14.8	12.5
Two	5	14	19	5.7	17.3	11.3
Three	0	20	20	0.0	24.7	11.9
Four	1	8	9	1.1	9.9	5.4
Five	10	9	19	11.5	11.1	11.3
Six	8	3	11	9.2	3.7	6.5
Seven	9	3	12	10.3	3.7	7.1
Eight	11	2	13	12.6	2.5	7.7
Nine	1	7	8	1.1	8.6	4.8
Ten	13	0	13	14.9	0.0	7.7
Eleven	0	0	0	0.0	0.0	0.0
Twelve	2	0	2	2.3	0.0	1.2

The graduates were to state their private school teaching experience. The data in Table 25 show that 161 respondents, or 95.8 percent, do not have private school teaching experience.

Table 25
Private School Teaching Experience of Graduates

Years	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	84	77	161	96.6	95.1	95.8
One	3	4	7	3.4	4.9	4.2

The tabulation of the data in Table 26 reveal the fact that eight out of ten respondents are involved in some form of teaching. Ninety-two, or 54.8 percent, of the respondents perform in a coaching and teaching situation.

Table 26
Teaching Situation of Graduates

Situation	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Physical Education	6	9	15	6.9	11.1	8.9
Health	0	0	0	0.0	0.0	0.0
Health and Physical Education	6	18	24	6.9	22.2	14.3
Elementary Classroom	0	10	10	0.0	12.3	6.0
Coaching Only	3	3	6	3.4	3.7	3.6
Coaching and Teaching	54	38	92	62.1	46.9	54.8
Teaching Only	0	0	0	0.0	0.0	0.0
Not Teaching	18	3	21	20.7	3.7	12.5

The respondents were asked to select the number of employer changes since graduation. The data in Table 27 indicate that 108 respondents, or 64.3 percent, have made less than two employer changes since attainment of their undergraduate degrees.

Table 27
Employer Changes Since Attainment
of Bachelor Degree

Changes	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	20	40	60	23.0	49.4	35.7
One	25	23	48	28.7	28.4	28.6
Two	11	13	24	12.6	16.0	14.3
Three	4	5	9	4.6	6.2	5.4
Four	27	0	27	31.0	0.0	16.1

Present Employment Data

The graduates were asked questions concerning their present employment in this category. The data in Table 28 reveal that 122, or 72.6 percent, of the respondents are presently employed by the public schools. Fifteen, or 8.9 percent, of the respondents are employed in the private business sector.

Table 28
Present Employer of Graduates

Organization	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Public School	60	62	122	69.0	76.5	72.6
Parochial School	0	0	0	0.0	0.0	0.0
Private School	0	3	3	0.0	3.7	1.8
Jr./Community College	2	3	5	2.3	3.7	3.0
College/University	6	8	14	6.9	9.9	8.3
State or Federal Government	0	0	0	0.0	0.0	0.0
Local or County Government	0	0	0	0.0	0.0	0.0
Private Business	11	4	15	12.6	4.9	8.9
Self-Employed	5	1	6	5.7	1.2	3.6
Non-Profit Organization	0	0	0	0.0	0.0	0.0
Other	3	0	3	3.4	0.0	1.8

The data in Table 29 show the method used to attain employment after graduation. Seventy-four, or 44.0 percent, found their first job after graduation through a friend or a family member. Thirty-four, or 20.2 percent, of the respondents used other methods to attain employment, such as: contacts at coaches' clinics, telephone calls to superintendents concerning vacancies, student teaching at a school when a vacancy occurred, and individual letters and resumes sent to school districts.

Table 29
Method Used to Attain Employment
After Graduation

Method	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Faculty	12	17	29	13.8	21.0	17.3
College Placement	13	16	29	14.9	19.8	17.3
Placement Agency	0	0	0	0.0	0.0	0.0
Family or Friend	35	39	74	40.2	48.1	44.0
Newspaper or Periodical	2	0	2	2.3	0.0	1.2
Other	25	9	34	28.7	11.1	20.2

The data in Table 30 show that 19, or 11.3 percent, of the graduates at one time sought teaching positions. Two graduates never sought teaching positions but rather went directly into business upon graduation.

Table 30
Non-Teaching Graduates Seeking Teaching Positions

Sought Position	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	16	3	19	18.4	3.7	11.3
No	2	0	2	2.3	0.0	1.2
Presently Teaching	69	78	147	79.3	96.3	87.5

The data in Table 31 indicate that 90, or 53.6 percent, of the respondents are not satisfied with their present positions from an economic standpoint.

Table 31
Economic Satisfaction of Present Position

Satisfied	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	25	53	78	28.7	65.4	46.4
No	62	28	90	71.3	34.6	53.6

The data in Table 32 reveal that 138, or 82.1 percent, of the respondents are satisfied with their present positions from a professional standpoint.

Table 32
Professional Satisfaction of Present Position

Satisfied	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	68	70	138	78.2	86.4	82.1
No	19	11	30	21.8	13.6	17.9

The data in Table 33 indicate that fifty-nine, or 35.1 percent, of the respondents are involved in coaching to

supplement their regular income. Nineteen, or 11.3 percent, of the respondents selected recreation as an activity used to supplement regular income. Forty-one, or 24.4 percent, of the respondents selected other as a course of income. Many of the graduates operate businesses unrelated to physical education. Of the 41 who supplement their income in other ways, more than 50 percent are involved in some aspect of farming.

Table 33

Activity Engaged in to Supplement Regular Income

Activity	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Recreation	3	16	19	3.4	19.8	11.3
Officiating	4	6	10	4.6	7.4	6.0
Coaching	28	31	59	32.2	38.3	35.1
Selling	2	0	2	2.3	0.0	1.2
Pool Management	0	0	0	0.0	0.0	0.0
Sports Camps	3	4	7	3.4	4.9	4.2
None	20	10	30	23.0	12.3	17.9
Other	27	14	41	31.0	17.3	24.4

Coaching Data

The data in Table 34 show the number of respondents involved in coaching. Currently, 98, or 58.3 percent, of the respondents are involved in coaching.

Table 34
Graduates Involved in Coaching

Coaching	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	57	41	98	65.5	50.6	58.3
No	30	40	70	34.5	49.4	41.7

Seventy-eight, or 46.4 percent, of the respondents have coaching experience at the high school level. The data in Table 35 show the coaching experience of the graduates.

Table 35
Coaching Experience of Graduates

Coaching Experience	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Elementary	3	5	8	3.4	6.2	4.8
Jr. High	10	3	13	11.5	3.7	7.7
High School	40	38	78	46.0	47.0	46.4
Jr./Community College	3	2	5	3.4	2.5	3.0
College/University	8	6	14	9.2	7.4	8.3
Professional	2	0	2	2.3	0.0	1.2
Recreation	0	2	2	0.0	2.5	1.2
Elementary/Jr. High	2	5	7	2.3	6.2	4.2
Jr. High/High School	7	3	10	8.0	4.9	6.0
None	12	17	29	13.8	21.0	17.3

The data in Table 36 indicate the years of coaching experience of the graduates. The number of years of experience varies with the graduates. Thirty-one, or 18.5 percent, of the respondents had only one year of experience. Fifty-two percent of the respondents had five or less years of coaching experience.

Table 36
Years of Coaching Experience of Graduates

Years	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
None	12	17	29	13.8	21.0	17.3
One	10	21	31	11.5	25.9	18.5
Two	6	15	21	6.9	18.5	12.5
Three	3	8	11	3.4	9.9	6.5
Four	4	7	11	4.6	8.6	6.5
Five	10	4	14	11.5	4.9	8.3
Six	10	4	14	11.5	4.9	8.3
Seven	4	2	6	4.6	2.5	3.6
Eight	8	2	10	9.2	2.5	6.0
Nine	3	1	4	3.4	1.2	2.4
Ten	8	0	8	9.2	0.0	4.8
Eleven	3	0	3	3.4	0.0	1.8
Twelve	6	0	6	6.9	0.0	3.6

The data in Table 37 reveal that 87, or 88.8 percent, of the respondents currently involved in coaching receive a supplement to the salary for coaching.

Table 37
Coaching Supplement for Graduates

Supplement	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Receive	53	34	87	93.0	82.9	88.8
Do Not Receive	4	7	11	7.0	17.1	11.2

The data in Table 38 reveal that 64, or 65.3 percent, of the respondents currently involved in coaching receive released time for coaching. Thirty-four, or 34.7 percent, of the respondents who are currently coaching receive no released time for coaching.

Table 38
Released Time for Coaching

Released Time	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Receive	38	26	64	66.7	63.4	65.3
Do Not Receive	19	15	34	33.3	36.6	34.7

The data in Table 39 show the number and mean years of experience as a head coach of the respondents. Graduates as head coaches in basketball led all others with 37, or 22.0 percent, of the respondents. Ten sports are represented by the respondents. Nineteen coaches, or 11.3 percent of the respondents, had dual head coaching responsibilities.

Table 39
Graduates with Head Coaching Experience

Sport	Number of Respondents			Average Years		Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Baseball	8	0	8	2.9	0.0	9.2	0.0	4.8
Basketball	20	17	37	4.2	1.8	23.0	21.0	22.0
Cross Country	0	0	0	0.0	0.0	0.0	0.0	0.0
Football	16	0	16	2.6	0.0	18.4	0.0	9.5
Gymnastics	0	1	1	0.0	2.0	0.0	1.2	0.6
Soccer	0	0	0	0.0	0.0	0.0	0.0	0.0
Softball	2	5	7	2.0	1.3	2.3	6.2	4.2
Swimming	0	0	0	0.0	0.0	0.0	0.0	0.0
Tennis	2	7	9	4.0	2.5	2.3	8.6	5.4
Track	6	8	14	3.5	2.8	6.9	9.9	8.3
Volleyball	0	6	6	0.0	2.2	0.0	7.4	3.6
Combinations	9	10	19	3.2	2.3	11.1	12.3	11.3
Other (Golf, Wrestling)	2	0	2	3.0	0.0	2.3	0.0	1.2
None	22	27	49			25.3	33.3	29.2

The data in Table 40 reveal that basketball with 42, or 25.0 percent, of the respondents has the most graduates with total coaching experience. The mean average is 2.9 years. A wide variety of sports is represented.

Table 40
Total Coaching Experience of Graduates

Sport	Number of Respondents			Average Years		Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Baseball	8	0	8	2.9	0.0	9.2	0.0	4.8
Basketball	22	20	42	4.6	2.2	25.3	24.7	25.0
Cross Country	0	0	0	0.0	0.0	0.0	0.0	0.0
Football	18	0	18	2.8	0.0	20.7	0.0	10.7
Gymnastics	0	2	2	0.0	2.0	0.0	2.5	1.2
Soccer	0	0	0	0.0	0.0	0.0	0.0	0.0
Softball	3	8	11	2.2	2.0	3.4	9.9	6.5
Swimming	0	0	0	0.0	0.0	0.0	0.0	0.0
Tennis	2	7	9	4.0	2.5	2.3	8.6	5.4
Track	7	8	15	3.6	2.8	8.0	9.9	8.9
Volleyball	0	7	7	0.0	2.5	0.0	8.6	4.2
Combinations	12	12	24	3.5	2.5	13.8	14.8	14.3
Other (Golf, Wrestling)	3	0	3	3.0	0.0	3.4	0.0	1.8
None	12	17	29			13.8	21.0	17.3

Preparation and Evaluation Data

During a student's tenure at Missouri Southern State College, he must take a certain number of required and elective theory courses. Those listed in Table 41 are the required theory courses for physical education majors at Missouri Southern.

The data in Table 41 indicate the amount of usage that the theory courses provide the graduates during their job responsibilities. Care and Prevention of Athletic Injuries was rated frequently or very frequently by 69.6 percent of the respondents. Fundamentals of Physical Education Activities was rated frequently or very frequently by 67.9 percent of the respondents. Rhythmic Form and Analysis was rated infrequently or never by 89.3 percent of the respondents.

The data in Table 42 disclose the level of satisfaction felt by the 168 respondents with specific aspects of their preparation at Missouri Southern State College. Of the respondents, 94.6 percent were satisfied or highly satisfied with the overall department atmosphere; 89.3 percent of the respondents were satisfied or highly satisfied with both the faculty interest in students and the overall quality of instruction; and 51.8 percent of the respondents were dissatisfied or highly dissatisfied with the intramural sports program of the department.

All teachers want to achieve a level of professional competence. The data in Table 43 reveal the respondents' ranking

Table 41
Percentage of Graduates' Usage of Theory Courses

Course	Never Use		Infrequently		Sometimes		Frequently		Very Frequently	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Fundamentals of Phy. Ed. Act.	17.2	7.4	6.9	3.7	13.8	11.1	48.3	40.7	13.8	33.3
Elem. School Phy. Ed. Program	48.3	18.5	31.0	37.0	3.4	11.1	17.2	18.5	0.0	14.8
Teaching Elem. School Phy. Ed.	48.3	18.5	31.0	37.0	3.4	11.1	13.8	18.5	3.7	14.8
Theory & Analy. of Selected Team Sports	13.8	7.4	10.3	7.4	62.1	22.2	6.9	22.2	6.9	40.7
Rhythmic Form & Analysis	72.4	63.0	24.1	18.5	3.4	18.5	0.0	0.0	0.0	0.0
History & Phil. of Phy. Ed.	62.1	44.4	20.7	37.0	17.2	14.8	0.0	3.7	0.0	0.0
Motor Learning in Phy. Ed.	17.2	25.9	20.7	14.8	62.1	44.4	0.0	7.4	0.0	7.4
Kinesiology	13.8	7.4	6.9	18.5	58.6	40.7	13.8	29.6	6.9	3.7
Theory of Basketball	13.8	37.0	17.2	3.7	20.7	18.5	17.2	18.5	31.0	22.2
Theory of Football	24.1	92.6	3.4	0.0	24.1	3.7	13.8	3.7	34.5	0.0
Theory of Track & Field	27.6	59.3	6.9	7.4	31.0	18.5	10.3	7.4	24.1	7.4
Socio-Psycho. Aspects of Aths.	31.0	18.5	6.9	3.7	27.6	44.4	17.2	18.5	17.2	18.5
School Health Education	24.1	0.0	31.0	18.5	17.2	40.7	13.8	29.6	13.8	18.5
Physiology of Exercise	24.1	0.0	3.4	7.4	51.7	51.9	13.8	29.6	6.9	11.1
Prevention & Care of Athletic Injuries	13.8	11.1	0.0	7.4	13.8	14.8	24.1	37.0	48.3	29.6
Administration of Phy. Ed.	17.2	11.1	3.4	14.8	24.1	48.1	34.5	11.1	20.7	14.8

Table 42

Percentage of Graduates' Level of Satisfaction of Department Services

Item	No Experience With Item		Highly Dis- satisfied		Dis- Satisfied		Satisfied		Highly Satisfied	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Overall Quality of Instruction	3.4	0.0	0.0	0.0	13.8	3.7	55.2	59.3	27.6	37.0
Faculty Interest in Students	3.4	0.0	0.0	0.0	13.8	3.7	48.3	48.1	34.5	48.1
Faculty Available After Class	0.0	3.7	0.0	3.7	3.4	22.2	51.7	29.6	44.8	40.7
Counseling for Course Selection	10.3	3.7	6.9	3.7	10.3	22.2	62.1	51.9	10.3	18.5
Assistance in Finding Employment	17.2	7.4	3.4	14.8	31.0	29.6	34.5	22.2	13.8	25.9
Facilities of Department	3.4	0.0	20.7	7.4	24.1	48.1	34.5	40.7	3.4	3.7
Equipment of Department	3.4	0.0	20.7	7.4	31.0	14.8	31.0	77.8	0.0	0.0
Student-Faculty Relationships	3.4	0.0	6.9	0.0	6.9	3.7	58.6	40.7	24.1	55.6
Intercollegiate Sports	0.0	7.4	0.0	3.7	6.9	22.2	48.3	14.8	44.8	51.9
Intramural	0.0	14.8	13.8	25.9	37.9	25.9	41.4	25.9	6.9	7.4
Overall Department Atmosphere	0.0	0.0	6.9	0.0	3.4	0.0	65.5	40.7	24.1	59.3

of theory courses and their importance to professional competence and growth as a teacher. Fundamentals of Physical Education Activities was ranked first by the respondents; ranked second was Theory and Analysis of Selected Team Sports and Prevention and Care of Injuries.

When asked why they felt their number one choice of theory courses was the most valuable, the majority of the answers of the respondents were that the course was practical and what they learned was usable. Another popular response was that students were encouraged to deal with activities and learn to demonstrate skills of those activities when most of the students had no knowledge of them.

Table 43
Graduates' Ranking of Theory Courses
and Teacher Competence

Course	Rank	
	<u>M</u>	<u>F</u>
Fundamentals of Physical Education Activities	2	1
The Elementary School Physical Education Program	9	3
Teaching Elementary School Physical Education	13	6
Theory and Analysis of Selected Team Sports	4	2
Rhythmic Form and Analysis	16	15
History and Philosophy of Physical Education	15	14
Motor Learning in Physical Education	14	13
Kinesiological Approach to Movement	7	8
Theory of Basketball	3	11
Theory of Football	6	16
Theory of Track and Field	11	10
Socio-Psychological Aspects of Athletics	8	9
School Health Education	12	7
Physiology of Exercise	10	4
Prevention and Care of Injuries	1	5
Administration of Physical Education	5	12

The data in Table 44 disclose the feeling of the 168 respondents pertaining to the question of rating their preparation at Missouri Southern State College for teaching physical education. Forty-four, or 26.2 percent, report their preparation for teaching physical education was very adequate. Seventy-nine, or 47.0 percent, of the respondents indicate that they considered their preparation adequate. Only 5, or 3.0 percent, of the respondents considered their preparation as inadequate.

Table 44
Graduates' Rating of Overall Preparation
for Teaching

Rating	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Very Adequate	19	25	44	21.8	30.9	26.2
Moderately Adequate	17	23	40	19.5	28.4	23.8
Adequate	46	33	79	52.9	40.7	47.0
Inadequate	5	0	5	5.7	0.0	3.0
Very Inadequate	0	0	0	0.0	0.0	0.0

The data shown in Table 45 indicate the number and percentage of respondents who answered the question of rating their student teaching experience as undergraduates at Missouri Southern State College. Fifty, or 29.8 percent,

show their student teaching experience to be very adequate, while ninety-two, or 54.8 percent, considered their student teaching experience adequate. Only 6, or 3.6 percent, of the respondents answered that their student teaching was inadequate.

Table 45
Graduates' Rating of Student
Teaching Experience

Rating	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Very Adequate	18	32	50	20.7	39.5	29.8
Moderately Adequate	10	10	20	11.5	12.3	11.9
Adequate	53	39	92	60.9	48.1	54.8
Inadequate	6	0	6	6.9	0.0	3.6
Very Inadequate	0	0	0	0.0	0.0	0.0

The data shown in Table 46 reveal the rating of the theory courses as they pertain to meeting the realities of the classroom. One hundred ten, or 65.6 percent, of the respondents rated the theory courses as adequate in preparing them for actual classroom experiences in physical education. Only 17, or 10.1 percent, of the respondents rated the theory courses as inadequate.

Table 46
 Graduates' Rating of Theory Courses Meeting
 the Realities of the Classroom

Rating	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Very Adequate	13	13	26	14.9	16.0	15.5
Moderately Adequate	11	4	15	12.6	4.9	8.9
Adequate	48	62	110	55.2	76.5	65.5
Inadequate	15	2	17	17.2	2.5	10.1
Very Inadequate	0	0	0	0.0	0.0	0.0

The data shown in Table 47 indicate the number and percentage of respondents who answered the question of rating their preparation for coaching as an undergraduate of Missouri Southern State College.

Ninety-seven, or 57.7 percent, of the responding graduates indicated that they considered their preparation for coaching as adequate. A total of ten, or 6.0 percent, of the respondents answered that the preparation for coaching was either inadequate or very inadequate.

Table 47
 Graduates' Rating of Preparation for Coaching

Rating	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Very Adequate	22	18	40	25.3	22.2	23.8
Moderately Adequate	11	10	21	12.6	12.3	12.5
Adequate	49	48	97	56.3	59.3	57.7
Inadequate	5	3	8	5.7	3.7	4.8
Very Inadequate	0	2	2	0.0	2.5	1.2

The data in Table 48 indicate the responses to the question of the primary strengths of the undergraduate physical education program. There were 62, or 36.9 percent, of the respondents who indicated faculty/student rapport as a strength of the undergraduate program. The second most popular choice was the quality of instruction with fifty-four, or 32.1 percent, of the respondents selecting it as the primary strength of the program. Other responses to the question included: the student teaching experience; the total academic program; and individual attention to students.

Table 48
Graduate Choice of One Primary
Strength of Program

Item	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Quality of Instruction	15	39	54	17.2	48.1	32.1
Faculty/Student Rapport	35	27	62	40.2	33.3	36.9
Variety of Courses	6	7	13	6.9	8.6	7.7
Leadership	18	4	22	20.7	4.9	13.1
Facilities	0	0	0	0.0	0.0	0.0
Other	13	4	17	14.9	4.9	10.1

The data in Table 49 are the number and percentage of the responses to the question of the primary weaknesses of the undergraduate program as perceived by the responding graduates in physical education. Seventy-nine, or 47.0 percent, of the respondents selected facilities and equipment as the primary weakness of the program. Sixty-six, or 39.3 percent, of the respondents named lack of variety of courses as the second most common primary weakness of the physical education program at Missouri Southern State College.

Table 49
Graduate Choice of One Primary
Weakness of Program

Item	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Quality of Instruction	0	0	0	0.0	0.0	0.0
Faculty/Student Rapport	0	0	0	0.0	0.0	0.0
Variety of Courses	36	30	66	41.4	37.0	39.3
Leadership	3	7	10	3.4	8.6	6.0
Facilities	41	38	79	47.1	46.9	47.0
Other	7	6	13	8.0	7.4	7.7

The Department of Physical Education at Missouri Southern State College feels that all graduates should have the ability to demonstrate skills in physical education. The data in Table 50 indicate that 125, or 74.4 percent, of the respondents feel skill demonstration ability of a teacher is important.

Table 50
Skill Demonstration Ability of a Teacher

Demonstration	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Important	71	54	125	81.6	66.7	74.4
Not Important	16	27	43	18.4	33.3	25.6

The data in Table 51 are the number and percentage of the responses to the question of the level of satisfaction in attaining goals set as an undergraduate. One hundred forty-one, or 83.9 percent, of the respondents are satisfied with attainment of the goals set as an undergraduate. Only 18, or 10.7 percent, of the respondents are extremely satisfied in the level of attainment of goals set as undergraduates.

Table 51
Graduates' Level of Satisfaction in Attaining
Goals Set as Undergraduates

Rating	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Extremely Satisfied	10	8	18	11.5	9.9	10.7
Satisfied	68	73	141	78.2	90.1	83.9
Dissatisfied	9	0	9	10.3	0.0	5.4
Extremely Dissatisfied	0	0	0	0.0	0.0	0.0

Professional growth requirements dictate that educators must continue with additional academic courses after graduation. The graduates were asked to rate their preparation for additional academic pursuits. The data in Table 52 reveal that all 168 respondents rated their preparation for additional academic pursuit either extremely satisfactory or satisfactory.

Table 52

Graduates' Level of Satisfaction of Preparation
for Additional Academic Pursuit

Rating	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Extremely Satisfactory	17	19	36	19.5	23.5	21.4
Satisfactory	70	62	132	80.5	76.5	78.6
Unsatisfactory	0	0	0	0.0	0.0	0.0
Extremely Unsatisfactory	0	0	0	0.0	0.0	0.0

The graduates were asked if they would recommend the program in undergraduate physical education at Missouri Southern State College. The data in Table 53 indicate that all 168 of the respondents would recommend the program leading to an undergraduate degree at Missouri Southern State College.

Table 53

Graduates Recommending Program at
Missouri Southern State College

Recommend	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Yes	87	81	168	100.	100.	100.
No	0	0	0	0.0	0.0	0.0

Personal Recommendation Data

Category Six of the questionnaire was open-ended. The graduates were requested to offer recommendations concerning their ideas or suggestions related to improvement of the undergraduate professional preparation program in physical education at Missouri Southern State College. The researcher attempted to group these recommendations rather than present them verbatim. These recommendations are summarized in Table 54.

An inspection of the recommendations concerning undergraduate professional preparation demonstrates that the majority of the respondents desired more realistic and experience-oriented opportunities in their undergraduate professional preparation programs.

Table 54

Summary of Graduates' Recommendations Concerning
Undergraduate Professional Preparation

Recommendations	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Provide More Realistic Teaching Experience in Courses	13	17	30	14.9	21.0	17.9
Provide More Exposure to Athletic Coaching Principles	14	13	27	16.1	16.0	16.1
Provide Exposure to Wider Range of Physical Education Activities	8	7	15	9.2	8.6	8.9
Improve Physical Facilities	8	6	14	9.2	7.4	8.3

Table 54 (Continued)

Summary of Graduates' Recommendations Concerning
Undergraduate Professional Preparation

Recommendations	Number of Respondents			Percentage of Respondents		
	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>
Provide More In-Service Educational Opportunities	8	6	14	9.2	7.4	8.3
Increase Adaptive Physical Education Offerings	7	7	14	8.0	8.6	8.3
Up-grade Intramural Program	8	5	13	9.2	6.2	7.7
Include More Writing in Required Theory Courses to Prepare Students for Graduate School	6	2	8	6.9	2.5	4.8
Emphasize Professional Membership and Participation	4	4	8	4.6	4.9	4.8
Screen and Select Physical Education Majors	4	4	8	4.6	4.9	4.8
Make Courses More Difficult	2	4	6	2.3	4.9	3.6
Stress Interpersonal Relationships	3	2	5	3.4	2.5	3.0
None	2	4	6	2.3	4.9	3.6

CHAPTER FIVE

Conclusions, Observations, Recommendations, and Summary

The purpose of the study was to identify and describe the adequacy and/or inadequacy of the professional preparation program in physical education at Missouri Southern State College as perceived by its graduates. Additionally, it was to determine the status of the graduates of that program.

One hundred sixty-eight Bachelor of Science in physical education degree graduates participated in the study. The data obtained from the participants provided the basis on which to examine the graduates from Missouri Southern State College.

A questionnaire was sent to 278 physical education graduates on October 22, 1982. It was divided into six categories: (1) personal data; (2) educational employment data; (3) present employment data; (4) coaching data; (5) preparation and evaluation data; and (6) personal recommendation data. The recipients were directed to answer yes or no, numerical choice, and judgement completion questions.

One hundred sixty-eight graduates returned the completed questionnaire. Thirteen questionnaires were returned, non-deliverable. Composite data for each category were calculated with frequency and percentages tabulated.

Conclusions

Category One--Personal Data

The majority of the physical education graduates of Missouri Southern State College:

1. Entered in 1974 or later and graduated in 1978 or later.
2. Did not attend a junior college or another four-year institution before entering Missouri Southern State College.
3. Are employed in Missouri.
4. Are thirty years old or younger.
5. Chose to attend Missouri Southern State College because of the close proximity of the college to their home or because of a friend, teacher, or coach.
6. Earn less than \$15,000 per year.
7. Have pursued graduate study but have not received an advanced degree.
8. Earned more than 126 credit hours as an undergraduate with a grade point average above 2.5.
9. Hold membership in at least one professional organization.
10. Is certified in physical education and at least one additional area.
11. Participated in intercollegiate and intramural

sports during their college experience.

12. Spent four years at Missouri Southern as an undergraduate.

Category Two--Educational Employment Data

The typical graduate of Missouri Southern State College who is employed in education:

1. Teaches and coaches in a public small town or rural school system.
2. Is involved in a school with less than 1,500 students.
3. Teaches at the high school or junior high level.
4. Has taught for less than five years and has not changed employers more than once.

Category Three--Present Employment Data

Those graduates of Missouri Southern State College who are currently employed:

1. Are employed in a public school system.
2. Located their first job through family, faculty, or a friend.
3. Are professionally satisfied and economically dissatisfied with their present employment.
4. Hold a part-time position to supplement their income.
5. Have positions in private business if not employed by a public school system.
6. Are employed in the four-state area of Missouri, Arkansas, Oklahoma, and Kansas.

Category Four--Coaching Data

The graduates of Missouri Southern State College who are involved in coaching:

1. Coach at the high school level.
2. Have five or less years of experience.
3. Receive a supplement to their salary as well as released time for coaching.
4. Experienced the role of assistant coach at some time in their career.
5. Primarily coach basketball or football with the average length of time spent in coaching being 2.9 years.

Category Five--Preparation and Evaluation Data

The value judgements made by the physical education graduates of Missouri Southern State College concerning the curriculum indicated that:

1. Care and Prevention of Athletic Injuries was the most frequently-used course after graduation.
2. The faculty-student rapport and the quality of instruction were the primary strengths of the undergraduate program.
3. Fundamentals of Physical Education Activities was ranked number one in developing teacher competence.
4. The undergraduate preparation for teaching physical education was adequate or better.

5. Theory courses adequately met the realities of the classroom.
6. The preparation for coaching was adequate.
7. Inadequate facilities and lack of equipment as well as lack of a variety of courses were major weaknesses of the undergraduate program.
8. The ability of a teacher to demonstrate physical skills was important.
9. They were satisfied with their undergraduate preparation for additional academic pursuits.
10. All graduates would recommend the physical education program to others.

Category Six--Personal Recommendation Data

The opinions expressed by the graduates at Missouri Southern State College echoed a true desire to see the college improve the professional preparation program. A summary of the graduates' recommendations are included here. The majority wished to have:

1. More realistic teaching experiences.
2. More coaching exposure.
3. Improved physical facilities.
4. Exposure to a wider range of physical education activities.

Observations

The writer makes the following observations in the interest of clarifying the data presented:

1. One hundred forty-two, or 84.5 percent, of the respondents earn more than \$10,000 per year. However, the mean income is in the range between \$10,001 and \$15,000. The fact that Missouri Southern State College graduates are employed primarily in rural or small town school systems in highly agricultural areas could account for low salaries. In addition, 52.4 percent of the graduates have less than five years' teaching experience, and only 17.9 percent have completed advanced degrees.
2. Missouri Southern State College was a junior college before it became a four-year institution. Eighty graduates, or 47.6 percent, listed low cost, location, and closeness to their home as reasons for attending Missouri Southern. These are basically the same reasons one would give for attending a junior college.
3. The number of graduates participating in this study were near equally divided according to sexes as 87 males and 81 females responded. The highest number of entering female students was in 1976. This parallels with a strong emphasis on intercollegiate basketball, volleyball, and softball for women. The

number of female graduates also increased at a greater rate than the males. From 1978 to 1982, 67.9 percent of the female graduates received their degrees, as compared to only 37.9 percent of the males.

4. The data show that 94.6 percent of the respondents indicated they were satisfied or extremely satisfied in attaining the goals they set as undergraduates. However, in their present position, 82.1 percent are satisfied professionally while 53.6 percent are not satisfied from an economic standpoint. There is greater dissatisfaction among the males than the females. Twenty-one percent of the females, as compared to 40.2 percent of the males, belong to no professional organizations. By the same token, 54.3 percent of the females, compared to 23.0 percent of the males, belong to AAHPERD. An interest in professional organizations could not only increase the degree of satisfaction one feels but could also help in attaining higher salaries.
5. Until 1976 only 120 hours were required for graduation, yet 90.5 percent of all graduates completed 126 or more hours. This is very likely since athletes receive one credit hour for participation in varsity athletics, and 75.6 percent of the respondents participated in at least one varsity sport. After 1976,

the requirement was changed to 126 credit hours for graduation.

6. All 168 respondents rated Preparation for Additional Academic Pursuit as extremely satisfactory or satisfactory, yet 78 respondents, or 46.4 percent, have not pursued graduate study at all. Ninety have one or more graduate hours with only 30 respondents, or 17.9 percent, holding an advanced degree. None of the respondents has a terminal degree.

Recommendations

According to the perceptions of the graduates, the following recommendations are made in the interest of improving the physical education program at Missouri Southern State College:

1. Student majors be required to develop and demonstrate competencies in a wide range of skills related to the many physical education activities.
2. The professional preparation curriculum offer opportunities, within the scope of the program, for student majors to obtain experience in actual and simulated teacher-student situations before student teaching.
3. Develop workshops in the diverse areas of the curriculum.

4. Re-examine the required theory courses in terms of content, relevancy, and variety.
5. Continue to emphasize courses to prepare students in the area of athletic coaching. Laboratory experiences should be included, such as attendance at varsity practice sessions.
6. Establish and conduct coaching clinics primarily to assist Missouri Southern graduates and area coaches.
7. Coaching courses now offered should be carefully evaluated in relation to current duties performed by athletic coaches in the geographic area.
8. A variety of intramural activities should be offered in order to strengthen the intramural program as well as attract more physical education majors. The students should be involved in the planning, organizing, publicizing, and officiating.
9. Include more writing and research in the required theory courses to prepare students for graduate school.
10. Develop a program to stimulate interest in graduate school and to encourage students to pursue an advanced degree.
11. Investigate the possibility of developing a graduate program in physical education at Missouri Southern State College.
12. A student major's club be organized to emphasize a

greater commitment to the profession and to encourage professional membership and participation.

13. Develop a departmental placement service for the graduates.
14. Improve advisement and counseling of physical education majors during their years at Missouri Southern State College.
15. Maintain a current file on all graduates and correspond with them on a regular basis.
16. Develop and publish a department newsletter to keep both graduates and undergraduates informed of achievements of the students and alumni and to inform students and alumni of happenings within the profession.
17. Stay in close contact with the graduates who participated in this study and encourage them to be active in alumni affairs.
18. Continue to encourage physical education major students to become certified in an additional teaching area.
19. Continue emphasis upon faculty availability for students after class and during the school day.
20. Refine the questionnaire used by this researcher and conduct a follow-up study at least once every five years to determine the status of the recent physical education graduates. Refinements of the

questionnaire should include:

- a. Hometown and high school attended.
- b. Marital status.
- c. Location of first teaching position.
- d. Amount of time between graduation and first employment.
- e. Administrative experience of the graduates.
- f. If not presently teaching, did the respondent ever hold a teaching position?
- g. If teaching, did the respondent leave teaching and then return?
- h. If not currently coaching, was the respondent ever involved in coaching? If so, to what degree?
- i. Salary range with and without supplements.
- j. An open-ended section should be placed in each category for graduates' opinions and observations.

Summary

A study of this nature is only beneficial if it is usable. Dr. Floyd E. Belk, Vice President for Academic Affairs, and Dr. Max D. Oldham, Head of the Department of Physical Education at Missouri Southern State College, are aware of this study and have served as advisors to this researcher throughout the study. Each has indicated that

implementation of several recommendations can and will be achieved. In addition, the respondents will be provided a summary of the findings and will be encouraged to participate in future research of this nature.

From the data received, the graduates of the professional preparation program at Missouri Southern State College perceive they have been adequately prepared for the positions they hold and for the goals they wish to attain. Although there were areas they felt could be improved, one hundred percent of those surveyed felt strongly that Missouri Southern State College is their school and they would recommend its professional preparation program to prospective students.

APPENDICES

APPENDIX A

Letter to Dr. John C. McDonald

Dr. John C. McDonald
Physical Education Department
Towson State University
Towson, Maryland 21204

Dear Dr. McDonald:

I am completing the requirements for the Doctor of Arts degree in Physical Education at Middle Tennessee State University. My dissertation project will be an investigation of the physical education graduates of Missouri Southern State College from 1969, when Missouri Southern became a four-year institution, to the present. Finding a suitable questionnaire is a major consideration when conducting this type of study. The questionnaire designed for your study of Towson State University physical education graduates will meet my needs, with a few modifications.

I respectfully request permission to use your questionnaire for my dissertation project which will be conducted during the Fall Term of 1982.

Your approval and any suggestions you may have concerning the proper use of the questionnaire would be greatly appreciated.

Thank you.

Sincerely,

James N. Phillips

APPENDIX B

Letter to Missouri Southern State College
Physical Education Graduates

Dear Missouri Southern Graduate:

I am presently conducting a survey of the physical education graduates of Missouri Southern State College in partial fulfillment of the requirement for completion of the Doctor of Arts degree. All students who graduated with a major in physical education since 1969 are being asked to participate.

You, as a graduate, can be of great service to MSSC and the Physical Education Department by giving a few minutes of your time to answer the enclosed questionnaire. We need your help!

In completing the enclosed questionnaire, it is important that you answer all questions that pertain to you. Each item is essential. Of course, all information will be treated confidentially.

You will also find enclosed a self-addressed, postage-paid envelope for your convenience in returning the completed survey.

A copy of the completed dissertation will be placed in the Missouri Southern State College library for your study.

Thank you for your help to me, the Physical Education Department, and Missouri Southern State College. It is hoped that this research will be of great value in strengthening the physical education program at Missouri Southern.

Sincerely,

James N. Phillips
Physical Education Department

Enclosures

APPENDIX C

Letter from Dr. Floyd Belk

Dear Graduate:

As you recall from your undergraduate years, Missouri Southern is continually searching for methods of better serving our students.

Mr. James Phillips, a coach and physical education professor at Missouri Southern, is currently finishing the requirements for a Doctor's Degree in Higher Education. As a part of those requirements, he is completing a study that we hope will have an impact on our curriculum.

Find enclosed a questionnaire regarding our coaching and physical education requirements. Please take the time to fill out and mail us your answers to these questions. Thank you for your cooperation.

If you find need for service from your college, please let us know.

Sincerely,

Floyd E. Belk
Vice President for Academic Affairs

FEB:nlb

Enclosure

APPENDIX D

The Questionnaire

Status Evaluation of the Physical Education
Graduates of Missouri Southern State College
1969-1982

Category One--Personal Data

1. Year entered Missouri Southern State College? _____
2. Year graduated from Missouri Southern State College?

3. Did you attend another college/university prior to MSSC enrollment? Yes No
4. Did you attend a junior/community college prior to MSSC enrollment? Yes No
5. Place presently employed? City _____ State _____
6. Age? 20-25 36-40
 26-30 over 40
 31-35
7. Sex:
8. Major reason for attending MSSC?

<u> </u> Near home <u> </u> Reputation of school <u> </u> Cost	<u> </u> Location of school <u> </u> A friend, teacher, or coach <u> </u> Other--specify _____ _____
---	--
9. Earned income during the past taxable year?

<u> </u> Less than \$10,000 <u> </u> \$10,001 - \$15,000 <u> </u> \$15,001 - \$20,000	<u> </u> \$20,001 - \$25,000 <u> </u> \$25,001 - \$30,000 <u> </u> Above \$30,000
--	--
10. Have you pursued graduate study? Yes No
If yes, how many graduate hours have you completed?

11. Have you completed a graduate degree? Yes No
If yes, what degree? _____ Year completed?

12. Cumulative grade point average upon graduation from MSSC?

<u> </u> 2.0 - 2.4 <u> </u> 2.5 - 2.9	<u> </u> 3.0 - 3.4 <u> </u> 3.5 - above
--	--

13. Upon graduation from MSSC, how many credit hours had you earned?
- | | |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> 120-125 | <input type="checkbox"/> 136-140 |
| <input type="checkbox"/> 126-130 | <input type="checkbox"/> 141-above |
| <input type="checkbox"/> 131-135 | |
14. Professional organizations to which you now belong?
- ☐ National Education Association
- ☐ State Education Association
- ☐ Community Teachers Organization
- ☐ American Alliance for Health, Physical Education, Recreation, and Dance
- ☐ State Alliance for Health, Physical Education, Recreation, and Dance
- ☐ Others: _____
15. Were you certified in another area besides physical education upon graduation?
- ☐ Yes ☐ No If yes, which area? _____
16. Did you graduate without having completed your student teaching?
- ☐ Yes ☐ No
17. While at MSSC did you participate in intercollegiate sports?
- ☐ Yes ☐ No If yes, what sport(s)? _____
18. Did you participate in the MSSC intramural sports program?
- ☐ Yes ☐ No If yes, what sport(s)? _____
19. How many years of your undergraduate preparation did you spend at MSSC? _____

Category Two--Educational Employment Data

(If you are not an employee of an educational system, go directly to Category Three.)

20. Classification of your school system?
- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Rural | <input type="checkbox"/> Suburban |
| <input type="checkbox"/> Small city or town | <input type="checkbox"/> Urban |

21. Number of pupils in your school?

☐ Less than 500 ☐ 1,501 - 2,000
☐ 501 - 1,000 ☐ 2,001 - more
☐ 1,001 - 1,500

22. Teaching experience.

(Example: X elem. 7 years 3 public 4 private)

☐ Elementary ☐ years ☐ public ☐ private
☐ Junior High ☐ years ☐ public ☐ private
☐ High School ☐ years ☐ public ☐ private
☐ Comm. College ☐ years ☐ public ☐ private
☐ Coll./Univ. ☐ years ☐ public ☐ private
☐ Other ☐ years ☐ public ☐ private

Specify: _____

23. Check the primary teaching situation in which you are now engaged.

☐ Teaching only physical education
☐ Teaching only health
☐ Teaching health and physical education
☐ Elementary classroom teaching
☐ Coaching only
☐ Coaching and teaching _____ subject
☐ Teaching academic area of _____ only

24. Number of times you have changed employers since you received your undergraduate degree? _____

Category Three--Present Employment Data

25. Type of organization presently employed?

☐ Public school system ☐ State or federal government
☐ Parochial system ☐ Local or county government
☐ Private school ☐ Private business
☐ Community college ☐ Self-employed
☐ Junior college ☐ Non-profit organization
☐ College/university ☐ Other--specify _____

26. How did you locate your first job upon graduation from MSSC?

☐ Faculty at Missouri Southern
☐ College placement office
☐ Placement or employment agency
☐ Family or friend
☐ Newspaper or periodical
☐ Other--specify _____

27. If you are not teaching, did you ever seek a teaching position?
 ___ Yes ___ No ___ Not applicable
28. Are you satisfied with your present position from an economical standpoint?
 ___ Yes ___ No
29. Are you satisfied with your present position from a professional standpoint?
 ___ Yes ___ No
30. Check one activity in which you are most frequently engaged to supplement your regular income.
- | | |
|-----------------|--------------------------|
| ___ Recreation | ___ Pool management |
| ___ Officiating | ___ Sport camps |
| ___ Coaching | ___ None |
| ___ Selling | ___ Other--specify _____ |

Category Four--Coaching Data

31. Are you currently involved in coaching? ___ Yes ___ No
32. Coaching experience. Check the level and give the number of years of experience.
- | | |
|--------------------------|-----------|
| ___ Elementary school | ___ years |
| ___ Junior high | ___ years |
| ___ High school | ___ years |
| ___ Junior/comm. college | ___ years |
| ___ College/university | ___ years |
| ___ Professional | ___ years |
| ___ Recreational teams | ___ years |
| ___ None | |
33. Are you paid a supplement for coaching? ___ Yes ___ No
34. Do you receive released time during the school day because of your coaching?
 ___ Yes ___ No

35. "Head" coaching experience. Write number of years in blank next to sport.

<u> </u> Baseball	<u> </u> Softball
<u> </u> Basketball	<u> </u> Swimming
<u> </u> Cross-country	<u> </u> Tennis
<u> </u> Football	<u> </u> Track
<u> </u> Gymnastics	<u> </u> Volleyball
<u> </u> Soccer	<u> </u> Other--specify _____

36. "Total" coaching experience. Write the number of years in blank next to sport.

<u> </u> Baseball	<u> </u> Softball
<u> </u> Basketball	<u> </u> Swimming
<u> </u> Cross-country	<u> </u> Tennis
<u> </u> Football	<u> </u> Track
<u> </u> Gymnastics	<u> </u> Volleyball
<u> </u> Soccer	<u> </u> Other--specify _____

Category Five--Preparation and Evaluation Data

37. Rate the courses as to the amount of usage during your job responsibilities as a teacher. Check the blank provided. A course description may be found at the end of this questionnaire.

1--Never Use 2--Infrequently 3--Sometimes
4--Frequently 5--Very Frequently

<u>Course</u>	1	2	3	4	5
Fundamentals of Phy. Ed. Activities	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
The Elem. School Phy. Ed. Program	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Teaching Elem. School Phy. Ed.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Theory & Analy. of Selected Tm. Spts.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Rhythmic Form & Analysis	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
History & Phil. of Phy. Ed.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Motor Learning in Phy. Ed.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Kinesiological Approach to Movement	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Theory of Basketball	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Theory of Football	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Theory of Track & Field	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Socio-Psycho. Aspects of Athletics	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
School Health Education	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Physiology of Exercise	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Prevention & Care of Injuries	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Administration of Phy. Ed.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

38. The following items describe aspects of and services from the department of physical education. In the space check the degree to which you were satisfied.

1--No Experience with Item 2--Highly Dissatisfied
 3--Dissatisfied 4--Satisfied 5--Highly Satisfied

Item	1	2	3	4	5
Overall Quality of Instruction	___	___	___	___	___
Faculty Interest in Students	___	___	___	___	___
Faculty Availability after Class	___	___	___	___	___
Counseling for Course Selection	___	___	___	___	___
Assistance Finding Employment	___	___	___	___	___
Facilities of Department	___	___	___	___	___
Equipment of Department	___	___	___	___	___
Student-Faculty Relationships	___	___	___	___	___
Intercollegiate Sports	___	___	___	___	___
Intramural Sports	___	___	___	___	___
Overall Department Atmosphere	___	___	___	___	___

39. Rank from 1 (most important) to 16 (least important) the theory courses in relation to your professional competence and growth as a teacher.

___ Fundamentals of Physical Education Activities
 ___ The Elementary School Physical Education Program
 ___ Teaching Elementary School Physical Education
 ___ Theory & Analysis of Selected Team Sports
 ___ Rhythmic Form and Analysis
 ___ History & Philosophy of Physical Education
 ___ Motor Learning in Physical Education
 ___ Kinesiological Approach to Movement
 ___ Theory of Basketball
 ___ Theory of Football
 ___ Theory of Track & Field
 ___ Socio-Psychological Aspects of Athletics
 ___ School Health Education
 ___ Physiology of Exercise
 ___ Prevention & Care of Injuries
 ___ Administration of Physical Education

Why do you feel your #1 choice was the most valuable?

40. Rate your overall preparation of teaching physical education.

___ Very inadequate ___ Adequate
 ___ Inadequate ___ Moderately adequate
 ___ Very adequate

41. Rate your student teaching experience.

<input type="checkbox"/> Very inadequate	<input type="checkbox"/> Adequate
<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderately adequate
	<input type="checkbox"/> Very adequate

42. Rate the theory courses in physical education in meeting the "realities" of the classroom.

<input type="checkbox"/> Very inadequate	<input type="checkbox"/> Adequate
<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderately adequate
	<input type="checkbox"/> Very adequate

43. Rate your preparation for coaching.

<input type="checkbox"/> Very inadequate	<input type="checkbox"/> Adequate
<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderately adequate
	<input type="checkbox"/> Very adequate

44. What was the one primary strength of your undergraduate program?

<input type="checkbox"/> Quality of instruction	<input type="checkbox"/> Leadership
<input type="checkbox"/> Faculty-student rapport	<input type="checkbox"/> Facilities and equipment
<input type="checkbox"/> Variety of courses	<input type="checkbox"/> Other--specify _____

45. What was the one primary weakness of your undergraduate program?

<input type="checkbox"/> Quality of instruction	<input type="checkbox"/> Leadership
<input type="checkbox"/> Faculty-student rapport	<input type="checkbox"/> Facilities and equipment
<input type="checkbox"/> Variety of courses	<input type="checkbox"/> Other--specify _____

46. Do you think it is important to be able to demonstrate a skill as a teacher?

☐ Yes ☐ No

47. Are you satisfied with the progress that you are making towards the goals which you set for yourself as a physical education graduate?

<input type="checkbox"/> Extremely dissatisfied	<input type="checkbox"/> Satisfied
<input type="checkbox"/> Dissatisfied	<input type="checkbox"/> Extremely satisfied

48. Check the degree of satisfaction to which you feel MSSC prepared you for additional academic work.

<input type="checkbox"/> Extremely dissatisfied	<input type="checkbox"/> Satisfied
<input type="checkbox"/> Dissatisfied	<input type="checkbox"/> Extremely satisfied

49. Would you recommend to a friend the program of study at MSSC?

☐ Yes ☐ No

Category Six--Recommendations

Please include any of your ideas or suggestions which you feel would improve the undergraduate professional preparation program in physical education. List any experiences, courses, or other activities that you think would help one to be better prepared to teach physical education.

The Professional Preparation Theory
Courses in Physical Education
At Missouri Southern State College

The following are listed as required courses in the program of physical education. The course title and course description of those required courses are presented.

Fundamentals of Physical Education Activities. Study of the skills and understandings of selected activities: games, sports, individual activities, gymnastics, tumbling, and rhythms commonly found in the school program.

The Elementary School Physical Education Program. A course designed to familiarize the student with the procedures and techniques for planning the curriculum for elementary school physical education.

Teaching Elementary School Physical Education. Analysis of basic movement patterns, basic skills, rhythmic and game activities with detailed explanations of presentation to the elementary school child.

Theory and Analysis of Selected Team Sports. A professional course designed for physical education teachers with emphasis on organizing and performing of selected team sports.

Rhythmic Form and Analysis. Analysis of dance forms showing how complex music and dance forms are evolved.

History and Philosophy of Physical Education. A study of the changing role of physical education as indicated by its historical past and as evidenced through the influence of the various philosophies.

Motor Learning in Physical Education. Study of motor learning to provide the teacher with the background necessary for identification of physical, mental, social, and emotional development of children and their effect on behavior and movement.

Kinesiological Approach to Movement. A mechanical and kinesiological approach to the movement of individuals in various activities.

Theory of Basketball. Organization and management of the secondary school basketball program. Systems of offense and defense in basketball. Study of rules, training schedule, discussion of problems arising during training and regular planning season.

Theory of Football. Attention to team play, systems of offense and defense, field strategy, discussion of rules, training and equipment.

Theory of Track and Field. Organization and administration of meets, coaching, physical conditioning and training for each event in track and field programs.

Socio-Psychological Aspects of Athletics. Behavior exhibited in the learning of skills and physical performance related to sociological and psychological concepts connected with the demands of physical activities. Group and individual activities and conflicts in sport are analyzed; the effect of sport on society is also studied.

School Health Education. Study of the content, facilities, and equipment needed for teaching school health and safety. Separate sections with emphasis on Health and Nutrition Programs for children are taught for elementary majors.

Physiology of Exercise. An emphasis is placed on human responses to varying levels of physiological conditioning and the environment within which the exercise is taken. Specifically, the course includes physiological principles to better understand human physiology under exercise stress.

Prevention and Care of Injuries. A course designed to provide knowledge to the student related to preventing, care, and rehabilitation of injuries.

Administration of Physical Education. Organization and management of health and physical education in schools, scheduling, personnel, curriculum, finances, equipment and facilities. The intramural program is also studied.

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