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AN INVESTIGATION OF PROFESSIONAL PERIODICAL READING HABITS
OF WOMEN ATHLETIC DIRECTORS IN SELECTED FOUR-YEAR
SOUTHEASTERN COLLEGES AND UNIVERSITIES

Middle Tennessee State University

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UNIVERSITIES

Carolyn E. Landreth


A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
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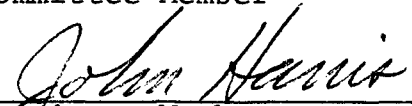
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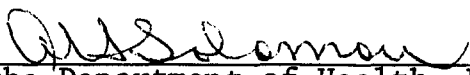
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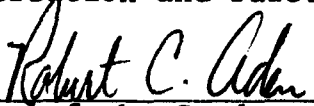
Graduate Committee:


Major Professor


Committee Member


Committee Member


Head of the Department of Health, Physical Education,
Recreation and Safety


Dean of the Graduate School

ABSTRACT

AN INVESTIGATION OF PROFESSIONAL PERIODICAL READING HABITS OF WOMEN ATHLETIC DIRECTORS IN SELECTED FOUR-YEAR SOUTHEASTERN COLLEGES AND UNIVERSITIES

by Carolyn E. Landreth

This study was designed to investigate the professional periodical reading habits of women athletic directors in selected southeastern colleges and universities.

With the help of a jury of experts, a survey instrument was devised. Fourteen periodicals and eight variables were used in the study. A determination of the relationship regarding degree of reading of each periodical, subscription to each periodical, familiarity, and unfamiliarity with each periodical was made with each variable.

The survey instrument was sent to seventy-one women athletic directors and fifty-five were returned. Two were returned by men and five did not contain sufficient information to be included in the study. Data were analyzed

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and relationships between each variable and the reading habits of the women athletic directors surveyed were reported by percentages.

Results of the study indicate that women athletic directors generally do not read the selected professional periodicals regularly. Among the individuals surveyed, the percentage of regular readers is closely associated with the percentage of subscribers to the particular periodical. Based upon the responses received, the following variables influenced professional periodical reading habits of the women athletic directors surveyed: age, marital status; number of children; years experience teaching only; years experience teaching and coaching; years experience as an athletic administrator; responsibilities; memberships in professional organizations; and educational degree level. Other variables used in the study which did not influence reading habits are years experience coaching only and date of last convention or workshop attended.

In an effort to contribute to the improvement of professional periodical reading habits of women athletic directors, recommendations were made to: (1) design undergraduate and graduate programs which require students to demonstrate the ability to read and interpret information from professional periodicals; (2) provide week-end workshops, conferences, and similar meetings; (3) require

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continuing education units each year; (4) hold meetings to discuss implementation of suggestions in contemporary literature; and (5) recognize that individuals whose job is strictly administrative read more than those with multiple responsibilities.

Educators in leadership positions for institutions of higher learning should also be encouraged to develop professional periodical reading requirements in existing preparatory courses, as well as develop courses for specialized professional reading and analysis as a means of providing a foundation for future professional reading habits.

Similar investigations should be made toward the determination of professional periodical reading habits within our various disciplines, for students and faculty, across the nation. Results should be compiled and publicized extensively to professional educators.

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The jury of experts and women athletic directors from selected southeastern colleges and universities.

Finally, the writer is indebted to her mother, father, and grandmother for their constant support, love, and understanding during this study and throughout the doctoral program.

This study is dedicated to the memory of the writer's grandmother who died prior to completion of the doctoral program.

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Chapter 1

INTRODUCTION

Surveys of professional periodical reading habits have for some time been needed in health, physical education, recreation, and athletics. This survey is an inquiry into the professional reading habits of women athletic directors in selected four-year southeastern colleges and universities.

Long after a degree has been awarded, reading remains one of the most important ways an individual can continue to develop professionally and personally. Few studies have focused upon the reading habits of teachers.¹ As a result, assumptions are made and conclusions are drawn without sufficient or appropriate data.

Few studies regarding professional periodical reading habits have been conducted. Seemingly, a study such as this one should provide useful information for women who are now or aspire to be directors of women's athletics.

¹Stanley I. Mour, "Do Teachers Read?", The Reading Teacher, XXX (January, 1977), 397-401.

According to Humphrey, Love, and Irwin, professional reading is considered as practically indispensable to growth in service, if one is to abide by any reasonably high professional standard.² During recent decades, knowledge and accompanying literature in various disciplines have increased at an unprecedented rate.³ This knowledge explosion makes it more difficult on educators to meet their responsibilities in keeping abreast of new information in their respective disciplinary areas.

The extent to which professional literature is consulted rests largely with individual directors. Professional magazines and various other publications are essential sources as the directors seek to keep abreast of the times in athletic administration. Many articles appearing in these professional publications are very timely. Information obtained often has direct application to teaching and coaching and may also be of practical help. Some articles are concerned with important issues and developments of the day, others with scientific advances in

²James H. Humphrey, Alice M. Love, and Leslie W. Irwin, Principles and Techniques of Supervision in Physical Education (Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1972), p. 140.

³Charles K. West, "The Knowledge Explosion and the Need for Revaluing Knowledge," Intellect, CI (November, 1972), 107-109.

sports performance, and some have clarified the effects of physical activity.⁴

Gentile indicates that reading allows an individual the opportunity to grow and develop insights into life and the world at large; thus, he is able to make effective decisions that lead to personal health and happiness.⁵

A basic source of ideas leading to professional growth and development for educators is professional reading.⁶ Metzger cites eight studies indicating that principals, supervisors, and teachers hold high regard for professional reading and the provision of adequate libraries in the evaluation of factors necessary for professional growth.⁷ The fact that professionals demonstrated a regard for quality reading material was also revealed by these studies.

A study by Whaley indicated high school and junior high physical educators in the middle Tennessee area seldom

⁴Granville B. Johnson, Warren R. Johnson, and James H. Humphrey, Your Career in Physical Education (New York: Harper and Brothers, 1957), p. 229.

⁵Lance M. Gentile, "Why Is Reading So Special?", Journal of Reading, XIX (February, 1976), 378-380.

⁶Paul Metzger, "Professional Reading: Key to Inservice Development," Catholic School Journal, LXVIII (February, 1968), 40.

⁷Metzger, p. 40.

read from periodicals pertaining to health, physical education, and recreation.⁸

A similar study by Sharp revealed that physical educators generally do not read selected professional periodicals regularly. Among the individuals surveyed, the percentage of regular readers was closely associated with the percentage of subscribers to the particular periodical.⁹ Thus, it follows that physical educators in leadership positions should encourage subscription to periodicals and should make selected periodicals available.

STATEMENT OF THE PROBLEM

The purpose of this study was to survey the professional periodical reading habits of women athletic directors in selected four-year southeastern colleges and universities. An additional purpose was to compare the periodical reading habits according to the following: (1) age; (2) marital status; (3) number of children; (4) years of experience teaching only, years of experience coaching

⁸Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 85.

⁹Roy Gene Sharp, "An Investigation of Professional Periodical Reading Habits of Physical Educators in Selected Tennessee Colleges and Universities" (unpublished doctoral dissertation, Middle Tennessee State University, 1976), p. 75.

only, years of experience teaching and coaching, and years of experience in athletic administration; (5) responsibilities; (6) number of professional organization memberships; (7) date of attendance at last convention or workshop; and (8) educational degree level.

PURPOSES OF THE STUDY

The study was an attempt to ascertain the extent to which selected professional periodicals were read. An effort was made to determine if there are particular variables that appear to affect the reading habits of the individuals surveyed. An additional purpose was to determine percentages of subscription to and unfamiliarity with each periodical.

Fisher claims reading habits are a sign of one's professional interest.¹⁰ Some educators have stated professional reading habits are indicators of a high professional standard.¹¹ This investigation will indicate the professional reading interest in selected periodicals of the women athletic directors surveyed.

¹⁰Helen Fisher, "Teacher's Reading Habits--A Sign of Professional Interest," The Journal of Educational Sociology, XXXII (October, 1958), 127.

¹¹Cyrus Mayshark and Roy A. Foster, Health Education in Secondary Schools (St. Louis: The C. V. Mosby Company, 1972), p. 323.

Gaverick proposes that teaching and reading are highly related areas and that reading should be an indispensable part of being a teacher.¹² Results of this study will indicate how well the women athletic directors surveyed associate professional reading with their administrative responsibilities.

SIGNIFICANCE OF THE STUDY

This study should reveal the professional periodical reading habits of women athletic directors in selected four-year colleges and universities. Findings and recommendations should be used to encourage the women athletic directors to read literature appropriate to their occupations.

Studies reported by Fisher concerning professional growth of teachers have shown professional reading to be a prominent factor in their professional growth.¹³

If reading habits are appropriate for one's discipline, they should be beneficial to the administrator and to those with whom she is involved in an administrative capacity. This study will disclose the professional reading habits of the women athletic directors surveyed.

¹²Charles M. Gaverick, "Teachers as Readers of Professional Journals," Contemporary Education, XLI (October, 1969), 27.

¹³Fisher, p. 127.

DELIMITATIONS OF THE STUDY

This study was limited to the seventy-one, four-year southeastern colleges and universities which had women athletic directors. Additionally, the study was limited to the reading habits of the women athletic directors as they related to the selected professional periodicals associated with athletic administration and athletics in general. Only variables selected from those variables approved by a jury of experts were analyzed.

DEFINITIONS OF TERMS

Professional periodical. This term refers to selected periodicals published by professional associations which are designed to present current trends and problems, research, and information pertinent to the successful administration of women's athletics.

Regular reading. The term regular reading is used in this survey to indicate reading between 75 and 100 percent of the issues and at least 50 percent of the articles appearing in the issues.

Periodic reading. Periodic reading refers to reading between 50 and 75 percent of the issues and at least 50 percent of the articles appearing in the issues.

Irregular reading. If less than 50 percent of the issues and less than 50 percent of the articles in the issues are read, reading is considered to be irregular.

Woman athletic director. The woman athletic director is the individual having athletic administrative duties in an athletic or physical education department in an institution of higher learning.

Jury of experts. The jury of experts was composed of seven women athletic directors from colleges and universities outside the southeast considered to have outstanding programs in intercollegiate athletics for women.

Southeastern. Southeastern refers to the seven states which comprise the Southeastern Conference. Included in this conference are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, and Tennessee.

Chapter 2

REVIEW OF RELATED LITERATURE

A review of related literature reveals a sparseness of investigation into professional reading habits. Since little, if any, research has been reported regarding the professional periodical reading habits of women athletic directors, an inquiry into the reading habits of educators in general will be made.

REASONS FOR READING PROFESSIONAL LITERATURE

Keeping abreast of the professional literature in any discipline is a taxing obligation, but an obligation which should be accepted.¹ Women athletic directors need to be aware of the necessity for continually widening their breadth of athletic awareness.

Membership in professional organizations provides many benefits and is particularly helpful in the in-service

¹Ruth Evans and Leo Gans, Supervision of Physical Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 120.

growth of sports leaders.² One advantage of professional affiliations on either an institutional or individual basis is the opportunity to receive a variety of pertinent publications and other materials. Such literature may include rule books, regular periodicals, newsletters, and various types of teaching aids such as audio-visual materials and up-to-date information on such specific topics as maintenance, facilities, and equipment.³

Knowledge in our sciences, arts, and other disciplines is in grave need of relative valuing. According to West, should this not be done, many anti-educational trends will heighten and continue.⁴

Lomax maintains that continued preparation throughout one's teaching career is an increasing need not only in the profession of education but in all other professions.⁵ One means of keeping professionally up-to-date is to be well read and, therefore, aware of research and empirical knowledge reported in current publications.

²Jack F. George and Harry A. Lehmann, School Athletic Administration (New York: Harper & Row, Publishers, 1966), p. 379.

³George and Lehmann, p. 379.

⁴Charles K. West, "The Knowledge Explosion and the Need for Revaluing Knowledge," Intellect, CI (November, 1972), 109.

⁵Paul S. Lomax, "The Problem of Keeping Prepared," Journal of Business Education, XLIII (December, 1967), 92.

What do educators read to remain informed in their particular discipline? Moffatt and Rich indicate that teachers read professional journals which contain information specifically related to their jobs or publications of professional societies of which they are members.⁶

Krebs believes, if teachers are interested in professional growth and not of having a job alone, reading is essential.⁷ Professional reading toward professional growth is an important part of the in-service program. Because the teacher is well informed, controversial issues can be defined when attacked by the public.⁸ Important relevant publications should be made available, and educators need to be informed about the availability of such publications and their importance to professional advancement.⁹

TEACHERS AS READERS OF PROFESSIONAL JOURNALS

Fisher has cited studies by Weber and Mitchum which lend support to the conclusion that educators are readers of

⁶Maurice P. Moffatt and Stephen G. Rich, "The Educator's Professional Reading," The Journal of Educational Sociology, XXIX (October, 1955), 69.

⁷Alan R. Krebs, "Professional Reading: Professional Growth," Overview (April, 1960), 51.

⁸Krebs, p. 51.

⁹Lomax, p. 52.

professional literature.¹⁰ Weber's study of promising techniques for improving instruction placed professional reading in the form of adequate libraries among the five most desirable techniques. Mitchum's research concluded that teachers ranked professional reading among the five most helpful reasons for their professional growth.

According to Fisher, rather than considering reading an obsolete adventure, educators acknowledged the activity as being important to their professional growth and read in order to do a better job teaching.¹¹

Ninety-four percent of the American public age sixteen or older read magazines, newspapers, adventure books, historical novels, biographies, or autobiographies. This information was disclosed as the result of a consumer research study on reading and book purchasing conducted by Yankelovich, Shelly, and White, Inc.¹²

Although many Americans do read, Balow feels the quantity of material read is not a sufficient indication of

¹⁰Helen Fisher, "Teachers Reading Habits--A Sign of Professional Interest," The Journal of Educational Sociology, XXXII (October, 1958), 132.

¹¹Fisher, p. 132.

¹²Kathryn LeGrand-Brodsky, "Hope for Reading in America: Practically Everyone Reads," The Reading Teacher, XXXII (May, 1979), 947.

the status of literacy in our society.¹³ Generally, studies reveal that differences in the types of magazines read are highly related to years of schooling completed.¹⁴ Important evidence may be found by investigating the quality of reading being done.

Research into reading habits of educators has shown them to be readers; however, the quality of their reading sources may be subject to question.¹⁵ A concerted effort needs to be made to determine the level and amount of reading and to influence educators to read professional literature, especially that which is relevant to their discipline.

Fifty educators who were interviewed by Fisher were prolific readers of both professional and non-professional materials.¹⁶ This group indicated the main reasons for professional reading were interest and a sense of professional duty.¹⁷

¹³Bruce Balow, "Magazine Reading Among Teachers and Prospective Teachers," Journal of Teacher Education, XII (March, 1961), 57.

¹⁴Balow, p. 57.

¹⁵Samuel Weintraub, "Teachers Reading: Quantity and Quality," The Reading Teacher, XXI (October, 1967), 71.

¹⁶Fisher, p. 282.

¹⁷Fisher, p. 289.

EDUCATORS AS NON-READERS

The first known attempt to survey the professional reading habits of physical educators was apparently made by Whaley.¹⁸ He surveyed male physical educators in 132 junior and senior high schools and concluded that limited reading was occurring in relation to the teaching responsibility.¹⁹ In cases where percentages of subscribers and readers were high, the periodicals were related to athletics.

Sharp surveyed 176 physical educators across the state of Tennessee in selected colleges and universities. He found that only two professional periodicals were read regularly by 50 percent or more of those surveyed.²⁰

A study by Spruston, although limited to reading habits in research literature by physical educators, draws some conclusions pertinent to this study.²¹ Certain factors

¹⁸Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 1.

¹⁹Whaley, p. 85.

²⁰Roy Gene Sharp, "An Investigation of Professional Periodical Reading Habits of Physical Educators in Selected Tennessee Colleges and Universities" (unpublished Doctoral dissertation, Middle Tennessee State University, 1976), p. 29.

²¹Nelson Spruston, "Research Reading Habits of Physical Educators" (unpublished Master's thesis, University of Oregon, 1973), p. 114.

are apparently not related to the reading of research studies. These include age, years of teaching experience, and level of education. Spruston also concluded that the most frequently stated reason physical educators do not read research material was lack of time. Few of the individuals surveyed in this study were members of professional physical education organizations.²²

Teachers in a stratified random sample of 100 Minnesota elementary schools were surveyed to determine their professional reading habits.²³ The instrument used for collection of information requested each respondent to indicate how often he read certain periodicals published for elementary teachers and whether his school subscribed to the periodical. Analysis of the data suggests the following: elementary teachers most frequently read educational periodicals of a pragmatic nature; the findings show a high correlation between teacher readership and school subscriptions; and, in contrast to Spruston, the findings further suggest age is a significant factor in teachers' professional reading habits.²⁴ The fact that the 20-30 age

²²Spruston, p. 115.

²³John J. Cogan, "Elementary Teachers as Nonreaders," Phi Delta Kappan, LVI (March, 1975), 495.

²⁴Cogan, p. 495.

group tended to read less than other age groups has possible implications for undergraduate teacher education.²⁵ Perhaps what this study indicates most clearly is that teachers do very little professional reading. Mour states that teachers apparently are not avid readers; they read a minimal amount of both professional and non-professional material.²⁶

Fisher's study found younger teachers did less reading than older teachers except in manuals and guides which they used far more devotedly than the experienced teachers.²⁷ The academic degree obtained did not seem to be significant in these cases.²⁸

A study by Balow indicates educators are reading only slightly more than the average non-educator.²⁹ Both educators and prospective educators are reading essentially non-scholarly magazines. The study shows an overall predominance of escape reading and an absence of intellectually stimulating reading.³⁰

²⁵Cogan, p. 495.

²⁶Stanley I. Mour, "Do Teachers Read?", The Reading Teacher, XXX (January, 1977), 401.

²⁷Fisher, p. 285.

²⁸Fisher, p. 286.

²⁹Balow, p. 57.

³⁰Balow, p. 59.

A report by Graves indicated that about half the teachers in his study (grades K through 14) reported reading only a daily newspaper regularly and a little less than 40 percent read news journals like Time and Newsweek.³¹ General reading habits of scholarly material appear to be disappointing as well.³²

Peterson contends that such a close connection lies between how well students read and how much educators read that we should be concerned with the amount of professional reading being done by educators.³³ The implication is that students will be more likely to read and read more efficiently if their teachers are readers. Odland and Ilstrup indicate the professional reading habits of educators are poor in that they are not very active readers.³⁴

Teaching and reading are highly associated areas, and it appears reading is an indispensable part of a teacher's responsibilities. Available research on reading

³¹Walter A. Graves, "Teachers Reading and Recreational Interests," NEA Journal, LV (November, 1966), 18.

³²Graves, p. 19.

³³Dorothy G. Peterson, "The Teacher's Professional Reading," Elementary School Journal, LXIII (October, 1963), 3.

³⁴Norine Odland and Therese Ilstrup, "Will Reading Teachers Read?", The Reading Teacher, XVII (November, 1963), 87.

habits of teachers indicates they are not generally very active readers.³⁵ A major conclusion drawn by Gaverick is that many teachers are not extensive readers of professional material, and steps should be taken by supervisors and administrators to improve or increase professional reading.³⁶ This seems to have implication for professional preparation in colleges and universities. Prospective teachers may not have been required to read professional journals and, as a result, they may not require or encourage such reading of their own students. Institutions of higher learning may need to consider a professional periodical reading requirement.

TEACHER ATTITUDE TOWARD READING

Studies dealing purely with teacher attitude toward reading have been fairly rare. Mueller (1973) surveyed preservice teachers in reading methods classes.³⁷ Of those surveyed, 70 percent chose television or movies over reading a book; more than 50 percent chose television news over a

³⁵Charles M. Gaverick, "Teachers as Readers of Professional Journals," Contemporary Education, XLI (October, 1969), 27.

³⁶Larry J. Mikulecky and Jerilyn K. Ribovich, "Reading Competence and Attitudes of Teachers in Preparation," Journal of Reading, XX (April, 1977), 573.

³⁷Mikulecky and Ribovich, p. 574.

newspaper; and 40 percent ranked reading fourth or lower on a list of seven leisure activities.³⁸

One of the most effective, yet often overlooked, means for continuing professional growth is a regular and conscientious program of professional reading.³⁹ Gaverick proposes that now is an important time to study the professional reading habits of teachers.⁴⁰ At best, research raises many questions about teachers as readers and indicates a need for preparatory emphasis upon professional reading habits in our institutions of higher learning. Throughout the study, coaches have been considered teachers.

³⁸Mikulecky and Ribovich, pp. 573-579.

³⁹Cogan, p. 495.

⁴⁰Gaverick, p. 29.

Chapter 3

METHODS AND PROCEDURES

INTRODUCTION

Whaley's survey instrument, revised by a jury of experts, was administered to women athletic directors in the selected seventy-one four-year southeastern institutions of higher learning.¹

SELECTION OF THE JURY OF EXPERTS

Letters were sent to randomly selected women athletic directors outside the Southeastern Conference asking them to list six or eight colleges and universities outside the Southeastern Conference with women athletic directors. These were to be colleges which they felt had outstanding intercollegiate athletic programs for women. From these lists, ten women athletic directors were selected

¹Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 95.

to serve on the jury of experts for development of the survey instrument.

CONSTRUCTION OF THE INSTRUMENT

In order to obtain the opinion of the jury, a periodical check list was designed. Fourteen periodicals were selected which related to athletic administration and athletics in general and which were felt to be the ones most likely read by women athletic directors. Jury members were asked to check periodicals they felt should be read by college and university women athletic directors. Additional suggestions for the list of periodicals were also solicited. Two of the original fourteen periodicals were deleted because less than three of the ten jury members felt they should be included on the survey instrument; however, two additional periodicals were included because at least three jury members listed them as additional suggestions.

Several variables felt to have influence upon the professional reading habits of women athletic directors were presented. Jury members were requested to check variables they considered to have possible influence upon professional reading habits of the women and to make additional suggestions for completion of the list of variables. Variables receiving at least three votes were included in the survey instrument.

Jury members were asked if they thought camouflage items would be helpful in obtaining a more realistic response to periodical reading habits of individuals to be surveyed. Since the jury responded two to one against the inclusion of such items, they were not included.

COLLECTION OF DATA

In August of 1979, the survey instrument, an explanatory letter, and a stamped, self-addressed envelope to facilitate returns were mailed to the seventy-one women athletic directors. After mailing the instrument, a period of three weeks was allowed for the women to respond, then a follow-up letter was sent to those who did not return the survey instrument.

ANALYSIS OF DATA

Data from the instrument were analyzed to determine the professional reading habits of women athletic directors as they related to each of the selected periodicals. The extent to which each periodical was read and the percentage of women athletic directors who: (1) subscribed to the periodicals, (2) did not subscribe but read the periodicals, (3) were familiar with but did not read the periodicals, and (4) were not familiar with the periodicals were indicated for each periodical. Using percentages within tables of specification, the study indicated the relationship of

subscription, familiarity, and degree of reading to the variables used.

Variables used in the study were: age; marital status; number of children; years of experience as a teacher only; coach only, teacher/coach, and athletic administrator; responsibilities; memberships in professional organizations; date of last attendance at an athletic convention or workshop; and degree obtained. For each variable, the degree to which each periodical was read and the percentage who: (1) subscribed to each periodical, (2) did not subscribe but read from each periodical, (3) were familiar with each periodical but did not read it, and (4) were unfamiliar with each periodical were computed.

Analysis of the data collected from the survey was used to determine the amount of reading women athletic directors were doing regarding the professional periodicals perceived to be important by the jury of experts.

Chapter 4

ANALYSIS OF DATA

INTRODUCTION

Whaley's¹ survey instrument, revised with the help of a jury of experts, was used to survey the professional periodical reading habits of women athletic directors in selected four-year colleges and universities in the southeast. Responses to the survey instrument were recorded and analyzed to determine, by percentage, the extent to which the women athletic directors read from each of the fourteen periodicals. Percentages were also computed to determine who subscribed to the periodicals, those who did not subscribe but read the periodicals, those who were familiar with but did not read the periodicals, and those who were unfamiliar with the periodicals.

Variables used in the study were: age; marital status; number of children; years of experience teaching

¹Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 95.

only, coaching only, teaching/coaching, and experience as an athletic director; responsibilities; memberships in professional organizations; date of last attendance at an athletic convention or workshop; and degree obtained. For each variable, percentages were computed to determine the extent to which each periodical was read (regularly, periodically, or irregularly). Also, for each variable, the percentage who subscribed to each periodical, the percentage who did not subscribe but read from the periodicals, the percentage who were familiar with the periodicals but did not read them, and the percentage unfamiliar with each periodical were computed.

Seventy-one survey instruments were sent to the four-year colleges and universities in the southeast having women athletic directors. Fifty-five survey instruments, or 77 percent, were returned. Two of the instruments were returned by men; therefore, they were not used. Five did not contain sufficient information to warrant inclusion in the study. Analysis of the data was based on the remaining forty-eight responses providing a usable percentage of 68.

Beginning with Table 3, percentages of each group were compared in relation to each periodical. This comparison was to determine which group had the highest percentage of total or regular readers or subscribers for a particular periodical. For instance, the Athletic Journal

was read regularly by 23 percent of the 20-29 age group, by 14 percent of the 30-39 age group, and by 14 percent of the 40 and over age group; therefore, the 20-29 age group had the highest percentage of regular readers for the Athletic Journal. The 40 and over age group was credited with the highest total percentage of readers for the Athletic Journal because 64 percent of them read from it to some extent, while 54 percent of the 20-29 age group and 29 percent of the 30-39 age group read from this periodical.

Each periodical was compared in the above manner for each of the variables regarding reading percentages and subscription percentages to determine which group had the highest percentage for a particular periodical and then the numbers were tallied to ascertain how many times a particular group had been credited with the highest percentage. If two or more groups tied for the highest percentage, none was credited with the highest percentage.

OVERALL ANALYSIS OF DATA

Percentages indicating the degree to which women athletic directors read the selected periodicals may be seen in Table 1. Fifty-eight percent of all women athletic directors who returned the survey regularly read Coaching: Women's Athletics. This was the highest percentage for periodicals regularly read. The only other periodical read regularly by 50 percent or more was the Journal of Physical

Table 1
Degree of Reading, by Percentage

N = 48

<u>Periodical</u>	R	P	I	T
<u>Athletic Administration</u>	19	17	4	40
<u>Athletic Journal</u>	17	8	21	46
<u>Athletic Purchasing and Facilities</u>	46	10	13	69
<u>The Chronicle of Higher Education</u>	15	25	13	53
<u>Coaching: Women's Athletics</u>	58	8	13	79
<u>Journal of Physical Education and Recreation</u>	52	25	6	83
<u>Journal of Sports Medicine</u>	6	8	13	27
<u>Medicine and Science in Sports</u>	0	6	10	16
<u>The Physical Educator</u>	17	10	10	37
<u>Research Quarterly</u>	15	19	23	57
<u>Scholastic Coach</u>	17	17	23	57
<u>United States Women Coaches and Athletes</u>	31	15	6	52
<u>Woman Coach</u>	25	13	8	46
<u>Women's Sports</u>	48	21	8	77

R = Regular
P = Periodic
I = Irregular
T = Total

Education and Recreation. The periodical having the lowest percentage of readers was Medicine and Science in Sports.

Total reading percentages obtained by adding regular, periodic, and irregular reading percentages together reveal a range from 16 percent who read Medicine and Science in Sports to 83 percent who read the Journal of Physical Education and Recreation. Eight of the periodicals were read by 50 percent or more of the athletic directors responding to the survey. The two periodicals with the lowest percentages were the Journal of Sports Medicine and Medicine and Science in Sports with 27 and 16 percent, respectively. Total reading percentage for Athletic Administration was only 40 while two journals related to coaching, Coaching: Women's Athletics and Women's Sports, had considerably higher percentages with 79 and 77, respectively.

Table 2 indicates the degree to which the women athletic directors responding to the survey instrument subscribed to each periodical, did not subscribe but read from the periodicals, were familiar with but did not read the periodicals, and those who were unfamiliar with the periodicals.

Coaching: Women's Athletics and the Journal of Physical Education and Recreation had the highest percentage of subscribers, both with 73 percent. The two periodicals with the lowest percentage of readers also had the lowest

Table 2
Degree of Subscription, Familiarity, and
Unfamiliarity, by Percentage

N = 48

Periodical	S	NS	F	U	T
<u>Athletic Administration</u>	35	3	35	27	100
<u>Athletic Journal</u>	23	27	35	15	100
<u>Athletic Purchasing and Facilities</u>	52	16	15	17	100
<u>The Chronicle of Higher Education</u>	17	31	33	19	100
<u>Coaching: Women's Athletics</u>	73	9	8	10	100
<u>Journal of Physical Education and Recreation</u>	73	6	19	2	100
<u>Journal of Sports Medicine</u>	6	26	58	10	100
<u>Medicine and Science in Sports</u>	2	16	36	46	100
<u>The Physical Educator</u>	13	25	52	10	100
<u>Research Quarterly</u>	31	27	40	2	100
<u>Scholastic Coach</u>	21	36	35	8	100
<u>United States Women Coaches and Athletes</u>	35	27	13	25	100
<u>Woman Coach</u>	19	27	21	33	100
<u>Women's Sports</u>	56	21	15	8	100

S = Subscribed to
NS = Nonsubscriber but read
F = Familiar with but did not read
U = Unfamiliar
T = Total

percentage of subscribers. They were Medicine and Science in Sports with 2 percent and Journal of Sports Medicine with 6 percent. Ten of the fourteen journals included in the survey were subscribed to by 35 percent or less of the women athletic directors.

Medicine and Science in Sports was consistently the least read, the least subscribed to, and the least familiar of these journals. Only 2 percent subscribed to and 16 percent read from this periodical. Forty-six percent were unfamiliar with the periodical.

Thirty-five percent or more of the participants were familiar with but did not read seven of the periodicals. Responses of those who were familiar with but did not read them, along with the responses of those unfamiliar with the periodicals, disclosed a fairly high percentage of individuals who did not read in these selected periodicals.

Coaching: Women's Athletics and the Journal of Physical Education and Recreation were the most widely read, subscribed to, and the most familiar of the selected periodicals.

ANALYSIS OF DATA ACCORDING TO AGE

Table 3 presents the degree to which the women athletic directors read selected periodicals, by percentage, according to age. The age divisions are 20-29, 30-39, and 40 and over.

Table 3

Degree of Reading, by Percentage, According to Age

N = 48

Periodical	20-29 N = 13				30-39 N = 21				40 and Over N = 14			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	8	15	0	23	19	19	10	48	29	14	7	50
<u>Athletic Journal</u>	23	8	23	54	14	10	5	29	14	7	43	64
<u>Athletic Purchasing and Facilities</u>	38	8	15	61	33	19	14	66	71	7	7	85
<u>The Chronicle of Higher Education</u>	0	23	8	41	5	19	14	38	43	29	7	79
<u>Coaching: Women's Athletics</u>	62	8	8	78	67	10	10	87	43	7	21	71
<u>Journal of Physical Education and Recreation</u>	38	31	23	92	43	19	5	67	64	36	0	100
<u>Journal of Sports Medicine</u>	8	23	8	39	0	5	10	15	7	7	21	35
<u>Medicine and Science in Sports</u>	0	8	15	23	0	5	5	10	0	7	14	21
<u>The Physical Educator</u>	8	8	23	39	19	10	0	29	21	14	14	49
<u>Research Quarterly</u>	23	23	15	61	10	14	14	38	14	21	43	78
<u>Scholastic Coach</u>	15	23	23	61	29	10	14	53	7	14	36	57
<u>United States Women Coaches and Athletes</u>	46	0	0	46	38	14	5	57	14	21	14	49
<u>Woman Coach</u>	31	0	8	39	14	19	10	43	36	14	7	57
<u>Women's Sports</u>	38	23	8	69	48	14	14	76	64	21	7	92

R = Regular P = Periodic I = Irregular T = Total

The highest percentage of regular readers for six of the periodicals listed was in the 40 and over age group. The highest percentage of regular readers for five of the periodicals was in the 20-29 age group. The highest percentage of regular readers for two of the periodicals was in the 30-39 age group. Percentages above 50 of regular readers were found in all age groups with the 40 and over age group having three and the 20-29 and 30-39 age groups having only one.

The highest total percentage of readers for nine of the periodicals was in the 40 and over age group. The highest total percentage of readers for three of the periodicals was found in the 20-29 age group. For one of the periodicals, the highest total percentage of readers was in the 30-39 age group.

Drawing upon Table 3, the differences in reading habits of the three age groups may be compared in relation to the number of periodicals read by 50 percent or more in each age group.

Fifty percent or more of the women athletic directors in the 40 and over age group read to some extent from ten of the periodicals. At least 50 percent of the 20-29 age group read from seven periodicals and at least 50 percent of the 30-39 age group read from six periodicals. This comparison reveals that the oldest age group read slightly more than the two younger age groups.

Total reading percentages indicate the two most frequently read periodicals by the 20-29 age group were Coaching: Women's Athletics and the Journal of Physical Education and Recreation. Coaching: Women's Athletics and Women's Sports were the most frequently read periodicals by the 30-39 age group. In the 40 and over age group, 100 percent read from the Journal of Physical Education and Recreation and 92 percent of them read from Women's Sports. In the 20-29 and 30-39 age groups, there were no regular readers for two of the periodicals. There were no regular readers for one of the periodicals in the 40 and over age group.

Table 4 indicates the degree to which the women athletic directors subscribed to, did not subscribe but read from the periodicals, were familiar with but did not read, and were unfamiliar with each periodical, by percentage, according to age.

The highest percentage of subscribers for seven of the periodicals was in the 20-29 age group. The highest percentage of subscribers for three of the periodicals was in the 40 and over age group and the highest percentage of subscribers for two of the periodicals was in the 30-39 age group. The highest percentage of subscribers was in the 20-29 age group and the lowest percentage of subscribers was in the 30-39 age group.

Table 4

Degree of Subscription, Familiarity, and Unfamiliarity,
by Percentage, According to Age

N = 48

Periodical	20-29 N = 13					30-39 N = 21					40 and Over N = 14				
	S	NS	F	U	T	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	31	0	31	38	100	33	15	38	14	100	36	14	7	43	100
<u>Athletic Journal</u>	62	0	15	23	100	14	5	67	14	100	14	50	29	7	100
<u>Athletic Purchasing and Facilities</u>	54	0	15	31	100	38	19	24	19	100	71	15	0	14	100
<u>The Chronicle of Higher Education</u>	15	1	38	46	100	14	33	43	10	100	21	58	14	7	100
<u>Coaching: Women's Athletics</u>	77	0	8	15	100	86	4	5	5	100	50	22	14	14	100
<u>Journal of Physical Education and Recreation</u>	100	0	0	0	100	52	19	24	5	100	86	14	0	0	100
<u>Journal of Sports Medicine</u>	15	15	62	8	100	0	19	71	10	100	0	36	50	14	100
<u>Medicine and Science in Sports</u>	8	8	38	46	100	0	9	29	62	100	0	21	29	50	100
<u>The Physical Educator</u>	23	0	69	8	100	5	33	57	5	100	29	29	21	21	100
<u>Research Quarterly</u>	46	0	46	8	100	19	29	52	0	100	36	43	21	0	100
<u>Scholastic Coach</u>	46	1	38	15	100	24	38	33	5	100	0	57	43	0	100
<u>United States Women Coaches and Athletes</u>	38	1	23	38	100	43	24	0	33	100	21	29	7	43	100
<u>Woman Coach</u>	23	0	31	46	100	10	38	14	38	100	14	51	14	21	100
<u>Women's Sports</u>	54	8	15	23	100	48	28	14	10	100	64	15	14	7	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

Seven and five of the periodicals were subscribed to by less than 20 percent in the 30-39 and 40 and over age groups, respectively. In the 20-29 age group, three of the periodicals were subscribed to by less than 20 percent of the individuals.

Over 20 percent of the 20-29 age group were unfamiliar with eight of the periodicals. There were five periodicals in the 40 and over age group and three in the 30-39 age group unfamiliar to more than 20 percent of the women athletic directors.

ANALYSIS OF DATA ACCORDING TO MARITAL STATUS

Table 5 presents the degree of reading, by percentage, according to the marital status of the women athletic directors. This table reveals that the highest percentage of regular readers for nine of the periodicals was in the divorced or widowed group. There were only four individuals who were divorced or widowed, but it was felt they should not be included in either the single or married category; therefore, the N is small and may have skewed the results.

The highest percentage of regular readers for two of the periodicals was in the single and married groups. Medicine and Science in Sports had no regular readers in any of the three categories. Fifty percent or more of divorced

Table 5

Degree of Reading, by Percentage, According to Marital Status

N = 48

Periodical	Single N = 25				Married N = 19				Divorced or Widowed N = 4			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	20	20	12	52	16	16	0	32	25	0	0	25
<u>Athletic Journal</u>	16	8	20	44	11	11	26	48	50	0	0	50
<u>Athletic Purchasing and Facilities</u>	56	12	20	88	26	11	5	42	75	0	0	75
<u>The Chronicle of Higher Education</u>	24	32	12	68	5	16	11	32	0	25	0	25
<u>Coaching: Women's Athletics</u>	52	12	12	76	63	5	16	84	75	0	0	75
<u>Journal of Physical Education and Recreation</u>	44	28	12	84	53	26	5	84	50	25	0	75
<u>Journal of Sports Medicine</u>	0	12	12	24	5	11	16	32	25	25	0	50
<u>Medicine and Science in Sports</u>	0	4	12	16	0	5	11	16	0	25	0	25
<u>The Physical Educator</u>	12	12	8	32	26	5	16	47	0	25	0	25
<u>Research Quarterly</u>	12	24	24	60	21	5	26	52	25	25	0	50
<u>Scholastic Coach</u>	20	12	28	60	11	21	16	48	50	0	25	75
<u>United States Women Coaches and Athletes</u>	36	8	12	56	32	21	0	53	25	0	0	25
<u>Woman Coach</u>	20	20	8	48	21	5	11	37	75	0	0	75
<u>Women's Sports</u>	48	16	12	76	42	26	5	73	100	0	0	100

R = Regular

P = Periodic

I = Irregular

T = Total

or widowed individuals read regularly from seven of the periodicals, whereas 50 percent or more of the single and the married individuals read regularly from only two of the periodicals. The periodicals with the highest total percentage of readers in the single group were Athletic Purchasing and Facilities and the Journal of Physical Education and Recreation. In the married group, the periodicals with the highest total percentage were Coaching: Women's Athletics and the Journal of Physical Education and Recreation. All individuals who were either widowed or divorced read Women's Sports and 75 percent of them read to some extent from five other periodicals.

Table 6 reveals the extent to which the women athletic directors subscribed to, did not subscribe but read, were familiar with but did not read, and were unfamiliar with each periodical, by percentage, according to marital status. Seven periodicals were subscribed to by a higher percentage of single women, six by divorced or widowed women, and only one by married women. Six journals were subscribed to by as many as 50 percent of the divorced or widowed women, three by the single women, and two by those who were married. Periodicals subscribed to by the greatest percentage of each group were Coaching: Women's Athletics, the Journal of Physical Education and Recreation, and Women's Sports. With the exception of the Journal of Sports Medicine for the divorced or widowed group, the Journal of Sports Medicine, Medicine and Science in Sports, and the Physical

Table 6

Degree of Subscription, Familiarity, and Unfamiliarity, by
Percentage, According to Marital Status

N = 48

Periodical	Single N = 25					Married N = 19					Divorced or Widowed N = 4				
	S	NS	F	U	T	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	44	0	24	32	100	21	16	26	37	100	25	0	50	25	100
<u>Athletic Journal</u>	28	8	44	20	100	21	32	42	5	100	25	25	25	25	100
<u>Athletic Purchasing and Facilities</u>	44	36	8	12	100	21	26	21	32	100	75	0	25	0	100
<u>The Chronicle of Higher Education</u>	24	44	28	4	100	5	26	37	32	100	0	25	0	75	100
<u>Coaching: Women's Athletics</u>	76	0	16	8	100	68	10	11	11	100	75	0	0	25	100
<u>Journal of Physical Education and Recreation</u>	84	0	12	4	100	68	16	16	0	100	75	0	25	0	100
<u>Journal of Sports Medicine</u>	4	4	60	32	100	5	26	53	16	100	25	25	50	0	100
<u>Medicine and Science in Sports</u>	0	16	28	56	100	5	11	37	47	100	0	25	50	25	100
<u>The Physical Educator</u>	16	0	64	20	100	16	42	42	0	100	0	25	75	0	100
<u>Research Quarterly</u>	40	4	52	4	100	21	42	37	0	100	25	25	50	0	100
<u>Scholastic Coach</u>	24	20	48	8	100	16	41	32	11	100	50	25	25	0	100
<u>United States Women Coaches and Athletes</u>	48	0	4	48	100	26	21	21	32	100	25	0	50	25	100
<u>Woman Coach</u>	20	12	32	36	100	11	31	16	42	100	50	25	0	25	100
<u>Women's Sports</u>	60	8	28	4	100	37	36	11	16	100	100	0	0	0	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

Educator were subscribed to by less than 20 percent of each group. Over 20 percent of the individuals in the divorced or widowed group were unfamiliar with seven of the periodicals. More than 20 percent of the women athletic directors in the married group expressed unfamiliarity with six periodicals and over 20 percent from the single group were unfamiliar with five of the periodicals.

ANALYSIS OF DATA ACCORDING TO NUMBER OF CHILDREN

Percentages relating to the degree to which women athletic directors read selected periodicals according to whether or not the woman athletic director had children are shown in Table 7. The number of children the women had ranged from none to four; however, the number of women who had two, three, or four children was so small the categories with children and without children have been used. The highest percentage of regular readers for ten of the periodicals was in the group with children. The highest percentage of regular readers for two periodicals was in the group without children.

Total reading percentages reveal that 50 percent or more of the individuals with or without children read from eight of the periodicals. The table also reveals that 20 percent or more of both groups read from all the periodicals with the exception of Medicine and Science in Sports.

Table 7

Degree of Reading, by Percentage, According
to Number of Children

N = 48

Periodical	Without Children N = 33				With Children N = 15			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	15	21	9	45	27	6	0	33
<u>Athletic Journal</u>	12	9	18	39	27	6	27	60
<u>Athletic Purchasing and Facilities</u>	48	9	18	75	47	6	0	53
<u>The Chronicle of Higher Education</u>	18	27	9	54	6	20	13	39
<u>Coaching: Women's Athletics</u>	55	12	9	76	67	0	20	87
<u>Journal of Physical Education and Recreation</u>	42	30	12	84	53	27	0	80
<u>Journal of Sports Medicine</u>	0	12	15	27	13	6	13	32
<u>Medicine and Science in Sports</u>	0	6	9	15	0	6	13	19
<u>The Physical Educator</u>	12	9	9	30	27	13	13	53
<u>Research Quarterly</u>	12	21	21	54	20	13	27	60
<u>Scholastic Coach</u>	15	9	27	51	27	27	13	67
<u>United States Women Coaches and Athletes</u>	33	9	9	51	33	13	0	46
<u>Woman Coach</u>	24	15	9	48	27	6	6	39
<u>Women's Sports</u>	48	21	9	78	53	13	6	72

R = Regular

P = Periodic

I = Irregular

T = Total

Table 8 indicates the extent to which the women athletic directors subscribed to, did not subscribe but read from, were familiar with but did not read, and were unfamiliar with each periodical, by percentage, according to whether or not they had children. This table reveals that the group without children had the highest percentage of subscribers for eleven of the periodicals. The group with children had the highest percentage of subscribers for two periodicals.

Four of the periodicals were subscribed to by 50 percent or more of the group without children. None of the periodicals were subscribed to by 50 percent or more of the group with children.

In the group with children, five of the periodicals were subscribed to by less than 20 percent of the women. Four of the periodicals were subscribed to by less than 20 percent of the women without children.

More than 20 percent of the individuals in the group with children were unfamiliar with six of the periodicals. More than 20 percent of the individuals in the group without children were unfamiliar with five of the periodicals.

ANALYSIS OF DATA ACCORDING TO YEARS OF EXPERIENCE: TEACHING ONLY

Table 9 indicates the degree to which women athletic directors read selected periodicals, by percentage,

Table 8

Degree of Subscription, Familiarity, and Unfamiliarity,
by Percentage, According to Number of Children

N = 48

Periodical	Without Children N = 33					With Children N = 15				
	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	36	10	24	30	100	27	6	40	27	100
<u>Athletic Journal</u>	21	19	39	21	100	27	33	40	0	100
<u>Athletic Purchasing and Facilities</u>	61	15	15	9	100	33	21	13	33	100
<u>The Chronicle of Higher Education</u>	21	31	33	15	100	6	34	27	33	100
<u>Coaching: Women's Athletics</u>	76	3	9	12	100	33	55	6	6	100
<u>Journal of Physical Education and Recreation</u>	70	15	12	3	100	40	40	20	0	100
<u>Journal of Sports Medicine</u>	6	24	64	6	100	6	28	53	13	100
<u>Medicine and Science in Sports</u>	3	13	36	48	100	0	20	33	47	100
<u>The Physical Educator</u>	15	18	52	15	100	13	40	47	0	100
<u>Research Quarterly</u>	33	22	42	3	100	20	40	40	0	100
<u>Scholastic Coach</u>	18	34	39	9	100	20	47	27	6	100
<u>United States Women Coaches and Athletes</u>	36	16	15	33	100	33	14	13	40	100
<u>Woman Coach</u>	21	28	27	24	100	13	28	6	53	100
<u>Women's Sports</u>	61	18	15	6	100	47	27	13	13	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

Table 9

Degree of Reading, by Percentage, According to
Years of Experience: Teaching Only

N = 27

Periodical	1-9 N = 15				10 or More N = 12			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	6	20	27	53	33	8	0	41
<u>Athletic Journal</u>	13	6	20	39	17	0	33	50
<u>Athletic Purchasing and Facilities</u>	33	6	27	66	53	8	0	61
<u>The Chronicle of Higher Education</u>	6	13	33	52	25	33	8	66
<u>Coaching: Women's Athletics</u>	67	13	13	93	42	0	25	67
<u>Journal of Physical Education and Recreation</u>	33	33	6	72	67	25	0	92
<u>Journal of Sports Medicine</u>	6	13	20	39	8	8	17	33
<u>Medicine and Science in Sports</u>	0	6	13	19	0	8	17	25
<u>The Physical Educator</u>	20	13	6	39	25	8	17	50
<u>Research Quarterly</u>	13	27	27	67	25	17	33	75
<u>Scholastic Coach</u>	27	27	27	81	17	17	25	59
<u>United States Women Coaches and Athletes</u>	47	6	6	59	17	25	17	59
<u>Woman Coach</u>	20	20	13	53	33	17	8	58
<u>Women's Sports</u>	53	20	13	86	75	0	0	75

R = Regular

P = Periodic

I = Irregular

T = Total

according to number of years experience teaching only. There were twenty-seven individuals who had experience teaching only. The remaining twenty-one women had coaching or coaching and administrative responsibilities in addition to their teaching responsibilities.

The highest percentage of regular readers for ten periodicals was in the group with 10 or more years experience teaching only. The highest percentage of regular readers for three periodicals was in the group with 1-9 years experience teaching only. This comparison reveals that those with 10 or more years experience teaching only read regularly to a much greater degree than those with 1-9 years experience teaching only.

Drawing upon Table 9, the differences in reading habits of the two groups may be compared in terms of the number of periodicals read by 50 percent or more of the women in relation to the number of years experience teaching only.

Total percentages in this table indicate eleven periodicals with reading percentages of 50 or more in the group with 10 or more years experience teaching only and ten periodicals with reading percentages of 50 or more in the group with 1-9 years experience teaching only. This comparison reveals little difference in the reading habits according to the number of years experience teaching only. The table also reveals that 20 percent or more of the

athletic directors from both groups read from all fourteen periodicals with one exception. Less than 20 percent of those with 1-9 years experience teaching only read from Medicine and Science in Sports.

The degree to which, by percentage, women athletic directors subscribed to, did not subscribe but read, were familiar with but did not read, and were unfamiliar with the periodicals, according to years experience teaching only, is shown in Table 10. The highest percentage of subscribers for nine of the periodicals was found in the group with 1-9 years experience teaching only. The highest percentage of subscribers for four periodicals was in the group with 10 or more years experience teaching only. This comparison reveals that those with 1-9 years experience teaching only subscribed to the selected periodicals more than two to one over the group with 10 or more years experience teaching only.

Seven of the periodicals were subscribed to by less than 20 percent of the individuals in the group with 10 or more years experience teaching only. Four were subscribed to by less than 20 percent of the women athletic directors in the group with 1-9 years experience teaching only.

More than 20 percent of the group with 1-9 years experience teaching only expressed unfamiliarity with five of the periodicals. Over 20 percent of the group with 10 or

Table 10

Degree of Subscription, Familiarity, and Unfamiliarity, by
Percentage, According to Years of Experience:
Teaching Only

N = 27

Periodical	1-9 N = 15					10 or More N = 12				
	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	27	6	47	20	100	33	17	8	42	100
<u>Athletic Journal</u>	20	7	60	13	100	8	51	33	8	100
<u>Athletic Purchasing and Facilities</u>	33	13	27	27	100	67	16	0	17	100
<u>The Chronicle of Higher Education</u>	6	21	40	33	100	17	58	17	8	100
<u>Coaching: Women's Athletics</u>	93	0	7	0	100	47	37	8	8	100
<u>Journal of Physical Education and Recreation</u>	73	7	20	0	100	67	25	8	0	100
<u>Journal of Sports Medicine</u>	7	13	67	13	100	0	42	33	25	100
<u>Medicine and Science in Sports</u>	0	7	33	60	100	0	33	25	42	100
<u>The Physical Educator</u>	20	13	60	7	100	17	50	25	8	100
<u>Research Quarterly</u>	27	20	53	0	100	25	58	17	0	100
<u>Scholastic Coach</u>	40	20	27	13	100	0	67	25	8	100
<u>United States Women Coaches and Athletes</u>	33	7	13	47	100	25	42	8	25	100
<u>Woman Coach</u>	13	20	20	47	100	17	50	25	8	100
<u>Women's Sports</u>	53	13	27	7	100	50	33	17	0	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

more years experience teaching only were unfamiliar with four of the periodicals.

ANALYSIS OF DATA ACCORDING TO YEARS OF
EXPERIENCE: COACHING ONLY

Table 11 reveals the degree of reading, by percentage, according to the number of years of experience coaching only. There were fifteen women athletic directors with experience coaching only. The maximum amount of experience coaching only was nine years. This probably is due to the newness of coaching only positions for women.

Fifty percent or more of the two groups, one with 1-4 years experience coaching only and the other with 5-9 years experience coaching only, read regularly from three periodicals.

In the total percentage of reading, 50 percent or more of both groups read from ten of the periodicals and both groups read to some extent from all the periodicals.

Comparisons of regular and total reading percentages reveal no differences in the reading habits of the two groups.

The degree to which women athletic directors subscribed to, did not subscribe but read, were familiar with but did not read, and were unfamiliar with the periodicals, by percentage, according to number of years experience coaching only is disclosed in Table 12. The

Table 11

Degree of Reading, by Percentage, According to Years
of Experience: Coaching Only

N = 15

<u>Periodical</u>	1-4 N = 9				5-9 N = 6			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	11	11	11	33	33	17	17	67
<u>Athletic Journal</u>	44	0	11	55	33	0	0	33
<u>Athletic Purchasing and Facilities</u>	44	11	22	77	50	0	17	67
<u>The Chronicle of Higher Education</u>	22	22	11	55	0	50	0	50
<u>Coaching: Women's Athletics</u>	78	0	11	89	67	0	17	84
<u>Journal of Physical Education and Recreation</u>	67	33	0	100	0	33	33	66
<u>Journal of Sports Medicine</u>	22	11	0	33	0	33	17	50
<u>Medicine and Science in Sports</u>	0	11	0	11	0	0	17	17
<u>The Physical Educator</u>	22	0	11	33	17	0	17	34
<u>Research Quarterly</u>	22	11	22	55	0	33	0	33
<u>Scholastic Coach</u>	22	11	22	55	33	17	33	83
<u>United States Women Coaches and Athletes</u>	44	22	0	66	50	17	0	67
<u>Woman Coach</u>	33	22	0	55	0	50	0	50
<u>Women's Sports</u>	89	11	0	100	33	17	17	67

R = Regular P = Periodic I = Irregular T = Total

Table 12

Degree of Subscription, Familiarity, and Unfamiliarity, by Percentage,
According to Years of Experience: Coaching Only

N = 15

	1-4 N = 9					5-9 N = 6				
	S	NS	F	U	T	S	NS	F	U	T
<u>Periodical</u>										
<u>Athletic Administration</u>	22	0	44	34	100	50	0	17	33	100
<u>Athletic Journal</u>	44	0	12	44	100	33	0	67	0	100
<u>Athletic Purchasing and Facilities</u>	44	22	34	0	100	50	0	33	17	100
<u>The Chronicle of Higher Education</u>	33	12	22	33	100	0	33	50	17	100
<u>Coaching: Women's Athletics</u>	67	0	11	22	100	100	0	0	0	100
<u>Journal of Physical Education and Recreation</u>	78	0	22	0	100	50	17	33	0	100
<u>Journal of Sports Medicine</u>	22	0	67	11	100	0	33	50	17	100
<u>Medicine and Science in Sports</u>	11	0	33	56	100	0	0	50	50	100
<u>The Physical Educator</u>	11	11	56	22	100	0	17	83	0	100
<u>Research Quarterly</u>	33	11	56	0	100	0	17	83	0	100
<u>Scholastic Coach</u>	22	12	22	44	100	50	33	17	0	100
<u>United States Women Coaches and Athletes</u>	34	0	22	44	100	50	16	17	17	100
<u>Woman Coach</u>	22	22	22	34	100	33	17	0	50	100
<u>Women's Sports</u>	78	11	11	0	100	50	16	17	17	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

higher percentage of subscribers for eight of the periodicals was in the group with 1-4 years experience coaching only, while the higher percentage of subscribers for the other six periodicals was in the group with 5-9 years experience coaching only.

In the group with 1-4 years experience coaching only, more than 20 percent indicated unfamiliarity with nine of the periodicals; whereas, more than 20 percent of the group with 5-9 years experience coaching only indicated unfamiliarity with only three of the periodicals.

ANALYSIS OF DATA ACCORDING TO YEARS OF EXPERIENCE: TEACHING AND COACHING

The degree to which women athletic directors read selected periodicals, by percentage, according to number of years experience teaching and coaching, is presented in Table 13. There were thirty-five women with experience teaching and coaching.

The highest percentage of regular readers for six of the periodicals was in the group with 1-4 years experience teaching and coaching. The highest percentage of regular readers for four of the periodicals was in the group with 10 or more years experience teaching and coaching and the highest percentage of regular readers for one periodical was in the group with 5-9 years experience teaching and coaching.

Table 13

Degree of Reading, by Percentage, According to Years
of Experience: Teaching and Coaching

N = 35

Periodical	1-4 N = 10				5-9 N = 13				10 or More N = 12			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	0	20	0	20	8	8	8	24	25	33	8	66
<u>Athletic Journal</u>	20	0	20	40	8	15	8	31	25	0	42	67
<u>Athletic Purchasing and Facilities</u>	50	10	0	60	23	8	31	62	50	25	8	83
<u>The Chronicle of Higher Education</u>	0	20	30	50	8	15	15	38	33	17	17	67
<u>Coaching: Women's Athletics</u>	60	10	10	80	62	8	8	78	58	17	8	83
<u>Journal of Physical Education and Recreation</u>	50	40	0	90	46	38	8	92	58	25	0	83
<u>Journal of Sports Medicine</u>	10	20	20	50	0	8	0	8	0	8	25	33
<u>Medicine and Science in Sports</u>	0	10	10	20	0	8	0	8	0	8	17	25
<u>The Physical Educator</u>	40	10	0	50	8	0	8	16	17	33	8	58
<u>Research Quarterly</u>	20	30	10	60	15	8	46	69	17	25	25	67
<u>Scholastic Coach</u>	40	20	20	80	15	15	23	53	17	8	33	58
<u>United States Women Coaches and Athletes</u>	50	20	0	70	31	0	0	31	25	8	25	58
<u>Woman Coach</u>	40	10	20	70	8	15	31	54	25	17	8	50
<u>Women's Sports</u>	50	30	10	90	31	15	8	54	58	17	0	75

R = Regular

P = Periodic

I = Irregular

T = Total

Total percentages in this table reveal that 50 percent or more of those with 10 or more, 1-4, and 5-9 years experience teaching and coaching read from twelve, eleven, and seven periodicals, respectively.

Table 14 presents the degree to which women athletic directors subscribed to, did not subscribe but read from, were familiar with but did not read, and were unfamiliar with each periodical, by percentage, according to the number of years experience teaching and coaching. The highest percentage of subscribers for seven of the periodicals was found in the group with 1-4 years experience teaching and coaching. The highest percentage of subscribers for five of the periodicals was found in the group with 10 or more years experience teaching and coaching, while the highest percentage of subscribers for two of the periodicals was found in the group with 5-9 years experience teaching and coaching.

Twenty percent or more of the group with 10 or more years experience teaching and coaching expressed unfamiliarity with three periodicals, while 20 percent or more of the other two groups expressed unfamiliarity with seven periodicals.

Table 14

Degree of Subscription, Familiarity, and Unfamiliarity, by
Percentage, According to Years of Experience:
Teaching and Coaching

N = 35

	1-4 N = 10					5-9 N = 13					10 or More N = 12				
	S	NS	F	U	T	S	NS	F	U	T	S	NS	F	U	T
<u>Periodical</u>															
<u>Athletic Administration</u>	10	0	60	30	100	23	0	31	46	100	50	16	17	17	100
<u>Athletic Journal</u>	30	0	50	20	100	15	16	46	23	100	17	50	33	0	100
<u>Athletic Purchasing and Facilities</u>	40	0	30	30	100	46	15	8	31	100	92	0	8	0	100
<u>The Chronicle of Higher Education</u>	0	20	30	50	100	23	16	38	23	100	25	42	25	8	100
<u>Coaching: Women's Athletics</u>	80	0	10	10	100	69	8	8	15	100	75	0	17	8	100
<u>Journal of Physical Education and Recreation</u>	60	10	30	0	100	85	7	8	0	100	83	9	8	0	100
<u>Journal of Sports Medicine</u>	20	10	60	10	100	0	8	77	15	100	0	25	58	17	100
<u>Medicine and Science in Sports</u>	10	0	40	50	100	0	8	15	77	100	0	25	42	33	100
<u>The Physical Educator</u>	10	20	70	0	100	0	16	69	15	100	42	25	25	8	100
<u>Research Quarterly</u>	10	30	60	0	100	54	15	31	0	100	50	17	33	0	100
<u>Scholastic Coach</u>	50	10	30	10	100	31	23	38	8	100	8	42	50	0	100
<u>United States Women Coaches and Athletes</u>	40	10	30	20	100	31	0	23	46	100	33	25	0	42	100
<u>Woman Coach</u>	30	20	10	40	100	8	16	38	38	100	25	33	17	25	100
<u>Women's Sports</u>	40	30	20	10	100	46	8	31	15	100	75	9	8	8	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

ANALYSIS OF DATA ACCORDING TO YEARS OF
EXPERIENCE: ATHLETIC
ADMINISTRATION

In Table 15, the degree of reading, by percentage, according to number of years experience in athletic administration is presented. As can be seen from this table, the majority of individuals have only 1-4 years experience in athletic administration. This is probably due to the relative newness of such a position for women.

Drawing upon Table 15, the differences in regular reading habits of the three groups may be compared in terms of the number of periodicals read regularly by the members of each group. The highest percentage of regular readers for seven of the periodicals was in the group with 5-9 years experience as athletic administrators. The highest percentage of regular readers for four periodicals and one periodical, respectively, was in the groups with 10 or more and 1-4 years experience in athletic administration. This comparison reveals that those with 5-9 years experience as athletic administrators read regularly from more periodicals than those in the other two groups.

A total of 50 percent or more in the groups with 5-9 and 10 or more years experience in athletic administration read to some extent from twelve periodicals. Fifty percent or more of the group with 1-4 years experience as athletic administrators read from seven of the periodicals.

Table 15

Degree of Reading, by Percentage, According to Years
of Experience: Athletic Administration

N = 48

Periodical	1-4 N = 32				5-9 N = 10				10 or More N = 6			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	13	16	3	32	30	30	10	70	33	0	17	50
<u>Athletic Journal</u>	19	9	19	47	20	0	20	40	0	17	33	50
<u>Athletic Purchasing and Facilities</u>	34	9	13	56	70	10	10	90	67	17	16	100
<u>The Chronicle of Higher Education</u>	9	22	13	44	20	30	10	60	33	33	0	66
<u>Coaching: Women's Athletics</u>	63	6	9	78	40	10	30	80	67	17	0	84
<u>Journal of Physical Education and Recreation</u>	47	22	9	78	40	50	10	100	67	17	0	84
<u>Journal of Sports Medicine</u>	3	9	9	21	10	20	20	50	0	0	17	17
<u>Medicine and Science in Sports</u>	0	6	9	15	0	10	20	30	0	0	0	0
<u>The Physical Educator</u>	16	3	13	32	20	20	10	50	17	33	0	50
<u>Research Quarterly</u>	13	19	22	54	30	10	30	70	0	33	17	50
<u>Scholastic Coach</u>	22	9	25	56	10	40	10	60	17	0	33	50
<u>United States Women Coaches and Athletes</u>	34	13	3	50	30	10	20	60	50	0	0	50
<u>Woman Coach</u>	22	9	9	40	40	20	0	60	17	17	17	51
<u>Women's Sports</u>	50	19	6	75	50	10	10	70	50	33	17	100

R = Regular

P = Periodic

I = Irregular

T = Total

Table 16 reveals the degree to which the women subscribed to, did not subscribe but read from, were familiar with but did not read, and were unfamiliar with the periodicals, by percentage, according to number of years experience in athletic administration.

The highest percentage of subscribers for six of the periodicals was for the group with 10 or more years experience as an athletic administrator. In the group with 1-4 years experience in athletic administration, the highest percentage of subscribers for five of the periodicals can be found. The highest percentage of subscribers for three of the periodicals was in the group with 5-9 years experience in athletic administration.

Five of the periodicals were subscribed to by less than 20 percent of the individuals in the groups with 1-4 and 5-9 years of experience in athletic administration. Six of the periodicals were subscribed to by less than 20 percent of the individuals in the group with 10 or more years experience in athletic administration.

In the group with 1-4 years experience in athletic administration, over 20 percent of the individuals were unfamiliar with six of the periodicals. A lack of familiarity with three and two of the periodicals, respectively, was expressed by over 20 percent of the individuals in the groups with 10 or more and 5-9 years experience in athletic administration.

Table 16

Degree of Subscription, Familiarity, and Unfamiliarity, by
Percentage, According to Years of Experience:
Athletic Administration

N = 48

Periodical	1-4 N = 32					5-9 N = 10					10 or More N = 6				
	S	NS	F	U	T	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	25	7	34	34	100	70	0	10	20	100	17	33	33	17	100
<u>Athletic Journal</u>	28	19	34	19	100	10	30	60	0	100	17	33	33	17	100
<u>Athletic Purchasing and Facilities</u>	41	15	22	22	100	80	10	0	10	100	67	33	0	0	100
<u>The Chronicle of Higher Education</u>	19	25	28	28	100	10	50	30	10	100	17	50	33	0	100
<u>Coaching: Women's Athletics</u>	72	10	9	9	100	70	10	10	10	100	83	0	0	17	100
<u>Journal of Physical Education and Recreation</u>	69	9	22	0	100	80	20	0	0	100	83	0	0	17	100
<u>Journal of Sports Medicine</u>	6	19	59	16	100	0	50	50	0	100	0	17	83	0	100
<u>Medicine and Science in Sports</u>	3	13	31	53	100	0	30	40	30	100	0	0	33	67	100
<u>The Physical Educator</u>	13	22	59	6	100	10	40	40	10	100	50	0	17	33	100
<u>Research Quarterly</u>	25	28	47	0	100	40	30	30	0	100	33	17	33	17	100
<u>Scholastic Coach</u>	22	34	31	13	100	20	40	40	0	100	17	33	50	0	100
<u>United States Women Coaches and Athletes</u>	34	13	22	31	100	30	30	0	40	100	50	0	0	50	100
<u>Woman Coach</u>	16	24	22	38	100	20	40	20	20	100	22	17	33	17	100
<u>Women's Sports</u>	53	21	13	13	100	50	20	30	0	100	83	17	0	0	100

S = Subscribed to NS = Nonsubscriber but read F = Familiar with but did not read
U = Unfamiliar T = Total

ANALYSIS OF DATA ACCORDING TO RESPONSIBILITIES

In Table 17, the degree of reading, by percentage, according to responsibilities is presented. The highest percentage of regular readers for four periodicals was among those whose responsibilities involved teaching, coaching, and administration as well as coaching and administration. The highest percentage of regular readers for three of the periodicals was in the group that had strictly administrative duties. The highest percentage of regular readers for two of the periodicals was in the group whose responsibilities involved teaching and administration.

Total percentages in this table revealed that 50 percent or more of those with strictly administrative responsibilities read from nine of the periodicals. Fifty percent or more of those with teaching, coaching, and administration as well as those with coaching and administration responsibilities read from seven of the periodicals, while 50 percent or more of those whose responsibilities were teaching and administration read from eight of the periodicals.

Table 18 indicates the degree to which the women athletic directors subscribed to, did not subscribe but read from, were familiar with but did not read, and were unfamiliar with the periodicals, by percentage, according to responsibilities. The highest percentage of subscribers for

Table 17

Degree of Reading, by Percentage, According to Responsibilities

N = 48

Periodical	T/A N = 11				T/C/A N = 18			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	18	18	9	45	17	11	0	28
<u>Athletic Journal</u>	9	9	36	54	17	11	17	45
<u>Athletic Purchasing and Facilities</u>	55	9	18	82	36	11	11	58
<u>The Chronicle of Higher Education</u>	27	36	9	72	0	11	11	22
<u>Coaching: Women's Athletics</u>	36	9	36	81	72	0	5	77
<u>Journal of Physical Education and Recreation</u>	55	36	0	91	17	33	17	67
<u>Journal of Sports Medicine</u>	9	0	18	27	0	5	11	16
<u>Medicine and Science in Sports</u>	0	0	18	18	0	5	5	10
<u>The Physical Educator</u>	18	18	18	54	33	5	11	49
<u>Research Quarterly</u>	18	18	45	81	17	17	36	70
<u>Scholastic Coach</u>	0	18	27	45	45	17	17	79
<u>United States Women Coaches and Athletes</u>	18	9	9	36	44	17	0	61
<u>Woman Coach</u>	27	9	0	36	17	11	11	39
<u>Women's Sports</u>	36	36	9	81	44	11	5	60

Table 17 (Continued)

Periodical	C/A N = 12				Ad. N = 7			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	17	8	8	33	29	43	14	86
<u>Athletic Journal</u>	25	0	8	33	14	14	29	57
<u>Athletic Purchasing and Facilities</u>	58	8	8	74	72	14	14	100
<u>The Chronicle of Higher Education</u>	25	25	8	58	14	43	14	71
<u>Coaching: Women's Athletics</u>	75	8	0	83	29	29	14	72
<u>Journal of Physical Education and Recreation</u>	17	33	17	67	43	29	14	86
<u>Journal of Sports Medicine</u>	8	25	8	41	0	14	29	43
<u>Medicine and Science in Sports</u>	0	8	8	16	0	14	14	28
<u>The Physical Educator</u>	0	0	8	8	0	29	0	29
<u>Research Quarterly</u>	0	25	17	42	29	14	0	43
<u>Scholastic Coach</u>	26	8	33	67	14	14	14	42
<u>United States Women Coaches and Athletes</u>	33	8	0	41	29	14	29	72
<u>Woman Coach</u>	42	17	0	59	14	14	29	57
<u>Women's Sports</u>	67	17	0	84	57	14	29	100

R = Regular
P = Periodic
I = Irregular
T = Total

T/A = Teaching and Administration
T/C/A = Teaching, Coaching, and Administration
C/A = Coaching and Administration
Ad. = Administration Only

Table 18

Degree of Subscription, Familiarity, and Unfamiliarity
by Percentage, According to Responsibilities

N = 48

	T/A N = 11					T/C/A N = 18					C/A N = 12					Ad. N = 7				
	S	NS	F	U	T	S	NS	F	U	T	S	NS	F	U	T	S	NS	F	U	T
<u>Periodical</u>																				
<u>Athletic Administration</u>	36	10	9	45	100	22	6	39	33	100	33	0	42	25	100	57	29	14	0	100
<u>Athletic Journal</u>	27	28	36	9	100	22	22	50	6	100	25	9	33	33	100	14	43	29	14	100
<u>Athletic Purchasing and Facilities</u>	63	19	0	18	100	28	17	22	33	100	58	17	25	0	100	86	14	0	0	100
<u>The Chronicle of Higher Education</u>	18	55	18	9	100	6	17	44	33	100	17	41	17	25	100	43	28	29	0	100
<u>Coaching: Women's Athletics</u>	55	27	9	9	100	83	0	11	6	100	75	8	0	17	100	71	1	14	14	100
<u>Journal of Physical Education and Recreation</u>	91	0	9	0	100	78	11	11	0	100	50	17	33	0	100	71	15	0	14	100
<u>Journal of Sports Medicine</u>	0	28	63	9	100	0	17	72	11	100	17	17	58	8	100	0	43	43	14	100
<u>Medicine and Science in Sports</u>	0	18	27	55	100	0	11	39	50	100	8	1	33	58	100	0	28	29	43	100
<u>The Physical Educator</u>	18	37	36	9	100	22	28	40	0	100	0	8	67	25	100	14	29	43	14	100
<u>Research Quarterly</u>	27	55	18	0	100	39	17	44	0	100	25	17	58	0	100	29	14	43	14	100
<u>Scholastic Coach</u>	9	36	55	0	100	28	33	33	6	100	33	34	8	25	100	0	43	57	0	100
<u>United States Women Coaches and Athletes</u>	27	10	18	45	100	39	17	11	33	100	33	9	25	33	100	43	28	0	29	100
<u>Woman Coach</u>	18	19	27	36	100	11	28	17	44	100	42	16	17	25	100	0	57	29	14	100
<u>Women's Sports</u>	55	27	18	0	100	33	28	22	18	100	75	9	8	8	100	86	14	0	0	100

S = Subscribed to
NS = Nonsubscriber but read
F = Familiar with but did not read
U = Unfamiliar
T = Total

T/A = Teaching and Administration
T/C/A = Teaching, Coaching, and Administration
C/A = Coaching and Administration
Ad. = Administration Only

five of the periodicals was found in the group whose responsibilities were strictly administrative. The highest percentage of subscribers for four of the periodicals was found among the group whose responsibilities involved coaching and administration. The highest percentage of subscribers for three of the periodicals was among those whose responsibilities were teaching, coaching, and administration, and the highest percentage of subscribers for two of the periodicals was among those whose responsibilities were teaching and administration.

Six of the periodicals were subscribed to by less than 20 percent of the women in the groups whose responsibilities were teaching and administration or strictly administration. Four of the periodicals were subscribed to by less than 20 percent of the groups with teaching, coaching, and administration or coaching and administration responsibilities.

More than 20 percent with coaching and administration responsibilities had eight periodicals with over 20 percent expressing unfamiliarity. More than 20 percent with teaching, coaching, and administration responsibilities indicated unfamiliarity with six of the periodicals. Over 20 percent of those with teaching and administration responsibilities were unfamiliar with four of the periodicals. Over 20 percent of the group with strictly

administrative duties were unfamiliar with two of the periodicals.

ANALYSIS OF DATA ACCORDING TO NUMBER OF
MEMBERSHIPS IN PROFESSIONAL
ORGANIZATIONS

Table 19 reveals the degree to which women athletic directors read selected periodicals, by percentage, according to the number of memberships in professional organizations listed by the women.

In the group listing four to six memberships in professional organizations, the highest percentage of regular readers was for eleven of the periodicals. The women who belonged to none to three professional organizations had the highest percentage of regular readers for two of the periodicals. Fifty percent or more of both groups were regular readers of only two of the periodicals. Fifty percent or more of those belonging to none to three professional organizations read regularly from Coaching: Women's Athletics and the Journal of Physical Education and Recreation, while 50 percent or more of those belonging to four to six professional organizations read regularly from Coaching: Women's Athletics and Women's Sports.

Total percentages revealed that 50 percent or more of those belonging to four to six professional organizations read from eleven of the periodicals. Among those belonging to none to three professional organizations, 50 percent or

Table 19

Degree of Reading, by Percentage, According to Number
of Memberships in Professional Organizations

N = 48

Periodical	None to Three N = 24				Four to six N = 24			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	13	13	4	30	25	25	4	54
<u>Athletic Journal</u>	8	4	25	37	25	13	17	55
<u>Athletic Purchasing and Facilities</u>	46	4	8	58	46	21	13	80
<u>The Chronicle of Higher Education</u>	4	25	8	37	25	29	8	62
<u>Coaching: Women's Athletics</u>	67	4	17	88	50	13	8	71
<u>Journal of Physical Education and Recreation</u>	50	17	13	80	46	42	4	92
<u>Journal of Sports Medicine</u>	0	4	17	21	8	17	8	33
<u>Medicine and Science in Sports</u>	0	0	8	8	4	8	13	25
<u>The Physical Educator</u>	13	4	13	30	17	21	8	46
<u>Research Quarterly</u>	13	13	21	47	25	21	25	71
<u>Scholastic Coach</u>	13	17	21	51	21	17	21	59
<u>United States Women Coaches and Athletes</u>	29	17	0	46	38	8	13	59
<u>Woman Coach</u>	21	8	13	42	29	17	4	50
<u>Women's Sports</u>	33	21	17	71	67	17	0	84

R = Regular

P = Periodic

I = Irregular

T = Total

more read from five periodicals. Regular and total reading comparisons regarding the number of memberships in professional organizations reveal that those belonging to four to six professional organizations read to a greater extent than those who belong to none to three professional organizations.

The degree to which women athletic directors subscribed to, did not subscribe but read from, were familiar with but did not read, and were unfamiliar with each periodical, by percentage, according to the number of memberships in professional organizations is shown in Table 20.

The highest percentage of subscribers for twelve of the periodicals was found among those listing four to six memberships. For the groups listing memberships in none to three professional organizations, the highest percentage of subscribers was for two periodicals.

In the group with none to three memberships, less than 20 percent of the athletic directors subscribed to five of the periodicals. In the group with four to six memberships, less than 20 percent of the women subscribed to three of the periodicals.

Over 20 percent of the group with none to three memberships expressed a lack of familiarity with six periodicals. More than 20 percent of the group listing four

Table 20

Degree of Subscription, Familiarity, and Unfamiliarity, by
Percentage, According to Number of Memberships
in Professional Organizations

N = 48

Periodical	None to Three N = 24					None to six N = 24				
	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	25	4	29	42	100	42	20	21	17	100
<u>Athletic Journal</u>	17	16	50	17	100	33	25	29	13	100
<u>Athletic Purchasing and Facilities</u>	50	4	21	25	100	54	30	8	8	100
<u>The Chronicle of Higher Education</u>	13	20	42	25	100	25	37	25	13	100
<u>Coaching: Women's Athletics</u>	79	9	4	8	100	63	12	17	8	100
<u>Journal of Physical Education and Recreation</u>	71	8	17	4	100	75	12	13	0	100
<u>Journal of Sports Medicine</u>	0	17	75	8	100	8	30	50	12	100
<u>Medicine and Science in Sports</u>	0	4	38	58	100	4	21	33	42	100
<u>The Physical Educator</u>	8	17	67	8	100	21	28	38	13	100
<u>Research Quarterly</u>	21	21	54	4	100	52	29	29	0	100
<u>Scholastic Coach</u>	25	25	46	4	100	21	41	25	13	100
<u>United States Women Coaches and Athletes</u>	29	13	29	29	100	42	25	0	33	100
<u>Woman Coach</u>	25	12	25	38	100	17	37	17	29	100
<u>Women's Sports</u>	50	16	17	17	100	63	24	13	0	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

to six memberships were unfamiliar with three of the periodicals.

ANALYSIS OF DATA ACCORDING TO DATE OF
ATTENDANCE AT LAST CONVENTION
OR WORKSHOP

Table 21 reveals the degree to which, by percentage, the women athletic directors read from selected periodicals according to the date of attendance at the last convention or workshop.

Individuals having attended a convention or workshop within a year indicated the highest percentage of regular readers for six of the periodicals. For those who had not attended a convention or workshop for two years or more, the highest percentage of regular readers was for five periodicals. Fifty percent or more of both groups read regularly from three periodicals.

Total reading percentages revealed that 50 percent or more of both groups read from eight of the periodicals. These percentages also reveal that both groups read to some extent from all periodicals with one exception. None of the individuals who had not attended a convention or workshop in two years or more read from Medicine and Science in Sports.

Comparisons from Table 21 reveal little difference in reading habits of the women athletic directors according to the date of the last convention or workshop attended.

Table 21

Degree of Reading, by Percentage, According to Date of
Last Convention or Workshop Attended

N = 48

Periodical	Within 1 Year N = 40				2 Years or More N = 8			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	20	20	8	48	13	0	0	13
<u>Athletic Journal</u>	15	10	20	45	25	0	25	50
<u>Athletic Purchasing and Facilities</u>	45	13	13	71	50	0	0	50
<u>The Chronicle of Higher Education</u>	18	25	15	58	0	25	0	25
<u>Coaching: Women's Athletics</u>	60	10	10	80	50	0	25	75
<u>Journal of Physical Education and Recreation</u>	53	28	8	89	37	50	13	100
<u>Journal of Sports Medicine</u>	3	13	13	29	13	13	13	39
<u>Medicine and Science in Sports</u>	0	8	13	21	0	0	0	0
<u>The Physical Educator</u>	15	10	13	38	25	13	0	38
<u>Research Quarterly</u>	15	15	25	55	13	38	13	64
<u>Scholastic Coach</u>	15	15	25	55	38	13	13	64
<u>United States Women Coaches and Athletes</u>	38	10	8	56	13	25	0	38
<u>Woman Coach</u>	25	13	8	46	25	13	13	51
<u>Women's Sports</u>	50	18	10	78	50	50	0	100

R = Regular

P = Periodic

I = Irregular

T = Total

Information concerning the degree to which, by percentage, the athletic directors subscribed to, did not subscribe but read, were familiar with but did not read, and were unfamiliar with the periodicals according to the last convention or workshop attended is found in Table 22. The highest percentage of subscribers for ten of the periodicals was found in the group that had attended a convention or workshop within one year. The highest percentage of subscribers for the other four periodicals was among the group who had not attended a convention or workshop for two years or more. Four periodicals were subscribed to by 50 percent or more of both groups.

Over 20 percent of both groups expressed unfamiliarity with four periodicals. Sixty-three percent of those who had not attended a convention or workshop for two years or more were unfamiliar with Athletic Administration and 50 percent of both groups expressed unfamiliarity with Medicine and Science in Sports.

ANALYSIS OF DATA ACCORDING TO EDUCATIONAL DEGREE LEVEL

Table 23 provides information concerning the extent to which, by percentage, the women athletic directors read selected periodicals according to educational degree level. One individual did not have a master's degree; therefore, for statistical purposes, she has been included with the

Table 22

Degree of Subscription, Familiarity, and Unfamiliarity, by
Percentage, According to Date of Last
Convention or Workshop Attended

N = 48

Periodical	Within 1 Year N = 40					2 Years or More N = 8				
	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	38	9	30	23	100	12	0	25	63	100
<u>Athletic Journal</u>	18	27	40	15	100	50	0	38	12	100
<u>Athletic Purchasing and Facilities</u>	53	19	15	13	100	50	0	12	38	100
<u>The Chronicle of Higher Education</u>	20	35	30	15	100	0	25	25	50	100
<u>Coaching: Women's Athletics</u>	73	7	10	10	100	75	13	0	12	100
<u>Journal of Physical Education and Recreation</u>	78	6	13	3	100	50	25	25	0	100
<u>Journal of Sports Medicine</u>	3	26	58	13	100	12	13	75	0	100
<u>Medicine and Science in Sports</u>	3	17	30	50	100	0	0	50	50	100
<u>The Physical Educator</u>	18	21	48	13	100	0	37	63	0	100
<u>Research Quarterly</u>	28	26	43	3	100	25	37	38	0	100
<u>Scholastic Coach</u>	20	35	35	10	100	25	37	38	0	100
<u>United States Women Coaches and Athletes</u>	38	14	15	33	100	12	38	38	12	100
<u>Woman Coach</u>	18	26	23	33	100	12	38	50	0	100
<u>Women's Sports</u>	60	17	15	8	100	12	64	12	12	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

Table 23

Degree of Reading, by Percentage, According to Educational Degree Level

N = 48

Periodical	Bachelor or Master N = 40				Doctorate N = 8			
	R	P	I	T	R	P	I	T
<u>Athletic Administration</u>	18	15	8	41	25	25	0	50
<u>Athletic Journal</u>	15	10	18	43	25	0	38	63
<u>Athletic Purchasing and Facilities</u>	38	10	15	63	87	13	0	100
<u>The Chronicle of Higher Education</u>	8	23	10	41	49	38	13	100
<u>Coaching: Women's Athletics</u>	63	8	10	81	38	13	35	76
<u>Journal of Physical Education and Recreation</u>	48	23	10	81	50	50	0	100
<u>Journal of Sports Medicine</u>	3	10	10	23	13	13	38	64
<u>Medicine and Science in Sports</u>	0	5	8	13	0	13	25	38
<u>The Physical Educator</u>	18	8	10	36	13	25	13	51
<u>Research Quarterly</u>	10	20	20	50	38	13	38	89
<u>Scholastic Coach</u>	20	13	23	56	13	25	25	63
<u>United States Women Coaches and Athletes</u>	35	10	3	48	25	25	25	75
<u>Woman Coach</u>	28	8	10	46	13	38	0	51
<u>Women's Sports</u>	48	18	8	74	63	25	0	88

R = Regular

P = Periodic

I = Irregular

T = Total

women athletic directors who have been awarded a master's degree.

The highest percentage of regular readers for eleven of the periodicals was among individuals having been awarded a doctorate. The highest percentage of regular readers for two periodicals was among those having been awarded a bachelor's or master's degree.

Fifty percent or more of the women with a doctorate read regularly from four periodicals while 50 percent or more of those with a bachelor's or master's degree read regularly from only one periodical: Coaching: Women's Athletics.

Total percentages disclose that 50 percent or more of those with a doctorate read from all periodicals except Medicine and Science in Sports. Fifty percent or more of those with a bachelor's or master's degree read from six periodicals.

Percentages relating to the extent to which the women athletic directors subscribed to, did not subscribe but read, were familiar with but did not read, and were unfamiliar with each periodical according to educational degree level are shown in Table 24.

The highest percentage of subscribers for both groups was for seven periodicals. Fifty percent or more of those with a doctorate subscribed to seven periodicals.

Table 24

Degree of Subscription, Familiarity, and Unfamiliarity, by Percentage,
According to Educational Degree Level

N = 48

Periodical	Bachelor or Master N = 40					Doctorate N = 8				
	S	NS	F	U	T	S	NS	F	U	T
<u>Athletic Administration</u>	30	9	33	28	100	50	0	13	37	100
<u>Athletic Journal</u>	25	17	43	15	100	13	49	25	13	100
<u>Athletic Purchasing and Facilities</u>	45	17	18	20	100	88	12	0	0	100
<u>The Chronicle of Higher Education</u>	13	27	35	25	100	37	63	0	0	100
<u>Coaching: Women's Athletics</u>	75	7	8	10	100	63	11	13	13	100
<u>Journal of Physical Education and Recreation</u>	70	12	15	3	100	88	12	0	0	100
<u>Journal of Sports Medicine</u>	5	19	63	13	100	0	50	50	0	100
<u>Medicine and Science in Sports</u>	3	9	35	53	100	0	50	13	37	100
<u>The Physical Educator</u>	18	22	55	5	100	0	50	13	37	100
<u>Research Quarterly</u>	23	29	45	3	100	63	24	13	0	100
<u>Scholastic Coach</u>	25	32	35	8	100	0	62	25	13	100
<u>United States Women Coaches and Athletes</u>	38	11	18	38	100	50	25	0	25	100
<u>Woman Coach</u>	20	24	18	38	100	13	49	25	13	100
<u>Women's Sports</u>	53	22	15	10	100	75	25	0	0	100

S = Subscribed to
U = Unfamiliar

NS = Nonsubscriber but read
T = Total

F = Familiar with but did not read

Fifty percent or more of those with a bachelor's or master's degree subscribed to three of the periodicals.

Over 20 percent of those with a doctorate expressed unfamiliarity with four periodicals, while over 20 percent of those with a bachelor's or master's degree were unfamiliar with five of the periodicals.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

A survey instrument was sent to women athletic directors in selected southeastern colleges and universities which form the Southeastern Conference. The purpose was to investigate the professional periodical reading habits of these individuals. Responses to the survey were analyzed in regard to variables that were recommended by a jury of experts. Variables used in this study include: age; marital status; number of children; years of experience as a teacher only, coach only, teacher/coach, and athletic administrator; responsibilities; memberships in professional organizations; date of last attendance at an athletic convention or workshop; and educational degree level of each woman athletic director. The study indicates the relationship of the degree of reading, subscription to the periodicals, and familiarity or unfamiliarity with the periodicals to each variable.

An overall analysis of the data revealed, by percentage, the degree to which the women athletic directors

read each periodical. The analysis also disclosed the percentage who subscribed to each periodical, the percentage who read but did not subscribe to each periodical, the percentage who were familiar with but did not read each periodical, and the percentage who were unfamiliar with each periodical.

Regular readers were described as those who read from 75 to 100 percent of periodical issues and at least 50 percent of the articles in each issue. Periodic readers were those who read from 50 to 75 percent of the issues and at least 50 percent of the articles in the issues read. Irregular readers were those who read less than 50 percent of the issues and less than 50 percent of the articles in the issues read.

The data were analyzed with specific attention given to each variable used in the study. Percentages to determine the degree to which each periodical was read (regularly, periodically, or irregularly) were computed for each variable. Additionally, for each variable, the percentage who subscribed to, did not subscribe but read, were familiar with but did not read, and were unfamiliar with each periodical was computed. Relationships between each variable and the reading habits of the women athletic directors surveyed were reported by percentages.

The sixteen survey instruments that were not returned were similar to the usable forty-eight that were

returned in that they represented a wide variation with regard to enrollment of the various institutions, indicating that some are small with limited opportunities while others are regional universities.

CONCLUSIONS

Based upon the responses to the survey instrument, the following conclusions may be drawn with regard to the professional periodical reading habits of the women athletic directors surveyed.

1. The type of periodicals the respondents tended to read were generalistic in nature, as opposed to technological, and probably were perceived by them as fulfilling an immediate need. Coaching: Women's Athletics and the Journal of Physical Education and Recreation were the most widely read periodicals. Journal of Sports Medicine and Medicine and Science in Sports were the least read of the periodicals.

2. Women athletic directors generally do not read selected professional periodicals regularly. Regular reading was defined as reading 75 to 100 percent of the issues and at least 50 percent of the articles in each issue. Compared with this ideal standard, the women did not tend to read regularly to a great extent; therefore, the standard may be set too high.

3. The percentage of "regular" readers is closely associated with the percentage of subscribers to the particular periodical.

4. Age has an influence on the professional periodical reading habits of the women athletic directors surveyed, with individuals in the 40 and over age group reading slightly more than individuals in the younger age groups.

5. Divorced or widowed individuals read selected periodicals to a slightly greater degree than single or married women.

6. Individuals with children read "regularly" to a much greater extent than those without children; however, "total" reading percentages revealed no differences in reading habits of the two groups.

7. "Regular" reading percentages revealed that women with 10 or more years experience teaching only read to a much greater extent than those with 1-9 years experience teaching only, while "total" reading percentages revealed little difference.

8. There is no difference in the reading habits of the women athletic directors according to the number of years experience coaching only.

9. Both "regular" and "total" reading percentages revealed that individuals with 10 or more and 1-4 years

experience teaching and coaching read to a greater extent than those with 5-9 years experience teaching and coaching.

10. Individuals with 5-9 and 10 or more years experience in athletic administration read to a greater extent than those with 1-4 years experience in athletic administration as revealed by both "regular" and "total" reading percentages.

11. Women athletic directors whose responsibilities were strictly administrative read to a greater extent than those with multiple responsibilities.

12. Both "regular" and "total" reading percentages revealed that women athletic directors who belonged to 4-6 professional organizations read to a greater extent than those belonging to none to three professional organizations.

13. There is little difference in the reading habits of the women athletic directors according to the date of last convention or workshop attended.

14. Both "regular" and "total" reading percentages revealed that women athletic directors having a doctorate read selected professional periodicals to a greater degree than those women having a bachelor's or master's degree.

RECOMMENDATIONS

In an effort to contribute to the improvement of professional periodical reading habits of women athletic directors, the following recommendations are made:

1. Undergraduate and graduate programs should be designed which require students to demonstrate the ability to read and interpret information from professional periodicals relevant to their profession so those with inclinations toward becoming athletic directors will join appropriate professional organizations and subscribe to such periodicals.

2. Since most individuals are not inclined to learn on their own, institutions of higher learning should provide week-end workshops, seminars, conferences, and similar meetings because a formal learning situation provides structure and group reinforcement making it more likely that individuals working together would read.

3. Institutions of higher learning should require athletic directors to earn continuing education units each year because, for various reasons, individuals are not likely to independently and voluntarily keep abreast of the professional literature relevant to their disciplinary area.

4. Meetings should be held to discuss ways of implementing suggestions appearing in contemporary literature.

5. Educators in leadership positions for institutions of higher learning should be encouraged to recognize that women athletic directors whose job is strictly administration read more than those with multiple responsibilities.

6. Educators in leadership positions for institutions of higher learning should be encouraged to develop professional periodical reading requirements in existing preparatory courses, as well as develop courses for specialized professional reading and analysis as a means for providing a foundation for future professional reading habits.

7. Similar investigations should be made toward the determination of professional periodical reading habits within our various disciplines, for students and faculty, across the nation. Results should be compiled and publicized extensively to professional educators.

APPENDIXES

APPENDIX A

LETTER TO JURY

Rt. 1 Creekwood Estates, Box 15-A
Murfreesboro, TN 37130

April 5, 1979

Dear

I am presently working on a doctoral dissertation in physical education at Middle Tennessee State University. To aid me in the construction of an instrument suitable for surveying the professional periodical reading habits of women athletic directors in selected southeastern four-year colleges and universities, I should appreciate your response to the enclosed checklist.

Please return the completed checklist in the enclosed, self-addressed, stamped envelope. Your attention to this matter is greatly appreciated.

Respectfully,

Carolyn E. Landreth

Enclosure

APPENDIX B

JURY CHECKLIST

JURY CHECKLIST

- I. Check those journals in the list you feel should be read by college and university women athletic directors.

<input type="checkbox"/> ATHLETIC ADMINISTRATION	<input type="checkbox"/> MEDICINE AND SCIENCE
<input type="checkbox"/> ATHLETIC JOURNAL	<input type="checkbox"/> IN SPORTS
<input type="checkbox"/> ATHLETIC PURCHASING AND	<input type="checkbox"/> THE PHYSICAL EDUCATOR
<input type="checkbox"/> FACILITIES	<input type="checkbox"/> RESEARCH QUARTERLY
<input type="checkbox"/> COACHING: WOMEN'S ATHLETICS	<input type="checkbox"/> SCHOLASTIC COACH
<input type="checkbox"/> JOURNAL OF APPLIED PHYSIOLOGY	<input type="checkbox"/> SPORTING GOODS
<input type="checkbox"/> JOURNAL OF PHYSICAL EDUCATION	<input type="checkbox"/> BUSINESS
<input type="checkbox"/> AND RECREATION	<input type="checkbox"/> WOMAN COACH
<input type="checkbox"/> WOMEN COACHES AND ATHLETES	<input type="checkbox"/> WOMEN'S SPORTS

ADDITIONAL SUGGESTIONS: _____

- II. Check the factors you feel might have an influence on the periodical reading habits of women athletic directors.

<input type="checkbox"/> AGE	<input type="checkbox"/> DATE OF ATTENDANCE AT
<input type="checkbox"/> HIGHEST DEGREE HELD	<input type="checkbox"/> LAST CONVENTION OR
<input type="checkbox"/> DATE DEGREE RECEIVED	<input type="checkbox"/> WORKSHOP
<input type="checkbox"/> YEARS OF TEACHING EXPERIENCE	<input type="checkbox"/> TYPE OF SCHOOL: STATE,
<input type="checkbox"/> YEARS OF COACHING EXPERIENCE	<input type="checkbox"/> PRIVATE, RELIGIOUS, ETC.
<input type="checkbox"/> YEARS OF COACHING/TEACHING	<input type="checkbox"/> MEMBERSHIP IN PROFES-
<input type="checkbox"/> YEARS AS ATHLETIC DIRECTOR	<input type="checkbox"/> SIONAL ORGANIZATIONS
<input type="checkbox"/> MARITAL STATUS	<input type="checkbox"/> PRIMARY AREA OF
<input type="checkbox"/> NUMBER OF CHILDREN	<input type="checkbox"/> RESPONSIBILITY:
<input type="checkbox"/> DATE OF LAST SCHOOL	<input type="checkbox"/> ATHLETIC DIRECTOR, COACH,
<input type="checkbox"/> ATTENDANCE	<input type="checkbox"/> OR INSTRUCTOR

ADDITIONAL SUGGESTIONS _____

- III. Do you think camouflage items would be helpful in obtaining a more realistic response to periodical reading habits of individuals to be surveyed?

Yes ___ No ___ ADDITIONAL SUGGESTIONS _____

APPENDIX C

JURY OF EXPERTS

JURY OF EXPERTS

Ms. Lorraine Woodyard
Duke University
Cameron Indoor Stadium
Durham, N.C. 27706

Ms. Frances B. Hogen
University of North Carolina
P.O. Box 2126
Chapel Hill, N.C. 27514

Dr. Leotus Morrison
James Madison University
Harrisonburg, Va. 22807

Ms. Barbara A. Hedges
University of Southern Cal.
Heritage Hall
Los Angeles, Ca. 90007

Ms. Della Durant
Penn State University
113 White Building
University Park, Pa. 16802

Dr. Donna Lopiano
University of Texas
Bellmont 606
Austin, Texas 78712

Ms. Judith Holland
University of Calif. at
Los Angeles
405 Hilgard Ave.
Los Angeles, Ca. 90024

APPENDIX D

JOURNALS PERTINENT TO THE STUDY

JOURNALS PERTINENT TO THE STUDY

Athletic Administration

Athletic Journal

Athletic Purchasing and Facilities

The Chronicle of Higher Education

Coaching: Women's Athletics

Journal of Physical Education and Recreation

Journal of Sports Medicine

Medicine and Science in Sports

The Physical Educator

Research Quarterly

Scholastic Coach

United States Women Coaches and Athletes

Woman Coach

Women's Sports

APPENDIX E

LETTER TO INDIVIDUALS TO BE SURVEYED

Rt. 1 Creekwood Estates, Box 15-A
Murfreesboro, TN 37130

August 10, 1979

Dear

I am endeavoring to survey the professional periodical reading habits of women athletic directors from colleges and universities in the seven states that comprise the Southeastern Conference. This investigation is part of a doctoral dissertation. Specific information gathered during the study will be kept strictly confidential.

Completion of the enclosed survey instrument will take only a few minutes of your time. After providing information requested, please enclose your response in the self-addressed, stamped envelope and return at your earliest convenience.

Respectfully,

Carolyn E. Landreth

Enclosure

APPENDIX F
FOLLOW-UP LETTER

1210 Hazelwood, Apt. C-36
Murfreesboro, TN 37130

September 1, 1979

Dear

Recently, I wrote regarding one aspect of preparing my dissertation. As you noted, I am endeavoring to survey the professional periodical reading habits of women athletic directors in four-year southeastern colleges and universities.

If you have not had the opportunity to fill out the survey sheet, would you please do so at this time? Enclosed please find another copy.

Please mail the instrument at your earliest convenience. Accept my sincere thanks for your patience and cooperation.

Respectfully,

Carolyn E. Landreth

Enclosure

APPENDIX G

PERIODICAL READING HABITS INVENTORY

PERIODICAL READING HABITS INVENTORY

Name: _____ Sex: M ___ F ___
 Age: 20-29 ___ 30-39 ___ 40-49 ___ 50 and over ___
 Marital status: _____ Number of children ___
 Years of experience: Teaching only ___ Coaching only ___
 Teaching/coaching ___ Athletic administration ___
 Responsibilities: _____

Professional organizations of which you are a member:

Last athletic convention or workshop attended:

_____ Date: _____

PLEASE SUPPLY THE FOLLOWING INFORMATION REGARDING YOUR COLLEGIATE EDUCATION:

Bachelor's degree (B.S., B.A., etc.)

Degree: _____ Date: _____ Institution: _____

Major(s) _____

Minor(s) _____

Master's degree (M.S., M.A., etc.)

Degree: _____ Date: _____ Institution: _____

Major(s) _____

Minor(s) _____

Doctorate (Ph.D., Ed.D., D.A., etc.)

Degree: _____ Date: _____ Institution: _____

Major(s) _____

Minor(s) _____

INSTRUMENT RESPONSE

TO INSURE GREATER ACCURACY, PLEASE COMPLETE EACH STEP BEFORE PROCEEDING TO THE NEXT.

Step 1: Go through the entire list and encircle periodicals to which you subscribe.

Step 2: Go through the entire list and draw a line through periodicals you do not read, but with which you are familiar.

Step 3: Go through the entire list and place a check (✓) to the left of unfamiliar periodicals.

Step 4: For periodicals you read, check the appropriate column according to the scale below:

Regular: Read from 75 to 100 percent of issues and at least 50 percent of the articles in issues read.

Periodic: Read from 50 to 75 percent of issues and at least 50 percent of the articles in issues read.

Irregular: Read less than 50 percent of issues and less than 50 percent of the articles in issues read.

<u>Periodical</u>	<u>Regular</u>	<u>Periodic</u>	<u>Irregular</u>
ATHLETIC ADMINISTRATION	_____	_____	_____
ATHLETIC JOURNAL	_____	_____	_____
ATHLETIC PURCHASING AND FACILITIES	_____	_____	_____
CHRONICLE OF HIGHER EDUCATION	_____	_____	_____
COACHING: WOMEN'S ATHLETICS	_____	_____	_____

<u>Periodical</u>	<u>Regular</u>	<u>Periodic</u>	<u>Irregular</u>
JOURNAL OF PHYSICAL EDUCATION AND RECREATION	_____	_____	_____
JOURNAL OF SPORTS MEDICINE	_____	_____	_____
MEDICINE AND SCIENCE IN SPORTS	_____	_____	_____
THE PHYSICAL EDUCATOR	_____	_____	_____
RESEARCH QUARTERLY	_____	_____	_____
SCHOLASTIC COACH	_____	_____	_____
UNITED STATES WOMEN COACHES AND ATHLETES	_____	_____	_____
WOMAN COACH	_____	_____	_____
WOMEN'S SPORTS	_____	_____	_____

Would you like a summary of this study?

Yes _____ No _____

APPENDIX H

A BRIEF SYNOPSIS OF PROFESSIONAL
PERIODICALS

A BRIEF SYNOPSIS OF PROFESSIONAL
PERIODICALS

The following information related to the professional periodicals used in this study was taken from the specific periodical or from Ulrich's International Periodicals Directory.*

Athletic Administration. This periodical is published by the National Association of Collegiate Directors of Athletics. In addition to articles which deal with the administration of athletics, the publication also contains advertising, book reviews, charts, and illustrations. Subscription price is ten dollars per year and circulation is 3,400.

Athletic Journal. This periodical is published monthly by the Athletic Journal Publishing Company in Evanston, Illinois. The journal covers the broad spectrum of high school and college sports. Articles are written by high school and college coaches and physical education specialists.

In addition to the articles, it also contains photographs, charts, drawings, advertising, book reviews, and special departments. Subscription price is six dollars per year and circulation is 38,000.

*Source: Ulrich's International Periodicals Directory
(17th ed., 1977-1978; New York: R. R. Bowker
Company, 1977).

Athletic Purchasing and Facilities. This periodical is published monthly by Athletic Business Publications, Inc., in Madison, Wisconsin. Athletic Purchasing and Facilities is designed to assist and guide athletic administrators in the planning and financing of athletic programs. The periodical contains pertinent articles, advertisements, and photographs. Subscription price is ten dollars and circulation is controlled.

The Chronicle of Higher Education. The Chronicle of Higher Education is published weekly by Corbin Gwaltney and presents trends, events, reforms, speeches, meetings, government actions, legislation, polls, and studies dealing with higher education.

Special attention is given to student, faculty, and administrative reform movements. The standard issue is in newspaper format, with a number of signed articles and regular features such as books, deaths, promotions, appointments, and a calendar of coming events. Subscription price is twenty-five dollars and circulation is 66,000.

Coaching: Women's Athletics. Intercommunications, Inc., publishes this periodical bimonthly except for July/August. The publication is for administrators of either athletic or physical education departments of junior and senior high schools, preparatory schools, and colleges and universities. Included in the magazine are profiles, interviews, and articles dealing with personal experience

and theory and practice. Subscription price is six dollars per year and circulation is 10,000.

Journal of Physical Education and Recreation. The American Alliance for Health, Physical Education, and Recreation publishes this periodical monthly, September through June. Considered the basic periodical for physical educators, it regularly includes ten to fifteen major articles dealing with theory and practice of physical education and recreation, along with related advertising. Articles are intended to serve teaching students and other agencies which deal in the areas of physical education and recreation. Members of the Alliance desiring a copy of the periodical receive one monthly, and non-members may purchase a subscription for thirty dollars per year. Circulation is 45,000.

Journal of Sports Medicine. This journal is a quarterly review published by Edizioni Minerva Medica devoted to the medical aspects of sport and physical training for the purpose of improving and maintaining health. The periodical presents original papers covering psychological, physiological, and pathological effects of muscular activity on the human body. Yearly subscription is twenty-two dollars and circulation is 3,229.

Medicine and Science in Sports. Medicine and Science in Sports is published quarterly by the American College of Sports Medicine in Madison, Wisconsin. The

periodical contains articles, abstracts, advertisements, bibliographies, charts, and illustrations. Circulation is 7,500 and subscription price is eighteen dollars per year.

The Physical Educator. The Phi Epsilon Kappa Fraternity publishes this periodical which has a circulation of 8,500. The subscription fee is eight dollars per year. The Physical Educator is devoted to the physical education profession and related fields. Special emphasis is placed on new ideas, research, and teaching techniques.

Research Quarterly. Research Quarterly, published by the American Alliance for Health, Physical Education, and Recreation, is issued quarterly. This publication is devoted to research concerning various aspects of physical education, health, recreation, and athletics. The quarterly is available to members of the Alliance and to non-members for thirty dollars per year. Circulation is 11,597.

Scholastic Coach. This periodical is published monthly during the academic year by Scholastic Magazines. The target audience is coaches in high schools, junior colleges, and four-year colleges and universities. The purpose is to give up-to-date, reliable information on coaching practices, as well as material on physical education, conditioning, first aid, and other related subjects. Subscription price is eight dollars per year and circulation is 39,000.

United States Women Coaches and Athletes. This periodical is published ten times per year by the Five Women Publishing Corporation, Brooklyn, New York. The periodical is designed to help coaches and players keep up with the latest ideas in strategies, techniques, and equipment. Each issue presents instructional articles and features by successful coaches of women's athletics. Articles are also presented by athletic trainers and doctors demonstrating proper training/medical techniques. Other features include diagrams, photographs, and drawings to explain principles and methods of various activities. Subscription price is nine dollars and ninety-five cents and circulation is controlled.

Woman Coach. Intercommunications, Inc., publishes Woman Coach bimonthly. In addition to pertinent articles related to coaching, training, and theory and practice, the periodical also contains advertising, book reviews, film reviews, illustrations, and statistics. Circulation is 10,000 and subscription price is fourteen dollars and ninety-five cents.

Women's Sports. Women's Sports is published monthly by Women's Sports Publications, Inc. Each issue contains feature articles covering popular sports focusing on the participant with many how-to and where-to articles, plus clothing, equipment, health, and nutrition information for the sports-minded woman.

Annual membership dues of ten dollars include a subscription to Women's Sports and also help support the foundation's other activities. Circulation is 200,000.

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