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**IDENTIFYING IMPORTANT TEACHER ACTIVITIES FOR THE
PURPOSE OF THEIR INCLUSION IN A PROFESSIONAL
PHYSICAL EDUCATION CURRICULUM**

By

Willard Charles Woodring

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts**

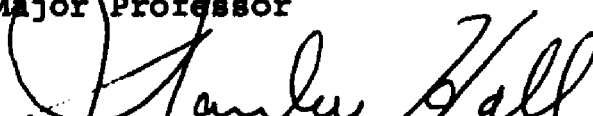
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IDENTIFYING IMPORTANT TEACHER ACTIVITIES FOR THE
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PHYSICAL EDUCATION CURRICULUM

APPROVED:

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ABSTRACT

IDENTIFYING IMPORTANT TEACHER ACTIVITIES FOR THE PURPOSE OF THEIR INCLUSION IN A PROFESSIONAL PHYSICAL EDUCATION CURRICULUM

By

Willard Charles Woodring

The sample was composed of 188 Florida high school physical educators teaching within the Florida Atlantic University service area. Ninety-five respondents were female and ninety-three were male. A total of 98.9 percent of the respondents had completed a major or minor in physical education at the undergraduate level.

A questionnaire dealing with a wide range of teacher activities was administered to determine the perceived importance of those activities. The instrument, developed by William Charles Lewis at the Ohio State University in 1971, was modified by the researcher and utilized.

The purpose of the study was to identify important teacher activities so that they could be incorporated into appropriate professional preparation courses for undergraduate competency development. Of the 121 teacher activities, 106 met the established importance criteria and were retained for inclusion in the pre-service professional curriculum.

Willard Charles Woodring

Questionnaire items were classified into ten categories. These were: (1) Curriculum Planning, (2) Organization and Grouping of Students for Instruction, (3) Instructional and/or Motivational Techniques, (4) Social and Emotional Development, (5) Physical Development and Health, (6) Safety, First Aid, and Legal Aspects of Teaching, (7) Evaluation, (8) Record Keeping, Administrative and/or Supervisory Duties, (9) Facilities and Equipment, and (10) Community Involvement and Professionalism.

The data were analyzed: (1) for the total group, (2) for each sex, and (3) by teacher experience groups. These groups were: teachers with zero to five years of experience, those with six to ten years of experience, and those with eleven or more years of high school physical education teaching experience.

Teacher tasks pertaining to control and motivation of students, safety and legal aspects of teaching physical education, and provision for first aid were the most highly regarded items in the study.

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The writer is indebted to Dr. Juana Burton, Dr. Stanley Hall, and Dr. Robert C. Aden for their interest, suggestions, and encouragement in the study. In addition, a special debt of gratitude is owed to Dr. Amiel H. Solomon, chairman of the committee, for his time and guidance throughout the project.

The research could not have been conducted without the cooperation of public school administrators and responding physical education faculty members. To each goes an expression of appreciation.

A special acknowledgment is appropriate to Mr. and Mrs. Charles Woodring whose many sacrifices made the initial collegiate experience possible for the writer.

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Chapter 1

INTRODUCTION

Implementation of a quality physical education program in the secondary school is dependent upon the teacher.¹ Graduation of competent physical educators from teacher preparation institutions is an indispensable link between secondary students and quality physical education programs. Quality preparation of future teachers necessitates the continuous pursuit of all professional physical education courses.

Content of the professional course work is an important segment of teacher preparation. Many programs are trying to provide for the future needs of prospective teachers. Examples serve to illustrate this point. A college professor, after a seven-year absence, returns to public school work in order to make his college course offerings more relevant.² Supervised laboratory and field experiences are introducing future professionals to public

¹American Association for Health, Physical Education, and Recreation, "Guidelines for Secondary School Physical Education: A Position Paper," Washington, D.C., 1970.

²Edward T. Turner, "Send the College Professor Back to High School," Journal of Health, Physical Education, and Recreation, XLII (October, 1971), 22.

school work early and periodically throughout their pre-service work.³ In addition, field work is exposing the student to a variety of settings and age groups.⁴ Articles in professional journals call for relevance in teacher education. Coping with problems of today,⁵ reorientating of professional preparation,⁶ seeking practical answers to problems facing beginning teachers,⁷ and keeping professional preparation classes current⁸ are concerns of the teacher-educator.

Hess remarks that most teacher-educators do not know what is going on in the public schools.⁹ Zeigler states;

³Barbara Nelson, "Bridging the Gap Between Theory and Practice--A Model Teacher Preparation Program," Journal of Health, Physical Education, and Recreation, XLIV (February, 1973), 55.

⁴Neil J. Dougherty, IV, "An Experience Based Teacher Training Program," Journal of Health, Physical Education, and Recreation, XLIV (February, 1973), 58.

⁵Jo Alice Carter, "Is Education Preparing Teachers for the Future, or Simply Perpetuating the Past?" The Physical Educator, XXVIII (May, 1971), 82.

⁶John E. Nixon and Ann E. Jewett, An Introduction to Physical Education (Philadelphia: W. B. Saunders Co., 1974), p. 40.

⁷Greyson Daughtrey, Effective Teaching in Physical Education for Secondary Schools (Philadelphia: W. B. Saunders Co., 1973), p. 81.

⁸Marilyn Minneman, "A Student Proposal for an Inquiry Method Preparation Curriculum," Journal of Health, Physical Education, and Recreation, XLIII (May, 1972), 71.

⁹American Association for Health, Physical Education, and Recreation, Preparing Teachers for a Changing Society (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1970), p. 10.

Professional curricula in physical education . . . have been organized and developed traditionally in a fairly hit or miss fashion. Generally they are based upon the opinions of the teachers at a particular university, the curriculum of a nearby university, or the opinions of a few leaders.¹⁰

This manner of constructing curricula reflects biases. Many existing curricula have not been formulated with regard to research findings.¹¹ Disagreement exists concerning content, scope, and sequence of courses in the professional preparation curriculum.¹² The 1962 National Conference on Professional Preparation in Physical Education suggests possible solutions to the curriculum content problem. The report states: "Curricular experiences should be selected and organized on the basis of competencies for the complete function of the teacher."¹³ The report asks that consideration be given to the needs as surveyed among local professional leaders when planning or revising curricula.¹⁴ Seeking input from active practitioners in course construction

¹⁰Earle F. Zeigler, "Undergraduate Preparation in Physical Education," The Physical Educator, XII (March, 1955), 15.

¹¹Zeigler, p. 15.

¹²Neil Laughlin, "A Look at the Professional Preparation of Physical Educators," The Physical Educator, XXVIII (October, 1971), 150.

¹³American Association for Health, Physical Education, and Recreation, Professional Preparation in Health Education, Physical Education, and Recreation Education (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1962), p. 60.

¹⁴American Association for Health, Physical Education and Recreation, pp. 27-28.

is desirable.¹⁵ College teacher-educators can become knowledgeable concerning current teacher needs by surveying outstanding professionals who instruct in the public school system. This knowledge should influence the content of the professional preparation courses under their direction.

Henschen emphasizes that a professional preparation program must be geared to the needs of the public school systems which it serves.¹⁶ The conference report of 1962 supports Henschen's statement. An excerpt states: "The curriculum should provide . . . for the requirements of the society served by the institution."¹⁷

Teacher-educators, therefore, can make practical decisions for areas of content emphasis for the professional preparation courses by gathering pertinent data from active practitioners within the service area. Identification of important duties and activities of in-service high school physical educators should provide the necessary information upon which to base these decisions.

¹⁵American Association for Health, Physical Education, and Recreation, p. 22.

¹⁶Keith P. Henschen, "A New Deal in Professional Preparation," Journal of Health, Physical Education, and Recreation, XLV (May, 1974), 65.

¹⁷American Association for Health, Physical Education, and Recreation, p. 60.

STATEMENT OF THE PROBLEM

The problem was to identify teacher activities that public high school physical educators within the Florida Atlantic University service area perceived as important.

PURPOSE OF THE STUDY

The purpose of the study was to identify those teacher activities perceived as important by high school physical educators. Once identified as important, the teacher activity was stated as a desired competency and placed within the appropriate physical education professional preparation course offered by Florida Atlantic University.

DEFINITION OF TERMS

Carry-over Activities--Activities that can be continued into the adult years.

Double Sessions--Approximately one half of the student body attends school in the morning while the other half attends during the afternoon hours. This system is employed where overcrowding exists.

Individual and Dual Activities--Activities performed along or with a partner such as stunts, tumbling, gymnastics, and wrestling.

Instructional Activity--Any portion of the physical education curriculum engaged in by a student or students.

Lifetime Sports--Sport activities which can be easily continued during the adult years. Such activities are archery, badminton, bowling, golf, and tennis.

Physical Education Teacher, Physical Education Instructor, or Physical Educator--Any faculty member whose instructional assignment requires that a minimum of 60 percent of the teaching day be in the physical education teaching field.

Pre-Service Curriculum--Course work and related experiences at the undergraduate level which prepare a student to become a teacher of physical education.

Pre-Planning--That portion of the working school year for faculty which precedes the attendance of the student body.

Professional Preparation--Course work designed specifically to prepare college students to teach physical education at all educational levels.

Public High School--Any publicly supported school which grants diplomas to its graduates. This includes schools with levels nine through twelve and those with levels ten through twelve.

Quinmester--A segment of a year-round school calendar resulting from a division of the total number of school days into five equal parts.

Teacher Activity--Any activity engaged in by physical educators in practicing their profession. The term has a broad meaning including planning, directing, and interpreting the program.

Upper Division Institution--A college or university that has only the junior and senior years of the undergraduate curriculum. Florida Atlantic University, a state supported institution located in Boca Raton, Florida, is such a university.

DELIMITATIONS

The study was limited to public high school physical education teachers practicing within the Florida Atlantic University service area. The study, furthermore, was limited to those teachers that responded to the teacher activity questionnaire. For the purposes of this study the service area of Florida Atlantic University was Broward, Palm Beach, Martin, St. Lucie, and Indian River Counties.

BASIC ASSUMPTIONS

The following assumptions were made:

1. The participating physical educators correctly interpreted each item which comprised the instrument.
2. The participating physical educators responded truthfully to the activity list.

Chapter 2

RELATED LITERATURE

Studies of a job analysis nature have been applied to the field of physical education with the ultimate purpose of finding a way to improve work performed on the job.¹ Teacher-educators should use the practical information yielded by studies of in-service physical educators.

Readings related to job analyses of high school physical educators will be categorized into the following areas: (1) activities taught by physical educators, (2) duties and tasks of physical educators, (3) competencies needed by physical educators, and (4) problems encountered by physical educators.

ACTIVITIES TAUGHT BY PHYSICAL EDUCATORS

Monroe, in 1926, conducted one of the earliest physical education job analysis studies in this country. Through a national survey, Monroe identified physical education activities taught by male high school instructors. Activities most frequently included in the curriculum were

¹James H. Humphrey, "Job Analysis in Health, Physical Education, and Recreation," Research Quarterly, XXIV (December, 1953), 414.

calisthenics, basketball, group games, relay races, marching, track and field, and volleyball. Lifetime sports such as golf and tennis were taught in few programs.²

In contrast, Jackson in Illinois, Irwin and Reavis nationally, and Jack in Minnesota, in later surveys indicated that the activities most frequently taught by male secondary physical education instructors had changed. The data revealed that the team sports of basketball, softball, and volleyball had replaced the formal activities of calisthenics and marching as the most prevalent physical education curriculum activities. Also, frequently included in the boys' program were baseball and touch football. Lifetime sports, although not prevalent, were more commonly taught than reported in the earlier study by Monroe.³ In a recent survey of both male and female physical educators in Ohio, Lewis found that lifetime sports activities and skills were rated more important than teaching team sports.⁴

²Walter S. Monroe, "The Duties of Men Engaged as Physical Directors or Athletic Coaches in High Schools," University of Illinois Bulletin, XXXVIII (1926), 10.

³C. O. Jackson, "Activities Engaged in by Teachers of Physical Education in the High Schools of Illinois," Research Quarterly, XIII (May, 1942), 250; see also Leslie W. Irwin, and William C. Reavis, "Practices Pertaining to Health and Physical Education in Secondary Schools," Research Quarterly, XI (October, 1940), 99; see also Harold K. Jack, "An Analysis of the Physical Education Programs of the Minnesota Secondary Schools," Research Quarterly, XIII (1942), 319.

⁴William Charles Lewis, "A Selection of Teaching Activities as Course Objectives for the Professional Physical Education Curriculum" (unpublished Doctoral dissertation, The Ohio State University, Columbus, Ohio, 1972), p. 131.

In identifying the most prevalent activities taught by women, the data of Jackson, Irwin and Reavis, and Jack yielded similar results. Common activities were volleyball, basketball, group games, calisthenics, relay races, softball and folk dancing.⁵

A study by Knapp and Drom agreed with the results of previous studies. A greater percentage of schools reported teaching the more common activities than in previous studies.⁶ This indicated widespread agreement among physical educators that these activities should be included in the high school curriculum. The lifetime sports of tennis, golf, archery, badminton, and bowling were cited by department heads as activities that they would like to add to their program. Men selected conditioning, tumbling, stunts, and testing as activities to which they wanted to allot more time. Women agreed that additional time should be given to the areas of social dance, badminton, and folk dance.⁷

Young surveyed high school physical educators in Colorado and stated that the women's physical education programs were better balanced than the men's were. The team sports of volleyball, basketball, softball, and touch football were

⁵Jackson, p. 247; see also Irwin and Reavis, p. 100; see also Jack, p. 320.

⁶Clyde Knapp and Beulah Drom, "Existing and Desired Physical Education Activities in 126 Illinois Secondary Schools," Research Quarterly, XXII (October, 1951), 351.

⁷Knapp and Drom, p. 350.

included in the vast majority of the men's programs. In addition to these, excluding touch football, most girls' programs included soccer, speedball, archery, tennis, and rhythmic.⁸

Starr surveyed the secondary physical education programs of Wyoming.⁹ Prevalent team sport activities were consistent with previous studies for both men and women. Starr's results, however, indicated that badminton, soccer, and wrestling were activities included in most programs for high school boys. All of the boys' and most of the girls' programs included calisthenics. Badminton was taught in the majority of female programs while archery and dance were less prevalent than in the study by Young.¹⁰

In the results of a southern California survey by Powers, tennis and track and field were a part of almost all male high school physical education programs.¹¹ All the

⁸Lawrence Fredrick Young, "The Functions of Senior High School Physical Education Teachers in Colorado With Implications for Professional Preparation" (unpublished Doctoral dissertation, University of Southern California, Los Angeles, California, 1958), pp. 269-271.

⁹John Taylor Starr, "Secondary School Physical Education Programs in Wyoming As Related to Professional Preparation of Teachers," (unpublished Doctoral dissertation, University of Southern California, Los Angeles, California, 1966).

¹⁰Starr, pp. 55-58.

¹¹Lee Robert Powers, "A Comparison of the Functions of Male Junior College and Secondary Physical Educators, With Possible Implications for Different Professional Preparation of Junior College Instructors," (unpublished Doctoral dissertation, University of Southern California, Los Angeles, California, 1967), p. 71.

responding schools conducted physical fitness testing while many included weight lifting.¹²

In view of the previous studies, physical education programs have progressed from a limited curriculum to a broader base. Emphasis on formal activities has been replaced by team sports. Lifetime sports are included in more high school curriculums than ever before. The physical education faculty, furthermore, rates them high in importance. The surveys reviewed indicate that certain physical education activities were more frequently included in specific geographical areas of the country. This suggests that certain regions have different philosophies, interests, economic support, special interest groups, and overall encouragement for their physical education curricula.

DUTIES AND TASKS OF PHYSICAL EDUCATORS

Jackson listed job responsibilities commonly performed by male and female physical educators. The most prevalent duties of the responding male teachers were coaching teams, teaching physical education, rendering first aid, keeping the athletic team in condition, supervising the athletic field, purchasing physical education equipment, and promoting intramurals.¹³ The most common duties performed

¹²Powers, p. 73.

¹³Jackson, p. 244.

by men involved athletics and program administration. The women surveyed indicated that teaching physical education, teaching academic subjects, rendering first aid, administering achievement tests, staging physical education exhibitions, promoting intramurals, and directing the (girls) athletic association were their most prevalent duties.¹⁴

Additional duties noted by Powers in southern California included supervising students in non-teaching situations and in conducting open house. Coaching interscholastic teams ranked as the seventh most commonly performed duty by the male secondary physical educators.¹⁵

In a survey of parents, principals and secondary physical educators, Young identified numerous job responsibilities in addition to teaching physical education that were accepted by both male and female physical educators. Included were teaching health education, first aid, various classroom subjects, administering first aid to students, administering and supervising policies and procedures relative to the maintenance of facilities, procuring equipment, aiding in planning of new facilities, and preparing budgets.¹⁶ Almost all the men coached while a majority of women were involved with play days, drill teams, and demonstrations.¹⁷

¹⁴Jackson, p. 245.

¹⁵Powers, pp. 77-82.

¹⁶Young, "The Functions of Senior High School . . ." p. 272.

¹⁷Young, p. 271.

More men than women were assigned to teach driver training as well as to coordinate the health and safety programs. Most men also served as athletic trainers and officials at interscholastic games. Many teachers were involved in community recreation activities either part of the year or on a year-round basis.¹⁸

Odenkirk, in a study of male Ohio physical educators, reported that 95 percent of the respondents coached at least one sport.¹⁹ Most of the respondents taught subjects in addition to physical education.²⁰ These findings were in agreement with those of Young.

Starr, in a study with results similar to Young, revealed widespread performance of several additional duties of male physical educators. They were: (1) scheduling and arranging interschool athletics, (2) administering first aid to students, (3) conducting intramural activities, (4) offering guidance and counseling to students in regard to professional preparation in physical education, and (5) supervising the maintenance of physical education facilities.²¹ Women's duties included sponsoring clubs, conducting play days, and

¹⁸Young, pp. 272-273.

¹⁹James Ellis Odenkirk, "A Job Analysis Study of Men Physical Education Teachers In the Public Secondary Schools of Ohio," (unpublished Doctoral dissertation, Columbia University, New York, New York, 1960), p. 101.

²⁰Odenkirk, p. 72.

²¹Starr, "Secondary School Physical Education Programs . . .," pp. 56-57.

organizing social activities. The data was similar for both sexes when athletics and athletic related duties were eliminated from consideration. More men than women spoke to community and service groups.²² This probably related to athletics in most instances.

Functions of physical education teachers rated as essential by a high percentage of high school physical education teachers in a study by Coombe were: (1) assume and maintain responsibility as a member of the school faculty, (2) plan a curriculum, (3) provide learning experiences in motor activities for all age levels, (4) understand legal responsibilities, (5) evaluate pupil progress, his/her own teaching efficiency and the nature of the program, and (6) grow professionally.²³

In a job analysis study of high school female physical educators in Missouri, Jutten ranked the responses in order of their rated importance.²⁴ Professional duties rating very high were: (1) promote good behavior patterns, (2) keep accurate records, (3) inspect safety of equipment

²²Starr, pp. 55-58.

²³Eleanor Mary Coombe, "Functions and Competencies of Physical Education Teachers," (unpublished Doctoral dissertation, Stanford University, Stanford, California, 1952), p. 212.

²⁴Jessie B. Jutten, "A Job Analysis of Women Physical Education Teachers in Selected Senior High Schools in Missouri With Implications for Teacher Education," (unpublished Doctoral dissertation, Indiana University, Bloomington, Indiana, 1961), pp. 86-90.

and facilities, (4) discipline students, (5) set up regulations, (6) correct faulty performance, (7) interpret desirable attitudes and appreciations, (8) counsel students, (9) study students to determine needs and interests, (10) cooperate with and secure cooperation of the staff of the boys' department, and (11) prepare a budget for equipment.²⁵ When those duties were ranked according to degree of difficulty of performance, the greatest change in upward positioning occurred with those duties involving student-teacher interactions. Greatest downward positioning changes occurred in items that did not directly involve the students. Duties that rated as considerably important, when ranked in difficulty of performance, involved evaluation of students and outcomes desired.²⁶

Using a panel of authorities, administrative leaders of colleges and universities of Texas physical education, and a group of male Texas secondary school physical education teachers, Maroney compared task perception data among the three groups.²⁷ The secondary high school teachers were in closer agreement with the administrative leaders than with the panel of authorities.²⁸ In planning the instructional

²⁵Jutten, p. 86.

²⁶Jutten, p. 118.

²⁷Robert Eugene Maroney, "An Analysis of Perceptions of the Tasks of Male Physical Educators in Secondary Schools As Held by Three Groups of Physical Educators," (unpublished Doctoral dissertation, North Texas State University, Denton, Texas, 1967).

²⁸Maroney, p. 102.

program the duties perceived to be most important by the physical educators were: (1) setting up general and specific objectives of physical education, (2) determining space, facilities, equipment, and supplies available, (3) scheduling and organizing facilities for maximum use, and (4) grouping and organizing pupils for optimum control and learning.²⁹

When considering executing the instructional program, the physical educators perceived the following to be most important: (1) adapting instruction to pupil interest, abilities, and needs, (2) explaining skills used in activities, and (3) encouraging pupils to accept responsibility for their own learning.³⁰

In rating the importance of tasks pertaining to the provision of a healthy and stimulating atmosphere in teaching activity classes, the physical educators ranked the following duties as most important: (1) providing an atmosphere that is emotionally healthy, (2) maintaining rapport of pupils in class, (3) maintaining a cooperative relationship with administrators, and (4) giving proper care and/or making proper referral in case of injuries.³¹

Hindman compiled a comprehensive master list of teacher activities which included physical education, athletics, intramurals, and extramurals. The list was submitted

²⁹Maroney, p. 65

³⁰Maroney, p. 76.

³¹Maroney, p. 85.

to cooperating Ohio physical educators for their consideration. Each item was checked for personal performance, rated according to perceived importance, and again rated for appropriateness for pre-service curriculum inclusion. Three teacher-educators at the Ohio State University then selected 290 of the activities for inclusion in the teacher training curriculum.³²

The highest rated activities pertinent to physical education were: (1) maintaining discipline, (2) explaining games, (3) planning work, and (4) selecting physical education activities.³³

Lewis surveyed Ohio's secondary physical education teachers using the data format introduced by Hindman. Interscholastic and intramural activities were not included in the study. The teachers perceived duties involving the teaching of skills, sports, and activities to be their most important responsibilities.³⁴ Other activities perceived to be of the greatest importance were: (1) rendering first aid, (2) teaching within the framework and understanding of school law and legal liability, (3) inspecting equipment for safety, (4) making provisions for first aid, and (5) recommending the purchase of supplies and equipment.³⁵

³²Darwin A. Hindman, "An Analysis of the Activities of Physical Education Teachers in High Schools," Research Quarterly, VIII (May, 1937), 117-131.

³³Hindman, pp. 123-131.

³⁴Lewis, "A Selection of Teaching Activities . . .," p. 131.

³⁵Lewis, pp. 130-133.

Humphrey compiled a list of activities performed by the directors of physical education which included athletics. Directors were defined as the people responsible for the physical education program in that particular system. Job analysis questionnaires were sent to communities of various sizes throughout the country.³⁶ Although Humphrey did not report how many directors were teachers, inspection of the data submitted implies that small community directors were actually teachers. When considering ratings of perceived difficulty and importance, small community physical educators rated the following items highest: (1) develop a plan for budgeting and accounting, (2) develop courses of study or syllabi, (3) participate in planning new facilities, (4) develop a plan for purchase of equipment and supplies, (5) provide a plan for repair of facilities and equipment, (6) teach corrective classes in physical education, and (7) prepare budget and receipt of expenditures for athletic teams.³⁷

In a similar study by Dittus which was limited to small and large schools in Illinois, the perceived importance of duties by small school directors compared favorably with the results of Humphrey.³⁸ In the study by Dittus, however,

³⁶James H. Humphrey, "A Job Analysis of Selected Public School Physical Education Directors," (unpublished Doctoral dissertation, Boston University, Boston, Massachusetts, 1951).

³⁷Humphrey, p. 131.

³⁸Loren Karl Dittus, "The Role of the Physical Education Director," (unpublished Doctoral dissertation, Colorado State College, Greeley, Colorado, 1966), p. 174.

teaching physical education and related subjects received the highest importance rating.³⁹

Early studies revealed that coaching and related activities were common and important duties of the secondary male physical educator. Women were more involved with the professional matters regarding physical education class instruction. Teaching courses other than physical education was commonplace.

Several areas of agreement exist in certain duties and perceived importance of those duties as evidenced by the studies reviewed. Tasks which involved the maintenance and care of facilities and equipment were cited as duties commonly performed and were ranked as important tasks. Inspection of equipment for safety, purchasing equipment, and preparing a budget were tasks that frequently emerged as extremely important. Administering of first aid was also identified as a common and important duty.

Research indicates a need for further investigation of the perceived importance of teacher activities. In three interrelated studies, items pertaining to behavior were most important according to Jutten, professional activities relating to actual instruction were highly regarded according to Coombe, and data reported by Lewis identified teacher activities involving legal aspects of teaching as being of great

³⁹Dittus, p. 174.

importance. These results disclose basic areas of disagreement between secondary physical educators of different populations nationwide.

COMPETENCIES NEEDED BY PHYSICAL EDUCATORS

Needed competency development was indicated in the Illinois study by Jackson. Teachers, in a self-evaluation, felt inadequately trained in health and safety.⁴⁰

Understanding the role of the physical education program was a competency need according to Curtis's survey of the male physical education teachers in California. The instructors identified the weaknesses of male physical education teachers as over-stressing competitive sports, having unorganized or very limited programs, being insufficiently trained in physical education, being unaware of or neglecting individual differences, and neglecting the physical education program due to coaching interests.⁴¹

In a survey of New York educators, Moffett found that physical educators needed more competency in measurement and

⁴⁰C. O. Jackson, "Activities Engaged In by Teachers of Physical Education in the High Schools of Illinois, Part II," Research Quarterly, XIV (May, 1943), 65.

⁴¹James Elbridge Curtis, "The Training of Physical Education Teachers," (unpublished Doctoral dissertation, The University of California, Berkeley, California, 1948), pp. 78-79.

evaluation, in corrective physical education, and in curriculum construction.⁴²

When Coombe considered the surveyed experts, administrators, supervisors, and physical education teachers as a total group, twenty-six competencies were rated by 85 percent or more of the respondents as being essential for physical education teachers.⁴³ The ten competencies that were rated as being essential by more than 93 percent of the group were:

1. Maintaining appropriate classroom and activity area discipline.
2. Referring all accident cases properly to school authorities, and maintaining proper records.
3. Teaching safety techniques in all activities: aquatics, gymnastics, sports, etc.
4. Recognizing hazardous situations and what constitutes possible negligence and school and personal liability, in terms of the School Code and State Board of Education Rules and Regulations.
5. Understanding and accepting standards of professional ethics.
6. Establishing and maintaining suitable safety regulations for all areas and groups.

⁴²Donovan C. Moffett, "A Survey of Teachers' Needs in Health, Physical Education, and Recreation," Research Quarterly, XX (December, 1949), 422.

⁴³Coombe, "Functions and Competencies . . .," p. 216.

7. Cooperating closely with the school administration.
8. Promoting and maintaining desirable teacher-student relations.
9. Checking periodically on safety conditions of all equipment and facilities.
10. Maintaining a safe and healthful environment for pupils engaging in physical education activities.⁴⁴

Administrators in eight Tennessee School districts responsible for hiring teachers of physical education, and seven physical education department chairmen at Tennessee institutions of higher learning, were asked by Shuford to identify qualities which should be possessed by a beginning physical education teacher.⁴⁵ The most desirable qualities perceived by the secondary school administrators were similar to those found by Coombe.⁴⁶ Assisting in related fields and counseling students were perceived to be desirable qualities by the department chairmen but not by the administrators. The administrators rated most items higher in the area of legal responsibilities than did the department chairmen.⁴⁷

⁴⁴Coombe, p. 216.

⁴⁵David Fennimore Shuford, "An Analysis and Comparison of Critical Qualities of the Beginning Physical Education Teacher," (unpublished Doctoral dissertation, University of Tennessee, Knoxville, Tennessee, 1962).

⁴⁶Shuford, pp. 53-90.

⁴⁷Shuford, p. 77.

According to Young, both Colorado principals and teachers favored a broad educational background for physical education teachers.⁴⁸ Women rated competency in teaching the individual and dual sports higher than did the men.⁴⁹ Men perceived competency in teaching the opposite sex as being more important than did the women. Respondents of both sexes regarded as essential teaching competency in health education and first aid.⁵⁰ Public speaking training was cited as a desirable competency by many respondents.⁵¹

Coleman identified learning experiences that teachers serving in the state of Washington considered essential to the development of physical education teaching competencies.⁵² Inspection of the data revealed that the teachers thought it was more important for beginning teachers to be technically competent than it was to possess more abstract knowledge and understandings.⁵³ Personal development competencies and theoretical knowledge were rated by the teachers as desirable but not essential to teaching competence.⁵⁴

⁴⁸Young, "The Functions of Senior High School . . .," p. 273.

⁴⁹Young, p. 274.

⁵⁰Young, pp. 217-219.

⁵¹Young, pp. 241-242.

⁵²Dorethea Aileen Coleman, "Undergraduate Learning Experiences Leading to the Development of Competency in Teaching Physical Education," (unpublished Doctoral dissertation, University of Southern California, Los Angeles, California, 1960).

⁵³Coleman, p. 358.

⁵⁴Coleman, p. 359.

Kinney, in California, surveyed secondary female physical education teachers to determine the competencies needed by beginning teachers.⁵⁵ Personal competencies received the highest ratings which disagreed with the findings of Coleman. Competencies related to the teaching of activities, class organization and learning, and student-teacher interaction were highly regarded. The highest rated item concerned maintaining emotional stability in times of stress, while the lowest related to using written daily lesson plans.⁵⁶

Minnesota administrators, in response to Graybeal, judged qualities as to their importance in influencing effective instruction in physical education. Understanding of physical abilities and limitations of pupils, integrity and sincerity, moral influence over pupils, and willingness to cooperate with associates and superiors were the qualities rated most important. Adequate professional training ranked tenth.⁵⁶

⁵⁵Sue Kinney, "Competencies Needed by Beginning Women Physical Education Instructors in California," (unpublished Master of Arts thesis, Sacramento State College, Sacramento, California, 1970).

⁵⁶Kinney, pp. 35-50.

⁵⁷Elizabeth Graybeal, "A Consideration of Qualities Used by Administrators in Judging Effective Teachers of Physical Education in Minnesota," Research Quarterly, XII (December, 1941), 741.

Greenberg found that several personal competencies were more important to inner-city male high school physical education teachers than they were to their suburban professional counterparts. Knowledge of inner-city students' personal problems and family life, and the ability to identify with the disadvantaged student were thought to be important qualities.⁵⁸

Roundy identified twenty-one problems involved with teaching physical education and 144 possible competencies needed for dealing more effectively with the problems. Administrators and male physical education teachers rated each problem for degree of severity in their situation and checked the competencies perceived necessary for helping to solve that problem.⁵⁹ The most common problems and accompanying competencies were:

1. Dealing with classes which have large enrollment.
 - a. Skill in grouping and organizing pupils for optimum control and learning.
 - b. Proficiency in getting students to accept responsibility for their own learning.
 - c. Skill in improvising and using activities which are suited for large classes and limited facilities.

⁵⁸ Alan David Greenberg, "A Comparison of Problems Confronting Male High School Physical Education Teachers in an Inner-City and In a Suburban Area," (unpublished Doctoral dissertation, University of Illinois, Urbana, Illinois, 1970), p. 234.

⁵⁹ Elmo Smith Roundy, "Problems of and Competencies Needed by Men Physical Education Teachers at the Secondary Level," Research Quarterly, XXXVIII (May, 1967), 274-276.

- d. Competence to improvise and use teaching techniques in the various activities which are adapted for large classes.
2. Working with limited facilities and equipment.
 - a. Proficiency in scheduling and organizing facilities for maximum use.
3. Grading and reporting pupil progress.
 - a. Ability to develop an over-all valid and objective system of grading.
 - b. Competence to communicate effectively with parents regarding the progress and growth of students.⁶⁰

Conceptual literature infers that a wide range of technical and personal competencies are essential to become a successful teacher. A few examples follow. Chui presented a comprehensive look at the practical, technical competencies needed by the beginning physical educator without regard to their relative importance.⁶¹ Bucher related personal competencies needed by physical educators. All were treated as being of equal importance.⁶² Baley and Field stated broad areas of desirable personal competencies with the statement "The physical educator must" Research obtained from

⁶⁰Roundy, pp. 277-280.

⁶¹Edward F. Chui, "Functions and Competencies of the Entry Teacher of Secondary Physical Education," Educational Perspectives, XII (October, 1973), 3-7.

⁶²Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (Saint Louis: The C. V. Mosby Co., 1975), pp. 98-102.

⁶³James A. Baley and David A. Field, Physical Education and the Physical Educator: An Introduction (Boston: Allyn and Bacon Inc., 1970), pp. 37-38.

practitioners in public school systems is in disagreement with conceptual literature regarding essential competencies. Studies reviewed indicate that not all technical and personal competencies were perceived to be essential for the successful teacher. Conflict also exists within the research regarding which competencies are necessary for the successful functioning of a secondary physical education teacher.

PROBLEMS ENCOUNTERED BY PHYSICAL EDUCATORS

In an attempt to determine the problems that confront the beginning male physical education teacher, Brainard surveyed supervisors of student teaching and recent college graduates. Both groups reported that the encountered problems were discussed in their professional courses. Approximately 50 percent of the responses indicated that more time was needed in activity courses for the further acquisition of skill techniques.⁶⁴

Kebric surveyed the problems encountered by beginning teachers of physical education in California.⁶⁵ The most common problems reported by both men and women were:

1. Health instructional problems characterized by inadequate training and lack of school and community support.

⁶⁴A. F. Brainard, "A Survey of the Problems Confronting Men Student Teachers in the Field of Physical Education," Research Quarterly, XIII (October, 1942), 333-340.

⁶⁵Burt M. Kebric, "Problems of Beginning Teachers of Physical Education in the High Schools of California," Research Quarterly, XVI (March, 1945), 42-48.

2. Inadequate physical education facilities.
3. The supervision of pupils not in gymnasium suits.
4. Inadequate maintenance program for the physical education plant.⁶⁶

Teachers felt that teacher-education should be more effectual in preparing people for the organization and administration of the class program, public relations, effective teaching methodology, and the motivation of students.⁶⁷

Many of the specific teaching problems cited by Moffett were similar to those noted by Kebric.⁶⁸ In addition, the professionals surveyed by Moffett indicated that better preparation concerning legal aspects of teaching was needed.⁶⁹

By having the respondents rate the degree of performance difficulty, Jutten inferred problem areas encountered by the female physical educator. Items with the greatest difficulty rating were grading, determining the needs and interests of students, and evaluating outcomes in terms of objectives.⁷⁰

According to Roundy, the three greatest problems were large class enrollments, limited facilities and equipment,

⁶⁶Kebric, pp. 45-46.

⁶⁷Kebric, p. 46.

⁶⁸Moffett, "A Survey of Teachers' Needs . . .," pp. 417-423.

⁶⁹Moffett, p. 419.

⁷⁰Jutten, "A Job Analysis of Women . . .," p. 108.

and grading. Additional areas rated as major problems by over 40 percent of the respondents were adaptive physical education, evaluating the program, and dealing with students who do not cooperate.⁷¹

Greenberg also found that inner-city school problems of male high school physical educators centered around discipline, lack of program variety, oversized classes, and inadequate facilities and equipment.⁷²

Bucher, studying beginning teachers of physical education, found three additional problem areas. They were:

1. Conflicting methodology between what the beginning teacher was taught in the professional preparing institution and the established patterns of experienced teachers.
2. Lack of departmental meetings to discuss common problems.
3. Failure to find time for personal recreation.⁷³

In recommended changes for overcoming common problems faced by the student teachers of physical education, critic teachers recommended more practical and realistic experiences for the undergraduate. The critic teachers also cited the need for student teachers with a comprehensive background in

⁷¹Roundy, "Problems of and Competencies Needed . . .," pp. 277-280.

⁷²Greenberg, "A Comparison of Problems . . .," p. 234.

⁷³Bucher, Administration of Health, . . ., p. 105.

many activities. They reported that too many specialists were entering the field.⁷⁴

Problems encountered by physical educators can be defined. Disagreement, however, occurred when considering possible solutions to those problems.

⁷⁴Charles C. Cowell, Hilda M. Schwehn, and June Walker, Modern Methods in Secondary School Physical Education (Boston: Allyn and Bacon, Inc., 1973), pp. 31-34.

Chapter 3

METHODS AND PROCEDURES

A teacher activity questionnaire was used to gather the data (see Appendix E). This instrument served as a basis for the identification of teacher activities which were perceived as important by the responding public high school physical educators.

QUESTIONNAIRE SAMPLE

The researcher attempted to reach the total population of public high school physical educators teaching within the Florida Atlantic University service area. The sample was limited to those physical education teachers who were employed at the public high school level during August and September of the 1975-1976 school year. No attempt was made to incorporate additions to or deletions from the physical education staff after the initial contact had been made. Participants in the study taught a minimum of 60 percent of the instructional day in physical education.

INSTRUMENT

The instrument selected for the study was developed by Lewis in 1971 while completing the requirements for the

Doctor of Philosophy degree at Ohio State University.¹ Lewis researched the literature extensively and compiled a list of possible teacher activities. Through the elimination of non-appropriate items, duplicates, and the combining of others, the original list of 693 activities was reduced to 137 items. These made up the preliminary list which was submitted to a group of twenty selected high school physical education teachers practicing in the Columbus, Ohio, area. The seventeen teachers who responded made suggestions to Lewis. The list was also submitted to five university faculty members with doctoral degrees in physical education for their evaluation. As a result of the suggestions and recommendations of the twenty-two physical educators, Lewis compiled the master list of 125 teacher activities. Each item was evaluated for clarity and understanding but not for relative importance by the pilot study group.² Lewis, through a personal letter, granted permission for the teacher activity list to be used for this study³ (see Appendix A).

¹William Charles Lewis, "A Selection of Teaching Activities as Course Objectives for the Professional Physical Education Curriculum," (unpublished Doctoral dissertation, The Ohio State University, Columbus, Ohio, 1972).

²Lewis, pp. 42-46.

³Personal Letter, Dr. William Charles Lewis, Assistant Professor of Physical Education, Miami University, Oxford, Ohio, February 25, 1975.

Lewis suggested that modification of the instrument was desirable.⁴ Teachers in the field complained of the time required to respond. The researcher restated some of the items for further clarity and eliminated others which were not relevant to the study. In addition, the researcher followed several statements with examples to aid the respondents in giving an accurate response. Three teacher activities were added to the list for the practitioner's consideration.

Since the activities were evaluated on an individual basis, it was not necessary to validate the entire master list. Those items which were altered were submitted to a jury of experts to determine if the alterations were appropriate. Proposed additions to and deletions from the instrument were also submitted to the jury for their approval. The jury consisted of Dr. Guy D. Penny, Dr. Francis J. Riel, and Dr. Elbert K. Patty of Middle Tennessee State University. Each jury member taught courses in the physical education teacher preparation program. Items added to, deleted or changed from the original instrument appear in Appendix D.

Lewis asked for each item to be considered in three ways. First, the respondent was asked to check whether or not he/she performed the activity, rate its importance, and

⁴Personal Communication, William Charles Lewis, Assistant Professor of Physical Education, Miami University, Oxford, Ohio, February 14, 1975.

to consider whether or not the item should be taught in the pre-service curriculum.⁵

For the purposes of this study, the respondents were asked only for their rating of the importance of each item. The rationale for this adaptation is that if an activity is perceived by the majority as important, then it should be included in some phase of the future teachers' curriculum.

The items making up the activity questionnaire were grouped to facilitate accuracy of response. To accomplish the grouping, all items were examined and placed according to the nature of the activity. The order, therefore, of item appearance is different than Lewis'. The headings of the group do not appear on the instrument. Since each activity in the instrument was considered individually, the order of appearance was insignificant.

The following were the headings used to classify items:

1. Curriculum Planning (Items 1-19).
2. Organization and Grouping of Students for Instruction (Items 20-27).
3. Instructional and/or Motivational Techniques (Items 28-52).
4. Social and Emotional Development (Items 53-57).
5. Physical Development and Health (Items 58-66).
6. Safety, First Aid, and Legal Aspects of Teaching (Items 67-73).
7. Evaluation (Items 74-80).

⁵Lewis, pp. 47-48.

8. Record Keeping, Administrative and/or Supervisory Duties (Items 81-89).
9. Facilities and Equipment (Items 90-103).
10. Community Involvement and Professionalism (Items 104-121).

ADMINISTERING THE QUESTIONNAIRE

The teacher activity questionnaires were delivered by the investigator to the thirty-two public high schools within the defined Florida Atlantic University service area during August and September of the 1975-1976 school year. Several days later the researcher returned to each school for the purpose of collecting the completed questionnaires.

Preceding the initial visit a face letter was sent to each county school superintendent requesting permission to deliver the questionnaires and speak with one or more physical educator(s) regarding its purpose (see Appendix B). Indian River, Saint Lucie, and Martin County administrators forwarded the request to the high school principals. They, in turn, granted the researcher permission to visit. Application for research permission was made and granted in Palm Beach County through the Office of Program Evaluation. Broward County administrators suggested that a letter requesting permission to visit be sent to each high school principal (see Appendix C). Written permission to visit was received from nine of the seventeen Broward County high school principals. Through direct contact with the administration of the remaining eight high schools, permission to visit was granted.

During the initial visit, questionnaires were delivered to physical educators in twenty-nine of the thirty-two participating high schools. Administrators acted as project coordinators in the remaining three high schools. While visiting with one or more physical educator(s) in twenty-nine of the high schools, one teacher was asked to be project coordinator. The coordinator distributed the questionnaires to those physical educators not accessible at the time of the visit. The coordinator collected the completed questionnaires and placed them in an envelope left for that purpose. A return visit was made to each school to collect the envelopes. A verbal appeal was made to those whose questionnaire was outstanding by the researcher or through the project coordinator. A stamped, self-addressed envelope was provided to the project coordinator for any questionnaires completed after the verbal appeal had been made. The last day for any questionnaire to be considered for the study was September 30, 1975.

SCORING THE QUESTIONNAIRE

The format for obtaining the perceived importance of each teacher activity was a modification of the Likert Rating Scale. A rating of five signified great importance, four signified moderate importance, three signified average importance, two signified slight importance, and one signified no importance.

ANALYSES OF DATA

Tyler implied justification for using average ratings as a means of statistical analysis when he commented:

Although the objectives of teaching have not been carefully defined and accepted, and although we do not know how to measure scientifically the value of an activity in promoting objectives, nevertheless, teachers have standards for importance, vague and undefined though they may be, and there is a fair degree of agreement in their judgments of the activities which are most important.⁶

An average rating of the perceived importance of each teacher activity was computed for the total group. Those activities with an average rating of 3.50 or greater were retained for formulation into competencies and subsequent placement in the curriculum. Percentages of response were reported for each rating within each teacher activity item. The rank order of each item was also reported.

Using average ratings, each item was computed for the female physical educators. The same process was employed to analyze the male responses. Activities were identified as being of importance to both female and male physical educators. Those activities perceived to be of importance by one sex and not by the other were identified.

The average rating method was utilized to identify those activities perceived to be of importance by teachers

⁶Ralph W. Tyler, "Statistical Methods for Utilizing Personal Judgments to Evaluate Activities for Teacher-Training Curricula," (unpublished Doctoral dissertation, University of Chicago, 1927), p. 19.

with zero to five years of experience, six to ten years of experience, and eleven or more years of experience.

Using the activities that were perceived to be important by the total group, the researcher restated the activity as a competency to be developed and placed in the appropriate physical education professional preparation course. The Florida Atlantic University physical education professional curriculum, with its catalog description, was used for the placement of the proposed competency. Competencies which were inappropriate for the existing curriculum were listed separately.

Chapter 4

ANALYSIS OF DATA AND DISCUSSION

The data analyzed were obtained by administering a teacher activity questionnaire (see Appendix E) to physical educators instructing in public high schools within the Florida Atlantic University service area. The data were secured during August and September of the 1975-1976 school year. The service area consisted of thirty-two high schools located in Indian River, Saint Lucie, Martin, Palm Beach, and Broward Counties in the state of Florida.

Within the defined service area, 225 teachers of high school physical education were employed. Of these 119 were men and 106 were women. Usable responses were obtained from 188 of the physical educators. Thus, 83.6 percent of the population responded within the time limit established for the study. Ninety-three of the 119 men submitted usable responses for a return of 78.2 percent. Of the 106 women, ninety-five or 89.6 percent responded. Two male questionnaires were received after the last day for the study. One other questionnaire was unusable due to the omission of the background information and one page of teacher activity items.

**UNDERGRADUATE PROFESSIONAL
PREPARATION**

Of the ninety-three men, ninety-one (97.8%) reported that they had been undergraduate majors of physical education programs. The remaining two chose physical education as their undergraduate minor. Ninety-one (95.8%) of the ninety-five female participants indicated having completed an undergraduate major in physical education. Two individuals had physical education as their undergraduate minor. One respondent indicated that she was teaching out of her field while another teacher wrote that she had a physical education masters degree but her undergraduate major was elementary education (see Table 1).

Table 1

**Undergraduate Professional Preparation of
188 High School Physical Educators**

	Undergraduate Physical Edu- cation Majors		Undergraduate Physical Edu- cation Minors		Other	
	#	%	#	%	#	%
Women (N=95)	91	95.8	2	2.1	2	2.1
Men (N=93)	91	97.8	2	2.2	0	0
Totals (N=188)	182	96.8	4	2.1	2	1.1

TEACHING EXPERIENCE IN HIGH SCHOOL PHYSICAL EDUCATION

Thirty-seven of the ninety-five (38.9%) female respondents, and forty-nine of the ninety-three (52.7%) male respondents, had five or less years of high school physical education teaching experience. Two men were beginning their first year of teaching. One of the women, with previous teaching experience, was beginning her first year of high school physical education instructing.

Twenty-six women (27.4%) and twenty-three men (24.7%) had six to ten years of previous high school physical education teaching experience. Thirty-two women (33.7%) and twenty-one men (22.6%) indicated they had taught eleven or more years of high school physical education. The most experienced female had thirty years of high school physical education teaching experience while the most experienced male reported twenty-six years.

Of the 188 responding physical education teachers, eighty-six (45.7%) had five or less years of high school physical education teaching experience. Forty-nine (26.1%) had six to ten years while fifty-three (28.2%) had eleven or more years of teaching experience in physical education (see Table 2).

PHYSICAL EDUCATION PROGRAM BACKGROUND

Background information concerning class make-up, broad physical education content areas, and facilities was

Table 2

High School Physical Education Instructional
Experience by Three Teacher Groups
(0-5, 6-10, 11+ yrs.)

High School Physical Education Experience	Women N=95		Men N=93		Totals N=188	
	#	%	#	%	#	%
0 - 5 yrs.	37	38.9	49	52.7	86	45.7
6 - 10 yrs.	26	27.4	23	24.7	49	26.1
11 - + yrs.	32	33.7	21	22.6	53	28.2

obtained through discussion with one or more faculty member(s) in each of the thirty-two schools.

Class Make-up

All high schools included grades nine through twelve and required two units of physical education for graduation. Seven schools were operating on double sessions. All the schools required physical education in the ninth grade and encouraged enrollment for the second unit during the tenth grade. During the junior and senior years physical education was usually an elective subject.

Six schools (18.8%) had an adapted physical education class for atypical students. No school had a special class for the cheerleaders to practice and receive physical education credit. Physical education credit, however, could

be earned in nine schools (28.1%) by being a member of the drill team and enrolling in that special class. All of these classes were female. Five schools (15.6%) had a special physical education class for varsity athletes. All of these were male classes. Eighteen schools (56.2%) offered one or more sections of coeducational physical education for the school year (see Table 3). One school offered all physical education classes on a coeducational basis. Yet, another school operated on a year-round schedule, offering various activities on the quinmester system.

Table 3

**Special Physical Education Classes Offered
in Thirty-Two Florida High Schools**

Special Classes	# (N-32)	%
Adapted Class	6	18.8
Cheerleader Class	0	0
Drill Team	9	28.1
Varsity Athlete Class	5	15.6
One or More Classes of Coeducational Physical Education	18	56.2

Broad Content Areas

In broad curricular offerings both the men and women, in all of the participating schools, taught team sports. One or more lifetime sports were taught within the women's department in all of the high schools. Men's departmental

data disclosed that one or more lifetime sports were included in twenty-nine of the thirty-two (90.6%) high school physical education programs. Individual and dual activities were a part of all of the high school physical education programs included in the study (see Table 4).

Table 4
Broad Physical Education Curricular Offerings in Thirty-Two Florida High Schools

Curricular Offerings	Men (N=32)		Women (N=32)	
	#	%	#	%
Team Sports	32	100	32	100
Lifetime Sports	29	90.6	32	100
Individual and Dual Activities	32	100	32	100

Facilities

All of the schools had activity fields, hard top areas, a gymnasium, and gymnastic equipment. Thirty-one (96.9%) schools had a weight training area. Thirty (93.8%) schools had tennis courts in the physical education area. A special facility for wrestling was part of eleven (34.4%) high schools. Eleven schools (34.4%) had outdoor handball courts for physical education use. Ten schools (31.3%) had a special gymnastics area. Dance studios were provided in eight (25%) schools. Seven high schools (21.9%) had swimming pools on campus while three others (9.4%) used off-campus pools for physical education classes (see Table 5).

Table 5
Physical Education Facilities of
Thirty-Two Florida High Schools

Facilities	# (N=32)	%
Outdoor Field Space	32	100
Outdoor Hard Top Area	32	100
School Gymnasium	32	100
Gymnastic Equipment	32	100
Weight Training Area	31	96.9
Tennis Courts	30	93.8
Wrestling Area	11	34.4
Outdoor Handball Courts	11	34.4
Gymnastics Area	10	31.3
Dance Studio	8	25
Swimming Pool	7	21.9
Use Off-Campus Pool	3	9.4

ANALYSES OF DATA

As mentioned earlier, the instrument used was a teacher activity questionnaire with the data being secured through high school visitations utilizing a project coordinator. Participating teachers rated each activity according to perceived importance.

The analyses of the perceived importance ratings of the teacher activity questionnaire (see Appendix E) is

presented first, followed by an analysis of the data according to the responses by each sex. The data will then be presented by analysis of the ratings within each of the three teacher experience groups.

The teacher activity items that are perceived as important by the total group will be placed in the Florida Atlantic University professional preparation curriculum as proposed competencies for the training of competent physical educators. An average rating of 3.50 was required for the item to be considered important. A rating of five signified that the item was perceived to be of great importance; a rating of four, moderate importance; three, average importance; two, slight importance; and one, of no importance. Items with a group average rating of 4.50 to 5.00 were perceived to be very important. Those with a rating of 3.50 to 4.49 were perceived to be of moderate importance. Items that rated 2.50 to 3.49 were thought to represent average importance. A rating of 1.50 to 2.49 signified that the perceived importance of the item was slight. An average rating of 1.49 or less indicated that the activity was perceived to be of no importance.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING CURRICULUM
PLANNING

Nineteen items pertained to Curriculum Planning considerations. Preceding each item the responding physical

educator asked himself, "How important is it for the good high school physical educator to . . . ?"

1. Work with colleagues to develop general physical education objectives. Developing program objectives with colleagues was perceived to be of great importance by 64.9 percent of the respondents. Another 25.5 percent perceived that the item was of moderate importance. An average rating of 4.54 was calculated. This qualified the item for subsequent placement in the undergraduate curriculum. The average rating of 4.54 ranked nineteenth among the 121 items.

2. Establish specific program objectives. Establishing specific program objectives was given the highest rating by 61.7 percent of the physical educators, while 28.2 percent rated it as moderately important. With an average rating of 4.49, establishment of specific program objectives ranked 23.5 and qualified for placement within the appropriate professional preparation course.

3. Select program activities. Teacher selection of program activities was regarded of great importance by 68.6 percent of the instructors and 23.9 regarded it of moderate importance. Two respondents (1.1%) chose to omit the item. An average rating of 4.62 justified retention of the activity for placement in the undergraduate curriculum. The average rating ranked fourteenth.

4. Permit students to elect their activities. The responding physical educators rated permitting students to elect their activities of average importance, More than

two thirds (69.2%) of the teachers rated the item either of moderate (34.6%) or average (34.6%) importance. An average rating of 3.47 and a rank of 108 was determined. The item did not achieve the minimal average rating necessary for retention and placement within the undergraduate professional preparation curriculum.

5. Develop a unit of study. Less than one-half (46.3%) of the respondents perceived that the development of a unit of study was very important. An additional 30.3 percent thought the item was of moderate importance. An item average of 4.19 was determined which ranked fifty-ninth. The item was retained for placement within the undergraduate curriculum.

6. Plan a sequential curriculum of physical education activities. More than one-half (50.5%) of the teachers thought that planning a sequential curriculum of physical education activities was of great importance. An additional 35.1 percent rated the item as moderately important. With an average of 4.33, the item was retained for placement within the undergraduate curriculum. The rank order of the item was forty-three.

7. Prepare and use written lesson plans. Opinions differed concerning the importance of the preparation and use of written lesson plans. Great importance was indicated by 23.4 percent while 28.7 percent thought it was of moderate importance. A rating of average importance was judged by 28.2 percent and 14.4 percent thought the item was only of

slight importance. The average rating of 3.52, however, qualified the item for placement within the undergraduate curriculum. The rank order of the activity was 106.

8. Correlate physical education activities with other school subjects. More than one-half (54.3%) of the instructors felt that correlating physical education activities with other school subjects was of average or less than average importance. A rating of moderate importance was perceived by 33 percent of the respondents while 13.3 percent gave the item the highest rating. An average rating of 3.37 and a rank order of 113 resulted in rejection of the item as a potential competency for development within the undergraduate curriculum.

9. Correlate physical education work with extra-class activities. More than two thirds (68.6%) of the teachers rated the item as either of moderate (37.2%) or average (31.4%) importance. Sixteen and five-tenths percent felt that correlating physical education work with extra-class activities was of great importance. The average rating of the item was 3.49. A rank order of 107 was computed. Since 3.50 was the criteria needed for retention of the activity for the undergraduate curriculum, the item was rejected.

10. Provide instructional activities which enable students to apply physical skills learned in out-of-class situations. A total of 54.3 percent of the respondents perceived the activity to be of great importance. An additional

30.3 percent rated it as moderately important. The average rating was computed to be 4.39. A rank order of thirty-four was achieved. Providing instructional activities which enable students to apply physical skills learned in out-of-class situations, therefore, was perceived important and retained for placement within the undergraduate curriculum.

11. Teach team games. Teaching team games was felt to be of great importance by 45.7 percent of the teachers. A rating of moderate importance was recorded by 37.8 percent. An average of 4.24 was calculated which resulted in a rank order of 54.5 for the item. Teaching team games was retained for inclusion within the undergraduate curriculum.

12. Teach group activities. The responses to teaching group activities corresponded favorably with the results of the teaching team games item. Tabulation of responses yielded an average rating of 4.28 and a rank order of 48.5. Teaching group activities was retained for undergraduate curriculum inclusion.

13. Teach rhythmic and/or dance activities. More than one-half (54.8%) of the responding physical educators thought that teaching rhythmic and/or dance activities was either of moderate (28.7%) or average (26.1%) importance. A rating of great importance was thought justified by 35.1 percent of the instructors. With a rank order of eight-six and a perceived importance average rating of 3.86, teaching rhythmic and/or dance activities was retained as a potential competency for development within the undergraduate curriculum.

14. Teach carry-over and/or Lifetime Sports skills and activities. Most (87.8%) of the respondents rated the teaching of carry-over and/or Lifetime Sports skills and activities as a task of great importance for the good high school physical educator. An average rating of 4.84 was computed. The item had a rank of six and was retained for undergraduate curriculum inclusion.

15. Teach individual and dual activities (examples--stunts, tumbling, wrestling). A rating of great importance was recorded by 55.3 percent of the teachers. Moderate importance was indicated by 30.9 percent. The average rating for the teacher activity was 4.40 which held a rank of 31.5. Teaching individual and dual activities qualified for retention and placement within the undergraduate curriculum.

16. Teach aquatic activities. More than one-half (56.9%) thought that teaching aquatic activities was of great importance. An additional 28.7 percent rated the item of moderate importance. With a rank of thirty-eight and an average rating of 4.37, teaching aquatic activities was retained for inclusion in the undergraduate professional preparation curriculum.

17. Teach physical education to classes of the opposite sex. Opinions varied concerning the importance of teaching physical education to classes of the opposite sex. The item was thought to be very important by 15.4 percent of the educators, while 30.3 percent perceived the importance to be moderate. A rating of average was indicated by 31.4

percent, while 10.1 percent rated the importance as slight. A rating of no importance was judged appropriate by 12.2 percent of the teachers. One person (0.5%) chose not to respond to the item. The average rating was 3.27 which ranked 115. The item did not qualify for placement in the undergraduate curriculum.

18. Teach coeducational physical education classes.

The most frequent response was a rating of moderate importance (42%). More than half of the teachers (52.1%) were approximately equally divided between the ratings of great importance (26.6%) and average importance (25.5%). An average rating of 3.88 was calculated which ranked eighty-fourth. Competency in teaching coeducational physical education classes was retained for placement in the undergraduate professional preparation curriculum.

19. Use outside resources in the instructional program (example--bowling alley). More than 80 percent of the physical educators rated using outside resources in the instructional program either of great (38.3%) or moderate importance (43.1%). With an average rating of 4.15 and a rank of 64.5, using outside resources in the instructional program qualified for retention and placement in the physical education professional preparation curriculum.

Table 6
Responses of 188 High School Physical Educators
Concerning Curriculum Planning

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
	f	%	f	%	f	%	f	%	f	%	f	%		
1. Work with colleagues to develop general physical education objectives.	122	64.9	48	25.5	15	8	3	1.6	0	0	0	0	4.54*	19
2. Establish specific program objectives.	116	61.7	53	28.2	15	8	4	2.1	0	0	0	0	4.49*	23.5
3. Select program activities.	129	68.6	45	23.9	10	5.3	2	1.1	0	0	2	1.1	4.62*	14
4. Permit students to elect their activities.	34	18.1	65	34.6	65	34.6	15	8	8	4.3	1	0.5	3.47	108
5. Develop a unit of study.	87	46.3	57	30.3	33	17.6	8	4.3	1	0.5	2	1.1	4.19*	59
6. Plan a sequential curriculum of physical education activities	95	50.5	66	35.1	20	10.6	5	2.7	1	0.5	1	0.5	4.33*	43
7. Prepare and use written lesson plans.	44	23.4	54	28.7	53	28.2	27	14.4	9	4.8	1	0.5	3.52*	106
8. Correlate physical education activities with other school subjects.	25	13.3	62	33	65	34.6	27	14.4	8	4.3	1	0.5	3.37	113

Table 6 (continued)

Item	Great 5	0	0	0	0	0	0	0	0	0	0	None	Importance Ratings			Average	Rank (N=121)
													Moderate 4	Slight 2	0		
9. Correlate physical education work with extra-class activities.	31	16.5	70	37.2	59	31.4	17	9	11	5.9	0	0	0	0	3.49	107	
10. Provide instructional activities which enable students to apply physical skills learned in out-of-class situations.	102	54.3	57	30.3	25	13.3	2	1.1	0	0	2	1.1	0	0	4.39*	34	
11. Teach team games.	86	45.7	71	37.8	24	12.8	5	2.7	2	1.1	0	0	0	0	4.24*	54.5	
12. Teach group activities.	83	44.1	70	41.5	22	11.7	1	0.5	2	1.1	2	1.1	2	1.1	4.28*	48.5	
13. Teach rhythmic and/or dance activities.	66	35.1	54	28.7	49	26.1	14	7.4	5	2.7	0	0	0	0	3.86*	86	
14. Teach carry-over and/or lifetime sports skills and activities.	165	87.6	17	9.0	5	2.7	1	0.5	0	0	0	0	0	0	4.84*	6	
15. Teach individual and dual activities (examples--stunts, tumbling, wrestling.)	104	55.3	58	30.9	26	12.8	1	0.5	1	0.5	0	0	0	0	4.40*	31.5	
16. Teach aquatic activities.	107	56.9	54	28.7	20	10.6	1	0.5	5	2.7	1	0.5	1	0.5	4.37*	38	
17. Teach physical education to classes of the opposite sex.	29	15.4	57	30.3	59	31.4	19	10.1	23	12.2	1	0.5	1	0.5	3.27	115	

Table 6 (continued)

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
18. Teach coeducational physical education classes.	50	26.6	79	42	48	25.5	8	4.3	3	1.6	0	0	3.88*	84
19. Use outside resources in the instructional program (example--bowling alley).	72	38.3	81	43.1	28	14.9	5	2.7	2	1.1	0	0	4.15*	64.5

DNR - Did Not Respond

*Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING ORGANIZATION AND
GROUPING OF STUDENTS FOR
INSTRUCTION

Eight questionnaire items pertained to the Organization and Grouping of Students for Instruction. The physical educators prefaced each item by asking themselves, "How important is it for the good high school physical educator to . . . ?"

20. Organize classes into squads or sub-groups.

Organizing classes into squads or sub-groups was perceived of great importance by 34.6 percent of the respondents. An additional 42.6 percent rated this teacher activity as moderately important. With an average rating calculated as 4.06, the item was retained for undergraduate professional preparation inclusion. The average rating held a rank of seventy-four.

21. Understand and use "time economy techniques."

Responses were approximately equally divided among the choices of great importance, moderate importance, and average importance. These three choices accounted for 93.7 percent of the respondents (30.9%, 31.9%, and 30.9%, respectively). Six of the 188 teachers (3.2%) did not respond to the item. The computed average rating was 3.92 which held a rank of 82.5. Understanding and using "time economy techniques" qualified for placement in the undergraduate curriculum.

22. Ensure that students know their role, their opportunities, responsibilities and regulations during the progress of the instructional unit. This item was highly regarded by the teachers with 69.7 percent choosing a rating of great importance. In addition, 26.1 percent perceived that it was of moderate importance. An average rating of 4.65 and a rank of 11.5 qualified ensuring that students know their role, their responsibilities and regulations during the progress of the instructional unit for undergraduate curriculum inclusion.

23. Maintain control of classes and/or students in the physical education area. Maintaining control of classes and/or students in the physical education area, was the most highly regarded of the 121 items. One hundred and seventy-two (91.5%) of the 188 respondents agreed that the item was of great importance. Only two teachers (1.1%) rated the item as being of average or slight importance. With an average of 4.90 and a rank of one, the teacher activity was retained for undergraduate curriculum placement.

24. Classify students by age, height and weight. Only 4.8 percent of the physical educators thought that classifying students by age, height and weight was of great importance. Moderate importance was the choice of 20.7 percent, while 39.9 percent thought it was of average importance. An average rating of 2.81 was achieved, therefore, the item was rejected for inclusion in the undergraduate curriculum. The activity rank was 119.

25. Classify students according to skill. Skill classification was perceived to be of moderate importance with 64.3 percent of the sample rating the item as either of moderate (34%) or average (30.3%) importance. Great importance was the choice of 20.7 percent. An average rating of 3.54 was determined, ranking the item 104.5. Competency in classification of students according to skill was retained as an objective for placement in the undergraduate professional preparation curriculum.

26. Classify students according to physical needs. Great importance was the rating chosen by 27.7 percent of the teachers. The most frequent response was a rating of moderate importance (37.8%) and 27.7 percent perceived the activity of average importance. The average rating was 3.85 which ranked 87.5. Classifying students according to physical needs was retained for undergraduate curriculum inclusion.

27. Classify students according to interests. Sixteen percent of the responding teachers rated the activity of less than average importance. Almost one-third (31.9%) of the educators regarded the item as being of average importance, while 36.7 percent rated it as moderately important. A rating of great importance was recorded by 15.4 percent of the teachers. An average rating of 3.46 and a rank of 109 did not qualify classifying students according to interests for retention as a proposed undergraduate competency for curriculum placement.

Table 7

Responses of 188 High School Physical Educators Concerning
Organization and Grouping of Students for Instruction

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
	f	%	f	%	f	%	f	%	f	%	f	%		
20. Organize classes into squads or sub-groups.	65	34.6	80	42.6	32	17	9	4.8	1	0.5	1	0.5	4.06*	74
21. Understand and use "time economy techniques."	58	30.9	60	31.9	58	30.9	4	2.1	2	1.1	6	3.2	3.92*	83.5
22. Ensure that students know their role, their opportunities, responsibilities and regulations during the program of the instructional unit.	131	69.7	49	26.1	7	3.7	1	0.5	0	0	0	0	4.65*	11.5
23. Maintain control of classes and/or students in the physical education area.	172	91.5	14	7.4	1	0.5	1	0.5	0	0	0	0	4.98*	1
24. Classify students by age, height, and weight.	9	4.8	39	20.7	75	39.9	37	19.7	28	14.9	0	0	2.81	119
25. Classify students according to skill.	39	20.7	64	34	57	30.3	15	8	13	6.9	0	0	3.54*	104.5

Table 7 (continued)

Item	Importance Ratings											Average	Rank (N=121)	
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DMR			
	0	0	0	0	0	0	0	0	0	0	0			
26. Classify students according to physical needs.	52	27.7	71	37.8	52	27.7	8	4.3	4	2.1	1	8.5	3.85*	87.5
27. Classify students according to interests.	29	15.4	69	36.7	60	31.9	19	10.1	11	5.9	8	0	3.46	109

DMR - Did Not Respond

*Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING INSTRUCTIONAL
AND/OR MOTIVATIONAL
TECHNIQUES

Twenty-five items pertained to the use of Instructional and/or Motivational Techniques by physical education teachers. The respondents asked themselves, "How important is it for the good high school physical educator to . . . ?"

28. Provide for individual differences. Almost three-fourths (71.8%) of the respondents perceived that providing for individual differences was of great (34.6%) or moderate (37.2%) importance. With an average rating of 4.02 and a rank of 79.5, this activity qualified for placement in the undergraduate curriculum for competency development.

29. Individualize instruction for atypical students. Seventy-four percent of the teachers rated individualizing instruction for atypical students of great (41%) or moderate (33%) importance. Five teachers (2.7%) did not respond to the item. An average rating of 4.13 was determined which had a rank of sixty-eight. The item was retained as a potential competency for the undergraduate professional curriculum.

30. Prepare teaching stations for use. Both the ratings of great and of moderate importance received 38.3 percent of the responses. A rating of average importance received 21.3 percent. The average rating for preparing teaching stations for use was 4.12 which ranked sixty-ninth. The item was retained for undergraduate curriculum inclusion.

31. Design teaching methods necessary to achieve program objectives. More than one-half (52.7%) of the teachers rated designing teaching methods necessary to achieve program objectives to be of great importance. An additional 34 percent thought that the item was moderately important. The item's average rating was found to be 4.39 which held a rank of thirty-four. The activity was retained for inclusion in the undergraduate curriculum.

32. Employ a variety of teaching styles. A rating of great importance was recorded by 44.7 percent of the instructors, 38.3 percent thought it was of moderate importance. An average rating of 4.25 and a rank of fifty-three qualified employing a variety of teaching styles for professional preparation curriculum inclusion.

33. Demonstrate skills. Demonstrating skills was perceived to be of great importance by 47.9 percent of the physical education teachers. A rating of moderate importance was indicated by 37.2 percent with 10.6 percent believing that the item was of average importance. An average rating of 4.30 was found which ranked this item forty-fourth. Retention of the item for inclusion in the undergraduate curriculum was justified.

34. Indicate skill errors to students and suggest methods for improvement. The instructional technique of indicating skill errors to students and suggesting methods for improvement was highly regarded by the respondents. Sixty-seven percent rated the item to be of great importance and

26.1 percent rated it to be of moderate importance. An average item rating of 4.60 was found which ranked sixteenth. The activity was retained for inclusion in the undergraduate professional preparation curriculum.

35. Provide additional instruction to those who need it rather than to those who are enjoyable to teach. Almost one-half of the educators (47.3%) rated the activity as greatly important, 37.2 percent rated it as moderately important, and 12.2 percent indicated that the importance was average. The average rating for providing instruction to those who need it rather than to those who are enjoyable to teach was 4.28. With a rank of 48.5, the activity qualified for placement in the undergraduate curriculum.

36. Use audio-visual materials to teach motor skills. The most frequent category of response was a rating of moderate importance which accounted for 37.8 percent of the respondents. Great importance was indicated by 26.6 percent of the teachers as was average importance. An average of 3.81 and a rank order of ninety-one was determined. The item was retained for the undergraduate curriculum.

37. Employ mechanical devices as motivational and/or instructional aids (examples--ball boy machine, rebounding machine). Moderate importance was the most frequent response and was indicated by 32.4 percent of the physical education teachers. Almost one-third (30.3%) thought the item was of average importance while 22.3 percent thought the importance was great. Less than average importance was indicated by

13.8 percent of the teachers. An average rating of 3.59 justified the retention of employing mechanical devices as motivational and/or instructional aids for competency development at the undergraduate level. The item ranked 100.5.

38. Make activities competitive in nature. A rating of moderate importance accounted for 41.5 percent of the responses. Great importance was the opinion of 27.7 percent of the instructors and 22.9 percent thought the item was of average importance. With a rank of 82.5, and an average rating of 3.92, the item was retained for undergraduate curriculum inclusion.

39. Make class activities cooperative in nature. The responses of making class activities cooperative in nature compared favorably with those of the previous item. A total of 39.9 percent, however, thought that the item was of great importance. Furthermore, no respondent rated this teacher activity of less than average importance. An average rating of 4.21 and a rank of fifty-six was determined. This qualified the item for undergraduate curriculum inclusion.

40. Officiate team and/or individual class activities. More than three-fourths of the responding teachers (76.6%) perceived the officiating of team and/or individual class activities to be of either great (40.4%) or moderate (36.2%) importance. Average importance was recorded by 20.2 percent of the respondents. An average rating of 4.14 and a rank of sixty-seven were determined. The item was retained for undergraduate curriculum inclusion.

41. Schedule and/or conduct tournaments. Great importance was recorded by 41.5 percent of the educators, 37.8 percent indicated moderate importance, and 19.1 percent thought it was of average importance. An average of 4.20 was calculated as was a rank of fifty-seven. Scheduling and/or conducting tournaments was perceived to be important and was retained for undergraduate curriculum inclusion.

42. Develop and maintain students' interest. The importance of developing and maintaining students' interest was perceived as great by 74.5 percent of the instructors. Only three respondents (1.6%) rated the importance of the item as average. No respondent perceived this activity of less than average importance. An average rating of 4.73 held a rank order of 8.5. The highly regarded item was retained for undergraduate curriculum inclusion.

43. Provide instructional activities which are of interest to the learner. More than one-half (53.7%) thought that a rating of great importance was justified. An additional 39.4 percent indicated an importance rating of moderate. The average rating of 4.46 ranked twenty-ninth and qualified the teacher activity for placement in the undergraduate curriculum.

44. Adapt activities to meet students' interest. A rating of great importance for adapting activities to meet students' interest was indicated by 38.8 percent of the physical educators. Moderate importance was perceived by 43.6 percent and 14.4 percent thought that the item was of

average importance. With an average rating of 4.19 and a rank of fifty-nine, the teacher activity was retained for undergraduate curriculum inclusion.

45. Adapt activities to meet students' ability.

Approximately one-third (33%) of the teachers rated adapting activities to meet students' ability to be of great importance. Moderate importance was indicated by 43.1 percent and 20.2 percent indicated average importance. An average rating of 4.05 and rank of 76.5 qualified the activity for undergraduate curriculum inclusion.

46. Adapt activities to meet students' needs. Forty-

one percent of the responding teachers thought that the activity was of great importance, 43.6 percent rated it as moderate, while 12.8 percent thought that it was average. The average rating was 4.24 which held a rank of 54.5. Adapting activities to meet students' needs was perceived as important and, therefore, was retained as a competency for development within the undergraduate curriculum.

47. Adapt teaching to room and/or equipment. One-

half (50%) of the instructors perceived that adapting teaching to room and/or equipment was very important. Moderate importance was the opinion of 38.3 percent of the physical education faculty members. Only four (2.1%) individuals thought the item was of less than average importance. The average rating was 4.38 which held a rank of 36.5. The activity qualified for inclusion in the undergraduate curriculum.

48. Provide opportunities for students to participate in planning, organizing, and managing physical education activities. More than one-half (53.7%) rated providing opportunities for students to participate in planning, organizing, and managing physical education activities as either of great (21.3%) or moderate (32.4%) importance. Thirty-four percent thought the importance of the item was average, 8 percent slight, and 3.2 percent selected a rating of no importance. An average rating of 3.61 qualified the activity for undergraduate curriculum inclusion. The rank of the item was ninety-eight.

49. Maintain an instructional log or unit summary showing teaching strengths and weaknesses. Teacher opinion varied as evidenced by the 17.6 percent who rated the activity of great importance, 30.3 percent moderate importance, 35.6 percent average importance, 11.2 percent slight importance, and the 4.8 percent who rated the item of no importance. An average rating of 3.45 and a rank of 110 justified rejecting maintaining an instructional log or unit summary showing teaching strengths and weaknesses as a competency for the undergraduate curriculum.

50. Use rewards as motivational aids. Differing opinions were expressed by the physical educators regarding the use of rewards as motivational aids. A rating of average importance was the most frequent response (35.6%). More than one-half (51.6%) of the respondents, however, rated the activity as either great (23.4%) or moderate (28.2%)

importance. An average rating of 3.58 and a rank order of 102 qualified the activity for inclusion in the undergraduate curriculum.

51. Use restrictions as motivational aids. Only 5.9 percent of the teachers thought that using restrictions as motivational aids was of great importance. An additional 17.6 percent perceived the activity as moderately important. A rating of average importance was the most frequent response (34.6%). Slight importance was the rating chosen by 23.4 percent and 18.6 percent thought the item was of no importance. An average rating of 2.69 was determined. The rank of the item was 120. The activity, therefore, did not meet the minimal criteria for retention as a competency to be developed by future teachers.

52. Use punishments as motivational aids. The least regarded item presented in the teacher activity questionnaire was the use of punishments as motivational aids. Only seven (3.7%) of the teachers thought that the item was of great importance. A rating of moderate importance was preferred by 5.3 percent. Twenty-five percent of the educators selected a rating of average importance while 28.2 percent thought that slight importance was the appropriate choice. The most common response was a rating of no importance (37.8%). An average of 2.09 and a rank of 121 justified rejection of the item as a potential competency for development within the professional preparation curriculum.

Table 8
Responses of 188 High School Physical Educators Concerning
Instructional and/or Motivational Techniques

Item	Importance Ratings												Average	Rank (N=121)
	Great		Moderate		Average		Slight		None		DNR			
	5	0	4	0	3	0	2	0	1	0	0	0		
28. Provide for individual differences.	65	34.6	70	37.2	47	25	4	2.1	2	1.1	0	0	4.02*	79.5
29. Individualize instruction for atypical students.	77	41	62	33	38	20.2	3	1.6	3	1.6	5	2.7	4.13*	68
30. Prepare teaching stations for use.	72	38.3	72	38.3	48	21.3	3	1.6	1	0.5	0	0	4.12*	69
31. Design teaching methods necessary to achieve program objectives.	99	52.7	64	34	24	12.8	1	0.5	0	0	0	0	4.39*	34
32. Employ a variety of teaching styles.	84	44.7	72	38.3	25	13.3	3	1.6	2	1.1	2	1.1	4.25*	53
33. Demonstrate skills.	90	47.9	70	37.2	29	16.6	7	3.7	0	0	1	0.5	4.30*	44
34. Indicate skill errors to students and suggest methods for improvement.	126	67	49	26.1	18	5.3	2	1.1	0	0	1	0.5	4.60*	16

Table 8 (continued)

Item	Importance Ratings					None	Sum	Average	Rank (out of 11)					
	Great 5	Moderate 4	Average 3	Slight 2	None 1									
35. Provide additional instructions to those who need it rather than to those who are enjoyable to teach.	89	47.3	70	37.2	23	12.2	5	2.7	1	0.5	0	0	4.28*	48.5
36. Use audio-visual materials to teach motor skills.	50	26.6	71	37.8	50	26.6	13	6.9	3	1.6	1	0.5	3.81*	91
37. Employ mechanical devices as motivational and/or instructional aids (example--ball boy machine, rebounding machine).	42	22.3	61	32.4	57	30.3	17	9	9	4.8	2	1.1	3.59*	100.5
38. Make activities competitive in nature.	52	27.7	70	41.5	43	22.9	9	4.8	2	1.1	4	2.1	3.92*	82.5
39. Make class activities cooperative in nature.	75	39.9	77	41	36	19.1	0	0	0	0	0	0	4.21*	56
40. Officiate team and/or individual class activities.	76	40.4	60	36.2	30	20.2	4	2.1	1	0.5	1	0.5	4.14*	67
41. Schedule and/or conduct tournaments.	70	41.5	71	37.6	36	19.1	2	1.1	0	0	1	0.5	4.20*	57
42. Develop and maintain students' interest.	140	74.5	45	23.9	3	1.6	0	0	0	0	0	0	4.73*	8.5

Table 8 (continued)

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DK			
	f	%	f	%	f	%	f	%	f	%	f	%		
43. Provide instructional activities which are of interest to the learner.	101	83.7	74	39.4	12	6.4	1	0.5	0	0	0	0	4.46*	29
44. Adapt activities to meet students' interest.	73	38.8	82	43.6	27	14.4	4	2.1	1	0.5	1	0.5	4.19*	59
45. Adapt activities to meet students' ability.	62	33	61	43.1	30	20.2	4	2.1	2	1.1	1	0.5	4.05*	76.5
46. Adapt activities to meet students' needs.	77	41	62	43.6	24	12.8	1	0.5	2	1.1	2	1.1	4.24*	54.5
47. Adapt teaching to room and/or equipment.	94	50	72	38.3	14	7.4	1	0.5	3	1.6	4	2.1	4.38*	35.5
48. Provide opportunities for students to participate in planning, organizing, and managing physical education activities.	40	21.3	61	32.4	64	34	15	8	6	3.2	2	1.1	3.61*	98
49. Maintain an instructional log or unit summary showing teaching strengths and weaknesses.	33	17.6	57	30.3	67	35.6	21	11.2	9	4.8	1	0.5	3.45	110
50. Use rewards as motivational aids.	44	23.4	83	28.2	67	35.6	14	7.4	9	4.8	1	0.5	3.58*	102

Table 8 (continued)

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
	0	%	0	%	0	%	0	%	0	%	0	%		
S1. Use restrictions as motivational aids.	11	9.9	33	17.6	65	34.6	44	23.4	25	14.6	0	0	2.69	120
S2. Use punishments as motivational aids.	7	3.7	10	5.3	47	25	53	28.2	71	37.8	0	0	2.09	121

DNR - Did Not Respond

*Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING SOCIAL AND
EMOTIONAL DEVELOPMENT

Five items pertained to the Social and Emotional Development of students. Before responding the physical educators asked themselves, "How important is it for the good high school physical educator to . . . ?"

53. Teach toward the improvement of attitudes and appreciations. Most (62.8%) of the responding teachers felt that teaching toward the improvement of attitudes and appreciations was very important. Another 25 percent thought the item was moderately important. The average rating was 4.49 and the item rank was 23.5. By meeting the minimal criteria, the activity was retained for undergraduate curriculum inclusion.

54. Provide instructional activities which have meaning to the inter-personal relationship of the learner. Providing instructional activities which have meaning to the inter-personal relationship of the learner was rated of great importance by 41 percent of the teachers. More than one-half (55.3%) were divided in their opinion between moderate (33.5%) and average (21.8%) importance. The average rating was computed as 4.15 which had a rank of 64.5. The item qualified for placement in the undergraduate curriculum.

55. Provide a class atmosphere conducive to good sportsmanship. More than three-fourths (76.6%) of the

physical educators perceived that the item was of great importance. An additional 20.2 percent rated it as moderately important and 3.2 percent thought it was of average importance. No respondent perceived that the activity was of less than average importance. The average rating of providing a class atmosphere conducive to good sportsmanship was 4.73 and held a rank of 4.5. The activity was retained for placement in the professional undergraduate curriculum.

56. Counsel students on sportsmanship. More than one-half of the teachers (69.7%) thought that the activity was of great importance and 22.9 percent thought it was of moderate importance. The average rating for counseling students on sportsmanship was 4.62. The item had a rank of fourteen and was retained for placement in the undergraduate curriculum.

57. Maintain an awareness of students' out-of-class interests and problems. The most frequent rating choice was moderate importance, with 41 percent of the teachers indicating that this was their preference. Thirty-four percent thought the item was of great importance. Average importance was the choice of 18.1 percent. Maintaining an awareness of students' out-of-class interests and problems had an average rating of 4.00 and a rank of eighty-one. Placement of the activity within the professional preparation curriculum was justified.

Table 9
Responses of 188 High School Physical Educators
Concerning Social and Emotional Development

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DK			
	0	0	0	0	0	0	0	0	0	0	0	0		
53. Teach toward the improvement of attitudes and appreciations.	118	62.8	47	25	19	10.1	2	1.1	1	0.5	1	0.5	4.49*	23.5
54. Provide instructional activities which have meaning to the interpersonal relationship of the learner.	77	41	63	33.5	41	21.8	3	1.6	1	0.5	3	1.6	4.15*	64.5
55. Provide a class atmosphere conducive to good sportsmanship.	144	76.6	38	20.2	6	3.2	0	0	0	0	0	0	4.73*	8.5
56. Counsel students on sportsmanship.	131	69.7	43	22.9	13	6.9	1	0.5	0	0	0	0	4.62*	14
57. Maintain an awareness of students' out-of-class interests and problems.	64	34	77	41	34	18.1	9	4.8	4	2.1	0	0	4.00*	81

DK - Did Not Respond
 *Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING PHYSICAL
DEVELOPMENT
AND HEALTH

Nine items pertained to the Physical Development and Health of the students. Preceding each item the physical educator asked himself, "How important is it for the good high school physical educator to . . . ?"

58. Provide activities strenuous enough to develop strength, endurance and fitness. More than one-half (56.9%) of the teachers thought that providing activities strenuous enough to develop strength, endurance and fitness was of great importance. An additional 32.4 percent perceived the item as moderately important. Nine percent rated it average. No respondent perceived the item's importance as being slight but two respondents (1.1%) indicated that the item was of no importance. The average rating of 4.49 qualified the activity for undergraduate curriculum inclusion. The rank of the item was 23.5.

59. Measure students' physical status (examples-- height and weight charts, fitness tests). The teachers' opinions varied regarding the importance of measuring students' physical status. Great importance was the choice of 26.1 percent. Moderate importance was chosen by 33 percent while a rating of average importance was selected by 28.2 percent of the respondents. A rating of slight importance was selected by 7.4 percent, and 5.3 percent rated the item

of no importance. The average rating was 3.67 which ranked ninety-seventh. The teacher activity qualified for inclusion in the undergraduate physical education professional preparation curriculum.

60. Identify the physically underdeveloped through strength, agility and flexibility tests. Teachers' opinions varied concerning the identifying of the physically underdeveloped through strength, agility and flexibility tests. The item was rated of great importance by 24.5 percent, of moderate importance by 35.1 percent, and of average importance by 27.1 percent. Slight importance was the choice of 11.2 percent. The remaining 2.1 percent thought the activity was of no importance. An average rating of 3.69 and a rank of ninety-six was determined. The activity was retained for placement in the undergraduate curriculum.

61. Use resistive exercises as a means of developing physical strength (example--weight lifting). More than 60 percent of the instructors rated the item as either of moderate (35.1%) or of average (29.8%) importance. Only 13.3 percent thought that the item was of great importance while 16 percent thought that the importance was slight. The average rating was 3.35 and had a rank of 114. Using resistive exercises as a means of developing physical strength was not perceived as important and, therefore, was not retained for undergraduate curriculum inclusion.

62. Use interval training techniques as a means for physical conditioning. Most of the respondents (71.8%)

rated the item either of moderate (35.6%) or of average (36.2%) importance. Great importance was the choice of 15.4 percent. A rating of slight importance was thought justified by 9.6 percent. The item was omitted by four (2.1%) of the teachers. An average rating of 3.56 and a rank of 103 was determined. Using interval training techniques as a means for physical conditioning was perceived as important and was retained for undergraduate curriculum inclusion.

63. Use circuit training as a means for physical conditioning. The item tabulation data for using circuit training as a means for physical conditioning was similar to that of the preceding item. Great importance was perceived by 19.7 percent, moderate importance by 38.3 percent, average importance by 28.7 percent, and slight importance by 8 percent of the respondents. No importance was the rating chosen by 4.8 percent and one person (0.5%) omitted the item. An average rating of 3.60 and a rank of ninety-nine justified the retention of the item for inclusion in the undergraduate curriculum.

64. Ensure that the physical education program considers health goals. Almost one-half (49.5%) of the physical educators thought that the item was of great importance. An additional 33.5 percent rated it as moderately important. Only 2.7 percent rated ensuring that the physical education program consider health goals of less

than average importance. With an average rating of 4.29 and a rank of 45.5, the activity was retained for placement in the pre-service curriculum.

65. Conduct periodic health appraisals. Only 18.6 percent of the teachers thought conducting periodic health appraisals was of great importance. Most teachers (63.1%) rated the item as either of moderate (28.2%) or average (35.6%) importance. Slight importance was the choice of 12.2 percent and no importance the choice of 4.8 percent. With an average rating of 3.44 and an item rank of 111, the activity was not retained for pre-service curriculum inclusion.

66. Forward physical ability and progress reports to parents. Importance rating preferences varied. Great importance was thought justified by 24.5 percent of the respondents. Twenty-five percent rated the item of moderate importance and 35.1 percent thought that the importance was average. Slight importance was judged appropriate by 11.2 percent and 4.3 percent judged the activity to be of no importance. An average rating of 3.54 and a rank of 104.5 was determined. Forwarding physical ability and progress reports to parents was retained for placement in the undergraduate curriculum.

Table 10
 Responses of 100 High School Physical Educators
 Concerning Physical Development and Health

Item	Importance Ratings										Average	Rank (N=121)		
	Great 5	4	3	2	1	None 0	Mean	SD	SE	SS				
50. Provide activities strenuous enough to develop strength, endurance and fitness.	187	54.9	61	32.6	17	9	0	0	2	1.1	1	0.5	4.48*	23.5
50. Measure students' physical status (samples--height and weight charts, fitness tests).	49	26.1	62	33	53	28.2	14	7.6	10	3.3	0	0	3.67*	97
60. Identify the physically underdeveloped through strength, agility and flexibility tests.	46	34.5	66	35.1	51	27.1	21	11.2	4	2.1	0	0	3.68*	96
61. Use resistive exercises as a means of developing physical strength (sample--weight lifting).	25	13.3	66	35.1	56	29.8	30	16	18	5.3	1	0.5	3.35	114
62. Use interval training techniques as a means for physical conditioning.	29	15.4	67	35.6	60	34.2	18	9.6	3	1.1	4	2.1	3.56*	103
63. Use circuit training as a means for physical conditioning.	37	19.7	72	38.3	54	28.7	15	8	9	4.8	1	0.5	3.60*	99

Table 10 (continued)

Item	Importance Ratings											Average	Rank (N=121)	
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
	0	0	0	0	0	0	0	0	0	0	0	0		
64. Ensure that the physical education program considers health goals.	93	49.5	63	33.3	26	13.0	2	1.1	3	1.6	1	0.5	4.29*	45.5
65. Conduct periodic health appraisals.	35	18.6	33	20.2	67	35.6	23	12.2	9	4.8	1	0.5	3.44	111
66. Forward physical ability and progress reports to parents.	46	24.5	47	35	66	35.1	21	11.2	0	4.3	0	0	3.54*	104.5

DNR - Did Not Respond

*Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING SAFETY, FIRST
AID, AND LEGAL ASPECTS
OF TEACHING

Seven items pertained to Safety, First Aid, and Legal Aspects of Teaching. Before responding to each item, the physical educator asked himself, "How important is it for the good high school physical educator to . . . ?"

67. Assume all reasonable safety precautions. The item was highly regarded. Assuming all reasonable safety precautions was rated to be of great importance by 87.8 percent of the teachers. An additional 10.1 percent thought it was of moderate importance. An average rating of 4.85 and a rank of 4.5 was determined. The activity was retained for placement in the undergraduate curriculum.

68. Establish safety regulations. The teachers responded to establishing safety regulations almost exactly as they did to the previous item. An average rating of 4.87 ranked third and qualified the activity for inclusion in the pre-service curriculum.

69. Inspect equipment for safety. Although the teacher ratings were very similar to the previous two items, the overall average was slightly higher. Great importance was perceived by 89.4 percent of the teachers. With an average rating of 4.88 and rank order of two, inspecting equipment for safety qualified for retention and placement in the undergraduate curriculum.

70. Render first aid. A rating of great importance was indicated by 62.2 percent of the educators. Moderate importance was the choice of 20.2 percent. A rank of thirty-four and an average rating of 4.39 indicated that the rendering of first aid was perceived important by the respondents. The activity was retained for undergraduate curriculum inclusion.

71. Make provisions for first aid. Making provisions for first aid was deemed of great importance by 77.1 percent of the teachers. A rating of moderate importance was recorded by 14.9 percent while 7.4 percent thought that the item was of average importance. An average rating of 4.68 and a rank of ten qualified the activity for placement in the undergraduate curriculum.

72. Complete accident reports. A rating of great importance was indicated by 80.3 percent of the instructors. An additional 13.8 percent thought the item was of moderate importance. Based on the average rating of 4.74, completing accident reports ranked seventh and was retained for placement in the undergraduate professional preparation curriculum.

73. Teach within the framework of school law and legal liability. Teaching within the framework of school law and legal liability was rated as very important by 87.2 percent of the responding physical educators. Moderately important was recorded by an additional 10.1 percent. The average rating was 4.85 and the item rank was 4.5. The teacher activity qualified for pre-service curriculum inclusion.

Table 11
Responses of 188 High School Physical Educators Concerning
Safety, First Aid, and Legal Aspects of Teaching

Item	Great		Moderate		Average		Slight		None		DNR	Average	Rank (N=121)	
	5	0	4	0	3	0	2	0	1	0				
67. Assume all reasonable safety precautions.	165	87.8	19	10.1	3	1.6	0	0	1	0.5	0	0	4.85*	4.5
68. Establish safety regulations.	166	88.3	19	10.1	3	1.6	0	0	0	0	0	0	4.87*	3
69. Inspect equipment for safety.	168	89.4	18	9.6	2	1.1	0	0	0	0	0	0	4.88*	2
70. Render first aid.	117	62.2	38	20.2	21	13.2	9	4.8	2	1.1	1	0.5	4.39*	34
71. Make provisions for first aid.	145	77.1	29	14.9	14	7.4	0	0	1	0.5	0	0	4.68*	18
72. Complete accident reports.	151	80.3	26	13.8	18	5.3	1	0.5	0	0	0	0	4.74*	7
73. Teach within the framework of school law and legal liability.	164	87.2	19	10.1	5	2.7	0	0	0	0	0	0	4.85*	4.5

DNR - Did Not Respond
*Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING EVALUATION

Seven items pertained to evaluation of program and/or students. Preceding each item the responding physical education teacher was to ask himself, "How important is it for the good high school physical educator to . . . ?"

74. Conduct frequent curriculum evaluations coupled with program revisions. Almost four-fifths (78.7%) of the respondents rated the item either of great (40.4%) or moderate (38.3%) importance. The average rating for conducting frequent curriculum evaluations coupled with program revisions was 4.16. The rank of sixty-two was determined. The activity met the importance criteria and was retained for placement in the undergraduate curriculum.

75. Provide an objective means of evaluating (grading) students. No one responded with a less than average importance rating. Great importance was indicated by 67 percent, moderate importance by 27.1 percent, and average importance by 5.3 percent. The average rating was 4.62 which ranked fourteenth. Providing an objective means of evaluating students was retained for pre-service curriculum inclusion.

76. Measure students' skill in activities. More than three-fourths (77.1%) of the teachers rated the item of either great (40.4%) or moderate (36.7%) importance. With a 4.15 average rating and a rank of 64.5, measuring students' skill in activities was retained for inclusion in the professional preparation curriculum.

77. Measure students' knowledge of activities. The tabulation of teacher responses for the item yielded figures similar to the preceding activity. The average rating of 4.19 ranked fifty-ninth. Measuring students' knowledge of activities was perceived important and retained for placement in the undergraduate curriculum.

78. Evaluate students in such a manner so as not to use grades as a weapon. Most (76.1%) respondents perceived evaluating students in such a manner so as not to use grades as a weapon as either of great (37.8%) or moderate (38.3%) importance. The average rating was 4.05 which held a rank order of 76.5. The activity was retained for placement in the undergraduate curriculum.

79. Ensure that testing is a learning experience. Almost one-half (48.4%) of the teachers thought that the activity's importance was great. Thirty-four percent rated the importance as moderate, and 14.4 percent average. An average rating of 4.28 was computed for ensuring that testing is a learning experience. A rank of 48.5 was determined. The item was retained for professional preparation curriculum inclusion.

80. Encourage fair and honest feedback from students. A majority (56.4%) of the physical education teachers felt that the encouraging of fair and honest feedback from students was of great importance. Moderate importance was the choice of 35.6 percent. An average rating of 4.48 and a rank of 27.5 justified retention of the item for undergraduate curriculum inclusion.

Table 12
Responses of 188 High School Physical
Educators Concerning Evaluation

Item	Importance Ratings											Average	Rank (N=121)	
	Great 5	Moderate 4		Average 3		Slight 2		None 1		DNR				
	0	0	0	0	0	0	0	0	0	0	0			
74. Conduct frequent curriculum evaluations coupled with program revisions.	76	48.4	72	38.3	35	18.6	5	2.7	0	0	0	0	4.16*	62
75. Provide an objective means of evaluating (grading) students.	126	67	51	27.1	10	5.3	0	0	0	0	1	0.5	4.62*	14
76. Measure students' skill in activities.	76	40.4	69	36.7	38	20.2	5	2.7	0	0	0	0	4.15*	64.5
77. Measure students' knowledge of activities.	79	42	69	36.7	36	19.1	4	2.1	0	0	0	0	4.19*	59
78. Evaluate students in such a manner so as not to use grades as a weapon.	71	37.8	72	38.3	32	17	6	3.2	6	3.2	1	0.5	4.05*	76.5
79. Ensure that testing is a learning experience.	91	48.4	64	34	27	14.4	4	2.1	1	0.5	1	0.5	4.28*	48.5
80. Encourage fair and honest feedback from students.	106	56.4	67	35.6	15	8	0	0	0	0	0	0	4.48*	27.5

DNR - Did Not Respond

*Item retained for placement in the undergraduate curriculum

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING RECORD KEEPING,
ADMINISTRATIVE AND/OR
SUPERVISORY DUTIES

Nine items pertained to Record Keeping, Administrative and/or Supervisory Duties of the physical education teacher. Preceding each item the physical educator asked himself, "How important is it for the good high school physical educator to . . . ?"

81. Determine class size. Great importance was the rating selected by 62.2 percent of the respondents. Moderate importance was selected by 20.2 percent. Determining class size had an average rating of 4.36 and had a rank order of 39.5. The activity had met the criteria for item retention and subsequent placement in the undergraduate curriculum.

82. Design class schedules. More than one-half (51.1%) of the teachers rated the item of great importance. A rating of moderate importance was chosen by 23.4 percent. Designing class schedules had an average rating of 4.18 and a rank of sixty-one. The item qualified for placement in the undergraduate curriculum.

83. Prepare budgets and manage physical education monies. Great importance was the most frequent choice (44.7%). Moderate importance was the selection of 31.4 percent and 14.4 percent chose a rating of average. An average rating of 4.07 and a rank of seventy-three was determined. Preparing budgets and managing physical education monies was retained for professional preparation curriculum inclusion.

84. Temporarily excuse students from physical education because of illness or injury. Almost one-half (49.5%) perceived the activity as greatly important. An additional 32.4 percent chose moderate importance. Average importance was the choice of 15.4 percent. An average rating of 4.28 was calculated. Temporarily excusing students from physical education because of illness or injury was retained for placement in the undergraduate curriculum. The rank of the activity was 48.5.

85. Maintain permanent student physical records. Opinion was approximately equally divided between great (29.3%), moderate (31.9%), and average (29.3%) importance regarding the task. The activity had an average rating of 3.78 and a rank of 92.5. Maintaining permanent student physical records was retained for placement in the undergraduate curriculum.

86. Administer and keep a record of locks and/or locker assignments. Most respondents (69.7%) perceived the item as very important. Seventeen percent rated the activity of moderate importance and 10.6 percent thought a rating of average was justified. The average rating was 4.53 which ranked twentieth. Administering and keeping a record of locks and/or locker assignments qualified for placement within the professional pre-service curriculum.

87. Supervise student dressing and showering. Almost one-half (47.3%) of the teachers thought that supervising student dressing and showering was of great importance. Twenty-five percent rated it moderately important and 19.1

percent thought it was of average importance. The average rating was 4.09 which held a rank of 71.5. The activity qualified for placement in the professional preparation curriculum.

88. Supervise the custodial services in locker rooms, shower rooms, or allied physical education areas. Professional opinion differed concerning the supervision of custodial services in locker rooms, shower rooms, or allied physical education areas. Great importance was indicated by 29.3 percent of the teachers, moderate importance by 27.7 percent, and average importance by 23.9 percent. Slight importance was perceived by 10.6 percent, and 8.5 percent thought the activity was of no importance. The average rating of 3.59 met the minimal criteria and was retained for undergraduate curriculum inclusion. The item ranked 100.5.

89. Assist in developing the line and staff structure of the schools' physical education department. Three-fourths (75%) of the physical educators rated the task as either of great (36.7%) or moderate (38.3%) importance. An additional 19.1 percent perceived the activity of average importance. With an average rating of 4.05 and a rank of 76.5, assisting in developing the line and staff structure of the schools' physical education department qualified for undergraduate curriculum placement.

Table 13

Responses of 188 High School Physical Educators Concerning
Record Keeping, Administrative and/or Supervisory Duties

Item	Importance Ratings												Average	Rank (#-121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		- Don't Know			
	#	%	#	%	#	%	#	%	#	%	#	%		
01. Determine class size.	117	62.2	38	20.2	24	12.8	2	1.1	7	3.7	0	0	4.36*	39.5
02. Design class schedules.	96	51.1	44	23.4	37	19.7	5	2.7	5	2.7	1	0.5	4.18*	61
03. Prepare budgets and manage physical education monies.	84	44.7	59	31.4	27	14.4	11	5.9	7	3.7	0	0	4.07*	73
04. Temporarily excuse students from physical education because of illness or injury.	93	49.5	61	32.4	29	15.4	4	2.1	1	0.5	0	0	4.28*	48.5
05. Maintain permanent student physical records.	55	29.3	60	31.9	55	29.3	13	6.9	5	2.7	0	0	3.78*	92.5
06. Administer and keep a record of locks and/or locker assignments.	131	69.7	32	17	20	10.6	4	2.1	1	0.5	0	0	4.53*	20
07. Supervise student dressing and showering.	89	47.3	47	25	36	19.1	12	6.4	4	2.1	0	0	4.09*	71.5
08. Supervise the custodial services in locker rooms, shower rooms, or allied physical education areas.	55	29.3	52	27.7	45	23.9	20	10.6	16	8.5	0	0	3.59*	100.5

Table 13 (continued)

Item	Importance Ratings										Average	Rank (N=121)		
	Great 5	Moderate 4		Average 3		Slight 2		None 1		DKR				
	0	0	0	0	0	0	0	0	0	0				
89. Assist in developing the line and staff structure of the school's physical education department.	69	36.7	72	38.3	36	19.1	4	2.1	5	2.7	2	1.1	4.05*	76.5

DKR - Did Not Respond

*Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING FACILITIES
AND EQUIPMENT

Fourteen items pertained to physical education Facilities and Equipment. Preceding each item the physical educator asked himself, "How important is it for the good high school physical education teacher to . . . ?"

90. Conduct inventories of supplies and/or equipment. More than one-half (52.7%) of the instructors indicated that the item was perceived to be of great importance. Moderate importance was chosen by 23.9 percent while 20.2 percent selected a rating of average importance. Slight importance was the choice of 2.7 percent. Conducting inventories of supplies and/or equipment had an average rating of 4.26 and a rank of fifty-two. The activity was retained for placement in the undergraduate curriculum.

91. Recommend the purchase of supplies and equipment. Sixty-six percent of the responding high school physical education teachers rated the activity to be of great importance, 23.9 percent rated it to be of moderate importance, and 9.6 percent rated it to be of average importance. The average rating was 4.55 which held a rank of 17.5. Recommending the purchase of supplies and equipment was retained for pre-service curriculum inclusion.

92. Check-in and check-out supplies and equipment. Fifty-eight percent of the respondents thought that checking-in and checking-out of supplies and equipment was of great

importance. Moderate importance was recorded by 26.1 percent, and average importance by 10.6 percent. Ten respondents (5.3%) indicated that the activity was of less than average importance. The average rating was 4.35 which ranked forty-first. The activity was retained for placement in the undergraduate professional preparation curriculum.

93. Schedule the use of facilities. Most (68.1%) of the respondents thought the activity was of great importance. An additional 22.3% rated the activity as moderately important. Only 9.5 percent thought that scheduling the use of facilities was of average or of less than average importance. With an average rating of 4.55 and a rank of 17.5, the item was perceived important and qualified for placement in the undergraduate curriculum.

94. Grant permission for individuals and/or groups to use facilities. Almost one-half (46.3%) of the teachers perceived the activity as being very important. Moderate importance was indicated by 23.9 percent and average importance the choice of 19.7 percent. An average rating of 4.05 and a rank order of 76.5 was computed. Granting permission for individuals and/or groups to use facilities qualified for placement in the professional preparation curriculum.

95. Arrange equipment for instruction. A rating of great importance was thought justified by 61.2 percent of the physical education teachers. An additional 26.6 percent thought that moderate importance was appropriate while 11.7 percent rated the task's importance as average. With an

average rating of 4.48 and a rank of 27.5, arranging equipment for instruction qualified for undergraduate curriculum inclusion.

96. Arrange and mark fields. Less than one-half (47.3%) of the teachers indicated that the arranging and marking of fields was of great importance. Moderate importance was indicated by 27.1 percent and average importance by 16.5 percent. Slight importance was chosen by 4.8 percent of the respondents and a rating of no importance selected by 4.3 percent. The average rating was 4.09 which held a rank of 71.5. The item was retained for placement in the undergraduate curriculum.

97. Improve the usefulness of existing facilities. More than one-half (50.5%) of the physical educators thought that improving the usefulness of existing facilities was of great importance. A rating of moderate importance was chosen by 36.2 percent, and 12.2 percent chose a rating of average importance. With an average rating of 4.36 and an item rank of 39.5, the activity was retained for undergraduate curriculum placement.

98. Advise in the planning of new physical education building and facilities. Great importance was recorded by 64.4 percent of the physical education teachers. Moderate importance was indicated by 16.5 percent. Average importance was the choice of 14.4 percent. Advising in the planning of new physical education building and facilities had an average rating of 4.40 and a rank order of 31.5. The teacher activity

qualified for retention and subsequent placement in the professional preparation curriculum.

99. Lay out indoor courts of various kinds. Eighty-two percent selected a rating of either great (52.7%) or moderate (29.3%) importance for laying out indoor courts of various kinds. Average importance was indicated by 12.8 percent. The average rating was 4.29 which ranked 45.5. The teacher activity was retained for undergraduate curriculum inclusion.

100. Care for and maintain instructional equipment. Eighty-four percent rated caring for and maintaining instructional equipment as either of great (56.9%) or moderate (27.1%) importance. An additional 13.8 percent thought the item was of average importance. The average rating was 4.29 which held an item rank order of 45.5. The teacher activity qualified for placement in the undergraduate curriculum.

101. Repair equipment. The physical educators' opinions were divided concerning the importance of repairing equipment. The rating of great importance accounted for 39.4 percent of the respondents, moderate importance 28.2 percent, and average importance 18.1 percent. Slight importance was indicated by 7.4 percent and 6.4 percent thought that the task was of no importance. The average rating was 3.87 which ranked eighty-fifth. Repairing equipment was retained for undergraduate curriculum inclusion.

102. Regulate lighting, temperature and ventilation. Differing opinions were expressed concerning regulating

lighting, temperature and ventilation. A rating of great importance was recorded by 39.4 percent and 24.5 percent thought moderate importance was appropriate. Average importance was indicated by 21.3 percent, 9.6 percent indicated slight importance, and 4.8 percent chose a rating of no importance. The average of the item was 3.84 which ranked eighty-ninth. The activity qualified for pre-service curriculum inclusion.

103. Operate and maintain the swimming pool.

Teachers' opinions varied concerning the operation and maintenance of the swimming pool as a task for the high school physical educator. Great importance was indicated by 27.7 percent, moderate importance by 16.5 percent, and average importance by 17 percent. A rating of slight importance was recorded by 14.4 percent, and 17.6 percent thought the item was of no importance. The activity was omitted by 6.9 percent of the teachers. The average rating was 3.24 which did not qualify the task for retention and placement in the undergraduate curriculum. The rank of the item was 116.

Table 14
Responses of 188 High School Physical Educators Concerning
Facilities and Equipment

Item	Importance Ratings											Average	Rank (N=121)	
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DKM			
	0	0	0	0	0	0	0	0	0	0	0	0		
90. Conduct inventories of supplies and/or equipment.	99	52.7	45	23.9	30	20.2	5	2.7	1	0.5	0	0	4.26*	52
91. Recommend the purchase of supplies and equipment.	124	66	45	23.9	18	9.6	1	0.5	0	0	0	0	4.55*	17.5
92. Check-in and check-out supplies and equipment.	109	50	49	26.1	20	10.6	7	3.7	3	1.6	0	0	4.35*	41
93. Schedule the use of the facilities.	128	60.1	42	22.3	13	6.9	4	2.1	1	0.5	0	0	4.55*	17.5
94. Grant permission for individuals and/or groups to use facilities.	87	46.3	45	23.2	37	19.7	13	6.9	5	2.7	1	0.5	4.05*	76.5
95. Arrange equipment for instruction.	115	61.2	50	26.6	22	11.7	1	0.5	0	0	0	0	4.40*	27.5
96. Arrange and mark fields.	89	47.3	51	27.1	31	16.5	9	4.0	0	4.3	0	0	4.09*	71.5
97. Improve the usefulness of existing facilities.	95	50.5	60	36.2	23	12.2	1	0.5	1	0.5	0	0	4.36*	39.5
98. Advise in the planning of new physical education building and facilities.	121	64.4	31	16.5	27	14.4	4	2.1	4	2.1	1	0.5	4.40*	31.5

Table 14 (continued)

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
	#	%	#	%	#	%	#	%	#	%	#	%		
99. Lay out indoor courts of various kinds.	99	52.7	55	29.3	24	12.8	6	3.2	3	1.6	1	0.5	4.29*	45.5
100. Care for and maintain instructional equipment.	107	56.9	51	27.1	26	13.8	3	1.6	1	0.5	0	0	4.29*	45.5
101. Repair equipment.	74	39.4	53	28.2	34	18.1	14	7.4	12	6.4	1	0.5	3.87*	85
102. Regulate lighting, temperature and ventilation.	74	39.4	46	24.5	40	21.3	18	9.6	9	4.8	1	0.5	3.84*	89
103. Operate and maintain the swimming pool.	52	27.7	31	16.5	32	17	27	14.4	33	17.6	13	6.9	3.24	116

DNR - Did Not Respond

*Item retained for placement in the undergraduate curriculum.

DATA ANALYSES OF 188 HIGH SCHOOL
PHYSICAL EDUCATORS' RESPONSES
CONCERNING COMMUNITY
INVOLVEMENT AND
PROFESSIONALISM

Eighteen items pertained to Community Involvement and Professionalism of the physical education teacher. Preceding each item the physical educator asked himself, "How important is it for the good high school physical educator to . . . ?"

104. Conduct physical education programs for adults.

Only 18.6 percent of the physical education teachers' responses indicated that conducting of physical education programs for adults was of great importance. Most (51.1%) of the respondents thought that the item was either of moderate (21.8%) or average (29.3%) importance. With an average rating of 3.17 and a rank of 117, the activity did not qualify for retention and placement in the undergraduate curriculum.

105. Convey information to and stimulate community interest in the school physical education program. Forty-two percent of the instructors thought that the activity was of great importance. An additional 26.6 percent thought that the item was of moderate importance while 24.5 percent thought that it was average. The average rating was 4.02 which ranked the activity 79.5. Conveying information to and stimulating community interest in the school physical education program, therefore, was retained for inclusion in the undergraduate curriculum.

106. Participate in community activities. Fifty-seven percent of the respondents rated participating in community activities as either of great (27.7%) or moderate (29.3%) importance. Thirty-three percent thought that the importance was average. The item's average rating was 3.71, thus qualifying it for placement in the pre-service curriculum. The rank order was ninety-fifth.

107. Refer to local or state authorities for professional assistance. Opinion was approximately equally divided among the ratings of great, moderate, and average importance. A rating of great importance accounted for 27.7 percent of the responses, moderate importance 31.9 percent, and average importance 29.8 percent. The average rating was 3.73 which ranked ninety-fourth. Referring to local or state authorities for professional assistance was perceived to be an important activity and was retained for inclusion in the professional preparation curriculum.

108. Provide and/or suggest professional physical education materials for the school library. Nearly three-fourths (72.9%) of the teachers perceived that the task was either of great (42.6%) or moderate (30.3%) importance. Average importance was indicated by 22.9 percent. With an average rating of 4.11, providing and/or suggesting professional physical education materials for the school library was retained for placement within the undergraduate curriculum. The item's rank was seventy.

109. Conduct program-related research. Only 16 percent of the respondents rated conducting program-related research of great importance. Sixty-six percent rated the item of either moderate (29.3%) or average importance (36.7%). A rating of slight importance was selected by 13.8 percent. With a calculated average rating of 3.39, the activity did not meet the minimal criteria and, therefore, was not retained for inclusion within the undergraduate curriculum. The item's rank was 112.

110. Read professional literature. Forty-two percent of the respondents thought that reading professional literature was very important. Moderate importance was selected by 35.1 percent and 19.7 percent recorded a rating of average importance. With an average rating of 4.15 and a rank of 64.5, the activity qualified for undergraduate curriculum inclusion.

111. Write and publish in professional journals. A rating of average importance was the most frequent choice and accounted for 35.1 percent of the responses. Only 6.9 percent thought the item was of great importance. A rating of slight importance accounted for 22.9 percent while 13.3 percent thought that the item was of no importance. The average rating was 2.86 which failed to qualify the item for undergraduate curriculum inclusion. Writing and publishing in professional journals had a rank of 118.

112. Maintain a membership in one or more professional organizations. Great importance was the rating

selected by 34.6 percent of the physical educators. Moderate importance was indicated by 29.8 percent and average importance recorded by 26.1 percent. Maintaining a membership in one or more professional organizations had an average rating of 3.85 and a rank order of 87.5. The item qualified for retention and placement in the pre-service curriculum.

113. Maintain an active involvement in professional affairs. Maintaining an active involvement in professional affairs was rated as very important by 29.8 percent of the physical educators. The ratings of moderate and average importance accounted for 35.1 percent and 27.1 percent of the responses, respectively. An average rating of 3.83 qualified the item for retention and placement in the undergraduate curriculum. An item rank of ninety was determined.

114. Maintain a cooperative relationship with the school administration. Most (70.7%) of the teachers rated the item of great importance while 23.4 percent rated it of moderate importance. Only 5.9 percent perceived maintaining a cooperative relationship with the school administration to be of average importance. Retention of the activity for the undergraduate curriculum was justified based upon the average rating of 4.65. The item held a rank of 11.5.

115. Maintain a cooperative relationship with the school guidance counselors. More than one-half (53.2%) of the instructors felt that the item was very important. In addition, 31.9 percent thought that moderate importance was justified and 11.2 percent recorded a rating of average. An

average rating of 4.34 and a rank of forty-two was determined. Maintaining a cooperative relationship with the school guidance counselors was perceived important and retained for undergraduate curriculum inclusion.

116. Maintain a cooperative relationship with professional counterparts. Great importance was recorded for maintaining a cooperative relationship with professional counterparts by 59.6 percent of the respondents. An additional 29.8 percent selected moderate importance and 10.6 percent thought average importance was the appropriate choice. The average rating of 4.49 was computed. The item had a rank of 23.5 and qualified for undergraduate curriculum inclusion.

117. Work for well-thought-out educational changes in physical education. More than one-half (58%) of the physical educators rated the activity as very important. Furthermore, 33.5 percent thought the activity was moderately important. All of the remaining responses (8.5%) selected a rating of average importance. The computed average rating was 4.49 which held a rank of 23.5. Working for well-thought-out educational changes in physical education was retained for professional preparation curriculum inclusion.

118. Counsel interested students on becoming physical education teachers. Great importance was the rating selected by 45.2 percent of the teachers. Moderate importance was the choice of 38.3 percent and average importance was selected by 14.4 percent. An average rating of 4.27 and a rank of fifty-one was determined. Counseling interested

students on becoming physical education teachers was perceived as important and was retained for placement within the pre-service curriculum.

119. Distribute leadership opportunities among students. Fifty-eight percent of the respondents rated distributing leadership opportunities among students as very important while 33.5 percent thought that it was moderately important. Average importance was selected by the remaining 8.5 percent. The average rating of 4.49 had a rank order of 23.5. The activity qualified for placement in the undergraduate professional preparation curriculum.

120. Develop procedures for using student leaders. More than one-half (55.9%) of the physical educators perceived the task to be of great importance. Moderately important was the rating chosen by 30.3 percent with average importance the choice of 13.3 percent. An average rating of 4.41 was determined which ranked thirtieth. Developing procedures for using student leaders was retained for placement in the pre-service curriculum.

121. Organize a physical education leaders association. A rating of great importance was recorded by 31.4 percent of the teachers. Fifty-nine percent thought that the item's importance rated as either moderate (27.1%) or average (31.9%). Slight importance was the rating chosen by 7.4 percent. With an average rating of 3.78, organizing a physical education leaders association qualified for placement within the professional preparation curriculum. The rank was 92.5.

Table 15
Responses of 188 High School Physical Educators Concerning
Community Involvement and Professionalism

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
	f	%	f	%	f	%	f	%	f	%	f	%		
104. Conduct physical education programs for adults.	35	18.6	41	21.8	55	29.3	31	16.5	24	12.8	2	1.1	3.17	117
105. Convey information to and stimulate community interest in the school physical education program.	79	42	50	26.6	46	24.5	9	4.8	4	2.1	0	0	4.02*	79.5
106. Participate in community activities.	52	27.7	55	29.3	62	33	12	6.4	7	3.7	0	0	3.71*	95
107. Refer to local or state authorities for professional assistance.	52	27.7	60	31.9	56	29.8	13	6.9	7	3.7	0	0	3.73*	94
108. Provide and/or suggest professional physical education materials for the school library.	80	42.6	57	30.3	43	22.9	5	2.7	2	1.1	1	0.5	4.11*	70
109. Conduct program-related research.	30	16	55	29.3	69	36.7	26	13.8	8	4.3	0	0	3.39	112
110. Read professional literature.	79	42	66	35.1	37	19.7	5	2.7	1	0.5	0	0	4.15*	64.5
111. Write and publish in professional journals.	13	6.9	41	21.8	66	35.1	43	22.9	25	13.3	0	0	2.86	110

Table 15 (continued)

Item	Importance Ratings												Average	Rank (N=121)
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DKR			
	0	0	0	0	0	0	0	0	0	0	0	0		
112. Maintain a membership in one or more professional organization.	65	34.6	56	29.8	49	26.1	10	5.3	8	4.3	0	0	3.85*	87.5
113. Maintain an active involvement in professional affairs.	56	29.8	66	35.1	51	27.1	8	4.3	7	3.7	0	0	3.83*	90
114. Maintain a cooperative relationship with the school administrator.	133	70.7	44	23.4	11	5.9	0	0	0	0	0	0	4.65*	11.5
115. Maintain a cooperative relationship with the school guidance counselors.	100	53.2	60	31.9	21	11.2	5	2.7	2	1.1	0	0	4.34*	42
116. Maintain a cooperative relationship with professional counterparts.	112	59.6	56	29.8	20	10.6	0	0	0	0	0	0	4.49*	23.5
117. Work for well-thought-out educational changes in physical education.	109	58	63	33.5	16	8.5	0	0	0	0	0	0	4.49*	23.5
118. Counsel interested students on becoming physical education teachers.	85	45.2	72	38.3	27	14.4	1	0.5	2	1.1	1	0.5	4.27*	51

Table 15 (continued)

Item	Importance Ratings											Average	Rank (N=121)	
	Great 5		Moderate 4		Average 3		Slight 2		None 1		DNR			
	#	%	#	%	#	%	#	%	#	%	#	%		
119. Distribute leadership opportunities among students.	109	58	63	33.5	16	8.5	0	0	0	0	0	0	4.49*	23.5
120. Develop procedures for using student leaders.	105	55.9	57	30.3	25	13.3	1	0.5	0	0	0	0	4.41*	30
121. Organize a physical education leaders association.	59	31.4	51	27.1	60	31.9	14	7.4	4	2.1	0	0	3.78*	92.5

DNR - Did Not Respond

*Item retained for placement in the undergraduate curriculum.

IDENTIFICATION OF THE MOST IMPORTANT
TEACHER ACTIVITIES AS PERCEIVED
BY 188 PHYSICAL EDUCATORS

The most highly regarded items in the study were those that pertained to maintaining control of students, safety precautions, and legal aspects of teaching. Developing a wholesome class atmosphere through maintaining interest and promoting sportsmanship were professional activities also held in high esteem. Providing for first aid care is linked to both the safety and legal aspects areas.

Table 16

Identification of the Ten Most Important
Teacher Activities Using Responses
of 188 Physical Educators

Item	Average Rating
23. Maintain control of classes and/or students in the physical education area.	4.90
69. Inspect equipment for safety.	4.88
68. Establish safety regulations.	4.87
67. Assume all reasonable safety precautions.	4.85
73. Teach within the framework of school law and legal liability.	4.85
14. Teach carry-over and/or Lifetime Sports skills and activities.	4.84
72. Complete accident reports.	4.74
42. Develop and maintain students' interest.	4.73
55. Provide a class atmosphere conducive to good sportsmanship.	4.73
71. Make provisions for first aid.	4.68

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
CURRICULUM PLANNING

As previously cited, a calculated average of 4.50-5.00 indicated that the task was rated as being of great importance. An average rating of 3.50-4.49 indicated that the physical educators perceived the activity to be moderately important. Average ratings between 2.50-3.49 indicated that the item was judged to be of average importance while slight importance was deemed appropriate if the calculated average was between 1.50-2.49. Any teacher activity whose average rating was 1.49 or less was perceived to be of no importance.

Of the nineteen teacher activities concerning Curriculum Planning, averages showed that five were perceived to be of great importance by the female instructors while two were deemed of great importance by the men.

Teacher selection of program activities (4.66-women; 4.58-men) was identified as very important by both sexes. The women perceived that developing objectives of both a general and specific nature were tasks that rated of great importance while the men thought that their importance was moderate. The items were: working with colleagues to develop general physical education objectives (4.63; 4.44), and establishing specific program objectives (4.55; 4.44).

Providing instructional activities which enable students to apply physical skills learned in out-of-class situations was perceived of great importance by the women (4.53)

and of moderate importance by the men (4.25). Both sexes agreed that the teaching of carry-over and/or Lifetime Sports skills and activities was very important (4.93; 4.75).

Eight of the items were felt to be moderately important by both sexes. Four items were rated of moderate importance by the female respondents while the male respondents perceived their importance to be average. These were: permitting students to elect their activities (3.66; 3.42); preparing and using written lesson plans (3.61; 3.42); correlating physical education activities with extra-class activities (3.60; 3.39); and teaching rhythmic and/or dance activities (4.27; 3.44). One item, teaching physical education to classes of the opposite sex (3.01; 3.53), was rated as being of average importance by the women but of moderate importance by the men. One other item, correlating physical education activities with other school subjects (3.39; 3.34), was regarded as being of average importance by both sexes (see Table 17).

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
ORGANIZATION AND GROUPING OF
STUDENTS FOR INSTRUCTION

Eight teacher activities involved the Organization and Grouping of Students for Instruction. Two of these were perceived as being of great importance by both sexes. Both items dealt with control of classes and/or students. Ensuring that students know their role, their opportunities,

Table 17

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators Concerning
Curriculum Planning

Item	Female Average	Male Average
1. Work with colleagues to develop general physical education objectives.*	4.63	4.44
2. Establish specific program objectives.*	4.55	4.44
3. Select program activities.*	4.66	4.58
4. Permit students to elect their activities.	3.66	3.42
5. Develop a unit of study.*	4.32	4.05
6. Plan a sequential curriculum of physical education activities.*	4.47	4.18
7. Prepare and use written lesson plans.	3.61	3.42
8. Correlate physical education activities with other school subjects.	3.39	3.34
9. Correlate physical education work with extra-class activities.	3.60	3.39
10. Provide instructional activities which enable students to apply physical skills learned in out-of-class situations.*	4.53	4.25
11. Teach team games.*	4.21	4.28

Table 17 (Continued)

Item	Female Average	Male Average
12. Teach group activities.*	4.27	4.30
13. Teach rhythmic and/or dance activities.	4.27	3.44
14. Teach carry-over and/or Lifetime Sports skills and activities.*	4.93	4.75
15. Teach individual and dual activities (examples--stunts, tumbling, wrestling).*	4.48	4.31
16. Teach aquatic activities.*	4.38	4.37
17. Teach physical education to classes of the opposite sex.	3.01	3.53
18. Teach coeducational physical education classes.*	3.84	3.91
19. Use outside resources in the instructional program (example--bowling alley).*	4.09	4.20

*Item perceived as important (3.50+) by both sexes.

responsibilities and regulations during the progress of the instructional unit (4.79-women; 4.51-men) and maintaining control of classes and/or students in the physical education area (4.96; 4.84) were highly regarded.

Women tended to rate the classification of students by skill (3.67; 3.40), physical needs (3.93; 3.77), and interest (3.66; 3.25) higher than did the men. Men, however, rated classifying students by age, height, and weight (2.59; 3.03) higher than did the women.

Both sexes agreed that organizing classes into squads or sub-groups (3.94; 4.20), and understanding and using "time economy techniques" (3.87; 3.98) were moderately important (see Table 18).

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
INSTRUCTIONAL AND/OR
MOTIVATIONAL
TECHNIQUES

Of the twenty-five activities concerned with Instructional and/or Motivational Techniques, seventeen were rated of moderate importance by both sexes. Indicating skill errors to students and suggesting methods for improvement (4.66-women; 4.54-men), and developing and maintaining students' interest (4.80; 4.66) were teacher activities to which both groups assigned great importance.

Women rated providing instructional activities which are of interest to the learner (4.61) within the great importance range while men thought it was of moderate

Table 18

Average Ratings of Ninety-Five Female and Ninety-Three
Male Florida High School Physical Educators
Concerning Organization and Grouping
of Students for Instruction

Item	Female Average	Male Average
20. Organize classes into squads or sub-groups.*	3.94	4.20
21. Understand and use "time economy techniques."*	3.87	3.98
22. Ensure that students know their role, their opportunities, responsibilities and regulations during the progress of the instructional unit.*	4.79	4.51
23. Maintain control of classes and/or students in the physical education area.*	4.96	4.84
24. Classify students by age, height, and weight.	2.59	3.03
25. Classify students according to skill.	3.67	3.40
26. Classify students according to physical needs.*	3.93	3.77
27. Classify students according to interest.	3.66	3.25

*Item perceived as important (3.50+) by both sexes.

importance (4.31). Women felt that providing opportunities for students to participate in planning, organizing, and managing physical education activities was of moderate importance (3.74) while the men felt that the importance was average (3.48). Both sexes agreed that the importance of maintaining an instructional log or unit summary showing teaching strengths and weaknesses was average (3.44; 3.46).

Men rated using rewards as motivational aids higher than did the women (3.44; 3.73). Both groups agreed that using restrictions (2.58; 2.80) or punishments (2.04; 2.14) as motivational aids was of limited value (see Table 19).

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
SOCIAL AND EMOTIONAL
DEVELOPMENT

Five activities pertained to the Social and Emotional Development of students. Two items, providing a class atmosphere conducive to good sportsmanship (4.85-women; 4.61-men) and counseling students on sportsmanship (4.69; 4.54) were highly regarded by both sexes.

Teaching toward the improvement of attitudes and appreciations was considered of great importance by the female instructors (4.65) while the male instructors considered the activity of moderate importance (4.33). The remaining two items were rated of moderate importance by both sexes (see Table 20).

Table 19

Average Ratings of Ninety-Five Female and Ninety-Three
Male Florida High School Physical Educators
Concerning Instructional and/or
Motivational Techniques

Item	Female Average	Male Average
28. Provide for individual differences.*	4.25	3.78
29. Individualize instruction for atypical students.*	4.36	3.90
30. Prepare teaching stations for use.*	4.24	4.00
31. Design teaching methods necessary to achieve program objectives.*	4.45	4.32
32. Employ a variety of teaching styles.*	4.38	4.12
33. Demonstrate skills.*	4.22	4.38
34. Indicate skill errors to students and suggest methods for improvement.*	4.66	4.54
35. Provide additional instruction to those who need it rather than to those who are enjoyable to teach.*	4.27	4.29
36. Use audio-visual materials to teach motor skills.*	3.89	3.73
37. Employ mechanical devices as motivational and/or teaching aids (examples--ball boy machine, rebounding machine).*	3.63	3.55
38. Make activities competitive in nature.*	3.74	4.10

Table 19 (continued)

Item	Female Average	Male Average
39. Make class activities cooperative in nature.*	4.21	4.20
40. Officiate team and/or individual class activities.*	4.20	4.09
41. Schedule and/or conduct tournaments.*	4.17	4.24
42. Develop and maintain students' interest.*	4.80	4.66
43. Provide instructional activities which are of interest to the learner.*	4.61	4.31
44. Adapt activities to meet students' interest.*	4.28	4.10
45. Adapt activities to meet students' ability.*	4.19	3.91
46. Adapt activities to meet students' needs.*	4.36	4.12
47. Adapt teaching to room and/or equipment.*	4.41	4.34
48. Provide opportunities for students to participate in planning, organizing, and managing physical education activities.	3.74	3.48
49. Maintain an instructional log or unit summary showing teaching strengths and weaknesses.	3.44	3.46
50. Use rewards as motivational aids.	3.44	3.73
51. Use restrictions as motivational aids.	2.58	2.80

Table 19 (continued)

Item	Female Average	Male Average
52. Use punishments as motivational aids.	2.04	2.14
*Item perceived as important (3.50+) by both sexes.		

Table 20

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators Concerning
Social and Emotional Development

Item	Female Average	Male Average
53. Teach toward the improvement of attitudes and appreciations.*	4.65	4.33
54. Provide instructional activities which have meaning to the inter-personal relationship of the learner.*	4.29	4.00
55. Provide a class atmosphere conducive to good sportsmanship.*	4.85	4.61
56. Counsel students on sportsmanship.*	4.69	4.54
57. Maintain an awareness of students' out-of-class interests and problems.*	4.02	3.98

*Item perceived as important (3.50+) by both sexes.

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
PHYSICAL DEVELOPMENT
AND HEALTH

Female teachers perceived four of the nine Physical Development and Health items to be of moderate importance and five to be of average importance. Men, in contrast, perceived all of the activities to be of moderate importance.

The greatest difference of opinion occurred concerning the use of resistive exercises as a means of developing physical strength (2.99-women; 3.72-men). Measuring students' physical status (3.48; 3.86); using interval training techniques as a means for physical conditioning (3.44; 3.68); conducting periodic health appraisals (3.37; 3.51); and forwarding physical ability and progress reports to parents (3.49; 3.59) were other items which women perceived to be of average importance and men rated as moderate (see Table 21).

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
SAFETY, FIRST AID, AND
LEGAL ASPECTS OF
TEACHING

Seven teacher activities concerned Safety, First Aid, and Legal Aspects of Teaching. Of these, both sexes agreed that six were of great importance. The actual rendering of first aid was perceived of moderate importance by the women (4.27) but the men regarded it as being of great importance (4.51).

Table 21

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators Concerning
Physical Development and Health

Item	Female Average	Male Average
58. Provide activities strenuous enough to develop strength, endurance and fitness.*	4.44	4.46
59. Measure students' physical status (examples--height and weight charts, fitness tests).	3.48	3.86
60. Identify the physically underdeveloped through strength, agility and flexibility tests.*	3.59	3.78
61. Use resistive exercises as a means of developing physical strength (example--weight lifting).	2.99	3.72
62. Use interval training techniques as a means for physical condition.	3.44	3.68
63. Use circuit training as a means for physical conditioning.*	3.56	3.65
64. Ensure that the physical education program considers health goals.*	4.39	4.18
65. Conduct periodic health appraisals.	3.37	3.51
66. Forward physical ability and progress reports to parents.	3.49	3.59

*Item perceived as important (3.50+) by both sexes.

Three of the six highly regarded items dealt with safety. They were: assuming all reasonable safety precautions (4.92-women; 4.77-men); establishing safety regulations (4.92; 4.82); and inspecting equipment for safety (4.89; 4.87). The remaining three were: making provisions for first aid (4.66; 4.70); completing accident reports (4.69; 4.78); and teaching within the framework of school law and legal liability (4.88; 4.81) (see Table 22).

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
EVALUATION

Seven items pertained to Evaluation of program and/or students. Both male and female physical educators agreed that five of those items were moderately important. In addition, both groups agreed that providing an objective means of evaluating students was of great importance (4.72-women; 4.52-men). Women felt that encouraging fair and honest feedback from students was of great importance (4.60) while men perceived the item as being of moderate importance (4.37) (see Table 23).

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
RECORD KEEPING, ADMINISTRATIVE
AND/OR SUPERVISORY DUTIES

Nine activities pertained to Record Keeping, Administrative and/or Supervisory Duties of the teacher. Both women

Table 22

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators Concerning Safety,
First Aid, and Legal Aspects of Teaching

Item	Female Average	Male Average
67. Assume all reasonable safety precautions.*	4.92	4.77
68. Establish safety regulations.*	4.92	4.82
69. Inspect equipment for safety.*	4.89	4.87
70. Render first aid.*	4.27	4.51
71. Make provisions for first aid.*	4.66	4.70
72. Complete accident reports.*	4.69	4.78
73. Teach within the framework of school law and legal liability.*	4.88	4.81

*Item perceived as important (3.50+) by both sexes.

Table 23

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators
Concerning Evaluation

Item	Female Average	Male Average
74. Conduct frequent curriculum evaluations coupled with program revisions.*	4.19	4.14
75. Provide an objective means of evaluating (grading) students.*	4.72	4.52
76. Measure students' skill in activities.*	4.20	4.10
77. Measure students' knowledge of activities.*	4.32	4.05
78. Evaluate students in such a manner so as not to use grades as a weapon.*	4.09	4.00
79. Ensure that testing is a learning experience.*	4.35	4.22
80. Encourage fair and honest feedback from students.*	4.60	4.37
*Item perceived as important (3.50+) by both sexes.		

and men were in agreement toward eight of those items. All eight were considered as moderately important. One item, however, was perceived of moderate importance by the women and of great importance by the men instructors. Administering and keeping a record of locks and/or locker assignments (4.49-women; 4.57-men) was the most highly regarded item of the group while supervising the custodial services in locker rooms, shower rooms, or allied physical education areas (3.52; 3.66) was the least regarded (see Table 24).

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
FACILITIES AND EQUIPMENT

Of the fourteen items pertaining to physical education Facilities and Equipment, both sexes perceived eleven to be of moderate importance. Both the male and female groups agreed that scheduling the use of facilities (4.57-women; 4.54-men) was a task of great importance. Also, both groups thought that operating and maintaining the swimming pool (3.17; 3.31) was of average importance. Females rated recommending the purchase of supplies and equipment of great importance (4.61) while the males perceived it to be of moderate importance (4.49) (see Table 25).

Table 24

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators Concerning
Record Keeping, Administrative
and/or Supervisory Duties

Item	Female Average	Male Average
81. Determine class size.*	4.46	4.26
82. Design class schedules.*	4.22	4.14
83. Prepare budgets and manage physical education monies.*	4.07	4.08
84. Temporarily excuse students from physical education because of illness or injury.*	4.33	4.24
85. Maintain permanent student physical records.*	3.80	3.76
86. Administer and keep a record of locks and/or locker assignments.*	4.49	4.57
87. Supervise student dressing and showering.*	3.82	4.37
88. Supervise the custodial services in locker rooms, shower rooms, or allied physical education areas.*	3.52	3.66
89. Assist in developing the line and staff structure of the schools' physical education department.*	4.00	4.11

*Item perceived as important (3.50+) by both sexes.

Table 25

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators Concerning
Facilities and Equipment

Item	Female Average	Male Average
90. Conduct inventories of supplies and/or equipment.*	4.25	4.26
91. Recommend the purchase of supplies and equipment.*	4.61	4.49
92. Check-in and check-out supplies and equipment.*	4.33	4.38
93. Schedule the use of facilities.*	4.57	4.54
94. Grant permission for individuals and/or groups to use facilities.*	3.93	4.17
95. Arrange equipment for instruction.*	4.55	4.19
96. Arrange and mark fields.*	4.12	4.05
97. Improve the usefulness of existing facilities.*	4.35	4.37
98. Advise in the planning of new physical education building and facilities.*	4.44	4.35
99. Lay out indoor courts of various kinds.*	4.36	4.22
100. Care for and maintain instructional equipment.*	4.40	4.37
101. Repair equipment.*	4.00	3.74

Table 25 (continued)

Item	Female Average	Male Average
102. Regulate lighting, temperature and ventilation.*	3.96	3.73
103. Operate and maintain the swimming pool.	3.17	3.31

*Item perceived as important (3.50+) by both sexes.

DATA ANALYSES OF NINETY-FIVE FEMALE AND
NINETY-THREE MALE HIGH SCHOOL PHYSICAL
EDUCATORS' RESPONSES CONCERNING
COMMUNITY INVOLVEMENT
AND PROFESSIONALISM

Eighteen teacher activities concerned Community Involvement and Professionalism. One activity was judged as being of great importance, eleven of moderate importance, and two of average importance by both the female and male physical educators. Differences of opinion between the sexes occurred among four activities. Fifteen of the eighteen activities were regarded as being moderately important by the men. Women perceived eleven of these as moderately important.

Female and male teachers agreed that maintaining a cooperative relationship with the school administration (4.68-women; 4.61-men) was of great importance. Agreement was also evident concerning conducting physical education programs for adults (3.04; 3.30), and writing and publishing in professional journals (2.82; 2.90), with both activities being within the average importance range.

Women thought that working for well-thought-out educational changes in physical education (4.54) and distributing leadership opportunities among students (4.51) were of great importance while men perceived them to be of moderate importance (4.45; 4.48, respectively). The female instructors thought that participating in community activities (3.42) and conducting program-related research (3.26) were of average importance. The male instructors perceived both as being of moderate importance (4.00; 3.52, respectively) (see Table 26).

Table 26

Average Ratings of Ninety-Five Female and Ninety-Three
Male High School Physical Educators Concerning
Community Involvement and Professionalism

Item	Female Average	Male Average
104. Conduct physical education programs for adults.	3.04	3.30
105. Convey information to and stimulate community interest in the school physical education program.*	4.00	4.03
106. Participate in community activities.	3.42	4.00
107. Refer to local or state authorities for professional assistance.*	3.65	3.81
108. Provide and/or suggest professional physical education materials for the school library.*	4.21	4.01
109. Conduct program-related research.	3.26	3.52
110. Read professional literature.*	4.23	4.08
111. Write and publish in professional journals.	2.82	2.90
112. Maintain a membership in one or more professional organizations.*	3.89	3.81
113. Maintain an active involvement in professional affairs.*	3.89	3.76
114. Maintain a cooperative relationship with the school administration.*	4.68	4.61

Table 26 (continued)

Item	Female Average	Male Average
115. Maintain a cooperative relationship with the school guidance counselors.*	4.35	4.32
116. Maintain a cooperative relationship with professional counterparts.*	4.48	4.49
117. Work for well-thought-out educational changes in physical education.*	4.54	4.45
118. Counsel interested students on becoming physical education teachers.*	4.39	4.14
119. Distribute leadership opportunities among students.*	4.51	4.48
120. Develop procedures for using student leaders.*	4.43	4.40
121. Organize a physical education leaders association.*	3.79	3.77
*Item perceived as important (3.50+) by both sexes.		

DATA ANALYSES OF ITEMS PERCEIVED AS
IMPORTANT BY THE FEMALE PHYSICAL
EDUCATORS BUT NOT PERCEIVED AS
IMPORTANT BY THE MALE
PHYSICAL EDUCATORS

Seven of the 121 items met the minimal average rating necessary for the activity to be perceived as important by the female but not by the male instructors. Four of these were classified as Curriculum Planning items, two were classified within Organization and Grouping of Students for Instruction. One was an Instructional and/or Motivational Technique.

The Curriculum Planning items were: permitting students to elect their activities (3.66-women; 3.42-men); preparing and using written lesson plans (3.61; 3.42); correlating physical education work with extra-class activities (3.60; 3.39); and teaching rhythmic and/or dance activities (4.27; 3.44).

Classifying students according to skill (3.67; 3.40), and classifying students according to interest (3.66; 3.25) were those Organization and Grouping of Students for Instruction items perceived as important by the females but not by the males. Under Instructional and/or Motivational Techniques, providing opportunities for students to participate in planning, organizing, and managing physical education activities (3.74; 3.48) was the only item meeting the minimal importance criteria for the women but not meeting it for the men (see Table 27).

Table 27

Items Perceived As Important By Female Physical
Educators But Not Perceived As Important
By Male Physical Educators

Item	Female Average	Male Average
4. Permit students to elect their activities.	3.66	3.42
7. Prepare and use written lesson plans.	3.61	3.42
9. Correlate physical education work with extra-class activities.	3.60	3.39
13. Teach rhythmic and/or dance activities.	4.27	3.44
25. Classify students according to skill.	3.67	3.40
27. Classify students according to interest.	3.66	3.25
48. Provide opportunities for students to participate in planning, organizing, and managing physical education activities.	3.74	3.48
Minimal criteria for importance; 3.50.		

DATA ANALYSES OF ITEMS PERCEIVED AS
IMPORTANT BY THE MALE PHYSICAL
EDUCATORS BUT NOT PERCEIVED
AS IMPORTANT BY THE FEMALE
PHYSICAL EDUCATORS

Nine of the 121 items met the minimal average rating necessary for the activity to be perceived as important by the male but not by the female instructors. Five of these were activities included in the Physical Development and Health classification. Two items pertained to Community Involvement and Professionalism. Curriculum Planning and Instructional and/or Motivational Techniques each accounted for one item.

Of the nine Physical Development and Health items, five were perceived important by the male but not by the female educators. The five activities were: measuring students' physical status (3.86-men; 3.48-women); using resistive exercises as a means of developing physical strength (3.72; 2.99); using interval training as a means for physical conditioning (3.68; 3.44); conducting period health appraisals (3.51; 3.37); and forwarding physical ability and progress reports to parents (3.59; 3.49).

Participating in community activities (4.00; 3.42); and conducting program-related research (3.52; 3.26), were the two Community Involvement and Professionalism items. The Curriculum Planning activity was teaching physical education to classes of the opposite sex (3.53; 3.01). Using rewards as motivational aids (3.73; 3.44) was the Instructional and/or Motivational Technique (see Table 28).

Table 28

Items Perceived As Important By Male Physical
Educators But Not Perceived As Important
By Female Physical Educators

Item	Male Average Rating	Female Average Rating
17. Teach physical education to classes of the opposite sex.	3.53	3.01
50. Use rewards as motivational aids.	3.73	3.44
59. Measure students' physical status (examples--height and weight charts, fitness tests).	3.86	3.48
61. Use resistive exercises as a means of developing physical strength (example--weight lifting).	3.72	2.99
62. Use interval training techniques as a means for physical conditioning.	3.68	3.44
65. Conduct periodic health appraisals.	3.51	3.37
66. Forward physical ability and progress reports to parents.	3.59	3.49
106. Participate in community activities.	4.00	3.42
109. Conduct program-related research.	3.52	3.26
Minimal criteria for importance; 3.50.		

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHER EXPERIENCE GROUPS'
RESPONSES CONCERNING CURRICULUM
PLANNING

The respondents were divided into three high school physical education teaching experience groups. These were teachers with zero to five years experience (0-5), those with six to ten years of experience (6-10), and those with eleven or more years of experience (11-+).

All of the teacher experience groups agreed that selecting program activities (4.59, 0-5 years; 4.69, 6-10 years; 4.60, 11-+ years) and teaching carry-over and/or Lifetime Sports skills and activities (4.85; 4.78; 4.89) were of great importance for the good high school physical educator. One of the Curriculum Planning items, teaching physical education to classes of the opposite sex, was perceived of average importance by the three teacher experience groups (3.40; 3.25; 3.08). Nine of the nineteen items were rated within the moderate importance range (3.50-4.50).

The average rating for teachers within zero to five years of high school physical education teaching experience and teachers with six to ten years for working with colleagues to develop general physical education objectives indicated that it was of great importance (4.60; 4.57, respectively). Teachers with eleven or more years of experience rated it of moderate importance (4.40). Teachers with six to ten years of experience rated establishing specific program objectives of moderate importance (4.37) while teachers within the other

two groups rated it of great importance (4.56, 0-5 years; 4.51, 11-+ years).

Both the zero to five and the six to ten groups perceived permitting students to elect their activities within the moderately important range (3.52; 3.84, respectively), but instructors with the longest high school physical education experience thought that the importance was average (3.32). Preparing and using written lesson plans was judged as moderately important by the least experienced and the most experienced teachers (3.54; 3.81, respectively). The middle experience group perceived the activity to be of average importance (3.16, 6-10 years).

Only the most experienced group of teachers thought that correlating physical education activities with other school subjects was of moderate importance (3.52, 11-+ years). The other two teacher groups rated the item as average (3.35, 0-5 years; 3.24, 6-10 years). Correlating physical education work with extra-class activities, however, was deemed as moderately important by the teachers with zero to five and eleven or more years experience (3.52; 3.55, respectively). Average importance was the choice of the six to ten group (3.39). While the other two classifications rated the teaching of aquatic activities to be of moderate importance (4.35, 0-5 years; 4.29, 11-+ years), teachers with six to ten years thought it was of great importance (4.51) (see Table 29).

Table 29

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Curriculum Planning

Item	Average Rating By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
1. Work with colleagues to develop general physical education objectives.	4.60	4.57	4.40
2. Establish specific program objectives.	4.56	4.37	4.51
3. Select program activities.	4.59	4.69	4.60
4. Permit students to elect their activities.	3.52	3.84	3.32
5. Develop a unit of study.	4.15	4.14	4.28
6. Plan a sequential curriculum.	4.34	4.22	4.42
7. Prepare and use written lesson plans.	3.54	3.16	3.81
8. Correlate physical education activities with other school subjects.	3.35	3.24	3.52
9. Correlate physical education work with extra-class activities.	3.52	3.39	3.55
10. Provide instructional activities which enable students to apply physical skills learned in out-of-class situations.	4.40	4.43	4.34

Table 29 (continued)

Item	Average Rating By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
11. Teach team games.	4.28	4.14	4.28
12. Teach group activities.	4.31	4.21	4.31
13. Teach rhythmic and/or dance activities.	3.85	3.84	3.91
14. Teach carry-over and/or Lifetime Sports skills and activities.	4.85	4.78	4.89
15. Teach individual and dual activities (examples--stunts, tumbling, wrestling).	4.38	4.45	4.38
16. Teach aquatic activities.	4.35	4.51	4.29
17. Teach physical education to classes of the opposite sex.	3.40	3.25	3.08
18. Teach coeducational physical education classes.	3.85	3.92	3.89
19. Use outside resources in the instructional program (example--bowling alley).	4.14	4.24	4.08

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING ORGANIZATION
AND GROUPING OF STUDENTS
FOR INSTRUCTION

Two of the eight Organization and Grouping of Students for Instruction items were rated of great importance by the three high school physical education teaching experience classifications. These were: ensuring that students know their role, their opportunities, responsibilities and regulations during the progress of the instructional unit (4.63, 0-5 years; 4.61, 6-10 years; 4.72, 11-+ years); and maintaining control of classes and/or students in the physical education area (4.88; 4.88; 4.94).

Classifying students by age, height, and weight was perceived by the teachers within the three experience groups as an item of average importance (2.78; 2.69; 2.96). The six to ten years and the eleven or more years teacher groups thought that classifying students according to skill was moderately important (3.65; 3.72, respectively), while teachers with less experience rated its importance as average (3.36, 0-5 years). Classifying students according to physical needs was rated of moderate importance by all the teacher experience groups (3.88; 3.63; 4.00). Classifying students according to interest was perceived of moderate importance by the youngest experience group (3.52, 0-5 years) while the more experienced teachers rated the importance as average (3.41, 6-10 years; 3.40, 11-+ years).

The remaining two activities, organizing classes into squads or sub-groups (4.11; 3.86; 4.19) and understanding and using "time economy techniques" (3.96; 3.67; 4.10), were perceived by all the classifications as being of moderate importance (see Table 30).

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING INSTRUCTIONAL
AND/OR MOTIVATIONAL
TECHNIQUES

Only one of the twenty-five Instructional and/or Motivational Techniques was perceived to be of great importance by all of the teacher experience classifications while seventeen were rated of moderate importance. Developing and maintaining students' interest was that most highly regarded item (4.66, 0-5 years; 4.78, 6-10 years; 4.79, 11-+ years).

Both designing teaching methods necessary to achieve program objectives and providing instructional activities which are of interest to the learner were thought to be of moderate importance by the two groups with ten or less years of teaching experience (4.40, 0-5 years; 4.24, 6-10 years; and 4.37, 0-5 years; 4.49, 6-10 years, respectively). These items were rated of great importance by the most experienced instructors (4.51 and 4.58, 11-+ years, respectively).

Teachers within the six to ten years and eleven or more years groups thought that indicating skill errors to students and suggesting methods for improvement was of great importance (4.65; 4.75, respectively), but teachers with zero

Table 30

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Organization and
Grouping of Students
for Instruction

Item	Average Rating By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
20. Organize classes into squads or sub-groups.	4.11	3.86	4.19
21. Understand and use "time economy techniques."	3.96	3.67	4.10
22. Ensure that students know their role, their opportunities, responsibilities and regulations during the progress of the instructional unit.	4.63	4.61	4.72
23. Maintain control of classes and/or students in the physical education area.	4.88	4.88	4.94
24. Classify students by age, height and weight.	2.78	2.69	2.96
25. Classify students according to skill.	3.36	3.65	3.72
26. Classify students according to physical needs.	3.88	3.63	4.00
27. Classify students according to interest.	3.52	3.41	3.40

to five years of experience rated it as moderately important (4.48). The teachers with the least experience and those with the most experience perceived using rewards as motivational aids as moderately important (3.73, 0-5 years; 3.58, 11-+ years). Using restrictions as motivational aids was thought to be of average importance by the zero to five and six to ten years of teaching experience groups (2.87; 2.63, respectively), but the most experienced teachers rated the importance as slight (2.43, 11-+ years). The rating for using punishments as motivational aids was consistently within the slight importance range (2.20; 2.08; 1.99).

Maintaining an instructional log or unit summary showing teaching strengths and weaknesses achieved a rating of average importance within each of the teacher experience classifications (3.48; 3.37; 3.47) (see Table 31).

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING SOCIAL AND
EMOTIONAL DEVELOPMENT

Of the five Social and Emotional Development teacher activities, providing a class atmosphere conducive to good sportsmanship (4.64, 0-5 years; 4.76, 6-10 years; 4.87, 11-+ years) and counseling students on sportsmanship (4.52; 4.65; 4.74) were rated of great importance by all the experience groups. Teachers with eleven or more years of experience rated teaching toward the improvement of attitudes and appreciations as being very important (4.68), but teachers with

Table 31

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Instructional and/or
Motivational Techniques

Item	Average Rating By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
28. Provide for individual differences.	3.88	4.14	4.13
29. Individualize instruction for atypical students.	4.09	4.30	4.04
30. Prepare teaching stations for use.	4.09	4.06	4.23
31. Design teaching methods necessary to achieve program objectives.	4.40	4.24	4.51
32. Employ a variety of teaching styles.	4.06	4.39	4.44
33. Demonstrate skills.	4.30	4.22	4.37
34. Indicate skill errors to students and suggest methods for improvement.	4.48	4.65	4.75
35. Provide additional instruction to those who need it rather than to those who are enjoyable to teach.	4.29	4.24	4.30
36. Use audio-visual materials to teach motor skills.	3.91	3.63	3.83
37. Employ mechanical devices as motivational and/or teaching aids (examples--ball boy machine, rebounding machine).	3.63	3.58	3.54

Table 31 (continued)

Item	Average Rating By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
38. Make activities competitive in nature.	3.93	3.85	3.96
39. Make class activities cooperative in nature.	4.16	4.16	4.32
40. Officiate team and/or individual activities.	4.09	4.14	4.23
41. Schedule and/or conduct tournaments.	4.13	4.20	4.33
42. Develop and maintain students' interest.	4.66	4.78	4.79
43. Provide instructional activities which are of interest to the learner.	4.37	4.49	4.58
44. Adapt activities to meet students' interest.	4.13	4.22	4.25
45. Adapt activities to meet students' ability	4.12	4.10	4.13
46. Adapt activities to meet students' needs.	4.12	4.31	4.39
47. Adapt teaching to room and/or equipment.	4.38	4.38	4.37
48. Provide opportunities for students to participate in planning, organizing, and managing physical education activities.	3.55	3.58	3.74
49. Maintain an instructional log or unit summary showing teaching strengths and weaknesses.	3.48	3.37	3.47

Table 31 (continued)

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
50. Use rewards as motivational aids.	3.73	3.33	3.58
51. Use restrictions as motivational aids.	2.87	2.63	2.43
52. Use punishments as motivational aids.	2.20	2.08	1.92

less experience rated it as moderately important (4.41, 0-5 years; 4.43, 6-10 years).

Two items were perceived of moderate importance by the three teacher experience groups. These were: providing instructional activities which have meaning to the interpersonal relationship of the learner (3.96; 4.30; 4.30), and maintaining awareness of students' out-of-class interests and problems (3.56; 3.94; 4.02) (see Table 32).

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING PHYSICAL
DEVELOPMENT AND HEALTH

None of the Physical Development and Health activities were perceived to be of great importance by all three teacher experience groups. Providing activities strenuous enough to develop strength, endurance and fitness was rated as moderately important by teachers with zero to five years of experience (4.36) while both classifications with more experience rated the importance as great (4.51, 6-10 years; 4.53, 11+ years). Both measuring students' physical status (3.70, 0-5 years; 3.63, 6-10 years; 3.66, 11+ years) and identifying the physically underdeveloped through strength, agility and flexibility tests (3.66; 3.57; 3.83) were rated as moderately important by all the experience classifications.

The experience groups rated using resistive exercises as a means of developing physical strength within the average importance range (3.40; 3.24; 3.38). Moderate importance was

Table 32

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Social and Emotional
Development

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
53. Teach toward the improvement of attitudes and appreciations.	4.41	4.43	4.68
54. Provide instructional activities which have meaning to the inter-personal relationship of the learner.	3.96	4.30	4.30
55. Provide a class atmosphere conducive to good sportsmanship.	4.64	4.76	4.87
56. Counsel students on sportsmanship.	4.52	4.65	4.74
57. Maintain an awareness of students' out-of-class interests and problems.	3.56	3.94	4.02

the judgment of the zero to five years group for using interval training techniques as a means for physical conditioning (3.68), however, the two more experienced groups perceived the item's importance as average (3.44, 6-10 years; 3.47, 11-+ years). The use of circuit training as a means for physical conditioning was thought by all the classifications as being moderately important (3.67; 3.57; 3.52).

Teachers with eleven or more years of high school teaching experience rated ensuring that the physical education program considers health goals of great importance (4.55). Teachers within the two less experienced groups indicated that the activity was moderately important (4.27, 0-5 years; 4.04, 6-10 years). Average importance was the rating assigned to conducting periodic health appraisals by instructors with six to ten and eleven or more years of teaching experience (3.18, 6-10 years; 3.49, 11-+ years), but the youngest experience group rated it within the moderately important range (3.55, 0-5 years). Forwarding physical ability and progress reports to parents was rated of moderate importance by teachers with six to ten years of experience (3.69) but of average importance by the zero to five and the eleven or more years classifications (3.49; 3.49, respectively) (see Table 33).

Table 33

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Physical Development
and Health

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
58. Provide activities strenuous enough to develop strength, endurance and fitness.	4.36	4.51	4.53
59. Measure students' physical status (examples-- height and weight charts, fitness tests).	3.70	3.63	3.66
60. Identify the physically underdeveloped through strength, agility and flexibility tests.	3.66	3.57	3.83
61. Use resistive exercises as a means of developing physical strength (example--weight lifting).	3.40	3.24	3.38
62. Use interval training techniques as a means for physical conditioning.	3.68	3.44	3.47
63. Use circuit training as a means for physical conditioning.	3.67	3.57	3.52
64. Ensure that the physical education program considers health goals.	4.27	4.04	4.55

Table 33 (continued)

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
65. Conduct periodic health appraisals.	3.55	3.18	3.49
66. Forward physical ability and progress reports to parents.	3.49	3.69	3.49

**DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING SAFETY, FIRST
AID, AND LEGAL ASPECTS OF TEACHING**

Items pertaining to Safety, First Aid, and Legal Aspects of Teaching were highly regarded by instructors within each of the three teacher experience groups. Although all but one of the teacher activities were rated within the great importance range, there was a tendency to rate each item higher as the teaching experience increased. This pattern was followed in all but one of the items.

Safety items of great importance were: assuming all reasonable safety precautions (4.77, 0-5 years; 4.84, 6-10 years; 4.98, 11-+ years); establishing safety regulations (4.79; 4.90; 4.96); and inspecting equipment for safety (4.81; 4.90; 4.98). Rendering first aid was perceived to be of moderate importance by each group (4.35; 4.39; 4.44) while making provisions for first aid was of great importance (4.57; 4.76; 4.79). Completing accident reports (4.73; 4.71; 4.77), and teaching within the framework of school law and legal liability (4.79; 4.86; 4.92) were also rated of great importance (see Table 34).

**DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING EVALUATION**

A rating of great importance was perceived to be appropriate for one of the seven Evaluation teacher activities by each of the three teacher experience groups. Providing

Table 34

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Safety, First Aid, and
Legal Aspects of Teaching

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
67. Assume all reasonable safety precautions.	4.77	4.84	4.98
68. Establish safety regulations.	4.79	4.90	4.96
69. Inspect equipment for safety.	4.81	4.90	4.98
70. Render first aid.	4.35	4.39	4.44
71. Make provisions for first aid.	4.57	4.76	4.79
72. Complete accident reports.	4.73	4.71	4.77
73. Teach within the framework of school law and legal liability.	4.79	4.86	4.92

an objective means of evaluating (grading) students was that item (4.58, 0-5 years; 4.63, 6-10 years; 4.68, 11-+ years).

Five activities were rated, by all the experience classifications, as being moderately important. Teachers with six to ten years experience thought that encouraging fair and honest feedback from students was of great importance (4.53) while the zero to five years and the eleven or more years groups rated its importance as moderate (4.45; 4.49, respectively) (see Table 35).

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING RECORD KEEPING
ADMINISTRATIVE AND/OR
SUPERVISORY DUTIES

None of the nine Record Keeping, Administrative and/or Supervisory Duties had an average rating within the great importance range for each of the three teacher experience groups. Six of the items consistently were rated of moderate importance.

Determining class size was rated of great importance by teachers with six to ten years of experience (4.53) while the remaining two classifications thought the importance was moderate (4.29, 0-5 years; 4.32, 11-+ years). Moderate importance was perceived by the youngest teacher group for administering and keeping a record of locks and/or locker assignments (4.48, 0-5 years) but the more experienced teachers rated the item of great importance (4.57, 6-10 years; 4.58, 11-+ years).

Table 35

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Evaluation

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
74. Conduct frequent curriculum evaluations coupled with program revisions.	4.15	4.10	4.25
75. Provide an objective means of evaluating (grading) students.	4.58	4.63	4.68
76. Measure students' skill in activities.	3.95	4.24	4.38
77. Measure students' knowledge of activities.	4.07	4.16	4.40
78. Evaluate students in such a manner so as not to use grades as a weapon.	4.02	3.92	4.21
79. Ensure that testing is a learning experience.	4.24	4.20	4.42
80. Encourage fair and honest feedback from students.	4.45	4.53	4.49

Moderate importance ratings were prevalent throughout the classification. Only one item received a lower than moderate importance rating by one teacher experience group. Teachers with six to ten years experience thought supervising the custodial services in locker rooms, shower rooms, or allied physical education areas was of average importance (3.45) (see Table 36).

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING FACILITIES
AND EQUIPMENT

Of the fourteen Facilities and Equipment teacher activities, nine were rated as moderately important by each of the three teacher experience classifications. One item, scheduling the use of the facilities, achieved a rating of great importance (4.50, 0-5 years; 4.57, 6-10 years; 4.62, 11-+ years). Another item, operating and maintaining the swimming pool, was perceived of average importance (3.15; 3.28; 3.37).

More experienced teachers thought that recommending the purchase of supplies and equipment was of great importance (4.61, 6-10 years; 4.66, 11-+ years) while the least experienced perceived an overall rating of moderate (4.45, 0-5 years). The same rating trend was found for arranging equipment for instruction (4.37; 4.51; 4.64). Great importance was perceived by the six to ten years of high school physical education teaching experience group for advising in

Table 36

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Record Keeping,
Administrative and/or
Supervisory Duties

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
81. Determine class size.	4.29	4.53	4.32
82. Design class schedules.	4.22	4.24	4.06
83. Prepare budgets and manage physical education monies.	3.98	4.16	4.15
84. Temporarily excuse students from physical education because of illness or injury.	4.20	4.29	4.42
85. Maintain permanent student physical records.	3.81	3.55	3.94
86. Administer and keep a record of locks and/or locker assignments.	4.48	4.57	4.58
87. Supervise student dressing and showering.	3.92	4.22	4.25
88. Supervise the custodial services in locker rooms, shower rooms, or allied physical education areas.	3.55	3.45	3.77
89. Assist in developing the line and staff structure of the schools' physical education department.	4.02	4.23	3.94

the planning of new physical education building and facilities (4.51). Both the zero to five and eleven or more years of experience groups thought the item's importance was moderate (4.38; 4.32, respectively) (see Table 37).

DATA ANALYSES OF THREE HIGH SCHOOL PHYSICAL
EDUCATION TEACHING EXPERIENCE GROUPS'
RESPONSES CONCERNING COMMUNITY
INVOLVEMENT AND
PROFESSIONALISM

Eleven of the eighteen Community Involvement and Professionalism items were deemed, by each of the teacher experience groups to be of moderate importance. One item, maintaining a cooperative relationship with the school administration, qualified for a rating of great importance by all the classifications (4.63, 0-5 years; 4.67, 6-10 years; 4.66, 11-+ years).

Two items were found to be of average importance. Conducting physical education programs for adults (3.38; 3.12; 2.86) and writing and publishing in professional journals (3.00; 2.65; 2.83) were those activities. Interestingly, read professional literature was consistently rated within the moderate importance range (4.02; 4.16; 4.36). Teachers with zero to five years of high school experience found conducting program-related research to be of moderate importance (3.56) while their more experienced counterparts rated it as average (3.04, 6-10 years; 3.43, 11-+ years).

Maintaining cooperative relationship with the school guidance counselors received a moderate importance rating (4.34; 4.29; 4.38). The most experienced teacher group

Table 37

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Facilities
and Equipment

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
90. Conduct inventories of supplies and/or equipment.	4.19	4.29	4.34
91. Recommend the purchase of supplies and equipment.	4.45	4.61	4.66
92. Check-in and check-out supplies and equipment.	4.36	4.33	4.36
93. Schedule the use of facilities.	4.50	4.57	4.62
94. Grant permission for individuals and/or groups to use facilities.	3.98	4.10	4.12
95. Arrange equipment for instruction.	4.37	4.51	4.64
96. Arrange and mark fields.	4.21	3.84	4.11
97. Improve the usefulness of existing facilities.	4.29	4.39	4.43
98. Advise in the planning of new physical education building and facilities.	4.38	4.51	4.32
99. Lay out indoor courts of various kinds.	4.23	4.41	4.27
100. Care for and maintain instructional equipment.	4.29	4.43	4.49

Table 37 (continued)

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
101. Repair equipment.	3.85	3.76	4.02
102. Regulate lighting, temperature and ventilation.	3.64	3.90	4.13
103. Operate and maintain the swimming pool.	3.15	3.28	3.37

thought that maintaining a cooperative relationship with professional counterparts was of great importance (4.53). The zero to five year and the six to ten year experience groups thought moderate importance was appropriate (4.48; 4.47, respectively). As previously noted, all classifications held relations with the administration in high regard.

Working for well-thought-out educational changes in physical education was rated of moderate importance by those instructors with zero to five years of experience (4.43). The more experienced teachers thought the activity was of great importance (4.53, 6-10 years; 4.57, 11-+ years) (see Table 38).

PLACEMENT OF IMPORTANT TEACHER ACTIVITIES IN A PROFESSIONAL PREPARATION CURRICULUM

Appropriate Florida Atlantic University physical education professional preparation course offerings were used for placement of the activities perceived important by the 188 public high school educators. Florida Atlantic University is a public, state supported, upper division institution located in Boca Raton, Florida.

Each course is listed as it appears in the 1975-1976 school catalog accompanied by the printed course description. An attempt was made to place all the important activities into the existing curriculum. Items which were not appropriate for the current course offerings were listed separately.

Table 38

Average Ratings of Three High School Physical
Education Teaching Experience Groups
Concerning Community Involvement
and Professionalism

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
104. Conduct physical education programs for adults.	3.38	3.12	2.86
105. Convey information to and stimulate community interest in the school physical education program.	4.07	3.88	4.06
106. Participate in community activities.	3.74	3.57	3.77
107. Refer to local or state authorities for professional assistance.	3.74	3.65	3.77
108. Provide and/or suggest professional physical education materials for the school library.	4.09	4.14	4.12
109. Conduct program-related research.	3.56	3.04	3.43
110. Read professional literature.	4.02	4.16	4.36
111. Write and publish in professional journals.	3.00	2.65	2.83
112. Maintain a membership in one or more professional organizations.	3.70	3.82	4.13

Table 38 (continued)

Item	Average Ratings By Experience Groups		
	0-5 yrs. N=86	6-10 yrs. N=49	11-+ yrs. N=53
113. Maintain an active involvement in professional affairs.	3.76	3.73	4.04
114. Maintain a cooperative relationship with the school administration.	4.63	4.67	4.66
115. Maintain a cooperative relationship with the school guidance counselors.	4.34	4.29	4.38
116. Maintain a cooperative relationship with professional counterparts.	4.48	4.47	4.53
117. Work for well-thought-out educational changes in physical education.	4.43	4.53	4.57
118. Counsel interested students on becoming physical education teachers.	4.14	4.33	4.42
119. Distribute leadership opportunities among students.	4.49	4.55	4.45
120. Develop procedures for using student leaders.	4.49	4.29	4.42
121. Organize a physical education leaders association.	3.73	3.78	3.87

Each teacher activity is preceded by the phrase, "The future physical education teacher will demonstrate the ability to . . . ," thus making the activity a proposed competency to be developed within that course. No attempt was made to suggest methods for the instruction of the proposed competencies. The word "student" within the proposed competency refers to the future teacher's students.

The Florida Atlantic University
Professional Physical Education
Curriculum,¹ The Corresponding
Catalog Description, and The
Accompanying Important Teacher
Activities

Laboratory Experiences, I, II, III, IV: Theory and practice in skills, strategy and application of rules for individual, dual, and team sports.

The future physical education teacher will demonstrate the ability to:

Teach team games.

Teach group activities.

Teach carry-over and/or Lifetime Sports skills and activities.

Teach individual and dual activities.

Teach aquatic activities.

Teach coeducational physical education classes.

Demonstrate skills.

Make activities competitive in nature.

¹Florida Atlantic University Catalog, 1975-1976, p. 111.

Make activities cooperative in nature.

Officiate team and/or individual class activities.

Rhythmic Activities In The Classroom: Explorations of rhythmic structures, forms, designs, and compositions suitable for group activities to be conducted by elementary and secondary school teachers and physical education majors.

The future physical education teacher will demonstrate the ability to:

Teach rhythmic and/or dance activities.

Teaching Secondary School Physical Education: Evaluation and planning of physical activities in the secondary school.

The future physical education teacher will demonstrate the ability to:

Work with colleagues to develop general physical education objectives.

Establish specific program objectives.

Select program activities.

Develop a unit of study.

Plan a sequential curriculum of physical education activities.

Prepare and use written lesson plans.

Provide instructional activities which enable students to apply physical skills learned in out-of-class situations.

Use outside resources in the instructional program.

Provide for individual differences.

Prepare teaching stations for use.

Design teaching methods necessary to achieve program objectives.

Employ a variety of teaching styles.

Indicate skill errors to students and suggest methods for improvement.

Provide additional instruction to those who need it rather than to those who are enjoyable to teach.

Use audio-visual materials to teach motor skills.

Employ mechanical devices as motivational and/or teaching aids.

Conduct frequent curriculum evaluations coupled with program revisions.

Arrange equipment for instruction.

Arrange and mark fields.

Lay out indoor courts of various kinds.

Mechanics of Human Movement: The effects of exercise upon the human body and mechanisms underlying motor performance.

The future physical education teacher will demonstrate the ability to:

Provide activities strenuous enough to develop strength, endurance and fitness.

Use interval training techniques as a means for physical conditioning.

Use circuit training as a means for physical conditioning.

Adapted Physical Education: Curriculum development and program planning in specialized physical education for the atypical child.

The future physical education teacher will demonstrate the ability to:

Individualize instruction for atypical students.

Recreation and Intramurals: Development and administration of intramural and recreational programs. Emphasis on school-community recreation.

The future physical education teacher will demonstrate the ability to:

Schedule and/or conduct tournaments.

Principles and Administration of Physical Education: Basic concepts leading to sound physical education programs.

The future physical education teacher will demonstrate the ability to:

Organize classes into squads or sub-groups.

Understand and use "time economy techniques."

Ensure that students know their role, their opportunities, responsibilities and regulations during the progress of the instructional unit.

Maintain control of classes and/or students in the physical education area.

Provide opportunities for students to participate in planning, organizing, and managing physical education activities.

Ensure that the physical education program considers health goals.

Forward physical ability and progress reports to parents.

Assume all reasonable safety precautions.

Establish safety regulations.

Inspect equipment for safety.

Complete accident reports.

Teach within the framework of school law and legal liability.

Determine class size.

Design class schedules.

Prepare budgets and manage physical education monies.

Temporarily excuse students from physical education because of illness or injury.

Maintain permanent student physical records.

Administer and keep a record of locks and/or locker assignments.

Assist in developing the line and staff structure of the school's physical education department.

Conduct inventories of supplies and equipment.

Recommend the purchase of supplies and equipment.

Check-in and check-out supplies and equipment.

Schedule the use of the facilities.

Grant permission for individuals
and/or groups to use
facilities.

Advise in the planning of new physical
education building and facilities.

Care for and maintain instructional
equipment.

Repair equipment.

Regulate lighting, temperature and
ventilation.

Refer to local or state authorities
for professional assistance.

Provide and/or suggest professional
physical education materials for
the school library.

Read professional literature.

Maintain a cooperative relationship
with the school administration.

Maintain a cooperative relationship
with the school guidance
counselors.

Maintain a cooperative relationship
with professional counterparts.

Work for well-thought-out educational
changes in physical education.

Develop procedures for using student
leaders.

Organize a physical education leaders
association.

Student Teaching in Physical Education: The future
physical education teacher will demonstrate the ability to:

Develop and maintain students'
interest.

- Provide instructional activities which are of interest to the learner.**
- Adapt activities to meet students' interest.**
- Adapt activities to meet students' ability.**
- Adapt activities to meet students' needs.**
- Adapt teaching to room and/or equipment.**
- Use rewards as motivational aids.**
- Teach toward the improvement of attitudes and appreciations.**
- Provide instructional activities which have meaning to the inter-personal relationship of the learner.**
- Provide a class atmosphere conducive to good sportsmanship.**
- Counsel students on sportsmanship.**
- Maintain an awareness of students' out-of-class interests and problems.**
- Encourage fair and honest feedback from students.**
- Supervise student dressing and showering.**
- Supervise the custodial services in locker rooms, shower rooms, or allied physical education areas.**
- Improve the usefulness of existing facilities.**
- Counsel interested students on becoming physical education teachers.**
- Distribute leadership opportunities among students.**

Competencies Which Do Not Lend Themselves to Inclusion Within the Existing Curriculum: The future physical education teacher will demonstrate the ability to:

Classify students according to skill.

Classify students according to physical needs.

Measure students' physical status.

Identify the physically underdeveloped through strength, agility and flexibility tests.

Provide an objective means of evaluating (grading) students.

Measure students' skill in activities.

Measure students' knowledge of activities.

Evaluate students in such a manner so as not to use grades as a weapon.

Ensure that testing is a learning experience.

Render first aid.

Make provisions for first aid.

Convey information to and stimulate community interest in the school physical education program.

Participate in community activities.

Maintain a membership in one or more professional organizations.

Maintain an active involvement in professional affairs.

DISCUSSION

Undergraduate Professional Preparation

Almost all of the men and women teaching high school physical education had undergraduate majors in that subject area. Of the 188 respondents only one teacher indicated that she was teaching out of her field.

High School Physical Education Teaching Experience

More than one-half of the male instructors were in their first five years of teaching high school physical education. Only 22.6 percent had eleven or more years of high school physical education experience. Men, apparently, do not stay within the high school physical education teaching field for a career.

Almost as many women were in the eleven or more years of high school experience group as were in the zero to five year group. This indicated that women tended to stay within the high school teaching field for longer periods of service.

Physical Education Program Background

Two units of physical education were required for graduation. These were generally taken in the ninth and tenth years. School philosophies differed concerning the earning of physical education credit outside of the regular program. Philosophy also differed with regard to the

coeducational physical education concept. The program offerings, in general, represented a well balanced curriculum. Physical education facilities varied from school to school although all had at least a gymnasium, hard top areas, activity field space and some gymnastics equipment.

Curriculum Planning

Although the formulation of objectives for the program was important to the teachers, female instructors tended to rate it higher than males. Teacher selection of program activities was consistently rated higher by all groups than was allowing for students to elect their activities. Women rated items relating to developing units, planning a sequential curriculum, and writing lesson plans higher than did the men.

Teaching rhythmic activities was rated higher by the women than by the men. Lifetime sports instruction was highly regarded by all groups. Men rated the teaching of classes of the opposite sex higher than the women did.

Organization and Grouping of Students for Instruction

All of the teacher groups held high regard for the maintaining of class control. Classifying students according to physical needs was rated higher than other student classification methods such as age, height, and weight, skill, or interests. Women tended to rate all the classification methods higher than the men except student grouping by age, height and weight.

Instructional and/or Motivational Techniques

Women rated the importance of individualizing instruction higher than the men. The relative importance of indicating skill errors to students and suggesting methods for improvement increased with additional physical education experience.

The need for competitive activities was rated higher by the men, but both sexes agreed on the importance of making activities cooperative in nature. Maintaining students' interest was highly regarded by all the teacher groups.

Younger teachers, in terms of high school physical education teaching experience, tended to rate the importance of rewards, restrictions, and punishments as motivational aids higher than did their more experienced counterparts. Men, in general, rated these factors higher than did women.

Social and Emotional Development

Although social and emotional growth items were rated as important by all groups of teachers, females consistently rated them higher than did males. Also, the items were rated progressively higher as teachers became more experienced.

Physical Development and Health

Men consistently rated physical development items higher than the women. Both sexes thought that health goals should be a concern of the program, however, conducting health appraisals received a lower rating.

Safety, First Aid, and Legal Aspects

Items within Safety, First Aid, and Legal Aspects of teaching were among the most highly regarded in the study. Although all the safety items were of great importance to both sexes, female instructors rated them higher than male instructors. Safety item average ratings progressively increased as the teacher groups increased in high school experience. The actual rendering of first aid achieved the lowest rating among this group of items. In addition, men rated it of great importance while women perceived it of moderate importance.

Evaluation

All items pertaining to evaluation of program, instruction, and students, were rated as important by both sexes and the three teacher experience groups. Women, however, consistently rated the items higher than the men.

Record Keeping, Administrative, and/or Supervisory Duties

All but one of the items achieved an average rating within the moderate importance range. Teachers of both sexes and of differing teaching experience rated the administering and keeping a record of locks and/or locker assignments as the most important item of the group.

Facilities and Equipment

Recommending the purchasing of supplies and equipment and scheduling the use of facilities were the two most

highly regarded items. Both males and females, furthermore, rated these items higher than advising in the planning of new physical education building and facilities.

Community Involvement and Professionalism

Most items within this group attained average ratings indicating moderate importance. Lower ratings occurred in conducting program-related research and writing for journals. Average ratings for the various teacher groups indicated agreement that maintaining a cooperative relationship with the school administration was of great importance. Although men rated participating in the community activities of moderate importance, women perceived it as average.

COMPARISON OF FINDINGS

The results of this study compared favorably with those of Jutten. Safety, first aid, and promoting good behavior patterns were highly regarded in both studies. Jutten found that checking temperature, lighting, and ventilation was of great importance while this study found the importance to be moderate. Self evaluation in written form, initiating research, and assisting with physical examinations, were rated higher in the study by Jutten.¹

¹Jessie B. Jutten, "A Job Analysis of Women Physical Education Teachers in Selected Senior High Schools in Missouri with Implications for Teacher Education," (unpublished Doctoral dissertation, Indiana University, Bloomington, Indiana, 1961), pp. 86-90.

The ratings of essential, desirable, and non-essential used by Coombe yielded results similar to the ratings of importance used in this study. More than one-half of the teachers, however, rated community involvement as non-essential while the perceived importance of a similar item was moderate in this study.²

Inspection of the data from a study by Lewis revealed importance ratings similar to those reported in this study. Corresponding teacher activities were held in high esteem in both studies. Instruction of group activities and team games received higher ratings in the study by Lewis. Items regarding Social and Emotional Development were rated higher by respondents in the present study.³

²Eleanor Mary Coombe, "Functions and Competencies of Physical Education Teachers," (unpublished Doctoral dissertation, Stanford University, Stanford, California, 1952), p. 250.

³William Charles Lewis, "A Selection of Teaching Activities as Course Objectives for the Professional Physical Education Curriculum," (unpublished Doctoral dissertation, The Ohio State University, Columbus, Ohio, 1972), pp. 185-190.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Graduation of competent teachers is the goal of teacher preparation institutions. Since many of these institutions serve a particular region, research among the area practitioners is desirable.

The purpose of this study was to identify those teacher activities perceived as important by high school physical educators instructing within the Florida Atlantic University service area. Once identified as important, the activities were placed in the existing professional preparation curriculum as potential competencies for development.

The data were obtained through the use of a teacher activity questionnaire (see Appendix E). The researcher visited thirty-two public high schools in Indian River, Saint Lucie, Martin, Palm Beach, and Broward Counties of the State of Florida, during August and/or September of 1975. In each of the schools an administrator or physical education faculty member acted as project coordinator. Of the 225 physical educators employed at the time of the study, 188 returned usable responses. Of these, ninety-five were women and ninety-three were men.

The activity questionnaire was divided into ten classifications for the analyses of data. These ten divisions were: (1) Curriculum Planning, (2) Organization and Grouping of Students for Instruction, (3) Instructional and/or Motivational Techniques, (4) Social and Emotional Development, (5) Physical Development and Health, (6) Safety, First Aid, and Legal Aspects of Teaching, (7) Evaluation, (8) Record Keeping, Administrative and/or Supervisory Duties, (9) Facilities and Equipment, and (10) Community Involvement and Professionalism. The responses were analyzed for the total group and each sex. The data were also analyzed by dividing the teachers into three high school physical education experience groups. These three groups were: (1) teachers with zero to five years experience, (2) those with six to ten years experience, and (3) those with eleven or more years experience.

CONCLUSIONS

Within the delimitations of this study the following conclusions are justified.

1. Since more than one-half of the male instructors were in their first five years of teaching high school physical education, men, apparently, do not remain within the high school physical education teaching field for long periods of service.

2. Since almost as many women were in the eleven or more years of high school experience as were in the zero to five year group, it appears that women tend to remain in the

high school teaching field for longer periods of service than do men.

3. The teaching of lifetime sports skills and carry-over activities was considered very important by the high school instructors.

4. Class control and control of students within the physical education area was considered essential.

5. Most teachers thought that the use of punishments as motivational aids was of little value.

6. Attitude development fostering good sportsmanship was highly regarded by the physical educators.

7. Teachers, through their high ratings, emphasized the importance of safety factors and legal aspects involving their teaching duties.

8. High school physical educators of both sexes and with varying degrees of professional experience, perceived a wide range of duties and tasks as important.

9. Both male and female instructors expressed relative agreement upon the importance of most professional activities.

10. The three high school teaching experience groups showed agreement toward most of the teacher activities.

11. Many important teacher activities lend themselves to practical experience for competency development.

12. Many important teacher activities cross traditional preparation course lines.

13. The existing Florida Atlantic University professional preparation curriculum is not adequate for inclusion of all important teacher activities.

RECOMMENDATIONS

Since competency can be developed in many important teacher activities through practical experience, varied field experiences should be part of the physical education majors' undergraduate program. The experience, furthermore, should be based upon competency development with both the undergraduate student and the field leader aware of those competencies.

Even though Florida Atlantic University is an upper division institution and course work in first aid is considered a lower division course, certification in first aid should be a graduation requirement. Accompanying safety and legal considerations should be taught.

The addition of an undergraduate tests and measurements course in physical education is recommended. Important competencies concerning student classification and evaluation should be emphasized.

Competencies regarding community involvement and professionalism are difficult to place in the undergraduate curriculum. These competencies may be developed through positive examples, discussion, and encouragement. Many teachers should share in this responsibility.

The researcher suggests the following topics for additional study:

1. To identify important activities that are performed by most of the teachers.
2. To identify reasons for non-performance of important activities.
3. To identify important teacher activities at the junior high school or middle school level with possible implications for teacher preparation.

APPENDICES

APPENDIX A

Department of Health and Physical Education for Men

February 25, 1975

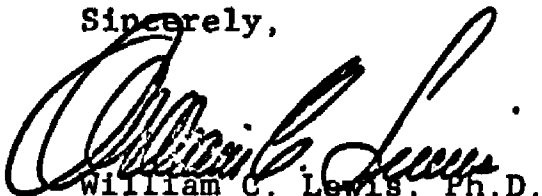
Mr. Willard C. Woodring
MTSU P.O. Box 7493
Murfreesboro, Tennessee 37130

Dear Chip:

Delighted to have talked with you about your curriculum research and dissertation design. As I indicated over the telephone, you may use any or all of the material found in my dissertation.

Good luck and I'm sure you will graduate on schedule.

Sincerely,


William C. Lewis, Ph.D.
Assistant Professor

WCL/j1

APPENDIX B

Letter to the Superintendents

Dear (Superintendent's Name):

In the past I have taught physical education in the Florida public school system and have supervised student teachers for Florida Atlantic University.

I am currently engaged in educational research and am gathering data for the doctoral dissertation. The study involves high school physical education faculty. The results will have implications for undergraduate teacher preparation.

During the upcoming pre-planning and early school year, I am hoping to visit the high schools of (Name) County in order to hand out the enclosed questionnaire to the physical educators. It will not be necessary for me to be present while the questionnaire is being completed. The normal school day will not be disrupted. As many schools as possible will be visited during pre-planning.

I would greatly appreciate your approval for visiting the high school(s) of (Name) County. Upon receipt of your approval, I will correspond with each high school principal requesting permission to visit under the above conditions.

Enclosed is a self-addressed, stamped envelope for your convenience in granting this approval.

Dr. Louie Camp, Chairman of the Department of Student Teaching, and Dr. Charlie Council, Chairman of the Curriculum and Instruction Department of Florida Atlantic University are available as professional and character references if needed.

Thank you for your time.

Sincerely yours,

Willard C. Woodring

Willard C. Woodring

Enclosure

APPENDIX C

Letter to Broward County High
School Principals

Dear (High School Principal's Name):

In the past I have taught physical education in the Florida public school system and have supervised student teachers for Florida Atlantic University.

I am engaged in educational research involving physical education faculty. The data gathered will have implications for teacher preparation curriculum development. I would like to visit your school and deliver the enclosed questionnaire to the physical education faculty. The questionnaire will take approximately twenty minutes to complete. It will not be necessary for me to be present during the response. The normal school day procedure will not be disrupted.

Correspondence has been made with the county administration and they are aware of my visitation request. I will, with your permission, visit your school during August or September of the upcoming school year.

Please return the enclosed permission request postcard at your earliest convenience.

Dr. Louie Camp, Chairman of the Department of Student Teaching, and Dr. Charlie Council, Chairman of the Department of Curriculum and Instruction, Florida Atlantic University, are available as professional and character references.

Thank you for your consideration.

Sincerely yours,

Willard C. Woodring

Willard C. Woodring

Enclosure

APPENDIX D

Teacher Activity Questionnaire Changes Approved By
The Jury Of Experts

Changes In Wording

Original item--Provide additional instructional attention to those who need it rather than to those who are enjoyable to teach.

Revised item--Provide additional instruction to those who need it rather than to those who are enjoyable to teach.

Original item--Teach within the framework and understanding of school law and legal liability.

Revised item--Teach within the framework of school law and legal liability.

Original item--Indicate skill errors and difficulties to students and suggest methods for improvement.

Revised item--Indicate skill errors to students and suggest methods for improvement.

Original item--Demonstrate skills and learning procedures.

Revised item--Demonstrate skills.

Original item--Administer locks and/or lockers.

Revised item--Administer and keep a record of locks and/or locker assignments.

One Item Eliminated From the Instrument as Being an
Obvious Physical Education Teacher Activity
Teach physical education skills and activities.

One Item Eliminated From the Instrument As Being Inappropriate
for The Undergraduate Curriculum

Supervise college/university student teachers.

Items Supplemented By Example(s) For Clarity Enhancement

Use resistive exercises as a means of developing physical strength (example--weight lifting).

Employ mechanical devices as motivational and/or teaching aids (examples--ball boy machine; rebounding machine).

Measure students' physical status (examples--height and weight charts; fitness testing).

Use outside resources in the instructional program (example--bowling alley).

Teach individual and dual activities (examples--stunts, tumbling, wrestling).

Closely Associated Pairs of Items With One Item Retained
and One Item Eliminated

Retained item--Adapt activities to meet students' ability.

Eliminated item--Adjust skill difficulties to group or individuals so that all can have a reasonable measure of success and so that all are challenged.

Retained item--Adapt teaching to room and/or equipment.

Eliminated item--Modify games to meet special conditions.

Retained item--Advise in the planning of new physical education building and facilities.

Eliminated item--Advise on facility design and/or construction.

Retained item--Provide for individual differences.

Eliminated item--Individualize learning.

Three Items Added to the Questionnaire

Maintain control of classes and/or students in the physical education area.

Measure students' skill in activities.

Use restrictions as motivational aids.

APPENDIX E

The Questionnaire

To the High School Physical Educator:

This questionnaire will be treated anonymously, and the results will be used in making recommendations for the improvement of undergraduate professional preparation in physical education.

The accuracy of the results will depend upon obtaining accurate information. The questionnaire is designed so that a minimum of writing is necessary.

Please follow the directions listed below. Thank you for your valuable time in completing the questionnaire.

Directions

1. Complete the background questionnaire.
2. For each of the 121 teacher activities ask yourself this question: "How important is the performance of this activity for the good high school physical education teacher?" If you consider the activity to be of:

Great Importance, circle the figure	5
Moderate Importance, circle the figure	4
Average Importance, circle the figure	3
Slight Importance, circle the figure	2
Of No Importance, circle the figure	1
3. When all the activities have been rated, please return your work to the appointed school physical education coordinator.

Background Questionnaire

1. Sex: _____
2. Years of High School Physical Education Teaching Experience*: _____
3. Number Years of Teaching Experience: _____
4. Please check one of the following:

_____ Undergraduate major in physical education.
 _____ Undergraduate minor in physical education.
 _____ I am currently teaching out of my field.

*If you taught 60 percent or more of your school day in the physical education instructional field, count that year as a year's experience.

When reading each item, please consider physical education classes only, not athletic teams.

Thank you!

Teacher Activity Questionnaire

	Importance				
1. Work with colleagues to develop general physical education objectives.	5	4	3	2	1
2. Establish specific program objectives	5	4	3	2	1
3. Select program activities.	5	4	3	2	1
4. Permit students to elect their activities.	5	4	3	2	1
5. Develop a unit of study	5	4	3	2	1
6. Plan a sequential curriculum of physical education activities.	5	4	3	2	1
7. Prepare and use written lesson plans.	5	4	3	2	1
8. Correlate physical education activities with other school subjects.	5	4	3	2	1
9. Correlate physical education work with extra-class activities.	5	4	3	2	1

	Importance				
10. Provide instructional activities which enable students to apply physical skills learned in out-of-class situations.	5	4	3	2	1
11. Teach team games.	5	4	3	2	1
12. Teach group activities.	5	4	3	2	1
13. Teach rhythmic and/or dance activities.	5	4	3	2	1
14. Teach carry-over and/or Lifetime Sports skills and activities.	5	4	3	2	1
15. Teach individual and dual activities (examples--stunts, tumbling, wrestling).	5	4	3	2	1
16. Teach aquatic activities.	5	4	3	2	1
17. Teach physical education to classes of the opposite sex.	5	4	3	2	1
18. Teach coeducational physical education classes.	5	4	3	2	1
19. Use outside resources in the instructional program (example--bowling alley).	5	4	3	2	1
20. Organize classes into squads or sub-groups.	5	4	3	2	1
21. Understand and use "time economy techniques."	5	4	3	2	1
22. Ensure that students know their role, their opportunities, responsibilities and regulations during the progress of the instructional unit.	5	4	3	2	1
23. Maintain control of classes and/or students in the physical education area.	5	4	3	2	1
24. Classify students by age, height, and weight.	5	4	3	2	1
25. Classify students according to skill.	5	4	3	2	1
26. Classify students according to physical needs.	5	4	3	2	1

	Importance				
27. Classify students according to interest.	5	4	3	2	1
28. Provide for individual differences.	5	4	3	2	1
29. Individualize instruction for atypical students.	5	4	3	2	1
30. Prepare teaching stations for use.	5	4	3	2	1
31. Design teaching methods necessary to achieve program objectives.	5	4	3	2	1
32. Employ a variety of teaching styles.	5	4	3	2	1
33. Demonstrate skills.	5	4	3	2	1
34. Indicate skill errors to students and suggest methods for improvement.	5	4	3	2	1
35. Provide additional instruction to those who need it rather than to those who are enjoyable to teach.	5	4	3	2	1
36. Use audio-visual materials to teach motor skills.	5	4	3	2	1
37. Employ mechanical devices as motivational and/or teaching aids (examples--ball boy machine, rebounding machine).	5	4	3	2	1
38. Make activities competitive in nature.	5	4	3	2	1
39. Make class activities cooperative in nature.	5	4	3	2	1
40. Officiate team and/or individual class activities.	5	4	3	2	1
41. Schedule and/or conduct tournaments.	5	4	3	2	1
42. Develop and maintain students' interest.	5	4	3	2	1
43. Provide instructional activities which are of interest to the learner.	5	4	3	2	1
44. Adapt activities to meet students' interest.	5	4	3	2	1
45. Adapt activities to meet students' ability.	5	4	3	2	1

	Importance				
46. Adapt activities to meet students' needs.	5	4	3	2	1
47. Adapt teaching to room and/or equipment.	5	4	3	2	1
48. Provide opportunities for students to participate in planning, organizing, and managing physical education activities.	5	4	3	2	1
49. Maintain an instructional log or unit summary showing teaching strengths and weaknesses.	5	4	3	2	1
50. Use rewards as motivational aids.	5	4	3	2	1
51. Use restrictions as motivational aids.	5	4	3	2	1
52. Use punishments as motivational aids.	5	4	3	2	1
53. Teach toward the improvement of attitudes and appreciations.	5	4	3	2	1
54. Provide instructional activities which have meaning to the inter-personal relationship of the learner.	5	4	3	2	1
55. Provide a class atmosphere conducive to good sportsmanship.	5	4	3	2	1
56. Counsel students on sportsmanship.	5	4	3	2	1
57. Maintain an awareness of students' out-of-class interests and problems.	5	4	3	2	1
58. Provide activities strenuous enough to develop strength, endurance and fitness.	5	4	3	2	1
59. Measure students' physical status (examples--height and weight charts, fitness tests).	5	4	3	2	1
60. Identify the physically underdeveloped through strength, agility and flexibility tests.	5	4	3	2	1
61. Use resistive exercises as a means of developing physical strength (example--weight lifting).	5	4	3	2	1

	Importance				
62. Use interval training techniques as a means for physical conditioning.	5	4	3	2	1
63. Use circuit training as a means for physical conditioning.	5	4	3	2	1
64. Ensure that the physical education program considers health goals.	5	4	3	2	1
65. Conduct periodic health appraisals.	5	4	3	2	1
66. Forward physical ability and progress reports to parents.	5	4	3	2	1
67. Assume all reasonable safety precautions.	5	4	3	2	1
68. Establish safety regulations.	5	4	3	2	1
69. Inspect equipment for safety.	5	4	3	2	1
70. Render first aid.	5	4	3	2	1
71. Make provisions for first aid.	5	4	3	2	1
72. Complete accident reports.	5	4	3	2	1
73. Teach within the framework of school law and legal liability.	5	4	3	2	1
74. Conduct frequent curriculum evaluations coupled with program revisions.	5	4	3	2	1
75. Provide an objective means of evaluating (grading) students.	5	4	3	2	1
76. Measure students' skill in activities.	5	4	3	2	1
77. Measure students' knowledge of activities.	5	4	3	2	1
78. Evaluate students in such a manner so as not to use grades as a weapon.	5	4	3	2	1
79. Ensure that testing is a learning experience.	5	4	3	2	1
80. Encourage fair and honest feedback from students.	5	4	3	2	1
81. Determine class size.	5	4	3	2	1

	Importance				
82. Design class schedules.	5	4	3	2	1
83. Prepare budgets and manage physical education monies.	5	4	3	2	1
84. Temporarily excuse students from physical education because of illness or injury.	5	4	3	2	1
85. Maintain permanent student physical records.	5	4	3	2	1
86. Administer and keep a record of locks and/or locker assignments.	5	4	3	2	1
87. Supervise student dressing and showering.	5	4	3	2	1
88. Supervise the custodial services in locker rooms, shower rooms, or allied physical education areas.	5	4	3	2	1
89. Assist in developing the line and staff structure of the school's physical education department.	5	4	3	2	1
90. Conduct inventories of supplies and/or equipment.	5	4	3	2	1
91. Recommend the purchase of supplies and equipment.	5	4	3	2	1
92. Check-in and check-out supplies and equipment.	5	4	3	2	1
93. Schedule the use of the facilities.	5	4	3	2	1
94. Grant permission for individuals and/or groups to use facilities.	5	4	3	2	1
95. Arrange equipment for instruction.	5	4	3	2	1
96. Arrange and mark fields.	5	4	3	2	1
97. Improve the usefulness of existing facilities.	5	4	3	2	1
98. Advise in the planning of new physical education building and facilities.	5	4	3	2	1
99. Lay out indoor courts of various kinds.	5	4	3	2	1

	Importance				
100. Care for and maintain instructional equipment.	5	4	3	2	1
101. Repair equipment.	5	4	3	2	1
102. Regulate lighting, temperature and ventilation.	5	4	3	2	1
103. Operate and maintain the swimming pool.	5	4	3	2	1
104. Conduct physical education programs for adults.	5	4	3	2	1
105. Convey information to and stimulate community interest in the school physical education program.	5	4	3	2	1
106. Participate in community activities.	5	4	3	2	1
107. Refer to local or state authorities for professional assistance.	5	4	3	2	1
108. Provide and/or suggest professional physical education materials for the school library.	5	4	3	2	1
109. Conduct program-related research.	5	4	3	2	1
110. Read professional literature.	5	4	3	2	1
111. Write and publish in professional journals.	5	4	3	2	1
112. Maintain a membership in one or more professional organizations.	5	4	3	2	1
113. Maintain an active involvement in professional affairs.	5	4	3	2	1
114. Maintain a cooperative relationship with the school administration.	5	4	3	2	1
115. Maintain a cooperative relationship with the school guidance counselors.	5	4	3	2	1
116. Maintain a cooperative relationship with professional counterparts.	5	4	3	2	1
117. Work for well-thought-out educational changes in physical education.	5	4	3	2	1

	Importance				
118. Counsel interested students on becoming physical education teachers.	5	4	3	2	1
119. Distribute leadership opportunities among students.	5	4	3	2	1
120. Develop procedures for using student leaders.	5	4	3	2	1
121. Organize a physical education leaders association.	5	4	3	2	1

Are there other activities performed in conjunction with your physical education employment? Please list them.

APPENDIX F

List of Participating High Schools

Broward County

Boyd Anderson
Coconut Creek
Cooper City
Deerfield Beach
Dillard
Fort Lauderdale
Hollywood Hills
McArthur
Miramar
Northeast
Nova
Piper
Plantation
Pompano
South Broward
South Plantation
Stranahan

Indian River County

Vero Beach

Palm Beach County

Atlantic
Boca Raton
Forrest Hill
Glades Central
John I. Leonard
Jupiter
Lake Worth
North Shore
Palm Beach Gardens
Pahokee
Suncoast
Twin Lakes

Martin County

Martin County

St. Lucie County

Fort Pierce Central

APPENDIX G

Table 39

Summary of Item Responses of 188 High
School Physical Educators According
To Rank Order

Rank Order	Average Rating	Item Number	Rank Order	Average Rating	Item Number
1	4.90	23 ^b	30	4.41	120 ^j
2	4.88	69 ^f	31.5	4.40	15 ^a
3	4.87	68 ^f	31.5	4.40	98 ⁱ
4.5	4.85	67 ^f	34	4.39	10 ^a
4.5	4.85	73 ^f	34	4.39	31 ^c
6	4.84	14 ^a	34	4.39	70 ^f
7	4.74	72 ^f	36.5	4.38	47 ^c
8.5	4.73	42 ^c	36.5	4.38	100 ⁱ
8.5	4.73	55 ^d	38	4.37	16 ^a
10	4.68	71 ^f	39.5	4.36	81 ^h
11.5	4.65	22 ^b	39.5	4.36	97 ⁱ
11.5	4.65	114 ^j	41	4.35	92 ⁱ
14	4.62	3 ^a	42	4.34	115 ^j
14	4.62	56 ^d	43	4.33	6 ^a
14	4.62	75 ^g	44	4.30	33 ^c
16	4.60	34 ^c	45.5	4.29	64 ^e
17.5	4.55	91 ⁱ	45.5	4.29	99 ⁱ
17.5	4.55	93 ⁱ	48.5	4.28	12 ^a
19	4.54	1 ^a	48.5	4.28	35 ^c
20	4.53	86 ^h	48.5	4.28	79 ^g
23.5	4.49	2 ^a	48.5	4.28	84 ^h
23.5	4.49	53 ^d	51	4.27	118 ^j
23.5	4.49	58 ^e	52	4.26	90 ⁱ
23.5	4.49	116 ^j	53	4.25	32 ^c
23.5	4.49	117 ^j	54.5	4.24	11 ^a
23.5	4.49	119 ^j	54.5	4.24	46 ^c
27.5	4.48	80 ^g	56	4.21	39 ^c
27.5	4.48	95 ⁱ	57	4.20	41 ^c
29	4.46	43 ^c	59	4.19	5 ^a

Table 39 (continued)

Rank Order	Average Rating	Item Number	Rank Order	Average Rating	Item Number
59	4.19	44 ^c	90	3.83	113 ^j
59	4.19	77 ^g	91	3.81	36 ^c
61	4.18	82 ^h	92.5	3.78	85 ^h
62	4.16	74 ^g	92.5	3.78	121 ^j
64.5	4.15	19 ^a	94	3.73	107 ^j
64.5	4.15	54 ^d	95	3.71	106 ^j
64.5	4.15	76 ^g	96	3.69	60 ^e
64.5	4.15	110 ^j	97	3.67	59 ^e
67	4.14	40 ^c	98	3.61	48 ^c
68	4.13	29 ^c	99	3.60	63 ^e
69	4.12	30 ^c	100.5	3.59	37 ^c
70	4.11	108 ^j	100.5	3.59	88 ^h
71.5	4.09	87 ^h	102	3.58	50 ^c
71.5	4.09	96 ⁱ	103	3.56	62 ^e
73	4.07	83 ^h	104.5	3.54	25 ^b
74	4.06	20 ^b	104.5	3.54	66 ^e
76.5	4.05	45 ^c	106	3.52	7 ^a
76.5	4.05	78 ^g	107	3.49	9 ^a
76.5	4.05	89 ^h	108	3.47	4 ^a
76.5	4.05	94 ⁱ	109	3.46	27 ^b
79.5	4.02	28 ^c	110	3.45	49 ^c
79.5	4.02	105 ^j	111	3.44	65 ^e
81	4.00	57 ^d	112	3.39	109 ^j
82.5	3.92	21 ^b	113	3.37	8 ^a
82.5	3.92	38 ^c	114	3.35	61 ^e
84	3.88	18 ^a	115	3.27	17 ^a
85	3.87	101 ⁱ	116	3.24	103 ⁱ
86	3.86	13 ^a	117	3.17	104 ^j
87.5	3.85	26 ^b	118	2.86	111 ^j
87.5	3.85	112 ^j	119	2.81	24 ^b
89	3.84	102 ⁱ	120	2.69	51 ^c
			121	2.09	52 ^c

Table 39 (continued)

Identification Key

- a Curriculum Planning (Items 1-19).
 - b Organization and Grouping Students for Instruction (Items 20-27).
 - c Instructional and/or Motivational Techniques (Items 28-52).
 - d Social and Emotional Development (Items 53-57).
 - e Physical Development and Health (Items 58-66).
 - f Safety, First Aid, and Legal Aspects of Teaching (Items 67-73).
 - g Evaluation (Items 74-80).
 - h Record Keeping, Administrative and/or Supervisory Duties (Items 81-89).
 - i Facilities and Equipment (Items 90-103).
 - j Community Involvement and Professionalism (Items 104-121).
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Table 40

Activities With the Highest Average Rating
From Each Category Using Responses
of 188 Physical Educators

Item No.	Item	Average Rating	Activity Category
23.	Maintain control of classes and/or students in the physical education area.	4.90	Organization and Grouping of Students for Instruction
69.	Inspect equipment for safety.	4.88	Safety, First Aid, and Legal Aspects of Teaching
14.	Teach carry-over and/or Lifetime Sports skills and activities.	4.84	Curriculum Planning
42.	Develop and maintain students' interest.	4.73	Instructional and/or Motivational Techniques
55.	Provide a class atmosphere conducive to good sportsmanship.	4.73	Social and Emotional Development
114.	Maintain a cooperative relationship with the school administration.	4.65	Community Involvement and Professionalism
75.	Provide an objective means of evaluating (grading) students.	4.62	Evaluation
91.	Recommend the purchase of supplies and equipment.	4.55	Facilities and Equipment
86.	Administer and keep a record of locks and/or locker assignments.	4.53	Record Keeping, Administrative and/or Supervisory Duties

Table 40 (continued)

Item No.	Average Rating	Activity Category
58. Provide activities strenuous enough to develop strength, endurance and fitness.	4.49	Physical Development and Health

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