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STATUS OF THE PHYSICAL EDUCATION GRADUATES OF
TOWSON STATE UNIVERSITY.**

MIDDLE TENNESSEE STATE UNIVERSITY, D.A., 1970

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**STATUS OF THE PHYSICAL EDUCATION GRADUATES
OF TOWSON STATE UNIVERSITY**

John C. McDonald

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

December, 1978

STATUS OF THE PHYSICAL EDUCATION GRADUATES
OF TOWSON STATE UNIVERSITY

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ABSTRACT

STATUS OF THE PHYSICAL EDUCATION GRADUATES OF TOWSON STATE UNIVERSITY

by John C. McDonald

This study was designed to determine the adequacy of the professional preparation program in physical education at Towson State University as perceived by its graduates and to determine the status of the graduates of that curriculum during the years 1962 to 1976.

The purposes of the study were to: (1) identify the strengths and weaknesses of the undergraduate professional program, (2) describe the educational and personal characteristics of the graduates, (3) ascertain the nature and extent of the graduates' teaching positions, (4) determine the type of employment of non-teaching graduates, and (5) ascertain the extent of the professional growth of the graduates.

A questionnaire, designed by the author, was the principal instrument for the study. Three hundred sixty-nine usable questionnaires were returned. The 369 were acquired from an original list of 712 graduates.

The results of the study indicated that a diverse faculty is available to the undergraduate. Graduates expressed a concern for relevancy of theory courses to the realities of the classroom. The graduates felt that this concern could be improved by involving the student in the teaching process earlier in their college years. Other observations included the improvement of advisement and counseling procedures and the development of a department placement service for undergraduates.

ACKNOWLEDGEMENTS

The writer is grateful to Dr. Ralph Ballou, his major professor, for his encouragement, time, and scholarly advice during the course of this study.

The writer is also indebted to Dr. Glen Reeder and Dr. Charles Babb for their guidance and cooperation in serving as minor professors on his committee.

Sincere gratitude is extended to Dr. Ellen Eason, Mr. Gerald Sartori, Fran, Rosa, Sue, and Angela, Towson State University, for their assistance during the initial stages of this endeavor.

Special thanks are hereby extended to Dean Robert Aden of the Middle Tennessee State University Graduate School for his many kindnesses extended to the writer.

Finally, the writer thanks his wife, Pat, his sons, Wes, Brian, and Mike, for their understanding, love, prayers, and constant encouragement.

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Chapter 1

INTRODUCTION

The development and improvement of professional preparation programs in physical education have been a continuing concern of the leaders of the field since its inception. As in most other subject matter areas, professional curricula in physical education have been organized and developed in a spasmodic 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. Those curricula, of course, reflect the biases of the people involved!¹

Whatever criticism is made of the preparation of physical education teachers, one thing is certain--it has been late in coming and much of it has been deserved. However, to say that all programs are poor or fail to recognize some of the more dramatic changes that are taking

¹Earle Zeigler, "Undergraduate Preparation in Physical Education," Physical Educator, VII (March, 1955), 14.

place puts the critic in the same category as the "witch hunters" and "guilt by association" radicals. Of one thing we can be sure, before the crises of current academic "blood letting" passes many institutions will have made a rather painful appraisal of what they are doing and why they are doing it. This is as it should be.²

Curricula designed to prepare personnel for a changing society must be responsive to that change. With change occurring at such an accelerated pace, a professional curriculum may become obsolete if it remains unchanged over a period of a year.³

With the great pressures exerted by the academic discipline, professional preparation will have to be characterized by quality as well as quantity. This "pursuit of excellence" should take place in the fields of health education, physical education, and recreation education.⁴

The future of health, physical education, and recreation as an educational field will be determined by the quality of its professional preparation. Medicine, law, and

²Karl Oermann, "Preparation in Physical Education," Journal of Health, Physical Education and Recreation, XXXV (May, 1964), 35.

³Arthur A. Esslinger, "Yesterday, Today and Tomorrow," Journal of Health, Physical Education and Recreation, XXXVI (September, 1959), 19.

⁴Raymond A. Snyder, "The Future in Professional Preparation," Physical Educator, XXVII (October, 1960), 106.

engineering have achieved their present highly regarded status through standards of professional preparation and practices. Only through an equally good preparation program can we achieve the desired level of teaching competence, the needed improvements in teaching, and the acceptance among other academic professions.⁵

A method for accomplishing this objective has been revealed to us by other professions. This has been through the separate but related operations of accreditation and certification. Certification, which is the legal responsibility of the state departments of education, has brought a great deal of improvement to the program of professional preparation. Accreditation of programs has also been a valuable tool in the struggle for improvement. Regional accreditation agencies and the American Association of Colleges for Teacher Education are groups through which professional preparation programs are to be accredited. More use should be made of these accreditation bodies in the future.⁶

The use of standards and certification have done much to improve the professional preparation of physical

⁵ Arthur S. Daniels, "Growth and Development of a Profession," Journal of Health, Physical Education and Recreation, XXXIV (January, 1963), 22.

⁶ Arthur A. Esslinger, "Improving Professional Preparation," Journal of Health, Physical Education and Recreation, XXXI (October, 1960), 44.

education teachers. However, they have not solved all the problems. Another method that would significantly contribute to the improvement of professional preparation in physical education would be follow-up studies of graduates.

In 1962, the American Association for Health, Physical Education and Recreation conducted a national conference concerning professional preparation. One of the major recommendations resulting from the conference was that professional programs need to undergo periodic program evaluation in recognition of the ever-changing conditions under which physical education graduates are expected to perform.⁷

We can learn a great deal from our graduates. They are the individuals who are putting into practice the theories that were learned as undergraduates. With the cooperation of our graduates, faculty serving on the curriculum committee can become acquainted with the possible needs of the students who are entering the current professional program.

It is important that people in teacher education work closely with teachers at both the elementary and secondary levels. In the preparation of teachers, there is

⁷Professional Preparation in Health Education, Physical Education and Recreation Education, Report of a National Conference (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1962), p. 5.

a tendency to cling too long to practices and course materials which have outlived their usefulness. It is often easier to think about a fine program than to put it into practice.⁸

By not utilizing to a greater extent the students as a critical evaluator of their own progress and of the worth of the various aspects of the curriculum, we are perhaps missing out on one of the best approaches for the improvement of teacher education programs. Who knows better from a number of different facets how good each integral part of the curriculum is? Who is in a better position to offer constructive criticism if it is properly solicited? Who else can suggest what should be added or eliminated from the curriculum after he or she is out on the job for a few years? It is felt that follow-up is important and that, since our departments are measured to a great extent by the success of our graduates, anything that can be done, either in or out of college, will be of great value not only to teachers but also to the department of physical education.

There is a constant need for the continuous study of programs to insure that the best possible preparation is being provided by colleges and universities. Frequent evaluations will help to determine the effectiveness of

⁸Edwina Jones, "Forecast for the Future Division of Physical Education," Journal of Health, Physical Education and Recreation, XXXI (April, 1960), 89.

changes made in the program and will also indicate areas which need to be studied in order to make appropriate modifications. The test of any preparation program is the extent to which it meets the needs of the students. Thus, an appraisal is needed in order to have the program's effectiveness evaluated by its graduates.⁹

Since Towson State University's physical education program is generally judged by the status of its graduates, it seems logical to follow up and determine their status in their positions. Such a follow-up study gives the graduates an opportunity to state their personal feelings about the strengths and weaknesses of their professional preparation.

Towson State University (formerly Maryland State Normal School) was established in 1866 by the state of Maryland to meet the need for teachers in the schools. So, on January 15, 1866, in a building known as Red Man's Hall, at 24 North Paca Street in Baltimore, eleven women students, principal H. A. Newell, and three teachers of drawing, music, and calisthenics gathered in the 70 X 28 feet hall. These were the beginnings of the Maryland State Normal School. Professor Newell served as principal of the normal

⁹John Richards Adams, "A Study of the Effectiveness of a Professional Program in Physical Education" (unpublished Doctoral dissertation, University of Michigan, 1967), p. 34.

school for the next twenty-four years and witnessed a dramatic early growth of the institution.

By the first year's end, the normal school had forty-eight students, and after two moves and ten years the school had 206 students. In 1872, the school was moved to Franklin and Charles Streets into a building of considerable size with three large lecture halls, parlors, a library, cloak room, and recitation rooms.

A third location at Carrollton and Lafayette Streets became the home of the normal school in 1876 and marked the first use of a building designed especially for the school's purposes. During its time at this location, the school developed more restrictive admission requirements and lengthened the course of study.

The period of time between 1905 and 1909 saw the curricula expanded to cover three years and be divided into first and second terms. More and more students remained to complete courses, and those who did so received a diploma. After one year of successful teaching, the seal of Maryland was affixed to the diploma, serving as a lifetime certificate. It was a credit to a faculty that never numbered more than sixteen prior to 1900 that a three year curricula could be developed.

In 1909, Miss Marah E. Richmond became the first woman principal of a school that still was predominantly female. Principal Richmond became aware that the school's

quarters were outmoded. She proposed that the school be moved to a location that would be at least seventy-five acres, near public transportation, and near a community with churches of all denominations.

The period of Miss Richmond's principalship can best be characterized by a period of rapid change unequalled until the past decade. In 1915, the school moved to Towson, the county seat of Baltimore County. The campus consisted of Stephens Hall which housed both the normal school and model school, Newell Hall which was the dormitory for women, a power plant, and a laundry. Entrance requirements became more demanding with a subsequent temporary decline in enrollment. The curricula were expanded and new departments established. Continued emphasis was placed on practice teaching.

In 1934, Lida Lee Tall became the first president of the normal school. That same year, the State Board of Education authorized the school to grant Bachelor of Science degrees in education. The following year, the name of the school was officially changed to State Teachers College at Towson.

In 1946, the liberal arts junior college curricula were established, not as terminal courses of study but as transfer programs. The next year, Dr. Earle T. Hawkins became president. During his twenty-two year tenure a complete change came about at Towson. The curricula were

expanded to include those who wished to teach at the preschool, junior high, and senior high levels. A Master of Education degree was added in 1958.

In 1963, the college was authorized to expand its offerings in the arts and sciences. Because of this, the status and name of the institution was changed from State Teachers College to Towson State College, which would then offer a four year liberal arts program in addition to its teacher training program.

Campus additions under the Hawkins presidency included four new residence halls, an athletic field, a student center, a new library, a new model school, a science hall, a classroom building, and a new gymnasium and physical education building named Burdick Hall.

When Dr. James L. Fisher became Towson's fourth president in 1969, the college was about to burst its seams. The college developed a long-range building program, revamped its governance structures, and refurbished, changed, and added to its curricula at both the undergraduate and graduate levels.

Major buildings constructed include the area's foremost fine arts center, a twelve million dollar physical education complex named the Towson Center, and a student center which serves thousands of citizens for meetings, conferences, banquets, dances, and entertainment.

In 1976, armed with an enrollment that had grown to over 8,000 day students, undergraduate programs that provided nearly thirty major areas of study, a graduate curricula in thirteen disciplines, and an evening enrollment of over 6,000 students, Towson State College became Towson State University, its fourth and probably final name.

The years prior to the founding of a major program in physical education show a limited number of course offerings such as the introductory activities course titled Physical Education 101 and 102, gymnastics, physical education activities for the elementary school, recreation, rhythms, dancing, and physical education activities for the junior high school.

The physical education program leading to a Bachelor of Science degree was started with a small number of students in 1962. The program was instituted through the leadership of Dr. Donald Minnegan and Dr. Corrine Bize to supply teachers for the public schools who would be certified to teach physical education in grades kindergarten through twelve. Prior to 1962, there were only three colleges in the state (one public) offering a degree in physical education. Consequently, the Board of Trustees of the State Colleges recognized the need and approved the program of physical education at Towson.

During its relatively brief history, the physical education department has experienced phenomenal growth and

development. The effect of this rapid growth on the quality of the major program has not been determined. This study will attempt to investigate and determine the status of this professional program and its graduates.

STATEMENT OF THE PROBLEM

The study was designed to determine the adequacy of the professional preparation program in physical education at Towson State University as perceived by its graduates and to determine the status of the graduates of that curriculum.

PURPOSES OF THE STUDY

The purposes of this study were to: (1) identify the strengths and weaknesses of the undergraduate professional program and make recommendations based upon these findings, (2) describe the educational and personal characteristics of the graduates, (3) ascertain the nature and extent of the graduates' teaching positions, (4) determine the type of employment of non-teaching graduates, and (5) ascertain the extent of the professional growth of the graduates.

NEED FOR THE STUDY

The study provides a basis for recommendations to the physical education department curriculum committee concerning processes deemed to be relevant to teaching,

suggestions for modifications, revision and discontinuance of other processes and curriculum improvement.

LIMITATIONS OF THE STUDY

The study was limited to those physical education majors who graduated from Towson State University during the years 1962 through 1976 and who returned a questionnaire.

DEFINITIONS OF TERMS

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

Graduate--an individual who has graduated from Towson State University with a Bachelor of Science degree in physical education.

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

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

SUMMARY

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

The subsequent chapter headings are as follow:

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

Chapter 2

REVIEW OF RELATED LITERATURE

The literature related to this study is divided into these categories: (1) literature related to physical education professional preparation; (2) literature related to the need for studies of this nature which includes reasons why these studies are important to professional preparation; and (3) literature related to similar studies of other institutions which are preparing teachers in physical education.

PROFESSIONAL PREPARATION

Oberteuffer, speaking of existing conditions of physical education programs on many college campuses he had visited, offered five suggestions for the improvement of these programs: (1) an examination of the instructional programs for beneficial changes; (2) teach what we need to teach in a shorter period of time; (3) wider use of proficiency tests; (4) determine what courses should be offered in the college curriculum and delete those which

are unnecessary; and (5) determine and illuminate the intellectual content of our field.¹

Selection and retention of excellent prospective teachers are significant for all preparation programs. According to Miller, "education must improve rapidly just to keep pace with current societal demands, and the quality of teachers is the single most important determinant of high quality education."²

Taylor suggested there are serious gaps in the preparation of young people for teaching positions. He felt that physical educators should be concerned with the whole man rather than isolated skills. Professional preparation should have as one of its goals the development of broadly educated persons.³

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

¹Delbert Oberteuffer, "Evaluating the College Physical Education Program," Proceedings of National College Physical Education Association for Men, Dallas, Texas, 1964, p. 56.

²Ben F. Miller, "Priority in the Quest for Quality," Journal of Health, Physical Education and Recreation, XXXV (May, 1964), 31.

³Harvey L. Taylor, "Preparation for Prospective Teachers of Physical Education and Recreation," Journal of Health, Physical Education and Recreation, XXXVII (June, 1967), 18.

professional preparation programs. The following are examples of the objectives:

1. Professional preparation is a responsibility of the profession, the preparing institution, and also those organizations that employ the trained specialists.

2. The profession itself has the responsibility for training its practitioners.

3. The preparing institution should be given increased authority in the process of certifying school personnel.

4. Professional preparation programs should assist the teacher to become as effective as possible on the job.

5. Professional preparation is a continuous process and does not terminate when students graduate and receive their degrees.

6. Professional preparing programs should be evaluated periodically.⁴

Daughtrey believes that adequately prepared teachers have little difficulty doing an effective teaching job in their chosen field. Too frequently, however, teachers enter the profession inadequately prepared to teach. The place to

⁴Charles A. Bucher, Foundations of Physical Education (St. Louis: C. V. Mosby Company, 1964), p. 448.

correct this and other similar deficiencies in the teacher is in the program of professional preparation.⁵

Berridge attempted to determine a pattern of course offerings by submitting a questionnaire to 150 colleges and universities offering professional preparation programs in physical education. His motive was to find some basis for the improvement of accreditation standards. After receiving and analyzing a 60 percent return, he found there was an established pattern. He concluded that

. . . the offerings of the various institutions preparing physical education teachers over the United States were so widely diverse there was no agreement as to the requirements in teacher education.⁶

STUDIES CONFIRMING THE NEED FOR EVALUATING UNDERGRADUATE PHYSICAL EDUCATION PROGRAMS

The need for a continuous evaluation process for each professional preparation program in physical education was indicated by Esteva. She said,

There is a necessity for self evaluation by each teacher, but the success of a program depends upon the

⁵Greyson Daughtrey, Methods in Physical Education and Health for Secondary Schools (London: W. B. Saunders Company, 1973), p. 22.

⁶H. L. Berridge, "Standards for Institutional Accrediting," Procedures of National College Physical Education Association for Men, New York, 1948, p. 48.

teacher's ability to assess the effectiveness of their part in view of the objectives of the whole program.⁷

Kerker stated, "teacher education schools should conduct follow-up studies of their graduates either through the use of questionnaires or by actual visitations." Unfortunately, too few schools carry on any regular comprehensive follow-up programs. None of the institutions included in Kerker's study conducted planned follow-up studies of their graduates, although they all felt it was desirable to do so.⁸

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

⁷Rose V. Esteva, "Evaluating College Physical Education," Journal of Health, Physical Education and Recreation, XXXVI (May, 1965), 35.

⁸L. W. Kerker, "An Evaluation of the Effectiveness of the Preparation of Beginning Secondary Teachers in Physical Education Graduating from Five Selected Illinois Teacher Education Schools" (unpublished Doctoral dissertation, Indiana University, 1963), p. 169.

the graduate is considered is enormously difficult but nevertheless worthy of sustained efforts.⁹

The importance of including graduates in the evaluation of a professional preparation program was also indicated by Snyder and Scott, who stated that

. . . the department should learn of the successes and failures of its graduates and whether or not they can meet the challenge of the position and the demands of the public. To evaluate the professional program, the department needs to ascertain how well its graduates are meeting their professional problems in the field. By this means, the institution maintains a continuous check on the effectiveness of its program.¹⁰

A report of the National Professional Preparation Conference in 1962 indicated that

. . . the professional department of health education, physical education, and recreation should establish effective procedures for follow up of graduates in at least the first professional position. It is desirable to obtain an evaluation of the competency of graduates in their professional positions.¹¹

The evaluation program should be developed to help the faculty understand the ramifications of the total health education, physical education, and recreation education

⁹National Commission on Teacher Education and Professional Standards (NEA), "A Professional Position on Professional Standards," Journal of Health, Physical Education and Recreation, XXXV (May, 1964), 40.

¹⁰Raymond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education and Recreation (New York: McGraw-Hill Company, 1954), p. 329.

¹¹Professional Preparation in Health Education, Physical Education and Recreation Education: Report of a National Conference (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1962), p. 24.

professional programs and to make judgments as to the aspects of the program needing improvement. A plan should be developed by the department for maintaining contact with the graduates. This plan might include the periodic collection of information regarding individual professional progress, suggestions for improvement of the curriculum, recruitment of prospective students, and job opportunities.

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

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

Student feedback collected systematically during the program and after graduation, as well as employer analysis of individual on-the-job performance, should be regularly analyzed to identify program strengths and weaknesses. The

application of program evaluation findings provides for rapid growth program modification to keep current with changing conditions and needs.¹²

With the rapid growth of teacher training schools in this country during this century, the necessity of providing professional preparation programs has become increasingly important. In order to gain valuable information about the program and the students, evaluation studies have appeared to assist in gathering data. These data are used to make recommendations for program revision, modification, and improvement.

STUDIES OF PROFESSIONAL PREPARATION

The investigator has reviewed twenty-five related studies. The studies primarily fall into one of three categories. Studies are concerned with the status of the graduate, comparisons of professional programs, or behavior related to successful teaching and professional preparation courses.

Clarke's study was a survey of the opinions and professional status of graduates from 1960-1970 in the women's physical education professional curricula at the

¹²Professional Preparation in Dance, Physical Education, Recreation, Safety Education and School Health Education: Report of a National Conference (Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1974), pp. 50-51.

University of Iowa. A questionnaire was sent to 299 graduates. One hundred sixty responded, a 54 percent return. Clarke reported the following findings:

1. The largest number of respondents were teaching at the college level.
2. The graduates have been teaching primarily in larger public school and university systems.
3. Over one-half of the 160 respondents currently teaching held coaching assignments. Basketball and volleyball were sports selected by the majority of respondents.
4. Students rated "quality of instruction" and "irrelevant course material" as the main weaknesses.
5. A high percentage of respondents would recommend the University of Iowa to students interested in physical education. The main reason given was "a good diverse program."¹³

Stinnett's study determined positions accepted by the graduates, the vocational mobility of the graduates, the graduates who left or never entered the teaching profession, and the reasons they left or never entered the teaching profession. Questionnaires were sent to 120 graduates who majored in health and physical education at the University

¹³Judith Alta Clarke, "A Survey of the Graduates of Professional Programs in Physical Education at the University of Iowa" (unpublished Doctoral dissertation, University of Iowa, 1971), p. 120.

of Chattanooga between 1958-1967. Seventy-two or 60 percent returned usable responses.

Stinnett drew the following conclusions:

1. The majority of the graduates of the University of Chattanooga came from the states of Tennessee, Georgia, and Alabama; and the majority of the respondents located in these same three states after graduation.

2. The majority of the graduates entered the teaching profession. This was indicated as 88.9 percent had taught after graduation and 76.4 percent were teaching at the time of the study. Women graduates who entered teaching were higher than the percentage of men.

3. The largest number of graduates who were teaching were in the secondary schools, although 9.1 percent worked in elementary schools and 21.8 percent were employed by colleges.

4. Graduates who were employed in school systems were assigned athletic coaching duties more often than intramural responsibilities; however, some did both.¹⁴

Thomas's investigation was to determine how well the college program of studies had prepared the male graduate to meet the existing job requirement relating to successful employment in physical education.

¹⁴Roy L. Stinnett, "A Follow-Up Study of the Health and Physical Education Majors Who Graduated from the University of Chattanooga, 1958-1967" (unpublished Doctoral dissertation, University of Mississippi, 1969), p. 136.

Areas that appeared to be the strongest were:

1. Methods and techniques of teaching physical education classes.
2. Intramurals.
3. Organization and administration of the program as a whole.
4. Track and field coaching.
5. Gymnastics.

Areas that appeared to need strengthening were:

1. Practice teaching.
2. Testing and measuring.
3. Athletic training and first aid.
4. Public relations.
5. Proper use of grammar in speaking and writing.
6. Football coaching.
7. Fostering an interest in professional organizations.¹⁵

Sanders's problem was (1) to appraise the effectiveness and quality of the undergraduate physical education professional preparation program for men at the University of Michigan, (2) to determine the factors related to the selection of physical education as a teaching career or not to enter or leave the profession, (3) to provide data

¹⁵Charles F. Thomas, "A Follow-Up Study of Northwestern State College Graduates in Physical Education Since 1950" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1959), p. 237.

related to education experience such as (a) how education was financed, (b) collegiate and professional sports participation, (c) academic achievement, and (d) number of years required to graduate, and (4) professional, social, and economic status.

Conclusions reached were as follow:

1. The undergraduate physical education professional program was adequate in terms of effectiveness and quality in meeting the needs of its graduates.
2. Curriculum offerings should be reviewed for course content.
3. Counseling and placement services need to be improved.
4. Graduates in teaching were satisfied and tended to remain in teaching. They would select physical education as a major if they had the choice to make again, and would attend the University of Michigan.
5. Those who never entered teaching generally entered industry, sales, or business.¹⁶

Lucke completed a study which was concerned with the professional preparation experiences of the male major graduates at Lenoir Rhyne College. An instrument was

¹⁶William M. Sanders, "An Appraisal of the Undergraduate Physical Education Professional Preparation Program for Men at the University of Michigan, 1950-1962" (unpublished Doctoral dissertation, University of Michigan, 1968), p. 139.

developed and used in a questionnaire survey of all male graduates in the decade 1950-1960 to determine the effectiveness of the program. The questionnaire contained behaviors thought to be important to the success of the physical educator on the job.¹⁷

Ottinger conducted a study to evaluate the professional preparation for teachers of physical education during the years 1955-1961 at Auburn University. He was interested in finding out if the program provided opportunities for the development of competencies needed by recent graduates in doing their job. The program was described and analyzed. Written materials and interviews with staff members and graduates were used in obtaining data.¹⁸

Wilder completed a study of Western Kentucky male graduates to determine a program's effectiveness by investigating the actual job success of its graduates in the field. The major evaluative procedure was based on the graduates' self-perceptions of job success. The instrument

¹⁷Edward James Lucke, "An Evaluation of the Professional Preparation Program in Health and Physical Education at Lenoir Rhyne College" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1963), p. 98.

¹⁸Richard Estes Ottinger, "An Evaluation of the Auburn University Program of Professional Preparation in Physical Education 1955-1961" (unpublished Doctoral dissertation, Auburn University, 1963), p. 58.

used was a shortened version of Lucke's questionnaire. Wilder surmised that job success might be affected by certain job-related factors such as type of community, level of teaching, size of school, class size, teaching responsibilities, and number of years of teaching experience.¹⁹

SUMMARY

The review of related literature for physical education professional preparation included information related to preparation in physical education, literature supporting needs for evaluating professional preparation programs, and studies of a similar nature made at other institutions which are preparing teachers of physical education.

Institutional studies are very important to professional preparation evaluation. The performance of the graduates in their teaching environment is a most important test of professional preparation. Frequent evaluation should be made. The majority of the studies used the questionnaire as the principle instrument for gathering data.

¹⁹Jerry Ray Wilder, "An Evaluation of the Male Undergraduate Program of Physical Education at Western Kentucky University" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1967), p. 2.

Chapter 3

METHODS AND PROCEDURES

The questionnaire method has been one of the most popular survey tools employed in educational research. The choice of a questionnaire for the study appeared to be the most suitable method to implement the study. The graduates during the fifteen year time period had mailing addresses in twenty states and two foreign countries. The mailed questionnaire offered the best opportunity to reach those graduates who were not in the immediate area.

The survey instrument was designed to obtain: (1) personal data; (2) educational employment data; (3) present employment data; (4) coaching data; and (5) preparation and evaluation data. The instrument was sent to ten physical education graduates of the class of 1977 who volunteered to complete the instrument and to make suggestions for refining it. It was checked for clarity and understanding of instruction. The volunteers felt that any graduate of Towson State University should be able to answer the questions asked. All ten returned the instrument. Only minor changes for refining the instrument were suggested by the ten involved in the pilot study.

The questionnaire was developed after consultation with Dr. Ralph Ballou and Dr. Glen Reeder of the faculty of Middle Tennessee State University and a review of the related literature. The instrument was revised after completion of the pilot study.

The population to be investigated was defined as all those students receiving the Bachelor of Science degree in physical education from Towson State University from 1962 to, and including, 1976. In order to assure the possibility of surveying the entire sample, as defined, it was necessary to identify all of the persons awarded the Bachelor of Science degree in physical education from Towson State University during the time period specified. In order to accomplish this project, the Physical Education Department and Registrar's Office at Towson State University were contacted. After reviewing the University's official documents, the researcher was able to identify 712 physical education alumni for the period chosen. Available addresses of graduates were obtained at the Alumni, Registrar, and Physical Education Department offices.

Each of the 712 graduates was sent a letter asking that he/she participate in the study. A duplicated questionnaire, postage prepaid envelope, along with a letter from the President of Towson State University, Dr. James L. Fisher, urging participation in the study, was included.

The questionnaires were mailed on September 20, 1977, and sent directly to the homes of the individuals to be answered and returned. The respondents had a choice of whether or not to identify themselves. Two weeks following the original mailing, follow-up letters were sent to those who did not respond. Two weeks after the second mailing, no questionnaires were accepted. Four weeks were allowed to respond to the questionnaires after the initial mailing. After four weeks, 369 graduates had returned the questionnaires.

THE QUESTIONNAIRE

The questionnaire was used as the principle instrument for gathering data for this study. The instrument used in this study was developed from a study of related literature, experiences of the writer, and recommendations of the dissertation committee.

The instrument is divided into five sections. Section I (Personal Data) is comprised of eighteen questions about the background of each graduate. Section II (Educational Employment Data) is comprised of six questions dealing with duties pertaining to teaching. Section III (Present Employment) consists of five questions relative to current employment. Section IV (Coaching Data) contains six questions relative to coaching duties. Section V

(Preparation and Evaluation Data) consists of fourteen questions concerning the undergraduate preparation program.

STATISTICAL ANALYSIS

The investigator chose to use the Maryland State College Information Center Univac 1106 Computer System at Towson State University. Frequencies and percentages were computed using the Frequencies Subprogram in the Statistical Package for the Social Sciences (SPSS). Missing data were excluded in computing the percentage distribution of the frequencies. Distribution statistics such as mean and variance were not computed since they would not be meaningful with regard to the purposes of this dissertation.

The responses consisted of yes or no answers, numerical choice values, i.e., 5--very inadequate, 4--inadequate, 3--adequate, 2--moderately adequate, and 1--very adequate or 4--extremely unsatisfied, 3--unsatisfied, 2--satisfied, and 1--extremely satisfied, and value judgment completion responses using ranking from 1 (most important) to 12 (least important).

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

Chapter 4

ANALYSIS OF DATA

The data obtained and analyzed in this chapter were the results of a survey of the physical education graduates from Towson State University from 1962 through 1976. The questionnaire was completed and returned by 369, or 51.8 percent, of the 712 Bachelor of Science degree in physical education alumni who were sent the survey.

The survey instrument was divided into five categories: (I) Personal Data, (II) Educational Employment Data, (III) Present Employment, (IV) Coaching Data, and (V) Preparation and Evaluation Data. All fifty items in the survey instrument are included in the findings.

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

Personal Data

Of the graduates who participated in the study in the earlier years, analysis of the data in Table 1 indicates

Table 1
Number and Percentage of Respondents Indicating
Year of Entering Towson State University

Year	Number of Respondents	Percentage of Respondents
1959	2	.5
1960	6	1.6
1961	5	1.4
1962	13	3.5
1963	7	1.9
1964	19	5.1
1965	25	6.8
1966	26	7.0
1967	36	9.8
1968	50	13.6
1969	43	11.7
1970	48	13.0
1971	31	8.4
1972	36	9.8
1973	20	5.4
1974	2	.5
Total	369	

there was slow growth in the size of the entering classes. The largest entering classes occurred from 1968-1970 which, coincidentally, was the period of time when intercollegiate sports were expanded at Towson State University.

The data in Table 2 denote the fact that fifty-six, or 15.2 percent, of the graduates had graduated in 1972. Since 1970, 79.7 percent have graduated. All classes were represented.

Table 2
Year of Graduation from Towson State University

Year	Number of Graduates	Percentage of Graduates
1963	2	.5
1964	7	1.9
1965	9	2.4
1966	11	3.0
1967	12	3.3
1968	16	4.3
1969	18	4.9
1970	47	12.7
1971	52	14.1
1972	56	15.2
1973	35	9.5
1974	47	12.7
1975	42	11.4
1976	15	4.1

The data in Table 3 indicate the fact that 154, or 41.7 percent, of the 369 graduates had attended another college or university prior to entering Towson State University.

Table 3

Attendance at Another College/University Prior
to Towson State University Enrollment

	Number of Respondents	Percentage of Respondents
Attended	154	41.7
Did Not Attend	215	58.3

The data in Table 4 show that 162 graduates, or 43.9 percent, attended a junior or community college prior to Towson State enrollment. This is slightly higher than the number of transfer students in other departments of the University.

Table 4

Attendance at Either a Junior or Community College
Prior to Enrollment at Towson State University

	Number of Respondents	Percentage of Respondents
Attended	162	43.9
Did Not Attend	207	56.1

The data in Table 5 show that 314, or 85 percent, of the graduates are employed in Maryland.

Table 5
State Where Graduates are Employed

State	Number of Respondents	Percentage of Respondents
Maryland	314	85.0
Pennsylvania	10	2.7
New York	5	1.3
District of Columbia	4	1.0
Virginia	3	.8
New Jersey	3	.8
Georgia	3	.8
Illinois	1	.2
Michigan	1	.2
Massachusetts	1	.2
Texas	1	.2
Mississippi	1	.2
Ohio	1	.2
Utah	1	.2
Alabama	1	.2
Wisconsin	1	.2
Colorado	1	.2
British Columbia	1	.2
Unemployed	16	4.3

The data in Table 6 indicate that 134, or 42.7 percent, of the graduates employed in Maryland are employed in the political subdivision of Baltimore County. Eighteen of the twenty-three counties are represented.

Table 6
Maryland Counties Where Graduates are Employed

County	Number of Respondents	Percentage of Respondents
Baltimore County	134	42.7
Baltimore City	49	14.6
Anne Arundel County	36	11.5
Harford County	34	10.8
Howard County	15	4.8
Montgomery County	13	4.1
Carroll County	9	2.9
Prince Georges' County	8	2.5
Allegany County	2	.6
St. Mary's County	2	.6
Worcester County	2	.6
Dorchester County	2	.6
Frederick County	2	.6
Washington County	1	.3
Charles County	1	.3
Cecil County	1	.3
Wicomico County	1	.3
Talbot County	1	.3
Calvert County	1	.3

The data in Table 7 show that 220, or 59.6 percent, of the graduates are married and 130, or 35.2 percent, are single.

Table 7
Marital Status of Graduates

Marital Status	Number of Respondents	Percentage of Respondents
Single	130	35.2
Married	220	59.6
Divorced	12	3.3
Separated	7	1.9
Widowed	0	0

The data in Table 8 indicate that most respondents, 251, or 68.0 percent, have no children; and fifty-two, or 14.1 percent, have one child.

Table 8
Number of Children of Graduates

Number of Children	Number of Respondents	Percentage of Respondents
None	251	68.0
One	52	14.1
Two	46	12.5
Three	14	3.8
Four	6	1.6

The tabulation of the data in Table 9 reveals the fact that the major reason for attending Towson State University is that it is near the respondents' homes. This was chosen by 143 respondents, or 38.8 percent. The nominal cost of higher education was chosen by 101, or 27.4 percent, of the respondents as a reason for attending the University.

Table 9
Major Reason for Attending Towson
State University

Reason	Number of Respondents	Percentage of Respondents
Near Home	143	38.8
Reputation of School	52	14.4
Cost	101	27.4
Location	26	7.0
A Friend, Teacher, or Coach	29	7.9
Other	18	4.6

The majority, 300 respondents, or 81.3 percent, did not serve in the military service as is shown in Table 10.

Table 10
 Military Service of Graduates of
 Towson State University

Military Service	Number of Respondents	Percentage of Respondents
Completed Prior to Enrollment	34	9.2
Left School for Service and Returned	11	2.9
Entered Service After Graduation	24	6.5
Service as a Career	0	0
Did not Serve	300	81.3

The data in Table 11 reveal that 80 respondents, or 21.6 percent, earned less than \$9,000 during the past year. The mean income of the 369 respondents falls in the \$11,000-\$13,000 range.

Table 11
 Earned Income of Graduates During Past Year

Income	Number of Respondents	Percentage of Respondents
Less than \$9,000	80	21.6
\$9,000-\$11,000	71	19.2
\$11,000-\$13,000	72	19.5
\$13,000-\$15,000	69	18.7
\$15,000-\$17,000	37	10.0
\$17,000-\$20,000	20	5.4
\$20,000	20	5.4

The data in Table 12 indicate that 262 responding alumni, or 71.0 percent, have not earned advanced degrees. Eighteen, or 4.9 percent, received a degree in 1975. The majority of the alumni have earned their advanced degrees at metropolitan universities, the University of Maryland, or universities in neighboring states.

Table 12
Year of Advanced Degrees of Graduates

Year	Number of Respondents	Percentage of Respondents
None	262	71.0
1966	2	.5
1968	2	.5
1969	2	.5
1970	2	.5
1971	6	1.6
1972	8	2.2
1973	16	4.3
1974	13	3.5
1975	18	4.9
1976	16	4.3
1977	17	4.6
1978	5	1.4

The data in Table 13 show that 45 respondents, or 12.2 percent, have received the Master of Education degree. The Master of Science degree was earned by 35, or 9.5 percent, of the responding alumni.

Table 13
Type of Advanced Degree of Graduates

Type	Number of Respondents	Percentage of Respondents
None	262	71.0
M.A.	19	5.2
M.S.	35	9.5
M.A.T.	0	0
M.Ed.	45	12.2
Ed.D.	1	.2
Other (C.A.S.E., Ph.D., M.D., V.M.D.)	7	1.8

In the state of Maryland teachers in public schools must attain a Master's degree or thirty semester hours within seven years after attaining their standard professional certificate.

It is interesting to note that even though 262 alumni do not hold an advanced degree only 91 respondents, or 24.6 percent, selected the thirty hours beyond option (see Table 14).

Table 14
Graduates Who Optioned for Thirty Hours Beyond

Option	Number of Respondents	Percentage of Respondents
Optioned	91	24.6
Did Not Option	278	75.4

The data in Table 15 show that 210 alumni, or 56.9 percent, with a degree in physical education earned a grade point average between 2.50 and 2.99. Twenty-two, or 6.0 percent, of the respondents earned above a 3.5 grade point average.

Table 15
Graduates' Cumulative Grade Point Average

Grade Point Average	Number of Respondents	Percentage of Respondents
2.00-2.49	43	11.7
2.50-2.99	210	56.9
3.00-3.49	94	25.4
3.50-Above	22	6.0

The data in Table 16 indicate the diversity of credit hours earned by graduates in physical education. One hundred thirty-six respondents, or 36.9 percent, earned between 126-130 semester hours of credit. This is an interesting fact considering the university minimum requirement for graduation has been either 128 or 120 semester hours.

Table 16
Earned Credit Hours of Towson
State University Graduates

Hours	Number of Respondents	Percentage of Respondents
120-125	33	8.9
126-130	136	36.9
131-135	89	24.1
136-140	46	12.5
141-Above	65	17.6

The data in Table 17 reveal that 342 respondents, or 92.7 percent, are certified only in the area of physical education.

Table 17
Physical Education Graduates Certified
in Another Area

Area Other Than Physical Education	Number of Respondents	Percentage of Respondents
Certified	27	7.3
Not Certified	342	92.7

The majority of the physical education graduates participated in the student teaching experience while attending Towson State University. The data in Table 18 show that 355 respondents, or 96.2 percent, completed student teaching.

Table 18
Student Teaching Experience of Graduates

Student Teaching	Number of Respondents	Percentage of Respondents
Completed	355	96.2
Did Not Complete	14	3.8

The Department of Physical Education recommends that physical education majors participate in some inter-collegiate sport during their experience at Towson State University. The data in Table 19 indicate that 271 respondents, or 73.4 percent, participated in the inter-collegiate sports program.

Table 19
Graduate Participation in Intercollegiate Sports

Intercollegiate Sports	Number of Respondents	Percentage of Respondents
Participated	271	73.4
Did Not Participate	98	26.6

The data in Table 20 reveal that 207, or 56.1 percent, of the responding alumni participated in the intramural sports program while attending Towson State University.

Table 20
Graduates Who Participated in Intramural
Sports at Towson State University

Intramural Sports	Number of Respondents	Percentage of Respondents
Participants	207	56.1
Non-participants	162	43.9

The undergraduate years spent at Towson State University vary with each student. The data in Table 21 show that 165, or 44.7 percent, of the responding alumni spent four years at the University. One hundred twenty-seven, or 34.4 percent, of the respondents spent two years attending the University.

Table 21
Undergraduate Years at Towson State University

Years	Number of Respondents	Percentage of Respondents
One	5	1.4
Two	127	34.4
Three	57	15.4
Four	165	44.7
Five	15	4.1

Educational Employment Data

The physical education graduates who are currently employed by an education system are to answer questions under this category. The data in Table 22 show that 148 responding alumni, or 40.1 percent, are employed by suburban school systems, primarily in the Washington or Baltimore metropolitan areas. Fifty respondents, or 13.6 percent, are teaching in urban systems, mainly Baltimore City.

Table 22
School System Employing Graduates

Classification	Number of Respondents	Percentage of Respondents
Rural	41	11.1
Small City	35	9.5
Suburban	148	40.1
Urban	50	13.6
Not Teaching	95	25.7

The graduates who are employed by school systems, as indicated in Table 23, reveal that 162 respondents, or 43.9 percent, are teaching in school systems that have more than 25,001 pupils.

Table 23
Pupil Enrollment of Graduates' School System

Enrollment	Number of Respondents	Percentage of Respondents
Less Than 5,000	41	11.1
5,001-10,000	18	4.8
10,001-15,000	21	5.6
15,001-25,000	32	8.6
25,001-More	162	43.9
Not Teaching	95	25.7

The data in Table 24 indicated that 89 respondents, or 24.1 percent, are teaching in schools with enrollments between 501-1,000 pupils. Sixty-six respondents, or 17.8 percent, are found teaching in schools with less than 500 pupils.

Table 24
Pupil Enrollment of Graduates' School

Enrollment	Number of Respondents	Percentage of Respondents
Less Than 500	66	17.8
501-1,000	89	24.1
1,001-1,500	57	15.4
1,500-2,000	32	8.7
2,001-More	30	8.1
Not Teaching	95	25.7

The graduates were asked to respond to the school level of teaching experience since they graduated. The data in Table 25 reveal that 138 respondents, or 37.4 percent, have teaching experience at the elementary school level. All levels of teaching are represented.

Table 25
School Level of Teaching Experience of
Towson State University Graduates

Experience	Number of Respondents	Percentage of Respondents
None	86	23.3
Elementary	138	37.4
Junior High	60	16.3
High School	47	12.7
Middle School	17	4.6
Junior/Senior High	12	3.3
Community College	1	.3
College/University	1	.3
Other	7	1.9

The graduates were to indicate the number of years of teaching experience. The data in Table 26 show that 86 respondents, or 23.3 percent, do not have any years of teaching experience. Half the respondents have five years or less teaching experience.

Table 26
 Number of Years of Teaching Experience
 of Graduates

Years	Number of Respondents	Percentage of Respondents
None	86	23.3
One	37	10.0
Two	52	14.1
Three	30	8.1
Four	35	9.5
Five	33	8.9
Six	20	5.4
Seven	28	7.6
Eight	15	4.1
Nine	7	1.9
Ten	11	3.0
Eleven	6	1.6
Twelve	2	.5
Thirteen	4	1.1
Fourteen	2	.5
Fifteen	1	.3

The graduates were to state their private school teaching experience. The data in Table 27 show that 350 respondents, or 94.9 percent, do not have private school teaching experience.

Table 27
Private School Teaching Experience of Graduates

Years	Number of Respondents	Percentage of Respondents
None	350	94.9
One	6	1.6
Two	5	1.4
Three	5	1.4
Four	1	.3
Five	2	.5

The tabulation of the data in Table 28 reveal the fact that three out of four respondents are involved in some form of teaching. One hundred thirty-six, or 36.8 percent, of the respondents teach physical educational only, while 94, or 25.5 percent, of the respondents perform in a coaching and teaching situation.

Table 28
Teaching Situation of Graduates

Situation	Number of Respondents	Percentage of Respondents
Physical Education	136	36.8
Health	2	.5
Health and Physical Education	28	7.6
Elementary Classroom	4	1.1
Coaching Only	2	.5
Coaching and Teaching	94	25.5
Teaching Only	8	2.2
Not Teaching	95	25.7

The respondents were asked to select the number of employer changes since graduation. The data in Table 29 indicate that 280 respondents, or 75.9 percent, have not made any employer changes since attainment of their undergraduate degrees.

Table 29
Employer Changes Since Attainment
of Bachelor Degree

Changes	Number of Respondents	Percentage of Respondents
None	280	75.9
One	39	10.6
Two	29	7.9
Three	12	3.3
Four	5	1.4
Five	4	1.1

Present Employment

The graduates were asked questions concerning their present employment in this category. The data in Table 30 reveal that 248, or 67.2 percent, of the respondents are presently employed by the public schools. Forty-two, or 11.4 percent, of the respondents are employed in the private business sector.

Table 30
Present Employer of Graduates

Organization	Number of Respondents	Percentage of Respondents
Public School	248	67.2
Parochial School	5	1.4
Private School	13	3.5
Community College	4	1.1
Junior College	0	0.0
College/University	12	3.3
State or Federal Government	8	2.2
Local or County Government	7	1.9
Private Business	42	11.4
Self-employed	7	1.9
Non-profit Organization	4	1.1
Other	19	5.1

The data in Table 31 show the method used to attain employment after graduation. One hundred seventy-eight, or 48.2 percent, of the respondents used other methods to attain employment after graduation. Some of the other methods included individual letters and telephone calls to school systems and city-wide placement day at the Baltimore Civic Center. Ninety, or 24.4 percent, of the respondents stated that family or friend was a method used to attain employment after graduation.

Table 31
Method Used to Attain Employment
After Graduation

Method	Number of Respondents	Percentage of Respondents
Faculty	38	10.3
College Placement	36	9.7
Placement Agency	11	3.0
Family or Friend	90	24.4
Newspaper or Periodical	16	4.3
Other	178	48.2

The data in Table 32 indicate that 218, or 59.0 percent, of the respondents are satisfied with their present positions from an economic standpoint.

Table 32
Economic Satisfaction of Present Position

Satisfied	Number of Respondents	Percentage of Respondents
Yes	218	59.0
No	151	41.0

The data in Table 33 reveal that 267, or 72.3 percent, of the respondents are satisfied with their present positions from a professional standpoint.

Table 33
Professional Satisfaction of Present Position

Satisfied	Number of Respondents	Percentage of Respondents
Yes	267	72.3
No	102	27.7

The data in Table 34 indicate that there were various activities engaged in to supplement the regular income of the graduates. The majority of activities are related to physical education. One hundred sixty-seven, or 45.3 percent, of the respondents are involved in coaching to supplement their regular income. Forty-three, or 11.6 percent, of the respondents selected recreation as an activity used to supplement regular income. Fifty, or 13.6 percent, of the respondents selected other as a source of income. Many of the graduates operate an unrelated business or are employed by a non-profit organization to supplement their income.

Table 34
Activity Engaged in to Supplement Regular Income

Activity	Number of Respondents	Percentage of Respondents
Recreation	43	11.6
Officiating	35	9.5
Coaching	167	45.3
Selling	13	3.5
Pool Management	19	5.1
Sports Camps	11	3.0
None	31	8.4
Other	50	13.6

Coaching Data

The data in Table 36 show the number of respondents involved in coaching. Currently, 172, or 46.6 percent, of the respondents are involved in coaching.

Table 35
Graduates Involved in Coaching

Coaching	Number of Respondents	Percentage of Respondents
Yes	172	46.6
No	197	53.4

One hundred thirty-seven, or 37.1 percent, of the respondents averaging 3.9 years of experience have coaching experience at the high school level. The data in Table 36 show the coaching experience of the graduates.

Table 36
Coaching Experience of Graduates

Coaching Experience	Number of Respondents	Average Years	Percentage of Respondents
Elementary	36	3.94	9.8
Junior High	52	3.44	14.1
High School	137	3.90	37.1
Junior/ Community College	3	3.40	2.8
College/ University	9	3.46	2.4
Professional	2	5.33	.5
Recreation	32	3.59	8.7
None	98		26.6

The data in Table 37 indicate the years of coaching experience of the graduates. The number of years of experience varies with the graduates. Sixty-five, or 17.6 percent, of the respondents had two years of experience. Fifty-four percent of the respondents had five or less years of coaching experience.

Table 37
Years of Coaching Experience of Graduates

Years	Number of Respondents	Percentage of Respondents
None	98	26.6
One	53	14.3
Two	65	17.6
Three	30	8.1
Four	29	7.9
Five	31	8.4
Six	18	4.9
Seven	17	4.6
Eight	12	3.3
Nine	3	.8
Ten	5	1.4
Eleven	3	.8
Twelve	1	.3
Thirteen	2	.5
Fifteen	2	.6

The data in Table 38 reveal that 167, or 97.0 percent, of the respondents receive a coaching supplement to the salary for coaching. Sixty-eight, or 39.6 percent, receive some form of released time for coaching.

Table 38
Coaching Supplement for Graduates

Supplement	Number of Respondents	Percentage of Respondents
Receive	167	97.0
Do Not Receive	5	3.0

The data in Table 39 reveal that 68, or 39.6 percent, of the respondents receive release time for coaching. One hundred four, or 60.4 percent, of the respondents do not receive any release time for coaching.

Table 39
Release Time for Coaching

Release Time	Number of Respondents	Percentage of Respondents
Receive	68	39.6
Do Not Receive	104	60.4

The data in Table 40 show the number and mean years of experience as a head coach of the respondents. Graduates as head coaches in basketball led all others with 52, or 14.1 percent, of the respondents averaging 2.7 mean years of experience. Twenty-two sports are represented by the respondents.

Table 40
 Graduates in Sports with Head Coaching Experience

Sport	Number of Respondents	Average Years	Percentage of Respondents
Baseball	11	2.93	3.0
Basketball	52	2.77	14.1
Crew	0	0	0
Cross-country	3	3.00	.8
Football	14	3.34	3.8
Field Hockey	16	6.60	4.3
Golf	0	0	0
Gymnastics	28	3.77	7.6
Lacrosse	15	2.88	4.1
Soccer	15	3.71	4.1
Softball	9	2.88	4.1
Swimming	10	3.38	2.7
Tennis	5	2.84	1.4
Track	9	2.86	2.4
Volleyball	7	3.19	1.9
Wrestling	9	3.19	2.4
Other	5	3.00	1.4
Skiing, Diving, Speedball, Bowling, Archery			
None	161		43.6

The data in Table 41 reveal that basketball with 73, or 19.8 percent, of the respondents has the most graduates with total coaching experience. The mean average is 3.19. A wide variety of sports is represented.

Table 41
 Graduates and Total Coaching Experience

Sport	Number of Respondents	Average Years	Percentage of Respondents
Baseball	23	3.62	6.2
Basketball	73	3.19	19.8
Crew	0	0	0
Cross-country	3	2.83	.8
Football	28	4.00	7.6
Field Hockey	14	3.58	3.8
Golf	1	2.00	.3
Gymnastics	30	3.88	8.1
Lacrosse	15	3.46	4.1
Soccer	13	3.76	3.5
Softball	17	2.88	4.6
Swimming	10	3.72	2.7
Tennis	4	2.81	1.1
Track	10	3.04	2.7
Volleyball	5	2.71	1.4
Wrestling	9	3.58	2.4
Other	5	3.04	1.4
Karate, Skiing, Badminton, Bowling			
None	109		29.5

Preparation and Evaluation Data

During a student's tenure at Towson State University he must take a certain number of required and elective theory courses. Those listed in Table 42 are the required theory courses for physical education majors at the University.

Table 42
 Graduates' Usage of Theory Courses During Employment

Course	Very Freq.	Freq.	Sometimes	Infreq.	Never
Overview Physical Education	6.00%	20.10%	36.60%	25.20%	12.10%
Curriculum	12.70%	28.50%	35.80%	15.00%	8.00%
Organization	13.60%	30.10%	29.30%	16.80%	10.20%
Tests & Measurements	14.40%	26.00%	34.70%	16.30%	8.00%
Kinesiology	24.20%	32.80%	25.20%	13.00%	4.80%
Physiology of Exercise	23.00%	33.90%	27.90%	11.10%	4.10%
Care & Prevention	32.60%	31.20%	17.90%	11.60%	6.70%
Coaching Officiating	36.30%	21.40%	17.90%	13.00%	11.40%
Teaching Physical Education Elementary	37.10%	17.60%	15.50%	15.20%	14.60%
Teaching Physical Education Secondary	29.00%	24.70%	21.10%	11.90%	13.30%
Principles & Problems	4.40%	14.60%	29.00%	30.90%	21.10%
Adaptive Physical Education	11.80%	20.80%	32.00%	23.70%	11.70%

The data in Table 42 indicate the amount of usage that the theory courses provide the graduates during their job responsibilities. Care and Prevention of Athletic Injuries was rated frequently or very frequently by 63.80 percent of the respondents. Teaching Physical Education in the Elementary School was rated frequently or very frequently by 51.70 percent of the respondents. Principles and Problems was rated infrequently or never by 52 percent of the respondents.

The data in Table 43 disclose the level of satisfaction felt by the 369 respondents with specific aspects of their preparation at Towson State University. Of the respondents, 88.40 percent were satisfied or highly satisfied with the overall quality of instruction; 81.30 percent of the respondents were satisfied or highly satisfied with the faculty interest in students; and 31.20 percent of the respondents were dissatisfied or highly dissatisfied with assistance of the department in finding employment.

All teachers want to achieve a level of professional competence. The data in Table 44 reveal the respondents' ranking of theory courses and their importance to professional competence and growth as a teacher. Teaching Physical Education in the Elementary School was ranked first by the respondents, second ranking went to Kinesiology, and Physiology of Exercise was third.

Table 43

Graduates' Level of Satisfaction of Department Services

Item	No Experience With Item	Highly Dissatisfied	Dissatisfied	Satisfied	Highly Satisfied
Overall Quality of Instruction	1.60%	1.10%	8.90%	72.40%	16.00%
Faculty Interest in Students	1.60%	2.70%	14.40%	59.30%	22.00%
Faculty Available After Class	1.60%	3.00%	13.60%	59.60%	22.20%
Counseling for Course Selection	6.20%	8.10%	23.80%	48.00%	13.80%
Counseling for Personal Problems	44.70%	5.10%	8.10%	34.10%	7.90%
Assistance in Finding Employment	35.80%	16.80%	14.40%	26.80%	6.20%
Facilities	1.40%	2.20%	10.60%	53.90%	32.00%
Equipment	1.10%	.50%	8.70%	56.10%	33.60%
Student-Faculty Relationships	3.30%	3.80%	10.00%	61.50%	21.40%
Intercollegiate Sports	13.00%	4.30%	9.20%	48.50%	24.90%
Intramural	30.10%	.80%	4.60%	48.50%	16.00%
Overall Department Atmosphere	1.90%	4.10%	10.80%	69.40%	13.80%

Table 44
 Graduates' Ranking of Theory Courses
 and Teacher Competence

Course	Rank
Overview of Physical Education	12
Curriculum of Physical Education	11
Organization and Administration	8
Tests and Measurements	6
Kinesiology	2
Physiology of Exercise	3
Care and Prevention of Injuries	4
Coaching and Officiating	7
Teaching Physical Education--Elementary	1
Teaching Physical Education--Secondary	5
Principles and Problems in Physical Education	10
Adaptive Physical Education	9

The data in Table 45 disclose the feeling of the 369 respondents pertaining to the question of rating their preparation at Towson State University for teaching physical education. One hundred one, or 27.4 percent, of the respondents indicate that they considered their preparation very adequate. The largest number, 121, or 32.80 percent, report their preparation for teaching physical education was moderately adequate. Only 30, or 8.1 percent, of the respondents considered their preparation as inadequate.

Table 45
 Graduates' Rating of Overall Preparation
 for Teaching

Rating	Number of Respondents	Percentage of Respondents
Very Adequate	101	27.4
Moderately Adequate	121	32.8
Adequate	110	29.8
Inadequate	30	8.1
Very Inadequate	7	1.9

The data shown in Table 46 indicate the number and percentage of respondents who answered the question of rating their student teaching experience as undergraduates at Towson State University. Almost all of the respondents were favorable in their replies; 225, or 61.0 percent, considered their student teaching experience very adequate. Only 10, or 2.7 percent, of the respondents answered that their student teaching was inadequate.

Table 46
 Graduates' Rating of Student
 Teaching Experience

Rating	Number of Respondents	Percentage of Respondents
Very Adequate	225	61.0
Moderately Adequate	81	22.0
Adequate	49	13.0
Inadequate	10	2.7
Very Inadequate	4	1.1

The data shown in Table 47 reveal the rating of the theory courses as they pertain to meeting the realities of the classroom. Over half of the respondents were unfavorable to theory courses meeting the realities of the classroom. One hundred thirty-three, or 36.0 percent, of the respondents rated the theory courses as inadequate in meeting the realities of the classroom in physical education.

Table 47

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

Rating	Number of Respondents	Percentage of Respondents
Very Adequate	19	5.1
Moderately Adequate	62	16.8
Adequate	99	26.8
Inadequate	133	36.0
Very Inadequate	56	15.2

The data shown in Table 48 indicate the number and percentage of respondents who answered the question of rating their preparation for coaching as an undergraduate of Towson State University.

A little over half of the respondents were favorable in their replies. One hundred twenty-seven, or 34.4 percent, of the responding graduates indicated that they considered their preparation for coaching as adequate.

One hundred five, or 28.5 percent, of the respondents answered that the preparation for coaching was inadequate.

Table 48
Graduates' Rating of Preparation for Coaching

Rating	Number of Respondents	Percentage of Respondents
Very Adequate	44	11.9
Moderately Adequate	44	11.9
Adequate	127	34.4
Inadequate	105	28.5
Very Inadequate	49	13.3

The data in Table 49 indicate the responses to the question of the primary strengths of the undergraduate physical education program. There were 110, or 29.8 percent, of the respondents who indicated the variety of courses as a strength of the undergraduate program. The second most popular choice was the quality of instruction. Ninety-seven, or 26.3 percent, of the respondents selected quality of instruction. Other responses to the question included: the relationships among some of the faculty connected with the program; the total academic program; assistance of some faculty in gaining employment; and professional attitude of the faculty.

Table 49
Graduate Choice of One Primary
Strength of Program

Item	Number of Respondents	Percentage of Respondents
Quality of Instruction	97	26.3
Faculty/Student Rapport	69	18.7
Variety of Courses	110	29.8
Leadership	6	1.6
Facilities	33	8.9
Other	54	14.6

The data in Table 50 are the number and percentage of the responses to the question of the primary weaknesses of the undergraduate program as perceived by the responding graduates in physical education. One hundred thirty-nine, or 37.7 percent, of the respondents selected other as the primary weakness of the program. Some of the other responses were: separate courses for men and women; conflict of interest of faculty who are involved in coaching an intercollegiate team; limited intercollegiate sports program for women; and a great amount of work required for half credit lab skill courses.

During the period of time covered in this study, the graduates were required to complete twelve credits of lab skills. Each skill class earns one-half credit.

Table 50
Graduate Choice of One Primary
Weakness of Program

Item	Number of Respondents	Percentage of Respondents
Quality of Instruction	86	23.3
Faculty/Student Rapport	32	8.7
Variety of Courses	49	13.3
Leadership	36	9.8
Facilities	27	7.3
Other	139	37.7

The data in Table 51 reveal that 222, or 60.2 percent, of the respondents favor continuing the current lab skill approach.

Table 51
Continuance of Current Lab Skill Approach

	Number of Respondents	Percentage of Respondents
Continue	222	60.2
Discontinue	147	39.8

The Department of Physical Education at Towson State University feels that all graduates should have the ability to demonstrate skills in physical education. The data in Table 52 indicate that 276, or 74.8 percent, of the

respondents feel skill demonstration ability of a teacher is important.

Table 52
Skill Demonstration Ability of a Teacher

	Number of Respondents	Percentage of Respondents
Important	276	74.8
Not Important	93	25.2

The data in Table 53 are the number and percentage of the responses to the question of the level of satisfaction in attaining goals set as an undergraduate. One hundred eleven, or 30.1 percent, of the respondents are extremely satisfied with attainment of the goals set as an undergraduate. Two hundred three, or 55.0 percent, of the respondents are satisfied.

Table 53
Graduates' Level of Satisfaction in Attaining Goals Set as Undergraduate

	Number of Respondents	Percentage of Respondents
Extremely Satisfied	111	30.1
Satisfied	203	55.0
Dissatisfied	43	11.7
Extremely Dissatisfied	12	3.3

Since educators must continue with additional academic courses after graduation, the graduates were asked to rate their preparation for additional academic pursuits. The data in Table 54 reveal that 273, or 74.0 percent, of the respondents rated their preparation for additional academic pursuit as satisfactory.

Table 54
Graduates' Level of Satisfaction of Preparation
for Additional Academic Pursuit

Rating	Number of Respondents	Percentage of Respondents
Extremely Satisfactory	59	16.0
Satisfactory	273	74.0
Unsatisfactory	29	7.9
Extremely Unsatisfactory	8	2.2

The graduates were asked if they would recommend the program in undergraduate physical education at Towson State University. The data in Table 55 indicate that 330, or 89.4 percent, of the respondents would recommend the program leading to an undergraduate degree at Towson State University.

Table 55
Graduates Recommending Program at Towson
State University

	Number of Respondents	Percentage of Respondents
Recommend	330	89.4
Not Recommend	39	10.6

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the adequacy of the professional preparation program in physical education at Towson State University as perceived by the graduates and to determine the status of the graduates of that curriculum.

The data obtained from the 369 Bachelor of Science in physical education degree graduates who participated in the study provided some basis on which to examine the graduates from this University.

A questionnaire, consisting of five categories-- Personal Data, Educational Employment Data, Present Employment Data, Coaching Data, and Preparation and Evaluation Data--was sent to 712 physical education graduates on September 20, 1977. The recipients were directed to answer yes or no, numerical choice, and judgment completion questions.

Three hundred sixty-nine graduates returned the questionnaire. Composite data for each category were calculated with frequency and percentages tabulated.

FINDINGS

Category I

Personal Data. The majority of the physical education graduates of Towson State University:

1. Entered in 1968 or later and graduated in 1970 or later.
2. Have done well professionally, financially, and personally with a stable family life.
3. Have not received an advanced degree.
4. Earned more than 126 credits with grade point average above 2.5.
5. Chose to attend Towson State University because of the close proximity of the University to their homes and the nominal cost.

Category II

Educational Employment Data. The typical graduate of Towson State University who is employed in education:

1. Teaches in a public suburban school system, with 25,000 or more pupils and is involved in a school with less than 1,500 students.

2. Is teaching at the elementary school level and has taught for five years.
3. Is certified in physical education and teaches in the Baltimore or Washington, D.C., metropolitan areas.

Category III

Present Employment Data. Those graduates of Towson State University who are currently employed can be considered:

1. Employed in a public school system and have not changed employers.
2. Professionally satisfied with present employment and hold a part-time position to supplement income.
3. Employed by private business if not employed by a public school system.

Category IV

Coaching Data. Those graduates of Towson State University who are involved in coaching have:

1. Coached at the high school level for an average of four years and have experienced the role of assistant coach at some time in career.
2. Served as a coach of basketball and are compensated or given release time.

3. Participated in intercollegiate or intramural sports during their college experience.
4. Considered themselves not adequately prepared for coaching responsibilities.

Category V

Preparation and Evaluation Data. The value judgments made by the physical education graduates of Towson State University concerning the curriculum indicated that:

1. The variety of courses were a primary strength of the undergraduate program.
2. The undergraduate preparation for teaching physical education was moderately adequate to adequate.
3. Separate departments for men and women and course overlapping of material were major weaknesses of the undergraduate physical education program.
4. Physical education in the elementary school was ranked number one in developing teacher competence.
5. Theory courses did not adequately meet the realities of the classroom.
6. Care and Prevention of Athletic Injuries was the most frequently used course after graduation.

7. The ability of a teacher to demonstrate physical skills was important.
8. Laboratory skill courses should be retained as required courses.
9. The physical education program at Towson State University would be recommended by them.

CONCLUSIONS AND RECOMMENDATIONS

According to the perceptions of the graduates, the following conclusions and recommendations are made in the interest of improving the physical education program at Towson State University:

1. Continue the emphasis upon faculty availability for students after class and during the school day.
2. Retain the diverse faculty and encourage faculty development along with rewarding exceptional teachers.
3. Reexamine the required theory courses in terms of content and relevancy and establish syllabi with objectives and materials.
4. More emphasis should be given in courses to better prepare students in the area of athletic coaching. Laboratory experiences should be required including attendance at varsity practice sessions.

5. Strengthen the intramural program to attract more physical education majors and involve them in planning, organizing, and officiating.
6. More opportunity should be given the student to teach and become involved in the teaching process earlier in the college years.
7. Develop a departmental placement service for the graduates.
8. Improve the advisement and counseling of physical education majors during their years at Towson State University.
9. Recommend physical education major students become certified in an additional teaching area.
10. Establish opportunities for faculty to exchange positions for a short period of time with teachers in elementary and secondary schools.
11. Workshops should be developed in elementary physical education and coaching of various sports and should be available during the summer or evening school.

A study of this nature is only beneficial if administrators, students, and faculty are made aware of the results. Appropriate action should be taken to strengthen weak areas and retain positive aspects of the program. This investigator urges the use of the questionnaire technique once each five year period to determine the status of the

recent physical education graduate. In-depth interviews of graduates are recommended to assist faculty in program planning for the future.

APPENDIXES

APPENDIX A
THE QUESTIONNAIRE

10. Earned income during the past taxable year

- (1) Less than \$9,000
 (2) \$9,000-\$11,000
 (3) \$11,000-\$13,000
 (4) \$13,000-\$15,000
 (5) \$15,000-\$17,000
 (6) \$17,000-\$20,000
 (7) \$20,000

11. Advanced degree(s) received

- (1) M.A. _____ year _____ School
 (2) M.S. _____ year _____ School
 (3) M.A.T. _____ year _____ School
 (4) M.Ed. _____ year _____ School
 (5) Ed.D. _____ year _____ School
 (6) Other _____ year _____ School
 Please specify other degree _____

12. Did you option for "30 beyond" the B.S. instead of a Master's degree?

- (1) _____ (2) No If yes, state why? _____

13. What was your cumulative grade point average at graduation?

- (1) 2.0-2.4 _____ (2) 2.5-2.9 _____ (3) 3.0-3.4
 (4) _____ (4) 3.5 above

14. Upon graduation, how many credit hours had you earned?

- (1) 120-125 _____ (2) 126-130 _____ (3) 131-135
 (4) 136-140 _____ (5) 141-above

15. Were you certified in another area besides physical education upon graduation?

- (1) Yes _____ (2) No If yes, which area _____

16. Did you graduate without having completed your student teaching experience?

- (1) Yes _____ (2) No

17. While at Towson State University did you participate in intercollegiate sports? (Varsity, Junior Varsity or Club).

_____ (1) Yes _____ (2) No _____ (3) Male
 _____ (4) Female

If yes, what sport(s) _____

18. Did you participate in the Towson State University intramural sports program?

_____ (1) Yes _____ (2) No _____ (3) Male
 _____ (4) Female

If yes, what sport(s) _____

19. How many years of your undergraduate preparation did you spend at Towson State University?

_____ (1) one _____ (2) two _____ (3) three
 _____ (4) four _____ (5) five

Part II Educational Employment Data

If you are not an employee of an education system, go directly to Part III.

20. Classification of your school system

_____ (1) Rural
 _____ (2) Small City or Town
 _____ (3) Suburban
 _____ (4) Urban

21. Number of pupils in your school system

_____ (1) Less than 5,000
 _____ (2) 5,001-10,000
 _____ (3) 10,001-15,000
 _____ (4) 15,001-25,000
 _____ (5) 25,001-more

22. Number of pupils in your school

_____ (1) Less than 500
 _____ (2) 501-1,000
 _____ (3) 1,001-1,500
 _____ (4) 1,501-2,000
 _____ (5) 2,001-more

23. Teaching experience (Example, X elem. 7 years 3 public
4 private

- | | | | | |
|-------------|-------------------|-------------------|--------------------|---------------------|
| <u> </u> | (1) Elementary | <u> </u> years | <u> </u> public | <u> </u> private |
| <u> </u> | (2) Junior High | <u> </u> years | <u> </u> public | <u> </u> private |
| <u> </u> | (3) High School | <u> </u> years | <u> </u> public | <u> </u> private |
| <u> </u> | (4) Middle School | <u> </u> years | <u> </u> public | <u> </u> private |
| <u> </u> | (5) Jr. Sr. High | <u> </u> years | <u> </u> public | <u> </u> private |
| <u> </u> | (6) Comm. Coll. | <u> </u> years | <u> </u> public | <u> </u> private |
| <u> </u> | (7) Coll./Univ. | <u> </u> years | <u> </u> public | <u> </u> private |
| <u> </u> | (8) Other | <u> </u> years | <u> </u> public | <u> </u> private |
- Please specify _____

24. Check the primary teaching situation in which you are engaged.

- (1) teaching only physical education
 (2) teaching only health
 (3) teaching health and physical education
 (4) elementary classroom teacher
 (5) coaching only
 (6) coaching and teaching _____ subject
 (7) teaching academic area of _____ only

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

Part III Present Employment

26. What kind of organization employs you?

- | | | | |
|-------------|--------------------------|-------------|----------------------------------|
| <u> </u> | (1) Public school system | <u> </u> | (7) State or federal government |
| <u> </u> | (2) Parochial system | <u> </u> | (8) Local or county government |
| <u> </u> | (3) Private school | <u> </u> | (9) Private business |
| <u> </u> | (4) Community college | <u> </u> | (10) Self-employed |
| <u> </u> | (5) Junior college | <u> </u> | (11) Non-profit org. |
| <u> </u> | (6) College/university | <u> </u> | (12) Other--please specify _____ |

27. How did you locate your first job after leaving this university?

- (1) Faculty at this university
 (2) College placement office
 (3) Placement or employment agency
 (4) Family or friend
 (5) Newspaper or periodical
 (6) Other--please specify _____

28. Are you satisfied with your present position from an economical standpoint?
 _____(1) Yes _____(2) No
29. Are you satisfied with your present position from a professional standpoint?
 _____(1) Yes _____(2) No
30. Check one activity that you most frequently are engaged in, to supplement your regular income.
- | | |
|---------------------|-------------------------------|
| ____(1) Recreation | ____(5) Pool management |
| ____(2) Officiating | ____(6) Sports camps |
| ____(3) Coaching | ____(7) None |
| ____(4) Selling | ____(8) Other, please specify |
-

Part IV Coaching Data

31. Are you currently involved in coaching?
 _____(1) Yes _____(2) No
32. Coaching experience. Check the level and give the number of years of experience.
- | | |
|--------------------------------|-------------|
| _____ (1) Elementary school | _____ years |
| _____ (2) Junior high | _____ years |
| _____ (3) High school | _____ years |
| _____ (4) Junior/comm. college | _____ years |
| _____ (5) College/university | _____ years |
| _____ (6) Professional | _____ years |
| _____ (7) Recreational teams | _____ years |
| _____ (8) None | |
33. Are you paid a supplement for coaching?
 _____(1) Yes _____(2) No
34. Do you receive released time during the school day because you are coaching?
 _____(1) Yes _____(2) No

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

_____ (1) Baseball	_____ (10) Soccer
_____ (2) Basketball	_____ (11) Softball
_____ (3) Crew	_____ (12) Swimming
_____ (4) Cross-country	_____ (13) Tennis
_____ (5) Football	_____ (14) Track
_____ (6) Field hockey	_____ (15) Volleyball
_____ (7) Golf	_____ (16) Wrestling
_____ (8) Gymnastics	_____ (17) Other--please
_____ (9) Lacrosse	specify _____

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

_____ (1) Baseball	_____ (10) Soccer
_____ (2) Basketball	_____ (11) Softball
_____ (3) Crew	_____ (12) Swimming
_____ (4) Cross-country	_____ (13) Tennis
_____ (5) Football	_____ (14) Track
_____ (6) Field hockey	_____ (15) Volleyball
_____ (7) Golf	_____ (16) Wrestling
_____ (8) Gymnastics	_____ (17) Other--please
_____ (9) Lacrosse	specify _____

Part V Preparation and Evaluation Data

37. The major theory courses in the physical education program have remained the same at Towson State University. Would you rate the courses as to the amount of usage during your job responsibilities as a teacher. Check the blank provided. A course description follows on the next page.

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

<u>Course</u>	5	4	3	2	1
Overview of P.E.	_____	_____	_____	_____	_____
Curriculum in P.E.	_____	_____	_____	_____	_____
Organization & Admin.	_____	_____	_____	_____	_____
Tests & Measurements	_____	_____	_____	_____	_____
Kinesiology	_____	_____	_____	_____	_____
Physiology of Exercise	_____	_____	_____	_____	_____
Care & Prevention	_____	_____	_____	_____	_____
Coaching & Officiating	_____	_____	_____	_____	_____

THE PROFESSIONAL PREPARATION THEORY
COURSES IN PHYSICAL EDUCATION
AT TOWSON STATE UNIVERSITY

The professional preparation theory courses in physical education remained the same during the period of this study. The following are listed as required courses in the program of physical education. The course title and course description of those required courses is presented.

Overview of Physical Education. A brief history of physical education emphasizing the place of physical education in education today, identification of leaders in the field, the role of professional ethics and standards, professional organizations and an introduction to professional literature.

Curriculum in Physical Education. Physical education as a part of general education, aims and content. Principles for development of a sequential physical education curriculum in grades one through twelve.

Organization and Administration. Investigation of policies and procedures in the organization and administration of physical education. Areas covered include facilities, equipment, budget, scheduling, special events, records and awards.

Tests and Measurement in Physical Education. Background for development or measurement programs in physical education, elementary statistical procedures, interpretation of data, selection and administration of tests measuring fitness, motor ability, and sports skills applicable to various grade and age levels.

Kinesiology. Mechanical and anatomical analysis of movement in relation to human performance.

Physiology of Exercise. Application of principles of physiology to large muscle activity, with special emphasis on the interrelations of muscular, nervous, circulatory, and respiratory functions during exercise.

Care and Prevention of Athletic Injuries.

Theoretical and practical methods of preventing and treating athletic injuries, techniques of taping and bandaging, emergency first aid, massage, use of physical therapy modalities.

Coaching and Officiating. Fundamentals, tactics, strategy, ethics, and other factors in coaching and officiating sports.

Teaching Physical Education in the Elementary School. The focus of this course is the child-in-movement. Specific attention centers on individual and group progressions for a wide variety of movements, methods of organization, direct and problem solving teaching methods and motor development. Opportunities to observe and teach children are provided.

Teaching Physical Education in Secondary Schools.

The course provides an extended period of observation-participation in a junior or senior high school. The course includes responsibilities of the secondary school physical education teacher, teaching methods, lesson and unit planning, and topics resulting from the participation experience.

Principles and Problems of Physical Education. The application of knowledge derived from psychological, sociological, and philosophical research findings about human movement to the teaching of physical education. The course will emphasize research technique, individual projects, and the synthesizing of information into logical foundations for teaching practices.

Adaptive Physical Education. Recognition of pupils with physical deviations, and use of special or modified physical education activities.

Source: Towson State University Catalog, Towson, Maryland (1975-1976), pp. 193-197.

<u>Course</u>	5	4	3	2	1
Teaching P.E. Elem. Sch.	—	—	—	—	—
Teaching P.E. Sec. Sch.	—	—	—	—	—
Principles & Problems	—	—	—	—	—

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

<u>Item</u>	No Experience with Item 1	Highly Dissatis- fied 2	Dissatis- fied 3	Satis- fied 4	Highly Satis- fied 5
Overall Quality of Instruction	—	—	—	—	—
Faculty Interest in Students	—	—	—	—	—
Faculty Availability after Class	—	—	—	—	—
Counseling for Course Selection	—	—	—	—	—
Counseling for Personal Problems	—	—	—	—	—
Assistance Finding Employment	—	—	—	—	—
Facilities of Department	—	—	—	—	—
Equipment of Department	—	—	—	—	—
Student-Faculty Relationships	—	—	—	—	—
Intercollegiate Sports	—	—	—	—	—
Intramural Sports	—	—	—	—	—
Overall Dept. Atmosphere	—	—	—	—	—

39. How would you rank from 1 (most important) to 12 (least important) the theory courses, to your professional competence and growth as a teacher.

- _____ (1) Overview of P.E.
- _____ (2) Curriculum in P.E.
- _____ (3) Organization & Admin.
- _____ (4) Tests & Measurements
- _____ (5) Kinesiology
- _____ (6) Physiology of Exercise
- _____ (7) Care & Prevention of Injuries
- _____ (8) Coaching & Officiating
- _____ (9) Teaching P.E. Elem. School
- _____ (10) Teaching P.E. Sec. School
- _____ (11) Principles & Problems in P.E.
- _____ (12) Adaptive Physical Education

40. How would you rate your overall preparation for teaching physical education?

- _____ (1) Very adequate
- _____ (2) Moderately adequate
- _____ (3) Adequate
- _____ (4) Inadequate
- _____ (5) Very inadequate

41. How would you rate your student teaching experience?

- _____ (1) Very adequate
- _____ (2) Moderately adequate
- _____ (3) Adequate
- _____ (4) Inadequate
- _____ (5) Very inadequate

42. How would you rate your theory courses in physical education in meeting the "realities" of the classroom?

- _____ (1) Very adequate
- _____ (2) Moderately adequate
- _____ (3) Adequate
- _____ (4) Inadequate
- _____ (5) Very inadequate

43. How would you rate your preparation for coaching?

- _____ (1) Very adequate
- _____ (2) Moderately adequate
- _____ (3) Adequate
- _____ (4) Inadequate
- _____ (5) Very inadequate

44. What do you believe was the one primary strength of your undergraduate program?
- _____ (1) Quality of instruction
 _____ (2) Faculty-student rapport
 _____ (3) Variety of courses
 _____ (4) Leadership
 _____ (5) Facilities and equipment
 _____ (6) Other--please specify _____
45. What do you believe was the one primary weakness of your undergraduate program?
- _____ (1) Quality of instruction
 _____ (2) Faculty-student rapport
 _____ (3) Variety of courses
 _____ (4) Leadership
 _____ (5) Facilities and equipment
 _____ (6) Other--please specify _____
46. Would you continue the current lab skill approach for physical education majors? (1/2 credit per activity)?
- _____ (1) Yes _____ (2) No
47. Do you think it is important to be able to demonstrate a skill as a teacher?
- _____ (1) Yes _____ (2) No
48. Are you satisfied with the progress that you are making towards the goals which you set for yourself as a physical education graduate?
- _____ (1) Extremely satisfied
 _____ (2) Satisfied
 _____ (3) Dissatisfied
 _____ (4) Extremely dissatisfied
49. Please check the degree of satisfaction to which you feel this college prepared you for additional academic work.
- _____ (1) Extremely satisfactorily
 _____ (2) Satisfactorily
 _____ (3) Unsatisfactorily
 _____ (4) Extremely unsatisfactorily

50. Would you recommend to a friend the program of study at
Towson State University?

_____ (1) Yes _____ (2) No

You may include your name and address if you desire.

Name _____
Address _____
City _____
Zip Code _____

APPENDIX B

LETTER FROM JACK MCDONALD

September 14, 1977

Dear Graduate:

I am presently conducting a study of the Physical Education Graduates of Towson State University. All students who graduated with a major in Physical Education during the years 1962 to 1976 are being asked to participate.

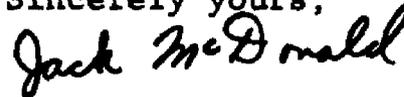
Enclosed is a questionnaire to be used to evaluate your experiences. It is important that you answer all questions that pertain to you. The information is essential to the study. All information will be treated confidentially.

You will also find enclosed a self-addressed, postage paid envelope for your convenience.

A copy of the study will be placed in the Cook Library for your study.

Thank you for your cooperation.

Sincerely yours,



Jack McDonald
Physical Education Department

JM: pm
Enclosure

APPENDIX C

LETTER FROM PRESIDENT JAMES L. FISHER

President

September 19, 1977

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

Dear Mr. McDonald:

I am pleased to learn about the study that you are conducting and offer you both my support and encouragement.

What you are trying to ascertain in the study of "The Status of Physical Education Graduates of Towson State University" will provide useful information to others.

For those students who choose a physical education major and have since graduated from Towson it will provide an opportunity to express their ideas and offer some quantitative data about their preparation and education here. And for those students who hope to major in physical education, it will provide the base from which curriculum modifications can be made on their behalf.

I am hopeful that your student response is thorough and complete so that your study provides an evaluation base for future improvements at Towson State University. I wish you well.

Sincerely yours,

/s/ James L. Fisher

James L. Fisher

JLF:db

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