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PROFILES OF HIGH SCHOOL PRINCIPALS AND SUPERINTENDENTS, THEIR
SELECTED ATTITUDES TOWARD PHYSICAL EDUCATION AND ATHLETICS,
AND THE CURRENT STATUS OF PHYSICAL EDUCATION AND ATHLETICS
IN ARKANSAS HIGH SCHOOLS

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ARKANSAS HIGH SCHOOLS

by

Joyce C. Graening

A dissertation

submitted in partial fulfillment
of the requirements for the degree of
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ARKANSAS HIGH SCHOOLS

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Abstract

PROFILES OF HIGH SCHOOL PRINCIPALS AND SUPERINTENDENTS, THEIR SELECTED ATTITUDES TOWARD PHYSICAL EDUCATION AND ATHLETICS, AND THE CURRENT STATUS OF PHYSICAL EDUCATION AND ATHLETICS IN ARKANSAS HIGH SCHOOLS

Joyce C. Graening

This study examined the personal characteristics of Arkansas high school principals and superintendents, analyzed their professional attitudes toward physical education and athletics, and presented the current status of physical education and athletics in Arkansas high schools.

The following major conclusions were reached using questionnaire information from 66.1 percent of the 702 Arkansas high school principals and superintendents.

1. The Arkansas public high school principal was a forty-year old male with a bachelor's degree from an Arkansas college. Physical education was the major field of 41.2 percent of these degrees. Advanced degrees were held by 95.5 percent. The principals had been in education for sixteen years with five of these as a high school principal. A third or more of the principals were at one time physical education teachers (38%), athletic coaches (49%), athletic directors (34%), high school athletes (80%), and/or college athletes (38%).

2. The Arkansas superintendent was a forty-nine year old male with a bachelor's degree granted by an Arkansas

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college. Physical education was the major degree field of 36.9 percent of these degrees. Advanced degrees were held by 99.2 percent. The superintendents had been in education for twenty-four years with ten of these as a superintendent. The percentages of superintendents previously holding various educational positions were very similar to those of principals, except only 19 percent of the superintendents had been athletic directors.

3. Attitudinal data revealed the following results.

Principals were more favorable toward physical education than superintendents.

Principals of large school districts were more favorable toward physical education than principals of small districts.

Principals of the Northwest Region were more favorable toward athletics than principals of the Delta Region, but less favorable toward physical education than principals of both the Delta and Central/Southwest Regions.

Principals having physical education degrees were more favorable toward both athletics and physical education than principals without these degrees; superintendents having physical education degrees were more favorable toward physical education than superintendents without these degrees.

Both principals and superintendents with prior

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athletic coaching and/or athletic directing experience were more favorable toward both physical education and athletics than those without this experience.

4. In a majority of Arkansas high schools, physical education classes met daily for more than 225 minutes per week. Two years of physical education were most frequently required for graduation; grading and graduation credit for physical education was the same as for other classes. Athletics were often allowed as a substitution for physical education. Physical education classes had priority after school. Gate receipts were the main source of athletic funding. Coaches received higher salaries than physical education teachers.

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J. C. G.

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CHAPTER ONE

Introduction

The optimum development of the individual is a primary purpose of education. Rousseau (38) once said, "if we want to cultivate man's intelligence we must cultivate those things that man's intelligence is to govern--the arms and legs which are instruments of man's intelligence." Rousseau was not a physical educator, but he saw the need for physical exercise as a basic part of man's education. Most educators agree that the high school physical education program should reflect the objectives of general education. The program should be planned in relation to democratic values and in relation to the growth and development potential of the individual. To a degree the importance and success of the high school physical education program is dependent on the school's administrative leadership, the principal and the superintendent.

The Educational Policies Commission (67) has stated that athletics are an important part of the school physical education program and the experience of playing athletic games should be part of the education for all children and youth who attend school in the United States. The interscholastic athletic program is the direct responsibility of the school principal. The principal should have a sound

philosophy regarding the place of interscholastic athletics in education. This means a realization that the program is an educational one for the physically gifted students and not an entertainment program for the community. The principal must be a staunch and outspoken supporter of a sound program which recognizes educational values as more important than entertainment. Constant control and continuous effort on the part of the administration are necessary to assure maximum educational benefits from interscholastic athletics.

Nationwide and statewide studies show that the physical education and athletic programs in Arkansas do not meet the desired standards established by the Educational Policies Commission, prominent educators, and physical educators. Koldus (45), in his 1964 appraisal of the physical education programs in Arkansas, stated that there was a tendency on the part of the schools to be lax in the manner in which administrative practices were conducted concerning scheduling of classes, financial support, organization of classes, excuse procedures, and provision of facilities. According to a study by Montgomery (54) in 1979, the physical education programs in most Arkansas schools were lackluster and had a very limited scope. He further states that this lackluster atmosphere cannot be improved until an administrative commitment to physical education is created within a school system. Montgomery also feels that this problem

is due in part to the fact that most administrative leadership, particularly that of principals, comes from the ex-athletic ranks. These ex-athletes may let personal feelings interfere with their administrative attitudes toward physical education. He further stated that there also appears to be a lack of teaching enthusiasm from the teachers. This lack of interest coupled with the seeming lack of administrative concern add up to a poor atmosphere for physical education in the Arkansas schools.

Although there may be many and varied reasons for the poor physical education programs in Arkansas, one reason might be the lack of support for physical education and athletic programs in the schools from school administrators. A look at the personal profiles of Arkansas high school principals and superintendents and an evaluation of their attitudes toward selected items concerning the importance and role of physical education and athletics in the high schools, as well as a look at the current status of physical education and athletics in the high schools, might provide the physical educators in Arkansas with knowledge needed to improve the existing high school programs.

Purpose of the Study

It was the purpose of this study to examine the personal characteristics and professional attitudes of Arkansas high school principals and superintendents toward

physical education and athletics, as well as to determine the current status of physical education and athletics.

Specifically the purposes were:

1. to develop personal profiles of Arkansas high school principals and superintendents;
2. to determine, by selected items, the attitudes of superintendents and high school principals toward the importance of physical education and athletics in the high schools of Arkansas;
3. to determine if attitudinal differences were related to the size of the school district, geographic location of the school district, professional training of the administrators, and professional experience of the administrators; and
4. to determine the current status of physical education and athletics in the high schools of Arkansas.

Importance of the Study

Professional attitudes are important sources of information for educators. Keeping the educational system running smoothly and efficiently depends upon the knowledge, experience, and wise decision-making of the school administrators. Thus, analyzing the attitudes of the principals and superintendents toward physical education and athletics might enable educators to understand the policies and practices these administrators establish and support in

their schools.

In order to improve the physical education and athletic programs in Arkansas, these programs must be acceptable to the public they serve. According to Daly (21) the principal has the responsibility for placing physical education in its proper niche in the total school picture. Hall (39) reminds us that the superintendent has the overall responsibility for the development of programs and plans in the health, physical education, and recreation areas. A study of high school principals' and superintendents' attitudes regarding the importance of physical education and athletics in the high schools, as well as a look at the current status of these programs in the high schools, might provide information for administrators, coaches, teachers, and school board members about the place that the physical education classes and/or athletic programs hold and/or should hold in the total educational process of the school. This in turn could influence the budget support that the physical educators and coaches will have available. Physical educators might also use the information acquired in this study to determine what attitudes need to be reinforced or changed to help bring their philosophies and the administrators' philosophies more in line with the overall objectives of education.

Questions to be Investigated

1. What is the sex of the superintendents and high school principals in Arkansas?
2. What are the ages of the superintendents and high school principals in Arkansas?
3. What is the tenure of the superintendents and high school principals in their present positions?
4. What is the extent and nature of the professional training of superintendents and high school principals in Arkansas?
5. How many superintendents and high school principals have prior experience as physical education teachers?
6. How many superintendents and high school principals have prior experience as athletic coaches or athletic directors?
7. What are the superintendents' and high school principals' attitudes concerning the importance of physical education in the schools?
8. What are the superintendents' and high school principals' attitudes concerning the importance of athletics in the schools?
9. What are the superintendents' and high school principals' attitudes concerning the importance of athletics versus the importance of physical education in the schools?
10. What is the current status of the physical education and athletic programs in the Arkansas high schools?

Statement of Hypotheses

1. There will be no significant difference between the attitudes of high school principals and superintendents toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

2. There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the size of the school districts.

3. There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the geographic locations of the school districts.

4. There will be no significant difference between and within the groups of high school principals with or without physical education degrees and superintendents with or without physical education degrees in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs.

athletics in the high schools of Arkansas.

5. There will be no significant difference between and within the groups of high school principals with or without prior experience as athletic coaches and/or athletic directors and superintendents with or without prior experience as athletic coaches and/or athletic directors in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

Limitations of the Study

1. The population in the study was limited to the number of high school principals and superintendents that responded to the questionnaire.
2. The study was limited to information that could be obtained from the written questionnaire.
3. The accuracy of the information was dependent upon the responses given by the high school principals and superintendents.
4. The profile of the Arkansas high school principal and superintendent was limited to personal background, professional experiences, and individual attitudes. Therefore:

Factors related to personal background were limited to age, sex, and previous participation in athletics.

Factors related to professional training were limited to type of undergraduate and graduate degrees, colleges, and universities from which the degrees were earned, years the degrees were received, and major fields of study.

Factors related to professional experiences were limited to total years of educational experience and years of experience as superintendents, assistant superintendents, principals, assistant principals, physical education teachers, athletic coaches, and athletic directors.

5. The professional attitudes of the Arkansas high school principals and superintendents were limited to attitudes about physical education, athletics, and physical education vs. athletics.

6. The current status of the high school physical education and athletic programs in Arkansas was limited to information concerning graduation credit, frequency of class meetings, type of grading system, course substitutions, facility usage, hiring practices, program management, funding, salaries, and the need for a state curriculum.

Basic Assumptions

The following assumptions were made.

1. The statements within the questionnaire were indicative of current concerns in physical education and athletics.

2. The high school principals and superintendents

answered the questionnaires themselves.

3. The high school principals and superintendents were truthful in answering the questions.

Definition of Terms

Administrators--the combined group of superintendents and principals.

Average Daily Membership--the number of students served by the district (resident and non-resident) as reported by the Arkansas Department of Education in the Rankings of Arkansas School Districts on Selected Items, 1980.

Geographic Area--one of the three regions of the state of Arkansas, as determined by the Arkansas Department of Education in their research studies. The Northwestern Region (Region I) includes counties in the mountainous northern and western areas of the state that have a predominantly white population; most of this region is rural and culturally isolated from the population centers of the state. The major exception to this description is the area including Fayetteville and Springdale. The Delta Region (Region II) includes the eastern part of the state along the Mississippi River. At least ten counties in this region have school populations with black majorities. The Central/Southwest Region (Region III) contains the principal towns and urban centers. This region contains a

sizeable minority population although not as large as Region II.

High School--the final secondary school in the public school hierarchy that includes at least grades 10-12.

High School Principal--the administrative head of the high school, as designated in the 1982-83 Arkansas Education Directory.

Physical Education Service Program--the physical education activity program which includes the physical education classes required for graduation as well as the elective program; the physical education service program is available to all students in the school.

School District Size--the number of students in a school district determined by the average daily membership, as reported by the Arkansas Department of Education in the Rankings of Arkansas School Districts on Selected Items, 1980. Small school districts are designated as those having an average daily membership of less than 500. Those school districts having an average daily membership between 500 and 1500 inclusive are classified as medium size school districts. Large school districts have an average daily membership of greater than 1500 students.

Secondary School--a school or schools encompassing grades 7-12.

Superintendent--the chief administrative officer of

a school system, as designated in the 1982-83 Arkansas
Education Directory.

CHAPTER TWO

Review of Related Literature

Although no physical education studies were found with the same approach proposed in this study, a number of articles related to a particular part of the study were discovered and reviewed. This review of literature has been divided into the following four sections: (1) profiles of the high school principal, (2) profiles of the school superintendent, (3) the status of physical education in the schools, and (4) the status of athletics in the schools.

Literature Related to Profiles of the High School Principal

Several national and statewide studies have developed personal and professional profiles of high school principals.

National Studies

In 1947, the United States Office of Education (31) surveyed 715 high school principals in the United States. The results indicated:

1. The average age of the high school principal was 43.3 years.
2. The highest degree earned was most often the master's degree.
3. Most principals served in the state in which they

received their educational preparation.

4. The average number of years as a high school principal was nine, having been at their present principalship for an average of four years.

In 1961, the National Education Association (57) studied all the principals of the small (fewer than 300 students) high schools in the United States. The following information was revealed.

1. The average age of the high school principal was 40.4.
2. Men held 96.5 percent of the high school principalships.
3. Bachelor's degrees were held by 99.8 percent of the high school principals.
4. For 68.5 percent the highest degree earned was the master's degree.
5. Doctorates were held by .2 percent of the high school principals.

The National Association of Secondary School Principals (40) in 1963 attempted to survey all high school principals in the United States. A 70 percent return was achieved. The following results were indicated.

1. The median age of the high school principal was forty-four years; principals of urban schools were older.
2. Eighty-nine percent of the high school principals

were men.

3. The median number years of experience as a principal was 8-9 years, while most had been in their current positions 4-5 years.

4. Only 10 percent had a bachelor's as their highest degree; 3 percent had doctorates.

5. More than half of the principals surveyed had spent at least one year of their educational careers as an athletic coach or director.

6. In contrast to the general stereotype which suggested that the route to the principalship was through the position of athletic coach or director, the data showed that only 14 percent had served as full time coaches or athletic directors immediately prior to being appointed to their first principalship.

7. Thirty-six percent of the principals were secondary teachers just prior to assuming the principalship.

8. The undergraduate majors of the high school principal showed that 29 percent had degrees in humanities, 18 percent had degrees in physical science, 14 percent had degrees in social science, 12 percent had education degrees, and 11 percent had degrees in physical education.

9. Seventy percent of the high school principals had graduate degrees in educational administration.

In 1964, Tonelson (73) surveyed 306 principals of large (over 1,000 students) high schools which were members

of the Southern Association of Colleges and Secondary Schools. His findings revealed that:

1. Principals were male.
2. The median age of the high school principals was forty-seven.
3. The average principal had a master's degree plus one semester.
4. The most common undergraduate degrees held by the high school principals were in humanities, science, and math.

In 1964, the National Education Association (58) also did a study of grades K-12 principals in large schools (300 or more students). Their findings divulged that:

1. Men held 96.2 percent of the high school principalships.
2. The average age of the K-12 principal was forty-seven.
3. Master's degrees were held by 79.1 percent of the high school principals.

In a 1976 article about the principal as coach, Fish (32) stated that many school administrators can appreciate the leadership tactics of coaches from their own athletic experience. He also stated that 56 percent of the high school principals and 79 percent of the school superintendents were once coaches.

The last national study done by the National Association

of Secondary School Principals (13) on the senior high school principalship was conducted in 1977. A random sample of 1,600 principals was surveyed and a 70.6 percent return was received. The following profile was revealed.

1. Forty-four percent of the high school principals were between 40-49 years of age.
2. Ninety-three percent of the high school principals were male.
3. One percent of the high school principals had only a bachelor's degree as their highest degree; 9 percent had doctorates.
4. Twenty-six percent of the high school principals had undergraduate degrees in social science; 20 percent had degrees in science; 17 percent had degrees in physical education; 12 percent had degrees in education; and 12 percent had degrees in humanities.
5. Seventy-one percent of the high school principals had graduate degrees in educational administration.
6. Sixty-three percent of the high school principals had spent four years or more in their current positions.

Another national study in 1981 by Lovelady-Dawson (47) indicated that women made up 47 percent of all secondary teachers in the nation, yet held less than 3 percent of the secondary school principalships. In fact the number of female principals declined from 10 percent in 1965 to 7 percent in 1977.

Studies by Cross (19) in 1981 on principal effectiveness suggested that age, gender, training, and personality seemed to have a low correlation to their behaviors in the role of principal.

According to these national studies the average of the high school principal increased slightly over the years from early forties to late forties. The level of education of these high school principals steadily increased with each new study. The National Education Association's (57) 1961 study showed 68.5 percent of the high school principals held a master's degree and .2 percent held doctorates, while the National Association of Secondary School Principals' (13) 1977 study revealed that 99 percent of the high school principals had at least a master's degree and 9 percent had doctorates. All studies supported the fact that the high school principals were primarily male and the number of female high school principals had steadily decreased. Most of the studies indicated that the principals had held their present principalships for four years. Early studies revealed that the high school principals' undergraduate training was primarily in humanities and science, while later studies indicated that the most frequent undergraduate majors were in social science, science, and physical education. Graduate degrees were most often in educational administration.

Statewide Studies

Sparks (68) in 1955 surveyed 543 Kentucky high school principals to formulate a modern concept of the secondary principalship. His general conclusions were that most often:

1. The secondary principal was a man, forty-four years old.
2. The secondary principal held a master's degree.
3. The most common undergraduate major for the secondary school principal was in English or one of the social studies.
4. The average secondary principal had been in his present position for seven years.

A similar study was done by Goette (36) in Texas in 1959. He received a 53.6 percent return on questionnaires sent to 1,075 senior high school principals. The following information resulted.

1. The high school principal was a male, 42.2 years old.
2. The high school principal held bachelor's and master's degrees from a Texas college, and had done some work beyond the master's.
3. Fifty percent had served five years or more at their present assignment.

Berkley (10) abstracted information about Indiana high

school principals from a national survey which was conducted in 1963. He found the following results:

1. Principals were men 35-50 years old.
2. Ten percent of the high school principals had completed course work for the doctor's degree.
3. Most high school principals had been secondary teachers before assuming their first principalship.

Clarke (16) did a study within the framework of the 1963-64 National Association of Secondary School Principals' survey (40) to pick out the characteristics of the high school principalship in Kentucky. His findings indicated that:

1. Ninety percent of the high school principals had master's degrees; two percent had doctor's degrees.
2. Most high school principals had graduate majors in educational administration.

Dyer (28) surveyed 150 principals of three-year high schools in California in 1965. The following results were reported:

1. The high school principal was a male, forty-nine years of age.
2. The high school principal had an average of nine years of high school teaching experience.

Turner (74) surveyed the 108 senior high school principals of Louisiana during the 1968-69 school year. He received an 88.9 percent return on his questionnaire,

and from this information he developed the following profile of the typical high school principal in Louisiana.

1. Men held 93.7 percent of the high school principalships.

2. The median age of the high school principal was 50.2 years for large high schools, 48.3 years for medium high schools, and 49.4 years for small high schools.

3. Physical education, science, and social studies were the subjects most frequently taught prior to becoming principals.

4. The undergraduate majors most frequently chosen by the respondents were: social studies (30.5 percent), physical education (24.2 percent), science (20.0 percent), English (17.9 percent), and math (11.6 percent).

5. Graduate majors were most often in the area of administration and supervision (87.4 percent).

6. One hundred percent of the high school principals held bachelor's and master's degrees; only 1.1 percent had completed the doctorate.

7. Louisiana schools granted 86.3 percent of the undergraduate degrees and 61.1 percent of the graduate degrees.

8. The median years of experience as a high school principal was 11.6 years; they had spent 6.3 years at their current positions.

Paddock (60) compared the 1977 National Association of

Secondary School Principals' study (49) of secondary school principalships to a University of Oregon study of women administrators which was done at the same time. Results showed:

1. Women secondary principals were older than the men.
2. Women secondary principals were more likely to major in education at the undergraduate level than men, but only 47 percent of these women majored in educational administration at the graduate level while 71 percent of the men chose that major.

These statewide studies revealed that the high school principals were men, 42-50 years old. Most principals (90 percent in Kentucky to 100 percent in Louisiana) held master's degrees with graduate majors in educational administration. The high school principals had held tenure in their current schools for 5-7 years.

Arkansas Studies

A study to characterize the typical public, secondary school principal in Arkansas was done by Lynch (48) in 1953. He surveyed eighty-three secondary school principals and obtained the following results.

1. The typical secondary school principal was a male, thirty-nine years old.
2. The median number of years of college preparation for the secondary principal was five and half.

3. The undergraduate majors were most frequently social studies, English, and education.

4. Many of the secondary principals had done graduate work in educational administration or secondary education.

5. The typical secondary principal had been in his present position for four years.

The primary purpose of Martin's study (50) was to explore the professional preparation program for secondary school administrators at the University of Arkansas. This was a follow-up study of 124 master's degree graduates in secondary school administration from 1965-70. There was an 85 percent return on the questionnaire. Results showed that:

1. Twenty-two were currently secondary school principals.

2. Nine were assistant principals.

3. Twenty were superintendents.

4. Physical education was the most popular undergraduate major.

According to Lynch's (48) study, the Arkansas principals were thirty-nine years old, which was younger than both the national and the statewide studies revealed. The Arkansas principal most frequently had undergraduate degrees in social studies, English, and physical education and graduate degrees in educational administration. This

compares to the principals in the national studies who had undergraduate degrees in science, social science, humanities, and physical education and graduate degrees in educational administration. The Arkansas principal, like the principal in the national studies, held a four-year tenure in his present position.

Literature Related to Profiles of the School Superintendent

The superintendent is the chief executive officer of a school district. A number of national and statewide studies have tried to profile these superintendents according to personal and professional characteristics.

National Studies

The largest national study was conducted by the American Association of School Administrators (4) in 1960. The study attempted to survey 3,812 superintendents and received a 62.7 percent return. The following information was revealed.

1. The typical superintendent was a male, fifty-one years old, who had held his present position for eight years.
2. Ninety-eight percent of the superintendents held bachelor's degrees with majors in behavioral sciences (17.6 percent), education (16.8 percent), physical and biological sciences (14.8 percent), history (14.7 percent),

math (11.4 percent), English (8.6 percent), and physical education (3.0 percent).

3. Advanced degrees were held by 95.6 percent of the respondents (56.3 percent had master's degrees and 21.7 percent had a doctorate), with 95 percent having a graduate major in educational administration.

4. Two percent did not have an academic degree.

The American Association of School Administrators (5) did a follow-up study of school superintendents in 1968. These results, eight years after the first study, showed that:

1. Principalships had previously been held by 82.5 percent of the superintendents.

2. Doctorates were held by 21.3 percent of the respondents, 73.9 percent had master's degrees, and only .4 percent had no degrees.

The most recent study of school superintendents was done by the American Association of School Administrators (6) during the 1969-70 school year. This survey disclosed that:

1. Men held 98.7 percent of the superintendencies.

2. The average age of the superintendent was forty-eight years.

3. Principalships had been held by 70.6 percent of the superintendents.

4. Athletic coaching positions had been held by 79.1 percent of the superintendents.

5. Doctorates were held by 29.2 percent of the superintendents.

According to these national studies, the superintendents were 48-51 years old. The American Association of School Administrators' study (6) disclosed that 98.7 percent of the superintendents were men. The most frequent undergraduate degrees held by these superintendents were in behavioral, physical, and biological sciences and education; 95 percent of these superintendents had graduate degrees in educational administration. The American Association of School Administrators' (4) 1960 study revealed that 21.7 percent of the superintendents had doctorates. This number had increased to 29.2 percent ten years later in the American Association of School Administrators' (6) most recent study. The American Association of School Administrators (5) in 1968 found that 82.5 percent of the superintendents had formerly been principals, but in the American Association of Secondary School Administrators' (6) 1969-70 study only 70.6 percent had held principalships. These superintendents had held their present positions for eight years.

Statewide Studies

Fulmer (33) studied 596 Missouri superintendents in

1953. He found that 338 held master's degrees and the average superintendent had been in the same school district for four years.

Sparks (69) surveyed 117 Alabama superintendents in 1964. His results indicated that 88 percent had master's degrees.

Musemeche's study (56) in 1968 was designed to identify the characteristics of the typical school superintendent in Louisiana. An attempt was made to survey all sixty-six Louisiana superintendents; an 83.3 percent return was received. The following was revealed.

1. The median age of the superintendent in Louisiana was found to be 57.5 years with the largest districts having the superintendents with the youngest average age of fifty-two.

2. One hundred percent of the superintendents had bachelor's degrees with 98.2 percent of these degrees having been granted in physical and biological sciences (11 percent), history and political sciences (10 percent), English (9 percent), math (7 percent), and physical education (6 percent), from Louisiana institutions.

3. Master's degrees were held by 87.3 percent of the superintendents, with 86.8 percent of these degrees having been granted from Louisiana institutions; 80.8 percent of the graduate majors were in educational administration.

4. Doctorates were held by 7.3 percent of the superintendents.

The Louisiana superintendents were 57.5 years old, which was 6-7 years older than the national studies revealed. Fulmer's (33) Missouri superintendents had held a tenure of four years in their current positions, which compares to the eight year tenures of the superintendents in the national studies. Musemeche's (56) study of the Louisiana superintendents revealed that 7.3 percent of the superintendents had doctorates. This was far below the national figure of 29.2 percent.

Arkansas Studies

A few studies have been done profiling Arkansas superintendents. Tilley's study (72) investigated the status of the superintendents of schools in Arkansas who served during the 1960-61 school year by reviewing their professional preparation, professional experience, professional organization memberships, professional readings, and professional opinions about their educational training. One hundred randomly selected superintendents in Arkansas were sent questionnaires. An 81 percent response was obtained and the following results were revealed.

1. The range of ages of the superintendents of Arkansas schools was thirty-nine years; the youngest was twenty-six and the oldest was sixty-five. The median age

was 46.75.

2. All respondents held a bachelor's degree; 90.8 percent of these degrees were from Arkansas colleges.

3. The major fields of undergraduate study were social science (47 percent), science (15 percent), agriculture (14 percent), education (12 percent), and physical education (5 percent).

4. Advanced degrees had been completed by 80.5 percent of the superintendents; only one reported completion of a doctor's degree. Arkansas colleges granted 69.1 percent of these advanced degrees, while Tennessee granted 18.4 percent.

5. The major fields of graduate study showed that 80 percent of the superintendents had graduate majors in educational administration; 10.6 percent reported graduate majors in secondary education and 4 percent reported graduate majors in physical education.

6. Total years of educational experience ranged from 3-42 years with the median years of experience being twenty. Superintendents in large districts (1,000 and over) reported the most professional educational experience with a median of 25.75 years and the small districts (0-399) showing the least amount of experience with a median of 14.5 years.

7. Total years of experience as a superintendent ranged from 1-33 years with a median tenure of 8.32 years;

large districts showed a tenure of 12.12 years while small districts had a median of 6.93 years.

8. Years of experience as superintendent in their present system showed a median of 4.78 years. Of the superintendents in the large districts 31.6 percent reported ten or more years of experience in their present position, while only 11.1 percent of the superintendents in small districts had held the same length of tenure.

Fallis (30) randomly sampled one hundred Arkansas public school superintendents during the 1970-71 school year. Part of his study dealt with developing a personal profile. His results reflected:

1. The median age of the Arkansas superintendent was 48.4 years.

2. One hundred percent of the superintendents had bachelor's degrees; 94.8 percent of those degrees were earned in Arkansas. Their undergraduate degrees were in physical education (32.9 percent), social studies (23.4 percent), and biology (9.6 percent).

3. All responding superintendents but one held degrees beyond the bachelor's; 5.3 percent had doctorates with 60 percent of those graduate degrees coming from Arkansas institutions; 85.3 percent had graduate majors in educational administration.

4. Secondary principalships had been held by 45.4 percent of the superintendents for 5.9 years prior to

their superintendency.

5. The typical superintendent also had an average of 5.8 years experience as an athletic coach.

Snell's study (65) in 1971 was concerned with the identification of personality characteristics related to successful (those with lengthy tenures) superintendents in Arkansas. His personality profile revealed that the average Arkansas superintendent was much friendlier, much less dominant, more serious, more conscientious, more imaginative, and more conservative than the average Arkansas man.

Decker (23) in 1974 surveyed all public school superintendents in Arkansas. One aspect of his study was to obtain information about the personal characteristics of Arkansas administrators. These results included:

1. Forty-one percent of the superintendents fell into the 41-50 age category while 44 percent of the secondary principals were 31-40.

2. Males held 99.4 percent of the superintendencies and 96 percent of the secondary principalships.

3. Secondary principals were the most mobile; 62 percent of the secondary principals had held their present position for five years or less.

4. The largest percent (22) of superintendents had been in administrative work for 11-15 years. The largest percent (41) of secondary principals had been in administrative work for 1-5 years.

5. Twenty-seven percent of the superintendents and 30 percent of the secondary principals had undergraduate degrees in physical education.

6. Four percent of the superintendents had only a bachelor's degree; 76 percent had master's degrees as their final degree, while 13 percent had specialist's degrees and 2 percent had doctorates.

7. Only 18 percent of the superintendents and 24 percent of the secondary principals had received their highest degrees outside of Arkansas.

These Arkansas studies revealed that the superintendent's median age increased from 46.75 years in 1960 to 48.4 years in 1970. This was a little younger than the national age of 48-51. Tilley (72) in 1960 found that 90.8 percent of the superintendents' bachelor's degrees were granted by Arkansas colleges. By 1970, this number had increased to 94.8 percent. Tilley (72) also discovered that 5 percent of the superintendents had undergraduate degrees in physical education. Fallis (30) in 1970 found that 32.9 percent of the Arkansas superintendents had undergraduate degrees in physical education. This was a 27 percent increase in ten years. Decker (23) found in 1974 that 27 percent of the Arkansas superintendents had undergraduate degrees in physical education. In 1960, only 1 percent of the superintendents had doctorates compared to 5.3 percent in 1970, and 2 percent in 1974. This is much

below the national average of 29.2 percent. Arkansas colleges granted 69.1 percent of the advanced degrees in 1960 and 82 percent in 1974. Eighty to 85 percent of the superintendents had graduate degrees in educational administration compared to the national figure of 95 percent. The Arkansas superintendents had held their current positions for 4.78 years. Nationwide, this tenure was eight years.

Literature Related to the Status of Physical Education in the Schools

National Studies

According to the National Association of Secondary School Principals (67) the basic physical education program was designed to take students where they were and assist them in becoming more efficient in movement skills and appreciations. These experiences were arranged to provide sequence and continuity in the program for all students. Brownell (12) said that the increasing number of secondary school principals whose earlier preparation and experience encompassed certain aspects of physical education or athletics has helped to insure a significant place for these programs in the curriculum. Community pressures, however, have sometimes caused the principal to neglect his obligations to these important matters.

One of the administrative problems which must be solved by the principal and the physical educators

according to Werner (75) is that of excessive excuses in physical education classes. It is essential for the principal to assume the leadership responsibility for the development of a school policy on this matter.

Abernathy (1) stated that the activities most commonly substituted for physical education were: varsity sports, military training, band, drill team, driver's education, and cheerleading. Medical excuses, pressure from coaches, lack of facilities, and lack of time in the school day were also common reasons given for the substitutions, in addition to religious objections and parental excuses.

In an article in 1978 supporting the improvement of American fitness, Crase (18) stated that principals should have stood firmly behind required physical education. They should have insisted that all boys and girls, regardless of intervening variables, be allowed the opportunity to participate in the various movement forms. Waivers and/or substitutions should not have been allowed.

In 1958-59, the National Education Association (51) surveyed 866 high schools about graduation requirements. Sixty percent of those schools required credit in health and physical education to graduate.

The principal also has had the responsibility for providing the use of facilities for the instructional program without interference from other groups or programs. Many programs in physical education have deteriorated

because various groups have usurped the use of facilities, placing the instructional program in a frustrating position. An illustration of this according to Daughtrey (22) has been the conflict between the instructional physical education program and the athletic program. In many instances, during the last two periods in the school day members of the various athletic teams streamed through the physical education class to dress and in some instances completely took over these periods for practice.

Woelper (76) has suggested that as an integral part of the total education program, the area of physical education should have required the same precise considerations in class scheduling as those accorded other subjects. Sometimes, this established principle has either been ignored or forgotten by the person responsible for scheduling the physical education classes.

Hall (39) reported that the physical education classes varied from forty-five minutes to one hour. He also stated that some schools required sixteen units for graduation, but gave no graduation credit for physical education. If four years of physical education were required for graduation, then twenty high school units were required for graduation.

These national studies revealed that excessive excuses in physical education classes were a major administrative problem in the high schools. The activities most commonly

substituted for physical education were varsity sports, military training, band, drill team, driver's education, and cheerleading. The National Education Association's (51) study revealed that 60 percent of the high schools required credit in health and physical education to graduate. Hall (39) reported that these physical education classes varied from forty-five minutes to one hour. Daughtrey (22) also implied that during the last two periods in the school day, various athletic teams took over the facilities.

Statewide Studies

Jackson (43) in 1935 surveyed the principals of the 736 accredited high schools in Illinois. His findings included:

1. More than four-fifths of the accredited schools required physical education of all students.
2. Slightly more than one-half required eight semesters of physical education and gave graduation credit.
3. The majority of the schools had physical education classes which met twice a week.
4. More than one-third of the schools had forty minute periods for their physical education classes.
5. Forty percent of the varsity athletes were excused from physical education.

Jacks (42) studied the physical education programs in the secondary schools of Minnesota. Data for this study

were obtained from reports of the local school districts on file in the Minnesota State Department of Education in 1944. Findings included:

1. Twenty-two percent of the schools required physical education beyond the tenth grade for boys; 21 percent had this requirement for girls.

2. Only 9 percent required physical education more than two periods per week.

3. Seventy-six percent of the schools assigned sixty minutes to their physical education classes.

4. Use of letter grades A to F, or their percentage equivalents was the most popular method used among schools; the greatest number of schools giving no marks were the small schools.

Clapp (15) in 1945 surveyed the high schools in Illinois to determine the current status of physical education. His findings included:

1. Thirty-four percent of all physical education teachers in small schools (1-249 students) were also principals.

2. State laws required a daily period or minimum of 200 minutes per week of physical education; 47 percent of the schools were meeting this requirement for boys; 40 percent were meeting it for girls.

3. Sixty-eight percent for high school boys and 64 percent for high school girls were the percentages for

high schools offering credit toward graduation.

Dodson (25) reviewed the national survey of high school physical education which was done by the College Physical Education Association in 1956 in order to determine the status of North Carolina schools. He found that the North Carolina schools in general did not allow the substitution of another activity for physical education.

These statewide studies revealed that most states have some physical education graduation requirement. In Illinois the requirement was forty minute periods, while in Minnesota the classes were sixty minutes long. Most schools required physical education for two periods per week. In Illinois 40 percent of the varsity athletes were excused from physical education; North Carolina schools did not allow substitutions.

Arkansas Studies

Measel (53) in 1950 surveyed secondary schools in Arkansas about physical education for boys. The following conclusions were made.

1. Ninety-six percent of the schools complied with the state requirement of eighty minutes per week of physical education.

2. Physical education was generally recognized by administrators, teachers, parents, and students as being an integral part of total education; however, very few

school budgets made adequate appropriations for the physical education program.

3. Two-thirds of the schools overemphasized interscholastic athletics to the detriment of physical education.

4. Most schools offered one-fourth of a unit of credit per year for physical education.

Koldus (45) surveyed 501 secondary schools in Arkansas in 1963 about the status of their physical education programs. The return of 304 questionnaires revealed the following administrative practices.

1. Thirty-three percent of the schools did not allow substitutions for the physical education requirement.

2. Thirty-four percent of the schools required each student to take physical education every semester.

3. Seventy-two percent of the schools had a daily physical education schedule.

4. Eighty-two percent of the schools gave credit toward graduation for physical education.

5. Sixty-four percent of the schools used the same system for grading physical education as was used for other courses.

6. Eighteen percent of the schools used the advice of a physician as the only excuse from physical education class; 44 percent honored requests from parents, and 22 percent honored students' requests to be excused from

physical education classes.

7. As a rule, the schools placed more emphasis on the interscholastic athletic programs than on both the required physical education and the intramural programs.

DeVazier (24) in 1967 surveyed a sample of members of Lions, Rotary, Kiwanis, and Business and Professional Women's Clubs in Arkansas concerning their opinions about physical education, health, and recreation as a part of the total school program. Results indicated that:

1. If a few subjects had to be dropped from the school program, physical education should not be dropped.

2. Most respondents felt there should be a law requiring physical education each day for all students during a regular class period.

3. The civic club respondents were undecided about whether physical education grades were as important as any other grade.

4. The respondents felt that members of the band and varsity athletic teams did not obtain sufficient exercise to warrant being excused from physical education.

5. The respondents also felt that the time devoted to physical education could not be more profitably used studying other subjects.

These Arkansas studies indicated that 96 percent of the high schools required at least eighty minutes per week of physical education. Eighty-two percent of the high

schools gave graduation credit for physical education, which was higher than the national figure of 60 percent; many of these offered one-fourth of a unit of credit per year. Grading was the same for physical education as for other courses in 64 percent of the schools. Measel (53) and Koldus (45) both suggested that more emphasis has been placed on interscholastic athletic programs than on physical education programs in the Arkansas high schools. This was the same implication that Daughtrey (22) made in his national study.

Literature Related to the Status of Athletics in the Schools

National Studies

According to Snyder (67) the interscholastic athletic program was designed for the physically gifted student and has represented the highest level of interschool competition. All students with superior skills should have a place in this program, and there should be no detrimental effects to other aspects of physical education.

The interscholastic sports program should contribute to the physical education program. Eugene Thomas (70) at the National Conference on Secondary School Athletic Administration said that the board of education should declare its athletic program a part of the whole educational program. Varsity athletics should be a part of the whole

physical education program, and the principal must be given complete responsibility and authority for the athletic program of his school. As early as 1968, a court (Kelley vs. Metropolitan County Board of Education of Nashville) (17) pointed out that, ". . . it is universally recognized that a secondary school's athletic program is an integral part of the students' total educational experience."

Some feel the athletic program in many secondary schools has gotten out of bounds; it has been regarded by some individuals as more important than the general instructional program. In situations where this has occurred, suggested Abney and Greene (2), it has often been referred to as an example of the tail that wags the dog.

Athletic programs in United States high schools have become more competitive and more expensive than ever. Supporters of athletic programs have found nothing excessive in today's larger budgets for athletics. They believed that the programs were so beneficial that the money was well spent. One principal said that more people saw the band when it played at a football game than when it gave a concert in the auditorium.

Athletics has also been regarded as good education for the athletes involved. Proponents for athletics have argued that it can become a constructive and sometimes all consuming focus for adolescents who have been at loose ends. According to Yaffe (77) one of the most compelling arguments

in favor of athletic expenditures has been that sports have kept youngsters from dropping out of school.

Benefits have accrued not only to individual players but also to the whole school. Games do much, principals have said, to build school spirit. Athletics has been something that kids could identify with, whether or not they played or even went to the game.

Some people have worried about academic problems that can result from emphasis on big star sports. Yaffee (77) stated that a common example of this has been a principal who has changed a student's failing grade in order for the student to be eligible to play.

Snyder and Spreitzer (66) did a study in 1978 involving the preferential treatment of athletes in high school. A survey was made of 384 students from Michigan and Ohio attending an introductory sociology class at Bowling Green State University. Findings indicated that:

1. Forty-six percent of the male athletes and 33 percent of the female athletes felt that the athletes were considered more important than other students by school officials.

2. Thirty percent of the male non-athletes and 10 percent of the female non-athletes felt that athletes were considered more important than other students by school officials.

These national studies suggested that athletics in the American high schools have become excessive, more competitive, and more expensive than ever. Athletes have often received preferential treatment. Some respondents have argued that athletics are a part of the whole physical education program and that the athlete as well as the entire school benefits from the program.

Arkansas Studies

Results from DeVazier's study (24) of Arkansas civic leaders and their opinions toward physical education and athletics revealed that:

1. Respondents were undecided whether physical education teachers should be selected first for their coaching ability.
2. Respondents were undecided whether programs should be financed from school funds or gate receipts.
3. Respondents felt that athletic programs were a vital part of the school's total educational program.
4. Respondents were also undecided about whether too much time and money have been spent on school athletic programs for the number of students involved.

Yaffe (77) stated in his 1982 study that it is unlikely that the emphasis on high school athletic programs will be reduced in the foreseeable future. Too many forces have militated against change. He has suggested that as

long as professional athletes earn more than professors, colleges solicit high scorers, and tens of thousands of spectators flock to games, it is unrealistic to expect the schools to do anything but reflect public values and respond to public demands.

These Arkansas studies suggested that athletics were a necessary part of the educational program in the Arkansas high schools and although they may receive too much emphasis in many high schools, they have merely reflected the American society.

Summary of Literature Review

The results from this literature review indicated that the average high school principal was a man 40-50 years old with at least a master's degree in educational administration. He had been in his current position for approximately four years. The average superintendent was a man somewhat older than the high school principal; he was approximately 48-58 years old. Many of these superintendents had completed doctorates or other advanced degrees in educational administration and had held their current positions for four to eight years.

The literature written about the status of physical education and athletics in the high schools revealed that there has been competition between these two programs for facilities, time, and money for many years. Most high

schools required physical education for graduation, but many schools allowed other activities, most often athletics, to substitute for the physical education requirement. The literature suggested that there should be cooperation rather than competition between the high school physical education and athletic programs.

CHAPTER THREE

Procedures and Methods

The purposes of this study were: (1) to develop personal profiles of Arkansas high school principals and superintendents, (2) to determine by selected items the attitudes of the superintendents and high school principals toward the importance of physical education and athletics in the high schools of Arkansas, (3) to determine if attitudinal differences were related to the size of the school district, geographic location of the school district, professional training of the administrators, and professional experience of the administrators, and (4) to determine the current status of physical education and athletics in the high schools of Arkansas.

Questionnaire

After reviewing literature related to profiles of high school principals and superintendents, and studies concerning attitudes toward physical education and athletic programs, a questionnaire was constructed to gather personal profile, attitudinal, and current status information from all the public high school principals and superintendents in Arkansas as it concerns physical education and athletics. A sample of eight administrators in Washington County, Arkansas, was selected for a pilot study using this

questionnaire. They were asked to answer the entire questionnaire, then write suggested improvements for or additions to the questionnaire to make it a stronger and more definitive instrument. Most of these administrators were personally interviewed to find out their reactions to the questionnaire. A feedback from this pilot study was used to revise the questionnaire by adding some questions, deleting some questions, and including additional options to certain existing questions. A copy of the questionnaire is found in Appendix A.

Sample Population

The sample for this study consisted of all public high school principals and superintendents listed in the Arkansas Education Directory 1982-83. This group of 702 administrators included 333 high school principals and 369 superintendents. In some school districts, the superintendent also served as the high school principal. In order to avoid duplication, data collected from these dual administrators were treated in the superintendents' category. A 66.1 percent return was received.

Procedures for Collecting Data

The revised questionnaire, along with a stamped, return-addressed envelope and a brief cover letter was sent to each public high school principal and superintendent

listed in the Arkansas Education Directory 1982-83. A copy of the cover letter is found in Appendix B. A section of the questionnaire requesting information concerning the current status of the physical education and athletic programs in the Arkansas high schools was also included for the high school principals. The questionnaire was marked with an identification number, so that as they were returned they could be categorized as principal or superintendent and according to geographic region and size of the school district.

The state of Arkansas was partitioned into three distinct regions, as determined by the Arkansas Department of Education in their research studies. Region I included the counties in the mountainous northern and western sections that had a predominantly white population; most of this region was rural and culturally isolated from the population centers of the state. The major exception to this description was the area including Fayetteville and Springdale. Region II included the eastern part of the state along the Mississippi River, frequently referred to as the Arkansas Delta Region. At least ten counties in this region had school populations with black majorities. Region III included the southern and central areas of the state and contained the larger towns and urban centers. This region contained a sizable minority population although not as large as in Region II. A map of the state with

specific region designations is found in Appendix C.

School districts were placed in one of three categories based on the average daily membership of students enrolled in grades K-12 as reported by the Arkansas Department of Education in the 1980 publication, Rankings of Arkansas School Districts on Selected Items. Small school districts (S) were designated as those having an average daily membership less than 500. Those school districts having average daily membership between 500 and 1,500 inclusive were classified as medium size school districts (M). Large school districts (L) had average daily membership of greater than 1,500 students.

Table 1 shows the number of school districts that were contained in each of the nine cells in the matrix.

Table 1
Total Number of School Districts (Public
and Private) by Region of State and
Size of School District

	Region I Northwest	Region II Delta	Region III Central/Southwest
Small n < 500	96	29	54
Medium 500 ≤ n ≤ 1,500	60	39	35
Large n > 1,500	21	21	26

Three weeks after the first mailing, a follow-up letter was mailed to the public high school principals and superintendents who failed to respond to the initial mailing. A copy of this follow-up letter is found in Appendix D.

Analyses of Data

A summary of the responses to the background information on the questionnaire was made using descriptive statistics and personal profiles were developed for the high school principals and superintendents.

The professional attitude data were collected by asking each respondent to circle one of five possible choices on the questionnaire as follows: SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), and SD (Strongly Disagree). The scoring was done on a scale of 1 to 5 with 5 always having been assigned to the most favorable answer to each question according to the generally accepted attitudes of physical educators and athletic directors. Questions 1, 2, 3, 4, 7, and 16 dealt with attitudes toward physical education and were scored positively from the physical educator's viewpoint. Questions 6, 9, 11, and 13 dealt with attitudes toward athletics and were scored positively from the athletic director's viewpoint. Questions 5, 8, 10, 14, and 15 dealt with attitudes toward physical education vs. athletics and were scored positively

from the physical educator's viewpoint.

Attitudes expressed on the questionnaire were tabulated and average scores for both the high school principals and superintendents were computed for each of the subscales: physical education, athletics, and physical education vs. athletics. Comparisons, using the two-tailed t-test statistical procedure, were then made for each group with regard to the following variables: (1) geographic area, (2) size of the school district, (3) backgrounds with or without physical education degrees, and (4) backgrounds with or without prior experience as athletic directors and/or coaches. The two-tailed t-test from a statistical package developed by James Bolding for the Apple IIe Computer was used to determine if there was a statistically significant difference in the attitudes between and within the groups of high school principals and superintendents for each of the subscales with regard to the four variables. The .05 level of significance was established as the acceptance level.

A profile of the current status of the high school physical education and athletic programs in Arkansas was developed from a summary of the principals' responses to the current status section of the questionnaire. This information has been presented using descriptive statistics in tabular form.

CHAPTER FOUR

Data Analyses and Discussion

The purpose of this study was to examine the personal characteristics and professional attitudes of Arkansas public high school principals and superintendents toward physical education and athletics in the Arkansas high schools, as well as to determine the current status of physical education and athletics in the Arkansas high schools. Data for this study were collected using a questionnaire which was sent to 702 Arkansas public high school principals and superintendents. Four hundred sixty-four administrators answered the questionnaire for a 66.1 percent return. The respondents included 201 principals and 263 superintendents.

The results of this study are presented in this chapter in three parts: (1) personal profiles of Arkansas public high school principals and superintendents; (2) professional attitudes of Arkansas public high school principals and superintendents toward physical education and athletics; and (3) current status of physical education and athletics in the public high schools of Arkansas.

Part 1. Profiles of the Arkansas Public
High School Principals and
Superintendents

The completed questionnaire contained background information items from which personal profiles of the high school principals and superintendents were developed. Responses were received from 60.4 percent of the high school principals and 71.3 percent of the superintendents.

Sex

Of the respondents, 98.4 percent of the high school principals and 99.2 percent of the superintendents were men. A study by Decker (23) in 1974 about personal characteristics of Arkansas administrators revealed that 96 percent of the secondary principals and 99.4 percent of the superintendents were male.

Age

Table 2 shows the ages of the Arkansas high school principals and superintendents, 1983. The principals' ages ranged from twenty-nine to sixty-six years with a median age of forty years and a mean age of 41.9 years, making the Arkansas principal only one year older than the Arkansas secondary school principal in Lynch's (48) 1953 study. The range in ages of the Arkansas superintendents was forty-six years with the youngest reported to be twenty-eight years old and the eldest reported to be seventy-four years old. With a median age of forty-nine years and a mean age of

48.4 years, the superintendent in Arkansas is approximately nine years older than the high school principal. Fallis (30) in 1971 reported the median age of the Arkansas superintendents to be 48.4 years; this has changed very little in twelve years.

Table 2
Ages of Arkansas High School Principals
and Superintendents, 1983

Age	Principals		Superintendents	
	Number	Percentage	Number	Percentage
25-29	1	.5	1	.4
30-34	22	11.1	7	2.7
35-39	65	32.8	32	12.2
40-44	41	20.7	45	17.2
45-49	34	17.2	54	20.6
50-54	20	10.1	59	22.5
55-59	11	5.6	41	15.6
60-64	2	1.0	21	8.0
65-69	2	1.0	1	.4
70-74	0	0.0	1	.4
Total	198	100.0%	262	100.0%
Age Range	29-66		28-74	
Median Age	40		49	
Mean Age	41.9		48.4	

Undergraduate Degrees

All respondents of this study held bachelor's degrees. Of these, 41.2 percent of the high school principals and 36.9 percent of the superintendents had undergraduate degrees in physical education. Arkansas colleges and universities granted bachelor's degrees to 88.1 percent of the high school principals and 87 percent of the superintendents. In Decker's (23) 1974 study of Arkansas administrators, it was revealed that 30 percent of the secondary principals and 27 percent of the superintendents had undergraduate degrees in physical education.

Graduate Degrees

Table 3 shows the highest degrees earned by the high school principals and superintendents in Arkansas. Degrees beyond the bachelor's degrees were reported by 95.5 percent of the high school principals and 99.2 percent of the superintendents. Doctor's degrees were held by 3.5 percent of the high school principals and 12.2 percent of the superintendents. For 60.2 percent of the high school principals and 72.2 percent of the superintendents, educational administration was the graduate major. Arkansas colleges and universities awarded 77.1 percent of the highest degrees to the principals and 70 percent of the highest degrees to the superintendent.

Table 3
 Highest Degrees Earned by Arkansas High
 School Principals and Superintendents,
 1983

Highest Degree	Principals		Superintendents	
	Number	Percentage	Number	Percentage
Doctorate	7	3.5	32	12.2
Education Specialist or Master's + 30 hours	46	23.2	76	28.9
Master's	136	68.7	153	58.2
Bachelor's	9	4.5	2	.8
Total	198	99.9%*	263	100.1%*

* % do not total 100% due to rounding

Total Years of Professional Education
Employment Experience

Table 4 shows the total years of professional education employment experience of the Arkansas high school principals and superintendents. The professional education employment experience of the high school principal ranged from 3-42 years with a median of sixteen years and mean of eighteen years of experience. The professional education employment experience of the superintendents ranged from 5-50 years with a mean and median of twenty-four years of experience.

Table 4
 Professional Education Employment Experience
 of the Arkansas High School Principals
 and Superintendents

Years of Experience	Principals		Superintendents	
	Number	Percentage	Number	Percentage
0-4	3	1.5	0	0.0
5-9	20	10.0	7	2.7
10-14	51	25.5	29	11.0
15-19	59	29.5	44	16.7
20-24	27	13.5	55	20.9
25-29	21	10.5	62	23.6
30-34	10	5.0	44	16.7
35-39	7	3.5	19	7.2
40-44	2	1.0	1	.4
45-49	0	0.0	1	.4
50-54	0	0.0	1	.4
Total	200	100.0%	263	100.0%
Range of Years	3-42		5-50	
Median Years	16		24	
Mean Years	18		24	

Tilley's (72) 1961 study of Arkansas superintendents showed that the total years of educational employment experience for the Arkansas superintendents ranged from 3-42 years with the median years of experience being twenty. The 1983 Arkansas superintendent has had four

more years of professional education employment experience than the 1961 Arkansas superintendent.

Education Positions Held by High School Principals

Table 5 shows various education positions held by Arkansas high school principals prior to assuming their current positions. Data showed that 24 percent of the high school principals had been assistant high school principals; 37.5 percent had been physical education teachers; almost half, 49 percent, at one time in their educational career had been athletic coaches; and 33.5 percent had been athletic directors.

Table 5

Education Positions Held by Arkansas High School Principals

Position	Number	Percentage
Assistant High School Principal	48	24.0
Physical Education Teacher	75	37.5
Athletic Coach	98	49.0
Athletic Director	67	33.5

Education Positions Held by Superintendents

Only 19.8 percent of the superintendents had held the position of assistant superintendent prior to their current

superintendency; 76 percent had previously been high school principals, but only 10.6 percent had been assistant high school principals; 35.7 percent of the superintendents had prior experience as physical education teachers. Over half, 51 percent, of the Arkansas superintendents had been athletic coaches, while only 19.4 percent had previous experience as athletic directors. Table 6 shows some of the various education positions held by Arkansas superintendents prior to their current positions.

Table 6
Education Positions Held by Arkansas
Superintendents

Postion	Number	Percentage
Assistant Superintendent	52	19.8
High School Principal	200	76.0
Assistant High School Principal	28	10.6
Physical Education Teacher	94	35.7
Athletic Coach	134	51.0
Athletic Director	51	19.4

In a 1971 study by Fallis (30), it was reported that 45.4 percent of the superintendents had been secondary principals and that the typical superintendent also had 5.8 years of experience as an athletic coach.

Years of Experience as a High
School Principal

The data indicate a range of 0-30 total years of service as a high school principal both inside and outside of Arkansas with a median of five years and a mean of 6.9 years for the Arkansas high school principals. Table 7 reveals the total years of experience as a high school principal reported by the Arkansas high school principals.

Years of Experience as a Superintendent

Tenure as a superintendent both inside and outside of Arkansas ranged from 0-46 years. The data collected from the Arkansas superintendents indicated a median of 10 and a mean of 10.9 years of total experience as a superintendent. Tilley's (72) study of Arkansas superintendents in 1961 revealed that the total years of experience for superintendents ranged from 1-33 years with a median tenure of 8.32 years. These data indicated that the current Arkansas superintendents had on the average two years more experience as superintendent. Table 8 shows the total years of experience as a superintendent both inside and outside of Arkansas as reported by the Arkansas superintendents.

Years of Experience as High School
Principal in Arkansas

The information given in Table 9 reveals that the

Table 7

Total Years of Experience as a High School
Principal Both Inside and Outside of
Arkansas as Reported by the Arkansas
High School Principals

Years of Experience	Number	Percentage
*0- 2	50	25.0
3- 5	52	26.0
6- 8	32	16.0
9-11	25	12.5
12-14	17	8.5
15-17	16	8.0
18-20	3	1.5
21-23	0	0.0
24-26	2	1.0
27-29	2	1.0
30-32	1	.5
Total Reporting	200	100.0%
Range of Years	0-30	
Median Years	5	
Mean Years	6.9	

* High school principals beginning their first year of service as a high school principal reported 0 years of experience.

Table 8

Total Years of Experience as a Superintendent
Both Inside and Outside of Arkansas as
Reported by Arkansas Superintendents

Years of Experience	Number	Percentage
*0- 2	40	15.2
3- 5	37	14.2
6- 8	38	14.4
9-11	39	14.8
12-14	35	13.3
15-17	28	10.6
18-20	15	5.7
21-23	10	3.8
24-26	8	3.0
27-29	3	1.1
30-32	7	2.7
33-35	2	.8
36-38	0	0.0
39-41	0	0.0
42-44	0	0.0
45-47	1	.4
Total Reporting	263	99.9%**
Range of Years	0-46	
Median Years	10	
Mean Years	10.9	

* Superintendents beginning their first year of service as superintendents reported 0 years of experience.

** % does not total 100% due to rounding.

responding principals have been high school principals in Arkansas schools for a range of 0-30 years with a median of 4 and a mean of 5.2 years.

Table 9

Total Years of Experience Reported by Arkansas
High School Principals as High School
Principals in Arkansas

Years of Experience	Number	Percentage
*0- 2	87	43.5
3- 5	37	18.5
6- 8	28	14.0
9-11	20	10.0
12-14	8	4.0
15-17	14	7.0
18-20	2	1.0
21-23	0	0.0
24-26	2	1.0
27-29	1	.5
30-32	1	.5
Total Reporting	200	100.0%
Range of Years	0-30	
Median Years	4	
Mean Years	5.2	

* Principals beginning their first year of service as a high school principal in Arkansas reported 0 years of experience.

Years of Experience as a Superintendent
in Arkansas

The data revealed a range of 0-46 years of experience as a superintendent in Arkansas school systems. There was a median of 7.5 and a mean of 8.8 years of tenure as an Arkansas superintendent (Table 10).

Years of Experience as Principal in
Present School

Table 11 indicates that the Arkansas high school principals have been in their present positions for 0-25 years with a median of 2 and a mean of 3.7 years. Lynch (48) in 1953 reported that the typical secondary principal had been in his present position for four years.

Years of Experience as Superintendent
in Present School System

Table 12 shows a range of 0-46 years of experience with a median of 3 and a mean of 5.7 years for superintendents in their present school district. One superintendent reported that he had been superintendent for forty-six years and had spent this tenure in the same Arkansas school district. Tilley (72) reported in 1961 that the Arkansas superintendent had spent a median tenure of 4.78 years in his present school district. This was 1.72 years longer than the current data indicated.

Table 10
 Total Years of Experience Reported by
 Arkansas Superintendents as a
 Superintendent in Arkansas

Years of Experience	Number	Percentage
*0- 2	76	28.9
3- 5	38	14.4
6- 8	32	12.2
9-11	36	13.7
12-14	24	9.1
15-17	20	7.6
18-20	13	4.9
21-23	10	3.8
24-26	5	1.9
27-29	1	.4
30-32	5	1.9
33-35	2	.8
36-38	0	0.0
39-41	0	0.0
42-44	0	0.0
45-47	1	.4
Total Reporting	263	100.0%
Range of Years	0-46	
Median Years	7.5	
Mean Years	8.8	

* Superintendents beginning their first year of service as an Arkansas superintendent reported 0 years of experience.

Table 11
 Years of Experience as High School
 Principal in Present School

Years of Experience	Number	Percentage
*0- 2	114	57.0
3- 5	34	17.0
6- 8	20	10.0
9-11	15	7.5
12-14	6	3.0
15-17	6	3.0
18-20	4	2.0
21-23	0	0.0
24-26	1	.5
Total Reporting	200	100.0%
Range of Years	0-25	
Median Years	2	
Mean Years	3.7	

*Principals beginning their first year of experience in their current schools reported 0 years of experience.

Table 12
 Years of Experience as Superintendent
 in Present School District

Years of Experience	Number	Percentage
*0- 2	118	44.9
3- 5	40	15.2
6- 8	38	14.4
9-11	25	9.5
12-14	17	6.5
15-17	11	4.2
18-20	6	2.3
21-23	2	.8
24-26	0	0.0
27-29	1	.4
30-32	4	1.5
33-35	0	0.0
36-38	0	0.0
39-41	0	0.0
42-44	0	0.0
45-47	1	.4
Total Reporting		
Range of Years	0-46	
Median Years	3	
Mean Years	5.7	

* Superintendents beginning their first year of experience in their present position reported 0 years of experience.

** % does not total 100% due to rounding.

Experience as an Interscholastic and/or
Intercollegiate Athlete

Experience as a high school athlete was reported by 79.6 percent of the Arkansas high school principals and 80.6 percent of the Arkansas superintendents. College athletic experience was also reported by 38.3 percent of high school principals and 37.6 percent of the superintendents. Table 13 shows the former athletic experience of the Arkansas high school principals and superintendents.

Table 13

Experience as an Interscholastic and/or
Intercollegiate Athlete

Level of Athletics	Principals		Superintendents	
	Number	Percentage	Number	Percentage
Interscholastic	160	79.6	212	80.6
Intercollegiate	77	38.3	99	37.6

Tables 14 and 15 show the numerical data which summarizes the major results contained in the profiles of the Arkansas high school principals and superintendents.

Part 2. Professional Attitudes of Arkansas
Public High School Principals and
Superintendents Toward Physical
Education and Athletics

Data for Part 2 of the study were collected from the professional attitudes section of the questionnaire (see

Table 14

A Summary of Numerical Profile Data of
the Principal and Superintendent
Including the Range of Years,
Medians and Means

Category	Principals				Superintendents			
	Low	High	Median	Mean	Low	High	Median	Mean
Age	29	66	40	41.9	28	74	49	48.4
Years in Professional Education	3	42	16	18.0	5	50	24	24.0
Years as High School Principal	0	30	5	6.9	-	-	-	-
Years as Arkansas Principal	0	30	4	5.2	-	-	-	-
Years as Superintendent	-	-	-	-	0	46	10	10.9
Years as Arkansas Superintendent	-	-	-	-	0	46	7.5	8.8
Years in Present Position	0	25	2	3.7	0	46	3	5.7

Table 15
 A Summary of Number and Percentage
 Profile Data of the Principals
 and Superintendents

Category	Principals		Superintendents	
	Number	Percentage	Number	Percentage
Male	185	98.4	247	99.2
Bachelor's Degree in Physical Education	83	41.2	97	36.9
Bachelor's Degree in Arkansas	177	88.1	229	87.0
Highest Degree in Arkansas	155	77.1	184	70.0
Highest Degree in Education Administration	121	60.2	190	72.2
Doctor's Degree	7	3.5	32	12.2
Assistant Principal	48	24.0	28	10.6
Physical Education Teacher	75	37.5	94	19.4
Athletic Coach	98	49.0	134	51.0
Athletic Director	67	33.5	51	19.4
Participation in High School Sports	160	79.6	212	80.6
Participation in College Sports	77	38.3	99	37.6
High School Principal	-	-	200	76.0
Assistant Superin- tendent	-	-	52	19.8

Appendix A). Respondents were asked to circle one of five possible choices for each of sixteen questions as follows: SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), and SD (Strongly Disagree). The scoring was done on a scale of one to five with five designated the most favorable answer to each question according to the generally accepted attitudes of physical educators and athletic directors. Questions 1, 2, 3, 4, 7, and 16 dealt with attitudes toward physical education and were scored positively from the physical educator's viewpoint. Questions 6, 9, 11, and 13 dealt with attitudes toward athletics and were scored positively from the athletic director's viewpoint. Questions 5, 8, 10, 14, and 15 dealt with attitudes toward physical education versus athletics and were scored positively from the physical educator's viewpoint.

Attitudes expressed on the questionnaire were tabulated and average scores for both the high school principals and superintendents were computed for each of the subscales which included: physical education, athletics, and physical education versus athletics. Comparisons were then made for each group with regard to the following variables: (1) geographic area, (2) size of the school district, (3) backgrounds with or without physical education degrees, and (4) backgrounds with or without prior experience as athletic directors and/or athletic coaches.

Specifically the following hypotheses were tested:

1. There will be no significant difference between the attitudes of high school principals and superintendents toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

2. There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the size of the school districts.

3. There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the geographic location of the school districts.

4. There will be no significant difference between and within the groups of high school principals with or without physical education degrees and superintendents with or without physical education degrees in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical

education vs. athletics in the high schools of Arkansas.

5. There will be no significant difference between and within the groups of high school principals with or without prior experience as athletic coaches and/or athletic directors and superintendents with or without prior experience as athletic coaches and/or athletic directors in their attitudes toward the importance of physical education vs. athletics in the high schools of Arkansas.

Each hypothesis was tested via computer analysis of the data using a two-tailed t-test. The .05 level of significance was established as the acceptance level. The findings have been presented in tabular form with accompanying descriptions. The hypotheses and the findings that support accepting or rejecting each of the hypotheses are described below.

Hypothesis 1

There will be no significant difference between the attitudes of high school principals and superintendents toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

The results of Hypothesis 1 are presented in Table 16. There were observed differences between principals and superintendents on each of the three subscales. However,

the only significant difference in attitudes between principals and superintendents was on the physical education subscale. The principals' mean of 22.59 was significantly higher than the superintendents' mean of 21.15. This suggested that the principals had a more favorable attitude toward physical education than the superintendents.

Table 16

Means and T-values for Principals and Superintendents on the Subscales of Physical Education, Athletics, and Physical Education vs. Athletics

Subscales	Principals N = 201.		Superintendents N = 263		T-value
	Mean	SD	Mean	SD	
Physical Education	22.59	3.53	21.15	3.83	4.1983*
Athletics	12.26	2.73	12.40	2.30	.5858
Physical Education vs. Athletics	21.50	3.50	20.92	2.99	1.8830

* Significant at the .05 level

Hypothesis 2

There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the size of the school districts.

As was noted in Chapter III, the size categories were established based on average daily membership of the district and the following definitions:

Small (S)	less than 500
Medium (M)	between 500 and 1500 inclusive
Large (L)	more than 1500

Table 17 shows the results of Hypothesis 2 for the principals and Table 18 shows the results of Hypothesis 2 for the superintendents. Based on size of the school districts, the only significant difference in attitudes of the high school principals was on the physical education subscale between principals of small and large school districts. The large school district principals' mean of 23.59 was significantly higher than the small school district principals' mean of 21.75. This suggested that the high school principals of the large school districts had a more favorable attitude toward physical education than the high school principals of the small school districts.

Although differences between and within the groups of superintendents on each of the three subscales based on the size of the school districts were observed, there were no significant differences in attitudes between any group pairings of the superintendents. This suggested that size of school district was not related to the attitudes of the

Table 17

**Principals' Subscale Means and T-values
Based on School District Size**

Subscales	S (N = 61)		M (N = 85)		L (N = 54)		T-value
	Mean	SD	Mean	SD	Mean	SD	
Physical Education	21.75	3.57	22.55	3.51	-	-	1.3471
	21.75	3.57	-	-	23.59	3.35	2.8380*
	-	-	22.55	3.51	23.59	3.35	1.7341
Athletics	12.49	2.93	11.89	2.94	-	-	1.2132
	12.49	2.93	-	-	12.63	2.02	.2899
	-	-	11.89	2.94	12.63	2.02	1.6113
Physical Education vs. Athletics	21.39	3.70	21.61	3.33	-	-	.3729
	21.39	3.70	-	-	21.33	3.51	.0891
	-	-	21.61	3.33	21.33	3.51	.4708

* Significant at the .05 level

Table 18
 Superintendents' Subscale Means and T-values
 Based on School District Size

Subscales	S (N = 108)		M (N = 98)		L (N = 57)		T-value
	Mean	SD	Mean	SD	Mean	SD	
Physical Education	21.30	3.70	21.07	4.30	-	-	.4033
	21.30	3.70	-	-	21.00	3.25	.5095
	-	-	21.07	4.30	21.00	3.25	.1087
Athletics	12.45	2.32	12.32	2.41	-	-	.4169
	12.45	2.32	-	-	12.42	2.10	.0888
	-	-	12.32	2.41	12.42	2.10	.2731
Physical Education	21.28	3.14	20.61	2.99	-	-	1.5522
	21.28	3.14	-	-	20.75	2.63	1.0740
	-	-	20.61	2.99	20.75	2.63	.2978

superintendent toward athletics, physical education, and physical education vs. athletics.

Hypothesis 3

There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the geographic locations of the school districts.

As was noted in Chapter III, the state of Arkansas was partitioned into three distinct regions. Region I included the counties in the mountainous northern and western sections; Region II included the eastern part of the state along the Mississippi River, frequently referred to as the Arkansas Delta Region; and Region III included the southern and central areas of the state.

The results of Hypothesis 3 are shown in Table 19 for the principals and Table 20 for the superintendents. The principals of the Northwest Region had a more favorable attitude toward athletics than did the principals of either the Delta or the Central/Southwest Regions. In fact the Northwest principals' mean of 12.73 was significantly higher than the Delta principals' mean of 11.74.

In comparison, the principals of the Northwest Region

Table 19
 Principals' Subscale Means and T-values
 Based on the School Districts'
 Geographic Location

Subscales	Northwest N = 93		Delta N = 93		Central/Southwest N = 54		T-value
	Mean	SD	Mean	SD	Mean	SD	
Physical Education	21.78	3.45	23.23	3.26	-	-	2.4765*
	21.78	3.45	-	-	23.35	3.71	2.5836*
	-	-	23.23	3.26	23.35	3.71	.1857
Athletics	12.73	2.91	11.74	2.35	-	-	2.1250*
	12.73	2.91	-	-	12.02	2.66	1.4770
	-	-	11.74	2.35	12.02	2.66	.5817
Physical Education vs. Athletics	21.23	3.44	22.34	3.78	-	-	1.8153
	21.23	3.44	-	-	21.04	3.14	.3313
	-	-	22.34	3.78	21.04	3.14	1.9403

* Significant at the .05 level

Table 20
 Superintendents' Subscale Means and T-values
 Based on the School Districts'
 Geographic Location

Subscales	Northwest N = 129		Delta N = 60		Central/Southwest N = 74		T-value
	Mean	SD	Mean	SD	Mean	SD	
Physical Education	21.10	3.66	21.15	4.19	-	-	.0821
	21.10	3.66	-	-	21.23	3.88	.2363
	-	-	21.15	4.19	21.23	3.88	.1141
Athletics	12.57	2.11	12.82	2.45	-	-	.6994
	12.57	2.11	-	-	11.74	2.39	2.5715*
	-	-	12.82	2.45	11.74	2.39	2.5565*
Physical Education vs. Athletics	21.02	2.74	21.10	3.31	-	-	.1842
	21.02	2.74	-	-	20.59	3.13	.9984
	-	-	21.10	3.31	20.59	3.13	.9053

* Significant at the .05 level

(mean of 21.78) had a significantly less favorable attitude toward physical education than did the principals of both the Delta (mean of 23.23) and the Central/Southwest Regions (mean of 23.35).

Although there were observed differences between and within the groups of superintendents on each of the three subscales based on the geographic location of the school districts, the only significant differences were found in attitudes toward athletics. The scores of the superintendents of the Central/Southwest Region (mean of 11.74) were significantly lower than the scores of the superintendents in both the Northwest (mean of 12.57) and the Delta (mean of 12.82) Regions. This suggested that the superintendents of the Central/Southwest Region are much less favorable toward athletics than the superintendents in the rest of the state.

Hypothesis 4

There will be no significant difference between and within the groups of high school principals with or without physical education degrees and superintendents with or without physical education degrees in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

The results of Hypothesis 4 are shown in Table 21 for

Table 21
 Subscale Means and T-values for
 Principals With and Without
 Physical Education Degrees

Subscales	With Degrees N = 83		Without Degrees N = 117		T-values
	Mean	SD	Mean	SD	
Physical Education	23.72	3.09	21.78	3.62	3.9743**
Athletics	12.73	2.69	11.93	2.73	2.0631*
Physical Education vs. Athletics	21.23	3.47	21.73	3.52	.9905

* Significant at the .05 level

** Significant at the .01 level

the principals and Table 22 for the superintendents. The high school principals with physical education degrees had a mean of 12.73 on the athletic subscale which was significantly higher at the .05 level than the mean of 11.93 of the high school principals without physical education degrees. This suggested that Arkansas high school principals that possess degrees in physical education have a more favorable attitude toward athletics than the Arkansas high school principals without physical education degrees. The physical education degree principals' mean of 23.72 on the physical education subscale was significantly higher than the non-physical education degree principals' mean of 21.78 at the .01 level. This suggested a more favorable attitude toward physical education by the Arkansas high school principals who held physical education degrees than Arkansas high school principals without physical education degrees.

Although there were observed differences between and within the groups of superintendents on each of the three subscales based on possession or non-possession of a physical education degree, the only significant differences were found in attitudes toward physical education. The superintendents with physical education degrees had a mean of 22.23 on the physical education subscale which was significantly higher than the 20.51 mean of the superintendents without physical education degrees at the .01 level.

Table 22
 Subscale Means and T-values for Superintendents
 With and Without Physical Education Degrees

Subscales	With Degrees N = 96		Without Degrees N = 163		T-values
	Mean	SD	Mean	SD	
Physical Education	22.23	3.66	20.51	3.83	3.5457*
Athletics	12.75	2.31	12.19	2.29	1.8950
Physical Education vs. Athletics	20.75	2.91	21.01	3.05	.6794

*Significant at the .01 level

This suggested that the superintendents with physical education degrees had a more favorable attitude toward physical education than the superintendents without physical education degrees. It appeared that administrators possessing physical education degrees had a more favorable attitude toward physical education and athletics than those who did not.

Hypothesis 5

There will be no significant difference between and within the groups of high school principals with or without prior experience as athletic coaches and/or athletic directors in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

The results of Hypothesis 5 are found in Table 23 for the principals and Table 24 for the superintendents. There were observed differences between and within the groups of high school principals on each of the three subscales based on whether the principals did or did not have prior experience as athletic coaches and/or athletic directors. The mean (12.91) of the principals with prior experience as athletic coaches and/or athletic directors was significantly higher than the mean (11.51) of the principals without prior experience as athletic coaches and/or athletic

Table 23

Subscale Means and T-values for Principals
With and Without Prior Experience as
Athletic Coaches and/or
Athletic Directors

Subscale	With Experience N = 108		Without Experience N = 93		T-value
	Mean	SD	Mean	SD	
Physical Education	23.44	3.33	21.60	3.51	3.8150*
Athletics	12.91	2.63	11.51	2.66	3.7469*
Physical Education vs. Athletics	21.07	3.43	22.00	3.54	1.8818

* Significant at the .01 level

Table 24

Subscale Means and T-values for Superintendents
With and Without Prior Experience as Athletic
Coaches and/or Athletic Directors

Subscale	With Experience N = 146		Without Experience N = 117		T-value
	Mean	SD	Mean	SD	
Physical Education	21.62	3.61	20.56	4.03	2.2614*
Athletics	12.66	2.26	12.06	2.31	2.1320*
Physical Education vs. Athletics	20.77	2.93	21.10	3.06	.1898

* Significant at the .05 level

directors at the .01 level on the athletic subscale. In comparison the high school principals with prior experience as athletic coaches and/or athletic directors had a mean of 23.44 on the physical education subscale which was significantly higher than the mean of 21.60 of the high school principals without prior experience as athletic coaches and/or athletic directors at the .01 level. This suggested that the Arkansas high school principals with prior experience as athletic coaches and/or athletic directors had a significantly more favorable attitude toward athletics and physical education than the Arkansas high school principal without prior experience as athletic coaches and/or athletic directors.

There were observed differences between and within the groups of superintendents with prior experience as athletic coaches and/or athletic directors on each of the three subscales. However, the mean (12.66) of the superintendents with prior experience as athletic coaches and/or athletic directors was significantly higher than the mean (12.06) of the superintendents without prior experience as athletic coaches and/or athletic directors on the athletic subscale. Likewise the mean (21.62) of the Arkansas superintendents with prior experience as athletic coaches and/or athletic directors was significantly higher than the mean (20.56) of the Arkansas superintendents without prior experience as athletic coaches and/or athletic directors on

the physical education subscale. This suggested that the Arkansas superintendents with prior experience as athletic coaches and/or athletic directors had a significantly more favorable attitude toward athletics and physical education than the Arkansas superintendents without prior experience as athletic coaches and/or athletic directors.

Part 3. Current Status of Physical Education
and Athletics in the Public High
Schools of Arkansas

A section of the questionnaire requesting information concerning the current status of the physical education and athletic programs in the Arkansas high school was included for all high school principals. The results indicated the profile presented below.

Graduation Credit for Physical Education

As shown in Table 25, 47 percent of the respondents stated that graduation credit for physical education was equal to graduation credit given for other courses; 37 percent gave one-half credit of other courses. Physical education courses did not count toward graduation in only 5.5 percent of the schools. Of the 10.5 percent that marked the Other category on the questionnaire, most said that physical education credit was equal to one-fourth graduation credit given to other courses.

Table 25
Graduation Credit for Physical Education

Options	Number	Percentage
Credit equal to other courses	94	47.0
Credit equal to one-half value of other courses	74	37.0
No credit given	11	5.5
Other	21	10.5
Total Reporting	200	100.0%

Graduation Requirement for Physical Education

Table 26 shows that 44 percent of the high schools had a two year graduation requirement for physical education, while 42 percent had a one year requirement. Most of the 7.5 percent in the Other category came from 9-12 high schools which had a four year physical education requirement.

Frequency of Physical Education Class Meetings

Daily physical education classes were the rule in 96.5 percent of the Arkansas high schools for the time period required. Table 27 shows the frequency of physical education class meetings.

Table 26
Graduation Requirement for Physical Education

Requirement	Number	Percentage
One semester	8	4.0
One year	84	42.0
Two years	88	44.0
Three years	5	2.5
Other	13	7.5
Total Reporting	200	100.0%

Table 27
Frequency of Physical Education Class
Meetings for Time Period Required

Frequency	Number	Percentage
Once a week	0	0.0
Twice a week	1	.5
Three times a week	2	1.0
Four times a week	2	1.0
Daily	193	96.5
Other	2	1.0
Total Reporting	200	100.0%

Meeting Time of Physical Education
Classes

Table 28 indicates that 81 percent of the high schools

had physical education classes which met more than 225 minutes per week. An additional 9.5 percent had at least 181 minutes of physical education per week.

Table 28
Minutes Per Week Physical Education
Classes Met

Minutes Per Week	Number	Percentage
Less than 80	7	3.5
81-125	1	.5
126-180	11	5.5
181-225	19	9.5
Over 225	162	81.0
Total Reporting	200	100.0%

Physical Education Class Grading
System

Respondents indicated that 93 percent of the high schools used the same type of grading system for physical education as they did for other classes. Pass/fail grades were given in physical education in 5 percent of the high schools while other courses used letter grades. Table 29 shows the type of physical education grading systems used in the Arkansas high schools.

Table 29
Physical Education Class Grading Systems

Type of Grading System	Number	Percentage
Same as other subjects (A, B, C)	186	93.0
Pass/fail	10	5.0
No grades given	1	.5
Other	3	1.5
Total Reporting	200	100.0%

Substitutions for Physical Education Requirement

Most Arkansas high schools allowed substitutions for the physical education requirement. Only 22.5 percent of the principals reported that no substitutions were allowed for the physical education requirement in their schools. Athletics were the most commonly allowed substitution by 71.5 percent of the respondents. Other commonly substituted courses were band in 23 percent of the schools and cheer-leading in 29.5 percent of the schools. Table 30 shows the course substitutions which were allowed for the physical education classes in the Arkansas high schools.

Priority for Facility Usage

Data indicated that in 52.5 percent of the schools, physical education classes had priority for using the

Table 30
Substitutions Allowed in Lieu of the
Physical Education Requirement

Substitution	Number	Percentage
Athletics	143	71.5
R.O.T.C.	6	3.0
Drill Team	21	10.5
Band	46	23.0
Cheerleading	59	29.5
Another Course	4	2.0
No Substitutions	45	22.5
Other	8	4.0

facilities during regular school hours; however, in 32 percent of the schools the athletic program had priority during school hours. After school hours the athletic program had priority for facility usage in 94 percent of the schools. Many respondents that answered Other to the priority for facility usage question stated that they had separate facilities, so that sharing facilities between athletics and physical education classes was no longer necessary. Table 31 reflects facility usage in the Arkansas high schools.

Table 31
Priority for Facility Usage

Priority Group	During School Hours		After School Hours	
	Number	Percentage	Number	Percentage
Physical Education Classes	105	52.5	2	1.0
Intramurals	0	0.0	2	1.0
Athletics	64	32.0	188	94.0
Students--Free Play	0	0.0	1	.5
Other	31	15.5	7	3.5
Total Reporting	200	100.0%	100	100.0%

Funding Athletic Programs

Many respondents revealed that they used several different sources of finances for funding their athletic

programs. However, 70.5 percent of the schools used gate receipts as their main source of funding. Table 32 shows the main sources of finances for the Arkansas high school athletic programs.

Table 32
Funding Sources for the High School
Athletic Programs

Source	Number	Percentage
Gate Receipts	141	70.5
General School Funds	58	29.0
Donations	0	0.0
Other	1	.5
Total Reporting	200	100.0%

Salary Comparison Between Physical
Education Teachers and Athletic
Coaches

Table 33 shows that in 66.5 percent of the schools the athletic coaches received higher salaries than the physical education teachers that had comparable workloads and experience. Of the 20 percent other responses, most principals indicated that the athletic coach and physical education teacher were the same person and therefore there was no distinction in coaching and teaching salaries.

Table 33

Salary Comparison: Physical Education
Teacher and Athletic Coach

Comparison	Number	Percentage
Salaries are the same	26	13.0
Coaches' salaries are higher	133	65.5
Coaches' salaries lower	1	.5
Other	40	20.0
Total Reporting	200	100.0%

Payment of Coaches' Salaries

Arkansas high school coaches were paid coaching salaries several different ways. The most popular type of payment was a flat rate supplement to the regular salary, which 54.5 percent of the schools used. Another 25 percent of the high schools included the coaches' pay as a part of their regular salary. Table 34 shows the methods by which the Arkansas coaches are paid.

Use of Athletic Facilities

The final question about the current status of Arkansas high school athletic programs dealt with the availability of the varsity athletic facilities to the physical education classes. Only 17 percent of the schools did not allow the physical education classes to use all of their athletic facilities. The 1.5 percent of the

respondents who marked other, indicated that separate facilities were available for athletics and physical education, and that sharing the facilities was not necessary. Table 35 shows the athletic facility availability to the physical education classes.

Table 34
Payment of Coaches' Salaries

Methods of Payment	Number	Percentage
Flat Rate Supplement to the Regular Salary	109	54.5
Percentage Supplement to the Regular Salary	33	16.5
Part of Regular Salary	50	25.0
Other	8	4.0
Total Reporting	200	100.0%

Table 35
Availability of Athletic Facilities to Physical Education Classes

Response	Number	Percentage
Yes	163	81.5
No	34	17.0
Other	3	1.5
Total Reporting	200	100.0%

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

It was the purpose of this study to examine the personal characteristics and professional attitudes of Arkansas high school principals and superintendents toward physical education and athletics, as well as to determine the current status of physical education and athletics in the Arkansas high schools.

After reviewing literature related to profiles of high school principals and superintendents, and studies concerning attitudes toward physical education and athletic programs, a questionnaire was constructed to gather personal profile, attitudinal, and current status information from the public high school principals and superintendents in Arkansas. The sample for this study consisted of all 702 public high school principals and superintendents listed in the 1982-83 Arkansas Education Directory. A 66.1 percent return was received.

Personal profiles were developed for the high school principals and superintendents using background information from the questionnaire.

Professional attitudinal data were collected by asking each respondent to select one of five possible choices on

each item of the questionnaire as follows: SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), and SD (Strongly Disagree). The scoring was done on a scale of one to five. Questions were categorized by subscales including physical education, athletics, and physical education vs. athletics.

Attitudes expressed on the questionnaire were tabulated and average scores for both high school principals and superintendents were computed for each of the subscales. Comparisons were then made for each group with regard to the following variables: (1) geographic area, (2) size of the school district, (3) backgrounds with or without physical education degrees, and (4) backgrounds with or without prior experience as athletic directors and/or athletic coaches. The two-tailed t-test from a computer statistical package was used to determine if there was a statistically significant difference in the attitudes between and within the groups of high school principals and superintendents for each of the subscales with regard to the four variables. The .05 level of significance was established as the acceptance level.

A profile of the current status of the high school physical education and athletic programs in Arkansas was developed from a summary of the principals' responses to the questionnaire. This information was presented using descriptive statistics in tabular form.

Conclusions

The conclusions of this study are presented in this chapter in three parts: (1) personal profiles of Arkansas public high school principals and superintendents; (2) professional attitudes of Arkansas public high school principals and superintendents toward physical education and athletics; and (3) current status of physical education and athletics in the public high schools of Arkansas.

Part 1. Profiles of the Arkansas Public High School Principals and Superintendents

Principal.

1. Men held 98.4 percent of the high school principalships.
2. The high school principal's median age was forty years.
3. All high school principals held bachelor's degrees; 41.2 percent of these degrees were in physical education.
4. Arkansas colleges and universities granted 88.1 percent of these bachelor's degrees.
5. Advanced degrees were held by 95.5 percent of the high school principals; this included 3.5 percent of the principals with doctor's degrees.
6. Educational administration was the advanced degree field of 60.2 percent of the high school principals;

Arkansas colleges and universities awarded 77.1 percent of these advanced degrees.

7. The high school principals had worked in the educational field for a median of sixteen years with a median of five years of these sixteen as a high school principal.

8. The high school principals had held various educational positions: 24 percent had been assistant high school principals; 37.5 percent had been physical education teachers; 49 percent had been athletic coaches; and 33.5 percent had been athletic directors.

9. The high school principals had been high school principals in Arkansas for a median of four years with a median tenure of two years in their present school.

10. Experience as a high school athlete was cited by 79.6 percent of the high school principals; 38.3 percent also had experience as a college athlete.

Superintendent.

1. Men held 99.2 percent of the superintendencies.

2. The superintendent's median age was forty-nine years.

3. All superintendents held bachelor's degrees; 36.9 percent of these degrees were in physical education.

4. Arkansas colleges and universities granted 87 percent of these bachelor's degrees.

5. Advanced degrees were held by 99.2 percent of the superintendents; this included 12.2 percent of the superintendents with doctor's degrees.

6. Educational administration was the advanced degree field of 72.2 percent of the superintendents; Arkansas colleges and universities awarded 70 percent of these advanced degrees.

7. The superintendents had worked in the educational field for a median of twenty-four years with a median of ten years of these twenty-four as a superintendent.

8. The superintendents had held various educational positions; 19.8 percent had been assistant superintendents; 76 percent had been high school principals; 10.6 percent had been assistant high school principals; 35.7 percent had been physical education teachers; 51 percent had been athletic coaches; and 19.4 percent had been athletic directors.

9. The superintendents had been superintendents in Arkansas school districts for a median of 7.5 years with a median tenure of three years in their present school.

10. Experience as a high school athlete was cited by 80.6 percent of the Arkansas superintendents; 37.6 percent also had experience as a college athlete.

Part 2. Professional Attitudes of Arkansas
Public High School Principals and Super-
intendents Toward Physical Education
and Athletics

The following results summarize the findings at the .05 level of significance in the study:

1. The principals had a more favorable attitude toward physical education than the superintendents.
2. The principals of the large school districts (more than 1500 students) had a more favorable attitude toward physical education than the principals of the small school districts (less than 500 students).
3. The principals of the Northwest Region had a more favorable attitude toward athletics than the principals of the Delta Region.
4. The principals of the Delta Region had a more favorable attitude toward physical education than the principals of the Northwest Region.
5. The principals of the Central/Southwest Region had a more favorable attitude toward physical education than the principals of the Northwest Region.
6. The superintendents of the Northwest Region had a more favorable attitude toward athletics than the superintendents of the Central/Southwest Region.
7. The superintendents of the Delta Region had a more favorable attitude toward athletics than the superintendents of the Central/Southwest Region.

8. The principals with physical education degrees had a more favorable attitude toward athletics than the principals without physical education degrees.

9. The superintendents with prior athletic coaching experience had a more favorable attitude toward athletics than the superintendents without prior athletic coaching experience.

10. The superintendents with prior athletic coaching experience had a more favorable attitude toward physical education than the superintendents without prior athletic coaching experience.

The following results summarize the findings at the .01 level of significance in the study:

1. The principals with physical education degrees had a more favorable attitude toward physical education than the principals without physical education degrees.

2. The superintendents with physical education degrees had a more favorable attitude toward physical education than the superintendents without physical education degrees.

3. The principals with prior athletic coaching experience had a more favorable attitude toward athletics than the principals without prior athletic coaching experience.

4. The principals with prior athletic coaching experience had a more favorable attitude toward physical education than the principals without prior athletic

coaching experience.

The following conclusions were reached based on the statistical analyses of the data. Each hypothesis is listed below with findings and discussion.

Hypothesis 1. There will be no significant difference between the attitudes of high school principals and superintendents toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

1. Findings. Principals were found to have a significantly more favorable attitude toward physical education than superintendents.

2. Discussion. One possible reason for this difference in attitudes between the principals and superintendents toward physical education might be because 41.2 percent of the principals have undergraduate degrees in physical education compared to 36.9 percent of the superintendents with physical education degrees.

Hypothesis 2. There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the size of the school districts.

1. Findings. Principals of large (over 1500 students) school districts were found to have a significantly more favorable attitude toward physical education than the principals of small (less than 500 students) school districts.

2. Discussion. Large school districts generally speaking support physical education with broader curriculums than do the smaller districts. The larger districts also tend to hire more physical education teachers that do not have coaching responsibilities. Out of necessity many of the smaller districts hire dual physical educators/coaches, whose emphasis is often on athletics.

Hypothesis 3. There will be no significant difference between and within the groups of high school principals and superintendents in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas based on the geographic location of the school districts.

1. Findings. Principals of the Northwest Region were found to have a significantly more favorable attitude toward athletics than the principals of the Delta Region. In contrast, the principals of the Northwest Region were found to have a significantly less favorable attitude toward physical education than did the principals of both

the Delta and the Central/Southwest Regions.

2. Discussion. The athletic influence found in the Northwest Region may be due in part to the presence of the University of Arkansas located in the Northwest Region. The University of Arkansas is the major university in Arkansas and has one of the top ranked athletic programs in the nation. Consequently this athletic loyalty tends to spread into the local public schools possibly at the expense of good physical education programs.

Hypothesis 4. There will be no significant difference between and within the groups of high school principals with or without physical education degrees and superintendents with or without physical education degrees in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

1. Findings. Principals with physical education degrees were found to have a significantly more favorable attitude toward both athletics and physical education than principals without physical education degrees. Likewise superintendents possessing degrees in physical education were found to have a significantly more favorable attitude toward physical education than superintendents not possessing physical education degrees.

2. Discussion. The data seemed to indicate that

undergraduate majors pursued by administrators influenced their more favorable attitudes toward those disciplines. Thus, it follows that administrators with degrees in physical education had the tendency to support physical education and athletic programs more than school administrators with degrees in other fields.

Hypothesis 5. There will be no significant difference between and within the groups of high school principals with or without prior experience as athletic coaches and/or athletic directors in their attitudes toward the importance of physical education, the importance of athletics, and the importance of physical education vs. athletics in the high schools of Arkansas.

1. Findings. Both principals and superintendents with prior athletic coaching and/or athletic directing experience were found to have significantly more favorable attitudes toward both physical education and athletics than principals and superintendents without prior athletic coaching and/or athletic directing experience.

2. Discussion. Data in this study seemed to indicate that as a result of prior athletic coaching and/or athletic directing experience, administrators had a more positive attitude toward both physical education and athletics than did administrators without such experience.

Part 3. Current Status of Physical
Education and Athletics in the
Public High Schools of Arkansas

1. Graduation credit given for physical education was equal to graduation credit given for other courses in 47 percent of the high schools; 37 percent of the high schools gave graduation credit equal to one-half the value of other courses.

2. Two years of physical education were required for graduation in 44 percent of the high schools, while only one year of physical education was required for graduation in 42 percent of the high schools.

3. Physical education classes met daily in 96.5 percent of the high schools.

4. Physical education classes met more than 225 minutes per week in 81 percent of the high schools.

5. Grading for physical education classes was the same as for other classes in 93 percent of the high schools.

6. Athletics were an allowable substitution for physical education in 71.5 percent of the high schools.

7. Physical education classes had the priority for facility usage during school hours in 52.5 percent of the high schools; the athletic program had the priority for facility usage during school hours in 32 percent of the high schools and after school hours in 94 percent of the high schools.

8. Gate receipts were the main source of finances

for funding the athletic programs in 70.5 percent of the high schools.

9. In 66.5 percent of the high schools, coaches received higher salaries than physical education teachers with comparable workloads and experience.

10. A flat rate supplement to the regular salary was used in 54.5 percent of the high schools to pay coaching salaries.

11. The varsity athletic facilities were available to the physical education classes in 81.5 percent of the high schools.

Recommendations

The following recommendations are made based on the results of this study:

1. The data in this study should be shared with the Arkansas State Department of Education to inform them about the current status of physical education and athletics in the Arkansas high schools.

2. Since action often reflects attitudes, and the data show that large school districts are more favorable toward physical education than the small school districts, consolidating small school districts might insure more quality in the physical education programs in the high schools.

3. Each school district should review its own

administrators, physical education and athletic programs in relation to the evidence presented in this study.

4. The information in this study should be used as a basis for pointing out needed changes and deficiencies to school administrators.

5. Physical educators and administrators should use the information acquired in this study to more closely align their attitudes toward the overall objectives of education.

Recommended Studies

These recommendations are suggested as possible topics for future research:

1. Compare the current status of the physical education and athletic programs in the Arkansas high schools to the current status in the Arkansas junior high schools.

2. A follow-up study similar to this investigation should be conducted in ten years to reassess any changes or trends that have taken place concerning the profiles of the principals and superintendents, the attitudes of the principals and superintendents toward physical education and athletics, and the current status of physical education and athletics in the high schools of Arkansas.

3. This study's data should be compared to similar information collected for other states.

4. A study should be done to determine possible

reasons why the administrators in the Northwest Region were so strongly favorable toward athletics compared to the administrators in the rest of the state, and in contrast why the administrators in the Delta and Central/Southwest Regions were so much more favorable toward physical education than the administrators in the Northwest Region.

APPENDICES

APPENDIX A
QUESTIONNAIRE

SURVEY OF ARKANSAS SUPERINTENDENTS AND
HIGH SCHOOL PRINCIPALS

Background Information

Please check the appropriate box or write in the necessary information for each item.

1. Superintendent
 Principal
 Currently serving as both principal and superintendent
2. Male
 Female
3. Your age _____
4. Indicate your undergraduate training:

<u>Name of Institution</u> <u>Granting Bachelor's</u> <u>Degree</u>	<u>Degree</u> <u>Earned</u>	<u>Year of</u> <u>Degree</u>	<u>Major</u>

5. Indicate all of your graduate degrees:

<u>Name of Institution</u> <u>Attended</u>	<u>Degree</u> <u>Earned</u>	<u>Year of</u> <u>Degree</u>	<u>Major</u>

6. How many years of experience have you had in the following positions? (fill in all that apply to you)

total number of years of educational experience
 as superintendent of schools
 as assistant superintendent of schools
 as superintendent of schools in Arkansas
 as superintendent of the school in which you are
now employed
 as high school principal
 as high school assistant principal

_____ as high school principal of schools in Arkansas
 _____ as high school principal of the school in which
 you are now employed
 _____ as physical education teacher
 _____ as athletic coach
 _____ as athletic director
 _____ other (please specify _____)

7. Did you participate in interscholastic or intercollegiate athletics?

_____ Interscholastic (high school)
 _____ Intercollegiate (college)

Professional Attitudes

Please read the following statements and give your personal professional attitudes to the questions below by circling your answer as to whether you STRONGLY AGREE (SA), AGREE (A), UNDECIDED (U), DISAGREE (D), or STRONGLY DISAGREE (SD).

1. SA A U D SD Credit for high school physical education courses toward graduation should be equal to graduation credit in other subject matter courses.
2. SA A U D SD High school physical education classes should meet daily.
3. SA A U D SD The same grading system should be used for the high school physical education classes as for other subjects.
4. SA A U D SD Substitutions of band, cheerleading, drill team, etc., should be allowed for the high school physical education requirements.
5. SA A U D SD Athletics should be an allowable substitution for the high school physical education requirement.
6. SA A U D SD The athletic program should have priority for facility usage during and/or after regular school hours.

7. SA A U D SD If for any reason a subject has to be dropped from the high school program, physical education should be one of the first subjects dropped.
8. SA A U D SD The purposes of high school physical education classes are primarily for training athletes and members of athletic teams.
9. SA A U D SD Most problems associated with school athletic programs could be solved if school officials were allowed to conduct programs without pressure from the public.
10. SA A U D SD High school physical education teachers that also coach should be hired for their coaching ability first.
11. SA A U D SD High school athletic programs should be financed primarily through general school funds.
12. SA A U D SD High school athletic coaches should receive a higher salary than the physical education teacher with a comparable work load (i.e. cheerleader sponsor, drill team sponsor, etc.), training, and experience.
13. SA A U D SD Too much time and money are spent on the high school athletic programs for the number of students served.
14. SA A U D SD All facilities provided for the high school varsity athletic programs should be available to the physical education classes.
15. SA A U D SD If there are not adequate funds to support both a high school physical education program and a high school athletic program, the athletic program should be given priority.
16. SA A U D SD There should be a standardized physical education curriculum at the state level, which mandates minimal requirements regarding what should be taught in the high school physical education classes.

Would you like to have the results of this study?

Yes
 _____ Name _____ Address _____

No

Current Status of High School Physical
 Education and Athletic Programs

Please check the appropriate box or write in the correct information for each item below as it pertains to your high school.

1. What credit is given toward graduation for physical education courses?

credit toward graduation is equal to other courses

credit toward graduation is equal to half the value of other courses

no credit toward graduation is given

other (explain) _____

2. What is the graduation requirement for physical education?

one semester

one year

two years

three years

other (explain) _____

3. How often do the physical education classes meet?

daily

once a week

twice a week

three times a week

four times a week

other (explain) _____

4. What is the total number of minutes per week that the physical education classes meet?

less than 80 minutes

81-125 minutes

- 126-180 minutes
 181-225 minutes
 over 225 minutes

5. What type of grading system is used for the high school physical education courses?

- the same as for other subjects (A, B, C, D, F)
 pass/fail while other subjects use letter grades or percentages
 no grades are given in physical education
 other (explain) _____

6. What substitutions are allowed for the physical education requirement? (check all that apply)

- athletics
 R.O.T.C.
 drill team
 another course (explain) _____
- band
 cheerleading

- no substitutions are allowed
 other (explain) _____

7. Who has priority for gymnasium facility usage?

a. during regular school hours:

- physical education classes
 intramural program
 athletic program
 students for free play
 other (explain) _____

b. after school hours:

- physical education classes
 intramural program
 athletic program
 students for free play
 other (explain) _____

8. What is the priority followed when hiring physical education teachers who will also coach?

- they are hired first for their teaching ability

- they are hired first for their coaching ability
 other (explain) _____

9. What is the main source of finances for funding the athletic programs?
- gate receipts
 general school funds
 donations
 other (explain) _____

10. How does the athletic coach's salary compare to the physical education teacher's salary who has a comparable workload (i.e. cheerleader sponsor, drill team sponsor, etc.), training, and experience?
- salaries are the same
 coach receives higher salary
 coach receives lower salary
 other (explain) _____

11. How are the coaches' salaries paid?
- as a flat rate supplement to their regular salary
 as a percentage supplement to their regular salary
 as part of their regular salary
 other (explain) _____

12. Are all the facilities which are used for the high school varsity athletic programs available to the physical education classes?
- yes
 no
 other (explain) _____

APPENDIX B

LETTER

July 15, 1983

Dear Administrator:

I am surveying all Arkansas public school superintendents and high school principals about their attitudes toward the importance of physical education and athletics in their schools or school systems. I am a faculty member at the University of Arkansas and am currently working on my Doctor of Arts Degree at Middle Tennessee State University in Murfreesboro, Tennessee. This survey will be used as part of a doctoral dissertation, which is under the direction of Dr. A. H. Solomon.

All information supplied by you will be greatly appreciated and treated confidentially. Your name or the name of your school or school district will not be used.

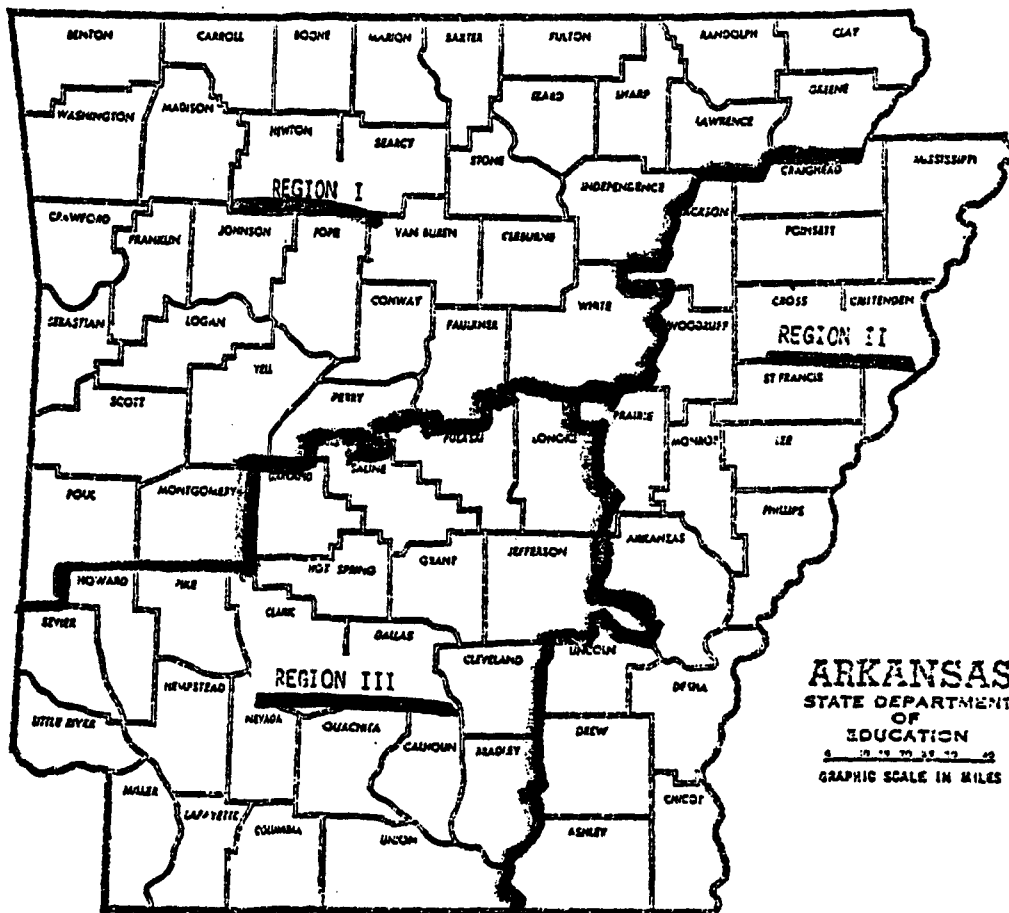
Please complete the enclosed questionnaire as soon as possible and return it in the enclosed envelope. I am thanking you in advance for your help.

If you would like to know the results of this study, please indicate this on the questionnaire.

Sincerely,

Joyce Graening

APPENDIX C
STATE MAP OF GEOGRAPHIC REGIONS



APPENDIX D
FOLLOW-UP LETTER

August 10, 1983

Dear Administrator:

Three weeks ago you received a questionnaire which was sent to all public high school principals and superintendents in Arkansas concerning attitudes toward physical education and athletics in the schools or school systems. I would like to have statewide representation on this survey.

All information supplied by you will be treated confidentially. Your name or the name of your school or school district will not be used.

If you have not returned this questionnaire, please complete it and return it to me as soon as possible in the self-addressed, stamped envelope which was included with the questionnaire. If you need another questionnaire, please let me know. Thank you for your help.

Sincerely,

Joyce Graening

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