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**AN INVESTIGATION OF PROFESSIONAL PERIODICAL
READING HABITS OF PHYSICAL EDUCATORS
IN SELECTED TENNESSEE COLLEGES
AND UNIVERSITIES**

Roy Gene Sharp

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

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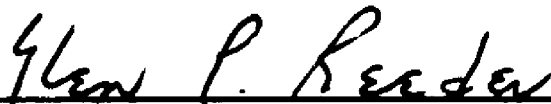
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AND UNIVERSITIES

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ABSTRACT

AN INVESTIGATION OF PROFESSIONAL PERIODICAL READING HABITS OF PHYSICAL EDUCATORS IN SELECTED TENNESSEE COLLEGES AND UNIVERSITIES

by Roy Gene Sharp

This study was designed to investigate the professional periodical reading habits of physical educators in selected colleges and universities across the state of Tennessee.

A survey instrument was designed with the help of a jury of experts. Twelve periodicals and nine variables were used in the study. A determination of the relationship of subscription to each periodical, familiarity with each periodical, and degree of reading of each periodical in relation to each variable was made.

The survey instrument was sent to 306 physical educators and 176 were returned with sufficient information to be used in the study. Data were analyzed and relationships between each variable and the reading habits of the physical educators surveyed were reported by percentages.

Results of the study indicate that physical educators do not generally read the selected professional periodicals regularly. Among the individuals surveyed, the percentage of regular readers is closely associated with the percentage of subscribers to the particular periodical. Based on the responses received, each variable used in the study, except sex, influences professional journal reading habits of the physical educators surveyed. The other variables used in the study were age, marital status, number of children, years of teaching experience, professional preparation (degrees obtained), date of last attendance to a physical education convention or workshop, professional organization memberships, and major responsibility of each physical educator.

In an effort to contribute to the improvement of professional journal reading habits of physical educators, recommendations were made for persons in positions of leadership to encourage: (1) subscriptions to professional journals, (2) membership in appropriate professional organizations, (3) professional reading for those with limited experience and those lacking the terminal degree, (4) professional reading among those physical educators having a major responsibility in either administration or athletics, and (5) attendance to physical education

conventions and workshops. Physical educators should also be encouraged to develop professional periodical reading opportunities in preparatory courses as a means of providing a foundation for future professional reading habits.

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Chapter 1

INTRODUCTION

Humphrey, Love, and Irwin focus attention on the importance of professional reading in physical education in that they contend that such reading is considered as practically indispensable to growth in service, if one is to abide by any reasonably high professional standard.¹ During recent decades various disciplines have produced knowledge and expanded literature at an unprecedented rate.² With knowledge increasing, a great responsibility exists for educators in various disciplines to work continually toward keeping up with new findings in their respective areas.

Reading in professional journals and magazines is an essential means of helping to keep abreast of recent information in physical education, according to Johnson and

¹James H. Humphrey, Alice M. Love, and Leslie W. Irwin, Principles and Techniques of Supervision in Physical Education (Dubuque, Iowa: Wm. C. Brown, 1972), p. 140.

²Charles K. West, "The Knowledge Explosion and the Need for Revaluing Knowledge," Intellect, CI (November, 1972), 107-109.

others.³ They conclude that important issues and developments in the profession, and scientific advancements relating to both sports and physical education activities, are included in professional journal readings.⁴

In recognition of the current knowledge explosion, Salamonis recommends a personal program of reading using bibliographical tools such as indexes, books of reviews, and appropriate reading materials such as those found in professional journals.⁵

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

³Granville B. Johnson, Warren R. Johnson, and James H. Humphrey, Your Career in Physical Education (New York: Harper & Brothers, 1957), p. 229.

⁴Johnson, Johnson, and Humphrey, p. 229.

⁵Bernice Salamonis, "Keeping Abreast of the Times," Education, LXXXVII (September, 1966), 36.

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

In regard to the importance of professional reading in education generally and physical education in particular, Mayshark and Foster sound the sentiments of numerous other educators when they state:

In view of the fact that there are many changing concepts with regard to physical, mental, and emotional health and healthful living, such reading is considered virtually indispensable to growth in service if a teacher is to maintain a reasonably high professional standard.⁸

Whaley's study indicates that high school and junior high physical educators in the middle Tennessee area were reading little from periodicals that pertained to the areas of health, physical education, and recreation.⁹ Athletics were considered more important as evidenced by the professional affiliations, subscriptions, and periodicals read regularly.¹⁰

STATEMENT OF THE PROBLEM

This study is an investigation of the professional journal reading habits of physical educators in Tennessee

⁸Cyrus Mayshark and Roy A. Foster, Health Education in Secondary Schools (St. Louis: C. V. Mosby, 1972), p. 323.

⁹Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 85.

four-year colleges and universities offering a bachelor's degree in physical education.

The information received was analyzed in regard to variables that might have a positive or a negative influence on the reading habits of these educators.

PURPOSE OF THE STUDY

Educators have stated that professional reading habits are indicators of a high professional standard.¹¹ Professional reading is also considered practically indispensable to growth in the profession.¹²

This study is an effort to determine which professional physical education journals are read, how much of them are read, and to determine if there are certain variables that seem to affect the reading habits of the individuals surveyed.

Fisher states that reading habits are a sign of one's professional interest.¹³ This study will show the professional interest of the physical educators surveyed in regard to their professional journal reading habits.

¹¹Mayshark, p. 323.

¹²Humphrey, p. 140.

¹³Helen Fisher, "Teachers' Reading Habits--A Sign of Professional Interest," The Journal of Educational Society, XXXII (October, 1958), 127.

Gaverick indicates that teaching and reading are highly associated areas and that reading should be an indispensable part of being a teacher.¹⁴ The results of this study show how well the educators surveyed associate professional reading with their teaching responsibilities.

SIGNIFICANCE OF THE STUDY

Studies, as reported by Fisher, concerning professional growth of teachers have shown professional reading as a prominent factor in the professional growth of teachers.¹⁵

Weintraub states that, if teachers are to aid students in developing professional reading habits and in the desire to read to find answers, they need to set the proper example of reading.¹⁶

Reading habits of educators are shown to be of value to both instructor and student, if they are good habits. This study will reveal the professional reading habits of the educators surveyed.

¹⁴Charles M. Garverick, "Teachers as Readers of Professional Journals," Contemporary Education, XLI (October, 1969), 27.

¹⁵Fisher, "Teachers' Reading Habits--A Sign of Professional Interest," p. 127.

¹⁶Samuel Weintraub, "Teachers Reading: Quantity and Quality," The Reading Teacher, XXI (October, 1967), 67.

DELIMITATIONS OF THE STUDY

A survey instrument was sent to physical educators in Tennessee colleges and universities offering a bachelor's degree in physical education. The integrity of survey responses was not questioned. Camouflage items (popular magazines) were used to offset the potential tendency to become defensive in marking the instrument.

The reading habits of the educators related to the selected professional journals associated with the discipline of physical education were considered for analysis in the study. Only variables selected from those approved by the jury of experts were analyzed.

DEFINITION OF TERMS

Professional journals or periodicals. This terminology will designate those selected journals and periodicals published by professional associations and organizations designed to present research, current issues, and information related to the physical education discipline.

Regular. "Regular" was used to describe the degree to which the periodicals are read by participants in the survey. Regular indicates that the participants read from

75 to 100 percent of the issues and at least 50 percent of the articles in the issues read.

Periodic. "Periodic" refers to the degree to which participants in the survey read the periodicals. Periodic reading involves reading from 50 to 75 percent of the issues and at least 50 percent of the articles in the issues read.

Irregular. "Irregular" pertains to the degree of reading a particular periodical. Reading was considered irregular if less than 50 percent of the issues and less than 50 percent of the articles in the issues are read.

BASIC ASSUMPTIONS

1. Responses to the survey instrument reveal reading habits of the physical educators surveyed as indicated by these physical educators in regard to selected professional literature, and consequently serve the purpose of the study.

2. Responses to the survey instrument are considered reliable.

HYPOTHESES

1. Physical educators in Tennessee colleges and universities offering a bachelor's degree read professional physical education journals as a means to keep abreast of

information pertaining to the discipline of physical education.

2. Each variable selected for use in the study shows an influence on the professional journal reading habits of the physical educators surveyed.

Chapter 2

REVIEW OF RELATED LITERATURE

A review of related literature indicates a limited amount of inquiry concerning professional reading habits. Since little research has been reported regarding reading habits of physical educators, an investigation of the reading habits of educators in general will be made.

LITERATURE ENCOURAGING PROFESSIONAL READING

Reading in professional journals is considered necessary in order to maintain high professional standards.¹ Updating educational preparation is a never-ending problem according to Lomax.² Important relevant publications must be made available, and educators need to be informed about

¹James H. Humphrey, Alice M. Love, and Leslie W. Irwin, Principles and Techniques of Supervision in Physical Education (Dubuque, Iowa: Wm. C. Brown, 1972), p. 140; see, also, Cyrus Mayshark and Roy A. Foster, Health Education in Secondary Schools (St. Louis: C. V. Mosby, 1972), p. 323.

²Paul S. Lomax, "The Problem of Keeping Prepared," Journal of Business Education, XLIII (December, 1967), 92.

the availability of such publications and their importance to professional advancement.³

Krebs concludes that professional reading is essential, if educators are interested in professional growth and not the job alone.⁴ Reading improves our work competency, calls attention to what our associates are doing, and often gives us practical solutions to educational problems.⁵

What do educators read to stay alert in their discipline? In answer to this query, Moffatt and Rich indicate professional journals, which contain information specifically related to an individual's job, or publications of professional societies of which individuals are members.⁶ A good supply of professional literature, made available to educators, is extremely important for every school system.

³Lomax, p. 93.

⁴A. R. Krebs, "Professional Reading: Professional Growth," Overview, I (April, 1960), 50.

⁵Krebs, p. 51.

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

EDUCATORS AS READERS

In 1870 NEA's first president stated:

Only a small part of the 100,000 teachers in the country ever see even an educational periodical. A still smaller part have read any books on the subject of education. Fewer can boast a respectable educational library.⁷

Fisher gives this information to contrast the picture regarding professional reading at the time of her study. She indicates that professional reading is a prominent factor in the professional growth of educators.⁸

Mort and Cornell substantiate this finding in a survey of classroom practices in Pennsylvania.⁹ They found professional literature emerging as the most frequently mentioned source of ideas for changes teachers made or wanted to make.

Studies by Weber and Mitchum are cited by Fisher as lending support to the conclusion that educators are readers of professional literature.¹⁰ Weber's study of promising

⁷Helen Fisher, "Teachers' Reading Habits--A Sign of Professional Interest," The Journal of Educational Society, XXXII (October, 1958), 127.

⁸Fisher, "Teachers' Reading Habits--A Sign of Professional Interest," p. 127.

⁹Paul Mort and Frances Cornell, American Schools in Transition (New York: Teachers College Bureau of Publications, Columbia University, 1941), p. 264.

¹⁰Fisher, "Teachers' Reading Habits--A Sign of Professional Interest," p. 128.

techniques for improving instruction placed professional reading in the form of adequate libraries among the five most desirable techniques. Mitchum's research resulted in the finding that teachers ranked professional reading among the five most helpful possible causes of their professional growth.

Instead of looking upon professional reading as an obsolete adventure, Fisher insists that educators granted the activity an important place in view of their professional growth, and turned to reading to do a better job of teaching.¹¹

Research into reading habits of educators has shown them to be readers; however, the quality of their reading sources may be subject to question.¹² Administrators, supervisors, and reading consultants need to become a greater positive force, with particular emphasis on continuity of effort as a means of influencing educators to read professional literature.¹³

A group of fifty educators interviewed by Fisher were prolific readers of both professional and

¹¹Fisher, "Teachers' Reading Habits--A Sign of Professional Interest," p. 132.

¹²Samuel Weintraub, "Teachers Reading: Quantity and Quality," The Reading Teacher, XXI (October, 1967), p. 71.

¹³Weintraub, p. 71.

non-professional materials.¹⁴ This group gave the indication that the main reasons for professional reading were interest and a sense of professional duty.¹⁵

EDUCATORS AS NON-READERS

Apparently the first formal attempt to survey the professional reading habits of physical educators in this area was made by Whaley.¹⁶ Having surveyed physical educators in 132 high schools and junior high schools, Whaley concluded that very little reading was occurring in relation to the teaching area responsibility.¹⁷ In cases where there were high percentages of subscribers and readers, the periodicals were connected with athletics. Recommendations were made for supervisors, principals, and others in positions of leadership to initiate programs for providing materials and encouraging professional reading.¹⁸

¹⁴Helen Fisher, "Teacher Differences in Professional Reading," Educational Administration and Supervision, XLIV, (1958), 82.

¹⁵Fisher, "Teacher Differences in Professional Reading," p. 89.

¹⁶Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 2.

¹⁷Whaley, p. 85.

¹⁸Whaley, p. 86.

Spruston's study, although limited to research reading habits of physical educators, draws some conclusions pertinent to this study.¹⁹ Research reading habits of males and females vary significantly, with males reading more than females. Certain factors are apparently not related to research reading habits. These include age, years of teaching experience, and level of education. Spruston further concluded that physical educators do not read research material due to the lack of time. Few of the individuals surveyed in this study were members of professional physical education organizations.²⁰

Spruston, as a result of his study, recommended a review of present methods of disseminating research information and a check to examine reasons for so few individuals belonging to professional organizations.²¹

A stratified random sample of 100 Minnesota elementary schools were surveyed to determine educators' professional reading habits.²² The findings show a high correlation between teacher leadership and school

¹⁹Nelson Spruston, "Research Reading Habits of Physical Educators" (unpublished Masters thesis, University of Oregon, 1973), p. 114.

²⁰Spruston, p. 115.

²¹Spruston, p. 116.

²²John J. Cogan, "Elementary Readers as Non-Readers," Phi Delta Kappan, LVI (March, 1975), 495-496.

subscriptions.²³ They also suggest, in contrast to Spruston's findings, that age is a significant factor in educators' professional reading habits.²⁴ The fact that the twenty to thirty age group reads less appears to have some implication for undergraduate teacher education.²⁵

Perhaps what this study indicates most clearly is that teachers do very little professional reading.²⁶

Teaching and reading are highly associated areas, and it appears that reading is an indispensable part of being in a teaching activity. However, the available research on reading habits of teachers indicates that they are not generally very active readers.²⁷ A major conclusion drawn by Garverick is that many teachers are not extensive readers of professional material, and that steps should be taken by supervisors and administrators to improve or increase professional reading.²⁸

²³Cogan, p. 495.

²⁴Spruston, p. 115.

²⁵Cogan, p. 495.

²⁶Cogan, p. 496.

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

²⁸Garverick, p. 29.

Peterson's contention is that such a close connection lies between how well students read and how much educators read that we should be concerned with the amount of professional reading being done by educators. The implication is that students will be more likely to read and read better if their teachers are readers.²⁹ Most individuals associated with schools would agree that educators do not read as much professional literature as they should. Consequently, leaders should be responsible for providing and stimulating the use of professional reading materials.³⁰

In a study by Balow, educators are shown to be reading only slightly more than the average non-educator.³¹ In the amount of reading being done, educators and prospective educators are reading essentially non-scholarly magazines. The study shows an overall predominance of escape reading and absence of intellectually stimulating reading.³²

²⁹Dorothy G. Peterson, "The Teacher's Professional Reading," Elementary School Journal, LXIII (October, 1963), 3.

³⁰Peterson, p. 5.

³¹Bruce Balow, "Magazine Reading Among Teachers and Prospective Teachers," Journal of Teacher Education, XII (May, 1961), 57.

³²Balow, p. 59.

In 1966, Graves reported that about half the educators (grades K-14) reported reading only a daily newspaper regularly, and a little less than 40 percent read news journals like Time and Newsweek.³³ General reading habits in scholarly material appear to be disappointing as well.³⁴

Odland and Ilstrup conclude that the professional reading habits of educators are poor in that they are not very active readers.³⁵

³³Walter A. Graves, "Teachers Reading and Recreational Interests," NEA Journal, LV (November, 1966), 18.

³⁴Graves, p. 19.

³⁵Norine Odland and Theresa Ilstrup, "Will Reading Teachers Read?", The Reading Teacher, XVII (November, 1963), 87.

Chapter 3

METHODS AND PROCEDURES

INTRODUCTION

Whaley's survey instrument, revised by a jury of experts, was administered to physical educators in Tennessee colleges and universities offering a bachelor's degree in physical education to determine their professional periodical reading habits. The instrument was mailed in September, 1975, to physical educators in the appropriate schools. The data were collected and analyzed according to information taken from the survey instruments returned.

DESCRIPTION OF SUBJECTS

Physical educators who teach in Tennessee colleges and universities offering a bachelor's degree in physical education were surveyed. Physical education instructors as listed in the available catalog from each school were sent a survey instrument. Three hundred six physical educators from twenty-eight Tennessee colleges and universities were surveyed.

DEVELOPMENT OF THE INSTRUMENT

Whaley's study surveying middle Tennessee junior and senior high physical educators is the only study discovered which directly relates to this investigation.¹ The instrument used in Whaley's study could not be used without revision due to differences in existing journals and the population being surveyed.

A decision was made to revise the instrument with the assistance of a jury of experts from the discipline of physical education. These educators were selected from schools which represent the three major geographical divisions of Tennessee. Two or more schools were selected from each division of east, middle, and west Tennessee. Departmental chairmen and at least one male and one female were selected from each school to serve as members of the jury.

A jury check list was designed to obtain the opinion of the jury. A bulletin published and issued by Middle Tennessee State University which contained all periodicals subscribed to by the university was used to select the periodicals related to physical education which were felt to

¹Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 85.

be the most widely read by physical educators. This check list was made available as a convenience to the jury. Only those periodicals which the jury members felt should be read by college and university physical educators were to be checked. Additional suggestions were solicited from the jury, if they felt an important periodical had been left off the check list.

The check list also contained a number of variables that were felt to have potential for influence on the professional reading habits of the educators to be surveyed. Jury members were to check those variables they considered to have potential effect on the professional reading habits of physical educators. Jury members were requested to make additional suggestions as deemed necessary to complete this list of variables. Initial variables selected were taken from Spruston's study, Whaley's study, and some were added by the investigator.²

Twenty-seven persons were selected to be members of the jury and 100 percent returned the jury check list. From these check lists, a determination was made as to which periodicals and variables were to be utilized in the study. Periodicals and variables selected for use in the study had

²Nelson Spruston, "Research Reading Habits of Physical Educators" (unpublished Masters thesis, University of Oregon, 1973), p. 114; see, also, Whaley, p. 95.

at least three votes from the jury. The College Sports Magazine Journal was initially included in the jury check list and the survey instrument, though it did not exist. Refer to Appendix B for the check list and to Appendix G for the survey instrument.

COLLECTION OF DATA

In September of the 1975-76 school year, the survey instrument was mailed to the selected physical educators in Tennessee colleges and universities offering a bachelor's degree in physical education. An introductory letter to request their participation and to explain the purposes of the survey, along with a self-addressed, stamped envelope for the convenience of those being surveyed, were enclosed. A follow-up letter was sent at the end of two weeks as a reminder to those who had failed to reply to the initial request to fill out and return the survey instrument.

ANALYSIS OF THE DATA

Data obtained from the responses to the survey were first analyzed to determine the professional reading habits of physical educators in regard to each of the selected periodicals. The percentage of the physical educators who subscribe to the periodicals, who are familiar with but do not read the periodicals, and who are not familiar with the

periodicals was shown for each periodical. The extent to which each periodical is read was also computed. Using the percentage reporting method, the study shows the relationship of subscription, familiarity, and degree of reading to each variable.

The variables used in the study include sex, age, marital status, number of children, years of teaching experience, professional preparation (degrees obtained), date of last attendance to a physical education convention or workshop, professional organization memberships, and major responsibilities of each physical educator. For each variable, the percentage who subscribe to each periodical, the percentage who are familiar with each periodical but do not read, the percentage who are unfamiliar with each periodical, and the degree to which each periodical is read (regularly, periodically, or irregularly), were computed.

Analysis of the data obtained from the survey indicated the amount of reading physical educators surveyed are doing in regard to the professional journals perceived to be important by the jury of experts.

Chapter 4

ANALYSIS OF DATA

INTRODUCTION

A survey instrument designed by Whaley¹ and revised with the help of a jury of experts was used to survey the professional periodical reading habits of physical educators in selected Tennessee colleges and universities. Responses to the survey instrument were recorded and analyzed in regard to the percentage of physical educators who subscribe to the periodicals, who are familiar with but do not read the periodicals, and who are not familiar with each of the twelve periodicals used in the study. The extent to which each periodical is read was also computed.

Camouflage items were placed in the survey instrument to help offset the potential tendency of individuals to become defensive in responding to the survey instrument. These camouflage items were selected on the

¹Gary Whaley, "A Survey of the Professional Periodical Reading Habits of the High School and Junior High Physical Education Instructors in the Middle Tennessee Area" (unpublished research paper, Middle Tennessee State University, 1965), p. 85.

basis of the probability that many would be subscribed to and read by a number of the individuals surveyed. The assumption was made that individuals having the opportunity to mark the camouflage items would be less likely to misrepresent responses regarding the journals pertinent to the study.

Nine variables used in the study were sex, age, marital status, number of children, years of teaching experience, professional preparation (degrees obtained), date of last attendance to a physical education convention or workshop, number of professional organization memberships, and the major responsibility of each physical educator. The percentage who subscribe to each periodical, the percentage who are familiar with periodicals but do not read them, the percentage who are unfamiliar with each periodical, and the degree to which each periodical is read (regularly, periodically, or irregularly) was also computed.

Three hundred six surveys were sent to physical educators across the state of Tennessee in selected colleges and universities. One hundred eighty-two survey instruments, or 59 percent, were returned. Six of the survey instruments did not contain enough information to be used in the study. Analysis of the data is based on the remaining one hundred seventy-six responses.

A BRIEF SYNOPSIS OF PROFESSIONAL PERIODICALS

Some of the following information related to the professional periodicals used in this investigation is taken from Ulrich's International Periodicals Directory.² Other information is taken from specific periodicals.

Athletic Journal. This periodical is published monthly by the Athletic Journal Publishing Company in Evanston, Illinois. The Athletic Journal contains articles, advertising, book reviews, charts, illustrations, trade literature (manufacturers' catalogs, etc.), and an index. The subscription price is four dollars per year and the periodical has a circulation of 33,500. Athletic Journal is indexed in the Education Index.

Journal of Applied Physiology. This journal began in 1948 and is published monthly. The subscription price is fifty-five dollars per year. The American Physiological Society located in Bethesda, Maryland, publishes this journal, which has a circulation of 3,860. Contained in the journal are articles, advertisements, bibliographies, charts, illustrations, and an index. This journal is indexed in Biological Abstracts, the Biological and

²Ulrich's International Periodicals Directory, 15th Edition, 1973-74 (New York: R. R. Bowker Company, 1973).

Agricultural Index, Chemical Abstracts, and Reviews and Psychological Abstracts.

Journal of Physical Education and Recreation. The American Alliance for Health, Physical Education, and Recreation publishes this periodical monthly September through June. Articles, advertisements, bibliographies, book reviews, film reviews, illustrations, and an index are contained in the periodical. The Journal of Physical Education and Recreation is indexed in the Education Index and has a circulation of 45,000. Members of the Alliance desiring a copy of the Journal of Physical Education and Recreation receive one each month of publication and non-members may purchase a subscription for twenty-five dollars per year.

Medicine and Science in Sports. This periodical is published quarterly by the American College of Sports Medicine in Madison, Wisconsin. Medicine and Science in Sports has a circulation of 2,500 and contains articles, abstracts, advertisements, bibliographies, charts, illustrations, and an index. Subscription price is sixteen dollars per year.

National Education Association Journal--Today's Education. This periodical is available to members of the National Education Association and also to non-members for two dollars per month. Publication is bi-monthly September

through March, and the publication has a circulation of 1,415,000. The National Education Association of the United States publishes this periodical which contains articles, advertisements, book reviews, illustrations, and an index. The publication is indexed in the Abridged Reader's Guide to Periodical Literature, Psychological Abstracts, and Reader's Guide to Periodical Literature.

Physical Education Newsletter. This publication is circulated twice monthly. The subscription price is twelve dollars and fifty cents per year. Publication is by Physical Education Publications.

Quest. The journal is published twice annually by National Association for Physical Education of College Women and the National College Physical Education Association for Men. A subscription may be obtained for eight dollars per year. The journal has a circulation of approximately 4,000 and contains articles, book reviews, charts, and illustrations.

Research Quarterly. This periodical is published quarterly by the American Alliance for Health, Physical Education, and Recreation and is available to members of the Alliance and also available to non-members for fifteen dollars per year. This periodical contains articles, bibliographies, charts, illustrations, an index, and a cumulative index every ten years. Research Quarterly has a

circulation of 20,000 and is indexed in the Education Index and Psychological Abstracts.

Tennessee Education Association Journal--The Tennessee Teacher. The journal is published monthly through the school year (twice in October) by the Tennessee Education Association in Nashville, Tennessee. This publication is available to members of the Tennessee Education Association, when dues are paid, and to non-members for one dollar and fifty cents per year. Association activities, articles, and advertisements are included in this journal.

Tennessee Journal of Health, Physical Education, and Recreation. This periodical is published quarterly by the Tennessee Association of Health, Physical Education, and Recreation. Dues for association membership are five dollars per year and the journal is available to members. The journal contains news related to the Tennessee Association as well as articles and advertisements.

Update. Update is published monthly October-June by the American Alliance for Health, Physical Education, and Recreation in Washington, D.C. Update is a project of the Alliance which goes to all members (one dollar of annual dues if for Update) and is published in newspaper format.

The Physical Educator. This periodical is designed for the profession of physical education and is published by

the Phi Epsilon Kappa fraternity in Indianapolis, Indiana. The Physical Educator has a circulation of approximately 8,500 and is published quarterly. The periodical contains articles, book reviews, illustrations, and an index.

OVERALL ANALYSIS OF DATA

The degree of percent to which physical educators read the selected periodicals may be seen in Table 1. Fifty-four percent of all physical educators who returned the survey instrument read the Journal of Physical Education and Recreation. This was the highest percentage for journals read regularly. The journal with the lowest percentage of regular readers was the Journal of Applied Physiology. Only two journals were read regularly by 50 percent or more. These were the Journal of Physical Education and Recreation and the Tennessee Journal of Health, Physical Education, and Recreation. Three of the journals were read regularly by only 10 percent or less. The Journal of Applied Physiology, Medicine and Science in Sports, and Today's Education were included in this group.

Total reading percentages seen by adding regular, periodic, and irregular reading percentages together reveal a range from 28 percent who read the Journal of Applied Physiology to 81 percent who read the Journal of Physical

Table 1
Degree of Reading, by Percentage

(N = 176)

	R	P	I	T
<u>Journal of Applied Physiology</u>	6	6	16	28
<u>Athletic Journal</u>	16	16	18	50
<u>Journal of Physical Education and Recreation</u>	54	17	10	81
<u>Medicine and Science in Sports</u>	8	9	15	32
<u>National Education Association Journal-- Today's Education</u>	10	16	14	40
<u>Physical Education Newsletter</u>	24	20	9	53
<u>The Physical Educator</u>	19	20	14	53
<u>Quest</u>	20	11	9	40
<u>Research Quarterly</u>	26	20	12	58
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	24	18	14	56
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	50	12	7	69
<u>Update</u>	36	10	6	52

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

Education and Recreation. Eight of the twelve journals were read by 50 percent or more of the physical educators responding to the survey. The Journal of Applied Physiology, Medicine and Science in Sports, Today's Education, and Quest were read by less than 50 percent of the physical educators surveyed.

Athletics were represented by only one journal, the Athletic Journal. This periodical was read by 50 percent of the individuals responding to the survey instrument. Sixteen percent read regularly, 16 percent read periodically, and 18 percent read irregularly.

Periodicals relating to the sciences were read less than the other periodicals. The journals published by the American Alliance of Health, Physical Education, and Recreation and the Tennessee State Physical Education Association were read more than the other periodicals. Overall, the percentages of physical educators reading those periodicals relating to the broad field of education and to physical education in particular were low.

Table 2 reveals the degree to which the physical educators responding to the survey instrument subscribe to each periodical are familiar with each periodical but do not read them, and are completely unfamiliar with each periodical.

Table 2

Degree of Subscription, Familiarity, and
Unfamiliarity, by Percentage

(N = 176)

	S	F	U
<u>Journal of Applied Physiology</u>	3	39	17
<u>Athletic Journal</u>	15	35	8
<u>Journal of Physical Education and Recreation</u>	63	12	1
<u>Medicine and Science in Sports</u>	9	30	24
<u>National Education Association Journal-- Today's Education</u>	21	44	3
<u>Physical Education Newsletter</u>	27	23	11
<u>The Physical Educator</u>	21	28	6
<u>Quest</u>	21	22	22
<u>Research Quarterly</u>	36	26	1
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	36	30	4
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	50	16	3
<u>Update</u>	45	13	16

S = Subscribed
F = Familiar
U = Unfamiliar

The two periodicals with the highest percentage of regular readers also have the highest percentage of subscribers. The Journal of Physical Education and Recreation and the Tennessee Journal of Health, Physical Education, and Recreation have the highest percentages of subscribers with 63 percent and 50 percent, respectively. Journals having the smallest percentages of subscribers were the Journal of Applied Physiology and Medicine and Science in Sports, with 3 percent and 9 percent, respectively. Nine of the journals included in the survey are subscribed to by less than 40 percent of the physical educators who responded to the survey instrument.

Five journals had 30 percent or more who were familiar with the journals, but did not read them. The responses of those who are familiar with but do not read these journals along with the responses of those who are completely unfamiliar with these journals revealed a fairly high percentage of individuals who do not read in these selected journals.

Both journals relating directly to the sciences appear to be consistently the least read, the least subscribed to, and the least familiar of these journals, according to the responses received. These are the Journal of Applied Physiology and Medicine and Science in Sports.

The Journal of Physical Education and Recreation and the Tennessee Journal of Health, Physical Education, and Recreation are the most widely subscribed to and the most familiar of the selected journals.

ANALYSIS OF THE DATA ACCORDING TO SEX

An analysis of the survey was made to compare the reading habits of males and females in regard to the selected journals. Table 3 shows six of the periodicals are read regularly by a higher percentage of females. Men tended to read the journals associated with athletics, the sciences, general education, and research. Journals relating to the discipline of physical education, not scientific or research oriented, were read more regularly by the women.

The journals read regularly by the highest percentage of males and females were the Journal of Physical Education and Recreation and the Tennessee Journal of Health, Physical Education, and Recreation. Only the Journal of Physical Education and Recreation was read regularly by 50 percent or more of the males, while the Journal of Physical Education and Recreation, the Tennessee Journal of Health, Physical Education, and Recreation, and Update were read regularly by 50 percent or more of the females.

Table 3

Degree of Reading, by Percentage According to Sex

	Male (N = 126)				Female (N = 50)			
	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	6	6	17	29	2	8	16	26
<u>Athletic Journal</u>	20	15	19	54	8	12	14	34
<u>Journal of Physical Education and Recreation</u>	50	16	14	80	62	18	4	84
<u>Medicine and Science in Sports</u>	9	7	15	31	4	12	12	28
<u>National Education Association Journal--Today's Education</u>	11	17	11	39	8	14	16	38
<u>Physical Education Newsletter</u>	22	17	13	52	22	24	2	48
<u>The Physical Educator</u>	17	17	18	52	22	24	2	48
<u>Quest</u>	17	8	9	34	26	16	6	48
<u>Research Quarterly</u>	27	16	16	59	20	32	6	58
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	22	16	13	51	20	14	14	48
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	40	12	11	63	60	8	2	70
<u>Update</u>	32	10	6	48	52	8	4	64

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

Periodicals with the lowest percentages of regular readers for both males and females were the Journal of Applied Physiology and Medicine and Science in Sports.

Seven of the periodicals had a higher total percentage of male readers. Total percentages of male readers were above 50 percent for seven of the periodicals, whereas only four of the periodicals had a total percentage of female readers above 50 percent.

Three periodicals having the greatest difference in the total percentage of readers between males and females were the Athletic Journal, Quest, and Update. The Athletic Journal was shown to be read by men more than women, while Quest and Update were read more by women.

Table 4 shows the degree to which the physical educators surveyed subscribe, are familiar with but do not read, and are unfamiliar with each periodical, by percentage according to sex.

Six periodicals have a higher percentage of male subscribers, five periodicals have a higher percentage of female subscribers, and one periodical has an equal percentage of subscribers. Only the Journal of Physical Education and Recreation has a percentage of male subscribers of 50 percent or above, while the Journal of Physical Education and Recreation, the Tennessee Education

Table 4

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

	Male (N = 126)			Female (N = 50)		
	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	3	47	10	2	26	30
<u>Athletic Journal</u>	17	39	4	10	32	16
<u>Journal of Physical Education and Recreation</u>	56	16	1	78	6	0
<u>Medicine and Science in Sports</u>	12	32	21	2	20	32
<u>National Education Association Journal--Today's Education</u>	23	46	2	12	44	0
<u>Physical Education Newsletter</u>	26	23	12	26	24	10
<u>The Physical Educator</u>	22	26	7	20	30	2
<u>Quest</u>	23	23	21	24	18	16
<u>Research Quarterly</u>	38	23	2	32	26	0
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	34	33	4	56	26	4
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	44	20	4	66	10	2
<u>Update</u>	40	13	21	80	12	2

S = Subscribed to
F = Familiar but do not read
U = Unfamiliar

Association Journal--Tennessee Teacher, Tennessee Journal of Health, Physical Education, and Recreation, and Update have percentages of female subscribers of 50 percent or above. The greatest differences in the percentages of subscribers between males and females are with the four periodicals listed above as having a percentage of female readers of 50 or above. Seventy-eight percent of the females surveyed subscribe to the Journal of Physical Education and Recreation, while 44 percent of the males subscribed. Eighty percent of the females subscribed to Update, while 40 percent of the males subscribed.

Twenty-one percent of the males were unfamiliar with Medicine and Science in Sports, Quest, and Update. These periodicals represent those least familiar to male physical educators surveyed. Females were least familiar with the Journal of Applied Physiology and Medicine and Science in Sports.

ANALYSIS OF DATA ACCORDING TO AGE

Table 5 gives the degree to which physical educators read selected periodicals, by percentage according to age. Age divisions are made from 20-29, 30-39, 40-49, and 50 and above.

The highest percentage of regular readers for seven of the periodicals listed was in the above 50 age group.

Table 5

Degree of Reading, by Percentage According to Age

	Age 20-29 (N = 20)				Age 30-39 (N = 69)				Age 40-49 (N = 49)				Age 50 & Above (N = 38)			
	R	P	I	T	R	P	I	T	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	0	0	20	20	9	9	20	38	4	10	22	36	5	5	11	21
<u>Athletic Journal</u>	15	0	25	40	17	13	22	52	12	14	10	36	5	5	11	21
<u>Journal of Physical Education and Recreation</u>	45	15	20	80	46	17	16	79	43	27	8	78	63	13	5	81
<u>Medicine and Science in Sports</u>	5	5	10	20	9	9	14	32	12	8	20	40	3	11	11	25
<u>National Education Association Journal--Today's Education</u>	0	5	15	20	10	25	9	44	8	20	14	42	21	8	13	42
<u>Physical Education Newsletter</u>	5	15	10	30	19	28	16	63	22	16	8	46	45	8	3	56
<u>The Physical Educator</u>	0	10	15	25	14	22	17	53	22	18	10	50	21	18	8	47
<u>Quest</u>	10	5	10	25	19	12	10	41	28	16	4	48	21	8	5	34
<u>Research Quarterly</u>	20	5	30	55	25	26	16	67	22	27	8	56	32	24	8	64
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	5	5	15	25	23	22	12	57	14	12	18	44	32	16	11	59
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	35	5	20	60	42	13	9	64	59	10	6	75	58	18	3	79
<u>Update</u>	30	10	15	55	30	7	6	43	39	14	6	59	50	11	0	61

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

Four of the periodicals had their highest percentage of regular readers in the 40-49 age group. The 30-39 age group had the highest percentage of regular readers for only one periodical, while the 20-29 age group failed to have the highest percentage of readers for any periodical.

Percentages above 50 of regular readers were found in the 50 and above age group where there were three, and in the 40-49 age group there was one.

In regard to the total percentage of readers, the age group of 50 and above had the highest percentage of total readers for four of the periodicals and the same percentage of total readers as the 40-49 age group for one other periodical. Age group 40-49 had the highest percentage of total readers for two of the periodicals and had the same total percentage of readers as the 50 and above age group for one other periodical. The highest total percentage of readers for five of the periodicals was found in the 30-39 age group, while the 20-29 age group did not have the highest total percentage of readers for any of the periodicals.

Four of the periodicals had 50 percent or more of the physical educators reading them to some extent in the 20-29 age group, while there were seven in the 30-39 age group, five in the 40-49 age group, and six in the 50 and above age group. Six of the periodicals had a total reading

percentage of less than thirty in the 50 and over age group. All of the total reading percentages in the 30-39 age group and the 40-49 age group were above 30 percent.

Regular reading and total reading according to percentage were done most often in all the age groups in the Journal of Physical Education and Recreation and the Tennessee Journal of Health, Physical Education, and Recreation with one exception. The Research Quarterly and the Journal of Physical Education and Recreation were the two periodicals with the highest total percentage of readers in the 30-39 age group.

Three periodicals had no regular readers in the 20-29 age group, while two periodicals had below 10 percent in each of the remaining age groups.

Nine of the periodicals had the highest percentage of subscribers in the 50 and above age group. The highest percentage of subscribers for three of the periodicals were found in the 30-39 age group, while the highest percentage of subscribers was not found for any of the periodicals in the 20-29 age group and the 40-49 age group.

Six of the periodicals were subscribed to by 5 percent or less in each of the 30-39 and 40-49 age groups, and none was subscribed to by less than 5 percent of the 50 and over age group.

Table 6

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

	Age 20-29 (N = 20)			Age 30-39 (N = 69)			Age 40-49 (N = 49)			Age 50 & Above (N = 38)		
	S	F	U	S	F	U	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	0	50	25	3	39	19	4	39	12	8	45	16
<u>Athletic Journal</u>	10	35	15	13	32	7	14	45	6	21	29	5
<u>Journal of Physical Education and Recreation</u>	50	35	0	62	16	0	55	12	2	74	5	0
<u>Medicine and Science in Sports</u>	5	40	30	13	32	25	8	14	24	8	42	18
<u>National Education Association Journal--Today's Education</u>	5	65	5	23	42	3	18	37	0	26	42	0
<u>Physical Education Newsletter</u>	5	45	25	30	16	10	24	27	10	45	21	5
<u>The Physical Educator</u>	5	45	15	23	26	4	18	24	6	34	21	3
<u>Quest</u>	5	55	15	25	13	28	22	20	16	24	26	11
<u>Research Quarterly</u>	20	45	0	35	33	0	29	12	2	37	16	3
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	10	50	15	46	25	6	20	31	2	45	26	0
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	50	20	10	55	16	4	47	18	10	58	13	0
<u>Update</u>	45	20	20	46	14	20	41	8	14	61	11	5

S = Subscribes to
F = Familiar With
U = Unfamiliar With

Twenty or more percent of the 20-29 age group were unfamiliar with four of the periodicals. There were three periodicals in the 30-39 age group, one periodical in the 40-49 age group, and no periodicals in the 50 and above age group with 20 percent of physical educators unfamiliar with them.

ANALYSIS OF DATA ACCORDING TO MARITAL STATUS

Percentages relating to the degree to which physical educators read selected periodicals according to their marital status can be seen in Table 7. This table reveals that nine of the periodicals have a higher percentage of regular married readers, but only three of the periodicals have a higher percentage of regular single readers. Married individuals had a percentage of readers of 50 percent or more for two of the periodicals, whereas there were no periodicals having a percentage of readers of 50 percent or more among the single readers. Six of the periodicals had less than 20 percent of the married individuals as regular readers. Seven of the periodicals had less than 20 percent of the single individuals as regular readers.

The periodicals with the highest percentage of regular readers and the highest total percentage of readers in each of the groups were Journal of Physical Education and

Table 7

Degree of Reading, by Percentage According to Marital Status

	Married (N = 135)				Single (N = 41)			
	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	12	7	19	38	5	7	10	22
<u>Athletic Journal</u>	14	17	16	47	5	7	15	27
<u>Journal of Physical Education and Recreation</u>	53	17	14	84	44	12	7	63
<u>Medicine and Science in Sports</u>	8	9	16	33	5	10	10	25
<u>National Education Association Journal--Today's Education</u>	16	17	12	45	0	17	22	39
<u>Physical Education Newsletter</u>	27	18	10	55	17	24	5	46
<u>The Physical Educator</u>	19	18	16	53	17	20	2	39
<u>Quest</u>	18	9	9	36	24	17	5	46
<u>Research Quarterly</u>	25	19	13	57	27	24	12	63
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	23	19	13	55	10	10	17	37
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	45	13	10	68	46	12	2	60
<u>Update</u>	50	16	19	85	44	7	2	53

R = Regular
P = Periodic

I = Irregular
T = Total Percentage

Recreation, Tennessee Journal of Health, Physical Education, and Recreation, Update, and Research Quarterly. Seven periodicals have 50 or more percent of married readers who read to some extent, compared to four periodicals that have 50 or more percent of single readers.

Table 8 shows the degree to which physical educators subscribe to, are familiar with, and are unfamiliar with each periodical, by percentage according to marital status. Six periodicals are subscribed to by a higher percentage of married individuals, and six are subscribed to by a higher percentage of single individuals. Only two journals are subscribed to by as many as 50 percent of the married individuals, and three are subscribed to by as many as 50 percent of the single individuals. These periodicals subscribed to by the greatest percentage of each group are the Journal of Physical Education and Recreation, the Tennessee Journal of Health, Physical Education, and Recreation, and Update. Two of the journals are subscribed to by 10 percent or less of both groups. These two periodicals are the Journal of Applied Physiology and Medicine and Science in Sports. The percentage of individuals who are unfamiliar with a periodical goes above 20 percent only once for each group. Medicine and Science in Sports is unfamiliar to the highest percentage in each group.

Table 8

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

	Married (N = 135)			Single (N = 41)		
	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	4	44	17	7	20	15
<u>Athletic Journal</u>	20	39	6	0	29	12
<u>Journal of Physical Education and Recreation</u>	61	15	1	56	7	2
<u>Medicine and Science in Sports</u>	10	34	22	5	12	27
<u>National Education Association Journal--Today's Education</u>	17	47	2	22	34	0
<u>Physical Education Newsletter</u>	27	27	11	29	15	12
<u>The Physical Educator</u>	27	24	7	20	20	2
<u>Quest</u>	18	26	21	32	12	10
<u>Research Quarterly</u>	38	26	2	32	17	0
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	36	33	4	24	24	0
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	50	20	4	56	7	0
<u>Update</u>	46	16	19	51	2	5

S = Subscribes to

F = Familiar

U = Unfamiliar

ANALYSIS OF DATA ACCORDING TO NUMBER OF CHILDREN

Percentages regarding the degree to which physical educators read selected periodicals, by percentage according to the number of children each physical education teacher has, are found in Table 9. The group with no children and those with one or two children each has the highest percentage of regular readers for three of the periodicals, compared to the group of individuals with three or more children having the highest percentage of regular readers for six periodicals. Recording the lowest percentages of regular readers for seven of the periodicals is the group with no children. The group with one to two children has the lowest percentage of regular readers for one periodical and has an equally low percentage for one periodical with the group of individuals who have three or more children. This group with three or more children also has the lowest percentage of regular readers for three of the periodicals.

Two periodicals are read regularly by 50 percent or more of the group with no children, while only one periodical in each of the other two groups shows a percentage this high. Six of the periodicals are read regularly by less than 20 percent of the group with no children, compared to five periodicals in the group with one to two children, and five periodicals in the group with three or more children.

Table 9

Degree of Reading, by Percentage According to Number of Children

	No Children (N = 56)				1-2 Children (N = 80)				3 or More Children (N = 40)			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	4	11	16	31	8	3	18	29	5	15	15	35
<u>Athletic Journal</u>	11	9	14	34	18	16	25	59	20	18	13	51
<u>Journal of Physical Education and Recreation</u>	54	18	5	77	56	16	16	88	50	13	8	71
<u>Medicine and Science in Sports</u>	5	14	11	30	8	5	18	31	10	10	15	35
<u>National Education Association Journal--Today's Education</u>	5	16	11	32	10	21	18	49	18	8	10	36
<u>Physical Education Newsletter</u>	14	20	5	39	29	16	15	60	30	23	5	58
<u>The Physical Educator</u>	16	21	9	46	21	11	18	50	15	30	13	58
<u>Quest</u>	25	13	7	45	18	13	8	39	18	5	13	36
<u>Research Quarterly</u>	21	21	16	58	26	19	11	56	30	23	8	61
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	20	13	14	47	21	19	15	55	25	13	15	53
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	54	7	7	68	45	10	10	65	48	15	5	68
<u>Update</u>	47	9	5	61	39	9	4	52	28	13	8	49

R = Regular
P = Periodic

I = Irregular
T = Total Percentage

Four periodicals have a total percentage of readers above 50 percent in the group with no children. Eight periodicals are read by a total percentage of 50 percent or more in the group with one to two children and the group with three or more children.

Table 10 shows the degree to which physical educators subscribe to, are familiar with, and are unfamiliar with each periodical, by percentage according to the number of children. This table shows that the groups having the most periodicals with the highest percentage of subscribers are the groups with no children and the group with three or more children with five periodicals. The group having one to two children had the highest percentage of subscribers for two periodicals.

In the group with no children there are three periodicals with a percentage of 50 or more subscribing to them. Only one periodical is subscribed to by more than 50 percent in the group with one to two children and no periodicals are subscribed to by 50 percent or more of the group with three or more children.

Four periodicals are subscribed to by less than 20 percent of each of the three groups. One journal was unfamiliar to more than 20 percent of the group with no children and the group with three or more children. The

Table 10

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

	No Children (N = 56)			1-2 Children (N = 80)			3 or More Children (N = 40)		
	S	F	U	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	2	39	18	3	41	23	5	40	5
<u>Athletic Journal</u>	9	39	13	14	34	8	28	35	3
<u>Journal of Physical Education and Recreation</u>	71	11	0	58	13	0	55	18	3
<u>Medicine and Science in Sports</u>	5	29	25	11	31	25	10	30	18
<u>National Education Association Journal--Today's Education</u>	18	45	4	23	45	1	15	48	0
<u>Physical Education Newsletter</u>	25	27	16	21	28	8	38	13	13
<u>The Physical Educator</u>	21	31	7	23	28	5	23	25	3
<u>Quest</u>	30	25	11	15	27	21	15	15	28
<u>Research Quarterly</u>	36	30	0	35	28	1	40	13	3
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	39	25	5	36	29	5	30	38	0
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	70	7	4	41	23	4	48	18	3
<u>Update</u>	61	9	11	44	15	16	38	10	20

S = Subscribes to

F = Familiar

U = Unfamiliar

group with one to two children had three periodicals with which more than 20 percent of the group was unfamiliar.

ANALYSIS OF DATA ACCORDING TO YEARS OF TEACHING EXPERIENCE

The degree to which physical educators read selected periodicals, by percentage according to years of teaching experience, is shown in Table 11. In every case but one the group with eleven or more years of teaching experience had a higher percentage of regular readers for each periodical. One exception occurred where the group of individuals with six to ten years of experience had the same percentage of regular readers as did the group with eleven or more years of teaching experience.

Eight of the periodicals had the lowest percentage of regular readers in the group with one to five years experience. The group with six to ten years experience had the lowest percentage of regular readers in regard to four of the periodicals. None of the groups had a percentage of regular readers as high as 50 percent. Three of the periodicals had no regular readers in the group with one to five years of teaching experience.

Total percentages in this table show four periodicals with percentages of 50 or more in the group with one to five years of experience, five periodicals with percentages of 50 or more in the group with six to ten years

Table 11

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

	1-5 Years (N = 19)				6-10 Years (N = 37)				11 or More Years (N = 120)			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	0	1	21	22	5	5	19	29	6	7	14	27
<u>Athletic Journal</u>	11	16	16	43	16	16	22	54	18	15	17	50
<u>Journal of Physical Education and Recreation</u>	47	16	16	79	39	24	11	74	58	15	12	85
<u>Medicine and Science in Sports</u>	1	1	11	13	8	8	11	27	8	11	14	33
<u>National Education Association Journal--Today's Education</u>	0	1	16	17	5	27	14	46	15	13	14	42
<u>Physical Education Newsletter</u>	0	16	1	17	11	39	14	64	33	15	10	58
<u>The Physical Educator</u>	1	16	16	33	11	19	16	46	21	19	13	53
<u>Quest</u>	16	11	1	28	19	3	9	31	23	13	9	45
<u>Research Quarterly</u>	16	16	21	53	24	22	22	68	28	21	9	58
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	21	1	16	38	14	19	11	44	24	16	13	53
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	42	1	16	59	35	16	5	56	53	9	8	70
<u>Update</u>	37	11	11	59	24	14	3	41	42	9	5	56

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

of experience, and eight periodicals in the group with eleven or more years of experience. The total percentages also reveal five periodicals with percentages of less than 30 in the group with one to five years of teaching experience, two periodicals with percentages of less than 30 in the group with six to ten years of teaching experience, and one periodical with a percentage of less than 30 in the group with eleven or more years of experience.

Table 12 records the degree to which physical educators subscribe to, are familiar with, and are unfamiliar with each periodical, by percentage according to the number of years of teaching experience. The highest percentage of subscribers for two of the periodicals are found in the group with one to five years of experience. The highest percentage of subscribers for three of the periodicals are found in the group with six to ten years of experience, and the highest percentage of subscribers for seven of the periodicals are found in the group with eleven or more years of experience.

The lowest percentage of subscribers to seven of the periodicals is found in the group with one to five years of experience, compared to the lowest percentage of subscribers to two of the periodicals being found in the group with six to ten years of experience. These two groups

Table 12

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

	1-5 Years (N = 19)			6-10 Years (N = 37)			11 or More Years (N = 120)		
	S	F	U	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	0	42	21	0	27	22	4	40	17
<u>Athletic Journal</u>	5	47	16	11	22	8	18	39	6
<u>Journal of Physical Education and Recreation</u>	53	21	0	59	14	0	63	13	2
<u>Medicine and Science in Sports</u>	5	47	16	8	22	24	11	28	24
<u>National Education Association Journal--Today's Education</u>	5	63	11	22	43	0	21	43	1
<u>Physical Education Newsletter</u>	5	37	21	24	14	8	33	24	10
<u>The Physical Educator</u>	11	42	16	19	24	3	24	27	6
<u>Quest</u>	16	53	5	19	19	19	21	18	21
<u>Research Quarterly</u>	16	47	0	43	16	3	37	25	1
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	26	37	16	38	24	0	34	31	3
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	58	11	11	46	22	3	53	16	3
<u>Update</u>	58	16	16	32	19	19	49	11	14

S = Subscribes to F = Familiar U = Unfamiliar

shared an equally low percentage of readers for one periodical.

Two of the periodicals have a percentage of subscribers higher than 50 percent in the group with one to five years of teaching experience, while the other two groups have only one periodical each with a percentage of subscribers exceeding 50 percent.

The group with one to five years of teaching experience has one periodical with more than 20 percent of the group expressing lack of familiarity. The groups with six to ten years of teaching experience and eleven or more years of teaching experience have two periodicals each which have 20 percent or more of the group indicating lack of familiarity.

ANALYSIS OF DATA ACCORDING TO PROFESSIONAL PREPARATION

The degree to which physical educators read selected periodicals, by percentage according to professional preparation, is shown in Table 13. Individuals having earned a doctorate degree read each of the periodicals more regularly, with one exception. Twenty percent or less of those persons having earned a masters degree read seven of the periodicals regularly; however 20 percent or less of

Table 13

Degree of Reading, by Percentage According to Professional Preparation

	Masters Degree (N = 115)				Doctorate Degree (N = 61)			
	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	3	5	11	19	10	8	28	46
<u>Athletic Journal</u>	19	15	18	52	10	15	18	43
<u>Journal of Physical Education and Recreation</u>	49	18	14	81	61	16	5	82
<u>Medicine and Science in Sports</u>	3	6	13	22	15	15	20	50
<u>National Education Association Journal--Today's Education</u>	10	17	12	39	11	15	15	41
<u>Physical Education Newsletter</u>	19	18	10	47	33	23	15	71
<u>The Physical Educator</u>	12	15	12	39	26	28	15	69
<u>Quest</u>	13	10	5	28	34	10	13	57
<u>Research Quarterly</u>	15	19	12	46	46	25	13	84
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	20	15	14	49	25	15	15	55
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	40	10	10	60	59	15	5	79
<u>Update</u>	31	9	5	45	49	11	5	65

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

those having earned the doctorate degree read four of the periodicals regularly.

A level of 50 percent regular reading was not reached for any of the periodicals by those holding the masters degree. A level of 50 percent or above for regular reading was reached for two of the periodicals by those holding the doctorate.

Regarding the total percentage of readers for each periodical, individuals holding a doctorate degree have the highest total percentage of readers for eleven of the periodicals. However, those holding a masters degree show the highest total reading percentage for one of the periodicals. Fifty percent or more of the individuals with a masters degree read to some extent three of the periodicals. Fifty percent or more of the individuals with a doctorate degree read to some extent nine of the periodicals. None of the periodicals have a total percentage of readers with a doctorate degree of less than 40 percent, while five of the periodicals have a total percentage of readers with a masters degree of less than 40 percent.

Table 14 shows the degree to which physical educators subscribe to, are familiar with, and are unfamiliar with each periodical, by percentage according to professional preparation. The group having a doctorate

Table 14

Degree of Subscription, Familiarity, and Unfamiliarity,
by Percentage According to Professional Preparation

	Masters Degree (N = 115)			Doctorate Degree (N = 61)		
	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	2	40	23	5	41	7
<u>Athletic Journal</u>	18	33	9	10	44	7
<u>Journal of Physical Education and Recreation</u>	55	17	1	74	7	0
<u>Medicine and Science in Sports</u>	2	34	29	21	21	16
<u>National Education Association Journal--Today's Education</u>	19	44	3	23	44	0
<u>Physical Education Newsletter</u>	20	28	13	41	13	7
<u>The Physical Educator</u>	16	35	7	32	15	3
<u>Quest</u>	12	23	25	36	18	8
<u>Research Quarterly</u>	21	36	2	64	7	0
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	33	31	3	39	26	5
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	43	22	3	69	8	3
<u>Update</u>	37	16	19	66	8	8

S = Subscribes to

F = Familiar

U = Unfamiliar

degree has a higher percentage of subscribers to each periodical with one exception. The group of individuals holding a masters degree has a percentage of subscribers above 50 percent for one periodical. The group having an earned doctorate degree has a percentage of subscribers at 50 or above for four of the periodicals.

Seven of the periodicals are subscribed to by 20 percent or less of the masters degree holders. Yet, only two of the periodicals are subscribed to by 20 percent or less of those with a doctorate.

Sixteen is the highest percentage of individuals with a doctorate degree to report being unfamiliar with one of the periodicals. In comparison, four periodicals are listed by a higher percentage of individuals with a masters degree who are unfamiliar with them.

ANALYSIS OF DATA ACCORDING TO THE DATE OF LAST CONVENTION OR WORKSHOP ATTENDED

Information concerning the degree to which physical educators read selected periodicals, by percentage according to the date of the last physical education workshop attended, is found in Table 15. Persons having attended a physical education convention or workshop within the last year showed the highest percentage of regular reading in regard to seven of the periodicals listed. Those having reported attending

Table 15

Degree of Reading, by Percentage According to the Last Physical Education Convention or Workshop Attended

	No Workshop Listed (N = 24)				Attended Within the Last Year (N = 115)				More Than a Year Ago (N = 37)			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	13	8	13	34	4	6	19	29	3	5	19	27
<u>Athletic Journal</u>	42	17	13	72	11	12	17	40	16	19	19	54
<u>Journal of Physical Education and Recreation</u>	46	4	33	83	62	15	6	83	30	30	14	74
<u>Medicine and Science in Sports</u>	4	13	4	21	10	9	15	34	3	8	22	33
<u>National Education Association Journal--Today's Education</u>	8	13	13	34	10	17	14	41	11	19	14	44
<u>Physical Education Newsletter</u>	21	17	8	46	26	23	9	58	19	11	14	44
<u>The Physical Educator</u>	35	4	13	52	20	24	11	55	8	11	19	38
<u>Quest</u>	8	8	4	20	26	15	10	51	11	5	3	19
<u>Research Quarterly</u>	29	8	17	54	29	23	13	65	16	19	8	43
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	21	13	13	57	22	17	12	51	16	14	19	49
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	29	4	8	41	58	13	7	78	24	11	14	49
<u>Update</u>	8	4	0	12	50	10	6	66	16	11	8	35

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

a convention or workshop more than a year ago marked a higher percentage of regular readers in one of the periodicals. Individuals not listing attendance at a convention or workshop indicated the highest percentage of regular readers for three of the periodicals.

The only group to indicate a percentage of regular readers above 50 percent for any of the periodicals was the group having attended a convention or workshop within the last year. Fifty percent or more of this group read three periodicals regularly.

Total percentages of readers show the group having attended a convention or workshop within the last year as marking the highest total percentage of readers in regard to seven of the periodicals. Individuals having attended a convention or workshop more than a year ago indicated the highest total percentage of readers for one periodical, and the group not listing a convention or workshop attended indicated the highest percentage of readers for three periodicals.

Eight of the periodicals have a total percentage of readers higher than 50 from the group having attended a convention or workshop within the last year, while two periodicals have this in the group having attended a convention or workshop more than a year ago. Four

periodicals have this in the group listing no conventions or workshops attended.

A study of Table 16 will reveal the degree to which physical educators subscribe to, are familiar with, and are unfamiliar with each periodical, by percentage according to the date of the last physical education convention or workshop attended. Those having attended a physical education convention or workshop within the last year have the highest percentage of subscribers to nine of the periodicals. In comparison, the group having attended a convention or workshop more than a year ago has the highest percentage of subscribers to one periodical, and those not having listed a physical education convention or workshop attended have the highest percentage of subscribers to two of the periodicals.

The only group having a percentage of subscribers higher than 50 percent is the group having attended a convention or workshop within the last year. This amount is shown for three periodicals. For those having attended a convention or workshop within the last year, a subscriber percentage of less than 25 percent is shown for four periodicals. For those having attended a convention or workshop more than a year ago, a subscriber percentage of less than 25 percent is shown for seven periodicals, whereas for those not listing a convention or workshop, a subscriber

Table 16

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

	No Workshops Listed (N = 24)			Attended Within Last Year (N = 115)			More Than a Year Ago (N = 37)		
	S	F	U	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	4	38	8	3	41	17	0	38	22
<u>Athletic Journal</u>	21	25	8	13	41	7	19	32	8
<u>Journal of Physical Education and Recreation</u>	42	17	4	74	7	0	43	30	0
<u>Medicine and Science in Sports</u>	4	38	17	11	31	20	5	19	41
<u>National Education Association Journal--Today's Education</u>	4	54	4	19	51	1	27	41	0
<u>Physical Education Newsletter</u>	17	21	25	35	24	7	14	22	16
<u>The Physical Educator</u>	8	29	21	34	23	3	11	38	3
<u>Quest</u>	8	21	29	28	23	11	5	19	38
<u>Research Quarterly</u>	25	29	4	40	23	1	32	30	0
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	29	38	4	37	34	4	32	32	3
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	13	42	8	66	8	2	27	32	5
<u>Update</u>	13	25	25	61	8	9	22	19	32

S = Subscribes to

F = Familiar

U = Unfamiliar

percentage of less than 25 percent is shown for nine of the periodicals.

The group having attended a convention or workshop within the last year shows no more than 20 percent of these individuals who are unfamiliar with any of the periodicals. Both of the other groups show a percentage higher than 20 percent who are unfamiliar with four periodicals.

ANALYSIS OF DATA ACCORDING TO NUMBER OF PROFESSIONAL ORGANIZATION MEMBERSHIPS

Table 17 indicates the degree to which physical educators read selected periodicals, by percentage according to the number of professional organization memberships listed by individuals. The highest percentage of regular readers is found for nine of the periodicals in the group listing four or more professional organization memberships, for three of the periodicals in the group listing no memberships, and for none of the periodicals in the group listing one to three memberships. In regard to percentages of regular readers, in every case where those listing no memberships do not have the highest percentages of regular readers for periodicals listed, they have the lowest percentage of regular readers.

The group listing four or more memberships has above 50 percent of its individuals as regular readers for three periodicals.

Table 17

Degree of Reading, by Percentage According to the Number of Professional Organization Memberships Listed

	None Listed (N = 20)				1-3 Listed (N = 81)				4 or More Listed (N = 75)			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	15	5	10	30	5	7	9	21	8	5	23	36
<u>Athletic Journal</u>	40	5	35	80	17	16	12	45	9	16	19	44
<u>Journal of Physical Education and Recreation</u>	10	5	55	70	46	17	5	68	73	19	4	96
<u>Medicine and Science in Sports</u>	0	0	15	15	6	6	12	24	12	13	13	38
<u>National Education Association Journal--Today's Education</u>	15	10	20	45	10	9	11	30	12	25	16	53
<u>Physical Education Newsletter</u>	10	10	20	40	20	23	9	52	31	20	9	60
<u>The Physical Educator</u>	5	0	30	35	12	16	14	42	28	25	1	54
<u>Quest</u>	10	5	0	15	11	9	15	35	33	16	3	52
<u>Research Quarterly</u>	15	5	20	40	23	17	9	49	32	27	15	74
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	5	5	20	30	14	11	12	37	31	21	15	67
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	10	5	25	40	32	14	9	55	76	9	1	86
<u>Update</u>	5	0	15	20	21	9	7	37	60	15	3	78

R = Regular
P = Periodic

I = Irregular
T = Total Percentage

Total percentage of readers is almost entirely dominated by those listing four or more memberships. This group has the highest percentage of readers in regard to eleven of the twelve periodicals. The one exception was that the individuals who listed no memberships read the other periodical to a greater extent.

Fifty percent or more of the group listing four or more memberships read nine of the periodicals. Fifty percent or more of the group listing one to three memberships read three of the periodicals, and 50 percent or more of the group listing no memberships read two of the periodicals.

Table 18 shows the degree to which physical educators subscribe to, are familiar with, and are unfamiliar with each periodical, by percentage according to the number of professional organization memberships listed.

The group listing four or more memberships has the highest percentage of subscribers for ten of the periodicals. The groups listing no memberships and one to three memberships had the highest percentage of subscribers for one periodical each.

Fifty percent or more of the group listing no professional memberships subscribed to none of the periodicals. In the group listing one to three memberships, only one periodical was subscribed to by 50 percent. Fifty

Table 18

Degree of Subscription, Familiarity, and Unfamiliarity, by Percentage According to the Number of Professional Organization Memberships Listed

	None Listed (N = 20)			1-3 Listed (N = 81)			4 or More Listed (N = 75)		
	S	F	U	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	0	35	25	2	40	16	5	37	20
<u>Athletic Journal</u>	25	30	5	20	31	7	8	52	8
<u>Journal of Physical Education and Recreation</u>	5	50	0	59	12	1	82	4	1
<u>Medicine and Science in Sports</u>	0	25	40	7	32	25	13	27	25
<u>National Education Association Journal--Today's Education</u>	10	65	5	11	48	2	32	36	0
<u>Physical Education Newsletter</u>	0	25	40	35	20	7	33	25	7
<u>The Physical Educator</u>	0	50	10	19	22	9	33	27	1
<u>Quest</u>	0	25	50	10	20	22	39	23	8
<u>Research Quarterly</u>	10	55	0	36	20	2	49	23	0
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	15	55	5	23	33	7	51	24	1
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	5	50	5	38	19	5	81	5	1
<u>Update</u>	0	15	55	35	17	15	68	8	7

S = Subscribes to

F = Familiar

U = Unfamiliar

percent of the group who listed four or more memberships subscribed to four periodicals.

Twenty-five percent or more of the group listing no memberships was shown to be unfamiliar with five of the periodicals, while 20 percent or more of the other two groups were shown to be unfamiliar with only one periodical.

ANALYSIS OF DATA ACCORDING TO MAJOR RESPONSIBILITY

The degree to which physical educators read selected periodicals, by percentage according to major responsibility, is shown in Table 19. Individuals whose major responsibility is teaching reflect a higher percentage of regular readers for all the periodicals except one. The group whose major responsibility is athletics has a higher percentage of regular readers for the other periodical. The group whose major responsibility is administration failed to have the highest percentage of regular readers for any of the periodicals.

When comparing these three groups, one can see that 50 percent of the group whose major responsibility is teaching read three of the periodicals. Neither of the other two groups have a percentage of regular readers above 40 percent.

Table 19

Degree of Reading, by Percentage According to Major Responsibility

	Teaching (N = 115)				Athletics (N = 27)				Administration (N = 34)			
	R	P	I	T	R	P	I	T	R	P	I	T
<u>Journal of Applied Physiology</u>	8	7	20	35	4	4	11	19	3	9	15	27
<u>Athletic Journal</u>	10	13	18	41	41	11	22	74	24	15	12	51
<u>Journal of Physical Education and Recreation</u>	66	18	9	93	15	15	30	60	35	9	3	47
<u>Medicine and Science in Sports</u>	10	14	13	37	0	0	22	22	6	3	15	24
<u>National Education Association Journal--Today's Education</u>	13	15	13	41	7	15	26	48	6	21	6	33
<u>Physical Education Newsletter</u>	29	24	10	63	11	11	7	29	18	9	12	39
<u>The Physical Educator</u>	23	27	12	62	0	4	22	26	15	6	12	33
<u>Quest</u>	28	11	9	48	4	11	4	19	9	9	6	24
<u>Research Quarterly</u>	33	25	14	72	7	11	15	33	21	9	6	36
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	26	13	17	56	11	11	15	37	15	18	6	39
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	61	13	8	82	11	7	19	37	24	9	3	36
<u>Update</u>	69	12	12	93	4	7	7	18	27	3	0	30

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

A higher total percentage of readers is found in the teaching group for all but two of the periodicals. Those whose major responsibility is athletics have a higher total percentage of readers in the other two periodicals.

Fifty percent or more of the teachers read seven of the periodicals to some extent. Fifty percent or more of those whose major responsibility is athletics read two of the periodicals to some extent, and 50 percent or more of the administrators read one periodical to some extent.

An analysis of Table 20 will reveal the degree to which physical educators subscribe to, are familiar with, and are unfamiliar with each periodical, by percentage according to major responsibility.

The group who teach have the highest percentage of subscribers in eleven of the periodicals. Again, the exception is that the group whose major responsibility is athletics had a higher percentage of subscribers to one periodical. The only group having 50 percent of its members subscribe to any of the periodicals is the teachers. Three periodicals are subscribed to by 50 percent or more of the teachers.

Three of the periodicals are subscribed to by less than 20 percent of the teachers. Ten of the periodicals are subscribed to by less than 20 percent of the individuals

Table 20

Degree of Subscription, Familiarity, and Unfamiliarity, by
Percentage According to Major Responsibility

	Teaching (N = 115)			Athletics (N = 27)			Administration (N = 34)		
	S	F	U	S	F	U	S	F	U
<u>Journal of Applied Physiology</u>	5	43	18	0	30	33	0	32	3
<u>Athletic Journal</u>	8	49	12	30	15	4	26	9	0
<u>Journal of Physical Education and Recreation</u>	79	12	1	15	30	0	41	3	0
<u>Medicine and Science in Sports</u>	12	30	24	0	30	30	3	26	12
<u>National Education Association Journal--Today's Education</u>	20	54	3	19	37	4	18	21	0
<u>Physical Education Newsletter</u>	37	26	14	0	22	19	9	15	0
<u>The Physical Educator</u>	34	28	6	0	33	11	15	15	0
<u>Quest</u>	30	30	14	0	15	48	3	6	12
<u>Research Quarterly</u>	49	25	1	4	44	4	18	6	0
<u>Tennessee Education Association Journal--The Tennessee Teacher</u>	40	32	4	22	37	4	24	15	0
<u>Tennessee Journal of Health, Physical Education, and Recreation</u>	67	13	4	11	33	4	24	21	0
<u>Update</u>	69	12	12	4	22	40	21	9	6

S = Subscribes to

F = Familiar

U = Unfamiliar

whose major responsibility is athletics, and seven of the periodicals are subscribed to by less than 20 percent of the administrators.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

A survey instrument was sent to physical educators in selected colleges and universities in Tennessee to investigate the professional journal reading habits of these individuals. Responses to the survey were analyzed in regard to variables that were suggested by a jury of experts. Variables used in this study include sex, age, marital status, number of children, years of teaching experience, professional preparation (degrees obtained), date of last attendance at a physical education convention or workshop, professional organization memberships, and major responsibility of each physical educator. The study indicates the relationship of subscription to the periodicals, familiarity with the periodicals, and degree of reading of the periodicals to each variable.

An overall analysis of the data revealed the percentage of the physical educators who subscribe to each periodical, those who are familiar but do not read each periodical, and those who are unfamiliar with each

periodical. This analysis also revealed the degree to which each periodical is read. Regular readers were described as those who read from 75 to 100 percent of each issue of a periodical and at least 50 percent of the articles in the issues read. Periodic readers are those who read from 50 to 75 percent of the issues and at least 50 percent of the articles in the issues read. Irregular readers were those who read less than 50 percent of the issues and less than 50 percent of the articles in the issues read.

The data were then analyzed with specific attention given to each variable used in the study. For each variable, the percentage who subscribe to each periodical, the percentage who are familiar with each periodical but do not read it, the percentage who are unfamiliar with each periodical, and the degree to which each periodical is read (regularly, periodically, or irregularly) were computed. Relationships between each variable and the reading habits of the physical educators surveyed are reported by percentages.

CONCLUSIONS

Based on the responses to the survey instrument, the following conclusions may be drawn in regard to the professional periodical reading habits of the physical educators surveyed.

1. Physical educators generally do not read selected professional periodicals regularly.
2. Among the individuals surveyed, the percentage of regular readers is closely associated with percentage of subscribers to the particular periodical.
3. Based on responses, each variable, except sex, influences professional journal reading habits of the physical educators surveyed.
4. There is little difference in the reading habits of males and females as shown by the percentages reported in this investigation.
5. Age has an influence on the professional journal reading habits of the physical educators surveyed, with individuals in the older age groups reading more than individuals in the younger age groups.
6. Married physical educators read selected periodicals with a greater degree of regularity than single physical educators.
7. Physical educators with three or more children read selected periodicals with a greater degree of regularity than those surveyed who have fewer than three children.
8. Physical educators with eleven or more years of teaching experience read selected periodicals more than those with less teaching experience.

9. Physical educators having an earned doctorate degree read selected periodicals with a greater degree of regularity than those individuals having an earned masters degree.

10. Physical educators having attended a physical education convention or workshop within the last year read selected periodicals with a greater degree of regularity than those not having attended a convention or workshop within the last year.

11. Physical educators holding membership in four or more professional organizations read selected periodicals with a greater degree of regularity than those in less than four professional organizations.

12. Physical educators having teaching as their major responsibility read selected periodicals with a greater degree of regularity than those surveyed whose major responsibility is athletics or administration.

RECOMMENDATIONS

In an effort to contribute to the improvement of professional journal reading habits of physical educators, the following recommendations are made.

1. Physical educators in leadership positions within physical education departments should encourage subscription to journals and in general make selected periodicals available.

2. Physical educators in leadership positions should encourage membership in appropriate professional organizations.

3. Special efforts should be initiated to encourage professional reading for those with limited experience and for those lacking the terminal degree.

4. Efforts should be made to encourage and motivate professional reading among those physical educators having major responsibilities in administration and athletics.

5. Physical education convention and workshop attendance should be encouraged by physical educators in positions of leadership.

6. Physical educators should be encouraged to develop periodical reading opportunities in preparatory courses as a means of providing a foundation for future professional reading habits.

7. Similar investigations should be made toward the determination of professional reading habits within our various disciplinary groups, for students and faculty, across the nation. The information obtained should be compiled and publicized extensively to professional educators.

APPENDIXES

APPENDIX A

LETTER SENT TO THE JURY OF EXPERTS

Dr. John S. Anderson
Department of Physical Education
East Tennessee State University
Johnson City, Tennessee 37601

Dear Dr. Anderson:

I am presently working on a doctoral dissertation in physical education at Middle Tennessee State University. In an effort to construct an instrument suitable for surveying the periodical reading habits of physical education teachers in selected four-year colleges and universities, I should appreciate your response to the enclosed check list.

Please accept my thanks and return the completed check list in the enclosed, self-addressed, stamped envelope.

Sincerely yours,

Roy Gene Sharp

RGS/jws

APPENDIX B
JURY CHECK LIST

JURY CHECK LIST

- I. Check those journals in the list which you feel should be read by college and university physical education instructors in Tennessee.

<input type="checkbox"/> ATHLETIC JOURNAL	<input type="checkbox"/> PHYSICAL EDUCATION NEWSLETTER
<input type="checkbox"/> COACH AND ATHLETE	<input type="checkbox"/> QUEST
<input type="checkbox"/> JOURNAL OF PHYSICAL EDUCATION AND RECREATION	<input type="checkbox"/> JOURNAL OF APPLIED PHYSIOLOGY
<input type="checkbox"/> THE PHYSICAL EDUCATOR	<input type="checkbox"/> MEDICINE AND SCIENCE IN SPORTS
<input type="checkbox"/> RESEARCH QUARTERLY	<input type="checkbox"/> TEA JOURNAL
<input type="checkbox"/> SCHOLASTIC COACH	<input type="checkbox"/> THE FOIL
<input type="checkbox"/> TENNESSEE JOURNAL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION	
<input type="checkbox"/> NEA JOURNAL	

ADDITIONAL SUGGESTIONS: _____

- II. Check the factors that you feel might have an influence on the periodical reading habits of physical education instructors.

<input type="checkbox"/> DEGREE HELD	<input type="checkbox"/> NUMBER OF CHILDREN
<input type="checkbox"/> YEARS OF TEACHING EXPERIENCE	<input type="checkbox"/> DATE OF LAST SCHOOL ATTENDANCE
<input type="checkbox"/> SCHOOL POPULATION	<input type="checkbox"/> TYPE OF SCHOOL (STATE, PRIVATE-RELIGIOUS, ETC.)
<input type="checkbox"/> SEX	<input type="checkbox"/> MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
<input type="checkbox"/> AGE	<input type="checkbox"/> PRIMARY AREA OF RESPONSIBILITY (DEPT. HEAD, COACH, INSTRUCTOR)
<input type="checkbox"/> MARITAL STATUS	
<input type="checkbox"/> APPROXIMATE DATE OF ATTENDING LAST CONVENTION OR WORKSHOP IN PHYSICAL EDUCATION	

ADDITIONAL SUGGESTIONS: _____

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

APPENDIX C

Jury of Experts

JURY OF EXPERTS

West Tennessee

I. Memphis State University

1. Dr. Darrel Crase
2. Mr. Ralph Hatley
3. Ms. Elma Roane
4. Dr. Charles Roy Schroeder

II. The University of Tennessee at Martin

1. Ms. Betty Giles
2. Mr. James C. Henson
3. Dr. Gracie Purvis

Middle Tennessee

I. George Peabody College

1. Dr. Leon Garrett
2. Dr. Kenneth Black
3. Dr. Dwain Johnson
4. Ms. Louise Knowles

II. David Lipscomb College

1. Dr. Duane R. Slaughter
2. Ms. Betty Webster
3. Dr. James Everett Ward

III. Middle Tennessee State University

1. Dr. Amiel Solomon
2. Dr. Jon Macbeth
3. Dr. Martha Chambers
4. Dr. Fran Reil

East Tennessee

I. The University of Tennessee, Knoxville

1. Dr. A. J. Kozar
2. Dr. Helen B. Watson

3. Dr. Ben A. Plotnicki
4. Dr. N. E. Lay
5. Dr. G. F. Brady

II. East Tennessee State University

1. Dr. Connie Mynatt
2. Dr. Sid Rice
3. Dr. John S. Anderson

III. Milligan College

1. Mr. Pat Bonner
2. Mr. Duard B. Walker

APPENDIX D

JOURNALS PERTINENT TO THE STUDY

JOURNALS PERTINENT TO THE STUDY

1. JOURNAL OF APPLIED PHYSIOLOGY
2. ATHLETIC JOURNAL
3. JOURNAL OF PHYSICAL EDUCATION AND RECREATION
4. MEDICINE AND SCIENCE IN SPORTS
5. NEA JOURNAL
6. PHYSICAL EDUCATION NEWSLETTER
7. THE PHYSICAL EDUCATOR
8. QUEST
9. RESEARCH QUARTERLY
10. TEA JOURNAL
11. TENNESSEE JOURNAL OF HEALTH, PHYSICAL EDUCATION,
AND RECREATION
12. UPDATE

APPENDIX E

CAMOUFLAGE ITEMS

CAMOUFLAGE ITEMS

1. COACH AND ATHLETE
2. FIELD AND STREAM
3. THE FOIL
4. HEALTH EDUCATION
5. JOURNAL OF SCHOOL HEALTH
6. NEWSWEEK
7. OUTDOOR LIFE
8. PHI DELTA KAPPAN
9. READER'S DIGEST
10. RECREATION
11. SCHOLASTIC COACH
12. SCHOOL SAFETY
13. SPORTS ILLUSTRATED
14. TIME
15. TODAY'S HEALTH
16. U.S. NEWS AND WORLD REPORT
17. WOMEN'S SPORTS

APPENDIX F

LETTER TO INDIVIDUALS TO BE SURVEYED

Dr. John S. Anderson
Department of Physical Education
East Tennessee State University
Johnson City, Tennessee 37601

Dear Dr. Anderson:

I am endeavoring to survey the periodical reading habits of physical educators in Tennessee colleges and universities offering a bachelor's degree in physical education. This survey is part of a doctoral dissertation.

Specific information gathered during the study will be kept strictly confidential.

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

Should you desire an abstract upon completion of the study, please indicate this at the top of your inventory.

Accept my sincere thanks for attention given this request.

Sincerely,

Roy Sharp

APPENDIX G

PERIODICAL READING HABITS INVENTORY

PERIODICAL READING HABITS INVENTORY

Name _____ Sex M _____ F _____
 Age 20-29 _____ 30-39 _____ 40-49 _____ 50 and over _____
 Marital status _____ Number of children _____
 Number of years of teaching experience _____
 Professional preparation:
 Undergraduate degree(s) obtained _____ Institution _____
 Major _____ Minor _____ Year _____
 Graduate degree(s) obtained _____ Institution _____
 Major _____ Minor _____ Year _____
 Last physical education convention or workshop attended:
 _____ Date _____

Professional organizations of
 which you are a member _____

Major responsibilities _____

**PLEASE FOLLOW THE DIRECTIONS BY COMPLETING EACH STEP BEFORE
 GOING TO THE NEXT TO INSURE GREATER ACCURACY:**

- Step 1: To through the entire list and encircle
 periodicals subscribed to.
- Step 2: Go through the entire list and draw a line through
 periodicals you do not read, but which are familiar.
- Step 3: Go through the entire list and place a check (✓)
 to the left of unfamiliar periodicals.
- Step 4: For periodicals you read, check the appropriate
 column according to the scale below:

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

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

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

	<u>Regular</u>	<u>Periodic</u>	<u>Irregular</u>
JOURNAL OF APPLIED PHYSIOLOGY	_____	_____	_____
ATHLETIC JOURNAL	_____	_____	_____
COACH AND ATHLETE	_____	_____	_____
FIELD AND STREAM	_____	_____	_____
THE FOIL	_____	_____	_____
HEALTH EDUCATION (formerly SCHOOL HEALTH REVIEW)	_____	_____	_____
JOURNAL OF PHYSICAL EDUCATION AND RECREATION (formerly JOHPER)	_____	_____	_____
JOURNAL OF SCHOOL HEALTH	_____	_____	_____
MEDICINE AND SCIENCE IN SPORTS	_____	_____	_____
NEA JOURNAL	_____	_____	_____
NEWSWEEK	_____	_____	_____
OUTDOOR LIFE	_____	_____	_____
PHI DELTA KAPPAN	_____	_____	_____
PHYSICAL EDUCATION NEWSLETTER	_____	_____	_____
THE PHYSICAL EDUCATOR	_____	_____	_____
QUEST	_____	_____	_____
READER'S DIGEST	_____	_____	_____
RECREATION	_____	_____	_____
RESEARCH QUARTERLY	_____	_____	_____
SCHOOL SAFETY (formerly SAFETY EDUCATION)	_____	_____	_____

	<u>Regular</u>	<u>Periodic</u>	<u>Irregular</u>
SCHOLASTIC COACH	_____	_____	_____
SPORTS ILLUSTRATED	_____	_____	_____
TEA JOURNAL	_____	_____	_____
TENNESSEE JOURNAL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION	_____	_____	_____
TIME	_____	_____	_____
TODAY'S HEALTH	_____	_____	_____
UPDATE	_____	_____	_____
U.S. NEWS AND WORLD REPORT	_____	_____	_____
WOMEN'S SPORTS	_____	_____	_____

IN ADDITION TO THE ABOVE, PLEASE LIST OTHER PUBLICATIONS THAT YOU READ. IF YOU SUBSCRIBE, PLEASE ENCIRCLE. IF NOT, PLEASE INDICATE THE MEANS BY WHICH THE PUBLICATION IS AVAILABLE TO YOU.

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