July 18, 1973

To the Graduate Council:

I am submitting herewith a thesis written by Carey Madden House entitled "An Evaluation of the Undergraduate Physical Education Curriculum for Women at The University of Tennessee at Knoxville." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Physical Education.

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Major Professor

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AN EVALUATION OF THE UNDERGRADUATE PHYSICAL EDUCATION CURRICULUM FOR WOMEN AT THE UNIVERSITY OF TENNESSEE AT KNOXVILLE

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

Carey Madden House

August 1974

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ABSTRACT

The purpose of this study was to evaluate the undergraduate professional physical education curriculum for women at The University of Tennessee at Knoxville. A questionnaire was mailed to all 143 women who had graduated from The University of Tennessee at Knoxville with a major in physical education from 1968-1972. Seventy-one completed questionnaires were received, and fifteen respondents who had never taught were eliminated from the study at this time. The remaining 56 questionnaires were considered the sum of the sampling. Data were analyzed according to descriptive techniques, including frequency counts and their corresponding percentages and mean rating where appropriate.

Health was the most frequently indicated subject taught in addition to physical education. Approximately one third of the respondents were currently coaching or had coached at their most recent teaching situation. Approximately one third were in charge of an intramural program. Only four or seven percent of the respondents were presently or had most recently taught in a specialized area of physical education, and three of these were at the higher education level.

With reference to a total of 16 selected activities, the respondents rated themselves highest in demonstration

of beginning level skills and lowest in ability to officiate and judge activities. In rating themselves on abilities associated with teaching 16 selected activities, respondents rated themselves higher in all cases on activities which they had taught as compared with activities they had not taught. In rating competencies not directly associated with teaching specific activities, respondents felt most competent in providing for the safety of their students and performing managerial tasks. Respondents felt least confident in teaching the handicapped and designing weight control programs.

Respondents who had had competitive team experience felt that that experience contributed more than any other single experience to their ability to teach activity classes. Post graduate work and student teaching also ranked high in contribution to competency. Respondents indicated that teaching experience within methods courses was least valuable. Classroom experience was ranked relatively low as a contributor to ability to teach activity classes.

According to the respondents, development of personal sports skills, knowledge of the subject matter, and teaching organization and procedures were sufficiently emphasized in their undergraduate program. Coaching and officiating techniques and personal teaching skills were generally felt to be emphasized insufficiently. A generalist rather than a specialist undergraduate teacher preparation program was preferred.

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CHAPTER I

INTRODUCTION

Although evaluation of educational programs in institutions of higher learning is generally continuous, at certain times the evaluative processes are particularly rigorous. Currently, professional education programs in all areas, including physical education, are undergoing close scrutiny by both internal and external personnel as well as society in general. Some of the factors which have generated intense examination and frequent subsequent modification in curricular patterns of professional education are: (1) focus on excellence by expansion of both breadth and depth of curricular offerings, (2) changed emphases in professional preparation programs, (3) advanced placement of competent students, (4) development of new concepts relative to teacher education, and (5) expansion of junior college programs. Also, the supply-demand ratio of the teaching profession has resulted in a renewed committment to quality rather than quantity in the product (33, pp. 5-7).

I. STATEMENT OF THE PROBLEM

The purpose of this study was to evaluate the undergraduate professional physical education curriculum for

women at The University of Tennessee at Knoxville. A questionnaire was administered to all women who graduated from The University of Tennessee at Knoxville with a major in physical education from 1968-1972 in order to determine: (1) descriptive data on the subjects and their teaching experiences, (2) specific teaching competencies possessed by the subjects, (3) experiences which had contributed, and to what degree, to teaching competencies, and (4) areas of the curriculum which had been emphasized enough, too much, and not enough. All data collected were self-evaluations of the subjects and ratings of curricular practices as perceived by the individual subjects.

II. SIGNIFICANCE OF THE STUDY

Evaluation and curriculum development and modification are closely and positively related. The key element in the evaluation-modification process is feedback of data that may be applied to improve instructional resources and learning sequences (20, p. 344). Cronbach (6) has stated repeatedly that educational evaluation data is most significantly used in the improvement of curricula.

An evaluation of the undergraduate physical education major program for women at The University of Tennessee at Knoxville was needed for the purpose of detecting strengths and weaknesses in the teaching-learning process and product.

Faculty members involved in curricular examination felt a need for data concerning competencies and weaknesses of graduates of the program, descriptive data on the subjects and their teaching experiences, the degree to which various experiences had contributed to teaching competency, and the relative value of emphasis-placement in the curriculum. This study was deemed the most feasible technique for collecting data needed for curricular improvement purposes.

III. LIMITATIONS OF THE STUDY

The study contained the limitations characteristic of all questionnaire and opinionnaire survey studies. Those general limitations may be found in Leonard Koos' manual and critique entitled The Questionnaire in Education (15).

CHAPTER II

REVIEW OF THE LITERATURE

The review of literature was concerned with four areas relative to curriculum evaluation in physical education. These were: (1) general curricular evaluation, (2) competency based preparation for physical education teachers, (3) experiences recommended for inclusion in physical education professional programs, and (4) related studies.

I. GENERAL CURRICULAR EVALUATION

Curriculum evaluation has progressed rapidly since mid-century when it received a new impetus from Ralph Tyler. Whereas several negative concepts had been inhibitors of past curricular evaluative efforts, new concepts have developed which are conducive to the process of curricular evaluation. Among them, David Payne specified the following: (1) curricular evaluation and development are mutually complementary and noninterfering, (2) a curriculum may be evaluated in a variety of ways, (3) curriculum developers and evaluators have positively related aims and interests, (4) although program objectives must be representative, the evaluator's role may or may not include specification of

program objectives, and (5) the length and time of the evaluation should be dictated by purpose (20, pp. 344-347).

Hulda Grobman (12) and Elliot Eisner (9) noted that curricular evaluation has progressed markedly in the last decade by becoming independent of curriculum research. With the major changes that occurred in curriculum content came an immediate need for evaluation of these developmental programs. According to Grobman educators needed evaluative information for two basic reasons: (1) to determine the suitability of new curricular content and obtain guidelines for needed changes, and (2) to describe the product of the new curriculum by comparison to products of parallel programs or to provide only descriptive data of the new product where comparative data were not available. New evaluation was characterized by descriptive data unlike psychological and standardized measures used by former curriculum researchers. Evaluation became focused on its practicality for use in conjunction with curricular development (12, p. 439).

Wayne Welch described the past fifteen years as dominated by curricular development on the national level. Curricular evaluation has served two major functions in assisting this development: (1) by providing descriptive data useful in improving courses, and (2) by supplying guidelines for decisions concerning curriculum selection and effective use (32, p. 430).

Karns and Wenger emphasized that evaluators must examine the process of teaching both descriptively and prescriptively. They noted four essential phases of teaching which are intricately related to phases of evaluation: (1) preassessment, (2) teaching in terms of specified objectives, (3) post-assessment in terms of the objectives, and (4) reteaching, or prescriptive teaching, which represents efforts to achieve objectives previously unachieved. They further stated that evaluation can serve a corrective function if it meets the following criteria: (1) relevance, (2) applicability, (3) timeliness and availability, (4) variety of data, (5) clarity, (6) consistency and longitudinality, (7) ongoingness, and (8) validity and objectivity (14, p. 535).

Margaret Lindsey noted the tendency for curriculum evaluators to emphasize the negative aspects of the curriculum studied rather than to appraise positive components. She emphasized the extreme difficulty in obtaining evidence to aid decision making in teacher education, and described the most valuable and reliable evaluation as a long term study of graduates after they had taught several years (18, p. 287).

Clifford Bee stated that present needs in curriculum evaluation are not more theory to justify evaluation but rather models to be utilized in evaluative processes. He emphasized the need for prototypes of evaluative instruments

to be used in evaluating individual parts of the school program and others to serve as assessors of the entire program. He developed guidelines for school evaluation and specified areas to be considered in development of evaluative criteria (3, p. 44).

Major evaluative instruments of entire physical education programs on the elementary and secondary level were developed in 1950 by William Ralph La Porte, serving as chairman of the curriculum research committee of the College Physical Education Association. These evaluative measures, in the form of score cards, were the result of 23 years of extensive research by this committee which attempted to define standards that a physical education program should meet. A complete account of the research committee's work and La Porte's score cards can be found in published form (16).

II. COMPETENCY BASED TEACHER PREPARATION

Much of the basic work in educational evaluation can be attributed to the writings of Ralph Tyler, who recommended that curriculum development consist of three stages:

1. Stating objectives in terms of student behavior
2. Specifying learning experiences likely to contribute to student attainment of objectives
3. Evaluating learning experiences in terms of attainment of objectives [26, pp. 399-340].

In a competency based teacher education program, the educator states specific objectives that the student is

responsible for attaining during a unit and the criteria which will be used to measure the student's ability to meet these objectives. These objectives include attitudes, skills, knowledges, performance, and product criteria (21, p. 147).

Educators have realized the value of a competency based teacher education program. They have seen its value primarily as a program in which results can be easily and precisely measured (5, p. 510). Barry Pelton (21, p. 147) stated that competency based teacher education has been accepted more readily than any previous new methods of teacher education. F. Douglas Bowles (5, p. 512) described competency based teacher education as one of the necessary changes in education.

Elliot Eisner (9) and Herbert Walberg (29) also emphasized that evaluative procedures be closely associated with formulated objectives. Stating specific objectives of courses enables the evaluator to determine if the course content was effective in student attainment of the objectives. Unbiased reporting of the evaluation can assist others in determining if a particular approach would be suitable for their students and consistent with their priorities (29, p. 570).

F. Douglas Bowles (5, p. 510) stated that the value in competency based teacher education is that it forces the

teacher to state concisely what behavior changes he intends for his teaching to induce, and it supplies the teacher with a means of evaluation to discern if students have met behavioral objectives. The teacher can continually modify his program and provide for more efficient learning by applying information gained from evaluative results. In the competency based program emphasis is on demonstrating the specific competency, not on how much time one spends learning. The teacher is able to evaluate which method of learning is most effective for each of his students; he is not forced to move the class along at a predetermined pace but can provide for individual differences by allowing each student to progress independently as he demonstrates competencies (5, p. 511).

Millard Fisher stated that because the supply of teachers is exceeding the demand, educators are concentrating their efforts on raising the quality of the teachers who graduate from their institution. The incorporation of a competency based program provides a method for assuring that students who complete the program have met specified standards. It is no longer a question of how many credit hours a student can accumulate but rather what the student can do. Student competence is assessed in three ways.

1. Comprehensive examinations to determine mastery of the general, specialized, and professional education components of the teacher education curriculum

2. Sequential performance tests based on an analysis of various teaching tasks
3. Internship to further develop and verify professional skills [10, p. 93].

In this way the student as well as the program is constantly evaluated and methods can continuously be incorporated to provide for more efficient learning.

III. EXPERIENCES RECOMMENDED FOR INCLUSION IN PHYSICAL EDUCATION PROGRAMS

John Spurgeon quoted Sophocles as saying in 40 B.C., "One must learn by doing things; for although you think you know it, you have no certainty until you try" (24, p. 51).

In a study involving the professional physical education programs of 75 selected colleges and universities throughout the United States, Wylma Smith found that 100 percent of these institutions required the student teaching experience (23, p. 80).

Educators have realized for many years the necessity of students preparing to teach to have a wide variety of experience working with children of all ages; yet, it has not been until recent years that direct teaching experiences and provisions for observing and working closely with children in a variety of situations have been included in addition to the senior year student teaching experience (31, p. 86; 27, p. 43; 2, p. 70; 13, p. 91; 4, p. 23).

Van Dalen and Van Dalen stated that superior professional preparation is comprised of more than a mere accumulation of academic credits. Extracurricular activities are an extremely vital part of the educational experience. The trend in recent years for colleges to include practical experiences within courses is very promising. A student also needs to participate in extracurricular activities on his own to insure a well rounded professional preparation (27, p. 43).

Van Dalen and Van Dalen suggested several experiences that a student preparing to teach physical education should have in order to be well prepared. Among these experiences are the following: (1) work with children in the capacity of a Sunday School teacher, a baby sitter, an assistant in a settlement house, or a helper at an orphanage, (2) participate in a varsity sport, (3) travel, (4) work part-time in positions such as playground leader, lifeguard, or camp counselor, and (5) assist with such physical education projects as sports days and demonstrations (27, p. 45).

The student should continue to enrich his education after graduation by: (1) taking extension classes and summer school work, (2) attending institutes, conferences, demonstrations and clinics, (3) joining professional organizations, and (4) working on program revisions (27, p. 47).

The concept that sound professional preparation should include a wide variety of experiences is not a new one. In

1958 Muriel Webster stated that all teachers' colleges had realized for a number of years that it was essential to require a variety of experiences outside the classroom in developing a well rounded person (31, p. 86). In order to begin accomplishing these ends, the University of Birmingham has instituted an environmental study in which the students participate during their first five weeks of college. During this period the students visit the back streets of Birmingham, spending time in play centers, youth clubs, and community centers. In addition, the students care for children in an orphanage one night a week during the entire term. By participating in this range of experiences the student learns to understand children in relation to their environment (31, p. 87).

James Baley and David A. Field pointed to professional laboratory experiences as the most important facet of a student's professional preparation (1, p. 46). They suggested such laboratory experiences as systematic observations of physical education classes in local schools, initial limited responsibility for planning and conducting a physical education class in these schools, full responsibility for planning and conducting a physical education class in these schools, and finally student teaching (1, p. 42).

The Washington State miniconference on teacher preparation emphasized the importance of well directed field

experiences designed to meet specific objectives. Educators at this conference pointed out that physical education programs must be relevant to the individual student. For example, if a student plans to teach in the inner city he needs to have city experience during his professional preparation. Educators further emphasized the necessity for institutions to look ahead continually and provide students with diverse experiences which will enable them to meet the wide variety of conditions they will find when they teach (30, p. 10).

Neil Dougherty, director of Teacher Training in Physical Education at Rutgers University, described a program which has been implemented at Rutgers University based on recommendations of the New Jersey Joint Committee on Teacher Education. Dougherty stated that many students discovered that they wanted to specialize in elementary physical education, specialize in secondary physical education, or not teach at all only after student teaching the last semester of their senior year, when it was too late to change their course of study. This was one of the major reasons Rutgers University changed from a traditional program to an experience based program (8, p. 57).

Professional preparation should include direct field experiences which are applicable to experiences the student will encounter when teaching after graduation. These

experiences should include observations, work in elementary and secondary classrooms, and service as an aide in community sponsored projects. In the experience based teacher education program at Rutgers University, each course includes: (1) lecture and discussion periods, (2) group visits to local schools to observe programs of particular interest, and (3) assignment to a school one half day per week (8, p. 58).

Hazel Wacker (28) and Robert Barrett (2, p. 70) emphasized that teacher training programs must include more experiences for their students in working with children at all grade levels and in differing environments. Wacker recommended that these experiences begin the second semester of the freshman year and continue through student teaching. In this way, the student starts with small responsibilities which increase as the time for student teaching approaches. Prospective teachers should have experiences in structured school situations as well as informal camping or recreational situations (28, p. 74).

Realizing the need for an experience based teacher education program and feeling that their academic courses were becoming stereotyped and meaningless, the University of South Florida completely revised their professional preparation program in physical education in 1967. Beginning the first quarter of the junior year, the student spends two hours four days a week in the local schools. This program

is carefully designed to meet individual needs and is combined with a seminar concerned with philosophy, methods, principles, curriculum, organization, and administration. In this way concepts discussed in seminar are made applicable by the students' experiences in the schools. This closely integrated facet of the program continues until the student graduates with his responsibility for conducting classes in local schools increasing with time (4, p. 23).

Ronald Hoffmann described a professional physical education preparation program implemented at St. Lawrence University in which students are offered multiple teaching experiences. Several courses include field trips into the local public schools. During the junior year, students spend extended periods in the local schools, observing and gaining teaching experience. Other activities outside the classroom include voluntary programs such as assisting in a required service program and participating in projects sponsored by the Physical Education Department (13, p. 91). The students' professional preparation is culminated by a semester of student teaching. Students participating in this program have evaluated it as extremely beneficial in giving them the confidence and experience they felt were necessary for successful student teaching (13, p. 92).

IV. RELATED STUDIES

A questionnaire survey of 54 selected women who had graduated in physical education at The University of Utah and had taught or were currently teaching physical education was conducted by Janet Thurgood. The purpose of the study was to examine and evaluate the women's professional preparation program at The University of Utah. Of the 51 graduates who responded to the questionnaire, 88 percent had taught two or more years, with most teaching at the secondary level. Fifty-five percent of the respondents had taught health in addition to physical education. Graduates expressed that they would have preferred to have more directed teaching experiences by spending more time student teaching and assisting in physical education classes. They also indicated a need for more background in lead-up games, recreational games, and variety activities. The investigator found that participation in and organization of extracurricular activities was a beneficial requirement in the professional preparation program. She stated that graduates felt they were not sufficiently prepared to plan their programs and organize their classes. The graduates also felt they needed to know how to analyze skills mechanically in order to teach activities well. The investigator recommended the addition of a required class in the curriculum which the student would

take her senior year. This class would emphasize practical application by drawing together materials, methods, and organizational techniques from all previous professional preparation classes. The use of competency rating in evaluating an individual's suitability for a degree was also recommended (25).

A questionnaire survey of all 2,552 public school physical education specialists in Wisconsin revealed that 70 percent of the 2,042 respondents had taught at each level (elementary, middle school, high school) during a portion of their careers. Thirteen percent of the women respondents had coaching responsibilities, 41 percent directed intramurals, and 42 percent sponsored the cheerleaders. The respondents considered their preparation in general categories such as history and philosophy, organization and administration readily satisfactory. However, they felt their preparation in all forms of dance, elementary school activities, and adaptive and corrective techniques was inadequate. They also rated their student teaching experience considerably lower than other aspects of the curriculum. The reasons given for the low ratings of student teaching were lack of assistance from their supervising teacher and lack of time allowed for them to become familiar with the students before actual teaching responsibilities began. Those who had had an eighteen week student teaching

experience rather than a six week experience rated their student teaching experience much higher (22).

Participants in a questionnaire study of 250 randomly selected physical education teachers in the Washington State Association for Health, Physical Education and Recreation pointed to student teaching and other directed teaching experiences as the most important experiences in their professional preparation. The 166 respondents indicated that directed teaching experiences should begin early in professional preparation and should include experiences on all grade levels in a variety of environments. The respondents considered other experiences such as officiating, recreational leadership, camp counseling, and intramural organization and administration as essential in professional preparation (11).

Ohio State University revised its curricular approach after systematically examining proposals made at conferences and conventions, reviewing articles by critics of physical education, and receiving input from faculty members. The most important recommendation made as a result of this investigation was that the program be structured in such a way as to insure that course work was applicable to realistic life situations and exemplified the newest educational thought. Guided field experiences should begin early in the student's preparation and be closely related to courses being studied at the time (19).

The Pennsylvania State University College of Physical Education and Athletics has continually evaluated its curriculum through a variety of means. In a survey of graduates of the College, respondents expressed a need for a better background in speaking and writing and more training in public relations. As a result of this study, units have been included in courses in an attempt to alleviate these weaknesses. This study led to a genuine effort on the part of the College to keep in close touch with its alumni and receive constant feedback on the curriculum. The College expanded its newsletter sent to all alumni. The newsletter includes innovative ideas in the profession, summaries of pertinent research studies, and numerous other articles of interest. In addition, the Dean of the College holds three district alumni dinners annually during which he obtains frank information from alumni concerning their professional preparation. From these discussions, workshops, summer school courses, and special visits from the extension director are planned (17).

Robert Doering surveyed public senior high school physical educators in Nevada, state directors of physical education, and selected parents of senior high school students in Nevada in order to establish guidelines for professional preparation of physical educators in Nevada. In view of the responses to his survey, Doering stated that

professional preparation programs should prepare students: (1) to teach those activities and interscholastic sports considered essential by a majority of the three groups surveyed, (2) to organize and conduct physical education classes, intramural activities, and interscholastic activities, and (3) to teach corrective activities, health, first aid, and camping and outdoor education. Women should have the opportunity to take electives which would prepare them to sponsor the cheerleaders, the drill team, and school social activities (8).

CHAPTER III

PROCEDURE

This study involved the location of the names and addresses of the women graduates in physical education from The University of Tennessee at Knoxville from 1968-1972, development of the questionnaire, the administration of the questionnaire, and the treatment of the data.

I. LOCATION OF THE NAMES AND ADDRESSES OF THE SUBJECTS

A list of the women majors in physical education from 1968-1972 was obtained from the Women's Physical Education Department. From this list, the seniors of each school year were recorded.

Permission was obtained from the Dean of Admissions and Records for the use of the directories of the Registrar's office to obtain the permanent addresses of the subjects. Fifteen addresses could not be located from either the Registrar's office or the Women's Physical Education Department. In most cases, faculty members indicated that the student had not graduated. All 15 subjects who could not be located were eliminated from the study at that time. The final list of graduates consisted of 143 names.

II. DEVELOPMENT OF THE QUESTIONNAIRE

The questionnaire was designed by the investigator to gain specific information concerning the graduates' present teaching situations and to evaluate the professional physical education curriculum for women primarily through the graduates' own assessment of their competencies in specific areas of physical education.

The questionnaire was reviewed by three members of the women's physical education faculty, and their suggestions were used in its revision. The questionnaire was then administered to five individuals who had received their undergraduate degrees in physical education from The University of Tennessee at Knoxville in order to determine its clarity and to receive further suggestions for revision. A copy of the questionnaire in its final form may be found in Appendix B.

III. ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaire, a self-addressed stamped envelope, and a cover letter explaining the purpose of the evaluation were sent to each of the 143 graduates in April of 1973. Each packet of material was stamped "Important, Please Forward" to encourage ultimate delivery to the subjects. A copy of the cover letter may be found in Appendix A.

Another copy of the questionnaire, the original cover letter and the first follow-up letter was sent to the 81 graduates who had not responded four weeks later. This correspondence was also stamped "Important, Please Forward." A copy of the first follow-up letter appears in Appendix C.

Two weeks after the first follow-up letter was mailed, a second follow-up letter reporting the success of the study to date and urging the return of all questionnaires was sent to the 61 graduates who had not returned their questionnaires. A copy of the second follow-up letter may be found in Appendix D.

IV. TREATMENT OF THE DATA

Two weeks later, on June 7, 1973, 71 completed questionnaires had been received. Fifteen respondents who had never taught were eliminated from the study at this time, and the remaining 56 questionnaires were considered the sum of the sampling.

Data were analyzed according to descriptive techniques, including frequency counts and their corresponding percentages and mean ratings where appropriate. On certain sections of the questionnaire, data were classified according to two or more categories and comparisons were made between the categories.

CHAPTER IV

ANALYSIS OF DATA

A total of 143 questionnaires were sent to all women who had graduated from The University of Tennessee at Knoxville with a major in physical education from 1968-1972. Seventeen or 12 percent of the questionnaires were undeliverable, and 71 or 50 percent were completed and returned. Of the 71 questionnaires received, 15 were disqualified because the respondents had never taught.

A total of 56 questionnaires were tabulated and included in the analysis. Each question was analyzed separately, and the results are included in the text and accompanying tables. Some questions were not completed by the respondents; therefore, all 56 questionnaires could not be used in analyzing the responses to each question. This is indicated in the text or tables whenever applicable.

Data were analyzed according to the following areas: (1) descriptive data on the subjects and their teaching experiences, (2) specific teaching competencies possessed by the subjects, (3) experiences which had contributed, and to what degree, to teaching competencies, (4) areas of the curriculum which had been emphasized enough, too much, and

not enough. Selected comments made by the graduates may be found in Appendix E.

I. DESCRIPTIVE DATA ON THE SUBJECTS AND THEIR TEACHING EXPERIENCES

Descriptive data on the subjects revealed that 16 or 29 percent of the subjects had transferred to The University of Tennessee at Knoxville. Eight or 14 percent of the respondents had received Masters degrees, and none of the respondents had received a Ph.D. degree.

Table 1 indicates all present and former teaching experiences of the respondents according to school level and the average number of years taught at each level. Twenty-two respondents or 39 percent reported at least one year of teaching experience at the elementary level.

Twenty-one or 38 percent of the respondents had taught a total of one year. Twelve or 21 percent had taught two years; 14 or 25 percent had taught three years; and five or nine percent had taught four years. Four or seven percent had taught five years. The average number of total years taught by all respondents was 2.27 years.

Twenty-eight or 50 percent of the respondents were presently or had most recently taught in Tennessee. Knoxville was the present or most recent location for 12

TABLE I

TEACHING EXPERIENCE OF RESPONDENTS (NUMBER OF YEARS TAUGHT) ACCORDING TO LEVEL

No. of Years Taught	Elementary		Junior High		Senior High		Junior College		College		University		Elementary/ Junior High		Elementary/ Junior High/ Senior High		Junior High Senior High		Elementary/ Senior High		Substitute Teaching		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	12	55	8	53	6	50	1	100	1	25	2	67	3	60	1	100	1	50	1	100	3	100	3	75
2	7	32	1	7	1	8	0	0	1	25	0	0	2	40	0	0	1	50	0	0	0	0	1	25
3	2	9	4	27	4	33	0	0	1	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	1	5	1	7	1	8	0	0	1	25	1	33	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Number of Graduates who have Taught at Each Level	22		15		12		1		4		3		5		1		2		1		3		4	
Average Years Taught	1.64		2.07		2.00		1.00		2.50		2.00		1.40		1.00		1.50		1.00		1.00		1.25	

teachers. Thirty-nine different cities and 18 states were represented by the respondents.

The locale, level, and size of school of the respondents' present or most recent teaching experience are indicated in Table II. Twenty-three or 43 percent of the respondents indicated a suburban locale. Eighteen or 34 percent indicated that they were teaching or had most recently taught at the elementary level. Thirty or 54 percent reported a school size ranging from 251-750.

The number of women physical education teachers at each respondent's present or most recent school and the percent of respondents who reported this number are reported in Table III according to level. Seventeen or 94 of those teaching at the elementary level indicated that they were the only woman physical education teacher in their school, and seven or 64 percent of those teaching at the junior high level reported no other women physical education teachers in their schools.

Table IV reports the number of physical education classes presently or most recently taught per day by each respondent, the percentage of respondents who reported each number, and the average number of classes taught per day. Elementary teachers reported an average of 8.6 classes taught per day. Junior and senior high school teachers reported an average class load of 5.5 and 5.4 classes per day, respectively.

TABLE II

LOCALE, LEVEL, AND SIZE OF SCHOOL OF THE PRESENT OR MOST RECENT TEACHING EXPERIENCE OF THE RESPONDENTS

Variables	Number*	Percent
Locale		
Rural	16	30
Suburban	23	43
Intercity	14	26
Level		
Elementary	18	34
Junior High	11	21
Senior High	10	19
Junior College	1	2
College	2	4
University	2	4
Elementary-Junior High	5	9
Elementary-Junior High-Senior High	1	2
Elementary-Senior High	1	2
Junior High-Senior High	2	4
Size of School		
Under 100	1	2
101-250	4	7
251-500	15	27
501-750	15	27
751-1000	11	20
1001-5000	8	14
Over 5000	2	4

*N for "Locale" and "Level" was 53 because three substitute teachers were not classified according to these variables. N for "Size of School" was 56, since two people taught in more than one school.

TABLE III

NUMBER OF WOMEN PHYSICAL EDUCATION TEACHERS IN RESPONDENTS' PRESENT OR MOST RECENT SCHOOLS*

Number	Elementary		Junior High		Senior High		Junior College		College		University		Elementary/ Junior High		Elementary/ Junior High Senior High		Junior High/ Senior High		Elementary/ Senior High	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	17	94	7	64	4	40	0	0	1	50	0	0	4	80	1	100	1	50	0	0
2	1	6	3	27	3	30	0	0	0	0	0	0	1	20	0	0	0	0	0	0
3	0	0	0	0	1	10	1	100	0	0	0	0	0	0	0	0	1	50	1	100
4	0	0	1	9	0	0	0	0	1	50	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over 5**	0	0	0	0	1	10	0	0	0	0	2	100	0	0	0	0	0	0	0	0
Average Teachers Per School	1.06		1.56		2.40		3		2.50		Over 5		1.20		1		2		3	

*Percentages were expressed as a ratio between the number appearing in each category and the number of people teaching at that respective level.

**The "Over 5" category was totaled as 6 in calculating the average for the senior high category, and was reported as "Over Five" for the university average.

TABLE IV

NUMBER OF PHYSICAL EDUCATION CLASSES PRESENTLY OR MOST RECENTLY TAUGHT PER DAY BY RESPONDENTS*

Number	Elementary		Junior High		Senior High		Junior College		College		University		Elementary/ Junior High		Elementary/ Junior High/ Senior High		Junior High/ Senior High		Elementary/ Senior High	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	2	67	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	1	100	1	33	0	0	1	100	0	0	0	0
4	1	7	0	0	1	20	1	100	0	0	0	0	1	100	0	0	1	50	0	0
5	0	0	3	75	1	20	0	0	0	0	0	0	0	0	0	0	1	50	0	0
6	1	7	0	0	3	60	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	3	20	1	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	3	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	4	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100
11	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average Classes Taught Per Day	8.6		5.5		5.4		4		3		2.3		4		3		4.5		10	

*Analysis did not include those teachers who taught subjects other than physical education.

The number and percent of respondents who were presently teaching or had most recently taught subjects in addition to physical education are indicated by Table V according to level. The following were other subjects taught by the respondents in addition to physical education: (1) primary reading, (2) science, (3) reading, (4) art, (5) music, (6) health, (7) world geography, (8) Tennessee history, and (9) modern math. Science and reading were each taught by two respondents, and health was taught by 11. All other subjects were taught by only one respondent.

Table V also indicates the number and percent of respondents who coached an extramural or varsity team for women. The 19 teachers who had coaching responsibilities coached a total of 13 different sports. Golf, archery, bowling, badminton, and tumbling were each indicated by one teacher. Gymnastics and swimming were each indicated by two teachers. Field hockey, track and field, tennis, and softball were each indicated by three teachers. Volleyball was coached by nine teachers, and basketball was coached by eight. Additionally, one person had drill team responsibilities, one person sponsored cheerleaders, and two sponsored a dance club.

Table V also indicates that 20 or 36 percent of the respondents indicated they were in charge of an intramural program. Only four respondents, or seven percent indicated

TABLE V

CHARACTERISTICS OF PRESENT OR MOST RECENT TEACHING EXPERIENCES ACCORDING TO LEVEL*

Variable	LEVEL																				Total Positive Responses for All Levels	
	Elementary		Junior High		Senior High		Junior College		College		University		Elem./ Jr. Hi.		Elem./Jr. Hi./ Sr. Hi.		Jr. Hi./ Sr. Hi.		Elem./ Sr. Hi.			
	No.	%**	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Respondents teaching subjects other than P.E.	1	6	5	45	6	60	1	100	1	50	0	0	3	60	0	0	0	0	0	0	17	30
Respondents teaching only in a specialized area of P.E.	0	0	0	0	0	0	0	0	2	100	1	50	1	20	0	0	0	0	0	0	4	7
Respondents who team teach	4	22	5	45	6	60	0	0	0	0	1	50	1	20	1	100	0	0	0	0	18	32
Schools which have an intramural program	5	28	7	64	9	90	1	100	2	100	2	100	2	40	0	0	1	50	1	100	30	54
Respondents who are in charge of the intramural program	4	22	6	55	5	50	1	100	0	0	1	50	1	20	0	0	1	50	1	100	20	36
Respondents who coach a varsity team for women	3	17	5	45	5	50	1	100	0	0	1	50	2	40	0	0	2	100	0	0	19	34

*Number presently or most recently teaching in Elementary = 18
Jr. High = 11
Sr. High = 10
Jr. College = 1
College = 2
University = 2
Elem./Jr. High = 5
Elem./Jr. High/Sr. High = 1
Elem./Sr. High = 1
Jr. High/Sr. High = 2
Total 56

**Percentages at the various levels were expressed as a ratio between the number of respondents who indicated a positive response to the question and the number of respondents who taught at that level.

that they were presently teaching or had most recently taught in a specialized area of physical education.

To analyze the average class size data three categories were used: elementary, secondary, and higher education. At the elementary level, three respondents indicated that their average class size was under 20. Seven respondents indicated their average class size was 21-30, and six indicated that it was 31-40. One person indicated an average class size of 41-50, three indicated 51-60, and two reported an average class size of over 60. At the secondary level, seven respondents reported an average class size of 21-30. Nine respondents indicated their class size was 31-40, and five indicated that it was 41-50. One person each reported an average class size of 51-60 and over 60. One person teaching at the higher education level indicated an average class size of under 20. Two people each reported average class sizes of 21-30 and 31-40.

Table VI indicates the frequency with which various types of facilities were available to the respondents in their present or most recent teaching experience. The higher education data were not analyzed because it became apparent that the respondents were only indicating facilities available to them personally and not those available to the physical education faculty as a whole. Substitute teachers and teachers who were teaching at several levels and could

TABLE VI

FACILITIES AVAILABLE TO RESPONDENTS IN THEIR PRESENT OR MOST RECENT TEACHING EXPERIENCES

Level	1/2 Gym		Full Gym		Field		Classroom		Pool		Tennis Courts		Bowling Lanes	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Elementary	1	5	15	68	19	86	11	50	0	0	0	0	0	0
Secondary	14	61	11	48	21	91	11	48	5	22	13	57	0	0

not be classified were not included in the analysis. At the elementary level, three respondents indicated that only one facility was available to them, nine respondents reported two facilities, and five indicated three facilities for an average of 2.09 facilities per person. At the secondary level, two respondents reported that one facility was available to them, and three respondents indicated three facilities. Ten respondents reported four facilities available to them, three indicated five facilities, and one indicated six facilities for an average of 3.43 facilities per person.

Table VII indicates which activities the respondents had sufficient equipment to teach in their present or most recent teaching experience. Substitute teachers and teachers who were teaching at several levels and could not be classified were not included in the analysis. At the elementary level two respondents indicated that they had sufficient equipment to teach only one of the specified activities. One respondent reported sufficient equipment to teach two activities, three had sufficient equipment for three activities, and three had equipment for four activities. Six respondents indicated sufficient equipment for five activities, four for seven activities, and two for eight activities for an average of 4.63 activities per person. At the secondary level, one respondent indicated she did not have sufficient equipment to teach any of the selected activities.

TABLE VII

ACTIVITIES FOR WHICH RESPONDENTS HAD SUFFICIENT EQUIPMENT TO TEACH IN THEIR PRESENT OR RECENT TEACHING EXPERIENCES

Level	Gymnastics		Track & Field		Tumbling		Weight Training		Badminton		Bowling		Archery		Volleyball		Field Hockey		Soccer		Dance		Tennis		Golf	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Elementary*	7	32	8	36	11	50	1	5	10	45	4	18	0	0	19	86	3	14	14	64	18	82	0	0	1	5
Secondary**	10	43	18	78	21	91	10	43	16	70	5	22	12	52	23	100	12	52	19	83	18	78	11	48	9	39
College***	2	50	2	50	3	75	3	75	4	100	4	100	3	75	4	100	3	75	4	100	3	75	4	100	4	100

*N = 22
**N = 23
***N = 4

Two respondents indicated sufficient equipment for teaching three activities, two respondents had sufficient equipment for five activities, two had equipment for six activities, and three had equipment for seven activities. Three respondents reported sufficient equipment for teaching eight activities, three for nine activities, two each for 10, 11, and 12 activities, and one for 13 activities for an average of 7.78 activities per person. At the higher education level, two respondents reported that they had sufficient equipment to teach nine activities. One each reported sufficient equipment for 11 and 12 activities for an average of 10.25 activities per person.

II. SPECIFIC TEACHING COMPETENCIES POSSESSED BY THE SUBJECTS

Respondents rated their confidence in performing or knowing 12 different teaching competencies and tasks associated with 16 activities on the basis of one to five, with one indicating a low rating and five a high rating. The results appear in Tables VIII-X. Because several questionnaires did not give complete data with respect to competency ratings, only 38 questionnaires were used in reporting competencies in Tables VIII-X.

Table VIII indicates the mean ratings given by respondents to their various teaching competencies in a

TABLE VIII

MEAN RATINGS OF TEACHING COMPETENCIES OF RESPONDENTS IN SIXTEEN COMBINED ACTIVITIES

Competency	Mean Rating 1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	Grand Mean
Do you know the subject matter?	0	0	1	3	19	50	18	47	0	0	3.42
Can you organize a class for maximum use of facilities?	0	0	3	8	10	26	21	55	4	11	3.71
Can you organize a class for maximum participation?	0	0	2	5	8	21	23	61	5	13	3.76
Can you demonstrate beginning level skills?	0	0	0	0	10	26	25	66	3	8	3.88
Can you demonstrate intermediate level skills?	0	0	2	5	20	53	15	39	1	3	3.34
Can you mechanically analyze the skills?	0	0	1	3	15	39	19	50	3	8	3.60
Do you know the proper teaching progression?	0	0	0	0	17	45	18	47	3	8	3.62
Do you know teaching aids and devices such as lead-up games, drills, motivators, etc.?	0	0	2	5	19	50	13	34	4	11	3.52
Can you evaluate your students' knowledge validity?	0	0	1	3	15	39	18	47	4	11	3.64
Can you evaluate your students' skill validity?	0	0	1	3	10	26	23	61	4	11	3.75
Can you coach this activity?	0	0	4	11	24	63	10	26	0	0	3.07
Can you officiate or judge this activity?	1	3	7	18	21	55	9	24	0	0	2.99

TABLE IX

MEAN COMPETENCY RATINGS OF ACTIVITIES WHICH RESPONDENTS HAD TAUGHT

Activities	Mean Rating 1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	Total Respondents Who Had Taught Activity No.	Total Respondents Who Had Taught Activity %	Grand Mean
Gymnastics	0	0	2	10	7	33	8	38	4	19	21	55	3.63
Track and Field	0	0	3	14	1	5	14	64	4	18	22	58	3.42
Tumbling	0	0	1	3	6	19	10	31	15	47	32	84	4.16
Weight Training	0	0	0	0	0	0	5	83	1	17	6	8	4.02
Badminton	0	0	0	0	4	24	7	41	6	35	17	45	4.11
Bowling	0	0	1	13	1	13	2	25	4	50	8	21	4.06
Golf	0	0	0	0	0	0	0	0	0	0	0	0	0
Tennis	0	0	1	8	1	8	4	33	6	50	12	32	4.19
Volleyball	0	0	0	0	2	4	10	28	23	66	35	92	4.53
Basketball	0	0	1	3	3	10	13	42	14	45	31	82	4.23
Field Hockey	0	0	0	0	1	14	2	29	4	57	7	18	4.39
Soccer	0	0	1	6	4	22	7	39	6	33	18	47	3.94
Swimming	0	0	0	0	1	7	3	20	11	73	15	39	4.56
Modern Dance	0	0	1	11	1	11	2	22	5	56	9	24	4.31
Folk and Square Dance	0	0	0	0	5	19	10	38	11	42	26	68	4.21
Archery	0	0	1	17	0	0	2	33	3	50	6	16	4.11

$\bar{\bar{X}} = 4.12$

TABLE X

MEAN COMPETENCY RATINGS OF ACTIVITIES WHICH RESPONDENTS HAD NOT TAUGHT

Activities	Mean Rating 1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	Total Respondents Who Had Not Taught Activity No.	Activity %	Grand Mean
Gymnastics	1	6	2	12	8	47	5	29	1	6	17	45	3.06
Track and Field	3	19	4	25	4	25	2	13	3	19	16	42	3.33
Tumbling	0	0	0	0	2	33	3	50	1	17	6	16	3.92
Weight Training	6	19	12	38	6	19	6	19	2	6	32	84	2.61
Badminton	0	0	4	19	6	29	8	38	3	14	21	55	3.45
Bowling	2	7	7	23	9	30	9	30	3	10	30	79	3.13
Golf	7	18	10	26	9	24	7	18	5	13	38	100	3.64
Tennis	0	0	5	19	9	35	7	27	5	19	26	68	3.34
Volleyball	0	0	0	0	1	33	11	67	0	0	3	8	3.58
Basketball	0	0	2	29	2	29	3	43	0	0	7	18	3.26
Field Hockey	2	6	4	13	5	16	15	48	5	16	31	82	3.42
Soccer	0	0	4	20	6	30	7	35	3	15	20	53	3.37
Swimming	2	9	3	13	6	26	7	30	5	22	23	61	3.51
Modern Dance	9	31	8	28	7	24	2	7	3	10	29	76	2.41
Folk and Square Dance	0	0	2	17	1	8	5	42	4	33	12	32	3.80
Archery	11	34	11	34	8	25	1	3	1	3	32	84	2.11

total of 16 selected activities. This information was derived by adding the ratings corresponding to a specific competency for 16 selected activities, dividing by 16, and then rouding off the result to the nearest whole number. The frequency with which each mean occurred and corresponding percentages are reported. This procedure was followed for each of the 12 competencies.

Table VIII also indicates the grand mean of ratings given by respondents for each of 12 teaching competencies. The highest grand mean ($\bar{\bar{x}}$ = 3.88) of respondents' ratings occurred in their ability to demonstrate beginning level skills, and the lowest grand mean ($\bar{\bar{x}}$ = 2.99) occurred in their ability to officiate and judge.

The number and percent of frequency with which a mean rating of one, two, three, four, and five was given to activities which respondents had taught are shown in Table IX. Each mean was derived by adding the confidence rating for each of 12 competencies for each selected activity which respondents had taught, dividing by 12, and rounding this number off to the nearest whole number.

Table IX also indicates the grand mean of ratings given by respondents for each selected activity which they had taught. Swimming and volleyball received the highest grand means, having grand means of 4.56 and 4.53 respectively. Track and field and gymnastics received the lowest mean

ratings, having grand means of 3.42 and 3.63 respectively. The grand grand mean of activities which respondents had taught was 4.12.

The number and percent of frequency with which a mean rating of one, two, three, four, and five was given to activities which respondents had not taught are reported in Table X, page 40. Each mean was derived by adding the confidence rating for each of 12 competencies for each selected activity which respondents had not taught, dividing by 12, and rounding this number off to the nearest whole number.

Table X also indicates the grand mean of competency ratings for each selected activity which respondents had not taught. Tumbling and folk and square dance received the highest mean ratings, having grand means of 3.92 and 3.80 respectively. Archery and modern dance received the lowest mean ratings, having grand means of 2.11 and 2.41 respectively. The grand grand mean of activities which respondents had not taught was 3.25.

Respondents rated their competency in 15 selected areas of physical education not directly associated with teaching specific activities on the basis of one to five, with one indicating a low level of competence and five a high level of competence. Table XI shows the number and percent of frequency with which a rating of one, two, three, four, and five was given for each area and the mean ratings.

TABLE XI

MEAN RATINGS OF COMPETENCIES NOT DIRECTLY ASSOCIATED WITH TEACHING SPECIFIC ACTIVITIES

Area	Mean Rating 1 No.	1 %	2 No.	2 %	3 No.	3 %	4 No.	4 %	5 No.	5 %	Grand Mean
Structuring the learning environment to meet individual needs	0	0	5	9	21	38	25	45	5	9	3.54
Teaching the handicapped	10	17	16	29	17	30	7	13	6	11	2.70
Planning movement exploration activities	3	5	9	16	16	29	11	20	17	30	3.54
Teaching locomoter movements (walk, run, hop, jump, leap, skip, slide, gallop)	2	4	4	7	9	16	13	23	28	50	4.09
Teaching axial movements (twisting, bending, stretching)	2	4	1	2	8	14	22	39	23	41	3.68
Teaching manipulative skills (hitting, throwing, kicking)	1	2	1	2	6	11	22	39	26	46	3.48
Teaching games of low organization	1	2	0	0	10	18	15	27	30	54	4.30
Presenting material selected in a variety of unusual and innovative ways	1	2	6	11	29	52	16	29	4	7	3.29
Designing weight control programs	5	9	16	29	17	30	10	18	8	14	3.00
Designing physical fitness programs	1	2	3	5	10	18	25	45	17	30	3.96
Evaluating physical fitness	0	0	3	5	17	30	21	38	15	27	3.86
Providing for the safety of students	0	0	0	0	6	11	24	43	26	46	4.36
Scheduling special events	3	5	5	9	16	29	14	25	18	32	3.70
Performing managerial tasks (taking roll, issuing equipment, etc.)	0	0	0	0	9	16	20	36	27	48	4.32
Coping with disciplinary problems	2	4	1	2	10	18	25	45	18	32	4.00

Respondents rated themselves highest in providing for the safety of students and performing managerial tasks. These areas received mean ratings of 4.36 and 4.32 respectively. Respondents rated themselves lowest in teaching the handicapped and designing weight control programs. These areas received mean ratings of 2.70 and 3.00 respectively.

III. EXPERIENCES WHICH HAD CONTRIBUTED, AND TO WHAT DEGREE, TO TEACHING COMPETENCIES

Respondents rated the contribution selected experiences had made in developing their teaching competence in 16 selected activities. Experiences were rated on the basis of one to five, with one indicating a low rating and five a high rating. Experiences which respondents had not had were not rated. Several respondents did not complete this section of the questionnaire; therefore, only 40 questionnaires were used in the analysis of experience ratings.

Table XII indicates the mean ratings given for each experience. This mean was derived by adding the ratings of each experience and dividing by the total number of times the respondents collectively had had the experience. This procedure was followed for each of the 16 experiences. Respondents reported that competitive team experience was the most valuable experience in developing their teaching competence.

TABLE XII

CONTRIBUTIONS OF SELECTED EXPERIENCES TO RESPONDENTS' TEACHING COMPETENCIES

Experience	Total Number of Experiences	Mean Rating
Classroom experience at UTK	462	3.66
Teaching experience within methods courses	224	3.60
Outside teaching (camp, summer recreation, private lessons, etc.)	134	3.98
Student teaching	84	4.44
Teacher aid	34	4.29
Intramurals	91	4.12
Competitive team	58	4.59
Post graduate work	41	4.46
Other (specify)	26	3.88

They reported a total of 58 competitive team experiences, and a mean rating of 4.59 was given for these experiences.

IV. AREAS OF THE CURRICULUM WHICH HAD BEEN EMPHASIZED ENOUGH, TOO MUCH, AND NOT ENOUGH

Table XIII indicates according to number and percent the respondents' opinions regarding whether various aspects of the curriculum were emphasized enough, too much, or not enough. Over 50 percent of the subjects felt that development of personal sports skills, knowledge of the subject matter, and teaching organization and procedures were emphasized enough. Twenty-nine or 52 percent of the respondents indicated that development of personal teaching skills was not emphasized enough, and 35 or 63 percent felt that coaching and officiating techniques were not emphasized enough.

Thirty-eight or 68 percent of the respondents indicated that they preferred to possess a general more limited background in sports skills before teaching rather than to become highly competent in a few selected activities.

TABLE XIII

RESPONDENTS' OPINIONS CONCERNING THE EMPHASIS OF VARIOUS CURRICULAR AREAS

Curricular Areas	Emphasized Enough		Emphasized Too Much		Not Emphasized Enough	
	No.	%	No.	%	No.	%
Development of personal sports skills	38	68	1	2	17	30
Development of personal teaching skills	27	48	0	0	29	52
Knowledge of the subject matter	45	80	2	4	9	16
Teaching organization and procedures	33	59	1	2	22	39
Coaching and officiating techniques	21	38	0	0	35	63

CHAPTER V

SUMMARY

The purpose of this study was to evaluate the undergraduate professional physical education curriculum for women at The University of Tennessee at Knoxville. A questionnaire was mailed to all women who graduated from The University of Tennessee at Knoxville with a major in physical education from 1968-1972 in order to determine: (1) descriptive data on the subjects and their teaching experiences, (2) specific teaching competencies possessed by the subjects, (3) experiences which had contributed, and to what degree, to teaching competencies, and (4) areas of the curriculum which had been emphasized enough, too much, and not enough. All data collected were self-evaluations of the subjects, and ratings of curricular practices as perceived by the individual subjects.

A list of the women majors in physical education from 1968-1972 was obtained from the Women's Physical Education Department. From this list, the seniors of each school year were recorded.

The questionnaire was then developed by the investigator, reviewed by faculty members and former graduates of the program, and revised according to suggestions made by these individuals.

The questionnaire, a self-addressed stamped envelope, and a cover letter explaining the purpose of the evaluation were sent to each of the 143 graduates in April of 1973. Another copy of the questionnaire, the original cover letter, and the first follow-up letter were sent to the 81 graduates who had not responded four weeks later. Two weeks after the first follow-up letter was mailed, a second follow-up letter reporting the success of the study to date and urging the return of all questionnaires was sent to the 61 graduates who had not returned their questionnaires. Two weeks later, on June 7, 1973, 71 completed questionnaires had been received. Fifteen respondents who had never taught were eliminated from the study at this time, leaving a total of 56 questionnaires which was considered the sum of the sampling.

Data were analyzed according to descriptive techniques, including frequency counts and their corresponding percentages and mean ratings where appropriate. On certain sections of the questionnaire, data were classified according to two or more categories and comparisons were made between the categories.

A summary of the findings is presented according to the four categories of the questionnaire.

I. DESCRIPTIVE DATA ON THE SUBJECTS AND THEIR TEACHING EXPERIENCES

More graduates had taught at the elementary level than any other level.

More respondents had taught only one year than for any other period. The number of people who had taught more than one year generally decreased with each additional year.

One half of the respondents had presently or most recently taught in Tennessee. Thirty-nine different cities and 18 states were represented by the respondents.

More respondents were presently teaching or had most recently taught in a suburban locale than in any other locale. More were presently teaching or had most recently taught at the elementary level than any other level, and the mode school size was 251-750 students.

Health was the most frequently indicated subject taught in addition to physical education.

Approximately one third of the respondents were currently coaching or had coached in their most recent teaching situation. Approximately one third were also in charge of an intramural program.

Only four or seven percent of the respondents were presently teaching or had most recently taught in a specialized area of physical education, and three of these were at the higher education level.

The most frequently reported average class size was 21-30 at the elementary level and 31-40 at the secondary school level.

The average number of facilities available was 2.09 to elementary school teachers and 3.43 to secondary school teachers. The average number of activities for which respondents had sufficient equipment to teach was 4.63 at the elementary level, 7.78 at the secondary level, and 10.25 at the higher education level.

II. SPECIFIC TEACHING COMPETENCIES POSSESSED BY THE SUBJECTS

With reference to a total of 16 selected activites, the respondents rated themselves highest in demonstration of beginning level skills and lowest in ability to officiate and judge activities.

In rating themselves on abilities associated with teaching 16 selected activities, respondents rated themselves higher in all cases on activities which they had taught as compared with activities they had not taught. Swimming and volleyball received the highest mean ratings of those activities which respondents had taught, and gymnastics and track and field had the lowest mean ratings. Of those activities which respondents had not taught,

tumbling and folk and square dance received the highest ratings, and archery and modern dance received the lowest.

In rating the competencies not directly associated with teaching specific activities, respondents felt most competent in providing for the safety of their students and performing managerial tasks. Respondents felt least confident in teaching the handicapped and designing weight control programs.

III. EXPERIENCES WHICH HAD CONTRIBUTED, AND TO WHAT DEGREE, TO TEACHING COMPETENCIES

Respondents who had had competitive team experience felt that that experience contributed more than any other single experience to their ability to teach activity classes. Post graduate work and student teaching also ranked high in contribution to competency. Respondents indicated that teaching experience within methods courses was least valuable. Classroom experience was also ranked relatively low as a contributor to ability to teach activity classes.

IV. AREAS OF THE CURRICULUM WHICH HAD BEEN EMPHASIZED ENOUGH, TOO MUCH, AND NOT ENOUGH

According to the respondents, development of personal sports skills, knowledge of the subject matter, and teaching organization and procedures were sufficiently emphasized in

the undergraduate program. Coaching and officiating techniques and personal teaching skills were generally felt to be emphasized insufficiently.

A generalist rather than a specialist undergraduate teacher preparation program was preferred.

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APPENDIXES

APPENDIX A

Dear Graduate:

The Women's Physical Education Department at The University of Tennessee is surveying the opinions of its graduates of 1968-1972 concerning the undergraduate curriculum revision by the department. Your aid in this task is vitally needed. It is only through your experiences that insight can be gained into the aspects of the curriculum which need revision and expansion.

Enclosed is a questionnaire which is being sent to all the women graduates in physical education from the years 1968-1972. Please answer all the questions and return the questionnaire by May 1st, if possible. A stamped envelope for the return is provided for your convenience.

You are assured that your answers will be held in strict confidence. Responses will only be reported as statistical relationships. Under no circumstances will responses be reported on an individual basis.

I am grateful for the time you have taken to assist the Women's Physical Education Department and future University of Tennessee students. I hope you will feel satisfied to know that your opinions and suggestions will be of tremendous help to the Women's Physical Education Department.

Should you desire a resume of the results, it will be available to you at your request.

Sincerely,

Carey M. House
Graduate Student

APPENDIX B

AN EVALUATION OF THE UNDERGRADUATE PHYSICAL EDUCATION CURRICULUM FOR WOMEN AT THE UNIVERSITY OF TENNESSEE AT KNOXVILLE

Part I

1. Name _____

2. Present address _____

3. Dates you attended UTK _____

4. Did you transfer to UTK? [ ] yes [ ] no

   If yes, from what school? _____

5. Did you receive an undergraduate degree from UTK? [ ] yes [ ] no

   If yes, what year? 1968 1969 1970 1971 1972
   (circle one)

   Was your degree in physical education? [ ] yes [ ] no

6. Most advanced degree earned: (check one)
   [ ] B.S.
   [ ] M.S.
   [ ] Ph.D.

7. Present occupation: (check one)
   [ ] Teaching
   [ ] Other

   If other, indicate _____

Part II

8. Please indicate the number of years you have taught physical education at each of these levels by circling the appropriate number preceding the level.

0 1 2 3 4 5	Elementary	0 1 2 3 4 5	Junior College
0 1 2 3 4 5	Junior High	0 1 2 3 4 5	College
0 1 2 3 4 5	Senior High	0 1 2 3 4 5	University

9. What is the total number of years you have taught physical education?

   0 1 2 3 4 5 (circle one)

Please give the following information about your present or most recent teaching experience.

10. Name of school _____

11. City and state _____

12. Location: (check one)

[ ] Rural
[ ] Suburban
[ ] Intercity

13. Level: (check one)

[ ] Elementary
[ ] Junior High
[ ] Senior High
[ ] Junior College
[ ] College
[ ] University

14. What is the approximate enrollment in your school? (check one)

[ ] under 100
[ ] 101-250
[ ] 251-500
[ ] 501-750
[ ] 751-1000
[ ] 1001-5000
[ ] over 5000

15. How many women physical education teachers are in your school? (circle one)

1 2 3 4 5 over 5

16. How many physical education classes do you teach per day? (circle one)

1 2 3 4 5 6 7

17. Are you presently teaching subjects other than physical education?

[ ] yes [ ] no

If yes, in what areas _____

18. Do you teach only in a specialized area of physical education, such as dance or aquatics? [ ] yes [ ] no

19. What is your average class size? (check one)

[ ] under 20
[ ] 21-30
[ ] 31-40
[ ] 41-50
[ ] 51-60
[ ] over 60

20. Do you do any team teaching? [ ] yes [ ] no

21. Is there an intramural program for women at your school? [ ] yes [ ] no

If yes, are you in charge of it? [ ] yes [ ] no

22. Do you coach an extramural or varsity team for women? [ ] yes [ ] no

If yes, in what sport(s)? _____

23. What type of facilities are available to you? (check those available)

[ ] 1/2 gym
[ ] Full gym
[ ] Field
[ ] Classroom
[ ] Pool
[ ] Tennis courts
[ ] Bowling lanes

24. Do you have sufficient equipment to teach the following activities?

Gymnastics	[ ] yes	[ ] no	Volleyball	[ ] yes	[ ] no
Tract and Field	[ ] yes	[ ] no	Field Hockey	[ ] yes	[ ] no
Tumbling	[ ] yes	[ ] no	Soccer	[ ] yes	[ ] no
Weight Training	[ ] yes	[ ] no	Dance	[ ] yes	[ ] no
Badminton	[ ] yes	[ ] no	Tennis	[ ] yes	[ ] no
Bowling	[ ] yes	[ ] no	Golf	[ ] yes	[ ] no
Archery	[ ] yes	[ ] no			

Part III

25. On the left hand side of this page is a list of teaching competencies and tasks. Indicate the extent to which you are confident in performing or knowing each of the items by placing a number value in the space provided for each activity. Rate on the basis from 1 to 5, with 1 indicating a low rating and 5 a high rating. For example, if you feel extremely competent in coaching tennis, place a 5 in the box across from coaching and under tennis. Question number 1 should be answered by placing a check (✓) under each activity which you have taught.

	Gymnastics	Track and Field	Tumbling	Weight Training	Badminton	Bowling	Golf	Tennis	Volleyball	Basketball	Field Hockey	Soccer	Swimming	Modern Dance	Folk and Square Dance	Archery
Have you ever taught this activity?																
Do you know the subject matter?																
Can you organize a class for maximum use of facilities?																
Can you organize a class for maximum participation?																
Can you demonstrate beginning level skills?																
Can you demonstrate intermediate level skills?																
Can you mechanically analyze the skills?																
Do you know the proper teaching progression?																
Do you know teaching aids and devices such as lead-up games, drills, motivators, etc.?																
Can you evaluate your students' knowledge validly?																
Can you evaluate your students' skill validly?																
Can you coach this activity?																
Can you officiate or judge this activity?																

26. On the left hand side of this page is a list of experiences which you may have had. Indicate your opinion of the relative importance of each of these items in contributing to your teaching competence by placing a number value in the space provided for each activity. Rate on the basis from 1 to 5, with 1 indicating a low rating and 5 a high rating. For example, if you have been a member of a competive basketball team and this experience was extremely beneficial in developing your teaching competence in basketball, place a 5 in the box under basketball. If you did not participate in intramurals in basketball leave the box across from intramural and under basketball empty.

	Gymnastics	Track and Field	Tumbling	Weight Training	Badminton	Bowling	Golf	Tennis	Volleyball	Basketball	Field Hockey	Soccer	Swimming	Modern Dance	Folk and Square Dance	Archery
Classroom experience at UTK																
Teaching experience within methods courses																
Outside teaching (camp, summer recreation, private lessons, etc.																
Student teaching																
Teacher aid																
Intramurals																
Competitive team																
Post graduate work																
Other (specify)																

27. Please indicate your competency in each of the following areas by circling the appropriate number on the right. Rate on the basis from 1 to 5, with 1 indicating a low level of competency and 5 indicating a high level of competency.

Structuring the learning environment to meet individual needs	1 2 3 4 5
Teaching the handicapped	1 2 3 4 5
Planning movement exploration activities	1 2 3 4 5
Teaching locomotor movements (walk, run, hop, jump, leap, skip, slide, gallop)	1 2 3 4 5
Teaching axial movements (twisting, bending, stretching)	1 2 3 4 5
Teaching manipulative skills (hitting, throwing, kicking)	1 2 3 4 5
Teaching games of low organization	1 2 3 4 5
Presenting material selected in a variety of unusual and innovative ways	1 2 3 4 5
Designing weight control programs	1 2 3 4 5
Designing physical fitness programs	1 2 3 4 5
Evaluating physical fitness	1 2 3 4 5
Providing for the safety of students	1 2 3 4 5
Scheduling special events	1 2 3 4 5
Performing managerial tasks (taking roll, issuing equipment, etc.)	1 2 3 4 5
Coping with disciplinary problems	1 2 3 4 5

Part IV

28. Please indicate by a check in the appropriate box your opinion of the extent to which the following aspects of your curriculum at UTK were emphasized.

	Emphasized Enough	Emphasized Too Much	Not Emphasized Enough
Development of personal sports skills	[ ]	[ ]	[ ]

28. (Continued)	Emphasized Enough	Emphasized Too Much	Not Emphasized Enough
Development of personal teaching skills	[ ]	[ ]	[ ]
Knowledge of the subject matter . . .	[ ]	[ ]	[ ]
Teaching organization and procedures	[ ]	[ ]	[ ]
Coaching and officiating techniques	[ ]	[ ]	[ ]

29. Would you prefer to be highly competent in teaching a few selected activities or to possess a general more limited background in a much wider variety of activities (specialist vs. generalist)? (check one) [ ] Specialist

[ ] Generalist

30. Comments _____

_____

_____

_____

_____

I appreciate your time and effort in answering this questionnaire,

Carey House
5908 Paula Drive
Knoxville, Tennessee 37912

APPENDIX C

Dear Graduate:

The response of former graduates to the evaluation of the undergraduate physical education curriculum for women at The University of Tennessee has been excellent. In categorizing the returns, I was sorry to note that your response was missing. I am aware that this may be a very busy time for you, but completing the enclosed questionnaire will require only about fifteen well-invested minutes. If your response is already in the mail please accept my thanks.

Enclosed is a copy of the original cover letter and questionnaire in the event that the materials never reached you. The faculty is very eager to receive the results of this study to aid them in their current curriculum revision. Every questionnaire is very important in giving a complete picture of the current needs of physical educators. This study will only be as valuable as the amount of cooperation given.

I am anxiously awaiting your reply. Thank you for your concern in this matter.

Sincerely,

Carey M. House

APPENDIX D

Dear Graduate:

The evaluation of the undergraduate physical education curriculum for women at The University of Tennessee is progressing exceptionally well. At this time, due to responses already received, we are aware of many strengths and weaknesses of the curriculum that had previously been unknown or at least unsubstantiated. However, before a true profile of the needs of today's teacher can be established, we must have adequate descriptive data.

In the preliminary ordering of the returns, I have noticed that your response is still missing. Again, completing the questionnaire will require only about fifteen well-invested minutes, and your response is urgently needed to insure a valid analysis. This study will only be as valid as the amount of cooperation given. If your response is already in the mail please accept my thanks.

I am anxiously awaiting your reply. Thank you for your concern in this matter.

Sincerely,

Carey M. House

APPENDIX E

Selected Comments of Graduates

"If you are taking a tennis course, you should also be scheduled to go into the regular tennis class and work in there--maybe schedule a lab type session."

"It would be good to tell students in elementary physical education that they should be qualified to teach something else besides health."

". . . there needs to be some way to introduce the future teacher to the classroom experience before the last quarter of the Senior year."

"Gymnastics is an up and coming area in which skilled teachers are needed."

"Elementary physical education is a very important area and more than one course should be provided."

"I had no idea what teaching was until I had been teaching three months. You learn how by experience more than reading a book. We studied the ideal situation and believe me, there isn't one in a school anywhere!"

". . . I feel we should be shown more of how to improvise."

". . . I feel the Department is right in giving a limited background in many fields. In this way, it is left to the individual to further pursue the areas that interest him."

"I believe more emphasis should be placed on life time sport skills."

"We did not have training in low organization games, dealing with classes of 60 or more with no equipment, or organizing field days."

"I had so many students in a limited space and it was more beneficial to know a variety of sports. My greatest difficulty was organizing such large classes."

"I feel there should be a greater emphasis put on elementary physical education in the curriculum."

"Teaching for only one year as I did, with no other physical education teacher but myself, the need for knowledge in many areas was important. I found myself studying different activities and sports just to keep the children motivated."

"I feel students should have more field experiences in order to help them decide whether this is the right profession for them."

"I've decided that actually teaching (student teaching and my present job) have made me the teacher I am today. Schooling taught me only the basics."

"I think more courses should be aimed at the elementary level since this is growing . . ."

"I think a basic course in play therapy or teaching the handicapped or retarded should be included in the program because this is an up and coming field."

"The courses I had in the department were all good and helpful, but there should be at least one more course in elementary physical education and officiating and judging activities."

VITA

Carey Madden House was born in Knoxville, Tennessee, on August 19, 1950. She attended Sequoyah Elementary School in that city and graduated from The Webb School of Knoxville in 1968. The following year she attended Florida Southern College in Lakeland, Florida. In September of 1969 she entered The University of Tennessee, Knoxville, where she received a Bachelor of Science degree in December 1972. In January 1973, she began study toward a Master's degree at that same institution. She is presently Student Supervisor of Women's Intramurals at The University of Tennessee, Knoxville, and will assume an instructorship at Smith College, Northampton, Massachusetts, in September of 1973.