

SOUTHWEST TEXAS STATE UNIVERSITY

A COMPARISON OF THE PERCEPTIONS OF ADMINISTRATORS,
CERTIFIED AND NON-CERTIFIED PHYSICAL EDUCATORS TOWARD
THE PHYSICAL EDUCATION CURRICULUM, PROGRAM SUCCESS, AND
PURPOSE WITHIN THE EDGEWOOD INDEPENDENT SCHOOL DISTRICT,
SAN ANTONIO, TEXAS

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CHAPTER I

INTRODUCTION

When looking at today's educational programs, physical education possesses some serious problems. According to Bain (1986), "Solutions to those problems require not merely individual effort but structural change (Bain 1986 p. 3). The problems could be due to the "back-to-basics" move of concentrating strictly on the cognitive learning skills. Physical education programs must earn their worth of being important by being successful at all levels. The success of a public school district's physical education program is probably the result of the quality and attitudes of its teachers, the curriculum, and the administrative support. As noted in a recent article by Griffey (1987 p. 20), "Secondary physical education is suffering from a lack of understanding by administrators and teachers in other subject areas." Any school district, regardless of socio-economic limitations, should provide a quality, comprehensive physical education program.

Problems in any system may arise when there are differences in attitudes toward a common goal. Animosity can develop between the levels of hierarchy if the persons involved do not share similar attitudes toward their purpose. Undoubtedly, the success of a physical education

program would be minimal if there did not exist a common basis in attitudes among physical education teachers and administrators. Just as physical educators work to develop positive attitudes toward physical fitness and activity in their students, they hope their administrators have similar attitudes. In striving for the "perfect" physical education program, all personnel involved, from administrators to teachers and teacher aides, should work toward the same goal. Progress toward this perfection demands an evaluation of the present situation and implementation of appropriate changes.

This study was initiated to help build a stronger physical education program for the Edgewood Independent School District in San Antonio, Texas. A comparison was made of the perceptions of administrators, certified, and non-certified physical educators toward the physical education curriculum, the program's success, and purpose.

Statement of the Problem

The problem of the investigation was to determine if a significant difference existed between the perceptions of the Edgewood Independent School District administrators, certified, and non-certified physical educators toward the physical education curriculum, program success, and its purpose.

Subproblems

The following subproblems were addressed:

1. Selection of subjects.
2. Determination of an instrument to indicate perceptions of the physical education curriculum, the program success, and purpose.
3. Collection of data.
4. Appropriate data analysis.

Statement of Hypothesis

The hypothesis was that a significant difference existed between the mean scores of the perceptions of four subject groups (elementary physical educators, elementary administrators, secondary physical educators, and secondary administrators), between the perceptions of the non-certified physical educators and those four subject groups, and between the mean scores of the perceptions of the physical educators and the administrators toward the physical education curriculum, program success, and purpose within the Edgewood Independent School District of San Antonio, Texas.

Scope of the Study

This study was restricted to administrators, certified, and non-certified physical educators working in the Edgewood Independent School District during the 1987-88 school year.

Definition of Terms

The following definitions should be applied to the terms as they are used in this study:

1. certified physical educator - a teacher possessing a license stating that the teacher is qualified to instruct physical education classes in specified grades. (Good and Merkel 1973)

2. non-certified physical educator - a teacher not possessing a license stating that the teacher is qualified to instruct physical education classes in specified grades. (Good and Merkel 1973)

3. curriculum - a general overall plan of content or specific materials of instruction that should be offered by a school district. (Good and Merkel 1973)

4. perception - an awareness of an external object, condition, relationship. (Good 1945)

Significance of the Research

The research was significant to the physical education program of the Edgewood Independent School District as it identified the perceptions of the administrators and physical educators toward the physical education curriculum, program success, and purpose. The results were used in identifying problem areas and formulating suggestions for improvement to build a stronger over-all education program.

CHAPTER II

REVIEW OF LITERATURE

The previously conducted research concerning the perceptions of physical education and physical education programs typically referred to the attitudes subjects had toward the topics. The investigator examined previous studies on attitudes toward physical education and activity since attitudes are considered comparable to perceptions (Laird 1974).

Review of Previous Research

Investigation into attitudes toward physical education covered a wide range of topics from 1937 to 1980. The subjects ranged from junior high school boys to college females to public school administrators. Attitudes toward physical activity were researched in the late 1960's and early 1970's.

Wear (1951) developed an instrument to be used in measuring individual and group attitudes toward physical education as an activity course. Four hundred and seventy-two papers were returned to Wear from men enrolled in the 1949-50 school year at the State University of Iowa. From these, 272 papers were randomly selected. The Inventory consisted of 120 items to be rated on a five-point

scale of strongly agree, agree, undecided, disagree, and strongly disagree. The instrument proved reliable ($r=.96$) and valid ($r=.80$) as was the subsequently developed short form (Form A) containing forty items. The Wear Attitude Inventory was used by several investigators whose research is discussed in this review.

Campbell (1968) employed the Wear Inventory (Form A) to measure the attitudes of randomly selected physical education classes in the Austin Independent School District, Austin, Texas. One boys' physical education class from the seventh, eighth, and ninth grades was randomly selected from five junior high schools. The mean Inventory score was the same as or better than that reported by Wear. Campbell concluded that the Wear Inventory could be used to measure the attitudes of junior high school boys.

Brumbach and Cross (1965) applied the Wear Attitude Inventory (Form A) to examine the attitude toward physical education of 938 lower division male students entering the University of Oregon in September of 1960. The researchers attempted to find differences between athletes and non-athletes, those from a strong physical education background and a weak background, and those from smaller versus larger high schools. The results were as follows:

1. A rather favorable attitude toward physical education was reported.
2. Athletes had better attitudes toward physical education than non-athletes.

3. Students with more years of physical education at the high school level had better attitudes than those with fewer years.
4. Students from high schools with enrollments of less than 300 had better attitudes than those from larger high schools.

In conclusion, Brumbach and Cross discovered that more favorable attitudes toward physical education were reported by those subjects with greater exposure to and higher quality of physical activity than those subjects with less exposure to and less quality of physical activity.

Keogh (1962) hypothesized that male and female college students did not differ in their attitudes in support of the benefits of physical education, and that men and women differ in their attitudes toward physical education. He surmised that men would emphasize the physical benefits of physical education, while women would emphasize the social benefits of physical education. The Wear Attitude Inventory (Form A) was used on 136 men and 130 women randomly selected from undergraduates enrolled in coeducational volleyball, badminton, and archery classes at the University of California-Los Angeles. Keogh discovered that the men and women had the same attitude supporting physical education with the social, physical, and emotional values dominating in both groups.

Ballance (1980) utilized the Wear Attitude Inventory (Form A) to determine if there existed attitude differences

between twenty-five administrators, fifty teachers, and 100 ninth grade students in Bertie County, North Carolina.

"Administrators, having a negative attitude toward physical education, may not attempt to provide adequate facilities. Teachers, having a negative attitude, may not attempt to offer enriched programs." (Ballance, 1980, p. 1) The findings revealed that there was no significant difference between teachers and administrators in their attitudes toward physical education. Both subject groups were in agreement and had positive attitudes toward physical education.

Wiedemann and Howe (1937) applied a questionnaire to determine if college women supported physical education as a college requirement, and if and why they favored certain physical education activities over others. Eight hundred and twenty-three women, freshmen through seniors, residing in Wellesly College dorms were studied in March of 1933. They were asked to rank order the indoor and outdoor activity courses they would like to take and those they thought they ought to take. The results demonstrated a favorable attitude toward physical education, and the preferred subjects were individual sports and rhythmic activities.

Mista (1968) used a revision of the Plummer Attitude Inventory (Form A, part 1) and a questionnaire designed to identify characteristics of the subject's background on 1,126 college freshmen women from fourteen private colleges

in Iowa to determine their attitudes toward their high school physical education programs. To determine the instrument's reliability ($r=.90$), women from Wartbury College in Iowa were tested and retested. Validity was established using 127 scores from the Wartbury College subjects. Mista concluded a long list of results of which several were specifically noteworthy:

1. No significant difference existed in attitudes toward physical education between those who completed three years of physical education in high school and those who completed more.
2. Ex-interscholastic high school letter winners had significantly more desirable attitudes toward physical education than did non-letter winners.
3. Subjects who had physical education less than two hours weekly and those who had it four or more hours weekly were not significantly different in their attitudes toward physical education.
4. Those who enjoyed their high school physical education classes had a better attitude toward physical education than those who did not enjoy their classes.

Michael (1972) made use of the Kenyon Attitude Inventory and an interview on a stratified random sample of 300 males who graduated from Oregon State University during odd numbered years from 1951 to 1969. Thirty subjects were eventually selected. His objective was to evaluate alumni's

attitudes toward physical activity. Positive relationships were predicted between attitude and certain factors, such as athletic participation, academic study area, graduation year, and occupation classification. The general results revealed that of those studied, ninety percent favored a physical education requirement with seventy percent of those desiring two or more years. Overall, ninety-nine percent demonstrated a favorable attitude toward physical activity.

Francis (1972) employed the Kenyon Attitude Inventory to assess the attitudes of physical education teachers and their twelfth-grade male students toward physical activity. The subjects had to meet certain criteria before inclusion in the study. First, physical education teachers must have taught the male twelfth-graders for at least three years. Second, the physical education teacher must have been the only teacher to teach the subjects in the last three years. After eliminating numerous schools which failed to meet the criteria, six of the remaining schools chose to participate in the study. Two hundred and thirty-six students in those six schools met the standards; however, only 212 participated. The Kenyon Attitude Inventory contains seven dimensions of physical activity: physical activity as a social experience, for health and fitness, the pursuit of vertigo, an aesthetic experience, catharsis, an ascetic experience, and as an element of chance. The results revealed that, generally, the teacher scored higher in each

dimension than did the student, but the ranking of dimensions was very close.

Bowen (1974) studied the attitudes and opinions of faculty members in all fields of study in the California State University System. He proposed a program that would require certain physical education activity courses for graduation for all students pursuing a bachelor's degree. Faculty members were asked to react to the proposal. Various positive and negative statements were returned in response to Bowen's open-ended questions. Two examples of negative opinions toward a Program of Required Physical Education (PRPE) were:

1. (Instructor of Fine Arts) - PRPE takes time and energy from more important pursuits.
2. (Assistant Professor of Humanities) - Today's PRPE is poorly handled. Most physical education instructors just seem to blow a whistle to start and stop play. They're not dedicated teachers. (Bowen), 1974, p. 29)

The comments of these instructors revealed definite negative attitudes toward physical education and physical educators.

Pertinence of the Research

The previous research demonstrated that a standardized attitude inventory could be used in comparing attitudes toward physical education among various populations. Although a standardized attitude inventory was not used in this study, the general concepts were related to the previous research. For example, Wear (1951) used the notion that the physical benefits of physical education could be

measured in his instrument. In the present investigation, the subjects were asked whether they felt that students in the Edgewood Independent School District were receiving physical fitness benefits from physical education classes.

Bowen (1974) revealed that some college faculty members had little respect for physical education and physical educators. One of the variables included in the present investigation pertained to the respect in which physical educators are held relative to other teachers.

Summary

The previous research generally compared the attitudes of different populations toward the requirement of physical education as an activity course and toward the values of physical activity. Overall, rather favorable attitudes toward physical education and physical activity were discovered. However, some differences were present among those having greater exposure and more successful experiences in physical activity as compared to those having less exposure and less successful experiences in physical activity.

CHAPTER III

MATERIALS AND METHODS

In order to determine if significant differences existed between the perceptions of the Edgewood Independent School District administrators, certified, and non-certified physical educators toward the physical education curriculum, program success, and its purpose, this investigator surveyed all personnel who qualified as subjects.

Selection of Subjects

The subjects of this investigation were all administrators, certified, and non-certified physical educators employed by the Edgewood Independent School District during the 1987-88 school year. In June of 1987, written permission was granted by Edgewood Assistant Superintendent for Education, Mr. Anthony Castellanos, for the investigator to proceed. A list of all administrators and physical education teachers (K-12) was obtained. This list was used in determining how many administrators and physical educators were employed at each campus. Thirty-five elementary physical education teachers, twenty-nine secondary physical education teachers, thirty-two elementary administrators, twenty-nine secondary administrators and directors were included. It was unknown which teachers were

certified and which were not certified in physical education.

Construction of the Instrument

A questionnaire was devised to measure the perceptions of the administrators and physical educators of the Edgewood Independent School District. No previously made attitude inventory was used because the items were too general and focused on the attitudes toward physical education as a discipline. However, some of the concepts from the Wear Attitude Inventory (Form A) (Wear 1951 pp. 114-126), the Teacher Competency Questionnaire (Weber 1977 pp. 448-450), and the Kenyon Inventory for Assessing Attitude Toward Physical Activity (Kenyon 1968 pp. 566-574) were incorporated in the questionnaire instrument.

The subjects were asked to mark strongly agree, agree, undecided, disagree, or strongly disagree to the statements in the three broad topic areas of the physical education curriculum, program success, and purpose, and agree or disagree to the choices presented in the topic area concerning time requirements for physical education.

Statements concerning the Edgewood Independent School District physical education program encompassed the following areas:

1. The curriculum.
 - A. Its content for levels K - 12.
 - B. Its positive and negative aspects.
 - C. Possible alterations.

2. The program successes and failures in facilitating student growth in:
 - A. Physical fitness levels.
 - B. Basic motor skills.
 - C. Specific athletic sports.
 - D. Creative and aesthetic development.
 - E. Knowledge and understanding.
3. The purpose.
 - A. Role of physical education in the total academic development.
 - B. Role of the physical educator.

The time requirements for physical education were stated by indicating the number of days per week and the time allotted for physical education.

Pilot Study

In the fall of 1987, a pilot study was conducted to test the clarity of the contents of the instrument and the directions. The subjects were three elementary certified physical education teachers, four secondary certified physical education teachers, and two administrators from other school districts. Five of these questionnaires were returned, and no modifications of the instrument or the letter were deemed necessary.

Validity was established by using the content method. Statements included in the questionnaire measured the perceptions of a physical education program. A similar approach was used by both Wear (1951) and Kenyon (1968).

It seems likely that the results would be the same if the instrument were given again, since the items in the instrument were straightforward and clearly understood by those subjects who participated in the pilot study and by those who participated in the final study.

Collection of Data

In the spring of 1988, the coded cover letters (Appendix B) and the questionnaires (Appendix C) were distributed in packets to the school district's principals at one of the weekly principals' meetings by Edgewood Assistant Superintendent for Education, Mr. Anthony Castellanos, who requested that the principals distribute the questionnaires according to the color code system. This system differentiated the four population groups (elementary administrators, elementary physical educators, secondary administrators and district directors, and secondary physical educators.) Numerous questionnaires were returned to either Castellanos' office or to the investigator via the school district's mail system within three weeks. An announcement during a subsequent district physical education staff meeting and a follow-up letter prompted some additional subjects to return their questionnaires.

Analysis of Data

The responses to the questionnaire by the elementary physical educators and administrators and the secondary administrators and physical educators were analyzed using

two statistical analyses. First, for the items which required responses on a five-point scale, oneway analyses of variance were performed to determine if there were significant differences among the mean perceptions of the groups. If significant differences were indicated, the Scheffe Test was applied to ascertain the source of the differences. Comparisons of the combined responses of all physical educators and those of all administrators were analyzed using these procedures.

The second statistical procedure used was Chi-square. Two questions in the survey instrument required a response of "agree" or "disagree." Since the data from these two questions were nominal, Chi-square was the most appropriate statistic to use in comparing the differences among groups.

It must be noted that a response of three indicated that the subject was undecided. Such responses were taken as "missing data" as neither a positive nor a negative perception was indicated by the subject. These responses were not tabulated in the means.

CHAPTER IV

RESULTS AND DISCUSSION

The investigator originally distributed 125 questionnaires. Ninety (seventy-two percent) were returned. Of the thirty-five subjects who did not return the questionnaire, eleven (thirty-two percent) were secondary administrators and/or directors, one (three percent) was a secondary physical educator, eleven (thirty-two percent) were elementary administrators, and twelve (thirty-three percent) were elementary physical educators. The combined response rate for the physical educators was eighty percent, and for the administrators/directors, sixty-four percent.

Data from the questionnaire were subjected to oneway analyses of variance or Chi-square tests to determine if significant differences existed among the four subject groups: elementary physical educators, elementary administrators, secondary physical educators, and secondary administrators. To ascertain if significant differences existed between the perceptions of administrators and physical education teachers, the responses of the administrators were combined and those of all physical educators were combined and analyses of variance performed.

Perceptions of Elementary Physical Educators,
Elementary Administrators, Secondary Physical Educators,
and Secondary Administrators

The subjects' perceptions of student abilities in fitness, basic skills, games, rhythms, knowledge, and sportsmanship in the Edgewood Independent School District physical education classes were investigated. The means, standard deviations, and F-ratios of the four groups' perceptions toward student abilities in each activity area are shown in Table 1.

The results of the analyses revealed that there were no significant differences in the mean perceptions of student abilities in fitness, basic skills, games, knowledge, and sportsmanship. However, there was a significant difference between the perceptions of elementary physical educators and secondary administrators in reference to student abilities in rhythmic activities. The secondary administrators perceived that students were less proficient in rhythmic activities than the elementary physical educators did. The perceptions of the four groups regarding the students' overall abilities indicated a somewhat undecided or neutral response as the total mean was 3.14.

The groups' perceptions of the adequacy of instruction provided by the physical educators, the relative respect these teachers are given, and the amount of administrative support they are given were examined. The means, standard

TABLE 1*

PERCEPTIONS OF STUDENT ABILITIES BY
ELEMENTARY AND SECONDARY PHYSICAL EDUCATION
TEACHERS AND ADMINISTRATORS

Variable	Group	N	Mean	Standard Deviation	F-Ratio
Fitness	Elem. P.E.	22	3.17	1.08	.202
	Elem. Adm.	20	3.17	1.04	
	Sec. P.E.	28	3.32	.79	
	Sec. Adm.	18	3.10	1.19	
	Total	89	3.20		
Basic Skills	Elem. P.E.	23	2.81	.97	.561
	Elem. Adm.	18	2.64	.94	
	Sec. P.E.	28	2.85	.78	
	Sec. Adm.	14	3.05	.95	
	Total	84	2.82		
Games	Elem. P.E.	21	3.66	1.05	1.556
	Elem. Adm.	17	3.29	1.09	
	Sec. P.E.	28	3.64	.89	
	Sec. Adm.	15	3.04	1.11	
	Total	81	3.46		
Rhythm	Elem. P.E.	22	3.15	1.11	3.902**
	Elem. Adm.	16	3.22	1.01	
	Sec. P.E.	27	3.75	1.00	
	Sec. Adm.	14	4.18	.81	
	Total	79	3.55		
Knowledge	Elem. P.E.	23	3.33	1.42	.700
	Elem. Adm.	20	3.00	1.16	
	Sec. P.E.	28	2.83	1.06	
	Sec. Adm.	17	3.11	1.26	
	Total	88	3.05		
Sports- manship	Elem. P.E.	20	3.35	1.42	1.989
	Elem. Adm.	18	2.66	1.32	
	Sec. P.E.	25	2.44	1.08	
	Sec. Adm.	15	2.73	1.27	
	Total	78	2.78		
Total	Total		3.15		

*Scale: 1 = Strongly agree, 2 = Agree, 3 = Undecided,
4 = Disagree, 5 = Strongly Disagree

** p < .05.

TABLE 2*

PERCEPTIONS OF PHYSICAL EDUCATORS BY ELEMENTARY
AND SECONDARY PHYSICAL EDUCATION TEACHERS
AND ADMINISTRATORS

Variable	Group	N	Mean	Standard Deviation	F-Ratio
Provide Adequate Instruction	Elem. P.E.	23	1.86	.86	2.276
	Elem. Adm.	19	2.10	.93	
	Sec. P.E.	26	1.96	.72	
	Sec. Adm.	14	2.64	1.27	
	Total	82	2.08		
Held In Equal Respect to Other Teachers	Elem. P.E.	21	3.00	1.54	1.788
	Elem. Adm.	20	2.30	.92	
	Sec. P.E.	24	2.54	1.21	
	Sec. Adm.	14	3.14	1.23	
	Total	79	2.44		
Given Same Support From Adm. As Other Teachers	Elem. P.E.	23	2.45	1.19	1.267
	Elem. Adm.	20	2.02	.83	
	Sec. P.E.	27	2.62	1.18	
	Sec. Adm.	16	2.65	1.41	
	Total	86	2.44		
Total	Total		2.41		

* Scale 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

deviations, and F-ratios derived from the subjects' responses in these areas are presented in Table 2.

There were no significant differences among the groups in their perceptions of the adequacy of instruction, the degree of respect in which physical educators are held relative to other teachers, and the amount of administrative support provided. However, the subjects responded more agreeably or positively to the adequacy of instruction given

by physical educators than to the other variables. Several subjects made comments that could possibly explain this difference.

1. Elementary physical educator: The "classes are too large."
2. Elementary physical educator: "Other teachers look at physical education as being unimportant in our Edgewood Independent School District curriculum."
3. Elementary administrator: There exists a "lack of training on the part of the teachers."

The subjects' impressions of the curriculum were analyzed next. The means, standard deviations, and F-ratios derived from the data in this area are shown in Table 3.

The results of the analyses of variance revealed that there were no significant differences in the mean perceptions of the physical education curriculum on any of the variables presented. However, while the subjects had more agreeable or positive perceptions regarding the flexibility of the curriculum, they were undecided or neutral toward the curriculum being broad. Perhaps, the teachers in the various schools in the district are given so much flexibility that the breadth of curriculum offerings has been sacrificed. Note several comments made by subjects in reference to this topic:

1. Elementary physical educator: "Need more games with different skills."

TABLE 3*

PERCEPTIONS OF THE PHYSICAL EDUCATION
CURRICULUM BY ELEMENTARY AND SECONDARY
PHYSICAL EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Mean	Standard Deviation	F-Ratio
Compre- hensive Current	Elem. P.E.	23	2.52	1.26	.859
	Elem. Adm.	21	2.57	1.12	
	Sec. P.E.	24	3.00	1.15	
	Sec. Adm.	17	2.94	1.46	
	Total	85	2.75		
Understood As Pre- sented in Curriculum Guide	Elem. P.E.	21	2.76	1.48	.802
	Elem. Adm.	20	2.40	.99	
	Sec. P.E.	24	2.62	1.13	
	Sec. Adm.	12	3.08	1.37	
	Total	77	2.67		
Flexible	Elem. P.E.	22	2.22	1.30	.431
	Elem. Adm.	19	2.26	.99	
	Sec. P.E.	28	2.29	.97	
	Sec. Adm.	12	2.66	1.43	
	Total	81	2.32		
Progressive	Elem. P.E.	18	2.83	1.50	.621
	Elem. Adm.	15	3.13	1.30	
	Sec. P.E.	20	3.40	1.35	
	Sec. Adm.	13	3.30	1.10	
	Total	66	3.16		
Broad	Elem. P.E.	20	3.24	1.57	.693
	Elem. Adm.	19	3.52	1.26	
	Sec. P.E.	23	3.60	1.26	
	Sec. Adm.	13	3.92	1.18	
	Total	75	3.54		
Total	Total		2.91		

* Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided
4 = Disagree, 5 = Strongly Disagree

2. Elementary physical educator; The curriculum "doesn't cover gymnastics or tumbling."
3. Elementary administrator: "It allows you to be flexible in teaching."
4. Secondary physical educator: "Our physical education curriculum is too old."

Several subjects made comments that could help remedy these problems.

1. Elementary physical educator: "Teachers need to have input to the curriculum. We need to share ideas."
2. Elementary administrator: The "majority of the people working with the curriculum haven't been trained as physical education teachers."
3. Secondary physical educator: "We need workshops toward physical education to help staff with ideas in the field."

The total mean score of the four groups' perceptions of all the curriculum variables indicated a somewhat undecided or neutral response as the total mean was calculated to be 2.91. Such a neutral response by the subjects showed that the physical education curriculum was perceived as being neither good nor bad. Several subjects made related comments:

1. Elementary physical educator: The curriculum: "up-date it with new equipment, films, and activities."

2. Elementary administrator: The curriculum is "not known."
3. Secondary physical educator: The curriculum is "vague."
4. Secondary physical educator: The curriculum is "well rounded."
5. Secondary administrator: There is a "non-existent curriculum."
6. Secondary administrator: "I am not sure, but I don't think we really have a curriculum."

The investigator suggests that perhaps the reason why the physical education curriculum was perceived as being neither good nor bad was that the subjects were uninformed about the curriculum or, perhaps, there existed a wide range of positive and negative impressions of the curriculum.

Up to this point the data have been subjected to oneway analyses of variance. Since the questions about time allotments and number of days per week that physical education is offered required agree-disagree responses, these data were analyzed using Chi-square.

The subjects indicated their perceptions of the time allotments for physical education in kindergarten, grades one through three, grades four through six, junior high school, and senior high school. The percentages of each subject groups' positive and negative perceptions of the time allotments for the various grade levels and the Chi-square values are shown in Table 4.

TABLE 4

PERCEPTIONS OF TIME ALLOTMENT FOR PHYSICAL
EDUCATION BY ELEMENTARY AND SECONDARY PHYSICAL
EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Percentage		Chi-square
			Disagree	Agree	
Kinder- garten	Elem. P.E.	23	100.0	0.0	---
	Elem. Adm.	21	100.0	0.0	
	Sec. P.E.	28	100.0	0.0	
	Sec. Adm.	18	100.0	0.0	
	Average		100.0	0.0	
Grades 1 - 3	Elem. P.E.	23	17.4	82.6	4.827
	Elem. Adm.	21	14.3	85.7	
	Sec. P.E.	27	0.0	100.0	
	Sec. Adm.	14	14.3	85.7	
	Average		11.5	88.5	
Grades 4 - 6	Elem. P.E.	23	4.3	95.7	1.342
	Elem. Adm.	21	0.0	100.0	
	Sec. P.E.	26	3.8	96.2	
	Sec. Adm.	14	7.1	92.9	
	Average		3.8	96.2	
Junior High	Elem. P.E.	23	0.0	100.0	3.376
	Elem. Adm.	19	5.3	94.7	
	Sec. P.E.	27	3.7	96.3	
	Sec. Adm.	16	12.5	87.5	
	Average		5.4	94.6	
Senior High	Elem. P.E.	23	0.0	100.0	3.409
	Elem. Adm.	19	5.3	94.7	
	Sec. P.E.	26	0.0	100.0	
	Sec. Adm.	15	0.0	100.0	
	Average		1.3	98.6	

The Chi-square values revealed that there was no significant difference in the groups' perceptions of the time allotments for physical education in kindergarten,

grades one through three, grades four through six, and junior and senior high schools. However, one-hundred percent of all subjects indicated negative perceptions of the time allotments for kindergarten. Twelve subjects suggested that kindergarten physical education classes should be twenty to thirty minutes long. This would be more beneficial to the students and physical education teachers since students at that age have limited attention spans and would not perform as well with forty-five minutes of structured physical education as with periods of twenty to thirty minutes.

The subjects' perceptions of the number of days per week for physical education in kindergarten, grades one through three, grades four through six, and junior and senior high schools were also studied. The percentages of these perceptions and the Chi-square values are indicated in Table 5.

The Chi-square values revealed that there was no significant difference in the groups' perceptions of the number of days per week for physical education for kindergarten, grades one through three, grades four through six, and junior high school. There was a significant difference between the perceptions of the elementary physical educators and the secondary administrators in regard to the number of days per week for students in senior high physical education classes. While only thirty percent of the elementary physical educators indicated positive responses, ninety-

TABLE 5

PERCEPTIONS OF NUMBER OF DAYS PER WEEK FOR
PHYSICAL EDUCATION BY ELEMENTARY AND SECONDARY
PHYSICAL EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Percentage		Chi-square
			Disagree	Agree	
Kinder- garten	Elem. P.E.	23	8.7	91.3	1.997
	Elem. Adm.	21	9.5	90.5	
	Sec. P.E.	28	3.6	96.4	
	Sec. Adm.	14	0.0	100.0	
	Average		5.4	94.5	
Grades 1 - 3	Elem. P.E.	23	4.3	95.7	2.020
	Elem. Adm.	20	5.0	95.0	
	Sec. P.E.	28	0.0	100.0	
	Sec. Adm.	14	0.0	100.0	
	Average		2.3	97.6	
Grades 4 - 6	Elem. P.E.	23	43.5	56.6	3.965
	Elem. Adm.	21	38.1	61.9	
	Sec. P.E.	28	60.7	39.3	
	Sec. Adm.	14	64.3	35.7	
	Average		51.6	48.3	
Junior High	Elem. P.E.	23	52.2	47.8	6.935
	Elem. Adm.	20	15.0	85.0	
	Sec. P.E.	27	33.3	66.7	
	Sec. Adm.	16	43.8	56.3	
	Average		35.0	63.9	
Senior High	Elem. P.E.	23	69.6	30.4	20.854*
	Elem. Adm.	20	15.0	85.0	
	Sec. P.E.	27	37.0	63.0	
	Sec. Adm.	15	6.7	93.3	
	Average		36.0	63.0	

* P < .05.

three percent of the secondary administrators and eighty-five percent of the elementary administrators responded positively to the number of days per week for students in senior high school physical education classes.

Nineteen subjects suggested that students in senior high school have three to four years of required physical education. As one elementary physical educator stated: Physical education for students in senior high school should be "at least three years."

When the groups were asked to give their perceptions of the overall physical education program, there were no significant differences among the four groups. The total mean score of their perceptions of the physical education program indicated a somewhat fair or mediocre response as the total mean was calculated to be 2.4588. (Scale: 4 = excellent, 3 = good, 2 = fair, 1 = poor.) This showed that the subjects were somewhat satisfied with, but not in total acceptance of, the program. Following are some comments made concerning the overall program:

1. Elementary physical educator: "The district needs to show a commitment to physical education."
2. Elementary physical educator: "As is."
3. Elementary administrator: "Lack a standard grading system." Thirteen additional subjects advocated the use of a standard grading system.

4. Secondary physical educator: "Some classes are overloaded." Five additional subjects indicated that physical education classes are too large.
5. Secondary administrator: "Gyms are inadequate or totally missing." Forty other subjects commented negatively about the physical education facilities and/or equipment.
6. Secondary administrator: "Limited teacher input."

These comments imply that various aspects of the physical education program need to be improved. The investigator suggests that changes be made in numerous areas of the program. The subjects have expressed concerns for changes in the curriculum guide, grading system, sizes of the physical education classes, inservices and workshops in physical education, time allotments for kindergarten, physical education requirements for senior high school students, facilities, and equipment. The subjects, especially the physical educators, mentioned that they should be able to have a voice in any changes made, particularly those concerning the curriculum.

Perceptions of All Physical Educators and Administrators

A comparison was made between the perceptions of administrators and physical educators by combining the responses of elementary and secondary administrators and those of elementary and secondary physical educators.

The perceptions of student abilities in fitness, basic skills, games, rhythms, knowledge, and sportsmanship in

Edgewood Independent School District physical education classes were studied. The means, standard deviations, and F-ratios for this comparison are shown in Table 6.

TABLE 6*

PERCEPTIONS OF STUDENT ABILITIES BY ALL
PHYSICAL EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Mean	Standard Deviation	F-Ratio
Fitness	All P.E.	51	3.25	.93	.296
	All Adm.	38	3.13	1.09	
Basic Skills	All P.E.	51	2.83	.86	.012
	All Adm.	33	2.81	.95	
Games	All P.E.	49	3.65	.95	4.275**
	All Adm.	32	3.17	1.09	
Rhythms	All P.E.	49	3.48	1.08	.552
	All Adm.	30	3.67	1.03	
Knowledge	All P.E.	51	3.06	1.25	.000
	All Adm.	37	3.05	1.20	
Sports- manship	All P.E.	45	2.84	1.31	.244
	All Adm.	33	2.69	1.28	

* Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided,
4 = Disagree, 5 = Strongly Disagree

** P < .05.

The F-ratios revealed that there were no significant differences in the groups' perceptions of student abilities in fitness, basic skills, rhythms, knowledge, and sportsmanship. However, the administrators had a

significantly more agreeable or positive perception of student abilities in games than the physical educators.

The physical educators and the administrators gave their perceptions of the adequacy of instruction provided by the physical educators, the relative respect the district physical educators are given, and the amount of administrative support they are given. The means, standard deviations, and F-ratios of the subject groups' perceptions toward physical educators are shown in Table 7.

TABLE 7*

PERCEPTIONS OF PHYSICAL EDUCATORS BY ALL
PHYSICAL EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Mean	Standard Deviation	F-Ratio
Provide Adequate Instruction	All P.E.	49	1.91	.78	3.936
	All Adm.	33	2.33	1.10	
Held In Equal Res- pect to Other Teachers	All P.E.	45	2.75	1.38	.139
	All Adm.	34	2.65	1.12	
Given Same Support From Adm. as Other Teachers	All P.E.	50	2.55	1.18	.911
	All Adm.	36	2.30	1.15	

* Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided,
4 = Disagree, 5 = Strongly Disagree

There were no significant differences between the groups' perceptions of physical educators in any of the

variables in this category. However, the physical educators tended to perceive the adequacy of their instruction to be more favorable than did the administrators. There also appeared to be more unanimity among the teachers ($S=.78$) on the instructional aspect than among administrators ($S=1.10$).

The combined subject groups indicated their perceptions of the physical education curriculum. The means, standard deviations, and F-ratios of these perceptions are shown in Table 8.

TABLE 8*

PERCEPTIONS OF THE PHYSICAL EDUCATION CURRICULUM
BY ALL PHYSICAL EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Mean	Standard Deviation	F-Ratio
Comprehensive Current	All P.E.	47	2.76	1.21	.011
	All Adm.	38	2.73	1.28	
Understood as Presented In Curriculum Guide	All P.E.	45	2.68	1.29	.012
	All Adm.	32	2.65	1.18	
Flexible	All P.E.	50	2.26	1.12	.353
	All Adm.	31	2.41	1.17	
Progressive	All P.E.	38	3.13	1.43	.061
	All Adm.	28	3.21	1.19	
Broad	All P.E.	43	3.43	1.41	.628
	All Adm.	32	3.68	1.22	

* Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided,
4 = Disagree, 5 = Strongly Disagree

Again, there were no significant differences between the mean perceptions of any of these variables. These results are similar to those when the four groups of subjects were examined separately. There was a tendency to perceive that the physical education curriculum lacks sufficient broadness.

The subjects indicated their perceptions of the time allotments for physical education in kindergarten, grades one through three, grades four through six, and junior and senior high schools. The percentages of the combined subject groups' positive and negative perceptions of the time allotments for the various grade levels and the Chi-square values are shown in Table 9.

TABLE 9

PERCEPTIONS OF THE TIME ALLOTMENTS FOR PHYSICAL EDUCATION BY ALL PHYSICAL EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Percentage		Chi-square
			Disagree	Agree	
Kinder- garten	All P.E.	51	100.0	00.0	---
	All Adm.	39	100.0	00.0	
Grades 1 - 3	All P.E.	50	8.0	92.0	0.324
	All Adm.	35	14.3	85.7	
Grades 4 - 6	All P.E.	49	4.1	95.9	0.000
	All Adm.	35	2.9	97.1	
Junior High	All P.E.	50	2.0	98.0	0.788
	All Adm.	35	8.6	91.4	
Senior High	All P.E.	49	0.0	100.0	0.034
	All Adm.	34	2.9	97.1	

The Chi-square values revealed that there were no significant differences between the groups' perceptions of the time allotments for physical education in kindergarten, grades one through three, grades four through six, junior high, and senior high. Generally the administrators and physical educators perceived that the time allotment for kindergarten was not good and that the time allotments for the other grade levels were adequate.

The subjects gave perceptions of the number of days per week for physical education for the grade levels. The percentages and Chi-square values calculated from the responses to this question are presented in Table 10.

TABLE 10

PERCEPTIONS OF NUMBER OF DAYS PER WEEK FOR PHYSICAL EDUCATION BY ALL PHYSICAL EDUCATORS AND ADMINISTRATORS

Variable	Group	N	Percentage		Chi-square
			Disagree	Agree	
Kinder- garten	All P.E.	51	5.9	94.1	0.000
	All Adm.	35	5.7	94.3	
Grades 1 - 3	All P.E.	51	2.0	98.0	0.000
	All Adm.	34	2.9	97.1	
Grades 4 - 6	All P.E.	51	52.9	47.1	0.032
	All Adm.	35	48.6	51.4	
Junior High	All P.E.	50	42.0	58.0	1.271
	All Adm.	36	27.8	72.2	
Senior High	All P.E.	50	52.0	48.0	13.116*
	All Adm.	35	11.4	88.6	

* $P < .05$.

There were no significant differences between the groups' perceptions of the number of days per week for physical education in kindergarten, grades one through three, grades four through six, and junior high school. However, there existed a significant difference between their perceptions of the number of days per week that physical education was provided in the senior high school. The physical educators had more negative perceptions of the variable in question than did the administrators. Comments made in reference to this subject were previously discussed. Nevertheless, the large percentage of administrators (eighty-eight percent) who agreed with the requirements for senior high school physical education indicated that they are satisfied with the requirements as they now stand. Thus, in the future, if a change is to be made in these requirements, the change will probably have to come from sources other than the administration.

A comparison of the perceptions to the overall physical education program showed no significant difference between physical educators ($M=2.50$) and administrators ($M=2.40$). The means reflected perceptions between neutral and agree.

Several other differences in the subject groups were discovered from the questionnaire. Secondary physical educators had an average of 10.7 years of teaching experience, and elementary physical educators had an average of 4.7 years. All of the secondary physical educators were certified to teach physical education as compared to eighty-

six percent of the elementary physical educators. Since only three elementary physical educators indicated that they were not certified, a statistical analysis was not justified. However, several general observations were made in reference to the perceptions of the non-certified physical educators in comparison to the other subjects. The non-certified physical educators had more positive perceptions than the average of the other groups in fifteen instances, more negative perceptions in six instances, and were in agreement with the four groups in five instances. Examination of responses by the three non-certified elementary physical educators indicated that their overall perception was more positive than that of the certified physical educators.

The results of this study indicated that the elementary physical educators, elementary administrators, secondary physical educators, and secondary administrators of the Edgewood Independent School District differed on only two of the twenty-six variables and that physical educators and administrators differed on two. Generally, there were no significant differences in the subjects' perceptions of the physical education curriculum, program success, and purpose within the Edgewood Independent School District. This finding supports the results of the study done by Ballance (1980) who discovered that there was no significant difference between teachers and administrators in their attitudes toward physical education.

The perceptions of three areas -- time allotment for physical education, days per week for physical education, and the physical educator's purpose and worth within the education program -- were somewhat more positive than negative. The perceptions show a general agreement with the Edgewood Independent School District's time guidelines for physical education. Recall, however, that there were disagreements between groups on the number of days per week for senior high school physical education classes. The mean scores for the kindergarten grade level for time allotted to physical education were much more negative within all the groups than for any other grade level.

The groups' perceptions of student abilities were somewhat undecided or neutral response. Perhaps the subjects were unaware of the students' abilities. Perhaps the physical education curriculum needs to include a more measurable evaluation system to help teachers, administrators, students, and parents to determine in which areas the students are lacking.

A somewhat positive response was indicated by the subjects in reference to the perceptions of physical educators. Such feelings could be the result of good morale within the entire Edgewood Independent School District.

The neutral response given by subjects in reference to the physical education curriculum revealed that some changes should occur within the physical education curriculum.

Several suggestions made by subjects in reference to this area are included in Appendix A.

The perceptions of the time allotted for kindergarten physical education, as compared to the other grade levels, were much more negative. The investigator suggests that the time allotments for kindergarten be changed to fewer minutes per session. Similar negative observations were made concerning the number of days per week for senior high school physical education. Perhaps the requirements need to be raised for seniors in high school physical education, but even more importantly, the physical education electives given to seniors need to be more varied and appealing to their interests. The investigator suggests concentrating on lifetime activities.

The perceptions of subjects concerning the overall physical education program were neutral. This indicates that changes could be implemented to raise the quality of the program. Numerous subjects commented on the poor quality of the facilities and the lack of equipment. Since the Edgewood Independent School District is in a low socio-economic area of San Antonio, Texas, new equipment and spacious gymnasiums are unreasonable requests. However, equipment could be rotated from campus to campus and rented or borrowed from various community resources. Facilities could be rented from various recreational organizations.

In addition, the subjects indicated that a revision of the curriculum was necessary. This could be accomplished by

having the physical educators, all together, create an up-to-date and appropriate physical education curriculum. Many of these suggestions were made by the subjects of this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this research was to compare the perceptions of physical educators, non-certified physical educators, and administrators toward the physical education curriculum, program success, and purpose within the Edgewood Independent School District in San Antonio, Texas. Four groups of subjects -- elementary physical educators, elementary administrators, secondary physical educators, and secondary administrators -- were compared on twenty-six variables. The physical educators as a group were compared to the administrators as a group on the same twenty-six variables. A questionnaire was distributed to all physical educators and administrators working in the Edgewood Independent School District in the 1987-88 school year. Twenty-three elementary physical educators, twenty-one elementary administrators, twenty-eight secondary physical educators, and eighteen secondary administrators returned the completed questionnaire.

Two of the twenty-six variables had significant differences at the .05 level of significance in the mean scores among the four groups and also between the two

subject groups. Generally, the three non-certified physical educators had more positive perceptions on the twenty-six variables.

Conclusions

The investigator made the following conclusions:

- (1) Overall, there were no significant differences between the perceptions of physical educators and administrators within the Edgewood Independent School District.
- (2) Somewhat positive perceptions were discovered between the subject groups in the variables of time allotments and required days per week for physical education. However, the subjects indicated extremely negative perceptions of the time allotted for kindergarten. In addition, a significant difference was discovered between the elementary physical educators and the secondary administrators in the physical education requirements for students in senior high school.
- (3) Somewhat positive perceptions between the subject groups were discovered in the physical educators' purpose and worth within the education program.
- (4) The subject groups indicated somewhat undecided or neutral perceptions in the variables of student abilities and the physical education curriculum.
- (5) The overall physical education program was perceived to be fair or mediocre.

Recommendations

Based upon the results of this research, the following recommendations have been made:

- (1) Further investigations, in other school districts of low and high socio-economic status, should be done to compare more non-certified physical educators to certified physical educators and to administrators.
- (2) Additional descriptive information about the subjects, such as sex, age, other school responsibilities, and previous exposure to physical activity, should be studied to determine if those characteristics affect their responses.

APPENDIX A

SUGGESTIONS FOR IMPROVEMENT OF
PHYSICAL EDUCATION PROGRAM

The subjects of this study made numerous suggestions for improvement of the physical education program in the Edgewood Independent School District in San Antonio, Texas:

1. Up-date the curriculum guides with innovative ideas and include more life-time activities at the senior high school level.
2. Rewrite and revise the curriculum so that it is specific, comprehensive, and progressive from kindergarten through senior high school.
3. Improve the quality of the equipment and facilities.
4. Reduce the size of the classes or hire more personnel to give the teachers lighter class loads.
5. Require a physical education uniform for the senior high school students. Establish a district-wide policy for the requirement of students in physical education classes to dress-out.
6. Standardize the grading system throughout the school district to include a concrete evaluation tool for skills and for physical fitness.
7. Divide the equipment among the schools and/or install an equipment sharing program for expensive items.
8. Offer more physical education workshops, and encourage physical educators to attend workshops and conventions by offering some sort of financial assistance.
9. Allow physical educators to give input into the program and any decisions made concerning the curriculum, etc.
10. Make the physical education consultant more available for needed help.

11. Incorporate the use of a physical education student handbook to outline standard procedures, dress code requirements, grading, etc.
12. Provide the physical educators with a detailed interpretation of the Essential Elements.
13. Require teachers to become members of TAPHERD.
14. Change the time allotted for kindergarten physical education to no more than thirty minutes per session.
15. Change the requirements for senior high school physical education to at least three years, and offer more electives.

APPENDIX B

MEMORANDUM

TO: Elementary Education
Principals, Vice-Principals, Physical Education Teachers

FROM: Ms. Susan Matzek; Physical Education Teacher
H.B. Gonzalez Elementary School

VIA: Mr. Anthony Castellano
Assist. Superintendent for Education

DATE: February 1, 1988

RE: Physical Education Questionnaire

The following questionnaire is part of a master's thesis. Please complete and return it to your campus principal by Wednesday, February 10th. Do not detach the cover letter. (Principals, please bring the completed questionnaires to the next principal's meeting on February 11th.)

MEMORANDUM

TO: Secondary Education
Principals, Vice-Principals, Physical Education Teachers
Mr. Anthony Castellanos
Ms. June Gueringer

FROM: Ms. Susan Matzek; Physical Education Teacher
H.B. Gonzalez Elementary School

VIA: Mr. Anthony Castellanos
Assist. Superintendent for Education

DATE: February 1, 1988

RE: Physical Education Questionnaire

The following questionnaire is part of a master's thesis. Please complete and return it to your campus principal by Tuesday, February 9th. Do not detach the cover letter. (Principals, please bring the completed questionnaires to the next principal's meeting on February 10th.)

APPENDIX C

PHYSICAL EDUCATION QUESTIONNAIRE

The following questionnaire is part of a master's thesis requirement to be completed in Physical Education at Southwest Texas State University. You are not required to complete the questionnaire, however your cooperation will be greatly appreciated and useful. Your identity will be anonymous, and your responses will be kept confidential.

Circle your best response. Note that the examples given are not a complete list.

- 1 = strongly agree
- 2 = agree
- 3 = undecided
- 4 = disagree
- 5 = strongly disagree

- 1 2 3 4 5 1. Edgewood students in physical education classes are generally physically fit.

- 1 2 3 4 5 2. Edgewood students in physical education classes have above average:
 - 1 2 3 4 5 a. upper body strength.
 - 1 2 3 4 5 b. abdominal strength.
 - 1 2 3 4 5 c. flexibility.
 - 1 2 3 4 5 d. cardiovascular endurance.
 - 1 2 3 4 5 e. speed and agility.

- 1 2 3 4 5 3. Edgewood students in physical education classes are proficient in:
 - 1 2 3 4 5 a. non-locomotor and locomotor skills (push, twist, run, skip, etc.).
 - 1 2 3 4 5 b. manipulative skills (throw, kick, catch, bounce, etc.).
 - 1 2 3 4 5 c. specific team sport skills (basketball shot, volleyball set, etc.).
 - 1 2 3 4 5 d. playing the official team sport (football, soccer, softball, etc.).
 - 1 2 3 4 5 e. specific individual sport skills (tennis serve, track long jump, etc.).
 - 1 2 3 4 5 f. playing the official individual sport (golf, bicycling, etc.).
 - 1 2 3 4 5 g. several ballroom, square, and modern dances.
 - 1 2 3 4 5 h. several non-dance rhythmic activities (jump rope, holla hoops, etc.).
 - 1 2 3 4 5 i. creative rhythms (streamers, ball rhythms, etc.).

4. Edgewood students in physical education classes:
- . 2 3 4 5 a. are knowledgeable in game rules and regulations.
 - . 2 3 4 5 b. are knowledgeable in game strategies.
 - . 2 3 4 5 c. display good sportsmanship.
5. In the Edgewood Independent School District, physical education teachers when compared to teachers of other subject areas:
- . 2 3 4 5 a. provide adequate instruction to students in their classes.
 - . 2 3 4 5 b. are held in equal respect.
 - . 2 3 4 5 c. are given the same work loads.
 - . 2 3 4 5 d. are given the same support from administrators.
6. The Edgewood Independent School District's physical education curriculum is:
- . 2 3 4 5 a. comprehensive; that is, promotes all areas of physical education.
 - . 2 3 4 5 b. current with today's physical education theories.
 - . 2 3 4 5 c. easily understood as currently presented in the curriculum guide.
 - . 2 3 4 5 d. flexible enough to allow individual teaching strategies.
 - . 2 3 4 5 e. sufficiently progressive to provide continuity between elementary, junior high, and senior high school levels.
 - . 2 3 4 5 f. broad enough to allow for students to learn new and nontraditional activities (outdoor education, archery, horseshoes, etc.).
7. What is your reaction to the current time allotments for physical education?
- agree disagree a. kindergarten = 45 minutes.
 - agree disagree b. grades 1 - 3 = 45 minutes.
 - agree disagree c. grades 4 - 6 = 45 minutes.
 - agree disagree d. junior high = 50 minutes.
 - agree disagree e. senior high = 55 minutes.

If you disagree with any of the above, give your suggested time allotments:

- a. kindergarten _____
- b. grades 1 - 3 _____
- c. grades 4 - 6 _____
- d. junior high _____
- e. senior high _____

8. What is your reaction to the current number of days per week for physical education?
- agree disagree a. kindergarten = every day.
 - agree disagree b. grades 1 - 3 = every day.
 - agree disagree c. grades 4 - 6 = every other day.
 - agree disagree d. junior high = 1 1/2 units.
 - agree disagree e. senior high = 2 years / electives.

If you disagreed with any of the above, give your suggested number of days per week:

- a. kindergarten _____
- b. grades 1 - 3 _____
- c. grades 4 - 6 _____
- d. junior high _____
- e. senior high _____

9. List, in your opinion, the two most positive and the two most negative aspects of the physical education curriculum.

positive: 1. _____

2. _____

negative: 1. _____

2. _____

10. List any suggestions you have to change the physical education curriculum.

11. How do you rate the physical education program in the Edgewood Independent School District?

excellent good fair poor

PHYSICAL EDUCATION QUESTIONNAIRE

The following questionnaire is part of a master's thesis requirement to be completed in Physical Education at Southwest Texas State University. You are not required to complete the questionnaire, however your cooperation will be greatly appreciated and useful. Your identity will be anonymous, and your responses will be kept confidential.

How long have you been teaching Physical Education? _____

Are you certified to teach Physical Education? (Have you taken at least 18 college course hours in Physical Education?)

YES

NO

Circle your best response. Note that the examples given are not a complete list.

- 1 = strongly agree
- 2 = agree
- 3 = undecided
- 4 = disagree
- 5 = strongly disagree

- 1 2 3 4 5 1. Edgewood students in physical education classes are generally physically fit.
2. Edgewood students in physical education classes have above average:
- 1 2 3 4 5 a. upper body strength.
- 1 2 3 4 5 b. abdominal strength.
- 1 2 3 4 5 c. flexibility.
- 1 2 3 4 5 d. cardiovascular endurance.
- 1 2 3 4 5 e. speed and agility.
3. Edgewood students in physical education classes are proficient in:
- 1 2 3 4 5 a. non-locomotor and locomotor skills (push, twist, run, skip, etc.).
- 1 2 3 4 5 b. manipulative skills (throw, kick, catch, bounce, etc.).
- 1 2 3 4 5 c. specific team sport skills (basketball shot, volleyball set, etc.).
- 1 2 3 4 5 d. playing the official team sport (football, soccer, softball, etc.).
- 1 2 3 4 5 e. specific individual sport skills (tennis serve, track long jump, etc.).
- 1 2 3 4 5 f. playing the official individual sport (golf, bicycling, etc.).
- 1 2 3 4 5 g. several ballroom, square, and modern dances.
- 1 2 3 4 5 h. several non-dance rhythmic activities (jump rope, holla hoops, etc.).
- 1 2 3 4 5 i. creative rhythms (streamers, ball rhythms, etc.).

4. Edgewood students in physical education classes:
- 1 2 3 4 5 a. are knowledgeable in game rules and regulations.
 - 1 2 3 4 5 b. are knowledgeable in game strategies.
 - 1 2 3 4 5 c. display good sportsmanship.
5. In the Edgewood Independent School District, physical education teachers when compared to teachers of other subject areas:
- 1 2 3 4 5 a. provide adequate instruction to students in their classes.
 - 1 2 3 4 5 b. are held in equal respect.
 - 1 2 3 4 5 c. are given the same work loads.
 - 1 2 3 4 5 d. are given the same support from administrators.
6. The Edgewood Independent School District's physical education curriculum is:
- 1 2 3 4 5 a. comprehensive; that is, promotes all areas of physical education.
 - 1 2 3 4 5 b. current with today's physical education theories.
 - 1 2 3 4 5 c. easily understood as currently presented in the curriculum guide.
 - 1 2 3 4 5 d. flexible enough to allow individual teaching strategies.
 - 1 2 3 4 5 e. sufficiently progressive to provide continuity between elementary, junior high, and senior high school levels.
 - 1 2 3 4 5 f. broad enough to allow for students to learn new and nontraditional activities (outdoor education, archery, horseshoes, etc.).
7. What is your reaction to the current time allotments for physical education?
- agree disagree a. kindergarten = 45 minutes.
 - agree disagree b. grades 1 - 3 = 45 minutes.
 - agree disagree c. grades 4 - 6 = 45 minutes.
 - agree disagree d. junior high = 50 minutes.
 - agree disagree e. senior high = 55 minutes.

If you disagree with any of the above, give your suggested time allotments:

- a. kindergarten _____
- b. grades 1 - 3 _____
- c. grades 4 - 6 _____
- d. junior high _____
- e. senior high _____

8. What is your reaction to the current number of days per week for physical education?
- agree disagree a. kindergarten = every day.
 - agree disagree b. grades 1 - 3 = every day.
 - agree disagree c. grades 4 - 6 = every other day.
 - agree disagree d. junior high = 1 1/2 units.
 - agree disagree e. senior high = 2 years / electives.

If you disagreed with any of the above, give your suggested number of days per week:

- a. kindergarten _____
- b. grades 1 - 3 _____
- c. grades 4 - 6 _____
- d. junior high _____
- e. senior high _____

9. List, in your opinion, the two most positive and the two most negative aspects of the physical education curriculum.

positive: 1. _____

2. _____

negative: 1. _____

2. _____

10. List any suggestions you have to change the physical education curriculum.

11. How do you rate the physical education program in the Edgewood Independent School District?

excellent good fair poor

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