



A survey of physical education support services in Montana high schools
by Thomas Lynn Schumacher

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE
in Physical Education

Montana State University

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Abstract:

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Date

August 3, 1977

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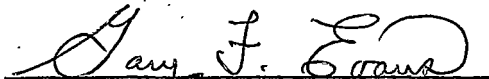
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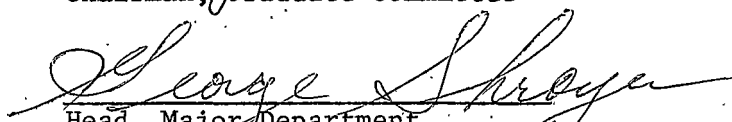
MASTER OF SCIENCE

in

Physical Education

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MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1977

ACKNOWLEDGEMENTS

The writer would like to extend appreciation to the physical education instructors in the small Montana high schools that made this study possible.

Sincere appreciation is given to Dr. Gary Evans, Committee Chairman, without whose guidance, help, and patience this study would not have been completed.

Sincere thanks are extended to Dr. Gordon Morris, Assistant Professor of Physical Education, Dr. Ellen Kreighbaum and Dr. Oral Behunin, Associate Professors of Physical Education whose reading and constructive criticism were incorporated into this study.

Thanks is also given to Dr. Albert Suvak, Associate Professor of Education, for his help in organizing the questionnaire and statistical help in interpreting the data obtained.

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ABSTRACT

The purpose of this study was to survey the support services in physical education in small Montana high schools. Specifically this study attempted to identify: (1) what facilities were being used for physical education, (2) methods for organizing students into physical education classes, (3) budget for physical education programs, (4) supplies and equipment used for physical education programs, (5) support of administration toward physical education.

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Chapter 1

STATEMENT OF THE PROBLEM

Physical education programs have been in existence for many years. They are an intergral part of any school curriculum. These programs have survived throughout the years because of their benefits to those who participate in them. A physically educated person is one who is concerned with his physical self and recognizes that a healthy, vigorous individual is much better able to sustain forces in his environment that life challenges. If a person has learned to move effectively and efficiently, that person should realize that his skills have prepared him for a lifetime of enjoyable movement experiences. He should also appreciate physical activity and express joy and satisfaction in movement experiences such as games, sports, dance and play.

The quality of physical education programs as been challenged for many years and most physical educators are concerned. Today physical education like the other subjects must show that it is worthy of its time and existence in the curriculum. Accountability is the work used by many taxpayers, shool boards and communities. Society is forever changing and if physical education is to help the student fit into that society, so the student can be productive and happy, then physical education must also change.

The traditional physical education curriculum has been orientated toward team sports. Team sports have their value and contribution to educating the student, but three years of softball, basketball, and football within the physical education program appears to be too much. Activities that involve fundamental movements such as running, jumping, throwing and catching are always interesting to students. When activities are taught that include these movements, the interest in physical education is high. Students are thirsty for effective instruction in tennis, bowling, golf, handball, swimming, modern dance, and other activities that include the fundamental movements. The "now" physical education strives to make activities more valuable and enjoyable for all students. Life time sports, freedom of choice, and student centered co-educational activities are all a part of the new physical education image.

Change occurs with everyone, with everything and everywhere. Before change can occur, it is necessary to evaluate the existing conditions and then determine what the conditions are to be in the future. Is there a need to change the quality of physical education programs in small Montana high schools? Before that question can be answered, it is necessary to identify the quality of physical education programs presently being offered to students in small high schools. The purpose of this study was to survey certain areas of support services in order to determine the present status of these

areas in physical education in small Montana high schools.

I. Statement of the Problem

The general problem of this study was to survey the support services in physical education in small Montana high schools.

Specific problems considered were:

1. To determine what facilities were being used for physical education.
2. To identify the methods for organizing students into physical education classes.
3. To discover what the budget was for the physical education programs.
4. To find out what supplies and equipment were being used for the physical education programs.
5. To discover the support of the administration toward physical education.

II. Definitions

Some of the following terms were defined by the investigator for the purpose of this study only and may not reflect the common everyday usage:

Survey: A survey is defined as to look over, to examine as to condition, situation or value, or to view comprehensively.¹

Support Services: Support services refers to areas in physical education which include facilities, student organization, budget, supplies and equipment, and administrative support. These areas give support to the physical education curriculum.

Small Montana High School: A small Montana high school will refer to a school that has a student enrollment of less than one hundred and fifty students.

Physical Education Program: Physical education program will be defined as a program that places emphasis on the learning or rules, strategies and skills in various activities through the medium of physical movement.

III. Delimitations of the Problem

This study was delimited to:

1. the school year 1976-77,
2. the responses solicited by a questionnaire designed and developed by the investigator,
3. the physical education programs for students in the ninth, tenth, eleventh, and twelfth grades, and
4. sixty six high schools which returned the questionnaire (Appendix A).

IV. Limitations of the Problem

The limitations to this study were:

1. the questions asked on the questionnaire,
2. the interpretation of the questions asked, and
3. the percent of schools that returned the questionnaire.

V. Justification

To the researcher's knowledge there has been no attempt to survey the support services of physical education programs in all of the small high schools in the State of Montana. However, other studies in other areas of physical education in this state, in other states and at the count level have been completed.^{2,3,4,5,6} Studies by Oxendine, Yarnell, Thomas, Coker, and Udem have proven to be valuable in helping formulate the guidelines for this survey.

"The world is changing more rapidly today than at any other time in history."⁷ Change is present in all places at all times. Society's values and traditions are being challenged today and education is finding itself in a period of transition and turmoil. The student of today is changing to meet the challenges of tomorrow. "The student during his teenage years must learn to manage the highly sophisticated skills and techniques necessary to function as a contributing member of our society."⁸

Physical education can help the student develop these highly sophisticated skills and techniques by challenging the student through human movement. "Physical education is the part of the

educational process which contributes to the mental, physical, social and emotional growth and development of each child through the medium of physical activity."⁹

Modern educational thought is now questioning the physical educational programs because very few of these programs have appreciable carry-over value into the lives of students after they leave school. Bucher indicated that:

"A study conducted by the Opinion Research Corporation of Princeton for the Presidents Council on Physical Fitness revealed startling findings concerning the extent of exercise by Americans 22 years of age or older. The survey was made in 360 communities throughout the country and presents an accurate picture of what adult participants do to promote their personal fitness. The survey indicated that most of respondents during their school years participated in team sports such as basketball, football, and baseball rather than lifetime sports such as golf, tennis and handball."¹⁰

For physical education to obtain a high status among the other disciplines, it must change to meet the needs of the students and society. It cannot remain stagnant and still be rewarding and beneficial to the students in our schools. "Much of the field of physical education and sports is out of step with the large majority of the younger generation, because the present rate of change is increasing so rapidly."¹¹

Daughtrey and Wood indicated that one of the five most pressing tasks that physical educators must strive for is: "The improvement

of facilities and programs of instruction at all levels to meet the ever changing needs and interests of students and adults."¹²

Before change can take place, the present status or condition must be revealed. It was felt that this study could aid in gaining a better understanding of the support areas which give support to the physical education programs in Montana high schools with small enrollments. By knowing and understanding the condition of the support services in physical education programs, it is possible to determine to a certain extent the types of physical education programs that exist in small Montana high schools. This study should be of interest to physical educators, teachers, administrators, school boards, and communities.

VI. Questions to be Answered

This study will attempt to answer the following questions:

1. What are the facilities for the physical education program?
2. What methods are used for the organization of students into physical education classes?
3. What is the budget for the physical education program and how is it determined?
4. What supplies and equipment are available for conducting the physical education program.
5. What is the support of the administration toward physical

education?

VII. Population

The population of this study was the physical education instructors at 92 high schools located in the State of Montana. The schools in this study were selected by the number of students that were enrolled within the school. A school that had an enrollment of less than one hundred and fifty was selected for this study. Enrollment information for the schools was obtained from the Montana State Educational Information Guide. A pilot study which included twelve graduate students in physical education at Montana State University, was conducted to assist in improving the validity of the questionnaire. The responses from the twelve graduate students provided help to the researcher in eliminating any bias in the questionnaire and also in finding the average time for completion of the questionnaire. They also provided help in detecting unclear questions, directions and the omission of unnecessary words.

VIII. Data Collection

The data was obtained by a questionnaire designed and developed by the investigator (Appendix A). The questionnaire was designed to solicit the desired information for the following reasons:

1. it was impossible and impractical for the researcher to

personally interview 92 high school physical education teachers,

2. the questionnaire was the most rapid and efficient method of gathering the data, and
3. the questionnaire was constructed so data could be analyzed easily by the Sigma Seven computer located on the Montana State University campus.

The questionnaire in its final form (Appendix A) was mailed to the head of the physical education departments of the selected Montana high schools. A stamp, self-addressed envelope was enclosed for returning the questionnaire. A return of 64.3 percent was received from the first mailing. A letter of introduction was mailed along with the questionnaire (Appendix B).

After two weeks had elapsed for the return of the questionnaire, a second letter (Appendix C) was mailed to those who did not respond as a reminder to complete and return the questionnaire. The number of questionnaires received from the second mailing brought the total number of questionnaires returned to 68.4 percent.

After another two weeks had elapsed for the return of the questionnaire a third letter (Appendix D) was forwarded to the physical education instructors indicating a need for a return of the questionnaire. This was the final letter sent by the investigator to the participating instructors. The number of questionnaires received from

the third mailing brought the total number of questionnaires returned to 71.4 percent.

IX. Results of the Data

The data collected was tabulated, totaled, and percentages were computed. Coding and tabulation of the collected data was completed by hand by the investigator. The Sigma Seven computer at Montana State University was used for making computations. The data was then presented in tables under ten general background information sections and five major areas of support services for this study.

The data obtained from the questionnaire was then presented and analyzed in Chapter 3 according to ten general information areas, and the five major areas:

1. equipment,
2. methods of organizing students,
3. budget,
4. equipment and supplies, and
5. support of administration.

From the data obtained in the survey and with background information from the review of literature, a summary, conclusions and recommendations were made in the final chapter as how to improve the quality of physical education programs in small high schools in Montana.

Chapter 2

SURVEY OF RELATED LITERATURE

The discipline call physical education is found in the majority of the schools all over the United States. Physical education has many parts that make up its body of subject matter. Most people associate physical education with physical movement in which games and activities like basketball, softball, wrestling, volleyball, golf and tennis are learned. Physical education includes in most cases all of those activities and many more. The activities in the physical education program must be interesting and beneficial to the students. These activities that are a part of physical education must have organization and must have an initial starting point in the physical education program.

The starting point of an activity comes first from making sure that a facility is available to house the activity. Secondly there must be enough money in the budget to purchase the necessary equipment and supplies for the activity. When you have a facility and all the necessary equipment and supplies for the activity, then the activity must be made available to the students in the school.

Activities in a physical education program must be supported and maintained if they are to remain in the physical education curriculum. Support of the activities comes from the administration,

the students, the budget, the facilities, the equipment, and the supplies. These support services of the physical education program are often hidden in the maze of educational activities of any school. The quality of a physical education program will often depend on one part or all of the support services of a physical education program. If the quality of physical education programs is to improve, then a periodic investigation of the support services of physical education would seem necessary. In most cases the most practical method used for investigative purposes is the survey.

Many studies have been completed concerning the surveying of physical education programs.^{2,3,4,5,6} Studies have been completed at the college level, secondary school level and elementary school level. The majority of the studies were made on the physical education programs at the college level and at the secondary school level.^{2,3,4,5} There was one study completed at the elementary level in Montana.⁶ The majority of the studies completed at the secondary school level were completed in states other than Montana. To the researcher's knowledge this study of the support services area within physical education was the first to be completed at the high school level in the State of Montana.

Oxendine Study

Oxendine² completed a survey that was designed to describe the current status and practices of general instruction programs of physical education in four-year colleges and universities. A four page questionnaire dealing with course offerings, requirements, credits, evaluation practices and trends was prepared. The questionnaire was sent to the chairmen of physical education departments in 1,143 four year colleges and universities. Of the 1,143 questionnaires that were sent out, 788 (69 percent) were completed and returned. The findings of this survey showed that:

1. of the responding institutions, 95 percent offered programs in physical education for the general college student,
2. of the responding institutions, 74 percent require physical education for all students,
3. during the past four years there has been a 10 to 15 percent decrease in the number of institutions requiring physical education,
4. in institutions where the requirement has been eliminated, approximately one fourth of the students elect to take physical education,
5. there is an increasing tendency for physical education courses to receive academic credit and to count in the grade point average,

6. recreation type activities or lifetime sports continue to grow in prevalence while team sports show a decrease, and
7. coeducational courses continue to grow to the extent that the majority of physical education courses are now coeducational.

Yarnell Study

A comprehensive study by Yarnell³ concerning certain facilities located on the campuses of two year colleges within the United States showed the following results:

1. state technical colleges had the smallest percentage with their own gymnasium (58 percent) and had the highest percentage renting gymnasium (42 percent),
2. over 72 percent to 79 percent of the colleges had their own gymnasiums and 64 percent to 69 percent had their own athletic fields on campus,
3. between 25 percent and 42 percent of the colleges had to rent or share a gymnasium and between 25 percent and 38 percent had to rent or share athletic fields, and
4. the branches of the state universities reported the highest percentage of gymnasiums (79 percent) and swimming pools (27 percent) on campus.

Thomas Study

Thomas⁴ completed a survey of physical education programs in junior colleges in the AAHPER Southern District. The purpose of his study was to determine the current status and trends of physical education in the junior colleges. A questionnaire developed by Oxendine² was mailed to the head of the department of physical education. Of 183 junior colleges to which questionnaires were mailed, 116 responded yielding a 63 percent return rate.

The responses were divided according to both affiliation and size of school. Categories used in this study were general information and recent developments. Results from the data for the general information section showed some interesting information. The results showed that:

1. all reporting state institutions and 98 percent of the private institutions reported offering physical education courses,
2. 91 percent of the private institutions and only 69 percent of the state institutions required physical education for graduation, and
3. institutions with required programs reported several types of exemptions from physical education.

State supported schools reported medical reasons as the most prevalent exemption followed by military service, age and varsity sport

participation. The private colleges reported varsity sport participation as the most prevalent cause for exemption.

The second section was related to recent developments of physical education and the study revealed:

1. physical education course requirements in junior colleges appeared to have increased over the last five years,
2. in proportion to enrollment, both state institutions and private institutions of all sizes reported an increase in faculty and facilities,
3. an increase in coeducational courses was reported by 71 percent of the state institutions while 52 percent of the private schools reported an increase, and
4. in addition, the survey indicated that activities classed as recreational activities (lifetime or individual and dual sports) had increased the most in the past five years with physical fitness second.

The activities most frequently mentioned as decreasing were team sports with some mention of rhythmical activities by the state institutions.

Coker Study

In 1970, Coker⁵ completed a study of the physical education programs for boys in selected Louisiana secondary public schools. The

purpose of the study was to survey physical education programs for boys in selected Louisiana secondary public schools. The study was concerned with the professional preparation and background of teacher, teacher load, program content and method of instruction. Data were obtained from 65 public secondary schools in Louisiana during the 1969-70 school year. The data were collected by means of a questionnaire and interviews conducted with 75 teachers of physical education and by observation of classes. Percentages and means were used to analyze the data. The findings in this study revealed that:

1. physical education programs for boys in public secondary schools had been improved over the past fourteen years, but the program still needed immediate and long range planning, and
2. teachers of physical education for boys in public secondary schools had completed programs of professional preparation in physical education in Louisiana colleges and universities, but failed to teach their physical education classes effectively.

Undem Study

Undem⁶ conducted a survey of the elementary physical education programs in Montana. The author used a questionnaire as the tool for gathering data. The questionnaire was sent to the administrators or

physical education specialists in 659 schools. The data from the questionnaire were tabulated in a frequency distribution and the results were analyzed in terms of measures of central tendency and percentages. The categories of investigation were:

1. time allotted for physical education classes,
2. type of activities offered,
3. means of instruction (classroom teacher or physical education specialist),
4. facilities available for instruction,
5. types of special programs, and
6. existence of written philosophy, objectives and curriculum.

Conclusions drawn from the study were:

1. The majority of schools were not providing physical education to meet the minimum standards recommended by the American Association for Health, Physical Education and Recreation.
2. In many schools recess time was being counted as physical education. Recess time was without any organization or planning by the teacher.
3. The most common facility used for physical education was the gymnasium. Lack of facilities was a factor limiting the improvement advancement of physical education.
4. Nearly 50 percent of schools responding had no philosophy of physical education, written objectives or developed curriculum.
5. About 29 percent of the teachers were full time physical education specialists.

6. Movement education was found in 69 percent of the primary grades and 61 percent of the intermediate grades of those schools who had organized physical education.

Summary

Physical education programs are popular with students at all levels. Many universities have eliminated the requirements of physical education, but this has not stopped students from participating in the programs. The reasons for the interest in physical education programs is because of the following reasons:

1. physical education courses count toward grade point average,
2. recreation and leisure time activities are being offered,
3. most physical education courses are coeducational, and
4. there is an increase in faculty and facilities.

Physical education at the high school and elementary levels also maintains a high interest with students, even though information has shown some negative occurrences. If physical education is to remain within the school curriculum and be an important part of a student's life then periodic examination of the content and supporting areas of the programs must be accomplished if the quality of the physical education programs is to remain attractive to students.

Information provided from previous research has helped me formulate ideas for this study and also provided guidance toward the

completion of this study.

Chapter 3

ANALYSIS OF DATA

The data presented in this chapter was collected from sixty six member schools of the Montana High School Association for the 1976-1977 school term. The data was collected, tabulated, totaled, and percentages computed. Questionnaires were sent to ninety two high schools. Sixty six questionnaires were returned, yielding a 71.4 percent.

The data from the questionnaire (Appendix A) was then presented in ten general background information areas of teachers, and five major areas:

1. facilities,
2. methods of organizing students,
3. budget,
4. equipment and supplies, and
5. support of administration.

A list of the schools included in the survey are shown in Appendix E.

Table 1

Age of Physical Education Instructors

Age	N	Percent
20 - 25	14	21.2
26 - 30	28	42.4
31 - 35	16	24.2
36 - 40	5	7.6
41 - 45	2	3.0
46 - 50	1	1.5
51 - 55	0	0
56 - 60	0	0
N = 66		

Table 1 indicates the ages of the physical education instructors located in the selected schools in Montana. The table shows that 63.6 percent of the instructors are between the ages of twenty and thirty. The table above also shows that 31.8 percent of the physical education instructors were between the ages of thirty one and forty. The instructors that were between the ages of forty one and fifty made up 10.6 percent of the respondents. There were no physical education instructors older than fifty one.

Table 2

Physical Education Instructors - Male or Female

Sex	N	Percent
Male	61	92.4
Female	5	7.6
N = 66		

The table above reveals that 92.4 percent of the physical education instructors were male and 7.6 percent were female.

Table 3

Bachelor Degree Majors of Physical Education Instructors

Major	N	Percent
Physical Education	49	76.6
History	6	9.4
Social Studies	3	4.7
Biology	2	3.1
Industrial Arts	2	3.1
Business	1	1.6
Home Economics	1	1.6
N = 64		

The curriculum majors of the physical education instructors with bachelor degrees is shown on page 23 in Table 3. The table indicates that forty nine or 76.6 percent had a major in physical education. The table also shows that six or 9.4 percent of the instructors had history as a major. Instructors who majored in biological science and industrial arts each totaled 3.1 percent. One instructor majored in business and one majored in home economics.

Table 4, on the following page, indicates the curriculum minors of the physical education instructors with a bachelor's degree. The table shows that there were 23.6 percent of the teachers with a minor in physical education and history. Teachers with minors in social studies and health education made up 12.7 percent and 9.1 percent of the respondents. The table also reveals that three or 5.5 percent of the instructors had minors in business education and english. One or 1.8 percent of the instructors had minors in german, drivers education, general science, art and library science.

Table 5, on page 26, shows that thirteen or 21.0 percent of the physical education instructors attended Western Montana College. Table 5 also shows that ten or 16.1 percent of the instructors earned their bachelor's degree from Eastern Montana College and the University of Montana. Montana State University had eight physical education instructors who graduated with a bachelor's degree. There were nine or 14.5 percent of the physical education instructors who

Table 4

Bachelor Degree Minors of Physical Education Instructors

Minor	N	Percent
Physical Education	13	23.6
History	13	23.6
Social Studies	7	12.7
Health Education	5	9.1
Business Education	3	5.5
English	3	5.5
Math	2	3.6
Psychology	2	3.6
Biology	2	3.6
German	1	1.8
Drivers Education	1	1.8
General Science	1	1.8
Art	1	1.8
Library Science	1	1.8

N = 55

Table 5

Institutions of Learning Attended by Physical Education
Instructors for a Bachelor's Degree

Institution	N	Percent
Western Montana College	13	21.0
Eastern Montana College	10	16.1
University of Montana	10	16.1
Montana State University	8	12.9
Northern Montana College	6	9.7
Rocky Mountain College	3	4.8
College of Great Falls	2	3.2
Carroll College	1	1.6
Out of State Colleges	9	14.5

N = 62

earned a bachelor's degree from institutions which were located outside the State of Montana.

Table 6, on the following page, illustrates the curriculum major of the physical education instructors with a Master's degree. Of the instructors that had a masters degree, 63.6 percent had a major in physical education. Only one or 9.1 percent of the physical education instructors with a master's degree had a major in

guidance.

Table 6

Master Degree Majors of Physical Education Instructors

Major	N	Percent
Physical Education	7	63.6
Education	3	27.3
Guidance	1	9.1
N = 11		

The curriculum minors of the physical education instructors with a master's degree is revealed in Table 7 shown below. The table indicates that 50 percent of the physical education instructors minored in Administration and 50 percent in Health Education.

Table 7

Master Degree Minors of Physical Education Instructors

Minor	N	Percent
Administration	1	50.0
Health Education	1	50.0
N = 2		

The table below shows the institution of learning attended by the physical education instructors for completing a master's degree. As indicated in Table 8, four or 36.4 percent of the physical education instructors completed a master's degree at Montana State University. The table also shows that 27.3 percent of the instructors attended institutions out of the State of Montana for completion of a master's degree. Only one physical education instructor attended Northern Montana College for a master's degree.

Table 8

Institution of Learning Attended by Physical Education
Instructors for a Master's Degree

Institution	N	Percent
Montana State University	4	36.4
University of Montana	3	27.3
Northern Montana College	1	9.1
Out of State Colleges	3	27.3
N = 11		

In Table 9 shown below, fifty five or 83 percent of the physical education instructors have not completed requirements for a master's degree and 17 percent indicated that they had earned a master's degree.

Table 9
Number of Physical Education Instructors
With Master's Degree

Number of Instructors	N	Percent
With a Master's Degree	11	17.0
Without a Master's Degree	55	83.0
N = 66		

The number of years of experience the physical education instructors have had at their present positions is shown in Table 10 on page 30. The table shows that the majority of the physical education instructors had six or less years at their present position. Only five of the instructors indicated that they had twelve or more years of experience at the present position.

Table 10

Years Experience of Physical Education
Instructors at Present Position

Years	N	Percent
1	19	28.8
2	12	18.2
3	7	10.6
4	6	9.1
5	3	4.5
6	6	9.1
7	3	4.5
8	1	1.5
9	1	1.5
11	3	4.5
12	1	1.5
13	1	1.5
14	1	1.5
16	1	1.5
20	1	1.5
N = 66		

Table 11

Physical Education Instructors Total
Years of Teaching Experience

Total Years	N	Percent
1	11	16.7
2	11	16.7
3	6	9.1
4	5	7.6
5	9	13.6
6	4	6.1
7	2	3.0
8	2	3.0
9	3	4.5
10	1	1.2
11	4	6.1
12	1	1.5
13	1	1.5
14	1	1.5
15	2	3.0
16	2	3.0
22	1	1.5
N = 66		

Table 11 on the preceding page illustrates the total number of years of experience that the physical education instructors have had. The majority of the physical education instructors had six or less years of experience and only thirteen instructors had more than ten years of teaching experience.

Table 12 on page 33 shows the facilities used for physical education programs. All of the schools had dressing rooms and the majority of the schools have lavatories, shower rooms, lockers and equipment rooms. According to Table 12, many of the schools reported that they had a gymnasium, long jump pits, softball fields, high jump pits, and outside basketball courts. Table 12 also reveals that the majority of the schools were without a golf driving range, a skiing area, wrestling rooms, swimming pools, an adaptive room, one-wall handball courts and a gymnastics room.

Table 12

Facilities Used for Physical Education Program

Facility	N	%	Facility	N	%
Dressing Room	66	100	First Aid Room	35	53
Lavatories	64	97	Badminton Courts	34	52
Shower Rooms	64	97	Multipurpose Room	32	48
Lockers	63	95	Soccer Field	29	44
Long Jump Pit	59	89	Tennis Courts	25	38
Equipment Room	58	88	Shuffleboard Area	22	33
Gymnasium	57	86	Archery Range	22	33
Softball Field	56	85	Field Hockey Field	18	27
High Jump Pit	55	83	Dance Room	18	27
Basketball Courts (Outside)	53	80	Horseshoe Courts	16	24
Football Field	52	79	Ice Skating Area	14	21
Shot Put Ring	51	77	Bowling Alley (Community)	14	21
Discus Ring	51	77	Speedball Field	13	20
Instructor's Office	49	74	Golf Driving Range	9	14
Track (440 yards)	48	73	Skiing Area	9	14
Volleyball Courts	46	70	Wrestling Room	8	12
Baseball Fields	46	70	Swimming Pool	7	11
Pole Vault Pit	46	70	Adaptive Room	6	9
Supply Room	45	68	Handball Courts (One-wall)	6	9
Weight Training Room	41	62	Gymnastics Room	5	8
			Other	1	2

N = 66

Table 13

Method of Organizing Students into
Physical Education Classes

Method	N	Percent
Largely by year in school	53	80.0
Largely Irregular (Without regard to age, grade, or skill)	10	15.0
Largely by year in school and efficiency in skills	2	3.0
Largely by efficiency in skills	1	2.0
Largely according to individual needs	0	0

N = 66

Fifty three or 80.0 percent of the schools organize their students into the physical education classes by the year in school. According to Table 13, no school organized their students into the physical education classes according to the needs of the individual.

Table 14

Methods of Determining the Budget for
The Physical Education Programs

Method	N	Percent
Supplies and Equipment Needed	54	82.0
Number of students in physical education class	6	9.0
Activities in the curriculum	2	3.0
Number of physical education classes per day	1	2.0
Other	1	2.0
N = 64		

In Table 14 shown above, the majority or 82 percent of the schools based their physical education budget on the supplies and equipment needed for the physical education program. One school indicated that they determined their budget other than the listed methods in Table 14. The method stated was whatever the school board allows for that year.

Table 15

Money for Budgeting Physical Education
Programs per Year

Amount	N	Percent
0 - \$2,000	47	71.0
\$2,001 - \$4,000	10	15.0
\$4,001 - \$6,000	1	2.0
\$6,001 - \$8,000	1	2.0
\$8,001 - \$10,000	0	0
\$10,001 - Above	0	0
N = 59		

Table 15 illustrates that forty seven or 71 percent of the schools had physical education budgets that had two thousand dollars or less. According to the table above, one school had between four thousand and six thousand dollars in their budget and one other school had a budget in between six thousand and eight thousand dollars. The table also shows that not one school had a budget above eight thousand dollars.

Table 16

Opinion of Teachers of the Money Received
For Physical Education Budget

Opinion	N	Percent
More than adequate	9	14.0
Adequate	34	52.0
Less than adequate	22	33.0
N = 65		

In Table 16, thirty four or 52 percent of the teachers had the opinion that the money they received for their physical education budget was adequate. Twenty two or 33 percent of the teachers also felt that the money received for the physical education budget was less than adequate. Only nine teachers had the opinion that the budget was more than adequate.

Table 17

Equipment Available for Physical Education Programs

Equipment	N	%	Equipment	N	%
Scoreboards	63	95.0	Universal Weight Machine	31	47.0
P. A. System	60	91.0	Balance Beam	29	44.0
First Aid Equipment	57	86.0	Wheel Barrow	29	44.0
Shovels	53	80.0	Cart	22	33.0
Scoring Tables	51	77.0	Mini Tramp	19	29.0
Barbells	49	74.0	Side Horse	16	24.0
Hose (Water)	49	74.0	Parallel Bars	14	21.0
Line Marker	49	74.0	Horizontal Bar	14	21.0
Ping Pong Tables	48	73.0	Wrestling Mat	13	20.0
Gymnastics Mats	48	73.0	Vaulting Horse	11	17.0
Rakes	48	73.0	Rings	8	12.0
Climbing Ropes	48	73.0	Uneven Parallel Bars	6	9.0
Tumbling Mat	47	71.0	Adaptive Room Equipment	4	6.0
Hoes	39	59.0	Golf Driving Cages	3	5.0
Weighing Scale	37	56.0	Golf Driving Range	2	3.0
Dumbbells	36	55.0	Other	0	0
Regular Trampoline	34	52.0			

N = 66

The equipment that is used for physical education programs at the selected schools is shown in Table 17. According to Table 17 the majority of the schools had the following equipment:

1. scoreboards,
2. p.a. system,
3. first aid equipment,
4. shovels,
5. scoring tables,

6. barbells,
7. water hose, and
8. line markers.

Equipment such as rings, uneven parallel bars, adaptive room equipment, and golf equipment was not found in most of the selected schools. No school reported equipment other than what is listed in the table.

On page 40, Table 18 reveals that sixty six or 100 percent of the schools had softballs, starting blocks, javelins and discuses. This table also shows that sixty or 91 percent of the schools have badminton racquets, but only fifty six or 85 percent of the schools have badminton shuttlecocks. The majority of the schools had playground balls, ping pong equipment, phonographs, and soccer balls. Forty one or 62 percent of the schools had towels and twenty six schools had boxing gloves. According to Table 18 on page 40, supplies that support activities like golf, racquet ball, handball, squash and swimming were not found in most of the selected schools. One of the schools indicated that they have floor tennis supplies which is not listed on the table.

Table 18

Supplies Available for Physical Education Programs

Supplies	N	Percent
Softballs	66	100
Starting Blocks	66	100
Javelins	66	100
Discuses	66	100
Shot Put (8 lbs)	65	98
Shot Put (12 lbs)	65	98
Stop Watches	65	98
Batons	65	98
High Jump Standards	63	95
High Jump Cross Bar	62	94
Hurdles (Adjustable)	62	94
Softball Bats	62	94
Basketballs	62	94
Badminton Racquets	60	91
Whistles	60	91
Footballs	60	91
Track Starter Pistol	60	91
Vaulting Standards	60	91
Vaulting Poles	59	89
Ball Inflators	59	89
Vaulting Cross Bar	58	88
Badminton Nets	57	86
Chalkboards	57	86
Badminton Shuttlecocks	56	85
Basketball Score Books	56	85
Playground Balls	55	83
High Jump Mats	52	79
Ping Pong Balls	51	77
Ping Pong Paddles	50	76
Baseball Bats	49	74
Basketball Pinnies	49	74
Football Belts & Flags	49	74
Phonograph	48	73
Ping Pong Nets	47	71
Soccer Balls	44	67
Badminton Standards	43	65
Vaulting Mats	42	64

Table 18 Continued

Supplies	N	Percent
Tape (300' Steel)	41	62
Towels	41	62
Chain Marker (10 yds)	41	62
Baseball Bases	38	58
Floor Hockey Sticks	38	58
Archery Bows	36	55
Floor Hockey Pucks	36	55
Softball Catchers Mask	34	52
Archery Arrows	33	50
Archery Targets & Easels	32	48
Dance Records	30	45
Lime (Slacked)	30	45
Ball Repair Kits	28	42
Bean Bags	27	41
Boxing Gloves	26	39
Yarn, White	26	39
Archery Arm Guards	23	35
Baseballs (Hard)	23	35
Shuffleboard Sets	22	33
Softball Gloves	21	32
Indian Clubs	20	30
Field Hockey Sticks	19	29
Floor Hockey Nets	19	29
Floor Hockey Goals	18	27
Archery Finger Tabs	18	27
Field Hockey Balls	17	26
Horseshoes	17	26
Wrestling Mats	17	26
Baseball Gloves	14	21
Baseball Score Books	14	21
Golf Clubs	13	20
Golf Balls	13	20
Speedballs	13	20
Racquetball Racquets	8	12
Handballs	7	11
Golf Mats	6	9
Racquetballs	6	9
Field Hockey Shin Guards	4	6
Squash Racquets	1	2

Table 18 Continued

Supplies	N	Percent
Squash Balls	1	2
Swim Suits	1	2
Other	1	2
N = 66		

Table 19 shows the support of the administration toward physical education programs. There were nineteen or 29 percent of the physical education instructors who felt that they had excellent support from the administration and twenty seven or 41 percent of the physical education instructors felt the support from the administration toward physical education was above average. The table also shows that 21 percent of the physical education instructors had average support and only six instructors had below average support from the administration toward physical education programs.

From the data presented in the preceding tables, a summary, and conclusions of the data will be given in the following chapter. Also recommendations for improving the quality of physical education in the small high school will be given in the next chapter.

Table 19

Support of the Administration Toward Physical
Education Programs

Support	N	Percent
Excellent	19	29.0
Above Average	27	41.0
Average	14	21.0
Below Average	6	9.0
N = 66		

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to survey the support services in physical education in small Montana high schools. Specifically, this study attempted to identify:

1. what facilities were being used for physical education,
2. methods for organizing students into physical education classes,
3. budget for physical education programs,
4. supplies and equipment used for physical education programs, and
5. support of administration toward physical education.

This study was delimited to high schools in Montana holding membership in the Montana High School Association for the 1976-1977 school year. It was further delimited by the enrollment of one hundred and fifty students or less per school.

A questionnaire was designed and developed by the author and was used to collect the data for this study. Participation in this study was 71.4 percent of the questionnaires sent to the head of the physical education departments. The data collected was

then coded, tabulated, totaled, and percentages were computed for presentation in table form.

The questionnaire response, review of related literature and the authors background provided the basis for drawing conclusions and making recommendations for improving the quality of physical education in small Montana high schools.

A summary of the findings follows:

A. General Information About Physical Education Instructors

1. The majority of instructors were between the ages of twenty and thirty. There were no instructors older than fifty one.
2. Of the respondents, male instructors made up 92.4 percent while only 7.6 percent were female instructors.
3. Most of the instructors of physical education had majored in physical education and a small percent had majored in history, social studies and biology.
4. Less than one third of the instructors teaching physical education had a minor in physical education.
5. Of the instructors who attended institutions of higher learning for a bachelor's degree, 85.5 percent attended institutions within the State of Montana.
6. Eleven instructors had a master's degree and of the eleven, 63.6 percent had a master's degree in physical education.

7. Over half of the instructors completing a master's degree did so at institutions of higher learning within the State of Montana.
8. Of the total instructors, 80 percent had less than six years at their present position.
9. For the total years experience in teaching physical education, 70 percent of the instructors had six years or less.

B. Facilities

1. The facilities most commonly found in the school that were used for physical education programs were: (1) dressing room, (2) lavatories, (3) shower rooms, (4) lockers, (5) equipment room, (6) gymnasium, (7) long jump pit, (8) softball fields, (9) high jump pit, and (10) outside basketball courts.
2. The majority of schools were without a dance room, ice skating area, community bowling alley, golf driving range, skiing area, wrestling room, swimming pool, an adaptive room, one wall handball courts, and a gymnastics room.

C. Organizing Students into Physical Education Classes

1. The most commonly found method for organizing students into the physical education classes was by the year in school. Eighty percent of the schools used this method.

2. One school organized their students according to their efficiency in skills and not one school used the method of organizing by individual needs.

D. Budget

1. The method for determining the budget for the physical education program was for 82 percent of the schools by the supplies and equipment that they needed.
2. Other methods of allocating money for the physical education budgets were found only in a small number of the schools.
3. The amount of money for the physical education budget in 71 percent of the schools was between zero and two thousand dollars.
4. There were only two schools who had more than four thousand dollars in their physical education budget.
5. The physical education instructor's opinion of the money they receive for the physical education budget was adequate, above adequate, or excellent for two thirds of the schools.
6. One third or 22 physical education instructors felt that the money they received for the budget was less than adequate.

E. Equipment used for Physical Education Program

1. Equipment used for physical education that was found with-
in more than 70 percent of the schools was: (1) score-
boards, (2) p.a. system, (3) first aid equipment, (4) bar-
bells, (5) ping pong tables, (6) gymnastics mats, (7)
climbing ropes, and (8) tumbling mats.
2. The equipment that was not found within most schools was:
(1) mini tramp, (2) side horse, (3) parallel bars, (4)
horizontal bar, (5) wrestling mat, (6) vaulting horse,
(7) rings, (8) uneven parallel bars, (9) adaptive room
equipment, and (10) a golf driving cage.

F. Supplies used for Physical Education Program

1. Items such as softballs, starting blocks, javelins, and
discuses were found in all schools.
2. Between 80 and 90 percent of the schools had the following
supplies: (1) playground balls, (2) footballs, (3) bas-
ketballs, (4) hurdles, (5) badminton racquets, and (6)
shot puts.
3. Only a small number of schools had supplies like handballs,
swim suits, wrestling mats, speed balls, squash racquets,
and golf clubs.

G. Support of Administration Toward Physical Education

1. Support of the administration toward physical education

programs according to 91 percent of the physical education instructors was average, above average, or excellent.

2. Only six instructors felt that the support of the administration was below average.

Conclusions

Data received from the questionnaire and presented in the tables in Chapter 3 supports the following conclusions of physical education programs in small Montana high schools:

1. The majority of the physical education instructors were very young in age, with only a limited number of instructors over forty years of age.
2. Of the responding physical education instructors in the small high schools, most of them were males.
3. Most of the physical education instructors had majored in physical education, but a small number majored in history, social studies and biology.
4. Thirteen physical education instructors had minors in physical education and history.
5. A large number of instructors completing bachelor degrees did so in institutions of higher learning within the State of Montana.
6. Only a small number of instructors had completed requirements

for a master's degree.

7. Those instructors having a master's degree got them from institutions of higher learning within the State of Montana.
8. The majority of the instructors had less than six years at their present position and six years or less for their total years of teaching experience.
9. Facilities to support track activities were found in most schools.
10. In most schools there were facilities to house football, basketball, softball, and baseball activities.
11. Only a small number of schools had facilities for individual or leisure time activities such as archery, shuffleboard, horseshoes, bowling, golf, tennis, swimming, skiing, gymnastics, handball or squash.
12. Very few high schools had an adaptive room for adaptive physical education.
13. The most common method for the organization of students into physical education classes by the majority of the schools was by the year in school.
14. Not one school organized their students into physical education classes according to their needs.
15. The method of determining the budget for the physical

education program that most of the schools used was the need of supplies and equipment for the program.

16. The amount of money in the budget for physical education according to a large number of instructors was small.
17. Money received for the physical education budget in the majority of the schools was found to be adequate, or more than adequate according to the opinion of the instructors.
18. General support equipment such as scoreboards, p.a. system, line marker and weighing scale was found in most schools.
19. Fifty seven schools reported that they had first aid equipment.
20. Gymnastics equipment was not found in a large number of the schools.
21. Equipment and supplies for ping pong was found in most schools.
22. The majority of the schools had supplies that support track, softball, basketball, football, baseball, and badminton.
23. Only a small number of schools had supplies that support individual or recreation type activities such as dance, archery, shuffleboard, horseshoes, wrestling, golf, handball, squash, and swimming.
24. Twenty six schools had boxing gloves.
25. Administrative support toward physical education for a large

percent of the schools was average or higher than average according to the physical education instructors.

Recommendations

The author proposes the following recommendations based on the results of this study:

1. Montana high school administrators hire only qualified physical education instructors with either a major or minor in physical education to teach physical education activity classes.
2. Each small high school in Montana should provide a facility and equipment for an adaptive physical education program.
3. Schools which do not have a gymnasium or multipurpose room should work with school board and community to acquire such a facility for physical education.
4. School administrators should closely examine the method used for organizing students into physical education classes.
5. A study should be done of the resources and facilities for physical educational use within the community of each school in this study.
6. Schools which do not have supplies to support individual and leisure time activities should try to purchase the supplies necessary for these activities.

7. Each school should provide a facility and equipment for a weight training program, a gymnastics program and a golf class.
8. A study should be made on the efficiency of the different methods for determining the budget for physical education programs.
9. Physical education budgets should be re-examined and increased through the increase of activities, supplies and equipment.
10. Physical education instructors should take a close look at the facilities they have and try to improve them.
11. Teachers at the college level should consider the data from this study to use in physical education professional preparation classes.
12. Physical education instructors should be encouraged to increase the number of facilities within their school system so that more individual and leisure time sports can be taught.
13. Instructors of physical education should take a close look at their opinion of the present budget in relationship to the activities they should be teaching to the students.
14. Physical education instructors who do not have strong support from their administration toward the physical

education program should work to improve their programs so support and recognition can be obtained.

15. Students should look at the present physical education curriculum and ask for activities not being offered in the present curriculum based upon their interest.

APPENDIX

APPENDIX A

MONTANA PHYSICAL EDUCATION SURVEY
SUPPORT SERVICES

I. GENERAL INFORMATION

1. Name _____
2. School _____
3. Your Age?

_____ (1) 20-25	_____ (5) 41-45
_____ (2) 26-30	_____ (6) 46-50
_____ (3) 31-35	_____ (7) 51-55
_____ (4) 36-40	_____ (8) 56-60
4. Your Sex?

_____ (1) Female	_____ (2) Male
------------------	----------------

II. BACKGROUND INFORMATION

5. B.S. or B.A Degree: Major _____ Minor _____
Institution _____
6. Masters Degree: Major _____ Minor _____
Institution _____
7. Present Position: _____
8. Years Experience at Present Position _____
9. Total Years Experience _____

III. FACILITIES

Please put a check mark (X) by those facilities that are found within your school system and used for physical education.

- | | |
|---------------------------------------|------------------------------|
| _____ (1) Adaptive Room | _____ (12) Lavatories |
| _____ (2) Archery Range | _____ (13) Lockers |
| _____ (3) Badminton Courts | _____ (14) Long Jump Pit |
| _____ (4) Baseball Fields | _____ (15) Multipurpose Room |
| _____ (5) Basketball Courts (Outside) | _____ (16) Pole Vault Pit |
| _____ (6) Bowling Alley (Community) | _____ (17) Soccer Field |
| _____ (7) Dance Room | _____ (18) Shower Rooms |
| _____ (8) Discus Ring | _____ (19) Shot Put Ring |
| _____ (9) Dressing Rooms | _____ (20) Softball Field |
| _____ (10) Equipment Room | _____ (21) Shuffleboard Area |
| _____ (11) Field Hockey Field | _____ (22) Skiing Area |

- | | |
|--|--|
| ☐ (23) First Aid Room | ☐ (33) Speedball Field |
| ☐ (24) Football Field | ☐ (34) Supply Room |
| ☐ (25) Golf Driving Range | ☐ (35) Swimming Pool |
| ☐ (26) Gymnasium | ☐ (36) Tennis Courts |
| ☐ (27) Gymnastics Room | ☐ (37) Track (440 yds) |
| ☐ (28) Handball Courts (One Wall) | ☐ (38) Volleyball Courts |
| ☐ (29) High Jump Pit | ☐ (39) Weight Training Room |
| ☐ (30) Horseshoe Courts | ☐ (40) Wrestling Room |
| ☐ (31) Ice Skating Area | ☐ (41) Other: |
| ☐ (32) Instructors Office | |

IV. ORGANIZATION

Please check one of the following methods for organizing students into physical education classes that is used at your school.

- ☐ (1) Largely Irregular (Without regard to age, grade or skill).
☐ (2) Largely by year in school.
☐ (3) Largely by year in school and efficiency in skills.
☐ (4) Largely by efficiency in skills.
☐ (5) Largely according to individual needs.
☐ (6) Other (Please specify)

V. BUDGET

1. How is the budget determined?

- ☐ (1) Number of Physical Education classes per day.
☐ (2) Number of students in Physical Education class.
☐ (3) Supplies and Equipment needed.
☐ (4) Activities in curriculum.
☐ (5) Other (Please specify).

2. How much money do you receive for budgeting of your physical education program?

- ☐ (1) 0 - \$2,000
☐ (2) \$2,001 - \$4,000
☐ (3) \$4,001 - \$6,000
☐ (4) \$6,001 - \$8,000
☐ (5) \$8,001 - \$10,000
☐ (6) \$10,001 - Above

3. The money received for the budget in your opinion is:

- ☐ (1) More than adequate
☐ (2) Adequate
☐ (3) Less than adequate

VI. EQUIPMENT AND SUPPLIES

Please check the following equipment and supplies that can be found at your school.

Equipment

- | | |
|-----------------------------------|-------------------------------------|
| _____ (1) Adaptive Room Equipment | _____ (18) Weighing Scale |
| _____ (2) Climbing Ropes | _____ (19) Barbells |
| _____ (3) First Aid Equipment | _____ (20) Dumbbells |
| _____ (4) Golf Putting Range | _____ (21) Universal Weight Machine |
| _____ (5) Golf Driving Cages | _____ (22) Wrestling Mat |
| _____ (6) Ping Pong Tables | _____ (23) Score Boards |
| _____ (7) Gymnastics Mats | _____ (24) P. A. System |
| _____ (8) Horizontal Bar | _____ (25) Scoring Tables |
| _____ (9) Mini Tramp | _____ (26) Line Marker |
| _____ (10) Parallel Bars | _____ (27) Rakes |
| _____ (11) Uneven Parallel Bars | _____ (28) Hoes |
| _____ (12) Balance Beam | _____ (29) Shovels |
| _____ (13) Regular Trampoline | _____ (30) Hose (Water) |
| _____ (14) Rings | _____ (31) Cart |
| _____ (15) Side Horse | _____ (32) Wheelbarrow |
| _____ (16) Tumbling Mat | _____ (33) Other |
| _____ (17) Vaulting Horse | _____ |

Supplies

- | | |
|------------------------------------|-------------------------------------|
| _____ (1) Archery Arm Guards | _____ (24) Shot Put (8lbs) |
| _____ (2) Archery Finger Tabs | _____ (25) Shot Put (12lbs) |
| _____ (3) Archery Arrows | _____ (26) Vaulting Poles |
| _____ (4) Archery Bows | _____ (27) Vaulting Standards |
| _____ (5) Archery Targets & Easels | _____ (28) Vaulting Cross Bar |
| _____ (6) Badminton Racquets | _____ (29) Vaulting Mats |
| _____ (7) Badminton Shuttlecocks | _____ (30) High Jump Standards |
| _____ (8) Badminton Nets | _____ (31) High Jump Cross Bar |
| _____ (9) Badminton Standards | _____ (32) High Jump Mats |
| _____ (10) Baseball Gloves | _____ (33) Hurdles (Adjustable) |
| _____ (11) Baseballs (Hard) | _____ (34) Track Starter Pistol |
| _____ (12) Baseball Bats | _____ (35) Tape (300' Steel) |
| _____ (13) Baseball Bases | _____ (36) Starting Blocks |
| _____ (14) Baseball Score Books | _____ (37) Stop Watches |
| _____ (15) Basketballs | _____ (38) Javelins |
| _____ (16) Basketball Pinnies | _____ (39) Discuses |
| _____ (17) Basketball Score Books | _____ (40) Batons |
| _____ (18) Footballs | _____ (41) Yarn, White |
| _____ (19) Football Belts & Flags | _____ (42) Indian Clubs |
| _____ (20) Golf Clubs | _____ (43) Bean Bags |
| _____ (21) Golf Balls | _____ (44) Field Hockey Sticks |
| _____ (22) Golf Mats | _____ (45) Field Hockey Balls |
| _____ (23) Racquetball Racquets | _____ (46) Field Hockey Shin Guards |

- | | |
|------------------------------------|---------------------------------|
| _____ (47) Racquetballs | _____ (64) Swim Suits |
| _____ (48) Softball Bats | _____ (65) Towels |
| _____ (49) Softballs | _____ (66) Ball Inflators |
| _____ (50) Softball Catchers Masks | _____ (67) Ball Repair Kits |
| _____ (51) Softball Gloves | _____ (68) Dance Records |
| _____ (52) Squash Racquets | _____ (69) Horseshoes |
| _____ (53) Squash Balls | _____ (70) Ping Pong Paddles |
| _____ (54) Soccer Balls | _____ (71) Ping Pong Balls |
| _____ (55) Handballs | _____ (72) Ping Pong Nets |
| _____ (56) Boxing Gloves | _____ (73) Chain Marker (10yds) |
| _____ (57) Floor Hockey Sticks | _____ (74) Chalkboards |
| _____ (58) Floor Hockey Pucks | _____ (75) Phonograph |
| _____ (59) Floor Hockey Nets | _____ (76) Lime (Slacked) |
| _____ (60) Floor Hockey Goals | _____ (77) Speedballs |
| _____ (61) Wrestling Mats | _____ (78) Whistles |
| _____ (62) Shuffleboard Sets | _____ (79) Other |
| _____ (63) Playground Balls | _____ |
| | _____ |
| | _____ |
| | _____ |

VII. SUPPORT

1. Support from the administration of your school toward physical education in your opinion is:

- _____ (1) Excellent
 _____ (2) Above Average
 _____ (3) Average
 _____ (4) Below Average
 _____ (5) Poor

APPENDIX B



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

April 23, 1977

Head of Physical Education Dept.

Dear Physical Educator:

The purpose of this study is to identify the status of support services in physical education for schools with enrollments from zero to one hundred and fifty. The attached questionnaire can be completed in a very short time by yourself or the person on your staff best acquainted with physical education in your school. This questionnaire is an integral part of my masters thesis which is a requirement for my masters degree in physical education. The information gained from this questionnaire will not in any way be used to evaluate your program. No names of schools or individuals will be identified and the data will remain anonymous.

It would be appreciated if the questionnaire could be completed and returned within one week of the above date. Your cooperation is sincerely appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Thomas L. Schumacher".

Thomas L. Schumacher
Graduate Student
Physical Education

A handwritten signature in cursive script that reads "Gary Evans".

Dr. Gary Evans
Coordinator of
Graduate Studies in
Physical Education

APPENDIX C



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

May 6, 1977

Head of Physical Education Department

Dear Sir:

Recently you received a letter asking you to complete a short questionnaire concerning the physical education program in your high school. We would appreciate your completing this questionnaire and returning it as soon as possible. Your response is very important as we are trying to survey the support services of physical education programs in a select number of Montana High Schools. A large number of questionnaire returns is essential in order to draw any sound conclusions.

This questionnaire will not be used in any way as an evaluation of your program. If you have already mailed the questionnaire, please disregard this letter.

Again we convey our thanks to you for helping make this study a success.

Sincerely,

Thomas L. Schumacher

Thomas L. Schumacher
Graduate Student
Physical Education

A handwritten signature in cursive script, reading "Gary Evans".

Dr. Gary Evans
Coordinator of Graduate Studies
In Physical Education

APPENDIX D



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

May 23, 1977

Head of Physical Education Dept

Dear Physical Educator:

HELP, HELP, HELP !! This is another effort to gain your support in the physical education support services survey. Results have not exceeded 70%, so your participation is vitally important so that this study can be completed.

Please complete and send back the questionnaire today.

Thank you very much for your cooperation.

Sincerely,

Thomas L. Schumacher

Thomas L. Schumacher
Graduate Student

Gary Evans

Dr. Gary Evans, Coordinator
of Graduate Studies

APPENDIX E

SCHOOLS PARTICIPATED IN STUDY

Alberton
Antelope
Augusta
Bainville
Belfry
Box Elder
Brady
Bridger
Broadview
Brocton
Centerville
Clyde Park
Culbertson
Denton
Drummond
Dutton
Ennis
Ekalak
Frazer
Froid
Gardiner
Garfield County
Geraldine
Geyser
Grass Range

Hinsdale
Hobson
Hot Springs
Inverness
Joliet
Jopline
Lambert
Lima
Lustre
Medicine Lake
Melstone
Moore
Nashua
Outlook
Peerless
Philipsburg
Plenty Coups
Plevna
Power
Rapelje
Richey
Roberts
Rosebud
Rudyard
Ryegate

Saco
Savage
Seeley Swan
Stanford
Sunburst
Terry
Turner
Twin Bridges
Victor
Westby
West Yellowstone
Whitewater
Wibaux
Wilsall
Winifred
Winnett

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