

A COURSE OF STUDY
FOR PHYSICAL EDUCATION ADMINISTRATORS
IN THE KANSAS PUBLIC COMMUNITY JUNIOR COLLEGES

by *ESF*

JACK EVERETT BISHOP

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PREFACE

This paper was conceived as an aid to those persons desiring to enter the field of physical education as administrators. Undoubtedly, the more complete the program a potential administrator may take advantage of, the more successful administrator he will eventually become. As a possible guide or outline of a sound and valuable course of study, these pages are devoted to proffering a profitable recommended curriculum for the physical education administrator.

TABLE OF CONTENTS

PART	PAGE
I. INTRODUCTION	1
II. PURPOSE OF THE STUDY	2
III. METHOD OF STUDY	2
IV. RESULTS AND ANALYSIS	5
V. SUMMARY AND CONCLUSIONS	53
VI. RECOMMENDATIONS	55
BIBLIOGRAPHY	58
APPENDIX	59

LIST OF TABLES

TABLE	PAGE
I. Question One	6
II. Question Two	8
III. Question Three	10
IV. Question Four	12
V. Question Five	14
VI. Question Six	16
VII. Question Seven	18
VIII. Question Eight	20
IX. Question Nine	22
X. Question Ten	24
XI. Question Eleven	26
XII. Question Twelve	28
XIII. Question Thirteen	30
XIV. Question Fourteen	32
XV. Question Fifteen	34
XVI. Question Sixteen	36
XVII. Question Seventeen: Part a, Part b	38
XVIII. Question Eighteen: Part a, Part b	41
XIX. Question Nineteen	44
XX. Question Twenty	46
XXI. Question Twenty-One	48
XXII. Question Twenty-Two	50

PART I

INTRODUCTION

A new type of educational institution is blooming on the American landscape. It is called the community junior college and is uniquely an American institution. Its doors are open to all comers. It may be the road to industrial retraining for a 30-year-old victim of technological unemployment. It may be the route to college for an 18-year-old boy who suddenly develops a real academic bent after squeezing through high school with minimal efforts and results, and who consequently isn't welcome at the state university, but will be after two years of first-rate college work at another school. Often it offers all the higher education some families can afford, since living costs away from home loom larger than tuition. And, of course, it offers part time education for those in the community who must work while they study. It is a complex institution; far more so than the Ivy League college which can populate its campus with comparatively homogeneous students who have proven their merit on College Board Exams.

The community junior college is likely to be the center of cultural life for the community; the natural home for the theater, library, art exhibitions, athletics (truly amateur), adult education and recreation. In most cases it belongs to the community, reflects the community, and serves the community.

Because it is of, by, and for the community, the community junior college must be particularly sensitive to economic and academic trends within the community. Its vocational offerings must be geared to available jobs and changing industrial needs. Its academic courses must be organized to suit the present needs of its largely self-selected student body.

Community junior colleges, like other educational institutions, have developed departments of physical education, health, recreation, and athletics as a definite part of their curriculum. Since a department is assumed to be only as good as its leadership, the preparation for such a position is of extreme importance. This study will deal with this preparation. This study will be limited to the nineteen public and one federal community junior colleges of Kansas.

PART II

PURPOSE OF THE STUDY

The purpose of this study was to determine a recommended curriculum for future administrators of physical education, health, recreation, and athletics at the public community junior colleges of Kansas. This curriculum was to be formulated from the results of a survey questionnaire answered by the present administrators of these departments. By reviewing the present administrators, the needs of their successors can, in part, be determined.

PART III

METHOD OF STUDY

The study was first conceived to describe the duties and responsibilities of the administrator in the community junior colleges of Kansas. A questionnaire approach was chosen as the method of survey. As the questionnaire was being compiled, it became evident that too broad an inquiry would make the study ineffectual. A decision was made to shorten the questionnaire, thus narrowing the specific topic, and giving the study a definite objective.

Since the author's interests are directly involved in administration in this field, and because it was believed that a more beneficial pattern or course of study could be designed for individuals wishing to train for this field, the decision was made to compile and use the results of this study as a recommended guide toward a more structured and valuable preparatory procedure for the development of the physical education administrator.

A simple, short-answer questionnaire was constructed to collect information pertaining to the administration of a physical education, health, recreation, or athletic department of Kansas public junior colleges.

The questionnaire was a three-page form consisting of yes and no and multiple choice questions. It was assumed that this type of questionnaire would result in more returns because of the short time needed to complete it. Consequently, a more complete and accurate account of those persons selected to receive the questionnaire would occur. A copy of the questionnaire is included in the Appendix.

Tables were made for each question of the questionnaire, with the results of each question being recorded for final summary and analysis.

The questionnaire was constructed, approved, and sent, along with a self-addressed stamped envelope, to all of the community junior colleges of Kansas. The mailing date was January 20, 1971. The questionnaire was forwarded to nineteen public, five private, and one federal community college. It was directed to the administrator of the physical education, health, recreation and athletic departments of each school.

The returns of the first mailing of the questionnaire, as of February 20, 1971, were as follows: sixteen of the nineteen public, one of the five private, and one of the one federal; or, eighty-four percent public, twenty percent private, and one hundred percent federal.

A second letter was sent, along with the questionnaire, to the three public and four private community junior colleges who had not replied to the initial request. Again, one month was chosen as the answering period. The results were, as of March 20, 1971,: eighteen out of nineteen public, two out of five private; or, eighty-eight percent public and forty percent private.

A third letter was sent, again with a questionnaire, to the remaining one public and three private community junior colleges. The results, as of April 25, 1971, were: nineteen out of nineteen public, two out of five private; or, one hundred percent public and forty percent private. After some hesitation, the decision was made to exclude the private community junior colleges from the survey. Only two private colleges had returned the questionnaire. One school which had failed to return the questionnaire was a Catholic institution for women; the other two schools not replying were in financial jeopardy. Thus, it was felt that replies from these colleges would have had no important implications for the total survey.

With a one hundred percent return of the questionnaire, the study could be concluded. Subsequent recommendations could be made on the course of study or program of instruction needed to direct one in becoming an administrator of a physical education, health, recreation, or athletic department in the public or federal community junior colleges in Kansas.

PART IV

RESULTS AND ANALYSIS

Each question has been stated as it appeared on the original survey questionnaire. Following the question, a table of the results is presented along with an analysis, and interpretation of the table.

Question One

Question: What organizational structure does your department follow:
 (a) all areas under one dept. head (b) a different head for each area (c) a centralized college with one dean and separate dept. heads (d) all of the above (e) others

TABLE I
 ORGANIZATIONAL STRUCTURE

Community Junior College	(a) all areas under one dept. head	(b) a dif- ferent head for each area	(c) a central- ized college with one dean and separate dept. heads	(d) all of the above	(e) others
Allen County			X		
Barton County					X
Butler County			X		
Cloud County	X				
Coffeyville			X		
Colby				X	
Cowley County	X				
Dodge City				X	
Fort Scott	X				
Garden City	X				
Highland	X				
Hutchinson	X				
Independence	X				
Johnson County	X				
Kansas City	X				
Labette	X				
Neosho County	X				
Pratt	X				
Seward County	X				
Haskell Institute		X			
	67.5%	5%	12.5%	10%	5%

Upon analyzation of the percental results of question one, it is obvious that one particular method of department structure is prevalent. Sixty-seven and five-tenths percent of those surveyed replied that all facets of their departments were governed by one department supervisor. Yet, it was also evident that this method was not chosen as the organizational formula for nearly all of the schools included in the survey. Of the schools responding to the questionnaire, 32.5 exhibited other means of supervisional structure than the type most prevalent. Precisely what can be assumed from this data is that the well prepared administrator is one familiar with, and adaptable to, different kinds of administrative structure.

Question Two

Question: As department head, what is your title? (a) athletic director
(b) activities director (c) others

TABLE II

DEPARTMENT HEAD TITLE

Community Junior College	(a) athletic director	(b) activities director	(c) others
Allen County	X		
Barton County	X		chairman of physical ed.
Butler County			
Cloud County	X		
Coffeyville			divisional
Colby	X		chairman of
Cowley County			X health & P.E.
Dodge City			
Fort Scott	X		
Garden City			X Chairman of
Highland	X		Health & P.E.
Hutchinson		X	
Independence		X	
Johnson County			X Director
Kansas City	X		
Labette			X
Neosho County	X		
Pratt	X		
Seward County	X		
Haskell Institute	X		
	60%	10%	30%

Again, one category showed itself as the most frequent. Of the colleges included in the study, 60% were found to label their department heads as "athletic director." But in question two, under the "others" category, several different titles existed designating particularly different roles the administrator must play. In fact, 30% replied with other titles than those listed in the questionnaire, while only 10% were concordant with one of the two titles which were specifically named on the survey. Though the deviation from the most frequent title was not exceptionally large, the indications made by this deviation certainly imply the necessity of a well rounded administrator; one who must be able to assume all responsibilities included in the numerous programs a physical education department may offer.

Question Three

Question: What is the education level requirement for you as the dept. head?
 (a) Bachelor's Degree (b) Masters Degree (c) Doctorate Degree
 (d) other

TABLE III
 EDUCATION LEVEL REQUIREMENT

Community Junior College	(a) Bachelor's Degree	(b) Masters Degree	(c) Doctorate Degree	(d) All of the above
Allen County		X		
Barton County		X		
Butler County		X		
Cloud County		X		
Coffeyville		X		
Colby		X		
Cowley County		X		
Dodge City		not necessarily		
Fort Scott	X	X		
Garden City	work toward masters			
Highland		X		
Hutchinson		X		
Independence		X		
Johnson County	X			
Kansas City		X		
Labette		X		
Neosho County		X has Ph.D.		
Pratt	X	X		
Seward County		X		
Haskell Institute		X has Ph.D.		
	10%	90%		

In almost all responses, the questionnaire displayed the necessity of a masters degree as the usual minimum educational requirement of the physical education administrator. By far, the majority of administrators had received their masters degrees: 90% were found to have achieved this educational level in their academic preparation. For only 10% of those administrators surveyed was a Bachelors degree existent as the highest degree required.

Question Four

Question: In the organizational structure to whom are you, the department head, directly responsible? (a) athletic director (b) dean of college (c) others

TABLE IV
ORGANIZATIONAL STRUCTURE

Community Junior College	(a) athletic director	(b) dean of college	(c) others
Allen County		X	
Barton County			X Dean of Student Services
Butler County		X	
Cloud County		X	
Coffeyville		X	
Colby		X	
Cowley County	X		
Dodge City			X Dean of Instruction
Fort Scott	X	X	
Garden City		X	
Highland		X	
Hutchinson		X	
Independence		X	
Johnson County		X	
Kansas City			X Dean of Student Service
Labette			
Neosho County		X	
Pratt		X	
Seward County			
Haskell Institute		X	
	10%	70%	20%

In most instances, the administrator was directly responsible to the dean of his college. Seventy percent of the institutions surveyed followed an organizational structure in which the dean of the college was the administrator's primary supervisor. The other titular categories were generally ones broader in range than the dean of a specific college. Of the remaining 30%, 20% replied that superiors not specifically connected to a solely athletic program acted as the administrator's superior. But as differences do exist in organizational structure, it is important the administrator have knowledge of possible structures and consequently those specific persons to whom he may be responsible in any one college.

Question Five

Question: In seeking new personnel for the department what quality do you look most for in an applicant? (a) personality (b) leadership (c) willingness to work with others or cooperation (d) educational background (e) training and experience (f) all of the above

TABLE V
QUALITIES FOR APPLICANTS

Community Junior College	(a) person- ality	(b) leader- ship	(c) willing- ness to work with others or coopera- tion	(d) educa- tional back- ground	(e) train- ing and exper- ience	(f) all of the above
Allen County						X
Barton County						X
Butler County						X
Cloud County						X
Coffeyville						X
Colby						X
Cowley County					X	X
Dodge City						X
Fort Scott		X				X
Garden City						X
Highland						X
Hutchinson						X
Independence				X		
Johnson County						X
Kansas City						X
Labette				X		
Neosho County	X	X	X			
Pratt						X
Seward County						X
Haskell Institute						X
	4%	8%	4%	8%	4%	72%

The large diversity in the selection of qualities considered most important by administrators gives strength to the 72% who replied that all of the qualities listed in the survey should be combined for the most capable personnel. The 28% who offered but one quality as the major criteria were so divided that this question undoubtedly pointed out the fact that well rounded personnel are most desirable.

Question Six

Question: How do you evaluate your department's personnel? (a) student's evaluations (b) supervisor's evaluations (c) testing technique (d) observations by you (e) others

TABLE VI
DEPARTMENT PERSONNEL EVALUATION

Community Junior College	(a) student's evalua- tions	(b) super- visor's evalua- tions	(c) test- ing	(d) observa- tions by you	(e) others
Allen County	No reply				
Barton County	X			X	
Butler County	X	X	X	X	
Cloud County					X
Coffeyville					X Merit
Colby	X	X			X
Cowley County				X	
Dodge City	X	X			X Peer group
Fort Scott		X			
Garden City					X
Highland				X	
Hutchinson	X	X		X	
Independence	X	X		X	
Johnson County	X	X		X	
Kansas City	X		X		
Labette					X
Neosho County	X	X		X	
Pratt		X		X	
Seward County		X		X	X
Haskell Institute				X	
	23%	26%	5%	28%	18%

Twenty-eight percent indicated that personal observations were used to evaluate personnel. Supervisional, 26%, and student evaluation, 23%, did not create a clear majority. Those 18% who replied they employed other means of personnel evaluation revealed other possible valuable means of personnel reviews. Thus, one can conclude that the administrator must use empirical evaluation in personnel judgement and qualitative analysis to select the most functional for his own department. No response to this question constituted a clear majority.

Question Seven

Question: Do you allow your staff to evaluate you? yes or no

TABLE VII
STAFF EVALUATION

Community Junior College	Yes	No
Allen County	No reply	
Barton County	X	
Butler County	X	
Cloud County	No formal evaluation	
Coffeyville	X	
Colby	X	
Cowley County	X	
Dodge City		X
Fort Scott		X
Garden City	X	
Highland	X	
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette		X
Neosho County	X	
Pratt	X	
Seward County	X	
Haskell Institute		X
	78%	22%

The 78% who replied "yes" naturally indicated the value of administrative evaluation for those by whom it is employed. If such evaluation was not highly beneficial, a larger percentage would have found favor in a program excluding administrative evaluation. What this implies, of course, is that it is advisable for the administrator to give a considerable amount of thought to different types of methods which might be employed in the evaluation of his own performance.

Question Eight

Question: Do you offer in-service training for your department's personnel?
yes or no

TABLE VIII
IN-SERVICE TRAINING

Community Junior College	Yes	No
Allen County		X
Barton County	X	
Butler County		X
Cloud County		X
Coffeyville		X
Colby	No reply	
Cowley County		X
Dodge City		X
Fort Scott		X
Garden City		X
Highland		X
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City		X
Labette	X	
Neosho County	X	
Pratt		X
Seward County	X	
Haskell Institute	X	
	42%	58%

The 58% of the schools offering no in-service training were in the majority. However, since 42% replied that in-service training was offered for their employees, it can be assumed that many have found this instruction element useful in their particular departments. Since the majority here did not exceed the minority greatly, it might be wondered if many of the 58% who responded "no" to question eight did so not because in-service training programs had failed, but perhaps because it had never been considered or attempted. Considering the small separation between the "yes" and "no" answers, it might be advisable for the potential administrator to give due consideration to possible in-service training for his future personnel.

Question Nine

Question: Do you have a public relations department? yes or no

TABLE IX
PUBLIC RELATIONS DEPARTMENT

Community Junior College	Yes	No
Allen County		X
Barton County	X	
Butler County		X
Cloud County	X	
Coffeyville	X	
Colby	X	
Cowley County	X	
Dodge City		X
Fort Scott	X	
Garden City		X
Highland		X
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City		X
Labette		X
Neosho County		X
Pratt	X	
Seward County	X	
Haskell Institute		X
	55%	45%

As in question eight, the majority of replies did not far surpass the minority; and the same sort of implications might be concluded. Fifty-five percent of the colleges had departmental public relations programs. The 45% who did not include public relations as part of their programs may have thought it unnecessary or had given no thought to their importance. The situation, of course, would depend largely on the needs of the department according to size and goals, but the new administrator obviously should be prepared to institute or guide a public relations program if necessary.

Question Ten

- Question: As a department head what do you do to improve public relations?
- (a) have good communications with depts. at other institutions
 - (b) conduct and attend meetings to promote better cooperation within own institution
 - (c) publicize events within the dept. and staff contributions to the community
 - (d) take an active part in community affairs
 - (e) hold demonstrations
 - (f) publish calendar of events within dept.
 - (g) others

TABLE X
IMPROVEMENT OF PUBLIC RELATIONS

Community Junior College	(a)	(b)	(c)	(d)	(e)	(f)	(g)
Allen County			X	X		X	
Barton County			X	X		X	
Butler County	X		X	X			
Cloud County	X	X	X	X		X	
Coffeyville	X	X	X	X		X	X
Colby			X	X	X	X	
Cowley County	X						
Dodge City	X		X			X	
Fort Scott	X	X	X			X	
Garden City		X	X	X		X	
Highland	X	X	X	X		X	X
Hutchinson	X	X	X	X			
Independence	X	X	X	X	X	X	
Johnson County	X	X	X	X		X	
Kansas City	X	X	X	X			X
Labette							X
Neosho County	X	X	X	X			X
Pratt	X	X	X	X			
Seward County				X			
Haskell Institute		X					
	17%	16%	21%	18%	9%	13%	6%

The largest response here equalled a 21% reply coming from those institutions who preferred straight publicity within the school and community as the means by which to improve the public relations standings. But the other responses were so divided as to suggest that the combination of several methods might be advisable in the establishment of better public relations for the administrator's department.

Question Eleven

Question: Should health be taught - (a) within the physical education department (b) as an intricate portion of every class, like safety

TABLE XI
HOW HEALTH IS TO BE TAUGHT

Community Junior College	(a) within the physical education department	(b) as an intricate portion of every class, like safety
Allen County	X	
Barton County	X	
Butler County	X	
Cloud County	X	
Coffeyville	X	
Colby	No reply	
Cowley County	X	
Dodge City	X	
Fort Scott	X	
Garden City		X
Highland	X	
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County	X	
Pratt	X	
Seward County	X	
Haskell Institute	X	
	95%	5%

Ninety-five percent of the colleges queried declared their belief promoting health education as part of the over-all physical education program. The remaining 5% can really be labeled important here. It is assumed administrators feel their departments the most qualified for health instruction; and feel too it should be incorporated as an integral element of the physical education department.

Question Twelve

Question: Did you take a course in school law? yes or no

TABLE XII
COURSE IN SCHOOL LAW

Community Junior College	Yes	No
Allen County		X
Barton County	X	
Butler County		X
Cloud County		X
Coffeyville		X
Colby	X	
Cowley County		X
Dodge City		X
Fort Scott		X
Garden City		X
Highland		X
Hutchinson		X
Independence		X
Johnson County	X	
Kansas City		X
Labette		X
Neosho County		X
Pratt		X
Seward County	X	
Haskell Institute		X
	20%	80%

Most of the administrators questioned indicated that school law had not been required or that they had not taken advantage of such available instruction. Only twenty percent responded yes to question twelve indicating the large majority (80%) to be virtually without academic training in school law. Two indications may be pointed out here: courses in school law most generally do not exist as part of the degree requirements for physical education administrators; perhaps instruction in school law has been overlooked as a possibly valuable element in the administrator's preparation.

Question Thirteen

Question: Do you think a course in school law is necessary for administration? yes or no

TABLE XIII

SCHOOL LAW

Community Junior College	Yes	No
Allen County	X	
Barton County	X	
Butler County		X
Cloud County	No reply	
Coffeyville		X
Colby	X	
Cowley County	X	
Dodge City	X	
Fort Scott		X
Garden City	X	
Highland	X	
Hutchinson		X
Independence		X Would be nice
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County		X Course not necessary self study will suffice
Pratt	X	
Seward County	X	
Haskell Institute	X	
	62.5%	37.5%

The 62.5% who replied "yes" to question thirteen indicate that a majority of administrators feel school law would have enabled them to proceed with greater facility in their professions. The 37.5% who replied "no" may have never encountered situations where a course in school law may have been beneficial to them. Judging from the results of this question, it could be concluded that school law might have some value for the physical education administrator.

Question Fourteen

Question: Are your facilities adequate to handle all areas in which you administrate? yes or no

TABLE XIV
FACILITIES

Community Junior College	Yes	No
Allen County		X
Barton County	X	
Butler County		X
Cloud County		X
Coffeyville		X
Colby		X
Cowley County		X
Dodge City	X	
Fort Scott		X
Garden City	X Above average	
Highland		X
Hutchinson	X	
Independence	X	
Johnson County		X
Kansas City		X
Labette		X
Neosho County	X	
Pratt	X	
Seward County		X
Haskell Institute	X	
	40%	60%

The largest portion (60%) of those schools interviewed were lacking in satisfactory facilities. This would indicate the necessity of change or improvement and the needed knowledge on the part of those administrators in methods of upgrading such situations. Only 40% replied that there was an adequacy of facilities in their department, and even those facilities may have needed improvement when first encountered.

Question Fifteen

Question: Are your facilities available for other uses such as dances, touring groups, musicals etc. yes or no

TABLE XV
FACILITIES AVAILABLE FOR OTHER USES

Community Junior College	Yes	No
Allen County	X	
Barton County	X	
Butler County	X	
Cloud County	X	
Coffeyville	X	
Colby	X	
Cowley County		X
Dodge City	X	
Fort Scott		X
Garden City	X	
Highland	X	
Hutchinson	X	
Independence	X Limited	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County	X Community service	
Pratt	X	
Seward County		X
Haskell Institute	X	
	85%	15%

As suspected, the greater percentage of institutions offered extra services and the use of their facilities to the general community. In fact, 85% of all colleges surveyed extended such privileges to their communities. Only 15% offered no such programs, and some may well realize the need for their establishments in the future. Thus, the successful administrator should have the knowledge in managing such additional services.

Question Sixteen

Question: Are your facilities open for recreational use after they have been utilized for the day? yes or no

TABLE XVI
FACILITIES OPEN FOR RECREATIONAL USE

Community Junior College	Yes	No
Allen County	X	
Barton County	X	
Butler County	X	
Cloud County	X	
Coffeyville	X	
Colby	X Intramurals	
Cowley County		X
Dodge City	X	
Fort Scott	X	
Garden City	X	
Highland	X	
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County	X	
Pratt	X	
Seward County	X	
Haskell Institute	X	
	95%	5%

Again, as in question fifteen the majority of the schools questioned provided such after-hours services. Ninety-five percent of the colleges made their facilities available after hours. Just 5% responded "no" to question sixteen indicating a specific need, once again, for the administrator's preparation for management of such activities.

Question Seventeen

Question: Part a - Does your institution have an intramural program?
yes or no

TABLE XVIIa
INTRAMURAL PROGRAM

Community Junior College	Yes	No
Allen County	X	
Barton County	X	
Butler County	X	
Cloud County	X	
Coffeyville	X	
Colby	X	
Cowley County	X	
Dodge City	X	
Fort Scott	X	
Garden City	X	
Highland	X	
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County		X Participate in industrial league
Pratt	X	X
Seward County		
Haskell Institute	X	
	90%	10%

Question: Part b - If so, who administrates the program? (a) the department head (b) separate individual apart from the department (c) someone within the department

TABLE XVIIb
ADMINISTRATOR INTRAMURAL PROGRAM

Community Junior College	(a) department head	(b) separate individual apart from the depart- ment	(c) someone within the department
Allen County		X	
Barton County			X
Butler County	X		
Cloud County			X
Coffeyville	X		X
Colby	X		
Cowley County	X		
Dodge City			X
Fort Scott			X
Garden City	X		
Highland			X
Hutchinson			X
Independence			X
Johnson County			X
Kansas City		X	
Labette			X
Neosho County	No program		
Pratt			X
Seward County	No program		
Haskell Institute		X	
	25%	15%	60%

Once again we find the extra-curricular program favored as in question sixteen. Ninety percent of all schools responding to the questionnaire had instituted intramural programs. Only 10% failed to do so, either finding such activities unnecessary or perhaps lacking means or management to provide such activities. Of those who provided such programs, the 60 percent majority responded that the duties of supervising their intramural activities was delegated to someone in the department other than the administrator himself. However, 25 percent of those schools surveyed assigned the responsibility of intramurals to the administrator himself. Only 15% delegated individuals not connected with the physical education department. What all of this means is that the administrator may be required to head an intramural program if necessary, or to delegate authority for such a program. In most institutions he will probably encounter an intramural program.

Question Eighteen

Question: Part a - Do you have a recreational program for the faculty at your institution? yes or no

TABLE XVIIIa
FACULTY RECREATIONAL PROGRAM

Community Junior College	Yes	No
Allen County		X
Barton County	X	
Butler County		X
Cloud County	X	
Coffeyville		X
Colby	X	
Cowley County		X
Dodge City	X	
Fort Scott		X
Garden City	X	
Highland	X	
Hutchinson	X	
Independence		X
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County		X
Pratt	X	
Seward County		X
Haskell Institute		X
	55%	45%

Question: Part b - If not, do you think it is a good idea? yes or no

TABLE XVIIIb
FACULTY RECREATIONAL PROGRAM GOOD IDEA

Community Junior College	Yes	No
Allen County	X	
Barton County	X	
Butler County	X	
Cloud County	X	
Coffeyville	X	
Colby	X	
Cowley County	X	
Dodge City	X	
Fort Scott	X	
Garden City	X	
Highland	X	
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County	X	
Pratt	X	
Seward County	X	
Haskell Institute	X	
	100%	0%

The responses undoubtedly indicated the desire for an existence of such programs in a majority of the colleges questioned. While the 55% who responded "yes" to part (a) of question eighteen did not constitute a large majority (45% responding "no"), to part (b) of the question, which asked if the administrator thought a recreational program for faculty a good idea, 100% responded "yes." To the administrator these findings relate the definite desire for such programs and should encourage one to prepare for and construct faculty recreational activities wherever he might have the opportunity.

Question Nineteen

Question: Is the basic program of physical education taken for credit or non-credit at your institution? credit or non-credit

TABLE XIX
CREDIT OR NON-CREDIT

Community Junior College	Credit	Non-credit
Allen County	X	
Barton County	X	
Butler County	X	
Cloud County	X	
Coffeyville	X	
Colby	X	
Cowley County	X	
Dodge City	X	
Fort Scott		X
Garden City	X	
Highland	X	
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County	X	
Pratt	X	
Seward County	X	
Haskell Institute	X	
	95%	5%

Ninety-five percent of the colleges gave credit for their basic courses. This indicated the importance placed on physical education in those departments who had been successful in attaining credited hours in physical education. The 5% who offered no credit are almost totally insignificant unless one considers the possibility that the new administrator may have a small chance of being employed in a college where it might be necessary to either prove the benefits of offering credit in physical education or improve his department to obtain such credit.

Question Twenty

Question: Are the students allowed to evaluate the basic physical education program? yes or no

TABLE XX
STUDENT EVALUATION OF BASIC PROGRAM

Community Junior College	Yes	No
Allen County		X
Barton County	X	
Butler County		X
Cloud County	No formal evaluation	
Coffeyville	X	
Colby	X	
Cowley County	X	
Dodge City	X	
Fort Scott		X
Garden City	X	
Highland		X
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County	X	
Pratt	No reply	
Seward County	X	
Haskell Institute		X
	73.5%	26.5%

Seventy-three and five-tenths percent of the colleges questioned had instituted student evaluation processes. This indicated that a large majority felt such a measuring device probably was helpful in student-department relations. Of the 26.5% who replied "no" to question twenty, many may have lacked knowledge as to need, benefits, or methods of student evaluation. Evidence indicates that student evaluation may be worthwhile and should be considered by the new administrator as a valuable tool in his own management.

Question Twenty-One

Question: Does your institution compete in inter-collegiate athletics?
yes or no

TABLE XXI
INTER-COLLEGIATE ATHLETICS COMPETITION

Community Junior College	Yes	No
Allen County	X	
Barton County	X	
Butler County	X	
Cloud County	X	
Coffeyville	X	
Colby	X	
Cowley County	X	
Dodge City	X	
Fort Scott	X	
Garden City	X	
Highland	X	
Hutchinson	X	
Independence	X	
Johnson County	X	
Kansas City	X	
Labette	X	
Neosho County	X	
Pratt	X	
Seward County	X	
Haskell Institute	X	
	100%	

As anticipated, 100% of the schools questioned participated in an inter-collegiate athletic program. This means, of course, that the administrator should spend much concentration on this area in his training in order to be capable of managing all areas involved in the realm of inter-collegiate sports.

Question Twenty-Two

Question: What are your suggestions for preparations for an athletic administrator at the junior college level?

TABLE XXII
SUGGESTIONS FOR PREPARATION

Community Junior College	Comments
Allen County	(a) No specific requirements (b) Interest in sports and knowledge of all of them
Barton County	(a) Coaching background
Butler County	(a) Masters Degree (b) Minimum of five years coaching experience (c) Minimum of one year coaching junior college level
Cloud County	(a) No comment
Coffeyville	(a) Experience
Colby	(a) Coaching experience (b) Public relations work, speech, human relations etc. (c) Course in educational organization: school plant, school business and finance (d) In-service programs related to athletics as well as organizational membership
Cowley County	(a) No comment
Dodge City	(a) Business head (b) Scheduling experience (c) Public relations background (d) Fund raising background (e) Sense of humor
Fort Scott	(a) No comment
Garden City	(a) Good background in physical education (b) Experience in athletics, both as a participant and coach (c) Business education background

TABLE XXII (continued)

Community Junior College	Comments
Highland	(a) Masters Degree (b) Experience at college level
Hutchinson	(a) Must have been a coach
Independence	(a) No comment
Johnson County	(a) No comment
Kansas City	(a) Two years teaching and coaching at secondary level (b) Masters in Physical Education (c) Administrative certificate (d) Background in finance and budgeting (e) Patience and purpose
Labette	(a) Through coaching experience, then move up
Neosho County	(a) Background in community college concept (b) History, philosophy, (educational foundations) courses to get over-all picture of how community college fits (c) Good health and psychology understanding (d) PR-PR-and communications with all faculty (e) Slice ego in half before somebody else does (f) Patience and understanding along with a lot of friends to blow steam off too
Pratt	(a) No comment
Seward County	(a) Experience
Haskell Institute	(a) High school coaching and administration experience (b) At least a masters degree in administration of college physical education

No percental analysis was to be made here. What was discovered was that a large majority choosing to respond to this question found coaching experience, good business training, and knowledge in public relations the three most important facets of the administrative education.

PART V

SUMMARY AND CONCLUSIONS

It is hoped that the findings of this survey will be of some specific aid to the administrators of physical education, health, recreation, and athletics at the community junior college level in selecting a course of study.

It should be pointed out that the conclusions drawn from this survey represent the findings from a survey of 100 percent of the physical education administrators of Kansas public community junior colleges. It is felt that the survey showed how an administrator could prepare himself to better meet the needs of a position of this nature.

According to the study, an administrator of physical education, health, recreation, and athletics at the public community junior colleges of Kansas should have a broad foundation of the philosophy and history of this type of institution. A good understanding of organizational, curriculum, and administrative structure is also necessary in such a position.

For the physical education administrator, the educational attainment of a masters degree, with physical education as a major and education as a minor, is an advisable goal. In addition, the possession of an administrative certificate would be of help in attaining a position.

A thorough knowledge of personnel management is necessary for the potential physical education administrator. Also mandatory is knowledge concerning the training, evaluation, and maintenance of a successfully functioning staff.

Development of good community and personnel relations through the public relations segment of the physical education department is a must as concluded

in the study. Training in this area was proven of prime importance to the future physical education administrator.

Although a course in school law was not to be found among the credentials of most administrators surveyed, the belief that such study would prove valuable was demonstrated in the survey.

A complete knowledge of facilities and how they are to be utilized was of great concern in the paper and it was found that in a community college the facilities were utilized by the school and the community for both academic and extracurricular activities. Inadequate facilities were often found to be existent. Thus, a thorough knowledge of physical arrangement and full utilization of facilities for recreational purposes is necessary.

Intramural and faculty recreation were present in most schools surveyed, but administration of those activities was very diversified. As concluded from the report, training for these areas is essential.

Since most schools surveyed were in agreement on accrediting courses in the basic physical education program, it can be concluded that the administrator must be prepared to provide a beneficial program of physical education to meet the prevailing standards. Allowing student evaluation of the physical education program is not only a good feedback element, but it also strengthens the department's program.

The correct placement of the instruction of health must be understood as a duty of the physical education department. Most surveyed believed this a direct responsibility of the physical education department and so the administrator must be prepared to institute or maintain a beneficial health program.

The schools surveyed displayed a 100 percent participation in intercollegiate activities in the survey. It was concluded that a knowledge of

scheduling, financing, and acquisition of players is essential for the good administrator.

Each administrator surveyed was allowed to make recommendations he thought valuable for the potential administrator. A good business background, coaching experience, and knowledge of public relations were concluded to be essential by the administrators responding to the questionnaire.

PART VI

RECOMMENDATIONS

Since the purpose of this entire study was to compile a group of courses constituting a complete and beneficial program of study for the future physical education administrator, what follows here is an outline of such a course of study completed by the author in the desire to aid those entering the field of physical education administration in the Kansas public community junior colleges. This course of study will assist one in fulfilling the requirement of a masters degree in physical education; it will also satisfy the administrative requirement for certification in Kansas. In addition, this curriculum is set forth to allow the prospective administrator the opportunity for obtaining the best financial reward in the form of the starting salary, for it constitutes a masters degree plus thirty hours.

The Plan of Study

<u>Education Courses</u>	<u>Credit Hours</u>
1. Community junior college	03
2. Community junior college curriculum	03
3. Principles and practices of guidance	03

<u>Education Courses (continued)</u>	<u>Credit Hours</u>
4. School law	03
5. School business and finance	03
6. School plant	03
7. Seminar in leadership	03
8. Audio and visual instruction	03
9. Supervision and improvement	03
10. School public relations	03
Total	30

<u>Business Courses</u>	<u>Credit Hours</u>
1. Personnel management	03
Total	03

<u>Planning Courses</u>	<u>Credit Hours</u>
1. Institution planning	03
Total	03

<u>Physical Education Courses</u>	<u>Credit Hours</u>
1. Curriculum of physical education	02
2. Tests and measurement of physical education	03
3. Administration of physical education	02
4. Supervision of physical education	02
5. Advanced methods of teaching physical education	03
6. Seminar in physical education	03
7. Seminar in health	02
8. Community recreation	02

Physical Education Courses (continued)Credit Hours

9. Administration of school health	02
10. Physiology of exercise	02
11. Problem in physical education	02
12. Advanced coaching techniques	03

Total 28

Grand Total 64

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APPENDIX

Dear Sir:

The reason for this letter and questionnaire is that I am a graduate student at Kansas State University and have chosen for my Masters Report "The Status and Responsibilities of The Administrator of Athletics, Physical Education, and Recreation at The Junior Colleges in Kansas."

Since returning to college after a time in business I have set my goal to be an Athletic Director at a junior college or small university. This questionnaire will help answer some of my questions on how to prepare myself for this position. Also, with it on file here at Kansas State University, it can be utilized by other graduate students with the same concerns.

I would appreciate it if you would please fill out and return the questionnaire to me as soon as possible.

Thank you for your time and attention.

Sincerely,

Jack E. Bishop

1. What organizational structure does your department follow?
 - a) all areas under one department head
 - b) a different department head for each area
 - c) a centralized college with one dean and separate departmental heads
 - d) all of the above
 - e) others
2. As the department head, what is your title?
 - a) athletic director
 - b) activities director
 - c) others
3. What is the education level requirement for you as the department head?
 - a) bachelor's degree
 - b) masters degree
 - c) doctorate degree
 - d) all of the above
4. In the organizational structure to whom are you, the department head, directly responsible?
 - a) athletic director
 - b) dean of college
 - c) others
5. In seeking new personnel for the department what quality do you look most for in an applicant?
 - a) personality
 - b) leadership
 - c) willingness to work with others or cooperation
 - d) educational background
 - e) training and experience
 - f) all of the above
 - g) others
6. How do you evaluate your departments personnel?
 - a) student's evaluations
 - b) supervisor's evaluations
 - c) testing technique
 - d) observations by you
 - e) others
7. Do you allow your staff to evaluate you?
 - a) yes
 - b) no

8. Do you offer in-service training for your department's personnel?

- a) yes
- b) no

9. Do you have a public relation department?

- a) yes
- b) no

10. As a department head what do you do to improve public relations?

- a) have good communications with departments at other institutions
- b) conduct and attend meetings to promote better cooperation within own institution
- c) publicize events within the department and staff contributions to the community
- d) take an active part in community affairs
- e) hold demonstrations
- f) publish calendar of events within department
- g) others

11. Should health be taught -

- a) within the physical education department
- b) as an intricate portion of every class, like safety

12. Did you take a course in school law?

- a) yes
- b) no

13. Do you think a course in school law is necessary for administration?

- a) yes
- b) no

14. Are your facilities adequate to handle all areas in which you administer?

- a) yes
- b) no

15. Are your facilities available for other uses such as dances, touring groups, musicals etc.?

- a) yes
- b) no

16. Are your facilities open for recreational use after they have been utilized for the day?

- a) yes
- b) no

17. Does your institution have an intramural program?

- a) yes
- b) no

If so who administers the program?

- a) the department head
- b) separate individual apart from the department
- c) someone within your department

18. Do you have a recreational program for the faculty at your institution?

- a) yes
- b) no

If not do you think it is a good idea?

- a) yes
- b) no

19. Is the basic program of physical education taken for credit or non-credit at your institution?

- a) credit
- b) non-credit

20. Are the students allowed to evaluate the basic physical education program?

- a) yes
- b) no

21. Does your institution compete in inter-collegiate athletics?

- a) yes
- b) no

22. What are your suggestions for preparations for an athletic administrator at the junior college level?

A COURSE OF STUDY
FOR PHYSICAL EDUCATION ADMINISTRATORS
IN THE KANSAS PUBLIC COMMUNITY JUNIOR COLLEGES

by

JACK EVERETT BISHOP
B.S., University of Arizona, 1964

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

Determining a possible course of study for physical education administrators was this author's goal. It was hoped that in surveying the physical education administrators of Kansas public junior community colleges, information pertinent to physical education administration students and their education would evolve.

A questionnaire was constructed and sent to all physical education administrators of Kansas junior community colleges.

Sixty-seven and five-tenths percent of the schools contained departments governed by one supervisor, and 60% of those schools labeled their department head "athletic director." In 70% of the schools, the department head was directly responsible to the dean of his college.

Ninety percent of the administrators were required to have a master's degree.

Seventy-two percent of the administrators searched for the collective qualities (personality, leadership, willingness to work with others, educational background, training, and experience) listed in the survey in new personnel. Methods of departmental personnel evaluation (student's evaluations, 23%, supervisor's evaluations, 26%, testing, 5%, observations by you, 28%, others, 18%) were percentally split, no category showing a majority. Most schools used some type of continuing personnel evaluation. A 78% majority of administrators practiced administrative evaluation by staff. Fifty-eight percent of the schools offered no in-service personnel training, leaving the 42% who did a minority.

Fifty-five percent of the colleges had public relations departments in their physical education departments. The percental split showed various improvement methods (have good public relations with departments at other

institutions, 17%, conduct and attend meetings to promote better cooperation within own institution, 16%, publicized events within department and staff contributions to the community, 21%, take an active part in community affairs, 18%, hold demonstrations, 9%, publish calendar of events within department, 13%, others, 6%) for physical education public relations.

Ninety-five percent of the administrators thought health training their department's responsibility.

Eighty percent of those surveyed had not taken school law or been required to do so; but 62.5% believed such courses valuable if available or mandatory.

A 60% majority was found to lack adequate physical education facilities. Eighty-five percent of the colleges had facilities utilized for extra-curricular and community services; while 95% made their facilities available for after hours activities such as intramurals.

Ninety percent of the colleges offered intramural programs, with 60% of that figure giving intramural responsibility to someone in the department other than the supervisor.

Fifty-five percent of the schools offered faculty recreation programs in the physical education department. Those who did not desired such a program.

Ninety-five percent surveyed offered their physical education courses for credit. This indicated the importance physical education had come to play in the student's total education.

Of the schools, 73.5% incorporated student evaluation of the physical education department.

One hundred percent of the schools participated in inter-collegiate athletics, indicating training in this area necessary to the administrator.

An opinion question, asked for suggestions pertaining to education, experience, etc. Three elements most often recommended were coaching experience, public relations knowledge, and sound business training.