

A SURVEY OF THE OCCUPATIONAL STATUS
AND TRAINING OF PHYSICAL EDUCATION GRADUATES
OF KANSAS STATE UNIVERSITY SINCE 1950

by

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INTRODUCTION

The idea for this survey originated as far back as this writer's freshman year in college when deciding on a major and minor field of study. At that time, this writer would have appreciated having a condensation of the thoughts and opinions of those in the field of physical education and coaching as to the advantages, disadvantages, opportunities, and so forth. Although much helpful advice was received from the members of the Physical Education Department of Kansas State University, most of this advice was slanted toward the positive side of the field. This survey was carried out with the idea of providing students with information regarding the physical education field.

Purpose of the Survey

It was the purpose of this survey to:

1. Provide some facts concerning physical education as a vocation as determined by answers received from former Kansas State University physical education graduates.
2. Determine why Kansas State University physical education graduates leave the field and enter other businesses or professions, and to see whether or not their physical education training has contributed to their success in these fields.
3. Provide information that can be used as guidance material for those students entering Kansas State University who are interested in majoring in physical education.

Limits of the Survey

This survey was limited by the following identifiable factors:

Kansas State Graduates. The survey was limited to only Kansas State University physical education graduates between the school years of 1949-50 and 1962-63.

Availability of Addresses. It was impossible to contact all of the graduates because of the inaccessibility of some of the addresses, although a thorough attempt was made to locate each address.

REVIEW OF LITERATURE

After a check of all available references and indexes, the only literature that could be found to have any bearing on this survey was a study undertaken in 1950 by Mr. Veryle Snyder, now a member of the Kansas State University physical education faculty. In his study he investigated the occupational status of graduates in physical education up to that time. His study was primarily oriented to ascertain whether or not the curriculum offered at Kansas State College was applicable to success in the physical education field or any field in which the graduate might be involved. Since many of the graduates were serving, either voluntarily or involuntarily, in the Armed Forces in the Second World War, the results of his survey were influenced to a certain degree. According to his findings, 80 per cent of the graduates felt the physical education curriculum was applicable to success in their fields!

METHODS OF PROCEDURE

Two major factors were taken into consideration in deciding to use the school year 1949-50 as the basis for this survey. First, addresses of graduates become very hard to keep up-to-date after a certain time span; and second, Mr. Veryle Snyder's study included all prior years. Once it was decided to use the 1949-50 school year as a starting point, the names of all physical education graduates of Kansas State University since this time were obtained from the files of the Physical Education Department. It was found that there had been 253 graduates in the field between the school years 1949-50 and 1962-63. The graduation class of 1964 was not included because this writer felt they would not have the benefit of the experience upon which this survey was based. In the same light, the survey was carried out during the 1964-65 school year so this eliminated the graduating class of 1965.

Of the 253 graduates, 252 were still living at the time of this survey. Information on these subjects was then obtained from the Kansas State University Alumni Office, the Registrar's Office, and the files of the Department of Physical Education. After examining the available information, it was decided that 207 of these would be the subjects of the survey. The graduates eliminated were primarily those whose addresses within the last five years were not available.

For this report, the survey method was used to gather the information from the graduates. Each of the selected graduates

was sent a form letter (see appendix, exhibit 1), and a three-page questionnaire (see appendix, exhibit 2). Over 65 per cent of the questionnaires were sent to those graduates with at least five years experience. The returns of the questionnaire polling were:

Questionnaires mailed	- 207
Questionnaires returned, no forwarding address	- 7
Possible questionnaire returns	- 200
Actual questionnaire returns	- 157
Percentage of returns	- 78.5%

The questions on the questionnaire were made as brief and simple as possible, attempting to avoid any double meanings. They were also worded in such a way in order to get a completely honest answer from the subject, not what he thought should be the correct answer, although the writer realizes the possibility was not eliminated. Filling the three questionnaire sheets took approximately five minutes at the maximum. It is believed that this was one reason such a large percentage of returns was received.

Table 1 shows the breakdown of the returns of the questionnaire. This table gives the range of individual experience covered in the survey. The years of experience ranged from two to fifteen years; this counted time since graduation. The survey then is based on a grand total of 1,204 man years of experience or an average of 7.67 years per graduate.

A complete list of the names of the graduates who returned questionnaires can be found in the appendix, exhibit #3.

Table 1. Questionnaire returns by graduating classes.

School year of graduation	Number of graduates in class	Number of questionnaires sent	Number of questionnaires received
1949-50	32	11	5
1950-51	34	28	19
1951-52	17	10	9
1952-53	11	8	7
1953-54	14	12	9
1954-55	10	9	7
1955-56	14	11	8
1956-57	19	14	11
1957-58	17	14	9
1958-59	11	11	10
1959-60	23	17	13
1960-61	20	16	11
1961-62	28	26	23
1962-63	23	20	16
Totals -	253	207	157

RESULTS AND DISCUSSION

Occupational Data of Physical Education Graduates

In order to answer the major question in this survey, the graduate's occupational status at the time he received the questionnaire was of prime importance. At the time of the survey, 36.9 per cent of the physical education graduates of Kansas State University had left the field or never entered it (See Table 2). In a survey of this nature, it must be kept in mind that this is not static and that some of the individuals in this survey may have possibly again changed occupations. After attaining this basic information, it was possible to move on to the other

points involved in the survey.

Table 2. Kansas State University physical education graduates in and out of the coaching and physical education field.

	: Frequency :	: Per cent :
Coaching and Physical Education	99	63.1%
Other Occupations	58	36.9%
Totals -	157	100.0%

Table 3 gives the breakdown by occupation of the graduates. Of the 99 who are still in the coaching and physical education field, there were 91 or 57.9 per cent who at the time of the survey were teaching and coaching. For one to be classified in this category it was required that the graduate be coaching and teaching either physical education or another subject matter field.

The surprisingly small number of graduates who are teaching strictly physical education (3), might indicate to the prospective student in physical education that jobs of this nature are rather scarce. Also, if he wishes to coach only, it is almost an impossibility. Only five of the graduates have reached this position and all of them are at the college or university level. One of the reasons for this is that school laws in most states require a coach to teach at least one subject or more.

Of the non-related occupations it may be observed that success in a number of these occupations is closely connected with the traits of a successful coach or teacher. Guidance counseling

(8), school administration (5), and selling (5) are of this nature.

Table 3. Present occupational status of Kansas State University physical education graduates.

Occupation	Frequency	Per cent
Teaching and Coaching	91	57.9%
Teaching only	8	5.1%
Military Service	8	5.1%
Guidance Counselling	8	5.1%
Coaching only	5	3.2%
Selling	5	3.2%
School Administration	5	3.2%
Physical Education Teaching only	3	1.9%
Farming	3	1.9%
Insurance	2	1.3%
Business Ownership	2	1.3%
Athletic Training	2	1.3%
Professional Athletics	2	1.3%
Others -	13	-
Construction Contracting, Personnel Direction, Veterinary Medicine, Banking, Pharmacy, Dentistry, Political Work, Y.M.C.A. Work, Hospital Administration, Athletic Director, Intramural Director, College Placement Director, and Recreation Director.		

There is a possibility that those graduates in the military service (8) and in professional athletics (2) may still enter the coaching and physical education field. Again the characteristics of a successful man in these two fields are similar to those in the coaching and physical education profession.

It was interesting to note, that in all of the occupations listed by the graduates with the possible exception of farming, success depended on the ability to meet, work with, and direct

people. It may be assumed that these qualities may be developed in the individual through the Kansas State University physical education curriculum. This might again be noteworthy to the prospective student.

Of all the graduates from Kansas State University in physical education, it was interesting to note the number who continue their association with the field of education in some respect. Of the 157 graduates answering the questionnaire, 126 have remained in the field of education. This is a very high 80.2 per cent. The graduates who have left the field of coaching and physical education will be investigated in detail later in this report.

It was further found that of the 99 graduates who are now involved in coaching and teaching physical education, about six out of ten were located at the high school level (see Table 4). The junior high school level employed about 20 per cent of the graduates with some 15 per cent at the college level. From Table 4, it is easily observed that a position at the elementary school level for the Kansas State University physical education graduate is very scarce. Only two graduates hold a position of this nature. This may be because of the general scarcity of positions or because the graduates are not interested in teaching at this level. It was also recognized, though not investigated by this survey, that the longer the graduate was in the profession the higher he moved up this scale.

For the prospective student it is easy to see that in all probability he will work at the high school or junior high school

level upon graduation. There are very few first year men who obtain college positions. In all cases, those at college level who answered the questionnaire were graduates who had been in the field at least six years.

Table 4. Present teaching levels of Kansas State University physical education graduates.

Level	Number teaching	Per cent
Elementary School	2	2.0%
Junior High School	19	19.2%
Senior High School	63	63.6%
College and University	15	15.2%
Totals -	99	100.0%

Location of Physical Education Graduates

In this survey, it was found that a very large share of the Kansas State University physical education graduates, both those still in the field and those out of it, remain in Kansas. Table 5 indicates the findings. Of the 157 graduates, 104 have remained in the state. The writer failed to ask how many of these were originally from the state and how many were not. This undoubtedly would have some influence on the findings. As is shown by the table, about one out of three moved to another state. The only foreign country where a graduate is located at the present time is Canada.

In the breakdown by states, other than Kansas, California attracts the most Kansas State University physical education

graduates (6) with Colorado next with (5). But as is indicated by Table 6, no one state in particular seems to attract the graduates.

Table 5. Graduates remaining in Kansas.

Location	: Number of graduates	: Per cent
In Kansas	104	66.2%
In other states	52	33.2%
In foreign countries (Canada)	1	.6%
Totals -	157	100.0%

Table 6. Location by states, other than Kansas, of Kansas State University physical education graduates.

State	: Number of graduates	: Per cent
California	6	11.5%
Colorado	5	9.6%
Missouri	4	7.6%
Illinois	4	7.6%
Arizona	4	7.6%
Nebraska	3	5.8%
Oregon	3	5.8%
New York	2	3.7%
Montana	2	3.7%
Virginia	2	3.7%
Texas	2	3.7%
Oklahoma	2	3.7%
Others -	13	-
Michigan, Wisconsin, Connecticut, Pennsylvania, Wyoming, New Jersey, Ohio, South Dakota, Arkansas, Nevada, Louisiana, Maryland, and Iowa.		

What conclusion might the new physical education student draw from these figures? The chances are good that he will be located in the state of Kansas, but he will have a wide choice as Kansas State University physical education graduates are located in 26 of the nation's 50 states. The only sections of the United States poorly represented are New England and the Deep South.

Reasons Why Graduates Chose Physical Education as Major Field

In order to find the reason why physical education graduates leave the field of teaching and coaching, it is necessary to discover why they enter the field originally. All of the graduates answering the questionnaire were asked to list the reasons for choosing physical education as their major field. As can be observed from Table 7, an interest in athletics and a desire to coach are the two most often cited reasons for choosing the physical education field. Every one of those graduates still coaching and teaching listed an interest in athletics as one of their major reasons. Ninety-four per cent of these same graduates also listed the desire to coach as their major reason. Only 53 per cent of those out of the field stated this as a reason. It may be assumed from these figures, that the individual going into physical education with a desire to coach will be more apt to stay in the field.

The other major reason that was very prominent in those answers of graduates remaining in the field was a desire to teach

physical education. Forty-six per cent of those still in the field indicated this as a reason, while only 24 per cent of those leaving felt this was a reason for choosing physical education.

Table 7. Reasons 157 physical education graduates chose the physical education field.

Reasons for choosing	Still in field		Out of field		Total graduates	
	No.	%	No.	%	No.	%
Interest in athletics	99	100	44	76	143	91.1
Desire to coach	93	94	31	53	124	78.9
Desire to work with youth	69	69	29	50	98	62.4
Wanted to teach physical ed.	46	46	14	24	60	38.2
Excelled in high school athletics	31	32	15	26	46	29.3
Saw a need for physical ed. in schools	25	25	15	26	40	26.1
Influenced by high school coach	27	27	11	19	38	24.2
Had no vocational guidance	10	10	13	22	23	14.6
Thought it would be the easiest field	2	2	3	5	5	3.1
Influenced by friends in college	1	1	1	2	2	1.2
Others -	3	-	-	-	3	-
Physical education was in the family for years; Had a very poor high school coach wanted others to have better; Had an interest in teaching.						

It may be noted that of those leaving the physical education and coaching field, 22 per cent stated that they had had no vocational guidance in choosing physical education as their field. The percentage of those remaining in the field was considerably smaller at 10 per cent. It may be assumed that the high school graduate who has not had any vocational guidance before choosing

the field will be more apt to leave the profession.

The prospective physical education major, in lieu of these figures, should examine his attitude as to why he wishes to enter the physical education and coaching field. If he can sincerely and truthfully say he has an interest in athletics and physical education and a desire to coach and work with youth, the probabilities are high that he will be successful and remain in the field.

Attitudes of Physical Education Graduates Toward Rechoosing the Physical Education Field

Although this writer has discussed the reasons that physical education graduates choose physical education as a major, it is impossible to tell whether or not they were completely satisfied with the curriculum and training received. It was assumed that a good indicator of their satisfaction with the training would be to ask these graduates, both in and out of the field, whether, if given the opportunity, they would again choose physical education as their major field. The results are indicated in Table 8.

Table 8. Attitudes of Kansas State University physical education graduates toward rechoosing physical education as a major field.

Graduates	: Yes - Per cent :		: No - Per cent :	
Those still in the field	75	75.7%	24	24.3%
Those out of the field	29	50.0%	29	50.0%
Totals -	104	66.2%	53	33.8%

Of those physical education graduates still in the field, 75 or 75.7 per cent indicated they would again major in physical education, while only 24 or 24.3 per cent said they would major in some other field. In asking these graduates to state reasons for their answers, those who would not select physical education almost unanimously indicated that they would minor in the field of physical education and major elsewhere. These figures give a good indication that the physical education curriculum is providing the needed experience and training for the graduates who remain in the field.

Of those physical education graduates who leave the field, the opinions were evenly divided as 29 or 50 per cent indicated they would again select the physical education field as a major. From this figure, it can be assumed that even though these graduates are no longer in the field, they still felt that the physical education curriculum provided an educational experience that was worthwhile.

Minors of Physical Education Graduates With Their Physical Education Major

A problem that faces all incoming physical education majors is the choice of their minor field of study. Even though the instructors in the Physical Education Department at Kansas State University offer much helpful advice concerning this area, the student must make the decision himself. Should he decide on an area he likes, or should he choose one that may be helpful to him in securing a good position? It is a difficult decision. In the

questionnaire each of the graduates were asked to list their minor fields and then to list the minor field they would choose if they had the opportunity to do so again. This survey did not ask the graduates to list the minors of health and biological science which the physical education major automatically receives as a result of the curriculum in his major area. Upon observing Table 9, it is easy to see that the most popular minor field for Kansas State University physical education graduates is that of social science, as 47 replied they had met this requirement. Next in line was psychology (31), driver education (26), physical science (21), military or air science (19), mathematics (18), history (14), and industrial arts (8). Others listed were agriculture, business administration, economics, political science, sociology, geography, French, and English. When the minor fields are broken down as to those presently in the field of physical education, the order of frequency remains much the same. In looking at those out of the field, a change occurs. Social science still leads with 24, history with 12, and military and air science with 10. These are the favorite minors. It is understandable why the minor of military or air science would be one of the leading frequencies, as the graduates with a minor receive their commission in the Armed Services and many of them make this their career.

Upon looking at Table 10 which shows the minors the physical education graduates would now desire if they could again have a choice, a very striking difference is observed. Forty-two of the graduates felt that if they could rechoose, they would pick

mathematics as their minor field. When this number is compared to those who did receive a minor in mathematics (14), one can see a very marked increase. This is a point to which the incoming physical education major probably should pay close attention. It is assumed that many physical education majors when choosing a minor field, are dubious about going into mathematics for fear it will be too hard for them to master or that it will take too much hard work. Yet, as one can observe, many, including the writer, after graduation wish they had pursued this field. It is safe to assume that one of the major reasons for this is the greater demand for teachers in the field of mathematics. Another important trend is the number of graduates (22) who indicated a preference toward a business administration minor. The number of those outside of the field (13) who would now like to have this minor is understandable. Business administration would definitely be of help in other occupations such as selling, school administration, business, and insurance. This might be kept in mind by the prospective physical education student; if he is not absolutely sure of his interest in physical education, this would be a good minor to fall back on and from which to branch out into other fields. Next in order of preference were social science (18), psychology (14), English (7), and physical education (7). The listing of physical education here as a minor rather than a major field indicates that these graduates felt that a minor would have been more helpful to them than the major.

Table 9. Minor fields of 157 Kansas State University physical education graduates.¹

Minor field	Graduates in field		Graduates out of field		Totals	
	No.	%	No.	%	No.	%
Social Science	23	23%	24	41%	47	30%
Psychology	24	24%	7	12%	31	20%
Driver Education	21	21%	5	9%	26	17%
Physical Science	13	13%	8	14%	21	15%
Military or Air Science	9	9%	10	17%	19	12%
Mathematics	14	14%	4	7%	18	11%
History	2	2%	12	21%	14	9%
Industrial Arts	3	3%	5	9%	8	5%
Business Administration	2	2%	2	3%	4	2%
Political Science	0	0%	3	5%	3	2%
English	3	3%	0	0%	3	2%
Agriculture	1	1%	1	2%	2	1%
Economics	1	1%	0	0%	1	.6%
Sociology	1	1%	0	0%	1	.6%
French	1	1%	0	0%	1	.6%
Geography	0	0%	1	2%	1	.6%

¹This is not counting biological science and health, as these minors are supplemental with the major field.

In looking at the findings of this phase of the survey, it must be kept in mind that a number of factors will influence the graduate's answer. It can be assumed that those presently out of the physical education field would reselect the minor that would help them in their present occupation, while those in the coaching and teaching field likewise listed those minors that would be helpful in their present teaching fields.

Table 10. Minor fields desired by 157 Kansas State University physical education graduates.¹

Minor field	: Graduates :		: Graduates :		: Totals :	
	: in field :		: out of field :		:	
	: No. :	: % :	: No. :	: % :	: No. :	: % :
Mathematics	31	31%	11	19%	42	27%
Business Administration	9	9%	13	22%	22	14%
Social Science	14	14%	4	7%	18	11%
Psychology	10	10%	4	7%	14	9%
Physical Education	4	4%	3	5%	7	4%
English	6	6%	1	2%	7	4%
Driver Education	6	6%	0	0%	6	4%
Industrial Arts	4	4%	1	2%	5	3%
Guidance Counseling	4	4%	0	0%	4	2%
History	2	2%	2	3%	4	2%
Military or Air Science	2	2%	1	2%	3	2%
Foreign Language	2	2%	0	0%	2	1%
Political Science	1	1%	1	2%	2	1%
Literature	1	1%	0	0%	1	.6%
Agriculture	0	0%	1	2%	1	.6%
Economics	0	0%	1	2%	1	.6%
Art	0	0%	1	2%	1	.6%

¹Were not asked to list the minors of health and biological science since these are automatic with the physical education major.

Advantages and Disadvantages of the Coaching and Physical Education Occupation

In determining whether a student should enter the physical education profession, one of his major concerns well might be, "What advantages as well as disadvantages will a future in physical education hold for me?" No one should be better qualified to answer this question than the graduates who are out in the field, under fire, so to speak. What do they consider the greatest advantages and disadvantages? This was asked on the questionnaire and the results observed in Tables 11 and 12. A

discussion of these tables follows:

Advantages. One glance at Table 11 quickly shows that three advantages are listed in the highest frequency by both those graduates in the field and those out of it. By far the largest number of graduates (126) list the greatest advantage as that of the profession providing enjoyable, interesting and stimulating work. In second place is listed the opportunity to contribute to society by helping develop youth. One hundred one graduates listed this advantage. Ninety-four graduates mentioned the advantage of satisfactions derived from pupil progress, both mentally and physically. These three were by far the most frequent answers, making up 69 per cent of the responses.

Table 11. Advantages of the coaching and physical education profession as expressed by Kansas State University graduates who have coached and taught.

Advantages	: Those still :		: Those out :		: Totals :	
	: in field :		: of field :		: Totals :	
	: No. :	: Rank :	: No. :	: Rank :	: No. :	: Rank :
Enjoyable, interesting, and stimulating work	92	1	34	1	126	1
Opportunity to contribute to society by helping develop youth	74	2	27	2 ^o	101	2
Satisfactions derived from pupil progress, both physically and mentally	67	3	27	2 ^o	94	3
Healthful conditions	28	4	11	5	39	4
Good social relationships	22	5	12	4	34	5
Opportunity for active sports participation	15	6	7	6	22	6
Freedom from monotony	9	7	5	7	14	7
Better pay than other teachers	7	8	3	8	10	8
Community publicity and prestige	6	9 ^o	2	9 ^o	8	9 ^o
Pleasant environment	6	9 ^o	2	9 ^o	8	9 ^o
Long vacations	3	11	0	-	3	11
Others -	3	-	2	-	5	-

^oDenotes tie in rank

Next in line came healthful working conditions (39), good social relationships (34), opportunity for active sports participation (22), freedom from monotony (14), better pay than other teachers (10), community publicity and prestige and pleasant environment both with 8, and long vacations (3). Five graduates listed other advantages, among these were being close to the child, a way of expressing one's self, developing give and take, being one's own boss and the only real way of helping to correct boys who are on the "wrong track". Table 11 also indicates the breakdown of the advantages as listed by those in and those out of the field, but no definite trend or difference can be observed here.

According to those in the field, the coaching and physical education profession, because of its nature, offers the greatest advantages. It is enjoyable to them and gives them the opportunity to work with and contribute to the lives of youth.

Disadvantages. There is much more disagreement among the graduates as to what the major disadvantages of the field are. Possibly here the situation in which the graduate works dictates his choice rather than an overall view of the whole profession.

According to Table 12, it can be seen that there are eight disadvantages which were checked with much more frequency than any others. The two major disadvantages are the long and irregular hours that are spent in the profession (54) and that success was measured by a winning team (51). The latter would of course apply to primarily the coaching profession. Next in line came low pay. Forty-nine felt insufficient reimbursement for services

was a very prominent disadvantage. Lack of adequate financing and educational facilities ranked high with 40 graduates. Thirty-nine mentioned that a lack of proper recognition of physical education in the educational field was a major disadvantage. Overloading with other classes was listed by 35 graduates. This, according to a check of the replies, revealed that the major concentration of these answers came from graduates located in smaller schools. Pressure to win was a listed disadvantage of 34 graduates, while 26 mentioned the insecure future of the coach and physical education teacher as a real drawback.

Table 12. Disadvantages of the coaching and physical education profession as expressed by Kansas State University graduates who have coached and taught.

Disadvantages	:Those still:		:Those out:		: Totals	
	:in field :		:of field :			
	:No.:	Rank	:No.:	Rank:	:No.:	Rank
Long and irregular hours	41	1	13	2 ^o	54	1
Success measured by winning teams	38	2	13	2 ^o	51	2
Low pay	34	3	15	1	49	3
Lack of adequate financing and of educational facilities	30	5	10	4	40	4
Lack of proper recognition in the field of education	33	4	6	8	39	5
Overloaded with other classes	28	6	7	6 ^o	35	6
Pressure to win	26	7	8	5	34	7
Insecure future	19	8	7	6 ^o	26	8
Nervous and physical strain	13	9	4	9 ^o	17	9
No set system of advancement	11	11	4	9 ^o	15	10
Public criticism	12	10	1	14 ^o	13	11
Poor retirement system	9	12 ^o	1	14 ^o	10	12 ^o
Too many extra curricular activities demanded	9	12 ^o	1	14 ^o	10	12 ^o
Only a nine-month job	5	14	3	11 ^o	8	14
Lack of good job opportunity	3	15 ^o	3	11 ^o	6	15
Short tenure	3	15 ^o	2	13	5	16
Others -	3	-	1	-	4	-

^oDenotes tie in rank

Other disadvantages listed were the nervous and physical strain, no set system of advancement, public criticism, poor retirement system, only a nine-month job, lack of good job opportunity, and short tenure. Four graduates stated that there were no real disadvantages, just some risks one must take.

There was a very marked difference in the order of frequency between those still in the field and those out of it. Those in the field listed long and irregular hours with the greatest frequency, with success measured by a winning team next, and low pay third. Those out of the field ranked the same three as top disadvantages, but in exactly the reverse order, with low pay leading the list.

What can be observed by the prospective physical education student in this area? It may be assumed that he can expect long and irregular hours and pressures from various groups. If the prospective student can not endure these, he should possibly look into some other field. Yet, if he chooses physical education and coaching, according to those in the field, he can look forward to interesting, stimulating work with the growth and progress of his students as his reward!

Coaching Status of Graduates of Physical Education from Kansas State University

Of those Kansas State University physical education graduates who are still in the field, 96 out of the 99 are doing some type of coaching in interscholastic athletics. This may indicate to the prospective physical education student that most of the

job opportunities offered to the graduates of the Kansas State University physical education program have some type of coaching assignment connected with their teaching. What sports can the Kansas State graduate expect to coach? The replies of those graduates of the physical education program who have coached and taught are shown in Table 13. These replies did not show a trend toward the coaching of any one specific sport. The major sports of football, basketball, and track lead the list. A surprising fact was the number of graduates who have coached girls' athletics, especially girls' basketball. This would show that the graduate may be called upon to coach any number of sports after graduation, possibly including girls' athletics!

Table 13. Sports that Kansas State University physical education graduates have coached.

Sport	No. that have coached it	Sport	No. that have coached it
Football		Softball	
6 man	18	Boys	23
8 man	17	Girls	15
11 man	93	Baseball	55
12 man	1	Swimming	7
Basketball		Wrestling	30
Boys	110	Tennis	16
Girls	28	Golf	16
Track		Gymnastics	20
Boys	104	Volleyball	2
Girls	7	Bowling	1

What chance does the future graduate of Kansas State have of becoming a head coach? In inquiring of graduates now coaching as to whether they are assistants or head coaches, some interesting trends can be observed (see Table 14). The greatest number of head coaching jobs held at the present time by graduates was in basketball with 54. Track was next with 41, then football with 25. In the minor sports of wrestling, golf, and baseball, there were 13, 12, and 10 graduates, respectively, serving as head coaches. Gymnastics and cross country had four each, while softball had two and swimming one.

Table 14. Sports that Kansas State University physical education graduates are now coaching.

Sport	Head coaches	Assistant coaches	Total
Basketball	54	22	76
Football	25	44	69
Track	41	17	58
Wrestling	13	3	16
Golf	12	0	12
Baseball	10	1	11
Gymnastics	4	1	5
Cross Country	4	0	4
Softball	2	0	2
Swimming	1	0	1

In noting the greater number of head coaching jobs going to Kansas State University graduates in basketball over the number of head football positions, a possible factor could have been the success of the university's basketball teams over the past 15 years, whereas football has been average or below. It may be possible that as a result of this, more confidence was placed in the ability of the Kansas State University physical education

graduate to coach basketball.

The number of assistant positions, as can be seen on Table 14, are led by football with 44, then basketball with 22, and then track with 17. The minor sports have very few assistant coaching positions, so these rank low.

From the replies it would seem that if becoming a head coach was the desire of the incoming physical education student, his best chance would be in basketball, but if just interested in coaching, either football or basketball would provide the best opportunity.

The question was next asked, as to how many of the Kansas State University physical education graduates were receiving extra pay for coaching. Table 15 indicates the replies. The writer neglected to ask the graduates for a differentiation between the extra pay received for a head position and an assistant position. Rather, the entire total received was asked for.

Table 15. Extra pay received for coaching by Kansas State University physical education graduates.¹

Extra pay - No.	:	Extra pay - No.	:	Extra pay - No.	
\$4,000	1	\$650	1	\$320	1
\$1,300	1	\$600	5	\$300	8
\$1,050	1	\$550	4	\$250	6
\$1,000	4	\$500	12	\$200	5
\$950	1	\$450	1	\$195	1
\$800	5	\$400	3	\$150	3
\$750	3	\$350	6	\$100	3
\$700	1				

¹Five indicated they received their whole salary for coaching and one did not give the amount.

Of those coaching, 82 replied they received compensation, while 13 indicated they received none. Those who received no extra pay for their coaching duties were primarily in schools with under 75 students, as 12 of these were coaching in this size school. The range in pay for coaching duties was from the entire salary, which five graduates received, to as little as one hundred dollars. The mean extra pay received by the graduates is 446 dollars; this is not a true picture as one individual received 4,000 dollars extra pay. The next highest was 1,300 dollars and this would tend to raise this figure. The median extra pay received is 500 dollars, with the mode also being 500 dollars.

Salaries Received by Physical Education Graduates

One of the foremost questions in the mind of any student entering college is concerned with the salary he will be able to earn when he graduates. Teaching salaries have improved greatly in the past few years, but the monetary reimbursement for services rendered in the teaching field is still low when compared to salaries received in other fields. Each graduate was asked to list his present salary so that a comparison could be established and an estimate made of what the prospective graduate in physical education could expect.

The salaries of graduates in the coaching and teaching field are listed in Table 16. The range is from 4,600 dollars to 15,000 dollars. The mean salary received was 6,336 dollars and 90 cents. The mode and median are both 6,000 dollars. Fifty per cent of the graduates were in the middle range of salaries, which

runs from 5,500 dollars to 7,000 dollars. The range of salaries was definitely affected by the number of years the graduate had been in the field and this was not shown in the table.

Table 16. Salaries of 99 Kansas State University physical education graduates still in the physical education and coaching field.

Salary	No.	:	Salary	No.	:	Salary	No.
\$15,000	1	:	\$7,000	2	:	\$5,800	4
\$11,000	1	:	\$6,900	1	:	\$5,750	2
\$10,700	1	:	\$6,850	1	:	\$5,700	2
\$10,600	1	:	\$6,700	2	:	\$5,600	1
\$10,000	1	:	\$6,640	1	:	\$5,500	5
\$9,300	1	:	\$6,600	5	:	\$5,450	1
\$9,000	1	:	\$6,500	2	:	\$5,430	1
\$8,600	1	:	\$6,400	2	:	\$5,400	3
\$8,500	1	:	\$6,300	1	:	\$5,350	1
\$8,450	1	:	\$6,175	1	:	\$5,300	4
\$8,200	1	:	\$6,150	1	:	\$5,250	2
\$8,000	1	:	\$6,100	1	:	\$5,200	6
\$7,750	2	:	\$6,020	1	:	\$5,100	1
\$7,700	1	:	\$6,000	9	:	\$5,050	1
\$7,400	1	:	\$5,975	1	:	\$5,000	1
\$7,250	1	:	\$5,920	1	:	\$4,900	1
\$7,200	2	:	\$5,900	2	:	\$4,800	1
\$7,150	1	:	\$5,850	3	:	\$4,600	1
\$7,020	2	:			:		

The salaries of those out of the field are indicated in Table 17. Only 44 of the 58 graduates who had left the field listed their present salaries. The other 13 gave from "questionable" and "unknown" to "none of your business" as their answers. Since all salaries were not listed, the table is not as accurate as it might have been. The range of salaries was larger than of those who remained in the physical education and coaching field. The top salary received was listed as 20,000 dollars and the low was 3,000 dollars. The mode was 7,200 dollars with the median

being 7,500 dollars. The mean was 8,739 dollars and 60 cents. The middle 50 per cent of these salaries ranged from 7,100 dollars to 9,912. Again, it can be concluded that the length of service had a definite effect on the salary.

Table 17. Salaries of 44 Kansas State University physical education graduates who have left the coaching and physical education field.¹

Salary	No.	:	Salary	No.	:	Salary	No.
\$20,000	2	:	\$9,000	1	:	\$7,190	1
\$18,000	1	:	\$8,916	1	:	\$7,100	2
\$15,000	1	:	\$8,520	1	:	\$6,625	1
\$12,000	1	:	\$8,500	1	:	\$6,500	4
\$11,820	1	:	\$8,400	1	:	\$6,350	1
\$11,000	1	:	\$8,160	1	:	\$6,300	1
\$10,000	3	:	\$7,650	1	:	\$6,000	1
\$9,912	1	:	\$7,500	4	:	\$5,700	1
\$9,500	1	:	\$7,350	1	:	\$4,250	1
\$9,200	1	:	\$7,200	5	:	\$3,000	1

¹Thirteen graduates did not list their salaries.

In comparing the salaries of those graduates still in the field with those who have left, a definite trend appears. The graduate who had left the field was drawing an average salary of 8,739 dollars and 60 cents, while the graduate still in the field was making an average of 6,336 dollars and 90 cents. This is a sizeable difference of 2,402 dollars and 70 cents between the medians. Also, the middle 50 per cent of those sampled who were still in the field received a top salary (\$7,000) lower than the low range (\$7,100) of the middle 50 per cent of those who had left the field.

In general, it may be assumed that these figures indicate a higher salary for the graduate who left the field. If the

prospective physical education major has as his primary goal a high salary--it may be well that he pursue other fields of study.

Master's Degree Status
of Physical Education Graduates

Table 18 shows the status of the Kansas State University physical education graduates in relation to their pursuit of higher education. As the table indicates, answers were obtained from all but eight of the graduates. Approximately 40 per cent of all Kansas State graduates in physical education now have Master's degrees, with about 33 per cent working toward their Master's degrees at the present time. Roughly, 11 per cent indicated that they do not plan to work for the Master's degree. This percentage was considerably higher among those who were out of the profession, as 24 per cent stated they had no plans to work for the Master's degree.

Table 18. Higher education status of graduates of the Kansas State University physical education program.

	: Graduates :		: Graduates :		: Totals :	
	: in field :		: out of field :		: No. : % :	
	: No. :	: % :	: No. :	: % :	: No. :	: % :
Have a Master's Degree	37	37%	22	44%	59	39.6%
Working on Master's Degree	42	42%	7	14%	49	32.9%
Anticipate Starting on Master's Degree	13	13%	5	10%	18	12.1%
Have No Plans to Obtain Master's Degree	4	4%	12	24%	16	10.7%
Other Degrees -	3	-	4	-	7	-

As shown in the table, seven graduates indicated they had other degrees. Among those listed by those still in the field were a professional diploma, a specialist degree, and a Doctor's degree. Those graduates who had left the field listed a Doctor of Education degree, a Doctor of Veterinary Medicine, a Doctor of Dental Surgery, and a pharmacist's degree. There seemed to be an indication in this area, that if a student enrolled in physical education as his major field, he would eventually receive a Master's degree or at least be working on one.

In what fields do Kansas State University physical education graduates obtain their Master's degrees? In the survey, the graduates were asked to list their areas of major concentration and minor concentration in their graduate study programs. The major fields of study in graduate work are listed in Table 19. The physical education area comprised almost 60 per cent of the major fields. In breaking the Master's degree figures down to those still in the field and those out of it, physical education leads in both cases, with 24 and 9, respectively. Administration was the next most popular area of major study with four graduates in each category listing it. Four graduates still in the field and two who had left indicated secondary education as their major area.

Other fields of major concentration listed were psychology (2), guidance counseling (2), business administration (2), hospital administration (1), recreation (1), special education (1), and technical journalism (1).

The areas of minor study within the Master's degree work are

listed in Table 20. Four fields were indicated most frequently as areas of minor field work. These were secondary education, administration, physical education, and guidance counseling with 16, 13, 10, and 7, respectively. The range of other subject areas varies greatly with only history being indicated more than once.

Table 19. Major fields of 57 Kansas State University physical education graduates with Master's degrees.

Major field	: In field :		: Out of field :		: Total :	
	: No. :	: % :	: No. :	: % :	: No. :	: % :
Physical Education	24	68.9%	9	40.9%	33	57.9%
Educational Administration	4	11.2%	4	18.1%	8	14.0%
Secondary Education	4	11.2%	2	9.0%	6	10.5%
Business Administration	0	0.0%	2	9.0%	2	3.5%
Psychology	1	2.8%	1	1.7%	2	3.5%
Guidance Counseling	1	2.8%	1	1.7%	2	3.5%
Others -	1	-	3	-	4	-

Table 20. Minor fields of 57 Kansas State University physical education graduates with Master's degrees.

Minor field	: In field :		: Out of field :		: Total :	
	: No. :	: % :	: No. :	: % :	: No. :	: % :
Secondary Education	12	34.2%	4	18.1%	16	28.0%
Educational Administration	9	26.0%	4	18.1%	13	22.8%
Physical Education	6	17.1%	4	18.1%	10	17.5%
Guidance Counseling	3	8.6%	4	18.1%	7	12.2%
History	1	2.8%	1	2.0%	2	3.5%
Mathematics	1	2.8%	0	0.0%	1	1.7%
Biological Science	0	0.0%	1	2.0%	1	1.7%
Psychology	0	0.0%	1	2.0%	1	1.7%
Physical Science	1	2.8%	0	0.0%	1	1.7%
Economics	0	0.0%	1	2.0%	1	1.7%
Mental Retardation	0	0.0%	1	2.0%	1	1.7%
Have No Minor Field	2	-	1	-	3	-

Reasons Why Physical Education Graduates Have Left the Physical Education and Coaching Profession

Each of the graduates who left the field were asked to indicate their major reasons for leaving. The results are shown in Table 21. The reason listed most often was low pay (24), with more security (14) being next. The desire for a permanent location (10) was next in order of frequency. Better working hours (6), not enough prestige (3), too much pressure (2), and obligated military service (2) were listed in that order. Some other reasons named were health, loss of interest, classroom more appealing, and farming took too much time.

Table 21. Reasons for leaving the profession as indicated by 58 Kansas State University physical education graduates who have left the field.

Reason for leaving	Number	Per cent
More pay	24	33.3%
More security	14	19.4%
Permanent location wanted	10	13.8%
Too difficult to advance	7	9.7%
Better working hours	6	8.3%
Not enough prestige	3	4.1%
Too much pressure	2	2.7%
Obligated military service	2	2.7%
Others -	4	-
Health, loss of interest, classroom more appealing, and farming took too much time.		

The factor of pressure, which one might believe would be the cause of leaving the profession, was listed by only two graduates. It is apparent from the tabulation of answers that low pay was a major factor in 33 per cent of the cases. This factor, rather than any characteristic of the profession, seemed to be

the major cause for the movement of graduates away from the field.

**Benefits of Physical Education to Those Who Have
Left the Physical Education and Coaching Field**

The next point of investigation was to ask the graduates who had left the field whether or not the physical education curriculum had been helpful to them in their present occupation. The results of this facet of the survey are shown in Table 22. From the table, one can see that 43 of the 49 graduates who replied stated that their physical education training was a definite help in their present occupation.

Table 22. Attitude of Kansas State University physical education graduates, who have left the field, toward helpfulness of their physical education training.

	: Frequency :	: Per cent :
Yes	43	87.8%
No	6	12.2%
Totals -	49	100.0%

In pursuing this further, the graduates were then asked to list why they thought physical education was helpful, if they so indicated. The tabulations of the replies can be seen in Table 23. Thirty-nine graduates gave reasons and these were condensed in the statements found in Table 23. Without a doubt, all of the reasons given have the same undertone. Physical education helps develop confidence, gives one a fundamental understanding of human behavior, and cultivates the ability to meet and get along

with people. These aspects of the training that the physical education major receives seemed to be cited as the most important.

Table 23. Reasons physical education training is helpful in other occupations as stated by 39 Kansas State University physical education graduates who have left the field.

Reasons	No.
In working with people, must get along and know how to deal with them.	7
Helped personal appearance and public relations.	4
Must be in excellent condition in the Army.	3
Coaching has helped to organize, meet the public, react to pressure, and meet criticism.	2
Observing boys under physical stress gives a good idea of reactions under emotional stress.	2
No education is wasted.	2
Promotes good mental health.	2
Gave good basis for leisure time activities.	2
Gave insight into human relations and broadened outlook on life, a real valuable experience.	2
Helped gain insight into behavior of kids.	2
Relationships developed very helpful, especially in counseling.	2
Adults are grown-up kids, understanding young people helped deal with others.	1
Gave a good background of physical science.	1
Developed the challenge of competition. Learned the importance of integrity, honesty, and the value of character.	1
Traits of a successful businessman same as those of a successful coach.	1
Learned organization and never to quit.	1
Developed confidence in self.	1
Gave good outlook on life and learned give and take.	1
Good step for physical therapy work.	1
To advance in any work, must be able to get along with people, and stay physically and mentally strong. Physical education does this.	1

The prospective physical education student, who is not absolutely sure whether or not his interests lie in the field of physical education and coaching, can receive consolation from

these findings. If he should desire to change fields, he can be assured that his education will not be wasted. The ideas and values gained through his physical education work will still be very valuable to him in whatever field he should choose.

CONCLUSIONS

From this survey the following can be concluded:

1. Sixty-three and one-tenth per cent of all Kansas State University physical education majors since 1950 are still in the coaching and physical education field.
2. Sixty-three and six-tenths per cent of graduates are teaching and coaching at the senior high school level.
3. Sixty-six and two-tenths per cent of all Kansas State physical education graduates since 1950 were now living in the state of Kansas.
4. California and Colorado employed the most graduates who leave the state.
5. The major reason for the graduates choosing physical education in college, as indicated by the survey, was their interest in athletics.
6. Seventy-five and seven-tenths per cent of those still in the field would again choose physical education as their major field, while only 50 per cent of those out of the field would repeat their choice.
7. The most popular minor combination with the physical education major was social science, but if given a chance to re-choose a minor, 27 per cent would choose mathematics.

8. The greatest advantage of the physical education and coaching profession, according to the graduates, was that it is enjoyable, interesting, and stimulating work.

9. The greatest disadvantages were long and irregular hours, success measured by a winning team, and low pay.

10. Of the graduates who are coaching 85 per cent received extra pay for their coaching duties.

11. Football and basketball were the areas where the largest number of graduates coach, either as assistants or head coaches.

12. Those graduates who had left the field of physical education and coaching were drawing, on the average, a higher salary than the graduates still in the field.

13. Thirty-nine and six-tenths per cent of all Kansas State University physical education graduates have their Master's degrees, with the most popular area of major concentration being physical education.

14. Of those graduates leaving the physical education and coaching profession, the major reasons cited were better pay, more security, and desiring a permanent location.

15. Eighty-seven and eight-tenths per cent of those leaving the field indicated that their physical education training was beneficial to them in their present field.

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Mr. T. M. Evans and Mr. R. A. Wauthier, of the Kansas State University Physical Education Department; and to the graduates of Kansas State University, without whose cooperation and assistance this survey would not have been possible.

APPENDIX

Exhibit #1 - Survey Letter

September 10, 1964
Jewell, Kansas

Dear Fellow Kansas State Physical Education Graduate:

In cooperation with the physical education department, I am conducting a survey on the occupational status and training of Kansas State graduates in physical education since 1950. Enclosed with this letter is a questionnaire which I would appreciate your cooperation in answering. Please return the questionnaire in the enclosed self addressed envelope.

I am writing my master's report on the data compiled from your answers to this questionnaire. The Physical Education Department at Kansas State will utilize the information in advising future students enrolling at Kansas State. Please feel free to make any additions to the answers provided on the questionnaire. Your personal reply will be kept confidential and only group statistics will be used and published.

Again, I wish to express my sincere appreciation to you for your assistance and cooperation in this project.

Sincerely,

Jim Krob, '62
Coach, Jewell Rural High School

T. M. Evans
Chairman,
Physical Education Department
Kansas State University
Manhattan, Kansas

Exhibit #2 - Survey Questionnaire

Please answer all items that apply to your present situation.

No. _____

Present address: _____

1. Name:

_____ , _____ , _____
last first m. i.

2. Check one:

- a. have a master's degree
 b. am working on a master's degree
 c. anticipate starting on a master's degree
 d. have no plans of obtaining a master's degree
 e. other, please list: _____

3. If checked 2a above, what were your major and minor fields in your master's degree.

_____ major _____ minor

4. Please check your undergraduate minors:

- | | |
|--|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Military or Air Science |
| <input type="checkbox"/> Biological Science | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> English | <input type="checkbox"/> Social Science |
| <input type="checkbox"/> History | <input type="checkbox"/> List any others: _____ |
| <input type="checkbox"/> Industrial Arts | _____ |
| <input type="checkbox"/> Mathematics | _____ |

5. If you were to reselect a college minor which would it be?

6. Give your present occupation and the position you now hold:

_____ occupation _____ position

7. Fill in the number of years spent in the following fields:

- Teaching _____ years Coaching _____ years
 Military Service _____ years Other occupations _____ years

8. Salary of present occupation:

(Exhibit #2 Con't.)

9. Check your reasons for choosing physical education as a major while in college.

Interest in athletics
 Desire to become a coach
 Wanted to teach physical education
 Thought would be easiest field
 Influenced by high school coach
 Had no vocational guidance
 Looked like an open field
 Desire to work with youth
 Saw a need for physical education
 Excelled in high school athletics
 List any others:

10. If you were to choose again, would you major in physical education?

yes no

11. Give the reason for your answer to question 10.

Answer questions 12 - 15 only if you have been in the coaching or physical education field.

12. In your opinion, check the 3 primary advantages of the coaching and, or physical education field.

Enjoyable, interesting and stimulating work.
 Good social relationships, (making friends and meeting people.)
 Healthful conditions, (out of doors, keeps you fit).
 Opportunity to contribute to society by helping develop youth.
 Satisfaction derived from pupil progress, both physically and mentally.
 Community publicity and prestige.
 Freedom from monotony.
 Long vacations.
 Better pay than other teachers.
 Pleasant environment.
 Opportunity for active sports participation.
 List any others:

13. Check the size of schools and the number of years taught in each:

<input type="checkbox"/> Under 75	<input type="checkbox"/> years taught
<input type="checkbox"/> 75 to 250	<input type="checkbox"/> years taught
<input type="checkbox"/> 250 to 1,000	<input type="checkbox"/> years taught
<input type="checkbox"/> 1,000 to 5,000	<input type="checkbox"/> years taught
<input type="checkbox"/> 5,000 and over	<input type="checkbox"/> years taught
<input type="checkbox"/> College and University	<input type="checkbox"/> years taught

(Exhibit #2 Con't.)

14. Check the 3 primary disadvantages of the coaching or physical education profession:
- Pressure to win
 - Success measured by winning team
 - Long and irregular hours
 - Low pay
 - Public criticism
 - Short tenure
 - Insecure future
 - Poor retirement system
 - Lack of proper recognition in field of education
 - Lack of adequate financing and facilities
 - Overloaded with other classes
 - Nervous and physical strain
 - Only a 9 month job
 - Lack of good job opportunity
 - No set system of advancement
 - Too many extracurricular activities demanded
15. Check those sports you have coached:
- | | | | |
|------------------------------------|--|-------------------------------------|--------------------------------|
| Football: | Basketball: | Track: | Softball: |
| <input type="checkbox"/> 6 man | <input type="checkbox"/> girls | <input type="checkbox"/> boys | <input type="checkbox"/> girls |
| <input type="checkbox"/> 8 man | <input type="checkbox"/> boys | <input type="checkbox"/> girls | <input type="checkbox"/> boys |
| <input type="checkbox"/> 11 man | | | |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Cross Country | <input type="checkbox"/> Golf | |
| <input type="checkbox"/> Swimming | <input type="checkbox"/> Tennis | <input type="checkbox"/> Gymnastics | |
| <input type="checkbox"/> Wrestling | | | |

If you are now coaching answer questions 16 - 18.

16. List the sports you are now coaching and indicate whether head or assistant coach.
17. Do you get extra pay for coaching? yes no
18. If the answer to question 17 is yes, how much? _____

Answer questions 19 & 20 only if you have left the coaching and, or physical education field or have never entered it.

19. Check your reasons for leaving:
- | | |
|---|--|
| <input type="checkbox"/> More pay | <input type="checkbox"/> Permanent location wanted |
| <input type="checkbox"/> More security | <input type="checkbox"/> Too much pressure |
| <input type="checkbox"/> Better working hours | <input type="checkbox"/> Not enough prestige |
| <input type="checkbox"/> Too difficult to advance | <input type="checkbox"/> List any other; |
20. Do you feel your physical education training has been valuable and applicable to your success in other vocations?
- yes no
- If the answer is yes, why?

Exhibit #3 - Graduates Answering Questionnaire

A

Akin, James N.

B

Baker, James W.
Ballou, Alvin E.
Barrett, Ernie
Bell, Jack
Berg, James
Bergstrom, Lourin K.
Bistline, George
Blanchard, Joseph E.
Blume, William H.
Bonner, Jerry L.
Bowles, Paul B.
Bowmaker, Lee E.
Braderick, Jack D.
Brookover, William H.
Brown, Don R.
Brown, Warren S.
Buette, Benjamin
Burgoon, Kenneth L.

C

Campbell, Robert P.
Carbone, Ronald E.
Carlson, John W.
Clabaugh, Oscar F.
Clark, Larry D.
Cole, Roy E.
Cooney, Larry D.
Craft, Roger L.
Creviston, Elmer G.

D

Davidson, George A.
DeBusk, John A.
Delforge, Gary D.
DeWitz, Roy
Diffley, Gary C.
Dillinger, Edwin T.
Dodds, Darrell
Dooley, John R.
Downing, Robert C.
Drew, John A.
Drumm, Beryl
Dukewitz, Gary P.

E

Eshelbrenner, Robert

F

Fairchild, Bernard V.
Fitzgerald, Jerald B.

G

Gard, Clair D.
Gardner, Leo A.
Gieber, William J.
Girard, Larry D.
Givens, Hoyt W.
Goff, John H.
Goodpasture, Don
Graham, Ralph
Green, Elton
Grosso, Don W.
Grisham, Ralph
Gresse, Ben
Guthridge, William

H

Haas, Richard L.
Haesemeyer, Larry P.
Hailey, Edwin F.
Harper, Gordon W.
Hitch, Lewis R.
Holwerda, James
Hooper, George
Hoppes, Wm. F.
Howard, Harold E.
Huitt, George A.

I

Iverson, James O.

J

Jacobson, Myron
Johnson, Louis G.
Johnson, Ronald W.

(Exhibit #3 Con't.)

K

Kastens, Karl B.
 Keady, Lloyd E.
 Keim, Clarence
 Kohl, William
 Kovar, Ray E.
 Koneski, Alfred C.
 Krob, Jimmy J.

L

Lampe, Daniel I.
 Laurie, David
 Laurie, John
 Legault, Leonard A.
 Lininger, James H.
 Linta, Edward
 Long, Glen C.

M

Marciniak, Ronald
 Marcoline, John
 Marriott, Gary
 Masters, Richard D.
 Matuszak, Donald J.
 Matuszak, Edwin J.
 Maupin, Ted E.
 Mayne, Anton W.
 McGaughey, S. J.
 McKean, Richard R.
 Meier, Gene R.
 Miller, Tommy
 Mines, Kyle
 Misak, Dale
 Moore, Arden E.
 Mossman, Richard

N

Neill, Hobart D.
 Nelson, Glen W.
 Norris, Clarence W.

O

O'Boyle, Thomas J.
 O'Conner, Dale E.
 Ogden, Alvin C.
 Osborn, Edgar L.

P

Parker, Daryl D.
 Parker, Robert E.
 Pease, Dean A.
 Peck, L. Dean
 Peugh, William E.
 Pfeifer, Ralph J.
 Polak, Warren
 Pollam, Jim
 Power, M. Wayne
 Price, Cedric

R

Rainsberger, Ellis
 Reece, Robert
 Rehfeld, David P.
 Reitemeier, C. G.
 Richardson, John W.
 Riley, William M.
 Ritter, Don W.
 Rogers, Charles L.

S

Saunders, Harold D.
 Schwartz, Marcellus
 Seay, Joe V.
 Shannon, Howard P.
 Shaw, Arthur D.
 Sheldon, John A.
 Shipley, Curtis
 Smith, Thomas E.
 Spicher, Kenneth N.
 Springer, Jerrol L.
 Stanton, Ray N.
 Starns, Thomas W.
 Stauffer, Darrel B.
 Stauffer, Gene A.
 Steele, Bradley

T

Tangeman, James H.
 Thomas, Clarence W.
 Thomas, Don E.
 Thurlow, William D.
 Toelkes, Roger E.
 Towers, Richard E.

(Exhibit #3 Con't.)

U

Upson, Don E.

V

Vernon, Archie W.
Villems, Donald L.

W

Wakeman, Gordon D.
Wall, William L.
White, William L.
Wilkerson, Larry M.
Wilson, Hubert
Winter, D. H.

Y

Youngstedt, Gene

A SURVEY OF THE OCCUPATIONAL STATUS
AND TRAINING OF PHYSICAL EDUCATION GRADUATES
OF KANSAS STATE UNIVERSITY SINCE 1950

by

JIMMY JOE KROB

B. S., Kansas State University, 1962

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

1966

This survey stems from the fact that as a freshman entering college, this writer could find no collection of data on the physical education and coaching profession as reported by those in the field. This writer felt that a collection of data of this type would have been very helpful in making a decision as to courses to take, areas in which to concentrate, and what to expect upon graduation.

It was the purpose of this survey to provide some facts concerning physical education as a vocation as determined by answers received from Kansas State physical education graduates, to determine why physical education graduates leave the field and enter other businesses or professions, to see if their physical education training has been of benefit to their success in these fields, and to provide information that can be used as guidance material for those students entering Kansas State University who are interested in majoring in physical education.

Since no literature pertaining to this subject could be found, methods of procedure for this survey included the development of a questionnaire and the mailing of that questionnaire to Kansas State University physical education graduates. Only those graduates who majored in physical education since 1950 were used. All of the answers were compiled and tabulated to discover the status and feelings of these graduates.

The questionnaires were mailed to 207 of the graduates. One hundred and fifty-seven of these graduates replied and from these answers, the results were tabulated.

Kansas was found to be the state where most of the graduates resided after they graduated from Kansas State University. Two-thirds of those who answered are still living in Kansas. It was also found that of these 157 graduates, about 60 percent were still in the coaching and physical education profession.

Those who answered indicated that the major reason they chose a physical education major was their interest in athletics. Two-thirds of them stated they would again major in physical education if they had to rechoose. The minor field most often chosen in undergraduate work by these graduates was social science. But upon questioning, it was found that 40 percent of the graduates would choose mathematics as their minor area if they could re-select.

Those in the field indicated that the greatest advantage of the profession was that it is enjoyable, interesting, and stimulating work, while the biggest disadvantages were the long and irregular hours, the measuring of coaching success by the won-lost record, and the low pay. It was also found that approximately 96 percent of these graduates still in the field were coaching. Basketball and football were the two sports the greatest number coach.

Salary-wise, the indication was that those graduates out of the field were averaging better than 2,000 dollars more than those still in the field. It was also found that 85 percent of those coaching received extra pay for their services.

Those out of the coaching and physical education profession indicated the primary reasons for leaving the field were for

better pay, more security, and to establish a permanent location. About 90 percent of these also stated that they felt that the training in physical education they received at Kansas State University was definitely beneficial to their present occupation.

The results of this survey should help the prospective physical education major student get a view of the profession through the eyes of those who have graduated. He can be assured that whatever occupation he enters after graduation, almost without exception, the training he receives in the Kansas State physical education program will be of benefit to him.