

A SURVEY OF PHYSICAL EDUCATION CURRICULUMS IN THE  
NINETEEN PUBLIC JUNIOR COLLEGES OF KANSAS

by *6408*

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## INTRODUCTION

Junior Colleges are becoming an integral part of the educational system in Kansas. Today, Kansas currently supports nineteen Public Junior Colleges. The American Association of Junior Colleges has estimated that within the next few years more than half of the freshmen entering college for the first time will enroll in a Junior College. Because of this fact it is important for the junior colleges to work cooperatively with the four-year colleges and universities in coordinating curriculums of study, which will enable students planning to pursue a baccalaureate or higher degree the opportunity to transfer at the end of two years in their chosen curriculum without the loss of excess credits.

For those students who have identified their goal to be a teacher of physical education, the professional program should be directed toward the development of the enlightened person, the cultural citizen and the competent teacher. If the student has made a vocational choice by the time he enters college some specialized professional education should be offered the first two years.<sup>1</sup>

<sup>1</sup>Raymond A. Synder, "Physical Education In The Junior College," Journal of Health, Physical Education and Recreation, Vol. 36, (April 1965), p. 38.

The student public of Junior Colleges usually fall into three categories: (1) students whose interest may range from cultural to vocational; (2) the professional student whose main interest lies in completion of two years academic work leading toward a degree from another institution; and (3) the general student whose interests are not yet directed toward a profession or vocation.<sup>2</sup>

Most Kansas Junior Colleges attempt to meet the needs of students in each of these categories. However, weaknesses do exist in many areas. Requirements are usually very similar among the Kansas Junior Colleges in regard to the general education curriculums, but curriculums in specialized fields of professional preparation should be evaluated to determine if they are meeting the needs of those students wishing to transfer at the completion of two years of Junior College work.

The physical education curriculum is one that needs to consider re-evaluation. A planned curriculum should be available to those students wishing to obtain a major in health, physical education and recreation, with the intention of obtaining a bachelors degree from a four-year institution.

The Junior College should play an important role in creating as well as implementing the design for effective

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<sup>2</sup>Ibid, p. 41.

preparation of teachers of physical education. The program should include the beginnings of professional preparation for future physical education teachers.

At present the Kansas Junior Colleges offer programs in physical education that range from well organized curriculums to only a few courses and activities. Because of the variations in curriculums the student must be able to look at the colleges and evaluate them to determine which one would most effectively prepare him to start working toward an eventual career in physical education.

## PURPOSE OF STUDY

The purpose of this study was to determine what is being offered in the physical education curriculums of Kansas Junior Colleges and show which of the Junior Colleges can provide the best preparatory course of study for those students wishing to continue study at a four-year college or university leading to a career in physical education.

It is hoped that the information in this report will be helpful to the student who plans to major in physical education, and begin his higher education at the Junior College level. Also this report should give the college and university departments of physical education an idea of what preparation a transfer major has received.

## METHOD OF STUDY

In developing this report the survey method of research was used. A short-answer questionnaire was developed to collect information pertaining to certain areas of the physical education curriculum. The questionnaire was divided into three main parts; the service program (required program), professional preparation, and general information. A fourth part was also included which lists the programs offered at each Junior College. This included activities and professional courses as well as outlined programs of study for physical education majors. This information was obtained from student catalogs and bulletins.

The questionnaire consisted of four pages that involved yes and no questions, blanks for response, and spaces to check. It was felt this type of questionnaire would be easy to answer and take a minimum amount of time, thus resulting in more returns. A copy of this questionnaire is included in the appendix.

Questionnaires were sent to the nineteen Public Junior Colleges in the state of Kansas. The questionnaires were addressed to the chairman or head of the physical education

department, and in cases where there was not such a position it was addressed to the physical education instructors. Participants were asked to answer the questionnaire to the best of their knowledge and experience. An addressed, stamped envelop was supplied for the return.

Response regarding the questionnaire was:

Total questionnaires mailed . . . . .	19
Total questionnaires returned . . . . .	15
Total percent of return . . . . .	78.9

The response was quite favorable and in almost all instances parties filling out the questionnaire indicated that they would like to have a summary of the results of the study.

Response as to whether they wanted to receive results of the study was:

Total number wanting results . . . . .	11
Total number not wanting results . . . . .	2
Total not indicating . . . . .	2

Along with the questionnaire, student bulletins and information catalogs from each Junior College were used to obtain types of courses offered in the physical education curriculums. These descriptions will appear at the conclusion of this report when the programs of each Junior College are outlined.

Tables were set up for each question on the questionnaire. It must be noted that some questions allowed for more than one response; therefore, the total percentage was more than one-hundred.

## RESULTS AND ANALYSIS

The results of the survey questionnaire were compiled as each survey was returned. Results of this survey will be presented in regard to total college response. Each question has been stated as it appeared on the survey questionnaire. Following each question, there is a table showing the results, followed by an interpretation and analysis of the table, which was set up for that particular question.

Questionnaire:

### The Service Program (Required Program)

This is the phase of the physical education curriculum which in most cases is required of all students enrolled in the college regardless of their chosen field of preparation. These courses help fulfill part of the general education requirements necessary for graduation in most curriculum areas.

The service program usually offers activities in the following four areas; (1) team sports; (2) individual and dual sports; (3) aquatics; and (4) rhythmic.

Question One. Check the following activities that are offered in your Junior College.

Question one has been divided into four tables for differentiating between the different areas and activities of the service program.

Table Ia - Part I

Number and Percentages of Colleges Offering  
Listed Team Sports Activities

Activities	Answers	Number Responding	Percent
Touch Football (Flag)	Yes	10	66.7
	No	5	33.3
Basketball	Yes	15	100.0
	No	0	0.0
Baseball	Yes	5	33.3
	No	10	66.7
Softball	Yes	10	66.7
	No	5	33.3
Soccer	Yes	8	53.3
	No	7	46.7
Volleyball	Yes	13	86.7
	No	2	13.3
Speedball <sup>1</sup>	Yes	3	20.0
	No	12	80.0
Whiffleball <sup>1</sup> (Indoor Softball)	Yes	1	6.7
	No	14	93.3

<sup>1</sup>Activities which colleges offered in their programs but were not listed on the questionnaire.

As shown in Table Ia - Part I is a list of team sports offered by the colleges. Basketball was the most popular team sport and was the only activity which rated 100 percent among the responding colleges. The other most offered activities were volleyball (86.7 percent), softball (66.7 percent), touch football (66.7 percent), soccer (53.3 percent), baseball (33.3 percent), speedball (20.0 percent), and whiffleball (6.7 percent). Whiffleball and speedball were activities which schools offered in their programs but were not listed on the questionnaire.

Table Ia - Part II

Number and Percentages of Colleges Offering Listed Individual and Dual Activities

Activities	Answers	Number Responding	Percent
Archery	Yes	14	93.3
	No	1	6.7
Badminton	Yes	15	100.0
	No	0	0.0
Bowling	Yes	13	86.7
	No	2	13.3
Handball	Yes	6	40.0
	No	9	60.0
Golf	Yes	14	93.3
	No	1	6.7

Table Ia - Part II (Continued)

Activities	Answers	Number Responding	Percent
Fencing	Yes	8	53.3
	No	7	46.7
Horseshoes	Yes	5	33.3
	No	10	66.7
Paddleball	Yes	2	13.3
	No	13	86.7
Track and Field	Yes	9	60.0
	No	6	40.0
Tennis	Yes	14	93.3
	No	1	6.7
Wrestling	Yes	6	40.0
	No	9	60.0
Gymnastics	Yes	8	53.3
	No	7	46.7
Table Tennis <sup>1</sup>	Yes	2	13.3
	No	13	86.7
Shuffleboard <sup>1</sup>	Yes	1	6.7
	No	14	93.3
Croquet <sup>1</sup>	Yes	1	6.7
	No	14	93.3
Deck Tennis <sup>1</sup>	Yes	1	6.7
	No	14	93.3
Tumbling <sup>1</sup>	Yes	1	6.7
	No	14	93.3
Horsemanship <sup>1</sup>	Yes	1	6.7
	No	14	93.3

<sup>1</sup>Activities which colleges offered in their programs but were not listed on the questionnaire.

Table Ia - Part II, refers to those activities classified as individual and dual sports. Each instructor checked the activities which are offered. Badminton was the most popular individual and dual activity and was the only activity which rated 100 percent among the responding colleges. The other most offered activities in the area of individual and dual sports in order of preference were: Archery (93.3 percent), golf (93.3 percent), tennis (93.3 percent), bowling (86.7 percent), track and field (60.0 percent), fencing (53.3 percent), gymnastics (53.3 percent), handball (40.0 percent), wrestling (40.0 percent), horseshoes (33.3 percent), paddleball (13.3 percent), table tennis (13.3 percent), shuffleboard (7.0 percent), croquet (7.0 percent), deck tennis (7.0 percent), tumbling (7.0 percent) and horsemanship (7.0 percent). Table tennis, shuffleboard, croquet, deck tennis, tumbling and horsemanship were activities which colleges offered in their programs but were not listed on the questionnaire.

Table Ia - Part III  
Number and Percentages of Colleges Offering  
Listed Aquatic Activities

Activities	Answers	Number Responding	Percent
Swimming	Yes	6	40.0
	No	9	60.0
Diving	Yes	4	26.7
	No	11	73.3
Life Saving	Yes	4	26.7
	No	11	73.3

Table Ia - Part III, refers to those activities offered in aquatics. Aquatics is probably the weakest point in the service program. Very few colleges have the facilities to offer an aquatics program. Activities offered by colleges which could facilitate aquatics were swimming (40.0 percent), diving (26.7 percent) and life saving (26.7 percent).

Table Ia - Part IV  
Number and Percentages of Colleges Offering  
Listed Rhythmic Activities

Activities	Answers	Number Responding	Percent
Folk and Square Dance	Yes	2	13.3
	No	13	86.7
Modern Dance	Yes	6	40.0
	No	9	60.0

Table Ia - Part IV (Continued)

Activities	Answers	Number Responding	Percent
Social Dance	Yes	4	26.7
	No	11	73.3
Percision Dance <sup>1</sup>	Yes	1	6.7
	No	14	93.3
Rhythm Class <sup>1</sup>	Yes	1	6.7
	No	14	93.3
Movement Foundations <sup>1</sup>	Yes	1	6.7
	No	14	93.3

<sup>1</sup>Activities which colleges offered in their programs but were not listed on the questionnaire.

Table Ia - Part IV, refers to those activities classified as rhythmic. Balance, coordination and movement were stressed in these activities. Activities in the rhythmic area included folk and square dance (13.3 percent), modern dance (40.0 percent), social dance (26.7 percent), percision dance (6.7 percent), rhythmic class (6.7 percent), and movement foundations (6.7 percent). Percision dance, rhythmic class and movement foundations were activities which colleges offered in their programs, but were not listed on the questionnaire.

As shown by the previous four parts of Table Ia all activities which were offered in the specific areas of the service program have been listed and computed. It is evident

that some colleges offer more of a variety than others; however most are quite uniform in their offerings. By taking those activities which a majority of the colleges indicated they offered, a general idea of the service program activities of Kansas Junior Colleges can be established. Such a program might be as follows:

<u>Team Sports</u>	<u>Individual and Dual Sports</u>	<u>Aquatics</u>	<u>Rhythmics</u>
Touch Football	Archery	None	None
Basketball	Badminton		
Softball	Bowling		
Volleyball	Golf		
	Fencing		
	Track and Field		
	Tennis		
	Gymnastics		

It must be noted that just because an activity is not listed doesn't mean that it is not offered. Many activities were not listed because not enough colleges offered them and it didn't qualify as a majority. A complete summary of activities offered at each Junior College can be seen in Table Id on page 38.

Question Two. Is successful completion of the service program in physical education required for graduation?

Table IIa  
Requirement of Service Program for Graduation

Reply	Number of Responses	Percent
Yes	9	47.2
No	3	15.8
Optional	3	15.8
No Response	4	21.2

Table IIa shows that 47.2 percent of the responding colleges required successful completion of the service program to qualify for graduation. Fifteen and eight-tenths percent of the colleges did not require participation as part of the requirements for graduation. An optional choice was offered by 15.8 percent of the colleges and 21.2 percent made no response. In most cases, however, physical education majors are expected to participate.

Question Three. Are coeducational activities offered in physical education activities?

Table IIIa  
Colleges Offering Coeducational Activities  
In The Service Program

Reply	Number of Responses	Percent
Yes	9	47.4
No	5	26.4
Intramural Only	1	5.2
No Response	4	21.0

As indicated in Table IIIa, 47.4 percent of the colleges offer coeducational activities in the service program. Twenty-six and four-tenths percent of the colleges do not offer these types of activities and 5.2 percent offer coeducational activities in the intramural program only. Twenty-one percent of the colleges did not respond.

Colleges indicating participation in coeducational activities indicated the use of the following activities: (The number following the activity indicates the number of colleges offering that activity as coeducational); swimming - 3, bowling - 5, golf - 5, tennis - 3, badminton - 3, archery - 2, gymnastics - 2, volleyball - 4, social dance - 2, recreation sports - 1, and folk dance - 2.

Question Four. Is testing done to determine strength and weakness in all aspects of professional growth, particularly in quality of skill in activities of physical education?

Table IVa was divided into two parts in order to show the number of colleges testing strengths and weaknesses and to show what tests were used in determining these strengths and weaknesses.

Table IVa - Part I  
Colleges Testing Strengths and Weaknesses  
In Quality of Skill

Reply	Number of Responses	Percent
Yes	8	42.1
No	7	36.8
No Response	4	21.1

Table IVa - Part I, shows that testing was administered within the program in 42.1 percent of the colleges. Thirty-six and eight-tenths percent of the colleges did not test and 21.1 percent failed to reply. Table IVa - Part II will show what tests were used in the colleges.

Tests which were used to determine the strengths and weaknesses put forth by question four are defined as follows:<sup>3</sup>

<sup>3</sup>H. Harrison Clark, Application of Measurement to Health and Physical Education (Englewood Cliff, N.J.: Prentice-Hall, 1961), pp. 290-291.

Motor Capacity -- is designed to measure innate or inherent motor potentialities - the limits to which an individual may be developed.

Motor Ability -- is designed to measure "developed capacity" of an individual for participation in a wide range of activities.

Skill -- designed to measure achievement and progress made in various activities included in the program. Designed to determine level of ability in activities. To determine progress toward educational objectives.

Physical Fitness -- designed to the development and maintenance of a sound physique and of soundly functioning organs. Help determine an individual's capacity of physical activity.

Table IVa - Part II

Type of Tests and Percent Used by Colleges

Test	Answer	Number Responding	Percent
Motor Capacity	Yes	1	6.7
	No	14	93.3
Motor Ability	Yes	4	26.7
	No	11	73.3
Skill	Yes	8	53.3
	No	7	46.7
Physical Fitness	Yes	6	40.0
	No	9	60.0

Table IVa - Part II, indicates that skill tests (53.3 percent) and physical fitness tests (40.0 percent) were the most frequently used in determining the strengths and weaknesses of students in physical education activities.

Question Five. In which area is most emphasis placed on activities?

Table Va  
Areas of Emphasis in Activities

Emphasis	Number Responding	Percent
Carry - Over	13	68.4
Team Games	5	26.3
Maintaining Physical Fitness	5	26.3
Demonstrations and Skill Performance	0	00.0
No Response	4	21.2

As shown by Table Va, carry-over activities were stressed by a majority of the colleges with 68.4 percent of them emphasizing this area. Other areas of emphasis were team games (26.3 percent), maintaining physical fitness (26.3 percent), demonstrations and skill performance (00.0 percent), and there was no response from (21.2 percent) of the colleges.

It must be noted that some colleges placed emphasis on more than one area. However, it is easily seen that a majority of colleges stressed carry-over activities within their service program. This would indicate that a majority of the colleges are determined to provide a program that will develop one's knowledge of activities which could be relied upon in later life in order to maintain a healthful and useful life.

Question Six. What factors are used in determining grades of activities courses?

Table VIa  
Factors Used in Determining Grades

Factor	Number Responding	Percent
Attendance	13	68.4
Sportsmanship	10	52.6
Physical Fitness Achievement Test	5	26.3
Knowledge Test	10	52.6
Demonstration and Skill Performance	13	68.4
No Response	4	21.2

Grades and how they are determined are usually one of the concerns of students participating in service program activities. Table VIa shows what factors were used most often by the colleges. The results show that attendance (68.4 percent) and demonstrations and skill performance (68.4 percent) were used by a majority of the colleges in determining a student's grade. Other factors considered were sportsmanship (52.6 percent), physical fitness achievement tests (26.3 percent), and knowledge tests (52.6 percent). Twenty-one and two-tenths percent submitted no response.

Results seem to point out the fact that the Junior College service programs are trying to provide the student the opportunity to develop skills and perform that skill efficiently.

Question Seven. How many service course activities can a student who is planning to major in physical education take a semester?

Table VIIa

## Extent of Participation in Service Program

College	Number Activities	Number Hours Credit
Allen County	No Response	No Response
Barton County	Unlimited	Unlimited
Butler County	3	2
Cloud County	3	3
Coffeyville Community	2	4
Colby Community	No Response	No Response
Cowley County	4	4
Dodge City Community	Unlimited	Unlimited
Fort Scott Community	No Response	No Response
Garden City Community	6	1
Highland Community	2	1
Hutchinson Community	No Response	No Response
Independence Community	2	3
Johnson County	No Response	No Response

Table VIIa (Continued)

College	Number Activities	Number hours Credit
Kansas City Kansas Community	1	1
Labette Community	1	1
Neosho County	No Response	No Response
Pratt Community	No Response	No Response
Seward County	6	4

Table VIIa indicates the number of activities a student can take a semester and also the number of hours credit that can be received from these courses. Each college is listed. The survey shows that activities and credit hours vary from college to college. Two colleges responded that there was no limit set on the number of activities one could participate in or the number of hours credit one could receive. The lowest was one activity and one hour of credit.

Question Eight. Are athletes participating in competitive sports required to take part in activities classes?

Table VIIIa

## Athletes Status in Required Service Program

Reply	Number Responding	Percent
Yes	9	47.3
No	6	31.6
No Response	4	21.1

Table VIIIa shows that 47.3 percent of the replying colleges required their athletes to participate in the service program in addition to their participation in varsity sports. Thirty-one and six-tenths percent allow athletes to count their particular sport as credit toward service program fulfillment. Twenty-one and one-tenth percent did not respond.

In most cases an athlete who substitutes a varsity sport for the service program requirement, where applicable, must practice regularly and stay out for the entirety of the season, regardless of his status as a team member or forfeit his credit.

#### Professional Preparation

Professional preparation involves those courses and requirements needed to develop professional attitudes and interests in a chosen field.

Question One. How many students have identified their professional goal to be a teacher of physical education?