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A COMPARISON OF QUALITIES DESIRED IN ACADEMIC TEACHERS,
PHYSICAL EDUCATION TEACHERS, AND ATHLETIC COACHES
IN THE SENIOR HIGH SCHOOLS OF UTAH

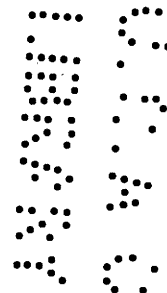
by

Cluff D. Snow

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Science
in Physical Education

Utah State Agricultural College

1947



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Approved:

Major Professor

Head of Department

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TABLE OF CONTENTS

	PAGE
INTRODUCTION	
Scope of the study	1
History of education in Utah	2
REVIEW OF LITERATURE	
Foster's study	5
Keller's study	5
Kirk's study	5
Olander's study	5
Clyde's study	5
Graybeal's study	6
West's study	5
Newman's study	6
Harrison's study	8
ANALYSIS OF DATA	
A comparison of personality and personal traits desired of the academic teacher, physical education instructor, and the athletic coach	9
A comparison of training and experience desired of the academic teacher, physical education instructor, and the athletic coach	12
A comparison of adaptability to community qualities desired of the academic teacher, physical education instructor and the athletic coach	18
A comparison of ambitions and ideals desired of the academic teacher, physical education instructor, and the athletic coach	22

TABLE OF CONTENTS (CONT.)

	PAGE
A comparison of miscellaneous criteria used in selecting the academic teacher, physical education instructor, and the athletic coach	26
A comparison of the five main headings of the questionnaire for the academic teacher, physical education instructor, and the athletic coach	31
SUMMARY AND CONCLUSIONS	
BIBLIOGRAPHY	
APPENDIX	

LIST OF TABLES

TABLES	PAGE
1. A comparison of personality and personal traits desired of academic teachers, physical education instructors, and athletic coaches	11
2. A comparison of training and experience desired of academic teachers, physical education instructors, and athletic coaches	15
3. A comparison of adaptability to community qualities desired of academic teachers, physical education instructors, and athletic coaches	20
4. A comparison of ambitions and ideals of academic teachers, physical education instructors, and athletic coaches	22
5. A comparison of miscellaneous criteria used in selecting academic teachers, physical education instructors and athletic coaches	27
6. The ten most important qualities for an academic teacher to possess	30
7. The ten most important qualities for a teacher of physical education to possess	30
8. The ten most important qualities for an athletic coach to possess	31

LIST OF GRAPHS

GRAPHS	PAGE
1. A comparison of personality and personal traits desired of academic teachers, physical education instructors and athletic coaches	13
2. A comparison of training and experience desired of academic teachers, physical education instructors, and athletic coaches	17
3. A comparison of adaptability to community qualities desired of academic teachers, physical education instructors, and athletic coaches	21

LIST OF GRAPHS (CONT.)

GRAPHS	PAGE
4. A comparison of ambitions and ideals of academic teachers, physical education instructors, and athletic coaches	25
5. A comparison of miscellaneous criteria used in selection of academic teachers, physical education instructors and athletic coaches	28
6. The mean score of the five main headings of the questionnaire for the academic teacher	32
7. The mean score of the five main headings of the questionnaire for the physical education instructor	33
8. The comparison of the mean scores of the five main headings of the questionnaire for the athletic coach	34
9. A comparison of the five main headings of the questionnaire for the academic teacher, physical education instructor, and the athletic coach	35

A COMPARISON OF QUALITIES DESIRED IN ACADEMIC TEACHERS,
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INTRODUCTION

The state has ordered the establishment of schools for the education of all the children in the state. Each child is entitled to as thorough an education as the community can afford, and this education can be attained only when the teachers selected are the best possible to obtain with the money available.

Administrators are undoubtedly influenced in their choice of teachers by many factors, but three qualifications most commonly considered in the selection of teachers by the administrators are, academic preparedness, professional knowledge, and personality. (13)

The purpose of this study is to determine if possible the various personal, professional, and miscellaneous factors, and their relative importance in teachers, as judged by administrators of the high schools of Utah. The study will enable prospective teachers to help adapt themselves to the positions they wish to hold by giving them an insight into just what the administrators of the state desire. It will also be of some help to institutions who are training the future teachers of our state.

SCOPE OF THE STUDY

This study, "A COMPARISON OF QUALITIES DESIRED IN ACADEMIC TEACHERS, PHYSICAL EDUCATION TEACHERS, AND ATHLETIC COACHES IN THE SECONDARY SCHOOLS OF UTAH" takes in the state of Utah. Questionnaires were sent to administrators of the two, three, and four year high schools with the exception of private and church schools. The number

of questionnaires returned was ninety-seven or seventy-four per cent, which represents the opinions of administrators throughout the state. It is on this criteria the writer has based this study.

HISTORY OF EDUCATION IN UTAH

The people who first came to Utah, and settled the territory, were vitally interested in education, and within the short period of three months after the arrival of pioneers in 1847, a school was opened by Mary Jane Dilworth. Naturally, there were very few students and facilities were meagre; the school house was just a small tent, but even so, it was a beginning. From that one small tent school house has grown the school system now established in the state of Utah.

The early schools of Utah were more or less private in nature, and usually under the supervision of women; it was not until 1851, that there was any secular authority for establishment of schools. In the year of 1851, after Utah was organized as a territory, the first Territorial Assembly was held, and they enacted legislation providing for a system of common schools and a university. Since that date there have been other enactments, and the original law extended, but that was the legal beginning of the free public school system in Utah.

Even though the pioneer life was very difficult, the people indicated their desire to extend legal education. Generally, the first project in each of the settlements was to build some kind of structure suitable for school, while the families themselves were living in tents and the very crudest of buildings. By 1857, one could usually find a log school house in the majority of the settlements.

In the development of the so-called secondary education in Utah the four year high school came first. It is difficult to designate

with any degree of exactness just what year this type of schooling began, but it is pretty certain that some of the districts provided some instruction beyond the eighth grade by 1890, which was the date cities were made independent school districts. Ogden and Salt Lake have provided public high school education since that date.

Nephi, Juab county, was the first to establish a public high school after Ogden and Salt Lake, and this was established about 1894-95. In all probability, Eureka and Park City established public high schools between 1895 and 1899. By 1900 there were six public high schools in Utah, and five years later, the number totaled thirty-three, each of these schools offered at least one year or more of high school education. Most of these schools consisted of extensions of the ninth grade to the elementary school, and at this time not more than four or five of the schools offered four full years of study.

Although the state seemed a bit slow in getting the secondary schools established, these schools were provided for by a number of the religious groups. The Protestants, Catholics, and the Latter-Day Saints established many secondary schools during the latter part of the nineteenth century, and these schools were of a very high grade. These church schools appearing about 1875 have been an important cog in Utah education, even up to the present time. The most prominent and wide-spread of these church schools were those of the Latter-Day Saints, they had an enrollment that more than equalled the other religious schools. By 1906, the Latter-Day Saint schools enrolled 3425 secondary school students, and in 1920, had 5548. With the addition of more public high schools in the state, the attitude and policy of the church gradually changed toward secondary schools

and at the present time, most of them have been closed.

From the crude beginning prior to 1900, Utah has developed a splendid system of high schools. Some of the markers along these years of development are, (1) the law of 1905 permitting counties to consolidate for school purposes, thus providing larger units in which high schools might be established; (2) the constitutional amendment of 1910 authorizing a state high school fund of one-half mill on every dollar of valuation to be used for support of high school education; (3) the law of 1911 permitting counties to consolidate for high school purposes; (4) the mandatory consolidation law of 1915 requiring that every county must consolidate, and placing educational control of elementary and secondary schools in the hands of an elected board of education of five members; (5) the attendance law of 1919 which raised compulsory school age to eighteen years with provisions for part-time attendance for those who enter employment; (6) the law of 1921 providing for \$25 of state aid for every child enrolled on the census between the ages of six and eighteen; (7) the Equalization law of 1931 providing greater state aid for the poorer districts.

These legislative enactments are but the expressions of the people in Utah to provide education for their children, and at the present time, there is at least one high school in each of the forty districts in the state. (11)

In 1943, there were 7,713 high school graduates, and the following year, 1944, there were 7,073 students graduated from the various high schools in the state, (12) which is indicative of the growth and development of the educational program since 1847.

REVIEW OF LITERATURE

The writer was unable to find material dealing specifically with this study, which is, "A COMPARISON OF QUALITIES DESIRED IN ACADEMIC TEACHERS, PHYSICAL EDUCATION INSTRUCTORS, AND ATHLETIC COACHES BY ADMINISTRATORS IN THE HIGH SCHOOLS OF UTAH", but was successful in finding literature relative to the study in general. One such study was made by West (1). The results of West's study found personality first in the qualifications most essential to a good teacher. Proper dress was sixth and a good voice eleventh.

Foster (4) in an effort to determine the causes for teacher failure, found that teacher failure is usually caused by a pronounced personality defect which prevents the teacher from making necessary adjustments arising from new situations; or by placing the teacher in a position for which he is unsuited because of personality, social, and intellectual background, or training.

Kirk (3) in a very extensive study of "Factors Affecting the Employment of Football Coaches in Texas," found that, a good personal appearance and personality ranked sixth, and good sportsmanship was eleventh.

Olander (5) in an attempt to determine the "Qualifications Desired Most in Athletic Coaches", found sportsmanship, pleasing personality, and good leadership ranked fourth, fifth, and sixth, respectively.

Clyde (7) in a similar study to that of Olander found high ideals of sportsmanship second, leadership, tenth, pleasing personality, thir-

teenth, and originality, fourteenth, on a list of essential characteristics of a successful coach.

Graybeal (9) in a study "Qualities used by Administrators in Judging Effective Teachers of Physical Education in Minnesota", found integrity and sincerity to be second, and personal appearance, fifteenth.

West (1) found in his study that scholarship, proper training, teaching experience, knowledge of subject matter, proper preparation of lessons, and intelligence were important qualifications of good teachers in regards to training and experience.

In a survey made by Newman (6) it was found that one of the most important qualifications in teacher selection was that the candidate have at least four years of college education, with definite preparation for the position applied for.

In Keller's (8) study, it was found that a well-rounded education with mastery of teaching fields, was judged to be second in importance of teacher's qualifications, and command of the English language was twelfth.

Kirk (3) found qualifications for a successful coach should include; a bachelor's degree, non-use of profanity, previous coaching experience, a star player in college, and that he had previous experience in developing championship teams.

Olander (5) found if a coach desired to hold his position he should be well-versed in sports, he should be able to teach as well as coach; in other words, teaching ability and coaching ability were of equal importance. Olander also found that administrators did not necessarily look for outstanding athletes for coaches. This seems to

agree to a certain extent with Kirk's (3) findings, which ranked the star player thirteenth in qualifications of a good coach.

The importance of training desired of coaches, was indicated in a study by Clyde (7) who found that the knowledge of the game, and ability to impart it, ranked fourth, ability as a classroom teacher, sixth, breadth of interest, eighth, and scholarship, fourteenth.

Graybeal (9) found in a survey of qualifications of physical education teachers that adequate professional training, and continued professional growth, to rank eight and ninth, with an enriched background of academic knowledge and a high grade of scholarship to be twentieth and twenty-third.

The ability of a teacher to adapt himself to the conditions of a community is very important in the success of a teacher.

West (1) found social adjustability to be number eight on a list of essential qualifications of a good teacher. Cooperation and cultural background were also listed as important qualifications.

Newman (6) found in his study that a teacher should be a member of, or show preference for, a protestant church, if he is to be well received in a community.

Olander's (5) study showed that if a coach desired to be the ultimate in success in a community, he should be very cooperative with the people of the community. A study by Keller (8) bears out the study of Olander. Keller found cooperation to be sixth on a list of qualifications of teachers. Willingness to cooperate and adaptability was ranked seventh and nineteenth in a survey made by Clyde (7).

Graybeal's (9) study indicated social culture, ability to mix with a crowd, and interest in the community, to be important qualities

of an effective physical education teacher.

In the selection of teachers, the ambitions and ideals of the candidate cannot be overlooked. West's (1) study showed sound character to be second on a list of qualities affecting the success of teachers. Enthusiasm, interest in and love for children, and good disciplinary control were also considered of great importance.

Harrison (2) found in his study that, living lives consistent with their teachings, was seventh, and the ability to inspire students ranked tenth in characteristics of great teachers.

Good moral habits and ability to control pupils were ranked as tenth and eleventh in a study conducted by Keller (8) to determine qualifications of successful teachers.

The importance of good character was brought out by the study by Kirk (3) this study showed the most important factor used by administrators in selecting a coach was that the candidate have a high moral character; this was number one on the list. Ability to handle boys was second, and non-use of alcohol eighth. This study agrees with a study made by Olander (5) who found that most desired of all qualifications of a coach, was ability to get along with boys, and qualification number three was that the coach should possess a high type of character and moral training.

Clyde's (7) survey showed the ability to handle boys ranked third for a successful coach, with, placing the physical welfare of the boys above winning, fifth, inspirational qualities, ninth, and industry, seventeenth.

Desired qualities of effective physical education teachers, as determined in a study by Graybeal (9) indicated that moral influence

over pupils was considered important and ranked third on the list of desired qualities. Initiative and self-reliance was seventh, potential teaching efficiency, eleventh, and inspirational power, twelfth.

Newman (6) found in a study to determine some factors influencing teacher selection, to be well recommended by former employers in the case of experienced teachers or college professors in the case of the inexperienced teachers ranked fifth, and to be a resident of the state was listed sixth in importance.

ANALYSIS OF DATA

The first problem in this study was to determine the personality and personal traits desired of teachers, as judged by administrators of the Utah high schools. In an effort to obtain the importance of the various traits desired of teachers by administrators of the high schools in Utah, the administrators were asked to score the trait ten points if indispensable to a teacher, eight points if important, six points if of average importance, four points if it is considered, two points if it is sometimes considered, and zero if the trait is not considered.

It will be noted in table 1 that honesty is the most desired personal trait for a teacher to possess. Honesty with a mean score of 9.57 rated well above the other qualities in this group. All three types of teachers were scored very high, and practically the same, but the physical education teacher with 9.97 rated the highest of the three. The coach second with a score of 9.41 and the academic teacher third with a score of 9.34.

The second trait most important for teachers to have as indicated by the table is sincerity. As in the case of honesty, the three types of teachers rated very close in the importance of sincerity. This quality received a mean score of 8.91, with the coach receiving the

highest 8.97, and the physical education teacher followed with 8.90 and the academic teacher 8.88.

Sportsmanship with a mean score of 7.93 rated third highest in importance in this group. As might be expected, sportsmanship rated high for each type of teacher, indicating it is a very important quality for most any kind of a teacher to possess, especially for the physical education instructor, who received a score of 8.37, followed by the coach with 7.97, and the academic teacher with 7.46.

Leadership rated fourth in importance by the administrators, and received a mean score of 7.85, which gives it a trifle higher rating than sportsmanship. Breaking this mean score down, we find leadership is more important for the teacher of physical education to have than for the other teachers. The importance of leadership for the physical education instructor rated 8.23, the coach 7.69, and the academic teacher 7.65.

The fifth most important personality trait for teachers to possess as shown in table I, is open-mindedness. This trait received a mean score of 7.58, which placed it above average in importance. As indicated in the table, open-mindedness is just a little more important for an academic teacher to possess than for the coach and the physical education instructor.

Sense of humor with a mean score of 7.41, rated sixth in importance by the administrators. This quality rated practically the same for all three types of teachers, but it is a little more important for an academic teacher to have a good sense of humor than it is for the other two types of teachers. This quality rated 7.48 for the regular teacher, 7.46 for the coach, and 7.30 for the teacher of physical education.

Manners, with a mean score of 7.27, rated seventh and well above the average in importance for all three types of teachers to possess. Although all received scores of approximately the same, the academic teacher should have the best manners, as indicated by the score of 7.41, followed by the physical education teacher with 7.30, and the coach with 7.11.

TABLE 1

A COMPARISON OF PERSONALITY AND PERSONAL TRAITS DESIRED OF ACADEMIC TEACHERS, PHYSICAL EDUCATION INSTRUCTORS, AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

	MEAN	ACADEMIC TEACHER	PHYSICAL EDU. INSTR.	COACH
Honesty	9.57	9.34	9.97	9.41
Sincerity	8.91	8.88	8.90	8.97
Sportsmanship	7.93	7.46	8.37	7.97
Leadership	7.85	7.65	8.23	7.69
Open-mindedness	7.58	7.86	7.37	7.53
Sense of humor	7.41	7.48	7.30	7.46
Manners	7.27	7.41	7.30	7.11
Originality	7.11	6.88	7.74	6.71
Dress	6.65	5.81	7.78	6.37
Voice	6.62	6.97	6.44	6.46
Physical Speciman	6.22	5.15	6.62	6.91

KEY FOR SCORING

Score 10	Indispensable	Score 4	Considered
8	Important	2	Sometimes considered
6	Average	0	Not considered

Originality, with a mean score of 7.11, was eighth in importance and is desired more in the physical education teacher with a score of 7.74, than of the regular teacher with a score of 6.88, or the coach with 6.71.

The importance of dress with a mean score of 6.65, seems to vary with the type of teacher desired. This is important in the case of the physical education teacher, who rated 7.78, followed by the coach with 6.37. Dress seems to be least important to the academic teacher as the score of 5.51 shows.

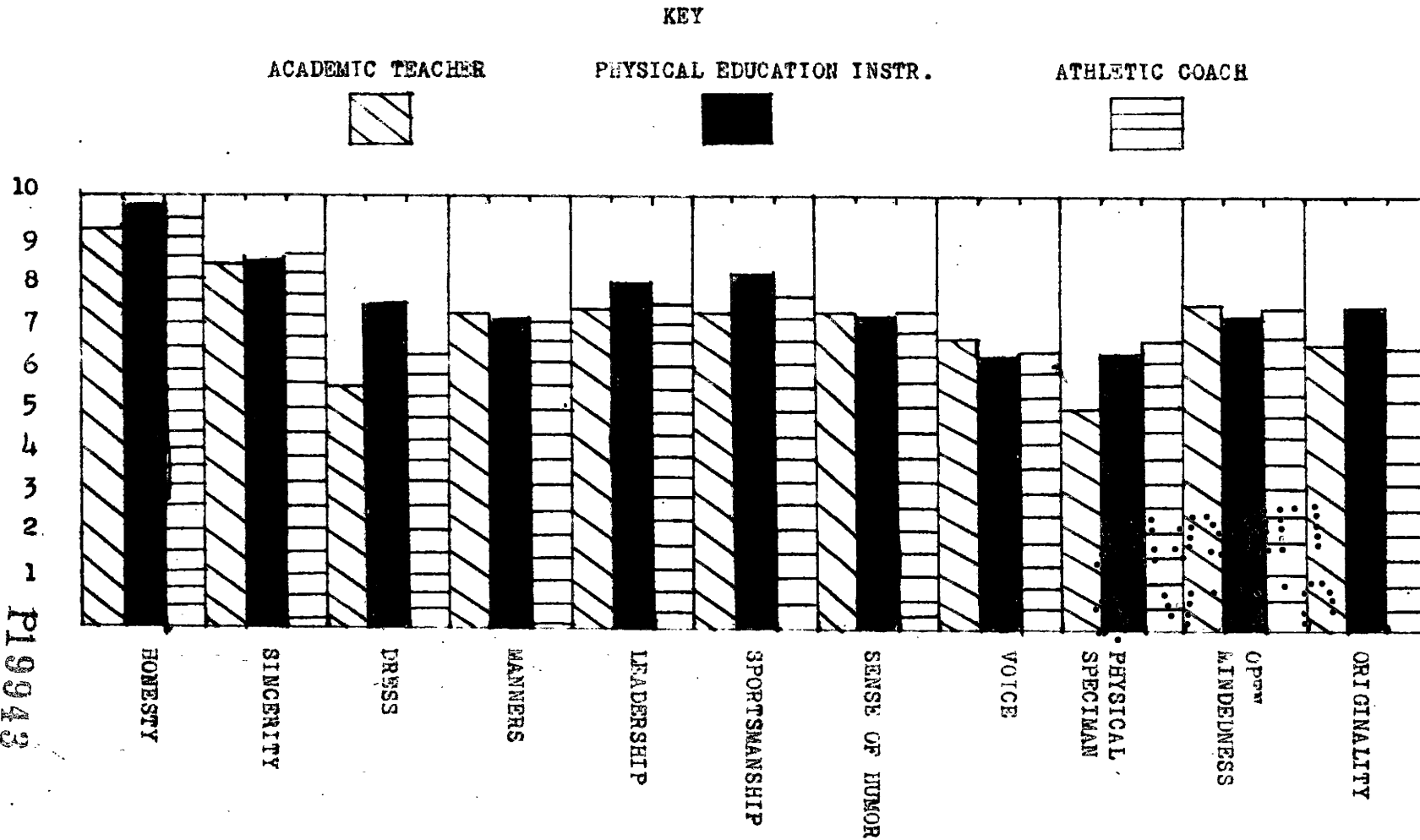
Voice is of average importance to a teacher according to this study, it rated a mean score of 6.62, which placed it tenth in importance in the minds of administrators. The ratings were approximately the same for all three types of teachers, but it was thought by administrators that voice is a little more important for the academic teacher who scored 6.97, the coach 6.46, and the physical education instructor 6.44.

Physical specimen, with a mean score of 6.22, was eleventh and the least important of personal qualities desired of teachers, and as shown in the table it is more important for the coach to be a good physical specimen, than for the other two types of teachers. Physical specimen rated 6.91, 6.62, and 5.15, respectively, for the coach, physical education instructor, and academic teacher.

It will be noted in table 2, which shows the importance of training and experience for a teacher as judged by high school administrators, that teaching ability with a mean score of 7.97 is well above average in importance when the selection of a teacher is involved. As might be expected, this quality is rated the highest for the academic teacher with a score of 8.58, which would seem to indicate teaching ability is a very important quality for an academic teacher to possess.

GRAPH 1

A COMPARISON OF PERSONALITY AND PERSONAL TRAITS DESIRED OF ACADEMIC TEACHERS, PHYSICAL EDUCATION TEACHERS AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH



P19943

There is a little difference in the importance of teaching ability in the case of the physical education instructor with a score of 7.83 and the coach with a score of 7.51, but it does seem to indicate that teaching ability is a very important quality for a physical education teacher and coach to have.

The use of English is the second most important quality of this group for teachers to possess. It received a score of 7.55, which is slightly lower than the 7.97 for teaching ability. This quality is judged to be of more importance to the academic teacher with a rating of 8.16, than for the physical education instructor with a score of 7.37, or for the coach with 7.13. It does, however, seem to indicate that administrators are beginning to judge coaches and physical education teachers by the English they use.

Degrees held by teachers rated 6.96 and third in importance in this group. More stress is placed on degrees held by academic teachers as the score 7.38 seems to indicate. The importance for a coach and physical education instructor is about the same, with a trifle more emphasis placed on the coach, with a score of 6.84, than on the physical education teacher whose score is 6.66. (A number of administrators stated that a B. S. degree was absolutely essential for all three types of teachers.)

The fourth most important factor in this group is scholarship, with a mean rating of 6.72, and it appears it is much more important for an academic teacher to have a good record of scholarship, than for a coach or physical education instructor. With the ratings going from 7.26 for the academic, 6.47 for the physical education teacher, and 6.43 for the coach, it can readily be seen how important high scholarship is for a teacher when the time comes to be considered for a position.

TABLE 2

A COMPARISON OF TRAINING AND EXPERIENCE DESIRED OF ACADEMIC TEACHERS, PHYSICAL EDUCATION TEACHERS, AND COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

	MEAN	ACADEMIC TEACHER	P. E. INSTR.	COACH
Teaching ability(classroom)	7.97	8.58	7.83	7.51
Use of English	7.55	8.16	7.37	7.13
Degrees held	6.96	7.38	6.66	6.84
Scholarship	6.72	7.26	6.47	6.43
Recreational leadership	6.50	3.84	7.92	7.74
Teaching experience	5.95	6.12	5.91	5.82
Extra-curricular activities	5.87	5.45	6.01	6.15
Athletic participation	4.40	.09	6.03	7.09
Efficient in all sports	3.76	.98	5.25	5.67
Coaching experience	3.51	.08	3.95	6.52
School graduated from	2.83	2.94	2.75	2.82
Outstanding player	2.80	.05	3.48	4.89

KEY FOR SCORING

Score 10	Indispensable	Score 4	Considered
8	Important	2	Sometimes considered
6	Average	0	Not considered

Recreational leadership with a mean score of 6.50 rated the fifth most important factor in this category. The physical education teacher should be well-versed in recreational work, as the score of 7.92 indicates, the same applies to the coach who rated 7.74. Recreational leadership is not too important in the case of an academic teacher, although the rating of 3.84 seems to indicate that administrators are beginning to place some emphasis on this qualification.

The sixth most important quality in this group is teaching experience with a mean score of 5.95, which places it slightly below average in importance. It is a little more important for an academic teacher who rated 6.12 to have experience than for the physical education instructor with a score of 5.91, or for the coach who was scored 5.82.

Extra-curricular activities with a score of 5.87 was judged seventh in importance with more emphasis placed on its importance for the coach with a score of 6.15, than for the physical education instructor with a score of 6.01, or for the academic teacher with a rating of 5.45. Although extra-curricular activities is not as important in the case of the regular teacher, administrators do seem to place emphasis on this type of experience.

The eighth most important factor in this category is athletic participation which was scored 4.40. The coach with a score of 7.09, and the physical education instructor with a score of 6.03 rated much higher than the academic teacher who received a score of .09. As the scores show, very little, if any, importance is placed on athletic participation in the case of the academic teacher, but it is considered well above average in importance for the coach and the physical education instructor.

Efficiency in sports with a score of 3.76 rated ninth, and about the same as athletic participation, with the most importance placed on the coach with a score of 5.67 and the physical education instructor with a score of 5.25, and very little importance placed on this quality in the case of the academic teacher with a score of .98.

The tenth factor in importance was coaching experience, and appears to apply mostly to the coach and the physical education instructor, who received scores of 6.52, and 3.95, respectively. The academic teacher

GRAPH 2

A COMPARISON OF "TRAINING AND EXPERIENCE", DESIRED OF ACADEMIC TEACHERS, PHYSICAL EDUCATION TEACHERS AND COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH

ACADEMIC TEACHER

PHYSICAL EDUCATION INSTR.

COACH



DEGREES HELD

SCHOOL GRADUATED FROM

ATHLETIC PARTICIPATION

OUTSTANDING PLAYER

EXTRA-CURRICULAR ACTIVITIES

COACHING EXPERIENCE

TEACHING EXPERIENCE

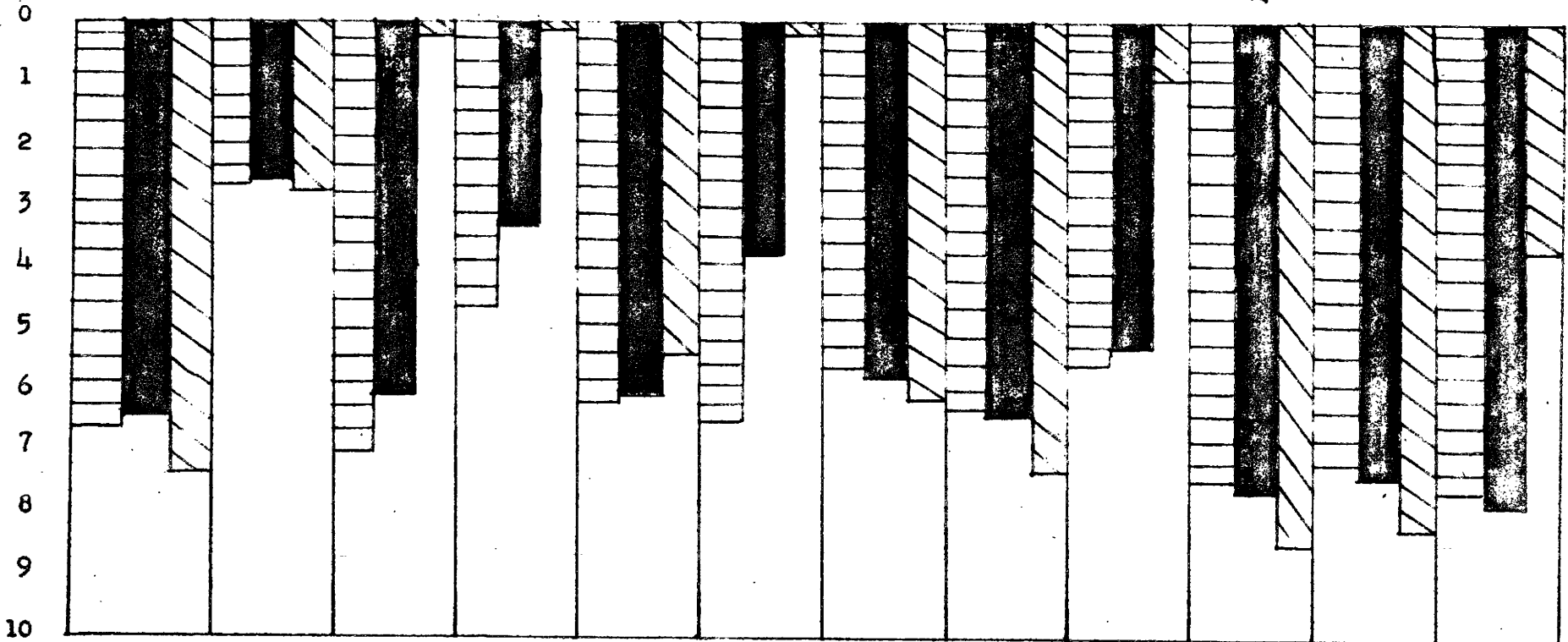
SCHOLARSHIP

EFFICIENT IN SPORTS

TEACHING ABILITY

USE OF ENGLISH

RECREATIONAL LEADERSHIP



received a score of .08 which indicates that coaching experience is of no importance in the selection of an academic teacher.

The school graduated from was eleventh on the list with a mean score of 2.83, and rated practically the same for all three types of teachers. The scores of 2.94 for the academic teacher, 2.82 for the coach, and 2.75 for the physical education teacher, indicates that it makes little difference what school a teacher graduates from as long as he has the other qualifications.

The twelfth and least important in this category is an outstanding player. This quality received a mean score of 2.80 and is considered to be most important for the coach, who had a score of 4.89, indicating that being an outstanding player is considered in the selection of a coach, especially if the candidate has had no coaching experience. The rating of the physical education teacher with of score of 3.48 indicates that being an outstanding player is sometimes considered in his selection for a position. The score of .05 for the academic teacher indicates there is little or no importance attached to being an outstanding player in so far as obtaining a position is concerned.

Table 3 shows clearly the quality most desirable of teachers in the category of "Adaptability to Community" is personal habits. Personal habits rated high for all three types of teachers as the mean score of 7.99 shows. This quality was judged to be of more importance to the coach, who was scored 8.23, than to the physical education teacher with a score of 8.11, and the academic teacher with 7.65. Although personal habits are more important in the case of the coach, a great deal of emphasis seems to be placed on this quality with regards to the physical education teacher and the academic teacher.

Sociability with a mean score of 7.12 was second in importance on this list. It is considered to be well above average in importance,

especially so in the case of physical education teachers and coaches, who were rated 7.27 and 7.23 respectively. The academic teacher with a score of 6.86 does not have to be such a good mixer as the other two types of teachers, but it is, nevertheless, considered quite important.

The third most desirable quality on this list is cooperation with townspeople. The score of 6.82 for this quality indicates it is of average importance for a teacher to possess. It was scored about the same for all three types of teachers, with just a trifle more importance placed on its possession by the coach, followed by the physical education instructor and the academic teacher with scores of 6.90, 6.81, and 6.74, respectively. As this rating indicates, if a teacher wants to be happy in a community, regardless of how good a teacher or coach he is, he must have the ability to cooperate and get along with the tax payers of the community.

Civic mindedness, with a score of 5.93, rated fourth in importance of these qualities. The score of 6.02 for the academic teacher indicates this trait is more desirable for this type of teacher. Civic mindedness is considered about equal in importance for the physical education teacher and coach, whose scores were 5.93 and 5.84.

Number five in importance with a score of 3.13 is religious beliefs. This score indicates that even though religious beliefs are not always too important, they are definitely sometimes considered in the selection of teachers. All three types of teachers received about the same rating for the importance of this quality, but was considered to be a little more essential to the teacher of physical education whose score was 3.22, than for the coach with a score of 3.17, or the academic teacher with a score of 3.15.

Boy scout experience is relatively unimportant for a teacher to have, although the mean score of 2.27 does indicate it is sometimes

considered and would probably make a teacher just a little more desirable. The scores of 2.61 for the physical education teacher, 2.59 for the coach, and 1.63 for the academic teacher show the importance placed on the quality.

Very little importance is placed on the last three qualities in this group, namely, whether a teacher is married, single, or has children. These three qualities scored so low that one can safely say, in most cases, they are not considered in the selection of a teacher, providing other factors are about equal.

TABLE 3

A COMPARISON OF ADAPTABILITY TO COMMUNITY QUALITIES DESIRED OF ACADEMIC TEACHERS, PHYSICAL EDUCATION INSTRUCTORS, AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

	MEAN	ACADEMIC TEACHER	PHYSICAL EDU. INSTRUCTOR	COACH
<u>Personal habits</u>	7.99	7.65	8.11	8.23
<u>Sociability</u>	7.12	6.86	7.27	7.23
<u>Coop. with townspeople</u>	6.82	6.74	6.81	6.90
<u>Civic mindedness</u>	5.93	6.02	5.93	5.84
<u>Religious beliefs</u>	3.12	3.15	3.22	3.17
<u>Boy scout experience</u>	2.27	1.63	2.61	2.59
<u>Married</u>	1.55	1.43	1.56	1.65
<u>Single</u>	1.30	1.29	1.31	1.31
<u>Children</u>	.56	.82	.08	.80

KEY TO SCORING

Score 10	Indispensable	Score 4	Considered
8	Important	2	Sometimes considered
6	Average	0	Not considered

GRAPH 3

A COMPATISON OF "ADAPTABILITY TO COMMUNITY QUALITIES", DESIRED OF ACADEMIC TEACHERS, PHYSICAL EDUCATION TEACHERS AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH

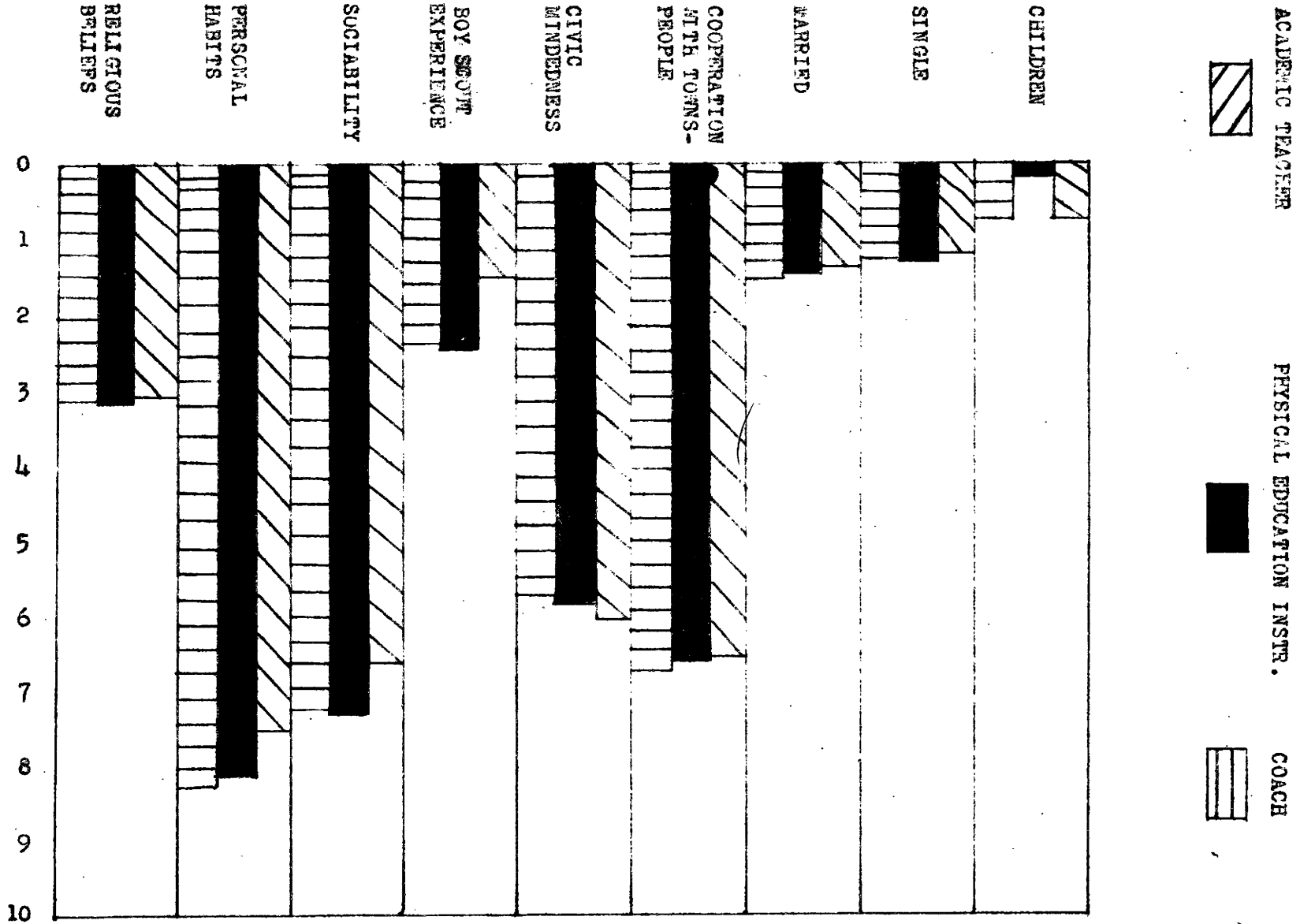


Table 4 shows a comparison of the importance administrators place on traits of ambitions and ideals of teachers. Character, with a mean score of 8.93, was judged to be the most essential quality of this category. The rating was high for all three types of teachers, but the administrators indicated with a score of 9.06 that good character was more essential to the coach, and the physical education teacher with a score of 9.00, than for the academic teacher with a score of 8.74.

TABLE 4

A COMPARISON OF AMBITIONS AND IDEALS OF ACADEMIC TEACHERS, PHYSICAL EDUCATION INSTRUCTORS, AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

	MEAN	ACADEMIC TEACHERS	PHYSICAL EDU. INSTRUCTOR	COACH
Character	8.93	8.74	9.00	9.06
Ability to get along with pupils	8.78	8.45	8.87	9.03
Enthusiasm toward work	8.47	8.44	8.41	8.58
Builder of men	8.33	7.87	8.43	8.74
Moral training	8.18	8.03	8.27	8.25
Ability to instill confidence	7.86	7.45	7.88	8.27
Industry	7.64	7.51	7.69	7.72
Teaching precepts	7.35	7.47	7.32	7.27
Enforcement of rules	6.08	3.37	6.69	8.19
Goal to win	3.37	1.76	3.34	5.01

KEY TO SCORING

Score 10	Indispensable	Score 4	Considered
8	Important	2	Sometimes considered
6	Average	0	Not considered

Ability to get along with pupils rated 8.78 and second in importance. This quality was again considered to be more essential to the coach and physical education teacher, whose scores were 9.03

and 8.87, respectively, than for the academic teacher who was rated 8.45.

The third most important quality for teachers to possess in this group is enthusiasm toward their work, it was given a mean score of 8.47, which shows that this quality is a very important factor in the consideration of teachers. A trifle more importance is placed on enthusiasm toward work for the coach, whose score was 8.58. The score of 8.44 for the academic teacher, and 8.41 for the physical education teacher indicates this factor is approximately of equal importance for these two types of teachers.

The score of 8.33 placed builder of men fourth in importance as judged by administrators, and is considered an important quality for any teacher to possess, especially for the coach, as the score of 8.74 shows. Builder of men rated 8.43 for the physical education teacher, which placed it about on a par in importance with that of the coach. This quality was considered least essential to the academic teacher with a score of 7.87, but does, nevertheless, show that administrators consider it an important trait for an academic teacher to possess.

Moral training with a mean score of 8.18 was fifth in importance to teachers. The scores of 8.27 for the physical education teacher, and 8.25 for the coach indicate that this quality is considered a little more important for these two teachers, than for the academic teacher with a score of 8.03. The fact that all three teachers were rated above eight shows the importance administrators place on moral training.

The sixth most important quality in this group with a score of 7.86 is ability to instill confidence. A comparison of the scores show it is especially essential for a coach to have this quality, as the rating of 8.27 points out. It was scored 7.88 for the teacher of physical education, and 7.45 for the academic teacher.

Industry received a mean score of 7.64 which placed it seventh on the list. This quality was considered to be of more importance to the coach, whose score was 7.72 which indicates industry as well above average in importance. The physical education teacher with a score of 7.69 should also have industry if he wants to be successful. Although the academic teacher received the lowest score of 7.51, it is still very important to the progress of this type of teacher.

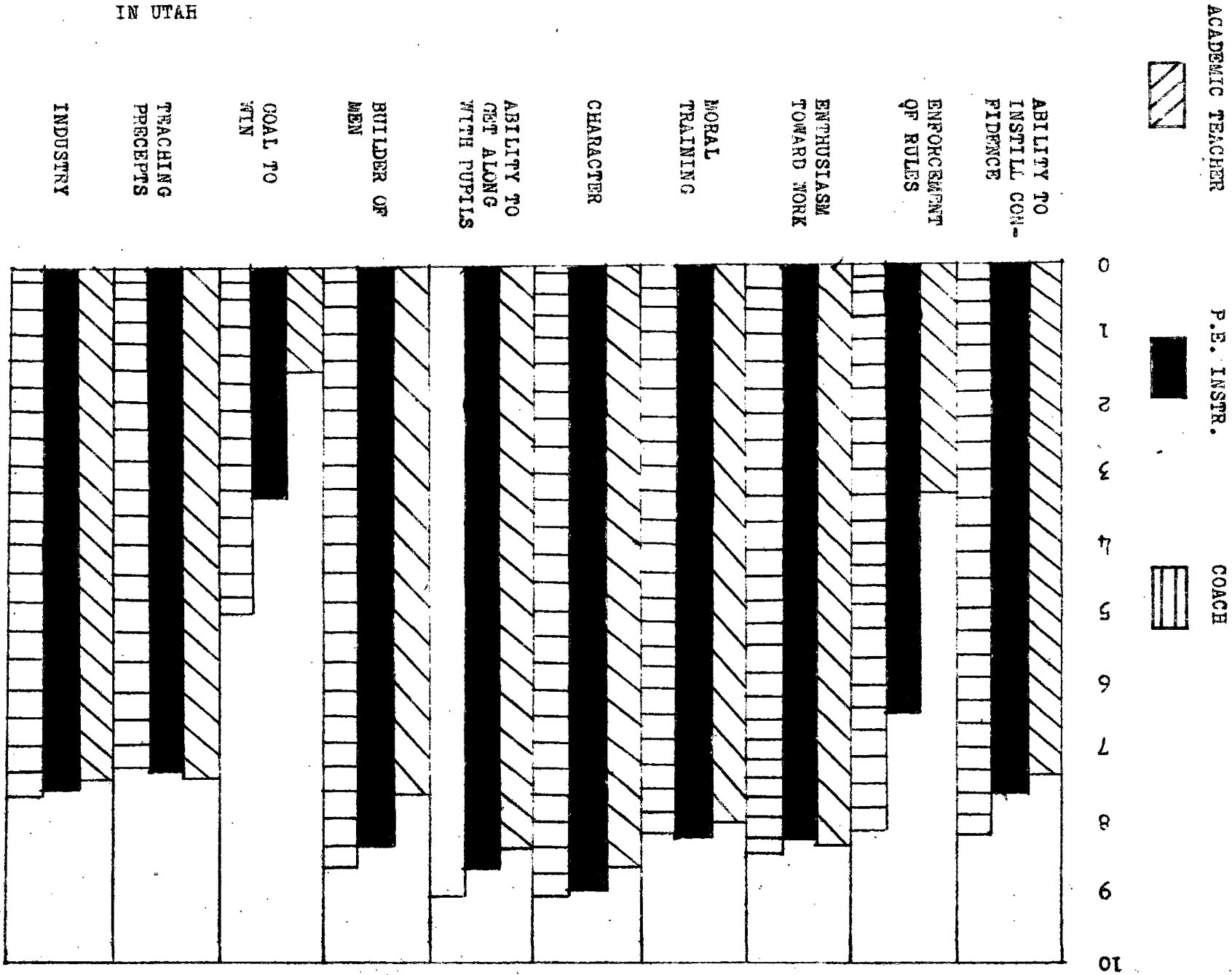
The score of 7.35 for the importance of teaching precepts placed this quality eighth. All three types of teachers were rated approximately the same, with slightly more importance attached to it with regards to the academic teacher, whose score was 7.47, the physical education teacher 7.32 and the coach 7.27.

The enforcement of training rules applies more specifically to the coach. This quality rated 6.08, and the coach scored highest with 8.27, which seems to indicate administrators consider it important for their coaches to enforce training rules which are set up. The score of 6.69 for physical education teachers indicates that it is of average importance in their case. The academic teacher scored 3.37 which means this is sometimes considered.

Goal to win was considered of least importance in the desired qualities of teachers in this group. Naturally, this refers almost exclusively to the coach, and although most administrators say that they do not place much emphasis on winning games, its importance in the ambition of a coach was 5.01, which definitely makes the goal to win considered. The importance of this quality in the physical education teacher was 3.34, which indicates it is sometimes considered. The academic teacher received a score of 1.76, which might indicate administrators desire this ambition

GRAPH 4

A COMPARISON OF "AMBITIONS AND IDEALS" OF ACADEMIC TEACHERS, PHYSICAL EDUCATION INSTRUCTORS AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH



of the academic teachers.

As table 5 indicates, the recommendation of other administrators is the most important factor in this group, the mean score of 6.70 places it well above average in importance. All three types of teachers were rated so close that there is very little difference in any of them. The score of 6.73 for the academic teacher, 6.70 for the teacher of physical education and 6.67 for the athletic coach, indicates that administrators readily take recommendations from other people in their profession.

The second factor in importance in this category is the recommendation of the major professor. As the mean score of 6.65 shows the major professor and other administrators bear about the same amount of weight, with it being a little more important to the regular teacher with a score of 6.84 than to the coach with a score of 6.58 or the physical education teacher with a score of 6.54.

The recommendation of other teachers is approximately the same for the three types of teachers with a mean score of 5.56. More importance is placed on the academic teacher 5.60, than the physical education instructor 5.56 or the coach 5.53.

The fourth most important on this list with a mean score of 5.00 is the recommendation of the college coach. The recommendation of the college coach seems to be very important to the prospective coach as the score of 7.40 indicates, this would be especially true when the candidate has had no experience. This factor was given a score of 5.29 for the physical education teacher and indicates it is considered in the selection of the physical education teacher. The college coach has very little to say about the regular academic teacher, although the score of 2.31 does seem to indicate the college coach can add support to academic teacher's other qualities.

Whether the candidate is from the local area or not is relatively unimportant as shown by the mean score of 2.73. A little more importance is placed on this factor if the candidate is a coach, who was scored 2.82, the physical education teacher 2.77, and the academic teacher 2.61.

TABLE 5

A COMPARISON OF MISCELLANEOUS CRITERIA USED IN SELECTING ACADEMIC TEACHERS, PHYSICAL EDUCATION INSTRUCTORS, AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

	MEAN	ACADEMIC TEACHER	PHYSICAL EDU. INSTRUCTOR	COACH
Recommendation of other administrators	6.70	6.73	6.70	6.73
Recommendation of major professor	6.65	6.84	6.54	6.58
Recommendation of other teachers	5.56	5.60	5.56	5.53
Recommendation of college coach	5.00	2.31	5.29	7.40
Candidate of local area	2.73	2.61	2.77	2.82

KEY TO SCORING

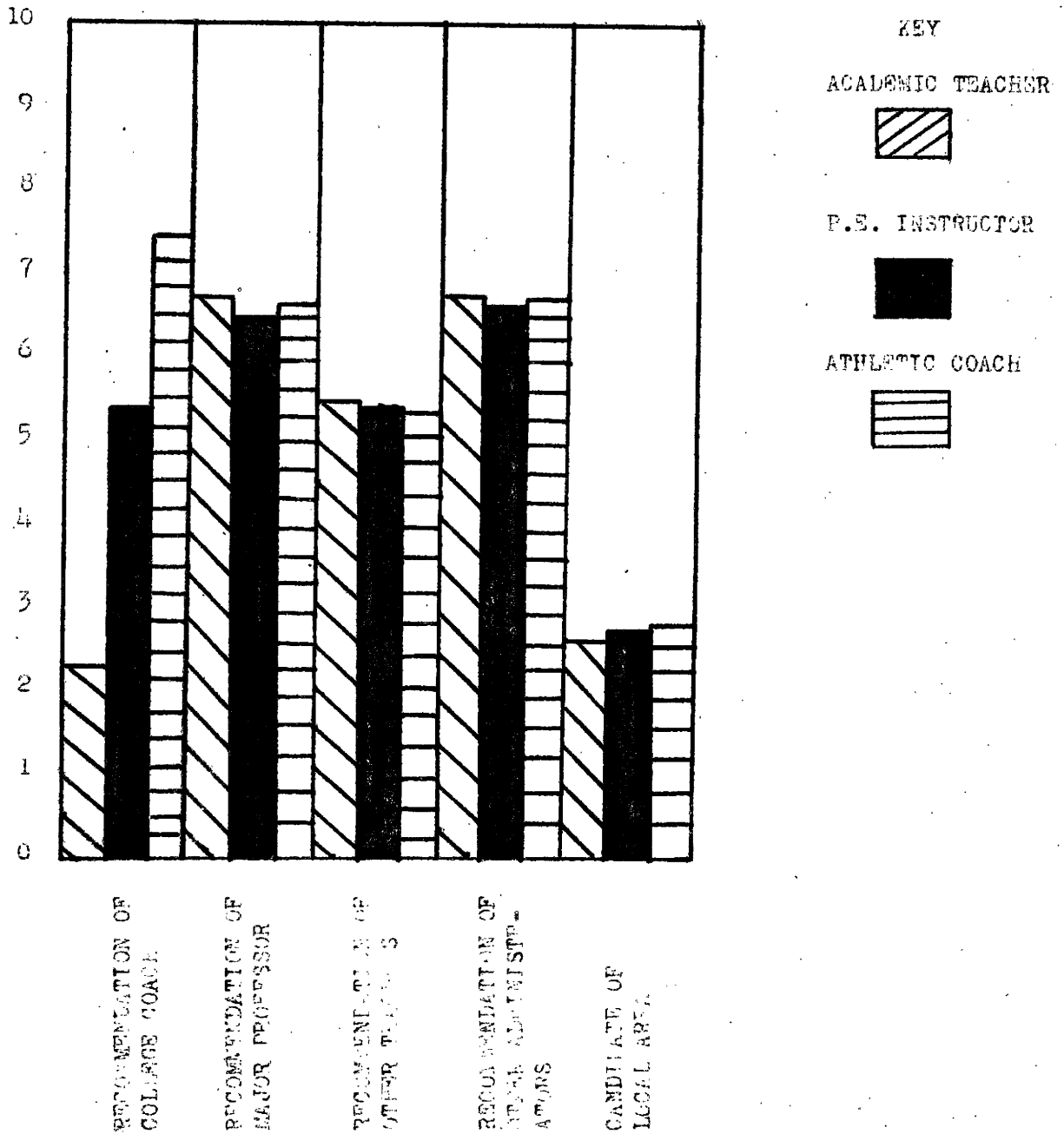
Score 10 Indispensable	Score 4 Considered
8 Important	2 Sometimes considered
6 Average	0 Not considered

It will be noted in tables 6, 7, and 8 that among the first ten qualities most important for teachers to possess, honesty, sincerity, character, ability to get along with pupils, enthusiasm toward work, moral training and builder of men, although ranked in different positions, are included in the first ten for all three types of teachers.

Honesty rated first for all three teachers. Sincerity was second for the academic teacher, and character was number two for the physical education teacher and coach. Character was third for the academic teacher, along with sincerity for the physical education

GRAPH 5

A COMPARISON OF "MISCELLANEOUS CRITERIA" USED IN THE SELECTION OF ACADEMIC TEACHERS, PHYSICAL EDUCATION TEACHERS AND ATHLETIC COACHES, AS JUDGED BY HIGH SCHOOL ADMINISTRATORS IN UTAH



teacher. Ability to get along with pupils rated third for the coach.

Teaching ability ranked fourth in importance for the academic teacher, and was not considered in the first ten for the physical education instructor and coach. Ability to get along with pupils and sincerity rated fourth for the physical education instructor and coach.

The fifth most important quality for the academic teacher to possess was ability to get along with pupils, while builder of men came fifth for the physical education teacher and coach.

Enthusiasm toward work ranked sixth for all three types of teachers.

Use of English was seventh for the academic teacher and sportsmanship and ability to instill confidence was number seven for the physical education instructor and the athletic coach.

Moral training rated eighth for all three types of teachers.

Builder of men ranked ninth in importance for the academic teacher, leadership came in this spot for the physical education instructor and personal habits for the coach.

The tenth important quality for the academic teacher was open-mindedness. Personal habits ranked tenth for the physical education instructor and enforcement of training rules tenth for the coach.

TABLE 6

THE TEN MOST IMPORTANT QUALITIES FOR AN ACADEMIC TEACHER TO POSSESS, AS DETERMINED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

Honesty	9.34
Sincerity	8.88
Character	8.74
Teaching ability	8.58
Ability to get along with pupils	8.45
Enthusiasm toward work	8.44
Use of English	8.16
Moral training	8.03
Builder of men	7.87
Open-mindedness	7.86

TABLE 7

THE TEN MOST IMPORTANT QUALITIES FOR A TEACHER OF PHYSICAL EDUCATION TO POSSESS, AS DETERMINED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

Honesty	9.97
Character	9.00
Sincerity	8.90
Ability to get along with pupils	8.87
Builder of men	8.43
Enthusiasm toward work	8.41
Sportsmanship	8.37
Moral training	8.27
Leadership	8.23
Personal habits	8.11

TABLE 8

THE TEN MOST IMPORTANT QUALITIES FOR A COACH TO POSSESS,
AS DETERMINED BY HIGH SCHOOL ADMINISTRATORS IN UTAH.

Honesty	9.41
Character	9.06
Ability to get along with pupils	9.03
Sincerity	8.97
Builder of men	8.74
Enthusiasm toward work	8.58
Ability to instill confidence	8.27
Moral training	8.25
Personal habits	8.23
Enforcement of training rules	8.19

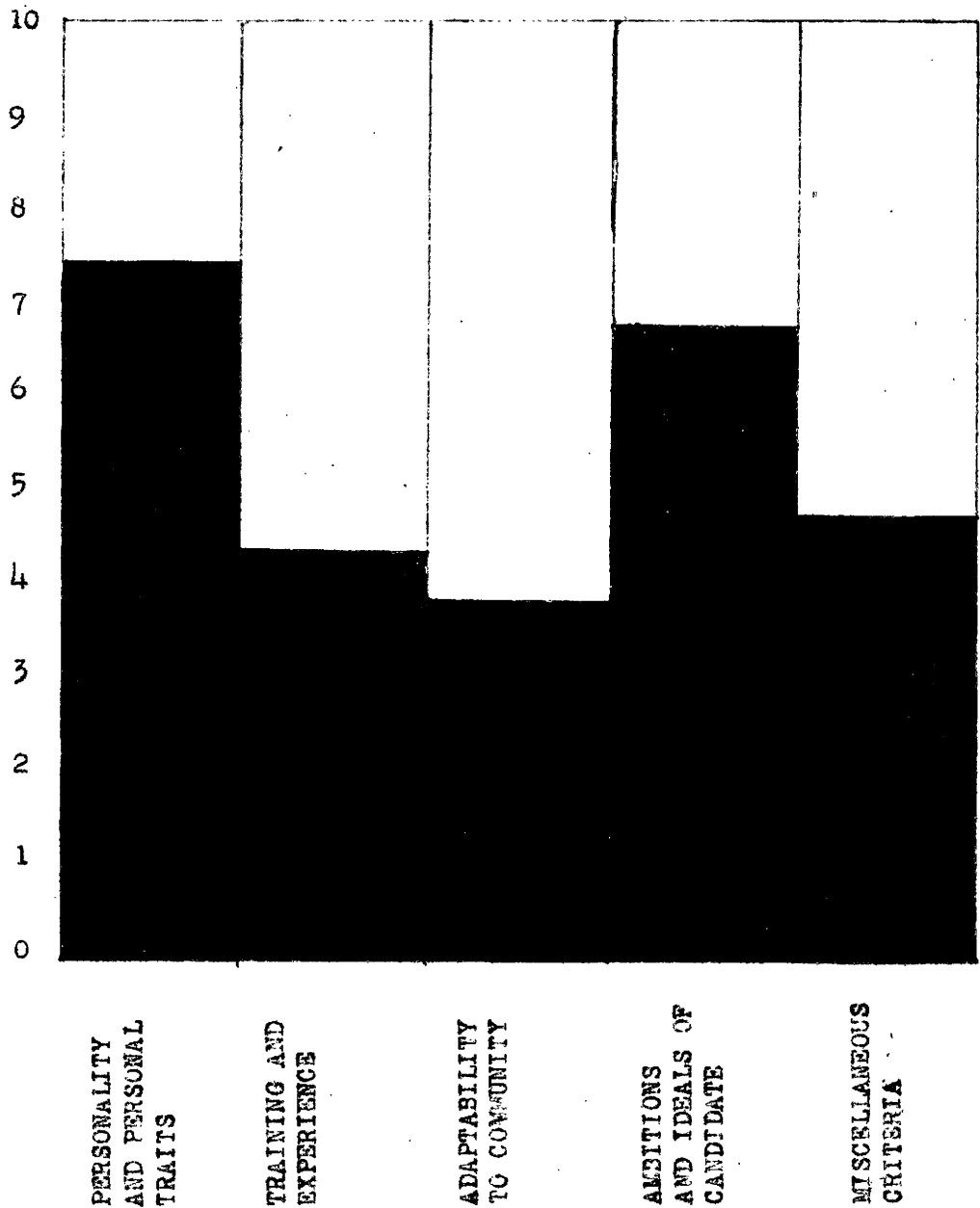
Graph 9 was included in the study to show a comparison of the five main headings of the questionnaire for the academic teacher, physical education instructor, and the athletic coach, as judged by the high school administrators in Utah.

It will be noted that personality and personal traits seem to be more important to the physical instructor with a score of 7.81, than for the coach with 7.50, or the academic teacher with a rating of 7.35.

Training and experience appears to be more important to the coach as the score of 6.21 indicates. The physical education instructor rated fairly high and second to the coach, with a score of 5.80. Training and experience seems to be less important to the academic teacher as it was rated 4.24.

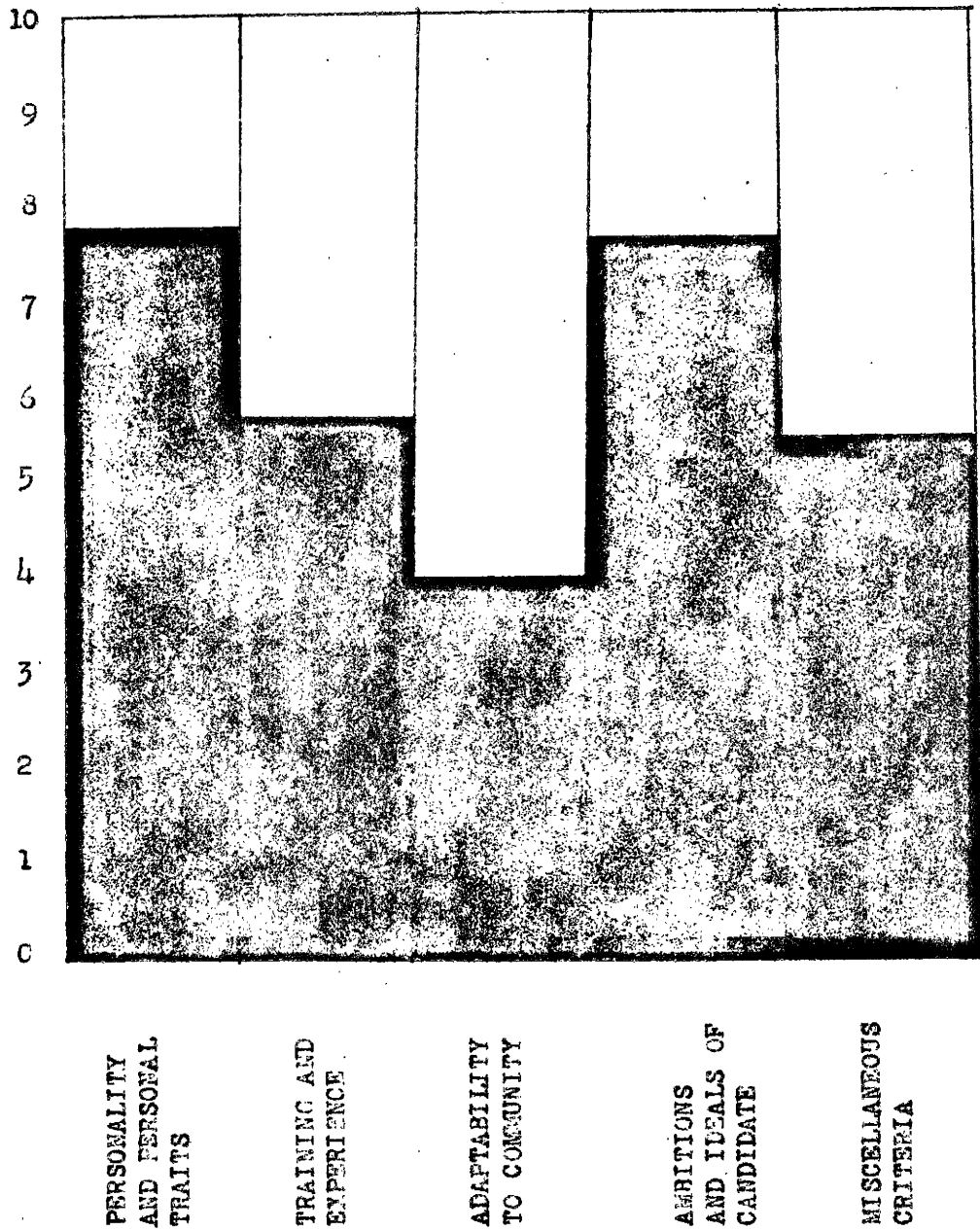
GRAPH 6

THE MEAN SCORE OF THE FIVE MAIN HEADINGS OF THE QUESTIONNAIRE FOR THE ACADEMIC TEACHER



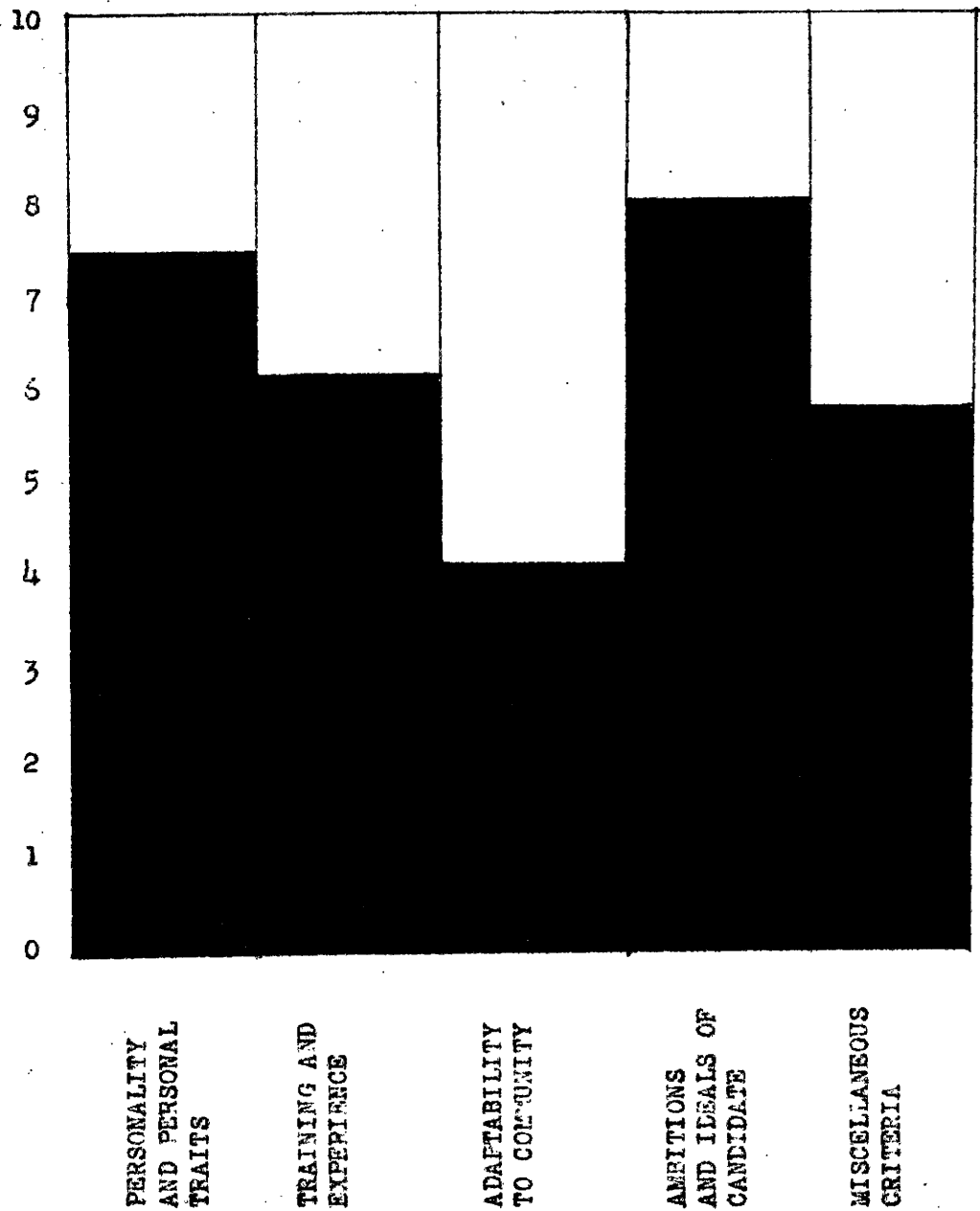
GRAPH 7

THE MEAN SCORE OF THE FIVE MAIN HEADINGS OF THE QUESTIONNAIRE FOR THE PHYSICAL EDUCATION INSTRUCTOR



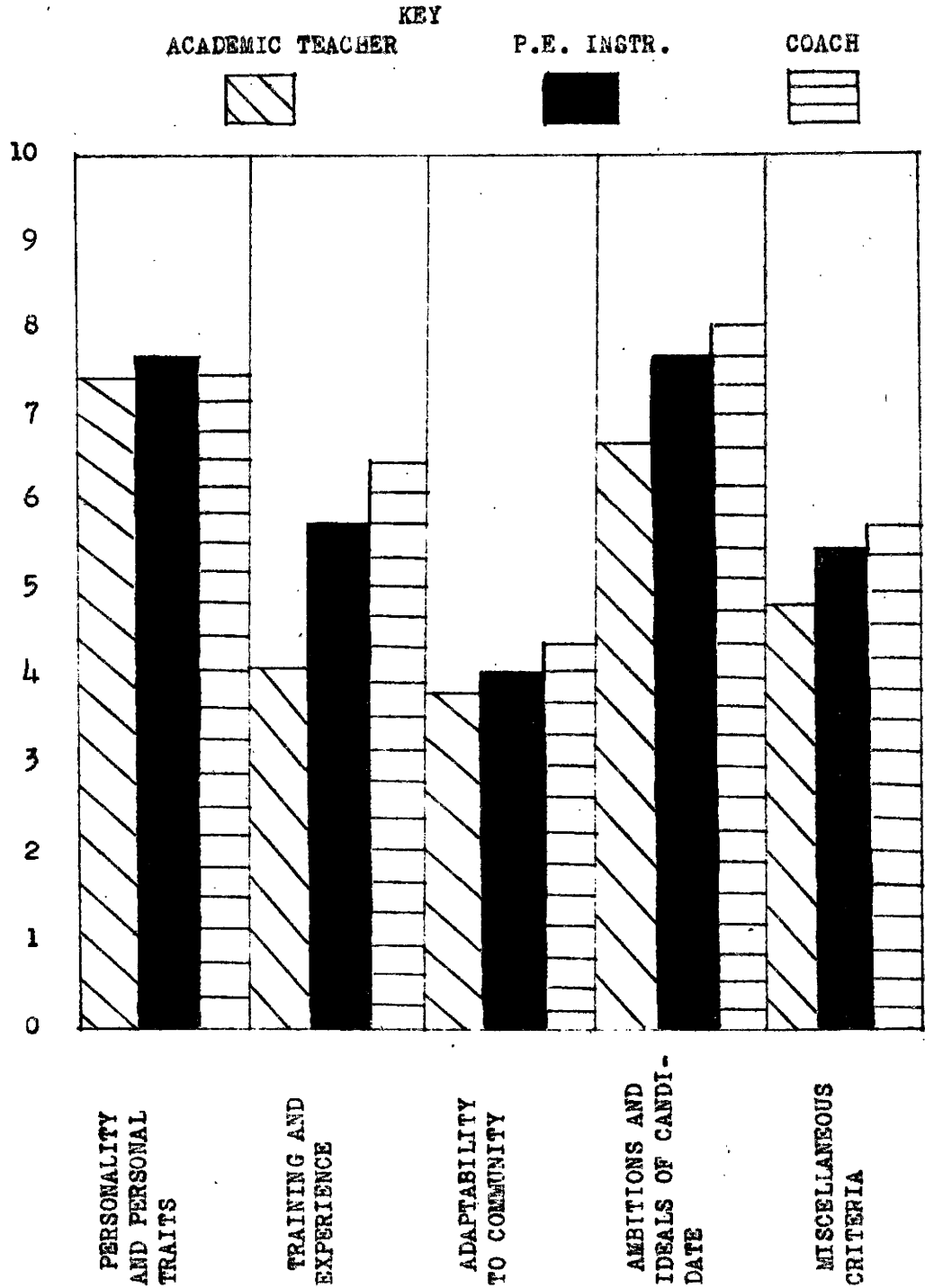
GRAPH 8

THE COMPARISON OF MEAN SCORES OF THE FIVE MAIN HEADINGS OF THE QUESTIONNAIRE FOR THE ATHLETIC COACH



GRAPH 9

A COMPARISON OF THE FIVE MAIN HEADINGS OF THE QUESTIONNAIRE FOR THE ACADEMIC TEACHER, PHYSICAL EDUCATION INSTRUCTOR AND THE ATHLETIC COACH, AS JUDGED BY THE ADMINISTRATORS OF THE HIGH SCHOOLS IN UTAH



The coach rated 4.19 for adaptability to the community, and was slightly higher than the rating of 4.01 given the physical education teacher. The academic teacher's score of 3.95 seems to indicate these qualities are not so important in this case.

Ambitions and ideals of the candidate rated fairly high for all three types of teachers, but the score of 8.01 for the coach seems to place the importance of these qualities well above the importance for the physical education teacher with a score of 7.59, and the academic teacher with 6.91.

The miscellaneous criteria used in this study appears to be more important to the coach as the score of 5.80 shows. It was rated 5.37 for the physical education instructor, and 4.92 for the academic teacher.

SUMMARY AND CONCLUSIONS

There are many things to be taken into consideration by an administrator before he employs an individual as an academic teacher, a physical education teacher, or as an athletic coach.

The purpose of this study was to determine, if possible, the various personal, professional and miscellaneous factors, and their relative importance to teachers, as judged by administrators of the high schools in Utah.

The information used in the study was obtained from administrators of all the two, three, and four year high schools in Utah, exclusive of church schools, by means of a questionnaire, and on the basis of the study just completed, the following summary and conclusions are presented:

- I. a. Personality and personal traits are important to all three types of teachers, and heading the list in importance for these

three teachers is honesty, and according to this study, honesty is the most desired of all qualifications for the academic teacher, the physical education instructor, and the athletic coach.

- b. Sincerity is the second most desired trait in this group, and its importance is emphasized by administrators rating it second in all three types of teachers.

II. Training and experience desired of the academic teacher, physical education instructor, and athletic coach is indicated to be about the same in importance for these three classes of teachers. Teaching ability was first and the use of English second for all three types of teachers, with just a trifle more importance being placed with the academic teacher.

- III . a. The adaptability to community qualities seem to play an important part in the selection of teachers. Personal habits ranked first in this group for all three types of teachers, and slightly more importance was attached to the coach, probably because in most cases the coach is successful in getting closer to the pupils, and hence, may have more influence over them.
- b. Sociability and cooperation with the townspeople rated second and third in importance for all three teachers, which would seem to indicate they are considered quite essential for success in a community.

IV. The importance of ambitions and ideals of teachers is shown by administrators rating character first, and ability to get along with pupils second, for all three types of teachers, with slightly more importance attached to the coach.

APPENDIX

381 East Fourth North
Logan, Utah
April 8, 1946

Dear Sir:

I am making a thesis study of "QUALITIES DESIRED OF TEACHERS BY ADMINISTRATORS IN THE SECONDARY SCHOOLS OF UTAH." The study is being carried on throughout the state, and inasmuch as you are working in this field, and are the most reliable source of information, I am asking the secondary school administrators to fill out the enclosed questionnaire and return it to me. The questionnaire is short and will take only a few minutes to fill out, but it will enable me to arrive at the solution of this problem.

The object of this study, which is being carried on under the direction of the Graduate School, of which Dr. B. L. Richards is Dean, and of the department of physical education, headed by Professor H. B. Hunsaker, is to ascertain the qualities most desired of teachers, as to training, personality, ambition, etc., by the people who actually do the employing.

Neither your name nor the name of your school will be mentioned in the study, and everything will be treated confidentially, so please rate each factor as you actually use it in the employment of your teachers.

I wish to take this opportunity to thank you for your contribution to this study.

Sincerely,

Cluff D. Snow

pf
Encl. 2
Questionnaire
Self-addressed envelope

381 East Fourth North
Logan, Utah

Dear Sir:

Sometime ago, I sent you a questionnaire on "QUALITIES DESIRED OF TEACHERS BY ADMINISTRATORS IN THE SECONDARY SCHOOLS OF UTAH".

The study is attracting some attention from colleges, and high school administrators. The value, however, of the study will be proportionate to the number of questionnaires returned to me. As yet, I have not received yours. I would appreciate it, if you would send it along as soon as possible.

I realize that you are very busy at the present time, but it will enable me to make a much better study if your questionnaire is returned.

I am enclosing another questionnaire.

I want to thank you in advance for your cooperation.

Sincerely,

Cluff D. Snow

pf

QUESTIONNAIRE

In filling out the following questionnaire, please rate each item as you use it in the selection of your teachers. Use the following key for rating.

<u>KEY</u>			
Score	10	Indispensable	Score
	8	Important	4 Considered
	6	Average	2 Sometimes considered
			0 Not considered

I. PERSONALITY AND PERSONAL TRAITS

<u>ACADEMIC TEACHER</u>	<u>P. E. INSTR.</u>	<u>COACH</u>
Score	Score	Score

_____	_____	_____	1. Honesty
_____	_____	_____	2. Sincerity
_____	_____	_____	3. Dress
_____	_____	_____	4. Manners
_____	_____	_____	5. Leadership
_____	_____	_____	6. Sportsmanship
_____	_____	_____	7. Sense of humor
_____	_____	_____	8. Voice
_____	_____	_____	9. Physical Speciman
_____	_____	_____	10. Open-mindedness
_____	_____	_____	11. Originality

II. TRAINING AND EXPERIENCE

_____	_____	_____	1. Degrees held
_____	_____	_____	2. School graduated from
_____	_____	_____	3. Athletic participation
_____	_____	_____	4. Outstanding player
_____	_____	_____	5. Extra-curricular activities
_____	_____	_____	6. Coaching experience
_____	_____	_____	7. Teaching experience
_____	_____	_____	8. Scholarship
_____	_____	_____	9. Efficient in all sports
_____	_____	_____	10. Teaching ability (classroom)
_____	_____	_____	11. Use of English
_____	_____	_____	12. Recreational leadership

QUESTIONNAIRE (CONT.)

KEY

Score 10	Indispensable	Score 4	Considered
8	Important	2	Sometimes considered
6	Average	0	Not considered

III. ADAPTABILITY TO COMMUNITY

<u>ACADEMIC TEACHER</u>	<u>P. E. INSTR.</u>	<u>COACH</u>
Score	Score	Score

_____	_____	_____	1. Religious beliefs
_____	_____	_____	2. Personal habits
_____	_____	_____	3. Sociability
_____	_____	_____	4. Boy Scout experience
_____	_____	_____	5. Civic mindedness
_____	_____	_____	6. Cooperation with townspeople
_____	_____	_____	7. Married
_____	_____	_____	8. Single
_____	_____	_____	9. Children

IV. AMBITIONS AND IDEALS OF CANDIDATE

_____	_____	_____	1. Industry
_____	_____	_____	2. Teaching precepts
_____	_____	_____	3. Goal to produce winning team
_____	_____	_____	4. Builder of men
_____	_____	_____	5. Ability to get along with pupils
_____	_____	_____	6. Character
_____	_____	_____	7. Moral training
_____	_____	_____	8. Enthusiasm toward work
_____	_____	_____	9. Strict enforcement of training rules
_____	_____	_____	10. Ability to instill confidence

V. MISCELLANEOUS CRITERIA USED

_____	_____	_____	1. Recommendation of college coach
_____	_____	_____	2. Recommendation of major professor
_____	_____	_____	3. Recommendation of other teachers
_____	_____	_____	4. Recommendation of other administrators
_____	_____	_____	5. Candidate of local area