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## An Analysis Of Duties Performed By Physical Education Teachers In The Public Schools Of Texas

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AN ANALYSIS OF DUTIES PERFORMED BY PHYSICAL  
EDUCATION TEACHERS IN THE PUBLIC  
SCHOOLS OF TEXAS



JACKSON

1967

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**AN ANALYSIS OF DUTIES PERFORMED BY PHYSICAL EDUCATION  
TEACHERS IN THE PUBLIC SCHOOLS OF TEXAS**

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**A Thesis**

**of Prairie View Agricultural and Mechanical College  
Presented to the Graduate School  
In Partial Fulfillment of the  
Degree of**

**Master of Science**

**By**

**Dorothy A. Jackson**

**August, 1967**

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Prairie View, Texas

APPROPRIATEMENTS

A THESIS

The writer wishes to acknowledge her indebtedness to the following:

for the Master of Science Degree submitted to the Department

of Health and Physical Education

has been approved

by

[Redacted signature]

Adviser

[Redacted signature]

[Redacted signature]

[Redacted signature]

Date

8/20/67

[Redacted signature]

## ACKNOWLEDGEMENTS

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	This problem is dedicated to my	7
III.	mother, Mrs. Colee Northcutt, and	11
IV.	grandmother, Mrs. Nellie D.	15
V.	Casteel, whose moral and financial	20
	support have enabled me to complete	34
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CHAPTER I  
INTRODUCTION

The real purpose of education is to enable the individual to be increasingly intelligent and self-directive. Cowell stated that, "If we had an analytical knowledge of everything that physical educators were required to do on the job and then ranked these duties in order to frequency and importance, we could set up ideal curricular in teacher education institutions in order to prepare teachers for future tasks."<sup>1</sup>

"The curriculum patterns at the start of the century are no longer valid for the present day society of expanding, democratic ideals."<sup>2</sup> La Salle stated that we must seek out the basic trends in the modern world and their implications for the physical educators, preparing youth for the world as it exists here and now.<sup>3</sup> In recent years the school has been forced to take on additional responsibilities. Fundamental changes in the structure of home, family, and society

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<sup>1</sup> Charles C. Cowell, Modern Principles and Methods in Secondary School Physical Education (Boston: Allyn and Bacon, 1964), p. 61.

<sup>2</sup> Ibid., p. 66.

<sup>3</sup> Dorothy La Salle, Guidance of Children Through Physical Education (New York: A. S. Barnes and Company, 1946), p. 123.

dictate new demands on the school.

Cowell states that, "The nature and philosophy of our society, our institutions, or social problems and trends all have implications for the curriculum."<sup>4</sup>

Physical education is at best a complex occupation. Yeager has this to say, "The educator is expected at various times and by various interest to play many different roles. He must by nature of his position, be -- (1) a teacher of teachers, and (2) a technical expert in educational measurement and evaluation, especially of the qualification and performance of school activities."<sup>5</sup>

Schwehn stated that, "The education of the whole child can take place only through an integrated program of curricular and extracurricular activities."<sup>6</sup> Every teacher, therefore, must assume new responsibilities. Extracurricular activities and guidance in secondary schools have grown tremendously. The values to be gained in the close connection of extracurricular activities and guidance with keeping students in school, recognizing individual differences in many fields, have been shown to be indisputable. It is emphasized in the Twenty-Fifth Year Book of the National

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<sup>4</sup>Charles C. Cowell, Scientific Foundations of Physical Education (New York: Harper Brothers, 1952), p. 166.

<sup>5</sup>William A. Yeager, Administration and the Teacher (New York: Harper and Brothers, 1954), p. 1.

<sup>6</sup>Hilda M. Schwehn, "The Educational Responsibilities Outside the Classroom of Physical Education," Research Quarterly, (December, 1930), pp. 71-96.

Society for the Study of Education that, "Extracurricular activities add to the cultural phases of a curriculum ... train students ... some civic, social, moral quality or relationship."<sup>7</sup>

The basic premise underlying the operation of any profession is revealed by studying the function which are performed by the profession. Hetherington outlined nine basic functions which are valuable in the conduct of physical education. These nine functions apply equally well to health and recreation education. With certain modifications in terminology these nine functions are:

1. Interpretations (philosophy)
2. Objectives
3. Community Organization and auspices
4. People status, educability, and capacity
5. Programs
6. Leadership
7. Administration
8. History and Trends
9. Professions

In order that a thorough job analysis of the public schools in Texas be made, it is apparent that all areas of duties must be included. Humphrey classified the physical education duties in the following categories:<sup>8</sup>

1. Administrative Duties, such as Office routines, and budgeting and accounting, and coordinating programs
2. Duties pertaining to facilities, equipment and supplies, such as planning of new facilities, evaluating, and selecting and recommending all

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<sup>7</sup>Twenty-fifth Year Book, National Society for the Study of Education, Part II, p. 10.

<sup>8</sup>James H. Humphrey, "A Job Analysis of Selected Public School Physical Education Directors," Research Quarterly, (March, 1954), pp. 56-66.

types of instructional material.

3. Duties pertaining to instruction, such as teaching demonstration-lessons.
4. Duties pertaining to special services and activities such as play days or demonstrations.
5. Supervisory-Duties such as providing a plan by teachers, and interpreting various phases of the program to teachers--such as course of study, or test data.
6. Duties pertaining to community activities, such as directing community playgrounds, and conducting recreational programs.
7. Duties pertaining to personality, professional growth and professional contribution, such as editing material for publication, or doing research and reporting upon progress made in centers of research.

It is not enough that a teacher of the secondary school know his subject well and be able to present it adequately. The teacher finds himself responsible for many activities which are not carried on in the classroom or laboratory and which are not necessarily pursued during the regular school day. A teacher must know how to proceed in giving aid and encouragement to those influences which are for the good of men.

Jackson stated that, "It is important for physical education teachers to have some analytical knowledge of the scope of duties in their chosen profession."<sup>9</sup> Careful scrutiny of lists based on activity analysis given

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<sup>9</sup>C. O. Jackson, "Activities Engaged in by Teachers of Physical Education in the High School of Illinois," Part I, Research Quarterly, (March, 1942).

considerable validity to much of the course-content of the professional curricula.

The job assignment of the physical education majors may or may not vary from their respective fields of training. The objective of this was to make an analysis of physical education majors' job assignments and draw the conclusion based on the findings.

#### Statement of Problem

It was the purpose of this investigation to make available the following information:

1. To provide a master list of duties performed by the Physical Education teachers in the secondary school of Texas; thereby providing data for use in the re-evaluation of the physical education curricula on both the undergraduate and graduate level.
2. To provide a list of duties which might be useful to persons desiring to enter the field of physical education
3. To determine more accurately some of the current trends in public school physical education
4. To develop standards which might be used to evaluate the duties of public school physical education teachers.

#### Need

There is a need for a greater stress on competencies in professional preparing institutions. The physical education majors may depend upon their qualification to teach in some academic areas. This country is experiencing an age of specialization, and the prospective teacher must

have training in all phases of his or her particular fields.

#### Method Used in Obtaining Data

The desired information was obtained by the questionnaire method. The questionnaire method was used because the schools in this study included a representative sample from the state of Texas.

This questionnaire contained a list of teacher responsibilities in a physical education program and many other activities in which the secondary teacher of physical education participates.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

No recent job analysis of physical education in the secondary schools of Texas are known to the author, but some older studies of other states, no doubt, still have considerable validity today.

#### LITERATURE ON JOB ANALYSIS IN OTHER STATES

Jackson analyzed the activities engaged in by some 538 men teachers of physical education in 436 schools and 467 women teachers in 436 schools. The following adapted table indicates in rank order the frequency of tasks in 1940 in Illinois.<sup>1</sup>

Administration and Supervision
Health Service
Promotion of Program
Testing and Measuring in Physical Education
Financial Duties
Miscellaneous Duties

"In American high schools it is estimated that at present about 90 per cent of the male physical education teachers coach at least one interscholastic sports."<sup>2</sup>

<sup>1</sup>C. O. Jackson, Ibid., p. 14

<sup>2</sup>Hilda Schwehn, "General Trends in Secondary Education," Research Quarterly, Vol. IV (December, 1938), pp. 414-22.



Schwehn's study, made some years ago, of the extra duties of women physical education teachers in Indiana high schools is probable still valid today. Only about 20 per cent of the teachers taught only physical education and these represented mostly teachers in schools of over 800 students. About 80 per cent of all teachers were teaching at least one academic subject.<sup>3</sup>

Over 95 per cent of the women physical education teachers were sponsoring at least one high school club, in schools of over 1,000 pupils, 25 per cent of the teachers were sponsoring as many as five clubs, such as the girls' Athletic Association, Social dance club, hockey, swimming club, as well as being class advisers. The great majority of these teachers also had responsibility for the guidance and planning of school parties, club parties, class parties, school assemblies, and parent-teacher programs as well.

In addition, as least one-third of these teachers were involved in group sessions on health problems, medical examination, supervision of rest rooms, follow-up medical examination, health supervision of the school plant, or direction of the school lunch. Over 46 per cent conducted classes in leadership, courtesy, and etiquette. Over 50 per cent had such related guidance responsibilities as giving tests to be used in guidance, re-educating students, and keeping records related to guidance.

<sup>3</sup> Ibid., p. 421.

Phillips, in his study of physical education duties engaged in by women teachers stated, "It is discouraging to note that the relative little time devoted to leadership and physical education activities in contrast to promotional activity such as cheerleading and pep clubs."<sup>4</sup> His study indicated the extent to which the following sports and special-interest groups are supervised by women high-school education teachers.

<u>Activity</u>	<u>Per Cent of Schools</u>
Cheerleaders	53.5
Pep Club	6.3
Academic Clubs	6.1
School Programs	4.7
Dance Group	4.5
Drill Team	4.0
Class Sponsor	3.6
Sports Club	3.6
Majorettes and Twirlers	2.4
Swim Club	1.8
Leader Club	1.3

There should be definite plans inaugurated in each school system for job analysis in respect to teacher assignment. William A. Yeager has this to say:<sup>5</sup>

"A preferred plan in making work assignment is to block out in any school the total work load according to position. In a particular school, for example, there may be ten positions, extra-class activities. Each position should be numbered or other wise designated. Where a vacancy occur, the specification of that position should be reviewed and the prospective teacher selected to fit those specification."

<sup>4</sup>Majorie Phillips, "Compensation Practices and Extra-curricular Responsibilities of Women High School Physical Education," Research Quarterly, (December, 1957), p. 492.

<sup>5</sup>William A. Yeager, Ibid., p. 67.

The field of Physical Education being relatively new in the curriculum presents somewhat of a problem. Many people in the teaching profession look upon physical education as being something completely foreign from the so-called "core-curriculum."

Francis E. Cake says, "During the past several years, numerous statements have been made to the effect that teaching, and especially teaching in health, physical education and recreation is not being granted true professional status. Since the status of any profession depends upon its standards to preparation and conduct, perhaps we in the teaching fields must agree upon standards. These standards must evolve from within the profession itself, and be applied on some all inclusive, nationwide basis."<sup>6</sup>

Looking in on the modern trends or the basic concepts of modern education, one may find that physical education has come to be accepted as one of the regular courses in a school curriculum. Speaking on the school program for the present day, McNeely says, "Educators and other informed citizens nowadays see physical education as an important phase of schooling. Many high school facilities believe that a wholesomeness should pervade all school experiences--that programs such as physical education even though unique in some of their functions, must be integrated into the overall purpose and general character of the school."

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<sup>6</sup>Francis E. Cake, Journal of Health, Physical Education, and Recreation, (May-June, 1958), p. 45.

2. Administrative duties
3. Duties pertaining to facilities, equipment, and supplies
4. Duties pertaining to curricular services and activities
5. Supervisory duties
6. Duties pertaining to community activities
7. Duties pertaining to personal, professional growth and professional organizations.

### CHAPTER III

#### PROCEDURE OF CONDUCTING STUDY

The check list was formulated with the purpose of

The material in this chapter outlines in detail how the study is conducted. It is the foundation from which the study was made. It is from this chapter that the information will be received from the respondents.

The initial step in this study was to develop a valid list of duties of the public school physical education teachers of Texas. The following techniques were

employed in collecting the data:

1. Documentary analysis
2. Personal logs
3. Introspective
4. Interview with persons in the field

All of the duties collected in the above ways were placed on a list for sorting and classifying. After duplications were eliminated, it was found that the above sources yielded 64 duties which might be performed by physical education teachers.

The next step was to place the duties in classification and to delimit the list by combining, recombining, and condensing.

The duties were placed in seven classifications as follows:

1. Duties pertaining to Instruction

2. Administrative duties
3. Duties pertaining to facilities, equipment, and supplies
4. Duties pertaining to special services and activities
5. Supervisory duties
6. Duties pertaining to community activities
7. Duties pertaining to personal, professional growth and professional constitutions.

The check list was formulated with the purpose of obtaining information concerning the various duties performed by the secondary physical education teachers in Texas.

After combining, recombining, and condensing under the seven classification, the next step was the development of the master list resulted in the following:

CHECK EACH ITEM YOU ARE RESPONSIBLE FOR: ( )

Name of School: \_\_\_\_\_ Location: \_\_\_\_\_

Classification of School: A, ( ) AA, ( ), AAA ( ), AAAA ( )

Male ( ), Female ( )

#### INSTRUCTION OF SKILLS

- |                                |                                 |
|--------------------------------|---------------------------------|
| _____ 1. Aquatics              | _____ 11. Handball              |
| _____ 2. Archery               | _____ 12. Recreation Activities |
| _____ 3. Badminton             | _____ 13. Soccer                |
| _____ 4. Basketball            | _____ 14. Rhythm                |
| _____ 5. Bowling               | _____ 15. Speed-a-way           |
| _____ 6. Conditioning Exercise | _____ 16. Speedball             |
| _____ 7. Field Hockey          | _____ 17. Tennis                |
| _____ 8. Football              | _____ 18. Track and Field       |
| _____ 9. Fencing               | _____ 19. Volleyball            |
| _____ 10. Gymnastics           | _____ 20. Wrestling             |

## COACH OF ATHLETIC TEAMS

- \_\_\_\_\_ 20. \_\_\_\_\_
- \_\_\_\_\_ 21. Football \_\_\_\_\_
- \_\_\_\_\_ 22. Basketball \_\_\_\_\_
- \_\_\_\_\_ 23. Track and Field \_\_\_\_\_
- \_\_\_\_\_ 24. Baseball \_\_\_\_\_
- \_\_\_\_\_ 25. Tennis \_\_\_\_\_
- \_\_\_\_\_ 26. Swimming \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ 27. Director of Activities \_\_\_\_\_
- \_\_\_\_\_ 28. Teacher of Academic Subjects (List)
- \_\_\_\_\_ 29. Director of Physical Education \_\_\_\_\_
- \_\_\_\_\_ 30. Director of Intramural \_\_\_\_\_
- \_\_\_\_\_ 31. Director of Recreation \_\_\_\_\_
- \_\_\_\_\_ 32. Supervisor of:
- \_\_\_\_\_ 1. Athletic Field \_\_\_\_\_
- \_\_\_\_\_ 2. Gymnasium \_\_\_\_\_
- \_\_\_\_\_ 3. Equipment \_\_\_\_\_
- \_\_\_\_\_ 4. Playground \_\_\_\_\_
- \_\_\_\_\_ 5. Tennis Court \_\_\_\_\_
- \_\_\_\_\_ 6. Pool \_\_\_\_\_
- \_\_\_\_\_ 7. \_\_\_\_\_
- \_\_\_\_\_ 8. \_\_\_\_\_

- \_\_\_\_\_ 33. Keep Team in Condition
- \_\_\_\_\_ 34. Improve Community Health
- \_\_\_\_\_ 35. Assist in Medical Examinations
- \_\_\_\_\_ 36. Prescribe exercise
- \_\_\_\_\_ 37. Keep follow-up records
- \_\_\_\_\_ 38. Promote Recreation Among the faculty
- \_\_\_\_\_ 39. Stage exhibitions
- \_\_\_\_\_ 40. Officiate at Games
- \_\_\_\_\_ 41. Carry on Athletic Publicity
- \_\_\_\_\_ 42. Test and Measure

#### ACTIVITY

- |                           |  |
|---------------------------|--|
| _____ 43. Cheerleaders    | _____ 53. Leaders Club                   |
| _____ 44. Pep Club        | _____ 54. Church Work                    |
| _____ 45. Academic Clubs  | _____ 55. Make Speeches                  |
| _____ 46. School Programs | _____ 56. Counseling students            |
| _____ 47. Dance Groups    | _____ 57. Scheduling games               |
| _____ 48. Drill Club      | _____ 58. Checking Custodial maintenance |
| _____ 49. Class Sponsor   | _____ 59. Ordering Awards                |
| _____ 50. Sports Club     | _____ 60. Caring for Uniforms            |
| _____ 51. Majorettes      | _____ 61. Arranging Transportation       |
| _____ 52. Twirlers        |  |

#### MISCELLANEOUS

\_\_\_\_\_

\_\_\_\_\_

A letter accompanied each investigation. The information gathered will be mailed to each respondent if requested.

perform. Graphs will follow each table to denote the percentage of teachers performing the various duties.

Questions number one: Duties pertaining to instruction of skills, the answers were unanimous in the affirmative. However, the writer wishes to state that all of the subjects were not involved in such activity.

#### CHAPTER IV PRESENTATION OF DATA

In this chapter, the writer presents the facts based upon the actual figures as presented by those individuals questioned.

One hundred twenty-four questionnaires were received from the male physical education teachers. They were received from personnel working in classes A, AA, AAA, and AAAA schools. The questionnaires were received in the following manner: Class A, 21 males; Class AA, 58; Class AAA, 30; Class AAAA, 15.

Ninety-two questionnaires were received from the female physical education teachers. They were received from the personnel working in class A, AA, AAA, and AAAA schools. The questionnaires were received in the following manner: Class A, 11; Class AA, 41, Class AAA, 27 and Class AAAA, 13.

The findings will be treated as one since the writer's prime goal is to bring under one heading all of the duties performed by the physical education teacher.

Each question will be placed under one of the headings listed on the Questionnaire.

The following tables are used to denote the findings in all areas the physical education teachers are asked to



perform. Graphs will follow each table to denote the percentage of teachers performing the various duties.

Questions number one: Duties pertaining to instruction of skills, the answers were unanimous in the affirmative. However, the writer wishes to state that all of the subjects were not involved in each activity.

Tables one and two indicate the number of male and female physical education teachers performing in the instruction of skills.

TABLE I  
NUMBER OF MALE PHYSICAL EDUCATION  
TEACHERS TEACHING SKILLS

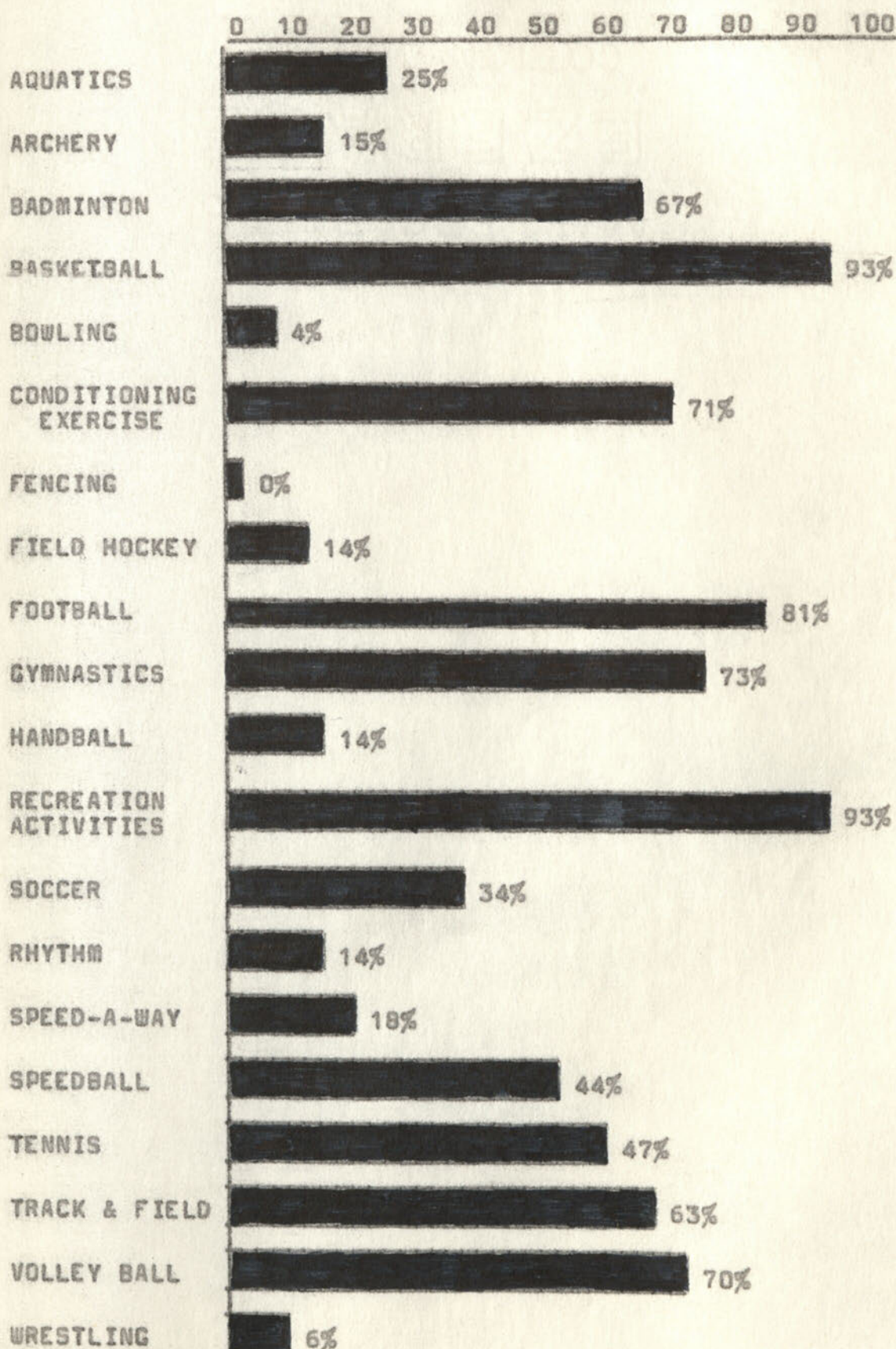
	NUMBER	PERCENT
INSTRUCTION OF SKILLS	124	100%
Aquatics	31	
Archery	18	
Badminton	89	
Basketball	115	
Bowling	5	
Conditioning Exercise	88	
Field Hockey	17	
Football	101	
Fencing	0	
Gymnastics	90	
Handball	30	
Recreation Activities	120	
Soccer	42	
Rhythm	17	
Speed-a-way	22	
Speed Ball	52	
Tennis	58	
Track and Field	79	
Volleyball	87	
Wrestling	8	

TABLE II  
 NUMBER OF FEMALE PHYSICAL EDUCATION  
 TEACHERS TEACHING SKILLS

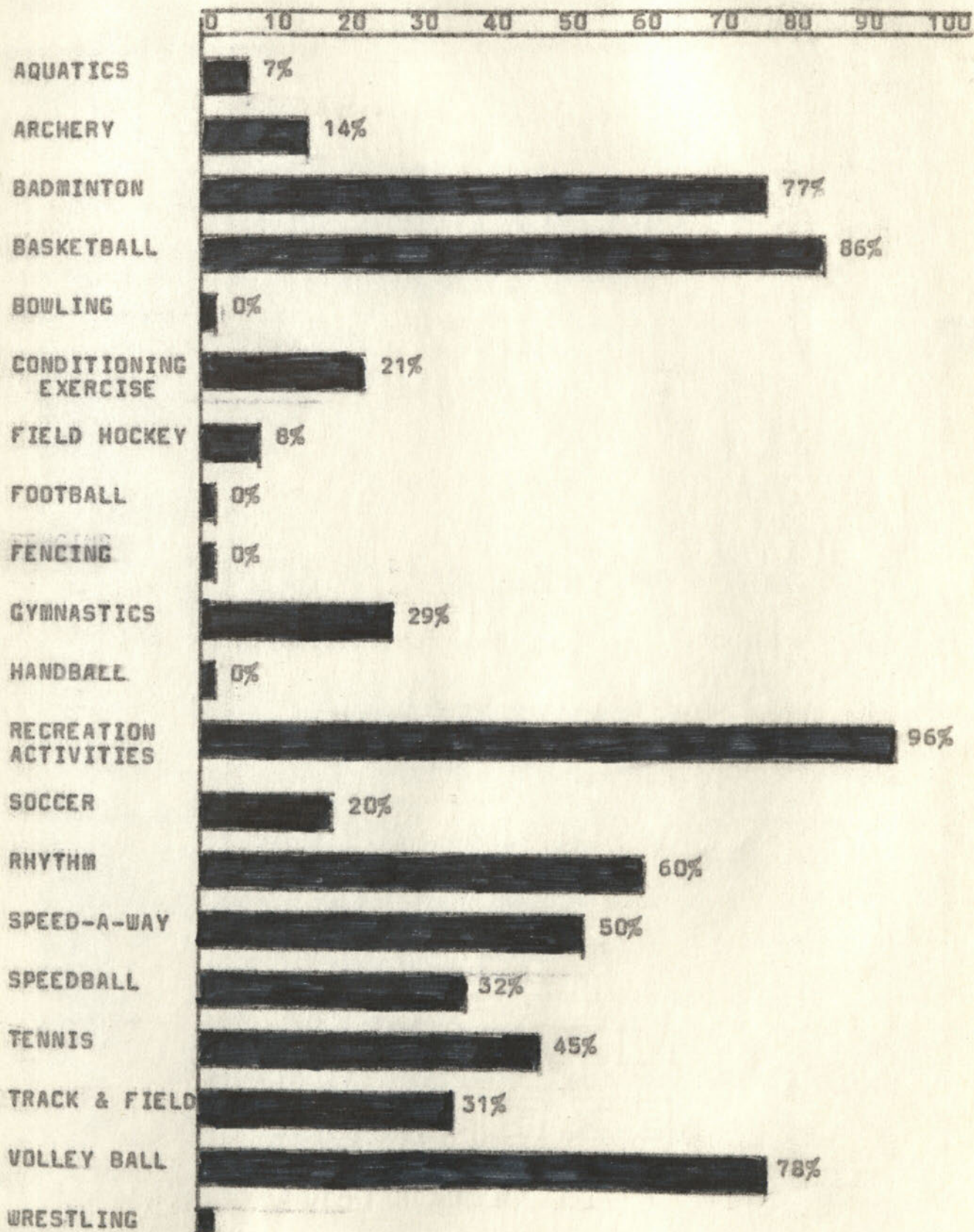
	NUMBER	PERCENT
INSTRUCTION OF SKILLS	92	100%
Aquatics	6	
Archery	13	
Badminton	71	
Basketball	79	
Bowling	0	
Conditioning Exercises	20	
Field Hockey	7	
Fencing	0	
Football	0	
Gymnastics	27	
Handball	0	
Recreation Activities	88	
Soccer	18	
Rhythm	55	
Speed-a-way	46	
Tennis	41	
Track and Field	29	
Volleyball	72	
Wrestling	0	

These tables illustrate the number of physical education teachers that are teaching the various skills, and the activities that the greatest amount of concentration is given.

CHART I  
 PERCENT OF MALE PHYSICAL EDUCATION  
 TEACHERS TEACHING SKILLS



PERCENTAGE OF FEMALE PHYSICAL EDUCATION  
TEACHERS TEACHING SKILLS



To find the number of physical education teachers coaching a sport, the writer listed some major sports and asked the respondent to list those sports that were omitted.

TABLE III  
NUMBER OF MALE PHYSICAL EDUCATION  
TEACHERS COACHING

	NUMBER	PERCENT
COACHING OF ATHLETIC TEAMS	124	100%
Football	78	
Basketball	97	
Track and Field	53	
Baseball	77	
Tennis	67	
Swimming	19	
Volleyball	15	
Softball	18	

TABLE IV  
NUMBER OF FEMALE PHYSICAL EDUCATION  
TEACHERS COACHING

	NUMBER	PERCENT
COACHING OF ATHLETIC TEAMS	70	76%
Football	0	
Basketball	33	
Track and Field	20	
Baseball	0	
Tennis	31	
Swimming	5	
Volleyball	8	
Softball	21	

This table indicates that all the male subjects are connected with some phase of coaching, and 76 per cent of

the female teachers are involved in coaching. The greatest amount of concentrations for the male physical education teacher is the coaching of basketball and football. For the female physical education teacher the sports with the highest representations are basketball and tennis.

CHART III

PERCENT OF PHYSICAL EDUCATION  
TEACHERS COACHING (MALE)

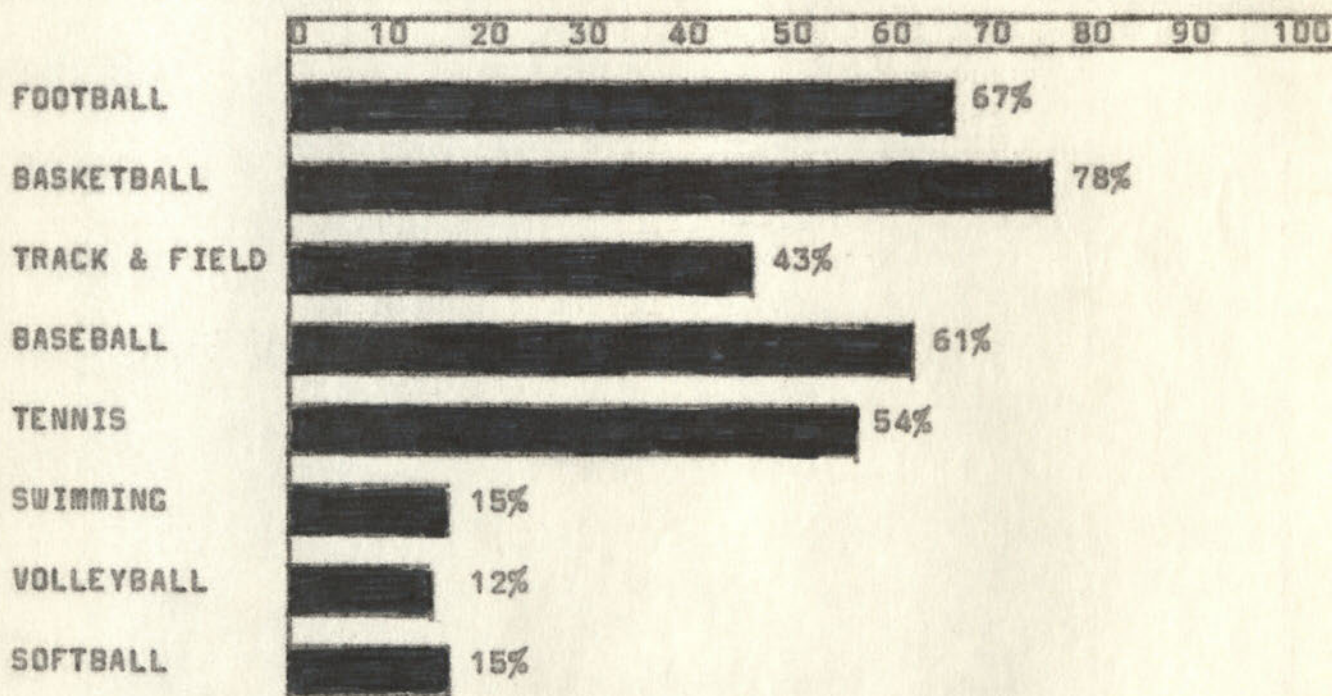


CHART IV

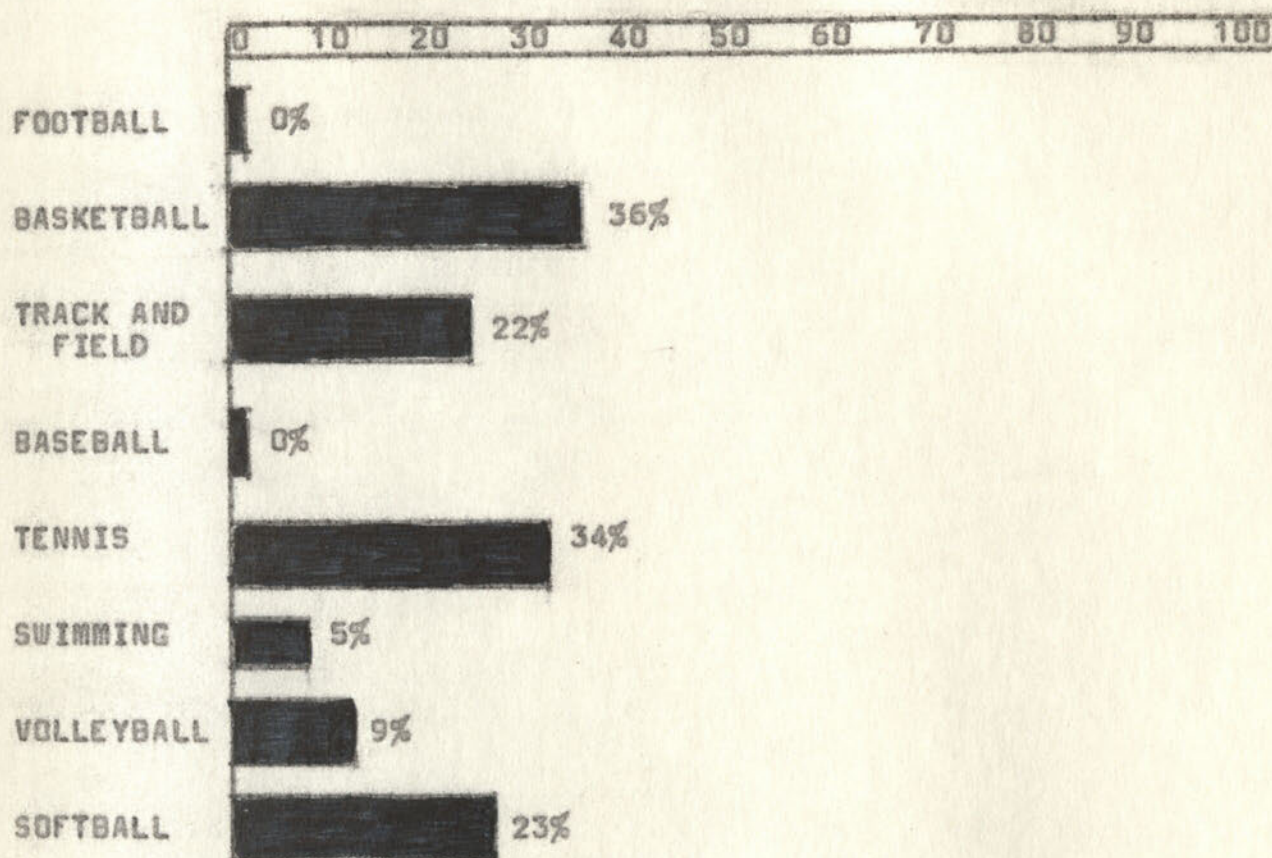
PERCENT OF PHYSICAL EDUCATION  
TEACHERS COACHING (FEMALE)

TABLE V

NUMBER OF PHYSICAL EDUCATION  
TEACHERS SERVING AS  
DIRECTORS AND SUPERVISORS (MALE)

	NUMBER
Director of Athletics	17
Director of Physical Education	10
Director of Intramurals	92
Director of Recreation	20
Supervisors of:	124
Athletic Field	43
Gymnasium	88
Equipment	124
Playground	60
Tennis Court	37
Pool	11

TABLE VI  
 NUMBER OF FEMALE PHYSICAL EDUCATION  
 TEACHERS SERVING AS  
 DIRECTORS AND SUPERVISORS

	NUMBER
Director of Athletics	0
Director of Physical Education	0
Director of Intramurals	45
Director of Recreation	17
Supervisors of:	88
Athletic Field	0
Gymnasium	0
Equipment	70
Playground	87
Tennis Court	22
Pool	9

Table V indicates that all of the male physical education teachers perform a dual role as a teacher and director of supervisor. The majority of the female subjects also perform a dual role, the highest concentrations for the female seems to fall under supervisors of playground.



CHART V

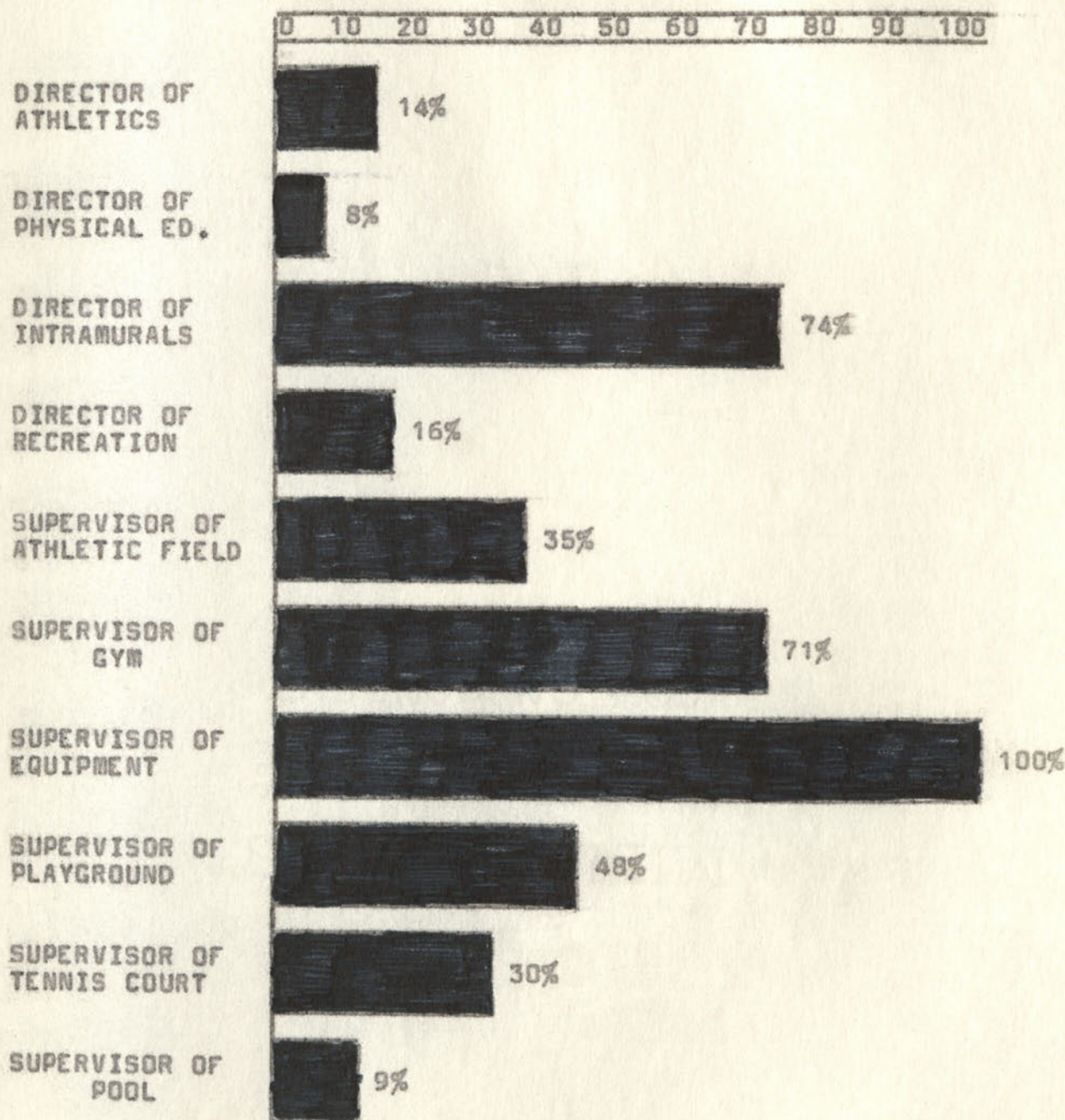
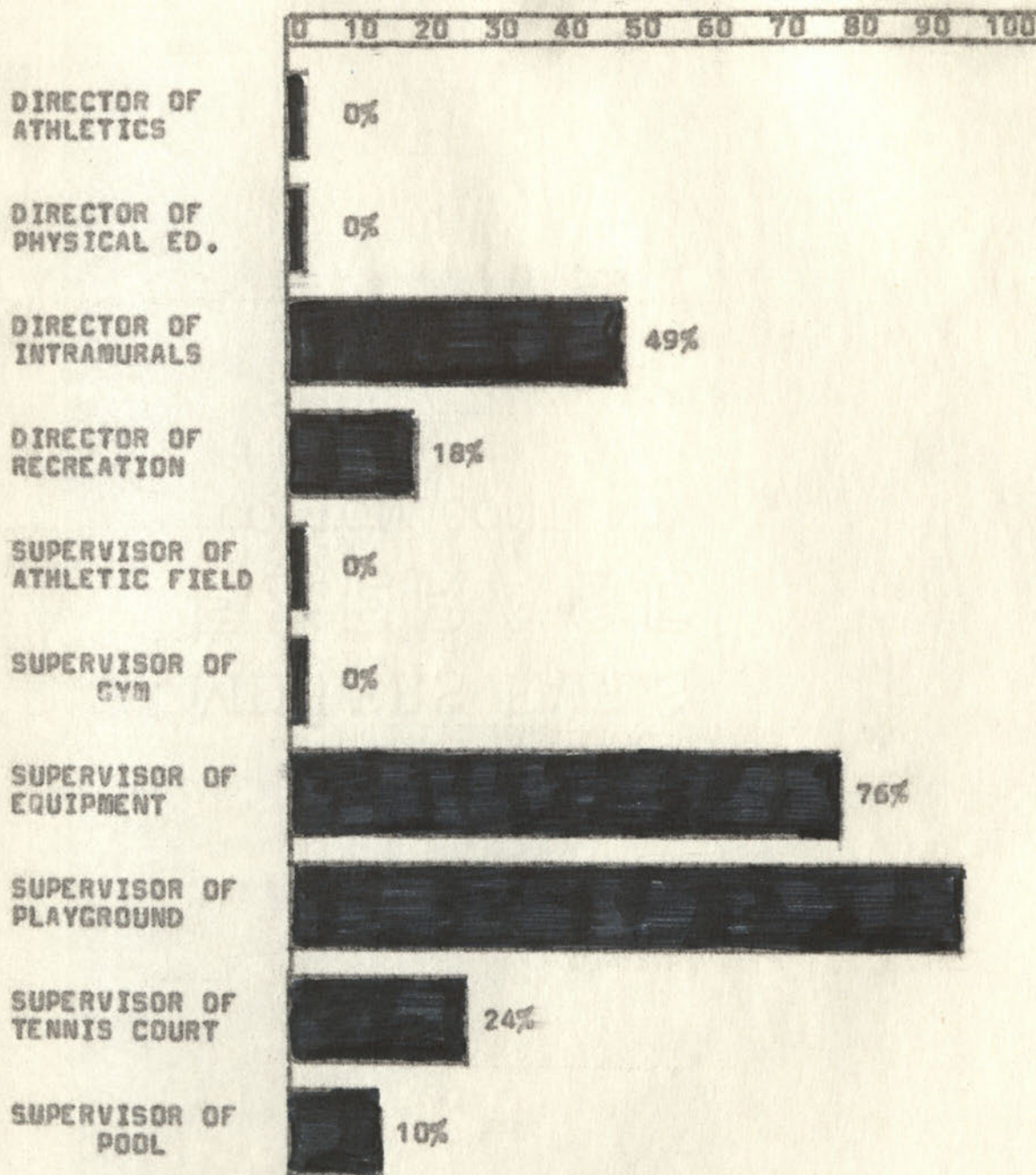
PERCENT OF MALE PHYSICAL EDUCATION  
TEACHERS SERVING AS  
DIRECTORS AND SUPERVISORS

CHART VI

PERCENT OF FEMALE PHYSICAL EDUCATION  
TEACHERS SERVING AS

To find out the number of physical education teachers involved in the various school activities, the writer listed a group of school organizations that come under the heading, activity.

TABLE VII

NUMBER OF MALE PHYSICAL EDUCATION  
TEACHERS IN ACTIVITIES

	NUMBER
Cheerleaders	0
Pep Club	0
Academic Clubs	7
School Programs	51
Dance Groups	4
Drill Club	0
Class Sponsor	26
Sports Club	52
Majorettes	0
Twirlers	0
Leaders Club	0
Do Church Work	124
Make Speeches	75
Director of Clubs	75

TABLE VIII

NUMBER OF FEMALE PHYSICAL EDUCATION  
TEACHERS IN ACTIVITIES

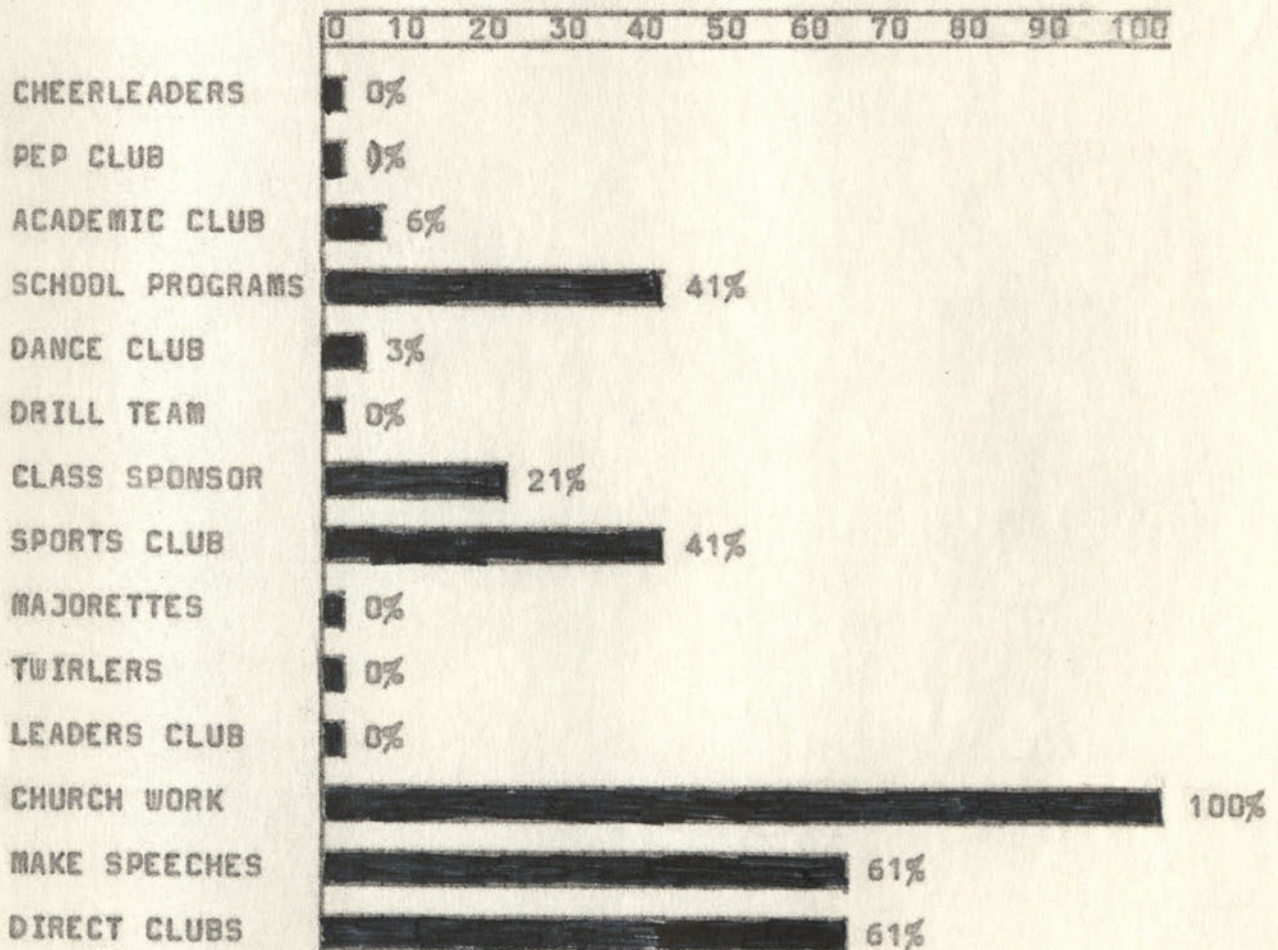
	NUMBER
Cheerleaders	87
Pep Club	75
Academic Clubs	15
School Programs	79
Dance Groups	54
Drill Club	60
Class Sponsor	41
Sports Club	62
Majorettes	83
Twirlers	57
Leaders Club	0
Do Church Work	92
Make Speeches	29
Direct Clubs	29

This table illustrates that a majority of the female

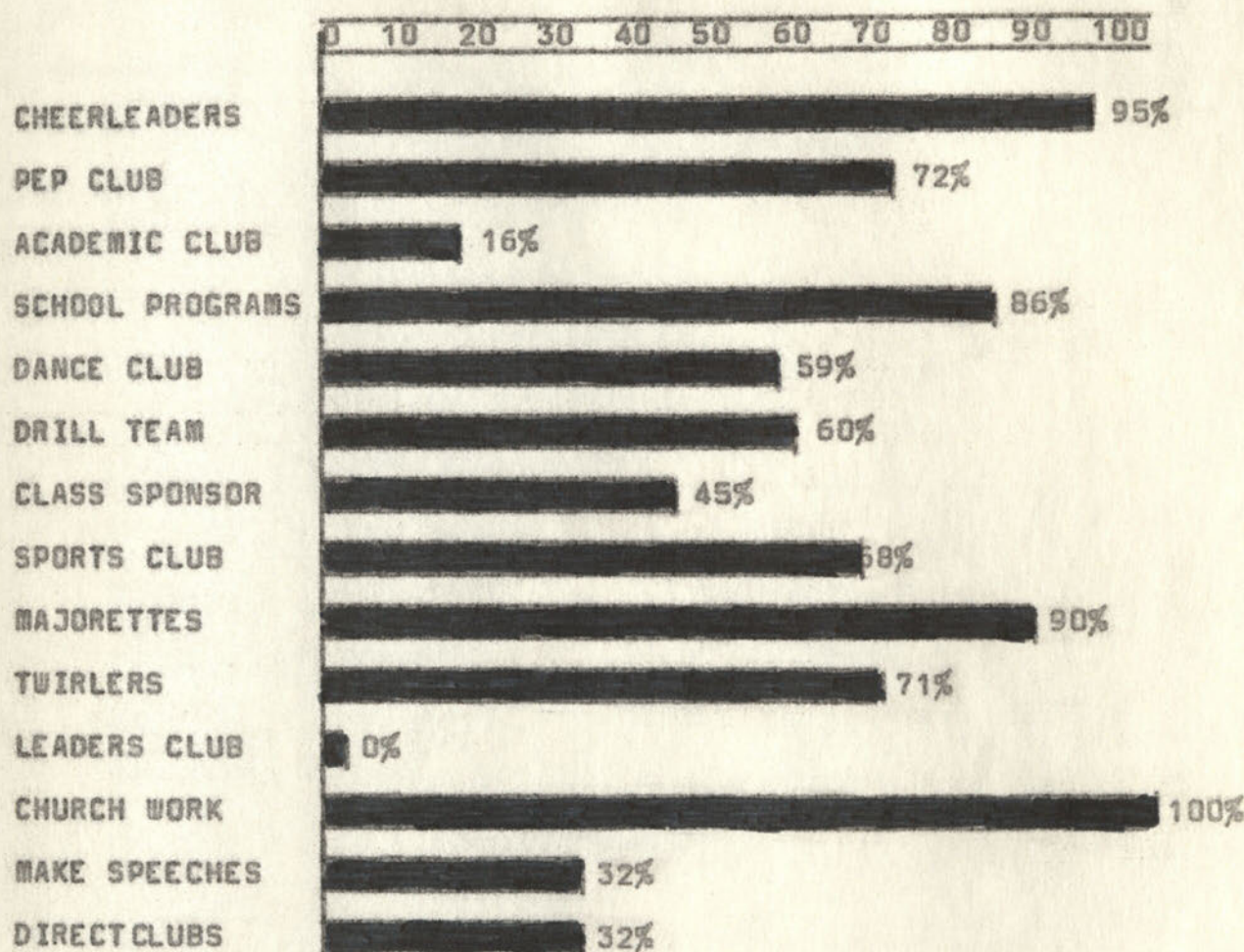
physical education teachers are required to sponsor many activities. The greatest demand seems to be centered around drill teams, majorettes, cheerleaders, pep clubs, school programs and dance groups.

CHART VII

PERCENT OF MALE PHYSICAL EDUCATION  
TEACHERS IN ACTIVITIES



## CHART VIII

PERCENT OF FEMALE PHYSICAL EDUCATION  
TEACHERS IN ACTIVITIES

To find if the physical education teacher had other academic assignments, the writer asked each respondent to list courses they were assigned to teach.

TABLE IX

NUMBER OF MALE PHYSICAL EDUCATION TEACHERS  
TEACHING ACADEMIC COURSES

	NUMBER
Mathematics	75
History	46
General Science	37
Biology	24

As stated in Table VI, the male physical education teachers assigned one or more academic subjects along with teaching physical education, the greatest concentration falls under mathematics. Drawing one's conclusion from statistics, it would seem that mathematics would be an acceptable minor for the male physical education teacher.

TABLE X  
NUMBER OF FEMALE PHYSICAL EDUCATION  
TEACHERS TEACHING ACADEMIC COURSES

	NUMBER
History	2
General Science	10
Biology	5

The number of female physical education teachers teaching academic subjects is very low compared to the male teachers. This could be a follow-up of the activity table, here the female teachers are sponsoring more school activities than the male teacher.

CHART IX

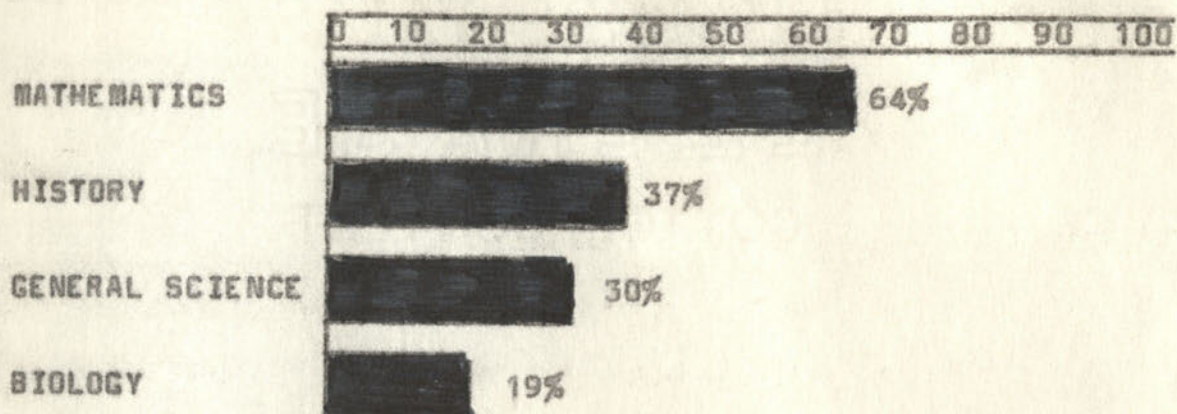
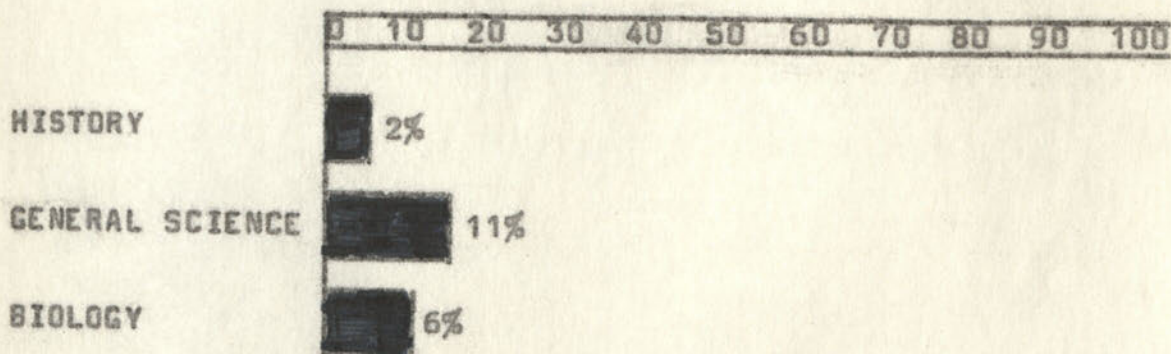
PERCENT OF MALE PHYSICAL EDUCATION  
TEACHERS TEACHING ACADEMIC COURSES

CHART X

PERCENT OF FEMALE PHYSICAL EDUCATION  
TEACHERS TEACHING ACADEMIC COURSES

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 TABLE XI
 

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 NUMBER OF PHYSICAL EDUCATION TEACHERS  
 PERFORMING MISCELLANEOUS DUTIES--MALE
 

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	NUMBER
Keep Team in Condition	124
Improve Community Health	0
Assist in Medical Examinations	67
Prescribe Exercises	83
Keep follow-up Records	124
Promote Recreation Among the Faculty	24
Stage Exhibitions	13
Officiate at Games	113
Carry on Athletic Publicity	72
Test and Measure	124
Counseling Students	124
Scheduling Games	104
Checking Custodial Maintenance	15
Ordering Awards	112
Caring for Uniforms	115
Arranging Transportation	92

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 TABLE XII
 

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 NUMBER OF PHYSICAL EDUCATION TEACHERS  
 PERFORMING MISCELLANEOUS DUTIES--FEMALE
 

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	NUMBER
Keep Team in Condition	70
Improve Community Health	0
Assist in Medical Examination	55
Prescribe Exercises	24
Keep Follow-up Records	92
Promote Recreation Among the Faculty	31
Stage Exhibitions	40
Officiate at Games	4
Carry on Athletic Publicity	0
Test and Measure	80
Scheduling Games	10
Counseling Students	92
Checking Custodial Maintenance	0
Ordering Awards	60
Caring for Uniforms	80
Arranging Transportation	46

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Tables eleven and twelve indicate that the scope of duties performed by the physical education teacher are wide and varied. From this information it can be readily seen that counseling record keeping, tests and measuring conditions are unanimous in the affirmative as duties performed by the physical education teacher.

CHART XI  
 PERCENT OF MALE PHYSICAL EDUCATION  
 TEACHERS PERFORMING MISCELLANEOUS DUTIES

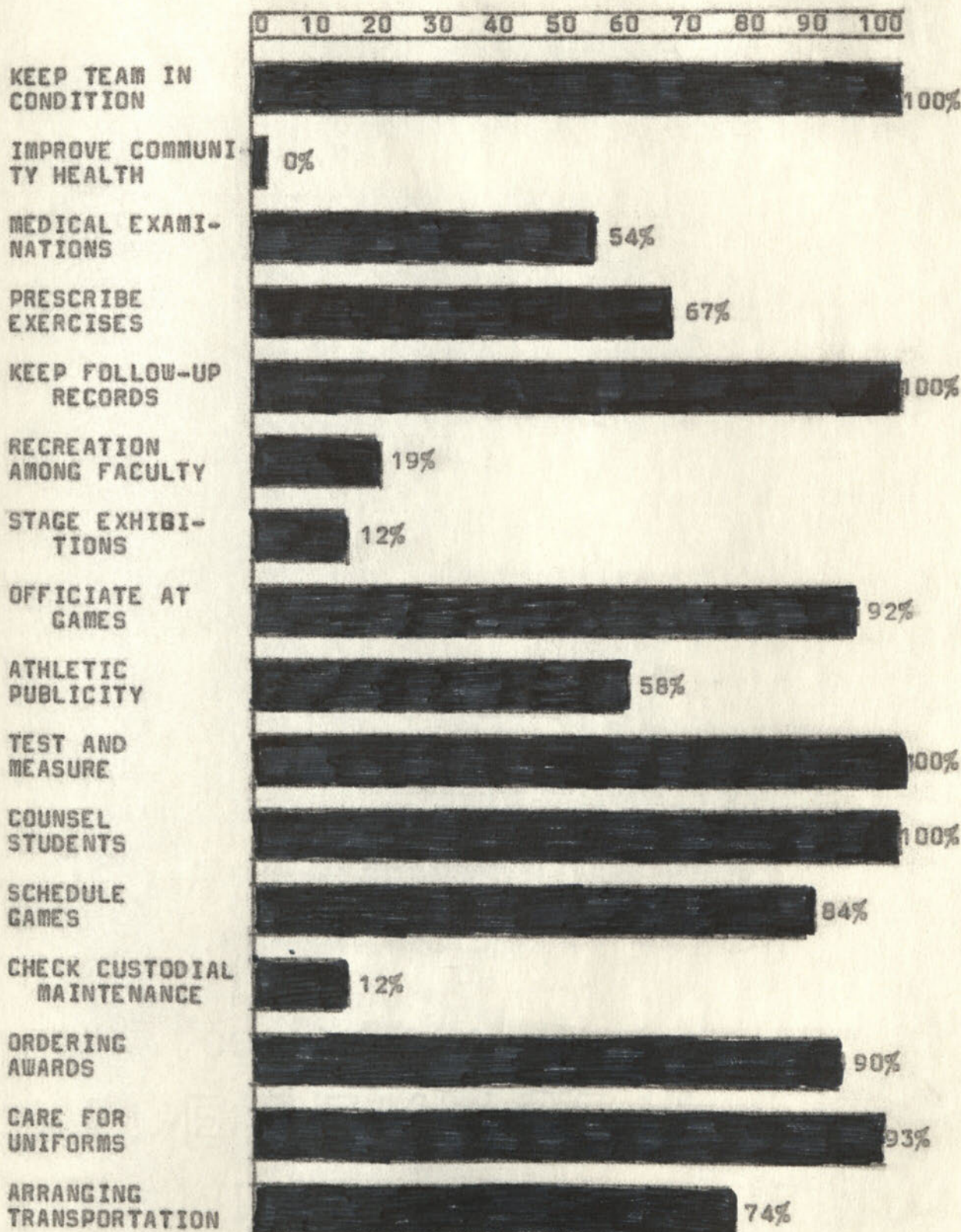
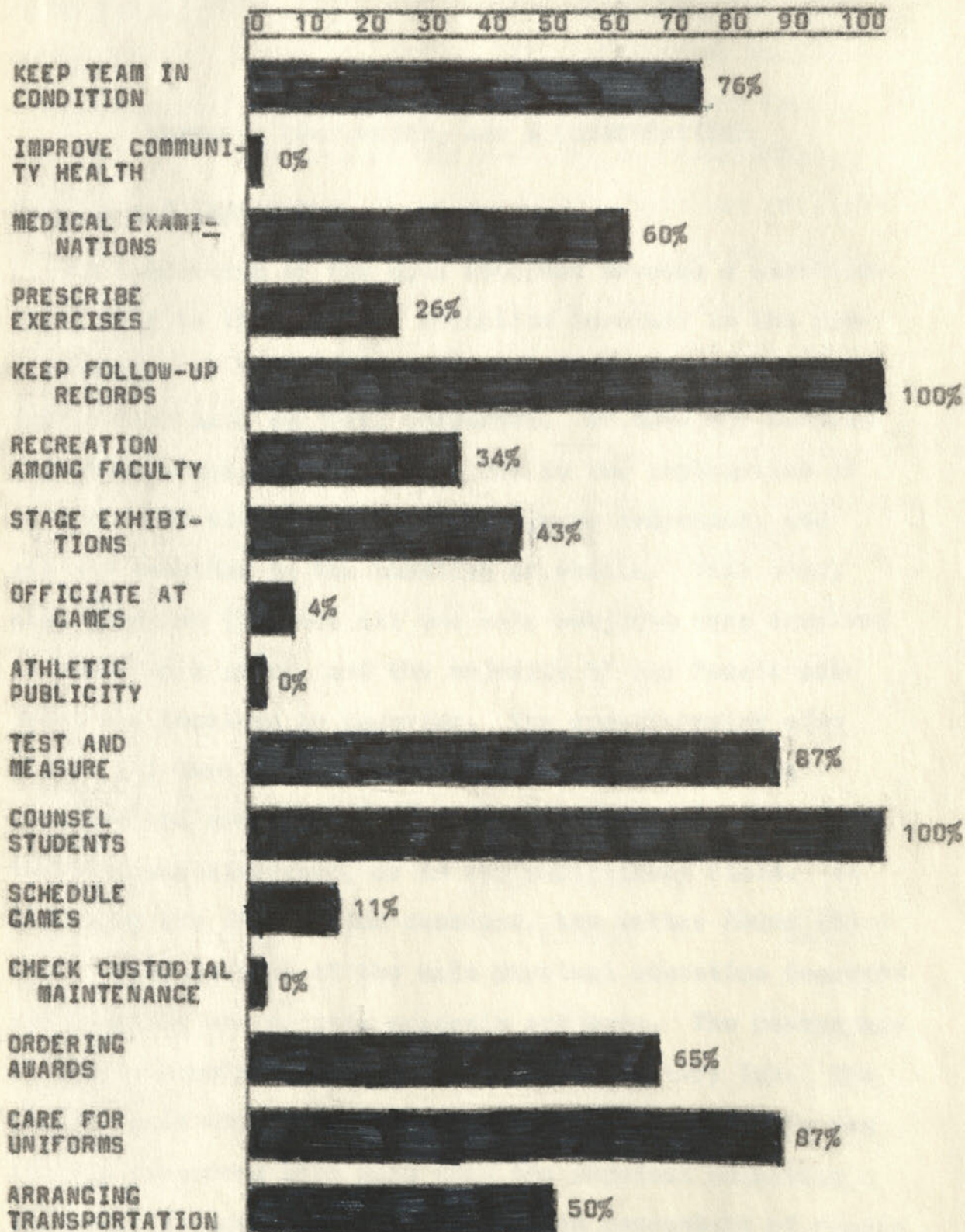


CHART XII  
 PERCENT OF FEMALE PHYSICAL EDUCATION  
 TEACHERS PERFORMING MISCELLANEOUS DUTIES



physical education teachers' duties were under the heading of activities, the highest concentration being placed on skill tasks, majorities, pep clubs, school programs, and dance groups. Under table five (5), information received

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary and Conclusion

A tabulation of the data obtained through a questionnaire sent to the physical education teachers in the public schools of Texas showed that: (1) one hundred and twenty-four male subjects responded. Of this one hundred and twenty-four, all were involved in the instruction of skills. (2) Ninety-two female subjects responded, and all are involved in the teaching of skills. This study also revealed (3) that all the male subjects were involved in coaching a sport, and the majority of the female subjects are involved in coaching. The questionnaire also showed (4) that a majority of the physical education teachers are serving a dual role, as physical education teachers and directors, or in the supervisory field. In compiling the information received, the writer found (5) that a high percent of the male physical education teachers are teaching one or more academic subjects. The percentage of female physical education teachers were very low. The writer feels that this low percentage is because very few schools responded with more than one physical education teacher. It was found (6) that a high percentage of female

physical education teachers' duties come under the heading of activities; the highest concentration being placed on drill teams, majorettes, pep clubs, school programs, and dance groups. Under table five (5), information received from the check list showed (7) that each male and female physical education teacher was involved in counseling students. The majority of the physical education teachers are also involved in tests and measuring. Each physical education teacher, male and female, is responsible for keeping follow-up records. (8) The majority of the male physical education teachers serve as officials for one or more sports. (9) A high percentage of the physical education teachers are required to assist in medical examinations.

Good teaching will result when the physical education teachers are properly instructed in all areas of the major duties they perform.

#### SUMMARY SHEET OF CHECK LIST

Classification of School -- A - Male 21  
 AA - Male 58  
 AAA - Male 30  
 AAAA - Male 15

	<u>MALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
INSTRUCTIONS OF SKILLS		124	100%
Aquatics		31	25%
Archery		18	15%
Badminton		89	67%
Basketball		115	93%
Bowling		5	4%

<u>MALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
Conditioning Exercise	88	71%
Field Hockey	17	14%
Football	101	81%
Fencing	0	0%
Gymnastics	90	75%
Handball	30	24%
Recreation Activities	120	98%
Soccer	42	34%
Rhythm	17	14%
Speed-A-Way	22	18%
Speedball	52	44%
Tennis	58	47%
Track and Field	79	63%
Volleyball	87	70%
Wrestling	8	6%
<b>COACHING OF ATHLETIC TEAMS</b>	<b>124</b>	<b>100%</b>
Football	78	67%
Basketball	97	78%
Track and Field	53	43%
Baseball	77	67%
Tennis	67	54%
Swimming	19	15%
Volleyball	15	12%
Softball	18	15%
<b>DIRECTORS AND SUPERVISORS</b>		
Director of Athletics	17	14%

<u>MALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
Director of Physical Education	10	8%
Director of Intramurals	92	74%
Director of Recreation	20	16%
Supervisors of :		
Athletic Field	43	35%
Gymnasium	88	71%
Equipment	124	100%
Playground	60	48%
Tennis Court	37	30%
Pool	11	9%
<b>ACTIVITY</b>		
Cheerleaders	0	0%
Pep Club	0	0%
Academic Clubs	7	6%
School Programs	51	41%
Dance Groups	4	3%
Drill Club	0	0%
Class Sponsor	26	21%
Sports Club	52	41%
Majorettes	0	0%
Twirlers	0	0%
Leaders Club	0	0%
Do Church Work	124	100%
Make Speeches	75	61%
Direct Clubs	75	61%
<b>MISCELLANEOUS</b>		
Keep Team in Condition	124	100%

<u>MALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
Improve Community Health	0	0%
Assist in Medical Examinations	67	54%
Prescribe Exercise	83	67%
Keep follow-up Records	124	100%
Promote Recreation Among the Faculty	24	19%
Stage Exhibitions	13	12%
Officiate at Games	113	92%
Carry on Athletic Publicity	72	58%
Test and Measure	124	100%
Counseling Students	124	100%
Scheduling Games	104	84%
Checking Custodial Maintenance	15	12%
Ordering Awards	112	90%
Caring for Uniform	115	93%
Arranging Transportation	92	74%
Recreation Activities	88	71%
<b>ACADEMIC SUBJECTS</b>		
Mathematics	75	64%
History	46	37%
General Science	37	30%
Biology	24	19%
Track and Field	29	24%
Volleyball	72	58%
Swimming	0	0%



## SUMMARY SHEET OF CHECK LIST

	<u>FEMALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
Classification of School:			
	A - Female	11	7%
	AA - Female	41	45%
	AAA - Female	27	30%
	AAAA - Female	13	14%
Football			
Basketball			
Track and Field			
<b>INSTRUCTION OF SKILLS</b>		<b>92</b>	<b>100%</b>
Aquatics		6	7%
Archery		13	14%
Badminton		71	77%
Basketball		79	86%
Bowling		0	0%
Conditioning Exercise		20	21%
Field Hockey		7	8%
Football		0	0%
Fencing		0	0%
Gymnastics		27	29%
Handball		0	0%
Recreation Activities		88	96%
Soccer		18	20%
Rhythm		55	60%
Speed-A-Way		46	50%
Speedball			32%
Tennis		41	45%
Track and Field		29	31%
Volleyball		72	78%
Wrestling		0	0%
School Programs		73	80%
Conce Groups		54	59%

<u>FEMALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
<b>COACHING OF ATHLETIC TEAMS</b>	70	76%
Football	0	0%
Basketball	33	36%
Track and Field	20	22%
Baseball	0	0%
Tennis Club	31	34%
Swimming	5	5%
Volleyball	8	9%
Softball	21	23%
<b>DIRECTORS AND SUPERVISORS</b>		
Director of Athletics	0	0%
Director of Physical Education	0	0%
Director of Intramurals	45	49%
Director of Recreation	17	18%
Supervisors of:	88	100%
Athletic Field	0	0%
Gymnasium	70	76%
Equipment	43	49%
Playground	87	95%
Tennis Court	22	24%
Pool	9	10%
<b>ACTIVITY</b>	93	100%
Cheerleaders	87	95%
Pep Club	75	82%
Academic Clubs	15	16%
School Programs	79	86%
Dance Groups	54	59%

<u>FEMALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
Drill Team	60	60%
Class Sponsor	41	45%
Sports Club	62	68%
Majorettes	83	90%
Twirlers	57	61%
Leaders Club	0	0%
Do Church Work	92	100%
Make Speeches	29	32%
Direct Clubs	29	32%
<b>MISCELLANEOUS</b>		
Keep Team in Condition	70	76%
Improve Community Health	0	0%
Assist in Medical Examinations	55	60%
Prescribe Exercise	24	26%
Keep Follow-Up Records	92	100%
Promote Recreation Among the Faculty	31	34%
Stage Exhibitions	40	43%
Officiate at Games	4	4%
Carry on Athletic Publicity	0	0%
Test and Measure	80	87%
Counseling Students	92	100%
Scheduling Games	10	11%
Checking Custodial Maintenance	0	0%
Ordering Awards	60	65%
Caring for Uniforms	80	87%
Arranging Transportation	46	50%

<u>FEMALE</u>	<u>NUMBER</u>	<u>PERCENT</u>
<b>ACADEMIC SUBJECTS</b>		
Biology	2	2%
General Science	10	11%
Biology	5	6%

### Recommendations

On the basis of these findings, it would seem that the following recommendations are in order:

1. The check list should be used in choosing one's preparatory college, listing the areas of little or no preparations
2. Take undergraduate courses in counseling, test and measurement, record-keeping, and supervision
3. The male undergraduate should get a good background in officiating the major sports. From the check list, this would be football and basketball
4. Give careful considerations in selecting minor fields. Sometimes where the enrollment calls for one and one-half physical education teachers, the proper preparation in the teachers minor area determines the selections of the one-half teacher
5. The writer recommends that further study should be done in this area in order that the duties performed by the physical education teacher can be brought under one heading.

P. O. Box 110  
Linden, Texas  
February 7, 1966

Dear Teacher:

I am conducting a job analysis of the Physical Education teachers' duties in the public schools of Texas.

Enclosed is a list of duties that may or may not indicate your assignments. Your help would be graciously appreciated by checking the duties you are responsible for and list any that are omitted.

If you desire a copy of my findings, please indicate at the bottom of the check list.

Sincerely yours,

Dorothy A. Jackson

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