

A STUDY TO DETERMINE WHAT ACTIVITIES KANSAS TEACHERS  
OF PHYSICAL EDUCATION DESCRIBE AS BEING  
CHARACTERISTIC OF PROFESSIONALISM

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. INTRODUCTION

Educators appear to be convinced that something must be done to upgrade the role of the teacher in order to meet the ever-increasing demands of today's society. This desire is reflected in books and periodicals emphasizing the recognition of that group of people called teachers as a profession. The subject of professionalism is recorded in history. In a recent article, Charles Bucher commented on this subject when he cited Gulick's article in 1890 entitled "Physical Education-- A New Profession" and Meylan, president of the national association from 1907 to 1911, referred in a presidential address to the Physical Education Profession. In the article, Bucher stated:

In order to achieve full professional status, a field of endeavor must:

1. Render a unique and essential social service
2. Establish high standards for the election of members
3. Provide a rigorous training program to prepare its practitioners
4. Achieve self-regulatory status for both the group and the individual.<sup>1</sup>

In January of 1968, the Kansas State Teachers Association voted to approve a recommendation that teaching be

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<sup>1</sup>C. A. Bucher, "Physical Education An Emerging Profession," Journal of Health, Physical Education and Recreation, XXXIX (September, 1968), 42-47.

legally recognized as a profession. Politicians from both parties addressed their comments and attentions to this idea, which included the proposed Professional Practices Act. This measure was intended to partially ease a Kansas school crisis by setting standards for admitting students into the teaching profession and expelling unqualified persons through a legal means. In the spring of 1969, the Kansas legislature approved the proposal of the Kansas State Teachers Association as submitted. For the first time, teaching in Kansas is legally recognized and written in law as a profession.

## II. THE MODEL

### Statement of the Problem

The purpose of this study was to determine what activities Kansas teachers of physical education describe as being characteristic of professionalism.

It was further hoped this study would differentiate the amounts of disagreement perceived by sub-groups of physical educators as to professionalism. The sub-groups were as follows:

1. Men physical educators teaching at the elementary school level.
2. Men physical educators teaching at the secondary school level.
3. Men physical educators teaching at both the elementary and secondary school levels.
4. Women physical educators teaching at the elementary school level.
5. Women physical educators teaching at the secondary school level.
6. Women physical educators teaching at both the elementary and secondary school levels.

### Importance of the Study

When the Professional Practices Act, submitted by the Kansas State Teachers Association, was approved by the Kansas legislature in the spring of 1969, it was the first time teaching in Kansas was lawfully included as a profession. This act emphasized the need for educators to identify recognized standards for professional duties and actions and the reflection of these standards in performance.

Physical educators are aware of the implications of their work in relation to the field of education as a legally recognized profession. Members are finding it desirable to participate in the challenge of identifying professional standards and producing physical educators who support these standards.<sup>2</sup>

### Definition of Terms

Actions described as being professional. These were reviewed as responses answered in the Q-sort to be found in Appendix A, page 38.

### Limitations of the Study

The study was limited to those physical educators of the secondary and elementary levels. This eliminated those teachers in universities, colleges, and junior colleges.

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<sup>2</sup>Ibid.



In design, the items for use in the Q-sort were obtained from educators of elementary, secondary, and college levels. It was expected that some aspects of professionalism as perceived by various individuals may have been excluded as the number of items was limited to fifty-seven.

More specifically, the study's most limiting factor was that subjects were a small sample of elementary and secondary teachers in Kansas during the 1968-69 academic year.

## CHAPTER II

### REVIEW OF LITERATURE

The question currently being asked is, "Is teaching a profession?" According to books, pamphlets and periodicals, teaching is in the process of becoming a profession. What makes a profession? How is education to be recognized as a profession?

#### I. LITERATURE PERTAINING TO THE IMPORTANCE OF THE STUDY

What makes a profession? The following criteria were suggested by the Institutes on Professional and Public Relations and published in 1948 by the National Education Association:

1. A profession involves activities essentially intellectual.
2. A profession commands a body of specialized knowledge.
3. A profession requires extended professional (as contrasted with solely general) preparation.
4. A profession demands continuous in-service growth.
5. A profession affords a life career and permanent membership.
6. A profession sets up its own standards.
7. A profession exalts service above personal gain.
8. A profession has a strong, closely knit, professional organization.<sup>3</sup>

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<sup>3</sup>National Education Association, The Yardstick of A Profession (Institutes on Professional and Public Relations. Washington, D.C.: the Association, 1948), p. 8.

Upon analysis of these characteristics, how does education measure up? "Teaching is sometimes referred to as the 'mother of professions'"<sup>4</sup> because the work of teachers is basic to the preparation of all other professions. Education is a training, a discipline and an exercise of the mental powers of the student. The educator deals with philosophy, societal change and guidance daily. Taft stated in an article written in 1967:

This teacher with his wealth of information could readily be a professional if he would teach his students to think. Instead of erasing the natural curiosity that young people have by his "telling," the professional teacher will let them have the experience and fun of finding out things for themselves.<sup>5</sup>

Perhaps this example reflects the educators' involvement with "essentially intellectual activities."

Preparation of future teachers has long been of grave concern to educators. Numerous authors have expounded upon proposed requirements for preparing teachers. Development of a "specialized body of knowledge" has long been desired by educators. Research has indicated that educators have developed an extensive body of scientific knowledge.<sup>6</sup>

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<sup>4</sup>T. E. Stinnett and Albert J. Hughes, Professional Problems of Teachers (second edition; New York: Macmillan Company, 1963), p. 57.

<sup>5</sup>Clarence W. Taft, "Teaching: Occupation or Profession," Ohio Schools, XLV (April, 1967), 29.

<sup>6</sup>Chester Harris (ed.), Encyclopedia of Educational Research (third edition; New York: Macmillan Company, 1960), 1564 pp.

The question may now be, "Has this content gained recognition as to quality and essentiality to the extent of other professions?"

The five-year internship for professional teacher education recommended by the National Teacher Education and Professional Standards Commission is rapidly approaching Kansas. Proposals have been designed for the internship program culminating in the master's degree.<sup>7</sup> Many programs already include internship, replacing pre-service student teaching with a type of on-the-job, more or less, full-time teaching experience.<sup>8</sup> Suggestions for preparation and certification now center upon the role of the teacher.<sup>9</sup> The establishment of the National Commission for the Accreditation of Teacher Education (NCATE) has given great impetus to the upgrading of professional preparation.<sup>10</sup> The American Association of Health, Physical Education and Recreation has supported NCATE.

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<sup>7</sup>New Horizons in Teacher Education and Professional Standards (National Commission on Teacher Education and Professional Standards. Washington, D.C.: National Education Association, 1960).

<sup>8</sup>Arthur L. Fritschel, "Minimum Standards for Teacher Competence," Illinois Education, 55:8, April, 1967.

<sup>9</sup>Ibid.

<sup>10</sup>New Horizons in Teacher Education and Professional Standards, op. cit., p. 21.

Continuous in-service growth has been promoted through all agencies of education. Clinics, conventions, publications, and increasing opportunities for fellowships, assistantships, and grants have led the way for in-service growth. All levels take part in this endeavor. More public school superintendents give time off to teachers wishing to attend professional meetings. More funds have been allocated to pay for professional trips taken by public and state school educators. A census was made by the National Education Association of years of college completed by teachers. The census illustrated that 34.7 per cent of all teachers in public schools had had five or more years of college and 45.0 per cent had had only four years of college.<sup>11</sup>

The same census illustrated education's weakest point in its claim for professional recognition. Twenty-eight per cent of the total teachers in the census were a part of the teaching reserve (those teachers which hold degrees but are not teaching at present). As would be expected, women comprise 93.0 per cent of the teaching reserve.<sup>12</sup>

Educators have gained tremendous strides in establishing standards of conduct. In April, 1952, the American Association

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<sup>11</sup>"Census of All Teachers," NEA Research Bulletin, 42:3, October, 1964.

<sup>12</sup>"The Teaching Reserve," NEA Research Bulletin, 42:3, October, 1964.

of Health, Physical Education and Recreation adopted an operating code for physical education and established the Committee for the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation.<sup>13</sup> In Kansas, the Professional Practices Act will establish an enforcing body for standards. The National TPES Commission in the "Year of the Non-conference" stressed the importance of such establishments in a publication stating: "A profession cannot stop at this point but must, without delay, develop standards of practice and machinery to enforce them."<sup>14</sup> Such enforcement as revocation of licenses illustrates the determination of educators to establish and enforce criteria to upgrade the educational field.

Service above personal gains not only is one criteria of a profession but would seem to be the hallmark of educators. The public has long denied the possibility of personal gains in salary to educators. Strides are being made to improve this situation in the United States. The NEA has given some incentive to Kansas for improvement in this area by announcing it would sanction Kansas in the 1969-70 school

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<sup>13</sup> William Hughes, "Steps Toward Better Accreditation," Journal of Health, Physical Education, and Recreation, XLIII (April, 1952), 12-14.

<sup>14</sup> New Horizons in Teacher Education and Professional Standards, op. cit., p. 19.

year if changes were not incorporated. The Student Kansas State Teachers Association announced its sanction of Kansas in 1968 for the 1969-70 school year.

Education, not being a legally recognized profession, is the epitome of dedication. Many educators are in favor of referring to the "concern" of teachers rather than "dedication." An article by Fulks stated the desire by saying:

After all dedicated workers are doing something because they ought to do it, and therefore, should be content of the trivia attached to their primary task. Moonlighting in service stations to support families, spending one-fourth of the working day counting lunch and picture money, filling out needless forms in triplicate, or making textbook inventories are not sufficient causes for grievances to the dedicated school teacher. . . . Does the doctor spend his valuable time checking whether there are enough clean sheets in the hospital?<sup>15</sup>

Educators are a "strong, closely knit, professional organization." Kendall, in an article in the Peabody Journal of Education, compared the NEA, the American Bar Association, the American Dental Association, and the American Medical Association in membership, dues, and service. He found the NEA to be the largest professional organization of the four, with active membership requirements similar to the level of the other three associations. NEA was the only association to have a classification of student membership and for

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<sup>15</sup>Dan Fulks, "Professionalism: A Misunderstood and Maligned Word," Ohio Schools, XLIV (December, 1966), 7.

retired members of the teaching profession. The NEA assessed the lowest dues to its members, however the total amount received compared more than equally with the AMA which assessed the highest dues. Kendall reported the services which NEA provided were comparable to the other organizations. In summary, Kendall stated:

Perhaps the differences between the NEA and other leading national professional associations are not so great as one might suspect, as shown by the data presented in this article.<sup>16</sup>

What must educators do to be professional? Attempts are being made by appropriate bodies, such as the TEPS Commission through the Year of the Non-conference, to upgrade the professionalism of education. What remains to be done is to educate the members and the public to support these measures.

How is education to be recognized as a profession? The example of the AMA should be followed in educating the public on the professionalism of education. Speaking tours should be organized by responsible members to inform the members and public in the advancement of the education field toward attaining professional recognition. Articles in newspapers, commercial magazines, and professional journals should distinguish the role of the educator in support of professional autonomy, selection and preparation of members.

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<sup>16</sup>Lloyd Kendall, "NEA, ABA, ADA, and AMA--A Comparison," Peabody Journal of Education, 41:5, March, 1964.



## II. LITERATURE PERTAINING TO DESIGN

Jacobs, at the University of California in 1963, did a dissertation on perceptions of a professional role by a random sample of two hundred forty-nine teachers and fifty administrators. These persons were all certified teachers at a large, unified school district in California. A questionnaire was used. The responses to this questionnaire were first analyzed to determine the perceptions of professional role held by the teachers as a group. Results were then classified into subgroups and compared statistically to determine if significant differences existed in the perceptions of professional role held by various subgroups. It was found that:

In general, the teachers refused to support the questionnaire items which involved almost any kind of penalty for failure to conform to the professional role, but they also refused to oppose these items and tended to take refuge in noncommittal answers such as "don't know."<sup>17</sup>

The Q-sort methodology was selected for this study. The items in a Q-sort are stated in positive terms and rated on a continuum from most to least like how a person thinks about a particular subject, in this case professionalism. "Q-methodology has a valuable contribution to make to social

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<sup>17</sup>Frank Treadway Jacobs, "The Perceptions of Professional Role Held By Educators In A Large City School System" (unpublished doctoral dissertation, The University of California, Berkeley, 1963), 226 pp.

scientific and educational research."<sup>18</sup> The previous illustration is only one of many which could be cited as to the effectiveness of current tools for assessing attitudes.

For this reason, the Q-sort methodology was used in this study. Further discussion of this method will follow in Chapter III.

### III. SUMMARY OF LITERATURE

Progress is being made toward professional recognition for education. What remains to be done is to distinguish what educators of all fields perceive to be professional characteristics and to determine their willingness to support a move toward making or recognizing education as a profession and educators in all fields as professionals. This move calls for a united front and physical education must be an active participant.

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<sup>18</sup> Fred M. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1965), p. 598.

### CHAPTER III

#### PROCEDURES

The research tool for part one of the study was the Q-methodology as developed by Stephenson.<sup>19</sup> Q-methodology consists of giving the subjects a set of items. There are no right or wrong responses. Subjects are instructed to sort the items into a pre-determined number of groups on the basis of how well the item relates to their perception of professionalism. The arrangement determined by the researcher is a normal distribution. For example: Subjects participating in this study sorted 57 items into a forced normal distribution along a nine-point continuum from most professional to least professional according to the subject's perception of professionalism, as shown on the following page. Those items with the smallest sum of column values would rank most professional and those with the greatest sum of column values would rank least professional according to the perceptions of the respondents. Directions and the tabulation sheet as devised by Marshall<sup>20</sup> were used and may be found in Appendix A, page 38, and Appendix B, page 43.

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<sup>19</sup>Ibid., pp. 581-599.

<sup>20</sup>Carol F. Marshall, "Classroom Perceptions of Highly Creative and Less Creative Teachers in the Elementary School" (unpublished doctoral dissertation, Florida State University, Tallahassee, 1962.

Column number	I	II	III	IV	V	VI	VII	VIII	IX
Column value	1	2	3	4	5	6	7	8	9
	.	.	.	.	.	.	.	.	.
	1	.	.	.	.	.	.	.	1
		.	.	.	.	.	.	.	
Number of items		4	.	.	.	.	.	4	
in each column			.	.	.	.	.		
			7	.	.	.	7		
				.	.	.			
				10	.	10			
					13				

Items for the Q-sort were obtained from selected educators who have experience at the elementary and secondary levels. These educators, through their experience, were identified by the researcher as being authorities in their fields. In addition to these, selected college instructors were asked their opinions. The remaining items were placed in random order on a final list which may be found in Appendix A, page 38.

Subjects for the study consisted of a randomly stratified sample of one hundred twenty physical educators in Kansas. Subjects were stratified from the following classifications:

1. Men physical educators teaching at the elementary school level.
2. Men physical educators teaching at the secondary school level.
3. Men physical educators teaching at both the elementary and secondary school levels.
4. Women physical educators teaching at the elementary school level.
5. Women physical educators teaching at the secondary school level.
6. Women physical educators teaching at both the elementary and secondary school levels.

A cover letter, which may be found in Appendix C, page 44, was sent to the subjects, outlining the purpose of the study and the uses made of the data obtained. Enclosed with the letter was a self-addressed, stamped return envelope. A follow-up letter was also sent as a reminder and may be found in Appendix D, page 45. Tables were developed to identify those qualities considered to be professional by Kansas physical educators.

Chi square was used to see if there were statistically significant differences between groups as stated in the problem.

## CHAPTER IV

### ANALYSIS OF DATA

A total of fifty-one of the original one hundred twenty subjects returned the Q-sort to the researcher. Of the fifty-one returns, three male and five female did not complete the Q-sort. Of the remaining forty-three, twenty-one were male and twenty-two were female. Ten elementary school physical educators, nine secondary school physical educators, and two physical educators teaching at both the secondary and elementary levels comprised the total completed Q-sorts by males. The total completed Q-sorts by females included two elementary physical educators, thirteen secondary physical educators, and seven physical educators teaching at both the secondary and elementary levels.

The Q-sort methodology calls for a composite of the individual scores received which are placed along a continuum as follows:

- 1 --- the item with the smallest sum
- 4 --- the next four with the smallest sum
- 7 --- the next seven with the smallest sum
- 10 --- the next ten with the smallest sum
- 13 --- the next thirteen with the smallest sum
- 10 --- the next ten larger sums
- 7 --- the next seven larger sums
- 4 --- the next four larger sums
- 1 --- the item with the largest sum

The composite of the individual scores may be found in Table I.

TABLE I  
COMPOSITE RANK ORDER AND CATEGORY POSITION  
OF ITEMS BY ALL RESPONDEES

Category position	Item	Composite total
1	1. Continual research on new trends in the field and their appropriate uses	112
2	2. Respect for people, such as administrators, other teachers, students and their ideas	140
	3. Being a member of the total faculty not only of the physical education faculty	143
	4. Willingness to utilize as far as possible new ideas, methods and techniques in the field	148
	5. Believing in the importance of the field as related to the total field of education	151
	6. Willingness to spend ones "extra" time in helping students develop	154
3	7. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	158
	8. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	163
	9. Ability to remain open-minded toward other fields in education and work for their welfare as well as that of your own field	167
	10. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best-seller books	168
	11. Keeping "up" with recent literature in field	169
	12. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	170

TABLE I (continued)

Category position	Item	Composite total
4	13. To display confidence in the goals of the profession and strive for these as an active member of the field	173
	14. Keeping "up" with recent issues and trends	174
	15. Be discreet in discussing students and parents	182
	16. Willingness to share ideas and innovations with others in the field	185
	17. Being able to accept and follow policies and procedures that are established by the administration	188
	18. Be supportive to other teachers	189
	19. Actively involved in professional organizations	195
	20. Being concerned about the field	195
	21. Attendance at professional meetings at the local level	195
	22. Dressing appropriately for activity, classroom teaching and professional meetings	195
5	23. Performs intelligently regardless of whether it is in or outside the halls of education	197
	24. Being a willing contributor to the profession	199
	25. Good relationships with other members of the field	202
	26. Speaking out for education and your field while keeping an open mind	203
	27. Being able to relate one's teaching to daily living by doing	204



TABLE I (continued)

Category position	Item	Composite total
5 continued	28. Skill in human relations	205
	29. Receiving satisfaction from own work	205
	30. Conduct professional business through the proper channels	205
	31. Make appropriate use of time granted for professional purposes	210
	32. Doing research in the field to up-grade programs	218
	33. Keeping up-to-date with the action and proposals of local professional bodies	220
	34. Keeping "up" with recent development in related fields	228
	35. Knowledge of the intent of the Professional Practices Act and other educationally-oriented bills	229
	36. Making contributions in the community and civic areas	231
	37. Is helpful to other people as consultant	232
6	38. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	236
	39. Attendance at state, district and national meetings	236
	40. Willingness to spend time in preparation for professional meetings	237
	41. Recognizing that a profession must accept responsibility for the conduct of its members	238
	42. Performing the responsibilities required of teachers outside the classroom	238
	43. Skill in relating to other people in other fields	240

TABLE I (continued)

Category position	Item	Composite total
6 continued	44. Being able to discriminate between physical education and physical training as it pertains to professional problems	241
	45. Working knowledge of people well-known in the field and what they represent to the field and the public	243
	46. Willingness to serve on salary committees, local TEPS commissions, etc.	243
	47. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	246
	48. Adhering to sanctions set by NEA	249
7	49. Appreciation of interest areas outside of own field	249
	50. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	256
	51. Knowledge of legislative measures effecting	257
	52. Being an active member of NEA	267
	53. Actively involved in research	270
	54. Knowledge of the duties of the TEPS Commission and the state advisory council and their recommendations	275
8	55. Being able to envision outcomes of proposals before they are enacted	294
	56. Make contributions to professional literature	298
9	57. Being an active member of AFT	314

The items with the smallest sums indicate those activities perceived by Kansas teachers of physical education as being most professional of the fifty-seven items. Those items with the largest sums indicate those activities perceived by Kansas teachers of physical education as being least professional of the fifty-seven items. From the preceding table it can be observed that those items thought to be most and least professional for the total respondents were as follows:

#### Most Professional

1. Continual research on new trends in the field and their appropriate uses
2. Respect for people, such as administrators, other teachers, students and their ideas
3. Being a member of the total faculty not only of the physical education faculty
4. Willingness to utilize as far as possible new ideas, methods and techniques in the field
5. Believing in the importance of the field as related to the total field of education

#### Least Professional

1. Being an active member of AFT
2. Make contributions to professional literature
3. Being able to envision outcomes of proposals before they are enacted
4. Knowledge of the duties of the TEPS Commission and the state advisory council and their recommendations
5. Actively involved in research

#### Distinguishing Between Subgroups

Chi square was implemented to measure the amounts of possible disagreement perceived by subgroups of physical educators as to professionalism. The items rendering significant

differences in perception at the .05 level between men and women physical educators may be found in Table II.

TABLE II

ITEMS OF SIGNIFICANT DIFFERENCE IN PERCEPTION BETWEEN  
MEN AND WOMEN PHYSICAL EDUCATORS

Item number	Item	Value of chi square
2*	Actively involved in professional organizations	5.622
39**	To display confidence in the goals of the profession and strive for these as an active member of the field	14.724

\* 7 degrees of freedom; .075 level of significance  
\*\* 6 degrees of freedom; .05 level of significance

Category position (the placement of an item on the composite) and rank order of items revealing significant differences in perception may be found in Table III.

TABLE III

CATEGORY POSITION AND RANK ORDER OF ITEMS  
SHOWING SIGNIFICANT DIFFERENCE  
BETWEEN MEN AND WOMEN

Item number	MEN		WOMEN	
	Rank order	P	Rank order	P
39	16	4	9	3

Due to the limitation of items which may be placed in a given column, the composite category position of each of two subgroups concerning a particular item may appear in

identical categories or adjacent categories and the rank orders may be parallel.

A significant difference at the .01 level appeared among women physical educators in their perception of the activities characteristic of professionalism. The difference may be found in Table IV.

TABLE IV

ITEMS WITH SIGNIFICANT DIFFERENCE IN PERCEPTION BETWEEN  
WOMEN AT THE .01 LEVEL OF SIGNIFICANCE

Item number	Item	Value of chi square
19*	Skill in relating to other people in other fields	26.133

\* 14 degrees of freedom

Those items with significant difference in perception at the .01 level between women are represented in Table V according to category position (P) and rank order.

TABLE V\*

CATEGORY POSITION AND RANK ORDER OF ITEMS  
SHOWING SIGNIFICANT DIFFERENCE  
BETWEEN WOMEN

Item number	WOMEN-- ELEMENTARY		WOMEN-- SECONDARY		WOMEN-- ELEM. AND SEC.	
	Rank order	P	Rank order	P	Rank order	P
19	34	5	41	6	39	6

\*The limitation of category position and rank order of composite Q-sorts as stated earlier should be observed for all such tables.

Table VI shows a significant difference in perceptions between men secondary and women secondary at the .05 level of significance.

TABLE VI

ITEMS WITH SIGNIFICANT DIFFERENCE IN PERCEPTION BETWEEN  
MEN SECONDARY AND WOMEN SECONDARY AT THE  
.05 LEVEL OF SIGNIFICANCE

Item number	Item	Value of chi square
49*	Recognizing that a profession must accept responsibility for the conduct of its members	15.619

\* 6 degrees of freedom

Items differentiating between men secondary and women secondary at the .05 level of significance are represented in a category position and rank order chart in Table VII.

TABLE VII

CATEGORY POSITION AND RANK ORDER OF ITEMS SHOWING  
SIGNIFICANT DIFFERENCE BETWEEN  
MEN SECONDARY AND WOMEN SECONDARY

Item number	MEN--SECONDARY		WOMEN--SECONDARY	
	Rank order	P	Rank order	P
49	43	6	40	6

Two items showed significant differences between all subgroups. No single subgroup showed significant difference from another subgroup. These items may be found in Table VIII, page 26.

Category position and rank order of Items 18 and 2 by the six subgroups may be found in Table IX, page 27.

TABLE VIII

ITEMS WITH SIGNIFICANT DIFFERENCE BETWEEN ALL SUBGROUPS  
AT THE .01 LEVEL OF SIGNIFICANCE

Item number	Item	Value of chi square
18*	Attendance at state, district, and national meetings	44.644
2**	Actively involved in professional organizations	48.646

\* 35 degrees of freedom; at the .01 level of  
significance

\*\* 35 degrees of freedom; at the .05 level of  
significance

Composite lists of the following six subgroups of  
physical educators may be found in Appendix E, page 46.

1. Men physical educators in elementary school
2. Men physical educators in secondary school
3. Men physical educators in both elementary and  
secondary school
4. Women physical educators in elementary school
5. Women physical educators in secondary school
6. Women physical educators in both elementary and  
secondary school.

Composite lists of men and women physical educators may  
be found in Appendix F, page 64.

TABLE IX  
CATEGORY POSITION AND RANK ORDER BY ALL SUBGROUPS  
OF ITEMS 18 AND 2

Item number	MEN-- ELEMENTARY		MEN-- SECONDARY		MEN-- ELEM. AND SEC.		WOMEN-- ELEMENTARY		WOMEN-- SECONDARY		WOMEN-- ELEM. AND SEC.	
	Rank		Rank		Rank		Rank		Rank		Rank	
	order	P	order	P	order	P	order	P	order	P	order	P
18	30	5	54	8	54	8	42	6	23	5	38	6
2	8	3	31	5	8	3	48	7	15	4	23	5



## CHAPTER V

### SUMMARY AND CONCLUSIONS

As described in the review of literature, several pertinent questions have been emphasized by the approval of the Kansas Professional Practices Act. This chapter shall attempt to bring together the findings of Chapter IV as a summary of the study. The divisions of the chapter shall be as follows: (1) The Total Sample, (2) The Subgroups of the Sample, and (3) Possible Topics for Further Study.

#### The Total Sample

Of the total one hundred twenty physical educators asked to participate in the study, twenty-one men and twenty-two women completed the Q-sort. The responses represented the elementary and the secondary school teaching levels.

Upon analysis of the data, the five items with the lowest total indicating the most professional activities as perceived by Kansas physical educators are as follows, beginning with the item perceived as most professional of the fifty-seven items to be sorted:

1. Continual research on new trends in the field and their appropriate uses.
2. Respect for people, such as administrators, other teachers, students and their ideas.
3. Being a member of the total faculty, not only of the physical education faculty.
4. Willingness to utilize as far as possible new ideas, methods and techniques in the field.
5. Believing in the importance of the field as related to the total field of education.

Beginning with the item least professional as perceived by Kansas physical educators, the five items with the largest totals are as follows:

1. Being an active member of AFT
2. Make contributions to professional literature
3. Being able to envision outcomes of proposals before they are enacted
4. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations
5. Actively involved in research

#### The Subgroups of the Sample

One item had significant difference at the .05 level between men and women. This item follows:

To display confidence in the goals of the profession and strive for these as an active member of the field.

The male respondents thought "to display confidence in the goals of the profession and strive for these as an active member of the field" should be slightly less emphasized as an activity of professionalism than female respondents.

Another item showed significant difference at the .01 level among women physical educators of the elementary level, the secondary level, and the combination elementary-secondary level. This item follows:

Skill in relating to other people in other fields

The women elementary respondents thought this item should be emphasized more strongly than either the women secondary respondents or the women elementary-secondary respondents.

Women secondary respondents emphasized the item the least of the three women's subgroups.

The following item showed significant difference between men secondary respondents and women secondary respondents at the .05 level:

Recognizing that a profession must accept responsibility for the conduct of its members

Women secondary respondents thought this item should be emphasized more strongly than men secondary respondents.

Two items showed significant differences between all subgroups. These items follow:

1. Attendance at state, district and national meetings
2. Actively involved in professional organizations

"Attendance at state, district and national meetings" showed significant difference at the .01 level; whereas, "actively involved in professional organizations" showed significant difference at the .05 level.

Women secondary respondents emphasized "attendance at state, district, and national meetings" the strongest of the six subgroups; whereas, men secondary respondents and men elementary-secondary respondents emphasized this item the least. Men elementary thought "attendance at state, district, and national meetings" should be slightly less emphasized than did women secondary respondents.

Men elementary and men elementary-secondary emphasized "actively involved in professional organizations" the most of the six subgroups; whereas, women elementary emphasized this item the least.

### Possible Topics for Further Study

There are many questions concerning professionalism to which education must yet find appropriate answers. Further research might be carried on as to how physical education compares to the other areas in education in terms of professionalism. Reasons for the disagreements found in the subgroups might be researched. Comparisons could be made to determine the proximity of professionalism in education to that of law and medicine. Studies to analyze how well education compares to other professions in terms of standards could be researched. Procedures for selection of prospective members of education might also be explored.

Professionalism in education is beginning to make its presence known. The demands of its coming are ever increasing. Educators must meet these demands in order to be truly recognized as professionals.

It is hoped this study may have stimulated interest in analyzing the position education and physical education occupy in terms of professionalism. Without an awareness of the position education holds among its members, educators

struggle to be recognized as a profession is at a stalemate.

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## BIBLIOGRAPHY

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## APPENDICES

APPENDIX A  
ITEMS TO BE SORTED

Directions

You have been given a list of 57 items that relate to professionalism. Some may relate more closely than others. What you will be doing is sorting the 57 items along a continuum. At one end you will place the items you think relate more closely with your definition of professionalism. At the other end of the continuum you will place items relating least to your definition of professionalism. Remember, there are no "right" or "wrong" answers. You are simply trying to identify those things you think relate most closely to your definition of professionalism. The sort will look like this when you have followed all the directions:

COLUMN NUMBER	I	II	III	IV	V	VI	VII	VIII	IX
Number of items to be placed in column	1	4	7	10	13	10	7	4	1

Things you think are more professional	$\longleftrightarrow$	Things you think are less professional
---	-----------------------	---

1. You have a list of 57 items in front of you. Read through the list and place a  $\checkmark$  in front of the 12 items you think are most related to professionalism.
2. After you have selected 12 items, choose one that you think is "the" most related to professionalism. Put the number of that item under Column I on the Tabulation Sheet.
3. You now have 11 of the original 12 items you chose left over. Select 4 of these that you think would rank next to the one you've already selected. Place the numbers of these 4 items under Column II on the Tabulation Sheet.
4. You have 7 items left that have a  $\checkmark$  in front of them. Put the numbers of these items in Column III on the Tabulation Sheet.
5. Now re-read the 45 items you have not used. Place a "0" in front of the 12 items you think are least related to professionalism.
6. Of the 12 items with the "0" in front of them choose one that you think is "the" least related to professionalism. Put the number of that item under Column IX of the Tabulation Sheet.

7. You now have 11 items left with a "0" in front. Choose 4 of these that you think rank next to that side of your continuum and put their numbers in Column VIII of the Tabulation Sheet.
8. There are 7 items that have a "0" which you have not used. Put the numbers in Column VIII of the Tabulation Sheet.
9. Of the original 57 items you have used 24. From the ones left, select 10 items that are definitely related to what you think is professional. Place an "X" in front of each one, and put the numbers of these items in Column IV of the Tabulation Sheet.
10. Choose 10 more items from those you have not used, that describe things you think are not so related to professionalism. Place a "Y" in front of these and list them under Column VI of the Tabulation Sheet.
11. You should have 13 items you have not used up to this date. List these 13 items under Column V on the Tabulation Sheet.

Check your work to see that you have used each item once--and only once. Thank you.

ITEMS

1. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER
2. Actively involved in professional organizations
3. Keeping "up" with recent literature in field
4. Keeping "up" with recent issues and trends
5. Keeping "up" with recent development in related fields
6. Making contributions in the community and civic areas
7. Actively involved in research
8. Being able to accept and follow policies and procedures that are established by the administration
9. Being concerned about the field
10. Believing in the importance of the field as related to the total field of education
11. Attendance at professional meetings at the local level
12. Make contributions to professional literature
13. Be supportive to other teachers
14. Dressing appropriately for activity, classroom teaching and professional meetings
15. Be discreet in discussing students and parents
16. Continual research on new trends in the field and their appropriate uses
17. Willingness to spend ones "extra" time in helping students develop
18. Attendance at state, district and national meetings
19. Skill in relating to other people in other fields
20. Skill in human relations
21. Being able to relate one's teaching to daily living by doing

22. Doing research in the field to up-grade programs
23. Speaking out for education and your field while keeping an open mind
24. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain
25. Appreciation of interest areas outside of own field
26. Is helpful to other people as consultant
27. Performs intelligently regardless of whether it is in or outside the halls of education
28. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession
29. Knowledge of legislative measures effecting
30. Knowledge of the intent of the Professional Practices Act and other educationally oriented bills
31. Being able to envision outcomes of proposals before they are enacted
32. Willingness to serve on salary committees, local TEPS commissions, etc.
33. Being an active member of NEA
34. Being an active member of AFT
35. Willingness to utilize as far as possible new ideas, methods and techniques in the field
36. Willingness to share ideas and innovations with others in the field
37. Being a willing contributor to the profession
38. Willingness to spend time in preparation for professional meetings
39. To display confidence in the goals of the profession and strive for these as an active member of the field
40. Receiving satisfaction from own work

41. Good relationships with other members of the field
42. Respect for people, such as administrators, other teachers, students and their ideas
43. Working knowledge of people well known in the field and what they represent to the field and the public
44. Keeping up-to-date with the action and proposals of local professional bodies
45. Being able to discriminate between physical education and physical training as it pertains to professional problems
46. Performing the responsibilities required of teachers outside the classroom
47. Keeping up-to-date in reading current non-professional literature such as Time magazine, Life, daily newspapers, U.S. News and World Report, best seller books
48. Adhering to sanctions set by NEA
49. Recognizing that a profession must accept responsibility for the conduct of its members
50. Make appropriate use of time granted for professional purposes
51. Give prompt notice of any changes in availability of service, in status of applications, or in change in position
52. Conduct professional business through the proper channels
53. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated
54. Being a member of the total faculty not only of the physical education faculty
55. Ability to remain open-minded toward other fields in education and work for their welfare as well as that of your own field
56. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively
57. Knowledge of the duties of the TEPS Commission and the state advisory council and their recommendations

## TABULATION SHEET

KSTA ( )

[illegible]

Things you think are  
least professional



APPENDIX C

COVER LETTER

KANSAS STATE TEACHERS COLLEGE

1200 Commercial Street  
Emporia, Kansas 66801  
Telephone 316 343-1200

April 20, 1969

Dear Physical Educator:

As you know, 1969-70 is an important year for upgrading the professional status of teachers in Kansas. This includes better teachers, higher salaries, and improved teaching conditions. If we, as professional educators, wish to achieve full professional status, we must re-evaluate the profession and our role as professionals. This is the purpose of my thesis "Correlation Between What is Perceived As Professionalism By Kansas Teachers of Physical Education And The Extent To Which These Teachers Involve Themselves With Those Characteristics Identified As Being Professional."

It is realized you are extremely busy and have little time under existing circumstances to participate in professional duties; however, I would appreciate your cooperation in helping to identify professional characteristics and the extent to which you are able to involve yourself in these characteristics. In hopes that you will participate in this study, I am enclosing a set of fifty-seven items which I would like for you to sort. An instruction sheet and a tabulation form have been enclosed. More complete directions have been included on the instruction sheet. The responses you give will be used to re-evaluate physical education's position as a profession as compared to other recognized professions.

The responses should be returned by April 25. If you cannot participate in this study, please return the enclosed card to me as soon as possible.

Thank you for your time and consideration.

Sincerely,

Carmen L. Pennick

Enclosures

APPENDIX D  
FOLLOW-UP LETTER

Department of Physical Education  
For Women  
Kansas State Teachers College  
Emporia, Kansas 66801  
May 7, 1969

Dear Physical Educator,

During the week of April 21, 1969, you received a letter concerning a thesis project involving professionalism. Realizing that perhaps the due date of April 25 for the returns might not have been appropriate for your schedule at that time, it would be greatly appreciated if you could return the Q-sort from that letter by May 14. Again, it is recognized that your time is quite valuable to you due to the ever increasing demands of the field; however, any time given to the sorting of the 57 items would be warmly welcomed.

Thank you for your time and consideration in this matter.

Sincerely,

Carmen L. Pennick

# APPENDIX E

## COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY MEN ELEMENTARY RESPONDEES

Category position	Item	Composite total
1	1. Believing in the importance of the field as related to the total field of education	33
	2. Keeping "up" with recent literature in field	35
2	3. Respect for people, such as administrators, other teachers, students and their ideas	36
	4. Willingness to spend ones "extra" time in helping students develop	37
	5. Willingness to utilize as far as possible new ideas, methods and techniques in the field	37
	6. Being a member of the total faculty not only of the physical education faculty	37
	7. Ability to remain open-minded toward other fields in education and work for their welfare as well as that of your own field	38
	8. Actively involved in professional organizations	38
3	9. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	39
	10. Keeping "up" with recent issues and trends	40
	11. Being a willing contributor to the profession	40
	12. Adhere to the conditions of a contract until service thereunder has been performed; the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	40
	13. Be discreet in discussing students and parents	42
	14. Being able to accept and follow policies and procedures that are established by the administration	43
4	15. Attendance at professional meetings at the local level	43
	16. Conduct professional business through the proper channels	44
	17. To display confidence in the goals of the profession and strive for these as an active member of the field	45

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY MEN ELEMENTARY RESPONDEES (continued)

Category position	Item	Composite total
4		
continued	18. Keeping up-to-date with the action and proposals of local professional bodies	45
	19. Be supportive to other teachers	46
	20. Skill in human relations	46
	21. Doing research in the field to up-grade programs	46
	22. Speaking out for education and your field while keeping an open mind	46
	23. Willingness to share ideas and innovations with others in the field	46
	24. Good relationships with other members of the field	46
	25. Performs intelligently regardless of whether it is in or outside the halls of education	47
	26. Receiving satisfaction from own work	47
	27. Being able to discriminate between physical education and physical training as it pertains to professional problems	47
	28. Make appropriate use of time granted for professional purposes	47
5	29. Being concerned about the field	48
	30. Attendance at state, district and national meetings	48
	31. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	48
	32. Continual research on new trends in the field and their appropriate uses	49
	33. Being able to relate one's teaching to daily living by doing	50
	34. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	50
	35. Recognizing that a profession must accept responsibility for the conduct of its members	51
	36. Willingness to spend time in preparation for professional meetings	52
6	37. Knowledge of legislative measures effecting	53
	38. Skill in relating to other people in other fields	55

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY MEN ELEMENTARY RESPONDEES (continued)

Category position	Item	Composite total
6 continued	39. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	55
	40. Keeping "up" with recent development in related fields	56
	41. Dressing appropriately for activity, classroom teaching and professional meetings	56
	42. Is helpful to other people as consultant	57
	43. Adhering to sanctions set by NEA	57
	44. Knowledge of the intent of the Professional Practices Act and other educationally-oriented bills	57
	45. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	58
	46. Working knowledge of people well known in the field and what they represent to the field and the public	58
	47. Being an active member of NEA	60
	48. Willingness to serve on salary committees, local TEPS commissions, etc.	61
7	49. Performing the responsibilities required of teachers outside the classroom	61
	50. Knowledge of the duties of the TEPS Commission and the state advisory council and their recommendations	63
	51. Appreciation of interest areas outside of own field	64
	52. Being able to envision outcomes of proposals before they are enacted	65
	53. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best-seller books	65
8	54. Actively involved in research	69
	55. Make contributions to professional literature	69
	56. Making contributions in the community and civic areas	76
9	57. Being an active member of AFT	79

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY MEN SECONDARY RESPONDEES

Category position	Item	Composite total
1	1. Keeping "up" with recent issues and trends	30
	2. Being a member of the total faculty not only of the physical education faculty	30
	3. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	31
2	4. Respect for people, such as administrators, other teachers, students and their ideas	31
	5. Believing in the importance of the field as related to the total field of education	33
	6. Willingness to spend ones "extra" time in helping students develop	34
	7. Willingness to share ideas and innovations with others in the field	35
	8. Ability to remain open minded toward other fields in education and work for their welfare as well as that of your own field	35
3	9. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	36
	10. Willingness to utilize as far as possible new ideas, methods and techniques in the field	37
	11. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	38
	12. Keeping "up" with recent literature in field	38
	13. Making contributions in the community and civic areas	38
	14. Being concerned about the field	39
4	15. Be discreet in discussing students and parents	39
	16. Good relationships with other members of the field	39
	17. Dressing appropriately for activity, classroom teaching and professional meetings	40

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY MEN SECONDARY RESPONDEES (continued)

Category position	Item	Composite total
4 continued	18. Being a willing contributor to the profession	40
	19. To display confidence in the goals of the profession and strive for these as an active member of the field	40
	20. Speaking out for education and your field while keeping an open mind	41
	21. Make appropriate use of time granted for professional purposes	41
	22. Be supportive to other teachers	42
	23. Receiving satisfaction from own work	42
	24. Attendance at professional meetings at the local level	43
	25. Knowledge of the intent of the Professional Practices Act and other educationally oriented bills	43
	26. Skill in human relations	44
	27. Doing research in the field to upgrade programs	44
	28. Is helpful to other people as consultant	44
5	29. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	44
	30. Conduct professional business through the proper channels	44
	31. Actively involved in professional organizations	45
	32. Keeping "up" with recent development in related fields	45
	33. Actively involved in research	45
	34. Performs intelligently regardless of whether it is in or outside the halls of education	46
	35. Continual research on new trends in the field and their appropriate uses	48
	36. Being able to relate one's teaching to daily living by doing	48
6	37. Working knowledge of people well known in the field and what they represent to the field and the public	48
	38. Keeping up-to-date with the action and proposals of local professional bodies	48

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY MEN SECONDARY RESPONDEES (continued)

Category position	Item	Composite Total
6	39. Adhering to sanctions set by NEA	48
continued	40. Being able to accept and follow policies and procedures that are established by the administration	49
	41. Appreciation of interest areas outside of own field	49
	42. Willingness to spend time in preparation for professional meetings	49
	43. Recognizing that a profession must accept responsibility for the conduct of its members	49
	44. Willingness to serve on salary committees, local TEPS commission, etc.	50
	45. Skill in relating to other people in other fields	51
	46. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	51
	47. Being able to envision outcomes of proposals before they are enacted	53
	48. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations	54
7	49. Being able to discriminate between physical education and physical training as it pertains to professional problems	55
	50. Performing the responsibilities required of teachers outside the classroom	55
	51. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best seller books	55
	52. Knowledge of legislative measures effecting	56
	53. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	56
8	54. Attendance at state, district and national meetings	60
	55. Being an active member of NEA	62
	56. Make contributions to professional literature	68
9	57. Being an active member of AFT	68



COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY  
NEW ELEMENTARY-SECONDARY RESPONDERS

Category position	Item	Composite total
1	1. Respect for people, such as administrators, other teachers, students and their ideas	5
	2. Keeping "up" with recent literature in field	6
	3. Believing in the importance of the field as related to the total field of education	6
2	4. Willingness to utilize as far as possible new ideas, methods and techniques in the field	6
	5. Receiving satisfaction from own work	6
	6. Being a member of the total faculty not only of the physical education faculty	6
	7. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	7
	8. Actively involved in professional organizations	7
	9. Keeping "up" with recent issues and trends	7
3	10. Attendance at professional meetings at the local level	7
	11. To display confidence in the goals of the profession and strive for these as an active member of the field	7
	12. Ability to remain open minded toward other fields in education and work for their welfare as well as that of your own field	7
	13. Keeping "up" with recent development in related fields	8
	14. Being concerned about the field	8
	15. Willingness to spend ones "extra" time in helping students develop	8
	16. Willingness to share ideas and innovations with others in the field	8
	17. Performing the responsibilities required of teachers outside the classroom	8
4	18. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	8
	19. Being able to accept and follow policies and procedures that are established by the administration	9

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY  
MEN ELEMENTARY-SECONDARY RESPONDEES (continued)

Category position	Item	Composite total
4	20. Be supportive to other teachers	9
continued	21. Continual research on new trends in the field and their appropriate uses	9
	22. Doing research in the field to up-grade programs	9
	23. Performs intelligently regardless of whether it is in or outside the halls of education	9
	24. Willingness to spend time in preparation for professional meetings	9
	25. Keeping up-to-date with the action and proposals of local professional bodies	9
	26. Dressing appropriately for activity, classroom teaching and professional meetings	10
	27. Be discreet in discussing students and parents	10
	28. Being able to relate one's teaching to daily living by doing	10
5	29. Knowledge of the intent of the Professional Practices Act and other educationally oriented bills	10
	30. Being a willing contributor to the profession	10
	31. Good relationships with other members of the field	10
	32. Working knowledge of people well known in the field and what they represent to the field and the public	10
	33. Conduct professional business through the proper channels	10
	34. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	10
	35. Making contributions in the community and civic areas	11
	36. Skill in relating to other people in other fields	11
	37. Skill in human relations	11
6	38. Speaking out for education and your field while keeping an open mind	11
	39. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	11

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY  
MEN ELEMENTARY-SECONDARY RESPONDERS (continued)

Category position	Item	Composite total
6	40. Appreciation of interest areas outside of own field	11
continued	41. Being an active member of NEA	11
	42. Make appropriate use of time granted for professional purposes	11
	43. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	11
	44. Recognizing that a profession must accept responsibility for the conduct of its members	12
	45. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations	12
	46. Actively involved in research	13
	47. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	13
7	48. Knowledge of legislative measures effecting	13
	49. Adhering to sanctions set by NEA	13
	50. Make contributions to professional literature	14
	51. Is helpful to other people as consultant	14
	52. Being an active member of AFT	14
	53. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best seller books	14
8	54. Attendance at state, district and national meetings	15
	55. Being able to envision outcomes of proposals before they are enacted	15
	56. Willingness to serve on salary committees, local TEPS commissions, etc.	15
9	57. Being able to discriminate between physical education and physical training as it pertains to professional problems	15

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY WOMEN ELEMENTARY RESPONDEES

Category position	Item	Composite total
1	1. Be discreet in discussing students and parents	5
	2. Willingness to spend ones "extra" time in helping students develop	5
	3. Willingness to share ideas and innovations with others in the field	5
2	4. Respect for people, such as administrators, other teachers, students and their ideas	5
	5. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	5
	6. Being concerned about the field	6
	7. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	6
	8. Willingness to utilize as far as possible new ideas, methods and techniques in the field	6
3	9. Ability to remain open minded toward other fields in education and work for their welfare as well as that of your own field	6
	10. Believing in the importance of the field as related to the total field of education	7
	11. Speaking out for education and your field while keeping an open mind	7
	12. Keeping "up" with recent issues and trends	8
	13. Is helpful to other people as consultant	8
	14. Good relationships with other members of the field	8
	15. Being a member of the total faculty not only of the physical education faculty	8
4	16. Keeping "up" with recent literature in field	9
	17. Be supportive to other teachers	9
	18. Skill in human relations	9
	19. Being able to relate one's teaching to daily living by doing	9

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY WOMEN ELEMENTARY RESPONDEES (continued)

Category position	Item	Composite total
4		
continued	20. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	9
	21. Being a willing contributor to the profession	9
	22. Keeping "up" with recent development in related fields	10
	23. Being able to accept and follow policies and procedures that are established by the administration	10
	24. Attendance at professional meetings at the local level	10
	25. Dressing appropriately for activity, classroom teaching and professional meetings	10
	26. Doing research in the field to up-grade programs	10
	27. Appreciation of interest areas outside of own field	10
	28. Willingness to serve on salary committees, local TEPS commissions, etc.	10
5	29. Working knowledge of people well known in the field and what they represent to the field and the public	10
	30. Make appropriate use of time granted for professional purposes	10
	31. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	10
	32. Conduct professional business through the proper channels	10
	33. Membership in professional organizations such as KSTA, KAMPER, NEA, and AANPCT	11
	34. Skill in relating to other people in other fields	11
	35. Performs intelligently regardless of whether it is in or outside the halls of education	11
6	36. To display confidence in the goals of the profession and strive for these as an active member of the field	11
	37. Receiving satisfaction from own work	11
	38. Keeping up-to-date with the action and proposals of local professional bodies	11

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY WOMEN ELEMENTARY RESPONDEES (continued)

Category position	Item	Composite total
6	39. Performing the responsibilities required of teachers outside the classroom	11
continued	40. Recognizing that a profession must accept responsibility for the conduct of its members	11
	41. Make contributions to professional literature	12
	42. Attendance at state, district and national meetings	12
	43. Knowledge of the intent of the Professional Practices Act and other educationally oriented bills	12
	44. Being able to envision outcomes of proposals before they are enacted	12
	45. Willingness to spend time in preparation for professional meetings	12
	46. Adhering to sanctions set by NEA	12
	47. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	12
	48. Actively involved in professional organizations	13
7	49. Knowledge of legislative measures effecting	13
	50. Being an active member of NEA	13
	51. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best seller books	13
	52. Making contributions in the community and civic areas	14
	53. Actively involved in research	14
	54. Continual research on new trends in the field and their appropriate uses	14
8	55. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations	14
	56. Being able to discriminate between physical education and physical training as it pertains to professional problems	15
9	57. Being an active member of AFT	16

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY WOMEN SECONDARY RESPONDEES

Category position	Item	Composite total
1	1. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	38
	2. Respect for people, such as administrators, other teachers, students and their ideas	40
	3. Being a member of the total faculty not only of the physical education faculty	41
2	4. Willingness to utilize as far as possible new ideas, methods and techniques in the field	42
	5. Be discreet in discussing students and parents	46
	6. To display confidence in the goals of the profession and strive for these as an active member of the field	49
	7. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	49
3	8. Being able to accept and follow policies and procedures that are established by the administration	50
	9. Dressing appropriately for activity, classroom teaching and professional meetings	50
	10. Willingness to spend ones "extra" time in helping students develop	50
	11. Believing in the importance of the field as related to the total field of education	51
	12. Receiving satisfaction from own work	51
	13. Keeping "up" with recent literature in field	52
	14. Be supportive to other teachers	53
	15. Actively involved in professional organizations	55
	16. Keeping "up" with recent issues and trends	55
4	17. Ability to remain open minded toward other fields in education and work for their welfare as well as that of your own field	56
	18. Performs intelligently regardless of whether it is in or outside the halls of education	57

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY WOMEN SECONDARY RESPONDEES (continued)

Category position	Item	Composite total
4	19. Attendance at professional meetings at the local level	58
continued	20. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	60
	21. Conduct professional business through the proper channels	60
	22. Being concerned about the field	62
	23. Attendance at state, district and national meetings	62
	24. Willingness to share ideas and innovations with others in the field	63
	25. Good relationships with other members of the field	64
	26. Being able to discriminate between physical education and physical training as it pertains to professional problems	64
	27. Skill in human relations	65
	28. Being able to relate one's teaching to daily living by doing	65
	29. Doing research in the field to upgrade programs	65
5	30. Being a willing contributor to the profession	65
	31. Speaking out for education and your field while keeping an open mind	66
	32. Being able to envision outcomes of proposals before they are enacted	66
	33. Performing the responsibilities required of teachers outside the classroom	66
	34. Continual research on new trends in the field and their appropriate uses	67
	35. Willingness to serve on salary committees, local TEPS commissions, etc.	67
	36. Knowledge of the intent of the Professional Practices Act and other educationally oriented bills	69
	37. Keeping up-to-date with the action and proposals of local professional bodies	71
6	38. Make appropriate use of time granted for professional purposes	71
	39. Appreciation of interest areas outside of own field	72
	40. Recognizing that a profession must accept responsibility for the conduct of its members	



COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY WOMEN SECONDARY RESPONDEES (continued)

Category position	Item	Composite total
6	41. Skill in relating to other people in other fields	73
continued	42. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	73
	43. Keeping "up" with recent development in related fields	74
	44. Is helpful to other people as consultant	74
	45. Making contributions in the community and civic areas	75
	46. Willingness to spend time in preparation for professional meetings	75
	47. Being an active member of NEA	76
	48. Adhering to sanctions set by NEA	76
	49. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	76
7	50. Actively involved in research	77
	51. Working knowledge of people well known in the field and what they represent to the field and the public	79
	52. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best seller books	80
	53. Knowledge of legislative measures effecting	82
8	54. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations	83
	55. Being an active member of AFT	86
	56. Make contributions to professional literature	88
9	57. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	93

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY  
WOMEN SECONDARY AND ELEMENTARY RESPONDEES

Category position	Item	Composite total
1	1. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	16
	2. Believing in the importance of the field as related to the total field of education	19
2	3. Willingness to spend ones "extra" time in helping students develop	20
	4. Willingness to utilize as far as possible new ideas, methods and techniques in the field	20
	5. To display confidence in the goals of the profession and strive for these as an active member of the field	21
	6. Being a member of the total faculty not only of the physical education faculty	21
	7. Being able to relate one's teaching to daily living by doing	22
	8. Ability to remain open minded toward other fields in education and work for their welfare as well as that of your own field	22
	9. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	25
3	10. Respect for people, such as administrators, other teachers, students and their ideas	25
	11. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	25
	12. Being able to accept and follow policies and procedures that are established by the administration	27
	13. Performs intelligently regardless of whether it is in or outside the halls of education	27
	14. Being concerned about the field	28
4	15. Keeping "up" with recent literature in field	29
	16. Be discreet in discussing students and parents	29
	17. Willingness to share ideas and innovations with others in the field	29

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY  
WOMEN SECONDARY AND ELEMENTARY RESPONDEES (continued)

Category position	Item	Composite total
4	18. Be supportive to other teachers	30
continued	19. Skill in human relations	30
	20. Dressing appropriately for activity, classroom teaching and professional meetings	32
	21. Speaking out for education and your field while keeping an open mind	32
	22. Attendance at professional meetings at the local level	34
	23. Actively involved in professional organizations	35
	24. Keeping "up" with recent issues and trends	35
	25. Keeping "up" with recent development in related fields	35
	26. Is helpful to other people as consultant	35
	27. Being a willing contributor to the profession	35
	28. Good relationships with other members of the field	35
5	29. Make appropriate use of time granted for professional purposes	36
	30. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	36
	31. Making contributions in the community and civic areas	37
	32. Keeping up-to-date with the action and proposals of local professional bodies	37
	33. Continual research on new trends in the field and their appropriate uses	38
	34. Knowledge of the intent of the Profes- sional Practices Act and other educa- tionally oriented bills	38
	35. Receiving satisfaction from own work	38
	36. Conduct professional business through the proper channels	38
	37. Working knowledge of people well known in the field and what they represent to the field and the public	38
6	38. Attendance at state, district and national meetings	39
	39. Skill in relating to other people in other fields	39
	40. Knowledge of legislative measures effecting	40

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY  
WOMEN SECONDARY AND ELEMENTARY RESPONDEES (continued)

Category position	Item	Composite total
6	41. Willingness to serve on salary com- mittees, local TEPS commissions, etc.	40
continued	42. Willingness to spend time in preparation for professional meetings	40
	43. Being able to discriminate between physical education and physical training as it pertains to professional problems	40
	44. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	40
	45. Being concerned with the whole of educa- tion and so field oriented as to dis- regard the total function of the profes- sion	42
	46. Appreciation of interest areas outside of own field	43
	47. Performing the responsibilities required of teachers outside the classroom	43
	48. Doing research in the field to up- grade programs	44
	49. Being an active member of NEA	45
7	50. Adhering to sanctions set by NEA	45
	51. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best seller books	46
	52. Make contributions to professional literature	47
	53. Recognizing that a profession must accept responsibility for the conduct of its members	47
8	54. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations	50
	55. Being an active member of AFT	51
	56. Actively involved in research	52
9	57. Being able to envision outcomes of proposals before they are enacted	53

# APPENDIX F

## COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS BY ALL MALE RESPONDEES

Category position	Item	Composite total
1	1. Believing in the importance of the field as related to the total field of education	72
	2. Respect for people, such as administrators, other teachers, students and their ideas	72
2	3. Being a member of the total faculty not only of the physical education faculty	73
	4. Keeping "up" with recent issues and trends	77
	5. Keeping "up" with recent literature in field	79
	6. Willingness to spend ones "extra" time in helping students develop	79
	7. Willingness to utilize as far as possible new ideas, methods and techniques in the field	80
	8. Ability to remain open minded toward other fields in education and work for their welfare as well as that of your own field	80
3	9. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	84
	10. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	84
	11. Willingness to share ideas and innovations with others in the field	88
	12. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	90
	13. Being a willing contributor to the profession	90
	14. Be discreet in discussing students and parents	91
4	15. Actively involved in professional organizations	92
	16. To display confidence in the goals of the profession and strive for these as an active member of the field	92
	17. Attendance at professional meetings at the local level	93

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY ALL MALE RESPONDEES (continued)

Category position	Item	Composite total
4	18. Being concerned about the field	95
continued	19. Receiving satisfaction from own work	95
	20. Good relationships with other members of the field	95
	21. Be supportive to other teachers	97
	22. Conduct professional business through the proper channels	98
	23. Speaking out for education and your field while keeping an open mind	98
	24. Doing research in the field to up-grade programs	99
	25. Make appropriate use of time granted for professional purposes	99
	26. Being able to accept and follow policies and procedures that are established by the administration	101
	27. Skill in human relations	101
	28. Performs intelligently regardless of whether it is in or outside the halls of education	102
5	29. Keeping up-to-date with the action and proposals of local professional bodies	102
	30. Making contributions in the community and civic areas	105
	31. Dressing appropriately for activity, classroom teaching and professional meetings	106
	32. Continual research on new trends in the field and their appropriate uses	106
	33. Being able to relate one's teaching to daily living by doing	108
	34. Keeping "up" with recent development in related fields	109
	35. Knowledge of the intent of the Professional Practices Act and other educationally oriented bills	110
	36. Willingness to spend time in preparation for professional meetings	110
	37. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	111
6	38. Recognizing that a profession must accept responsibility for the conduct of its members	112
	39. Is helpful to other people as consultant	115

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY ALL MALE RESPONDEES (continued)

Category position	Item	Composite total
6	40. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	115
continued	41. Working knowledge of people well known in the field and what they represent to the field and the public	116
	42. Being able to discriminate between physical education and physical training as it pertains to professional problems	117
	43. Adhering to sanctions set by NEA	118
	44. Skill in relating to other people in other fields	119
	45. Knowledge of legislative measures effecting	122
	46. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	122
	47. Attendance at state, district and national meetings	123
	48. Appreciation of interest areas outside of own field	124
7	49. Performing the responsibilities required of teachers outside the classroom	124
	50. Willingness to serve on salary committees, local TEPS commissions, etc.	126
	51. Actively involved in research	127
	52. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations	129
	53. Being able to envision outcomes of proposals before they are enacted	133
	54. Being an active member of NEA	133
8	55. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best seller books	134
	56. Make contributions to professional literature	151
9	57. Being an active member of AFT	161

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY ALL FEMALE RESPONDEES

Category position	Item	Composite total
1	1. Willingness to utilize as far as possible new ideas, methods and techniques in the field	68
	2. Respect for people, such as administrators, other teachers, students and their ideas	69
2	3. Being a member of the total faculty not only of the physical education faculty	70
	4. Membership in professional organizations such as KSTA, KAHPER, NEA, and AAHPER	74
	5. Willingness to spend ones "extra" time in helping students develop	75
	6. Believing in the importance of the field as related to the total field of education	77
3	7. Adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated	79
	8. Be discreet in discussing students and parents	80
	9. To display confidence in the goals of the profession and strive for these as an active member of the field	81
	10. Ability to remain open minded toward other fields in education and work for their welfare as well as that of your own field	84
	11. Being able to serve the profession at all levels for the good of the profession rather than do just those things through which there is financial gain	85
	12. Being able to accept and follow policies and procedures that are established by the administration	87
	13. Keeping "up" with recent literature in field	90
	14. Be supportive to other teachers	92
4	15. Dressing appropriately for activity, classroom teaching and professional meetings	92
	16. Performs intelligently regardless of whether it is in or outside the halls of education	95



COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY ALL FEMALE RESPONDEES (continued)

Category position	Item	Composite total
4	17. Being able to relate one's teaching to daily living by doing	96
continued	18. Keeping "up" with recent issues and trends	97
	19. Being concerned about the field	97
	20. Attendance at professional meetings at the local level	97
	21. Willingness to share ideas and innovations with others in the field	97
	22. Actively involved in professional organizations	103
	23. Skill in human relations	104
	24. Speaking out for education and your field while keeping an open mind	105
	25. Good relationships with other members of the field	105
	26. Conduct professional business through the proper channels	108
	27. Being a willing contributor to the profession	109
	28. Receiving satisfaction from own work	109
	29. Give prompt notice of any changes in availability of service, in status of applications, or in change in position	110
5	30. Attendance at state, district and national meetings	113
	31. Being able to discriminate between physical education and physical training as it pertains to professional problems	115
	32. Is helpful to other people as consultant	117
	33. Willingness to serve on salary committees, local TEPS commissions, etc.	117
	34. Performing the responsibilities required of teachers outside the classroom	117
	35. Keeping "up" with recent development in related fields	119
	36. Continual research on new trends in the field and their appropriate uses	119
	37. Doing research in the field to upgrade programs	119
6	38. Knowledge of the intent of the Professional Practices Act and other educationally oriented bills	119
	39. Make appropriate use of time granted for professional purposes	119

COMPOSITE RANK ORDER AND CATEGORY POSITION OF ITEMS  
BY ALL FEMALE RESPONDEES (continued)

Category position	Item	Composite total
6 continued	40. Being concerned with the whole of education and so field oriented as to disregard the total function of the profession	121
	41. Keeping up-to-date with the action and proposals of local professional bodies	122
	42. Skill in relating to other people in other fields	123
	43. Appreciation of interest areas outside of own field	125
	44. Working knowledge of people well known in the field and what they represent to the field and the public	125
	45. Ability to "maintain your cool" even in matters of threat to your field in order to discuss objectively	125
	46. Making contributions in the community and civic areas	126
	47. Willingness to spend time in preparation for professional meetings	127
	48. Recognizing that a profession must accept responsibility for the conduct of its members	128
7	49. Being an active member of NEA	134
	50. Knowledge of legislative measures effecting	135
	51. Adhering to sanctions set by NEA	135
	52. Keeping up-to-date in reading current non-professional literature such as <u>Time</u> magazine, <u>Life</u> , daily newspapers, <u>U.S. News and World Report</u> , best seller books	140
	53. Actively involved in research	143
	54. Knowledge of the duties of the TEPS commission and the state advisory council and their recommendations	147
8	55. Make contributions to professional literature	147
	56. Being an active member of AFT	153
9	57. Being able to envision outcomes of proposals before they are enacted	161