

A STUDY TO AID THE DEPARTMENT OF HEALTH, PHYSICAL EDUCATION
AND RECREATION AT KANSAS STATE TEACHERS COLLEGE IN
ESTABLISHING A REQUIRED GRADE POINT PRIOR TO
STUDENT TEACHING AT KANSAS STATE TEACHERS COLLEGE

12

A Thesis

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The Department of Health,

Physical Education, and Recreation

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Ed Buffum

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CHAPTER I

DEFINITION OF THE PROBLEM

In teacher education, professional preparation is probably the most important area for the prospective teacher. It is the specialization used to develop the undergraduate student in becoming a competent teacher. Professional preparation is the heart of undergraduate training as it encompasses: (1) a concentrated effort in an area of interest, (2) cultivation of a personal philosophy of education, and (3) evolving of leadership abilities. The importance of professional preparation as stated by Snyder:

Each college has not only the right but also the responsibility to develop a philosophy and a program which will make it a unique and distinctive institution. The institution should, therefore, strive to develop a program of professional preparation which transcends established standards.¹

In the field of Health, Physical Education, and Recreation, scholarship has continually been a controversial topic. Scholarship is usually near the top of any list of criteria used in evaluating students. Bucher, a leader in the field of Health, Physical Education,

¹Raymond Snyder and Harry Scott, Professional Preparation In Health, Physical Education, and Recreation (New York: McGraw-Hill Book Company, Inc., 1954), p. 82.

and Recreation, states his convictions on scholarship, "the qualifications of scholarship is one that is stressed as being especially necessary for our profession."² Steinhaus, also a leader in physical education, states the following concerning scholarship; "A major obstacle which confronts physical education today in its struggle to become a mighty profession is its shortage of true scholarship."³ It, therefore, can be understood that scholarship can effect the caliber of teacher that represents the physical education profession.

At Kansas State Teachers College the teacher education department has a required grade point average established for all students who desire to enter the teacher education field. This study is being done in an attempt to aid the Division of Health, Physical Education, and Recreation in establishing a grade point average requirement in professional preparation courses for majors, prior to student teaching.

I. THE PROBLEM

Statement of the Problem

The purpose of this study is to gather useful data to aid in establishing a required grade point average in professional course

²Charles Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1960), p. 353.

³Arthur Steinhaus, "The Next Step in Teacher Training," Journal of Health and Physical Education, Vol. 10, p. 141, cited by Charles Bucher, Foundations for Physical Education (St. Louis: The C. V. Mosby Company, 1960), p. 354.

work, for Health, Physical Education, and Recreation majors, prior to their student teaching.

Need for the Study

Continued evaluation of present methods and procedures used in physical education is a necessity if the physical education profession is to continue progressing. The physical education profession can benefit by continued awareness to new research in professional preparation and all phases of the field.

Professional preparation in today's physical education will be a determining factor in the success of physical education in the future.

By establishing requirements where none exist and by raising those that have existed this study may benefit the physical education profession. Departmental requirements in physical education remain a question but the need for research in this area is of paramount importance.

II. ASSUMPTIONS

In this study it was assumed: (1) grades recorded on a student's permanent transcript were correct, (2) grades received by the students were accurate evaluations of course work, and (3) results obtained by questionnaire were accurate.

III. LIMITATIONS

This study was limited to those students who met the following requirements:

1. Graduated from Kansas State Teachers College during the period May 1964 to August 1966.
2. Received a Bachelor of Science in Education degree with a major in Health, Physical Education, and Recreation from Kansas State Teachers College.
3. Courses under consideration were taught by faculty and staff of the department of Health, Physical Education, and Recreation at Kansas State Teachers College.

This study was also limited to state supported institutions in compiling data for the questionnaire used in the study.

IV. DEFINITION OF TERMS

Professional Courses

The term "professional course" as used in this study refers to those courses taught by faculty and staff members of the physical education department and are acceptable toward a major degree in Health, Physical Education, and Recreation.

Surrounding State Institutions CHAPTER II

The term "surrounding state institutions" as used in this study refers to those colleges and universities supported by state funds in the states of: (1) Colorado, (2) Kansas, (3) Missouri, (4) Nebraska, and (5) Oklahoma.

Physical Education Major

The term "physical education major" as used in this study refers to those students who received or are working towards the degree Bachelor of Science in Education with a major in Health, Physical Education, and Recreation.

Honor Points

The term "honor points" as used in this study refers to the number derived by multiplying the number of credit hours per course by the grade received in the course. The value for each grade being: A-4, B-3, C-2, D-1, and F-0.

Grade Point Average

The term "grade point average" as used in this study refers to the number derived by dividing the total number of course hour credits earned into the number of honor points earned.

CHAPTER II

REVIEW OF LITERATURE

Raising standards in education or business is not new in the United States, for individuals are constantly attempting to improve their position in society and business. Corporations are continually seeking new avenues for improvement of their product or the caliber of their employees, and so it is in education. Members of the education profession are constantly striving to better themselves and their profession.

According to Sprague there are three main divisions in each major field in education. The first division is known as general education of which English, history, science, and language are but a few. The second division is professional education of which student teaching, theories of child growth, methods of education, and school law are a few. The third division is professional preparation of which specific courses such as curriculum, history and principles, and evaluation are a few.¹

¹Vernon S. Sprague, "Operation Bootstrap in Teacher Education Programs," Journal of Health, Physical Education, and Recreation, 30:22, September, 1959.

Snyder's definition of professional preparation is but one of many that has appeared in literature.

"Professional preparation" refers to the formal courses and other planned experiences which the student undergoes to develop the specific competencies required to perform the functions demanded by the various area of specialization.²

The United States is founded upon many principles and one of these founding principles is that of democracy. In every phase of American life the principle of democratic living is of paramount importance. Snyder relates how important professional preparation and democracy are to the American people:

The American people have a firm belief and faith in the values of education. The school is more than the custodian of our cultural heritage, for the continuous improvement of a democratic society rests upon the education of all citizens. To insure this improvement in the quality of living, a high level of intelligence and understanding is required. If the quality of education is to be elevated, it is necessary to improve the quality of instruction. In the final analysis, therefore, the continued improvement of our society rests upon the improvement of professional preparation.³

Esslinger supports Snyder in the importance of professional preparation. "Professional preparation is at the very heart of a

²Raymond Snyder and Harry Scott, Professional Preparation in Health, Physical Education, and Recreation (New York: McGraw-Hill Book Company, Inc., 1954), p. 70.

³Ibid., p. 1.

profession . . . if we want strong local, state, and national professional organizations, we must eliminate poor and mediocre professional preparation."⁴

Of prime importance to the education profession is the quality and preparation of teachers. Bucher stated, "the problem is not only that of preparing teachers in an adequate manner but also one of making sure that only the best students are allowed to become members of the teaching profession."⁵ Bucher further expresses himself on teacher preparation when he questions the quality of preparation that is being provided when there is such a rapid growth in the number of institutions offering teacher education programs.⁶

Bucher was not alone in his statements concerning teacher education; McDonald supported him in a speech:

The formal education of teachers takes place such a great number of institutions of such varying type and quality that the preparation of teachers does not always meet the needs of education for these times . . . the time has come to

⁴Arthur Esslinger, "Yesterday, Today, and Tomorrow," Journal of Health, Physical Education, and Recreation, 30:20, September, 1959.

⁵Charles Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1960), p. 349.

⁶Ibid., p. 349.

assume some responsibility for the development of higher education standards and better programs in the institutions assuming this most important obligation.⁷

The regulation of preparation in teacher education is usually maintained by the state through certification and by national organizations for accreditation of institutions. The State Board of Education in Kansas set a standard for certification of teachers. "A minimum grade average of C or 1.00 (A-3, B-2, C-1, D-0, F-0) shall be required for an initial certification or for the renewal of a certificate."⁸ The preceding scale used by the Kansas Board of Education is based on a three point grading scale.

At Kansas State Teachers College, "about seventy-five per cent of the students who receive baccalaureate degrees complete programs in teacher education."⁹ Kansas State Teachers College, being primarily a teacher education college complies with the standard established by the Kansas State Board of Education. "A requirement

⁷Ralph McDonald, "Higher Standards For Teacher Education," School and Society, 67:72-3, January 31, 1948.

⁸State Board of Education, Certification Handbook State of Kansas: 1966 (Topeka: State Printer, 1965), p. 7.

⁹National Council for Accreditation of Teacher Education, Teacher Education At Kansas State Teachers College, Emporia, 1963, p. v.

for graduation from KSTC is a 2.0 grade point average."¹⁰ Kansas State Teachers College had the same requirement for admission to teacher education and to supervised teaching.

This was the minimum requirement for admission to teacher education and admission to supervised teaching until December, 1961, when a recommendation of the Council on Teacher Education raising these requirements was adopted.¹¹

The Council on Teacher Education raised the standards for teacher education by declaring:

Students who matriculate after the fall of 1961 are required to have a 2.3 grade point average for admission to supervised teaching; this requirement will be imposed on all students beginning in the fall of 1964.¹²

Raising the requirements for admission to supervised teaching, the Council on Teacher Education at Kansas State Teachers College paralleled a conclusion by McGrath. He maintained, "it would appear defensible to expect those entering the teaching profession to show a little better than average grades."¹³

LeMay contended that high scholarly standards, comparable to other learned professions, should be one aim of institutions offering

¹⁰Ibid., p. III-17.

¹¹Ibid., p. III-17.

¹²Ibid., p. III-18.

¹³G. D. McGrath, "Criteria for Admission to Student Teaching," Education, 70:184, November, 1949.

teacher education programs.¹⁴ This contention by LeMay supports the conclusion made by McGrath regarding scholarship by students in the teacher education field.

Up to this point in this study, previous research indicated the raising of standards in the area of teacher education; but to move from the general teacher education to the specific physical education Bucher stated, "the problem of poor teachers is not foreign to the physical education profession."¹⁵ Bucher was not alone in his statement for Peik, in his study concluded, ". . . teachers of health and physical education were the poorest of all education students."¹⁶

Studies have been completed with an indication for the raising of standards in professional preparation in physical education. Yinger in his study concluded:

. . . in the preparation and counseling of prospective men physical education teachers, special attention should be given to high standards of professional preparation such as: B grades in major field . . .¹⁷

¹⁴Mary L. Le May, "New Goals for the Profession," National Education Association Journal, 45:516, November, 1956.

¹⁵Bucher, op. cit., p. 349.

¹⁶Peik, quoted in Bucher, op. cit., p. 350.

¹⁷Harold Yinger, "Evaluation of Criteria, For Selection and the Determination of Success of Male Physical Education Teachers, by Selected Missouri Superintendents," (unpublished Doctoral dissertation, Indiana University, Bloomington, 1962), Dissertation Abstracts (Ann Arbor, Michigan: University Microfilms, Inc.), Vol. XXIII, No. 3, September, 1962, pp. 916-917.

Bookwalter holds B grades in the field of physical education in high esteem. He states that there should be some means of evaluating the physical education major program. Bookwalter has established a scale whereby points are awarded to the physical education department meeting his requirements. Bookwalter would give one point to the department if all theory and methods courses had a requirement of B for credit towards a degree. When an average of B is required in all courses then a total of three points would be awarded to the department.¹⁸

Yinger and Bookwalter have placed emphasis upon the importance of B grades in physical education through their research. They have established a letter grade of B in the field of physical education which is a substantial increase above the requirement for admission into supervised teaching at Kansas State Teachers College.

Present day students place value upon letter grades. Perry determined that students ranked the importance of grades in the following order: (1) grade point average in professional education

¹⁸Karl Bookwalter, "A Score Card for Evaluating Professional Programs in Physical Education," (unpublished Doctoral dissertation, Indiana University, Bloomington, 1962), p. 4.

courses, (2) total four year college grades, and (3) grade point average in major area of study.¹⁹

Dowell, as Chairman of the Division of Health, Physical Education, and Recreation at Arkansas State College, puts value on grade point averages. He uses grade point averages as a means for recommending major students for employment. Grade point averages are equal to index points in the following method of evaluating physical education majors:

<u>Grade Point Average</u>	<u>Index Points</u>
4.00-3.50	35
3.50-3.00	30
3.00-2.50	25
2.50-2.00	20

On the scale established by Dowell, the higher the grade point average of the student the more index points achieved. In turn the higher the index point rating the better the recommendation given to the student by the physical education department.

Some authorities in the physical education profession indicate that selection of students will effect professional preparation and the

¹⁹James Perry, "A Study of Selective Set of Criteria for Determining Success in Secondary Student Teaching at Texas Southern University," (unpublished Doctoral dissertation, University of Texas, Austin, 1962), Dissertation Abstracts (Ann Arbor, Michigan: University Microfilms, Inc.), Vol. XXIII, No. 5, November, 1962, p. 1617.

²⁰Linus J. Dowell, "Professional Preparation: Selection, Retention, and Recommendation," The Physical Educator, 80:104, October, 1965.

final product of that preparation. Bucher stated the following on selection of personnel for the physical education profession:

It is common knowledge that many individuals have entered this profession in the past on the basis of their athletic ability alone, without regard for such things as intelligence, scholarship, personality, and technical knowledge. Such practice must end if the physical education profession is to have prestige in the educational world.²¹

The importance of selection as related to professional preparation and to physical education is related by Cottrell as, "the professional preparation of teachers of Health and Physical Education may be improved by concentrating on selecting well qualified students."²²

The importance of professional preparation in Health, Physical Education, and Recreation cannot be overlooked for it is the foundation for the success of the physical education profession. Esslinger stated his belief on professional preparation as follows:

The place where excellence is most needed today in health education, physical education, and recreation is in professional preparation. With the ideal of excellence pervading American education will face no alternative but to do better.²³

²¹Bucher, op. cit., p. 353.

²²Elmer Cottrell, "Standards for the Selection of Persons to Be Trained for Placement in Health and Physical Education," The Research Quarterly, 9:63, May, 1938.

²³Esslinger, op. cit., p. 20.

Danials has stated the necessity for continued evaluation of professional preparation in physical education programs. "It should be clear that evaluation of professional preparation in our fields of endeavor must be a continuous process if the profession is to keep advancing."²⁴

Many educators seem to be in agreement concerning standards for education. In the particular field of Health, Physical Education, and Recreation many educators see a need for the establishment or evaluation of standards in the basic area of professional preparation.

²⁴Arthur Danials, "The Profession in 1961," Journal of Health, Physical Education, and Recreation, 32:23, September, 1961.

CHAPTER III

PROCEDURES FOR THE STUDY

Two sets of data were secured as aids in the possible establishment of a required grade point average for majors in professional courses prior to student teaching. The first set of data pertained to graduates of Kansas State Teachers College who received a Bachelor of Science in Education degree with a major in Health, Physical Education, and Recreation from May 1964 to August 1966. The second set of data pertained to the use of grade point averages in professional courses prior to the student's semester of student teaching. Using official transcripts of these graduated students from the Office of Admissions and Records, compile the grade point averages in professional course work prior to the student's semester of student teaching. The states of: (1) Colorado, (2) Kansas, (3) Missouri, (4) Nebraska, and (5) Oklahoma.

During the period May 1964 to August 1966 one hundred and fifty-nine students graduated from Kansas State Teachers College with a Bachelor of Science in Education degree with a major in Health, Physical Education, and Recreation. The purpose of compiling a list of graduates in this field was to determine the grade point averages of major students in professional course work, and use it as a possible aid in determining a grade point average for future students in the field at Kansas State Teachers College.

The method used in securing grade point averages prior to student teaching of Health, Physical Education, and Recreation majors graduated from Kansas State Teachers College during the prescribed period was as follows:

1. Secure from a revised commencement program in the Registrar's Office the names of all students receiving a Bachelor of Science in Education degree with a major in Health, Physical Education, and Recreation between May 1964 and August 1966.

2. Using official transcripts of these graduated students from the Office of Admissions and Records, compile the grade point average in professional course work prior to the student's semester of student teaching.

- a. Locate each professional course taken by the student prior to the semester of student teaching.

- b. Convert the letter grade received in each course into an equivalent number grade (A-4, B-3, C-2, D-1, F-0).

- c. Multiply the number grade by the number of credit hours earned in the course. The resulting number will be called honor points.

- d. Add the number of honor points earned in all courses under consideration and divide the total by the total number of credit hours earned to this point by the student. The resulting number will be the grade point average of the student.

3. All grade point averages were submitted to the Bureau of Tests and Measurements located on the campus of Kansas State Teachers College for computation by machine.

It was desirable also to survey Health, Physical Education, and Recreation majors of other institutions in the state of Kansas and in the surrounding states of Colorado, Missouri, Nebraska, and Oklahoma to determine their requirement in the area of grade point average in professional course work prior to student teaching. A list of colleges and universities in Colorado, Kansas, Missouri, Nebraska, and Oklahoma was compiled from the Blue Book Of College Athletics, 1966-67.

A requirement was established to limit the survey to institutions similar to Kansas State Teachers College. In order for a college or university to be considered for the survey it had to have received one quarter or more of its total budget from the state government. In the surrounding states and Kansas there were thirty-four institutions that met the requirement necessary for the survey.

During the Spring semester of 1967 at Kansas State Teachers College a questionnaire was distributed to the Current Issues, Trends, and Problems class, which was a graduate level course. The questionnaire pertained to (1) grade point averages in the field of Health, Physical Education, and Recreation, (2) grade point averages in the

division of teacher education, (3) the necessity of grade point averages in college, and (4) whether any member of the class attended a college or university that had a required grade point average in physical education, and if so what was that average. Upon receiving the results of the questionnaire, revisions were made in content and form with the aid of members of the department of Health, Physical Education, and Recreation. The revised questionnaire was composed of two questions and appeared on a self-addressed post card. A post card was used to facilitate easy handling and speedy reply. The questionnaire was attached to a cover letter which explained who was sending the letter and questionnaire and the purpose of the questionnaire. A cover letter and questionnaire appear in Appendix A, page 38 and 39 respectively.

In addition to securing the names of the institutions, from the Blue Book Of College Athletics, 1966-67, the names of the Directors of Physical Education were also secured. This was done for two reasons: (1) for a quick reply to the questionnaire a direct letter sent to a particular individual was desired and (2) for the purpose of having someone in the area of departmental administration complete the questionnaire.

CHAPTER IV

ANALYSIS OF DATA

This chapter contains data related to grade point averages in professional course work of students graduated with a Bachelor of Science in Education degree, with a major in health, physical education, and recreation, from Kansas State Teachers College between May 1964 and August 1966. It also contains data related to required grade point averages in the division of teacher education and in health, physical education, and recreation in Kansas and surrounding state institutions.

In analyzing the data collected, the important factor was to determine central tendencies in the scores. Three measurements of central tendency were employed in this study, they were: (1) mean, (2) median, and (3) mode. The mean score was of greatest importance in this study because it is the most reliable score since it considers each score as having equal value. Variability in the scores was also used in analyzing the data. Two measurements of variability were used, they were: (1) range and (2) standard deviation. Between the two measures of variability, standard deviation is a more accurate indication; therefore much emphasis is given to standard deviation scores in this study.

I. RESULTS OF THE QUESTIONNAIRE

Thirty-four questionnaires were mailed to institutions in Colorado, Kansas, Missouri, Nebraska, and Oklahoma with a one hundred per cent response.

Data from the questionnaire were classified into four areas:

(1) those institutions having a required grade point average in teacher education and a required grade point average in health, physical education, and recreation, eleven institutions; (2) those institutions having a required grade point average in teacher education but no required grade point average in health, physical education, and recreation, eighteen institutions; (3) those institutions having no required grade point average in teacher education or health, physical education, and recreation, two institutions; and (4) those institutions not having a teacher education program, three institutions.

Three of the thirty-four institutions surveyed offered no program in teacher education but only in engineering and were omitted from the analysis of data collected. With the omission of these three institutions a total of thirty-one institutions were utilized for the study.

Twenty-nine of thirty-one institutions or 93.7 per cent had a required grade point average in their teacher education programs prior to student teaching. Eleven of thirty-one institutions or 35 per cent had a required grade point average in their teacher education

and their health, physical education, and recreation programs prior to student teaching. Two of thirty-one institutions or 6.3 per cent did not have a required grade point average in their teacher education and their health, physical education, and recreation programs prior to student teaching.

The group of greatest importance to this study was the eleven institutions that had a required grade point average in teacher education and health, physical education, and recreation prior to student teaching. The results of this group will be considered in relation to: (1) mean, (2) median, and (3) mode, which are all measurements of central tendency.

Mean Grade Point Average

The eleven institutions that had required grade point averages in teacher education and health, physical education, and recreation prior to student teaching had a mean grade point average of 2.15 in teacher education and 2.27 in health, physical education, and recreation.

Median Grade Point Average

The eleven institutions that had required grade point averages in teacher education and health, physical education, and recreation

prior to student teaching had a median grade point average of 2.10 in teacher education and 2.50 in health, physical education, and recreation.

Mode Grade Point Average

The eleven institutions that had required grade point averages in teacher education and health, physical education, and recreation prior to student teaching had a mode grade point average of 2.00 in teacher education and 2.50 in health, physical education, and recreation.

Table I shows the average results of the eleven institutions that had a required grade point average prior to student teaching in both teacher education and health, physical education, and recreation.

TABLE I

Type of Program	N	Mean	Median	Mode
Teacher Education Requirement	11	2.15	2.10	2.00
Health, Physical Education, and Recreation Requirement	11	2.27	2.50	2.50

Table II shows the results of the eleven institutions that had required grade point averages prior to student teaching in both teacher education and health, physical education, and recreation.

TABLE II

Average for these 1964 graduates

f	Teacher Education	Health, Physical Education and Recreation
5	2.00	2.00
1	2.00	2.50
1	2.10	2.50
1	2.20	2.50
1	2.25	2.50
1	2.30	2.50
1	2.50	2.50

II. KANSAS STATE TEACHERS COLLEGE GRADUATES

Data pertaining to graduates of Kansas State Teachers College with a major in health, physical education, and recreation was gathered from six commencement exercises between May 1964 and August 1966 in which there were one hundred and fifty-nine students. Data collected were analyzed for each year 1964, 1965, and 1966 and totaled for the three year period.

Physical Education Graduates in 1964

Sixty-six students with majors in health, physical education, and recreation took part in the May and August commencement exercises in 1964. These sixty-six majors compiled a mean grade point average of 2.95. A median grade point average of 2.94 was computed for these 1964 graduates. Their mode grade point average was 3.02 and

their grade point averages ranged from 2.18 to 3.82. The standard deviation of the grade point average for these 1964 graduates was 0.37. Graduates with a grade point average of 3.32 to 2.58 were within one standard deviation of the mean.

Physical Education Graduates in 1965

In the May and August commencement exercises of 1965, fifty-six students graduated with majors in health, physical education, and recreation from Kansas State Teachers College. These fifty-six graduate majors in 1965 compiled a mean grade point average of 2.84. A median grade point average of 2.86 resulted from these fifty-six graduates in 1965. A mode grade point average of 2.88 resulted for these fifty-six physical education major graduates. Grade point averages of these fifty-six graduates in 1965 ranged from 3.64 to 2.36. The standard deviation of the grade point averages of these graduates was 0.30. Graduates of Kansas State Teachers College in 1965 with a major in health, physical education, and recreation who had grade point averages between 3.14 and 2.54 were within one standard deviation of the mean.

Physical Education Graduates in 1966

In commencement exercises of May and August 1966, a total of thirty-seven students graduated with majors in health, physical

education, and recreation from Kansas State Teachers College. These thirty-seven graduates with a major in physical education had a mean grade point average of 2.89. A median grade point average of 2.84 resulted from these thirty-seven graduates in 1966. A mode grade point average of 3.12 resulted from the scores of these 1966 graduates. The grade point averages of these thirty-seven graduates ranged from 3.93 to 2.30. The standard deviation of the grade point averages of these grades was 0.39. Graduates of Kansas State Teachers College in 1966 with a major in health, physical education, and recreation who had a grade point average between 3.28 and 2.50 were within one standard deviation of the mean.

Physical Education Graduates for Three Years

In six commencement exercises from May 1964 through August 1966 at Kansas State Teachers College, one hundred and fifty-nine students graduated with a major in health, physical education, and recreation. These one hundred and fifty-nine graduate majors achieved a mean grade point average in professional course work of 2.90. A median grade point average of 2.88 resulted from these one hundred and fifty-nine graduate majors. Three mode grade point averages appeared in the data of these majors in this study. The three mode grade point averages were 2.88, 2.94, and 3.02. Grade

point averages for these one hundred and fifty-nine graduates ranged from 3.93 to 2.18. Those graduates who had a grade point average between 3.25 and 2.55 were within one standard deviation of the mean grade point average, 2.90.

Table III shows the results of grade point averages of Kansas State Teachers College graduates with a major in health, physical education, and recreation from May 1964 to August 1966.

TABLE III

Year	N	Mean	Median	Mode	Range	Standard Deviation
1964	66	2.95	2.94	3.02	1.64	0.37
1965	56	2.84	2.86	2.88	1.28	0.30
1966	37	2.89	2.84	3.12	1.63	0.39
Total	159	2.90	2.88	2.88 2.94 3.02	1.75	0.35

It can be noted that in this study graduate majors of Kansas State Teachers College, from 1964 to 1966, had a mean grade point average higher than any of the required grade point averages reported, in health, physical education, and recreation by the eleven institutions in Kansas and the surrounding states.

Thirty-one institutions were employed to determine if a teacher education and health, physical education, and recreation grade point average was required prior to student teaching in professional course

work. Data collected indicated only thirty-five per cent or eleven of thirty-one institutions had this requirement.

Sixty-five per cent of the institutions surveyed did not have a required grade point average in health, physical education, and recreation prior to student teaching. Therefore, the importance of a required grade point average in professional course work for health, physical education, and recreation majors does not appear to be of great concern at this time.

health, physical education

teaching.

data were secured on grade point averages

College graduates with a Bachelor of Science in Education

with a major in health, physical education, and recreation

through August 1966. The data were compiled for each

and for a combined three year period.

of health,

student teaching

questions

grades, etc.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to gather useful data to aid in establishing a required grade point average in professional course work for health, physical education, and recreation majors prior to their student teaching.

Data were secured on grade point averages of Kansas State Teachers College graduates with a Bachelor of Science in Education degree with a major in health, physical education, and recreation from May 1964 through August 1966. The data were compiled for each year 1964, 1965, and 1966 and for a combined three year period.

Data pertaining to a required grade point average of health, physical education, and recreation majors, prior to student teaching at similar institutions were secured through the use of a questionnaire which was mailed to surrounding state institutions in Colorado, Kansas, Missouri, Nebraska, and Oklahoma.

Selection of surrounding state institutions surveyed was limited to those institutions that had one quarter or more of their budget allocated by the state government.

II. FINDINGS

The findings of greatest importance in this study were: (1) mean grade point average and (2) standard deviation. The findings of this study were:

1. There were one hundred fifty-nine Bachelor of Science in Education graduates of Kansas State Teachers College from May 1964 through August 1966 with a major in health, physical education, and recreation. These graduates had a mean grade point average in professional course work of 2.90 prior to their student teaching. The lowest mean grade point average in this three year period of 2.84 occurred in 1965. The highest grade point average of 2.95 occurred in 1964.

2. The standard deviation of grade point averages of graduates used in this study was 0.35 for the three year period. The lowest standard deviation, of grade point averages, 0.30 appeared in 1965 while the highest standard deviation of 0.39 appeared in 1966.

3. In a survey of thirty-four surrounding state institutions, eleven institutions surveyed had a required grade point average in teacher education and health, physical education, and recreation prior to student teaching. The findings of this survey concerning the eleven institutions were:

a. A mean grade point average, in professional course work, prior to student teaching in health, physical education, and recreation of 2.27 resulted. A mean grade point average of 2.15 resulted in teacher education prior to student teaching.

b. A mode grade point average, in professional course work, prior to student teaching in health, physical education, and recreation of 2.50 resulted. A mode grade point average, prior to student teaching of 2.00 resulted in the division of teacher education.

III. CONCLUSIONS

The following conclusions were formulated from this study:

1. The institutions surveyed in this study indicated a higher grade point average requirement, prior to student teaching, in a specific area; health, physical education, and recreation rather than in a general area; teacher education.
2. The graduates of Kansas State Teachers College used in this study who had a mean grade point average in professional course work, prior to student teaching, between 3.25 and 2.55 were within one standard deviation of the mean, which was representative of 68.26 per cent of the one hundred and fifty-nine graduates.
3. The low percentage, 35 per cent, of institutions having a health, physical education, and recreation required grade point

average in professional course work, prior to student teaching, tends to indicate a nebulous condition in the profession concerning professional preparation.

4. A grade point average of 2.50 could be considered as a requirement for health, physical education, and recreation majors prior to their student teaching at Kansas State Teachers College.

IV. RECOMMENDATIONS

The following recommendations were made for further study:

1. A study be conducted to determine additional criteria useful as requirements for selection and retention of health, physical education, and recreation major students.
2. A study be conducted to evaluate health, physical education, and recreation graduates concerning undergraduate professional preparation offered at Kansas State Teachers College. This study could consider graduates of one year to one decade or more.
3. A study be conducted to determine criteria used at leading health, physical education, and recreation institutions throughout the nation concerning requirements in professional preparation.
4. A study be conducted to determine overall grade point averages of physical education majors prior to student teaching and at graduation.

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the present I
College, Cooper
information for

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ation for Health

their student has been **APPENDIX**
ach I would appreciate your
most convenient.

March 4, 1967

teacher educ
At the present I am a graduate assistant at Kansas State Teachers College, Emporia, Kansas. I am in the process of compiling information for my Master's thesis.

would you please
My interest is in establishing a grade point requirement, at this institution for Health, Physical Education, and Recreation majors prior to their student teaching. Enclosed on a post card is a questionnaire which I would appreciate your completing and returning to me at your earliest convenience. of M

question establish a min
If you would be interested in knowing the results of my study, would you simply write the name of your institution at the bottom of the questionnaire. No

Yes
Thank you for your time and response.

Sincerely,

Ed Buffum

1. Does the teacher education department, at your institution, establish a minimum grade point requirement for student teaching for majors in Health, Physical Education, and Recreation? Yes _____ No _____
If yes, would you please write that numerical requirement in the space to the right. _____
Please check the grade point used at your institution.
4 pt. _____ 3 pt. _____ Other _____
2. Does your department of Health, Physical Education, and Recreation establish a minimum grade point requirement in your required professional courses for majors, apart from the teacher education requirement, prior to student teaching?
Yes _____ No _____
If yes, would you please write that numerical requirement in the space to the right. _____