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THE ATTITUDES OF SOUTH DAKOTA STATE COLLEGE
WOMEN STUDENTS TOWARD PHYSICAL EDUCATION

BY

PEGGY MEISTER FOSS

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Department of
Physical Education, South Dakota
State College of Agriculture
and Mechanic Arts

June, 1960

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THE ATTITUDES OF SOUTH DAKOTA STATE COLLEGE
WOMEN STUDENTS TOWARD PHYSICAL EDUCATION

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Head of the Department

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CHAPTER I

INTRODUCTION

Physical educators are concerned not only with the teaching of specific skills but also with the development of democratic values, character and favorable attitudes toward one's problems, work, competitors and co-workers. These values and attitudes underlie behavior and personality development and are acquired through interaction with others. This involves the learning process as well as the subject matter taught.

Sometimes instructors place too much emphasis upon subject matter and too little upon the learning process. The learning process may be characterized, in part, by Thorndike's laws of learning. He has stated that students learn best when they are physically and mentally ready to learn; they learn best through practice if they understand the "what," "how," and "why" in relationship to the practice. Thorndike also stated that learning is more apt to be meaningful when the attitude of the learner toward what he is doing becomes as important as what he is doing.¹

Within a physical education class period there are many elements which have either a positive or negative effect upon the learning process. Among these factors are the physical activities, instruction, equipment, conditions of the dressing rooms and playing facilities, and the attitudes of students and teachers. The physical elements of the program can be

¹Marynelen Vannier and Hollis F. Falt, Teaching Physical Education in Secondary Schools, p. 39-42, W. B. Saunders Company: Philadelphia, 1957.

observed and evaluated through the use of established criteria and standards. The attitudes of the students toward the instruction, activities and facilities are not as easily assessed and careful evaluative techniques must be employed.

It has been said that we learn what we want to learn. This in turn creates the question, "What makes us want to learn?". The answer may lie in our curiosity, our desire for knowledge, our interest or in our favorable attitude toward the learning situation. Since attitudes and learning are closely related, it is imperative that physical educators strive to develop favorable attitudes within their students. The desired attitudes may be developed through increased knowledge and a deeper appreciation of the subject matter. Students may also gain favorable attitudes toward the learning environment if they are able to understand themselves. This is the first step in understanding and tolerating the weaknesses and frailties found in others. It is through play and physical activity that physical educators strive to curb the selfish drives of students and to replace them with group and individual cooperation.²

The causes of unfavorable attitudes toward physical education must first be determined and then modified or deleted in order to open avenues for favorable attitudes. In the present study the author hoped to determine the attitudes expressed by South Dakota State College women students toward physical education and to secure responses which might give insight relative to the reasons why these attitudes prevail. The attitudes

²Ibid., p. 10-11.

expressed pertained to instruction, facilities, personal and social outcomes, requirements, and activity preference in physical activity.

Need for the Study

This study was designed to assist in evaluating the present women's physical education department at South Dakota State College by determining the favorable and unfavorable attitudes of the women students toward the various areas of the present program. An evaluation of the physical education program was necessary to determine whether or not this particular program met the needs and interests of the students and accomplished its educational objectives.

Statement of the Problem

The purpose of this study was to determine the attitudes of South Dakota State College women students toward physical education. The attitudes expressed by the women pertained to grading, credit, instruction, facilities, personal and social outcomes, and activity preference. The author hoped that the results of this study might serve as a basis for improving the present program by removing or modifying the undesirable factors at the discretion of the physical education department.

Limitations of the Study

1. This study was limited to women students at South Dakota State College.
2. This study was limited to students who were enrolled in their

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second quarter of physical education or who had previously taken a minimum of two quarter hours of physical education at South Dakota State College. Special and graduate students were excluded.

3. Only attitudes toward physical education were determined by this study.

Significance of the Problem

1. An evaluation of the present physical education program from the viewpoint of the students was possible as a result of this study.

2. The results of this investigation enabled the physical education instructors and administrators to better understand the reasons for the existing attitudes toward physical education participation.

3. Those aspects of the physical education program which were considered unfavorable by the respondents could be improved, resulting in a more effective program.

Definition of Terms

For the purpose of this study, it was necessary to have a uniform understanding of the terms "attitude" and "physical education."

Attitude

Hunter defined attitude as "a position, disposition, or manner generalized in the pattern of perception or action. From a given point of view an attitude may be either favorable or unfavorable."³

³Samie Rushing Hunter, Attitudes of Women Students Toward College Physical Education, Unpublished Doctor of Education Dissertation, University of Florida, Gainesville, Florida, January, 1956.

Attitude was defined by Warren and Carmichael as a "permanent mental condition which underlies experience."⁴

Statements by Thurstone and Chave described attitude as the "sum-total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic."⁵

For the purpose of this study, the author selected a definition of attitude by Nixon and Cozens. Attitude is "an established type of mental response to any or all of a class of situations which the individual identifies as fundamentally alike. The attitude is the mental reaction to the situation."⁶

Physical Education

Physical education has been defined by Vannier and Fait as "directed, purposeful activity focused upon the development, care, use and movement of the total body."⁷

Williams and Brownell defined physical education as the "sum of man's physical activities, selected as to kind, and conducted as to outcomes."⁸

⁴Howard D. Warren and Leonard Carmichael, The Elements of Human Psychology, p. 316, The Riverside Press: Cambridge, 1930.

⁵L. I. Thurstone and E. J. Chave, The Measurement of Attitude, p. 6, The University of Chicago Press: Chicago, 1937.

⁶Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education, p. 195, W. B. Saunders Company: Philadelphia, 1959.

⁷Vannier and Fait, op. cit., p. 8.

⁸Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health and Physical Education, p. 10, W. B. Saunders Company: Philadelphia, 1951.

Physical education is defined by Nixon and Cozens as "that phase of the whole process of education which is concerned with vigorous muscular activities and related responses, and with the modifications in the individuals resultant from these responses."⁹

For the purpose of this study the author selected Bucher's definition of physical education. "Physical education is an integral part of the total education process and has as its aims the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes."¹⁰

⁹Nixon and Cozens, op. cit., p. 50-51.

¹⁰Charles A. Bucher, Administration of School Health and Physical Education Programs, p. 104, The C. V. Mosby Company: St. Louis, 1955.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to establish a broad and well-planned physical education program which will serve its educational objectives, the needs and interests of the students must be met. It is the task of the physical educator to provide instruction in activities of interest to the students and in those which have a high carry-over value. These activities should be adapted to the individuals and to the available facilities.

To determine the interests and attitudes of the students and the weak, strong, desirable and undesirable factors of the present program, an evaluation of a physical education program is therefore necessary. Attitude studies have been conducted by physical educators through the use of questionnaires, rating scales and interviews. The following studies were conducted primarily for this purpose and have indicated that the attitudes of the students toward participation in physical education range from highly favorable to strongly unfavorable.

Broer, Fox and Way administered the Wear Attitude Inventory to 1149 freshmen and sophomore women in physical education classes at the University of Washington. A great majority of the women expressed a very favorable attitude toward physical education. Students who participated in swimming and tennis classes had a highly favorable attitude while those in archery classes reacted less favorably. A high percentage of the women agreed that physical education contributed to social

development and to physical and mental health.¹¹

Three hundred questionnaires were prepared and distributed by Waggoner to women students in physical education classes at a small college and a university in Indiana. Responses showed a favorable attitude toward physical education in general and indicated that individual sports rated above team sports.¹²

A similar study completed at Wellesley College by Wiedemann and Howe confirmed a favorable attitude of college women toward a requirement in physical education. The results showed an endorsement of gymnastics, an interest in body training and a preference for individual sports and rhythmic activities.¹³

From 1932 to 1934, a controlled experiment was conducted by Graybeal in the Women's Physical Education Department at the University of Minnesota. The freshmen women were divided into an experimental group consisting of those women who had participated in the required physical education program for freshmen and sophomores and a control group consisting

¹¹Marion R. Breer, Katharine S. Fox and Eunice Way, "Attitudes of University of Washington Women Students Toward Physical Education Activity," Research Quarterly, vol. 26, 379-384, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1955.

¹²Miriam Waggoner, "Individual Differences in Interests and Efforts of College Women as Related to a Program of Physical Education," Research Quarterly, vol. 6, 86-95, American Association for Health, Physical Education and Recreation: Washington, D. C., October, 1935.

¹³Inge von Lewinski Wiedemann and Eugene C. Howe, "Undergraduate Attitudes and Interests with Regard to Physical Education Activities at Wellesley College," Research Quarterly, vol. 8, 15-32, American Association for Health, Physical Education and Recreation: Washington, D. C., March, 1937.

of those who were not allowed to participate in any of the required physical education courses. The implications were that "students who participate in a considerable amount of unsupervised physical activity should on the whole show superiority in attitudes, information and knowledge, and in motor ability in excess of students who participate in little unsupervised activity." Also, students who did not take physical education courses acquired an increasingly unfavorable attitude toward health and physical activity during the first two years of college.¹⁴

At the University of Michigan, Bell, Walters and staff conducted a questionnaire study of all freshmen in the program and all seniors who had taken required physical education. The researchers found that individual sports were most frequently played outside of class. Freshmen who had taken physical education during high school had a better attitude toward it as an activity course than freshmen who had no high school physical education. The seniors who had taken physical education in high school displayed a less favorable attitude than the freshmen. A higher percentage of freshmen than seniors thought the University of Michigan was accomplishing its physical education objectives. In the same study, the researchers found a positive and significant relationship between attitude and the extent to which students enjoyed physical education. A positive correlation was found between the degree of interest that the instructor had in the pupils as individuals and the extent to

¹⁴Elizabeth Graybeal, "Measurement in Physical Education for Women," Research Quarterly, vol. 7, 60-63, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1936.

which they enjoyed physical education classes.¹⁵

Bullock and Alden conducted a study of the factors which determined attitudes toward physical education at the University of Oregon. About 26 percent of the women who were surveyed changed their attitude toward physical education from one of "dislike" to "like" after taking the service courses at the University of Oregon. Of the 192 freshmen women who answered the questionnaire, 171 liked physical education as conducted there. The 21 women indicated their reasons for disliking physical education were late scheduling, lack of ability and the fact that it was required. Only two of the total number who had liked physical education in high school disliked it at the University. This showed that "likes" in high school had a tendency to persist in the University as well as the "dislikes." The authors also concluded that 77 percent of the women respondents would have elected some physical education if it had not been required. Sixty-nine percent of the women would have taken more physical education if upper division credit had been given.¹⁶

The results of a study by Moore of the University of California women students showed a favorable attitude toward physical activity as a means of recreation. These college women felt that physical activity

¹⁵Margaret Bell and Eula Walters, "Attitudes of Women at the University of Michigan Toward Physical Education," Research Quarterly, vol. 24, 379-385, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1953.

¹⁶Marguerite Bullock and Florence D. Alden, "Some of the Factors Determining the Attitude of Freshmen Women at the University of Oregon Toward Required Physical Education," Research Quarterly, vol. 4, 60-70, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1933.

had a definite place in their leisure time but the amount of time actually spent in physical activity was low. Fifty percent of the women spent less than four hours per week in physical activity. Lack of time, lack of companions and outside work were factors that limited outside participation.¹⁷

Alden conducted a study at three state teachers colleges in New Jersey, Washington and Missouri. She found that the inconvenience of dressing, insufficient time for dressing with resultant feelings of untidiness, large classes and short physical education class periods influenced the unfavorable attitude expressed toward physical education.¹⁸

A questionnaire was administered by Anderson to 800 Des Moines, Iowa, high school girls who participated in physical education. It was concluded that a large percentage of the girls did not like to practice skills. If the girls felt the need for practice, they enjoyed working on the skills. The most popular activities were large-muscle and co-recreational activities. It was also found that both the academically and the non-academically minded individual preferred a progressive program in physical education.¹⁹

¹⁷Beverly Young Moore, "The Attitude of College Women Toward Physical Activity as a Means of Recreation," Research Quarterly, vol. 12, 720-725, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1941.

¹⁸Mabel Alden, "The Factors in the Required Physical Education Program that are the Least Attractive to the College Girl," Research Quarterly, vol. 3, 97-107, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1932.

¹⁹Theresa Anderson, "The Attitudes of High School Girls Toward Physical Activities," Research Quarterly, vol. 5, 49-61, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1934.

The results of a questionnaire-survey study of 1150 girls and women, from 15 to 25 years of age, indicated that specific habits of activity are modified as girls mature. Baker found these changes to be social and physical. She also found that a greater menarcheal age prolonged participation while participation decreased with greater chronological age. Psycho-physical factors exerted little influence on participation in an activity. Attitudes or feelings concerning participation did not regulate it as much as they reflected the influence of other causes which did.²⁰

Carr, in a study of high school freshmen girls, found the factors affecting success in physical education to be motor abilities, attitudes and intelligence. Since motor ability and intelligence were more or less inherent qualities, the author reasoned that teachers should make themselves aware of the students' attitudes and should try to remove the reasons for undesirable reactions.²¹

Mason distributed 1100 questionnaires to male students in the service program at Ohio State University. A majority of these men were veterans who had a wider range of experiences in sports and physical education than the men before the war. The 1040 responses indicated that

²⁰Mary C. Baker, "Factors Which May Influence the Participation in Physical Education of Girls and Women 15-25 Years of Age," Research Quarterly, vol. 11, 126-131, American Association for Health, Physical Education and Recreation: Washington, D. C., May, 1940.

²¹Martha Carr, "The Relationships Between Success in Physical Education and Selected Attitudes Expressed by High School Freshmen Girls," Research Quarterly, vol. 16, 176-191, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1945.

if physical education were put on a required-elective basis at Ohio State University, rather than a required basis only, students would be more interested in physical education.²²

The interview technique was used by Kane and Hodgson to determine some factors influencing participation of college women in physical education at the University of California. They concluded that only 25 percent of the college women interviewed favored the required program while 75 percent favored an elective program. Dislike for physical education and lack of interest were the main reasons for not electing the program.²³

Nelson used an eclectic type of personality questionnaire and established decided differences in attitudes between Reserved Officers Training Corps participants and high school physical education students. The boys who took military instead of physical education had a less favorable attitude toward competition, games and athletics than those who did not substitute Reserved Officers Training Corps for physical education activities.²⁴

²²James G. Mason, "Postwar Interests in Physical Education at the Ohio State University," Research Quarterly, vol. 19, 215-221, American Association for Health, Physical Education and Recreation: Washington, D. C., October, 1948.

²³Isabel Kane and Pauline Hodgson, "A Study of Factors Influencing Participation of College Women in an Elective Program of Physical Education," Research Quarterly, vol. 10, 57-65, American Association for Health, Physical Education and Recreation: Washington, D. C., March, 1939.

²⁴Gaylord Nelson, "Personality and Attitude Differences Associated with the Elective Substitution of ROTC for the Physical Education Requirement in High School," Research Quarterly, vol. 19, 1-17, American Association for Health, Physical Education and Recreation: Washington, D. C., March, 1948.

In 1930, Smith presented a questionnaire to 650 male students at the University of Minnesota. The study showed that 65 percent of the group would not have enrolled in physical education had it not been required. Ninety-four percent of the men surveyed enjoyed the physical education program and 72 percent learned recreational activities that were new to them. The changes desired by the group were longer physical education periods, more opportunity to elect activities and better coaching or instruction.²⁵

In 1952, Broer and Holland administered a questionnaire to women students enrolled in physical education services classes at the University of Washington. Responses indicated that the primary reason advanced by the students for not liking physical education was lack of success. The investigators recommended that classes should be small enough to make individual attention possible. Smaller classes would enable each student to receive help in setting up her own standards so that she might succeed up to her expectations and ability.²⁶

A questionnaire was administered by Nemson to 323 junior and senior high school students in southern California. Responses showed that a lack of cleanliness and inadequate facilities were specific annoyances of the group. Other annoyances expressed involved the

²⁵W. R. Smith, "A Questionnaire Study in Regards to the Attitude of Men Students Toward the Required Physical Education Program," Research Quarterly, vol. 4, 246-48, American Association for Health, Physical Education and Recreation: Washington, D. C., March, 1933.

²⁶Marion Broer and Dolly Holland, "Physical Education Interests and Needs of University of Washington Women in Service Classes," Research Quarterly, vol. 25, 387-397, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1954.

personality and behavior of other students or the instructor.²⁷

— Craig conducted a questionnaire study of students enrolled in the service classes at the University of Illinois. Exercise and the joy of participation were the most important benefits the students derived from the broad and well-organized sports program. The conclusions indicated that the average student, if given the opportunity, would select activities high in carry-over value and that he would enjoy these activities.²⁸

By the use of a questionnaire administered to 560 college men who had participated in physical education at South Dakota State College, Sluiter received responses which indicated that physical education was enjoyed by a majority of the men. This indicated a favorable attitude toward the required physical education program. The study also revealed that a majority of the students would be willing to take physical education on an elective basis.²⁹

In 1956, 687 Florida University women students responded to a questionnaire prepared and distributed by Hunter. Out of these responses, 142 students expressed strong favorable attitudes and 70 students expressed

²⁷Edward Nemson, "Specific Annoyances in Relation to Student Attitude in Physical Education Classes," Research Quarterly, vol. 20, 336-346, American Association for Health, Physical Education and Recreation: Washington, D. C., October, 1949.

²⁸H. W. Craig, "Sports Interests and Attitudes of Students Enrolled in the Service Curriculum in Physical Education at the University of Illinois," Research Quarterly, vol. 10, 143-149, American Association for Health, Physical Education and Recreation: Washington, D. C., May, 1939.

²⁹Floyd V. Sluiter, The Attitudes of Men Students Toward the Required Physical Education Program at South Dakota State College, Unpublished Master of Science Thesis, South Dakota State College: Brookings, South Dakota, August, 1959.

strong unfavorable attitudes toward required physical education. The remainder of the group were neither highly in favor of nor opposed to the required program.³⁰

The previous studies provided background material pertaining to the collection and interpretation of data similar to that used in the present study. These studies also served as a guide in formulating the questionnaire and analyzing the data used in this study.

³⁰Hunter, op. cit.

CHAPTER III

COLLECTING THE DATA

The survey method of research was used to determine the attitudes of South Dakota State College women toward physical education. The attitudes expressed pertained to grading, credit, facilities, equipment and social and personal aspects of physical education. A questionnaire was prepared and distributed to the women students who were enrolled in their second quarter or who had previously completed a minimum of two quarter hours of physical education at South Dakota State College.

Development of the Questionnaire

The author consulted previous student attitude studies, centering attention on the instruments used to gather the necessary data. These former studies served as a guide in formulating the questionnaire used in the present study. Construction procedures and ideas for questions were also obtained from these sources.

The questionnaire was divided into four sections: background in physical education; grading and credit; facilities and equipment; and personal and social aspects of physical education. Questions pertinent to each area were formulated.

A tentative questionnaire was prepared and submitted to three physical educators at South Dakota State College for their criticisms and comments. It was also submitted to five women students to detect any possibility of error due to misunderstanding of the questions and

directions. The corrections suggested by the physical educators and women students were carefully considered and incorporated into the final preparation.

A letter of transmittal which accompanied each questionnaire explained the purpose of the study, the name of the sponsoring agency, and the importance of student cooperation in making this study.

Questionnaires were delivered personally or mailed to 517 women students. To facilitate the return of completed questionnaires, drop boxes were placed in the dormitory lobbies and the women's locker room. A self-addressed stamped envelope accompanied the questionnaires sent to nurses on affiliation*, student practice teachers and those women living off campus.

Each questionnaire was coded by number which made it possible to account for the questionnaires which were not returned. After one week had elapsed an effort was made to accelerate replies. Personal contacts were made and 53 follow-up post cards were sent to the women who had not returned the questionnaires. At the end of two weeks, 178 freshmen, 122 sophomores, 84 juniors and 84 seniors had responded. This represented a 90.5 percent return. Responses from the 468 returned questionnaires were tabulated by the IBM Card Sorting Machine.

Selection of Respondents

Women students who were enrolled in their second quarter of physical education and those who had previously completed a minimum of two

*The term "affiliation" refers to those student nurses receiving clinical experience at various hospitals and health agencies off campus.

quarter hours of physical education at South Dakota State College were selected for this study. Sixty-three graduate and special students were excluded.

The author solicited the aid of the personnel from the Office of Admissions and Records and the Office of Machine Records at South Dakota State College in the selection of the participants. A roster of 629 undergraduate women students was prepared. The permanent records of these students were consulted to determine the total number of hours of physical education at South Dakota State College each student had taken. One hundred twelve of the undergraduate women did not qualify to participate in the study. This group consisted primarily of transfer students and those students who were permanently excused from physical education for medical reasons. The 517 women students who were selected consisted of 185 freshmen, 137 sophomores, 100 juniors, and 95 seniors. A divisional analysis was as follows: 208 in Home Economics; 153 in Science and Applied Arts; 93 in Nursing; 30 in General Registration; 27 in Pharmacy; five in Engineering; and one in Agriculture.

CHAPTER IV

PRESENTATION OF DATA

In Table I will be found the number and percentage of students receiving and returning the questionnaires.

TABLE I. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING AND RETURNING QUESTIONNAIRES

Divisions		Class Levels				Total
		Freshmen	Sophomores	Juniors	Seniors	
Home Economics	A	65	46	51	46	208
	B	61	38	42	42	183
	C	93.9	82.6	82.4	91.3	88.0
General Registration	A	18	12	0	0	30
	B	19*	9	0	0	28
	C	100.0	75.0	00.0	00.0	93.3
Pharmacy	A	10	10	4	3	27
	B	9	10	4	3	26
	C	90.0	100.0	100.0	100.0	96.3
Nursing	A	27	22	20	24	93
	B	26	16	16	17	75
	C	96.3	72.7	80.0	70.8	80.6
Science and Applied Arts	A	63	44	25	21	153
	B	61	46*	22	21	150
	C	96.3	100.0	88.0	100.0	98.0
Engineering	A	2	2	0	1	5
	B	2	2	0	1	5
	C	100.0	100.0	00.0	100.0	100.0
Agriculture	A	0	1	0	0	1
	B	0	1	0	0	1
	C	00.0	100.0	00.0	00.0	100.0
Total	A	185	137	100	95	517
	B	178	122	84	84	468
	C	96.2	89.1	84.0	88.4	90.5

A--Number of students receiving questionnaires

B--Number of students returning questionnaires

C--Percent of students returning questionnaires

* The fact that this number is larger than the number receiving questionnaires may be explained by the fact that one student in General Registration and two in Science and Applied Arts changed divisions after the original count was made.

Five hundred seventeen questionnaires were distributed of which 468 were returned. This represented a 90.5 percent return. The freshman class returned 178 questionnaires of the 185 received. This was a 96.2 percent return and represented the greatest percentage returned by any class. The sophomore class returned 89.1 percent of their questionnaires, the senior class 88.4 percent and the junior class returned 84 percent. An analysis by divisions showed that the Nursing Division had the lowest percentage of respondents. This may be explained by the fact that many student nurses were on affiliation at various hospitals and health agencies and could not be personally contacted as a part of the follow-up procedure.

Background in Physical Education

In an effort to determine the physical education background of the respondents, questions were asked relating to participation in both elementary and secondary school physical education.

In Table II may be found the number and percentage of students having physical education in grades one through six. One hundred students indicated no previous physical education experience at either the elementary or secondary school levels.

A relatively small percentage of the women had participated in physical education during the first six years of school. Replies indicated a trend toward increased participation in physical education as the school years progressed.

TABLE II. THE NUMBER AND PERCENTAGE OF STUDENTS HAVING
PHYSICAL EDUCATION IN GRADES ONE THROUGH SIX

Group	No. of Responses	Elementary Grades					
		1	2	3	4	5	6
		Percent					
Total Sample	368	24.2	23.9	25.5	29.4	35.3	38.7
Class Level							
Freshman	136	27.2	27.9	30.9	36.8	43.4	45.6
Sophomore	101	22.8	22.8	24.8	25.7	33.7	39.6
Junior	66	22.7	22.7	22.7	24.2	30.3	34.9
Senior	65	20.0	20.0	18.5	24.6	26.2	27.7

The freshman class had the highest percentage of participants at all the grade levels. The percentage of total participants ranged from 24.2 percent indicating physical education in the first grade to 38.7 percent having physical education in the sixth grade.

Table III is a tabulation of the number and percentage of students who had participated in physical education during junior and senior high school.

TABLE III. THE NUMBER AND PERCENTAGE OF STUDENTS WHO HAD PARTICIPATED
IN PHYSICAL EDUCATION DURING JUNIOR AND SENIOR HIGH SCHOOL

Group	No. of Responses	Grades					
		7	8	9	10	11	12
		Percent					
Total Sample	368	56.3	57.9	81.0	57.9	45.4	25.8
Class Level							
Freshman	136	59.7	61.8	80.1	52.9	30.9	27.9
Sophomore	101	53.5	55.4	72.3	54.5	28.7	24.8
Junior	66	56.1	54.5	89.4	62.1	30.3	23.8
Senior	65	53.9	56.9	81.5	69.2	24.6	20.0

Eighty-one percent of the women stated that they had taken physical education in the ninth grade. This was 23.1 percent higher than the eighth and tenth grades which ranked second in the percentage of students participating. In the tenth, eleventh, and twelfth grades, the number of women who had taken physical education decreased to such an extent that the twelfth grade participation was only 1.6 percent higher than in the first grade. The percentage of freshmen respondents, who had taken physical education during the first eight grades and in the eleventh grade was the highest, while the junior class had the greatest representation in the ninth and twelfth grades and the senior class in the tenth grade.

In Table IV is presented the number and percentage of students who had participated in a required physical education program.

TABLE IV. THE NUMBER AND PERCENTAGE OF STUDENTS WHO ATTENDED HIGH SCHOOLS REQUIRING PHYSICAL EDUCATION PARTICIPATION

Group	Students Having Required Physical Education		Students not Having Required Physical Education	
	No.	Percent	No.	Percent
Total Sample	252	54.0	215	46.0
Class Level				
Freshman	86	48.6	91	51.4
Sophomore	67	54.9	55	45.1
Junior	52	61.9	32	38.1
Senior	47	55.9	37	44.1
Divisions				
Home Economics	91	49.7	92	50.3
General Registration	14	50.0	14	50.0
Nursing	41	55.4	33	44.6
Science and Applied Arts	87	58.0	63	42.0
Agriculture, Pharmacy and Engineering	19	59.4	13	40.6

Two hundred fifty-two or 54 percent of the women had participated in a required physical education program in high school. The junior class had the highest percentage of participants in such a program, while the freshman class had the lowest percentage of participants.

Table V is a tabulation of the percentage of women by total class and total division who participated in a required physical education program during grades nine, 10, 11, and 12.

TABLE V. THE PERCENTAGE OF STUDENTS INDICATING PHYSICAL EDUCATION WAS REQUIRED IN GRADES 9, 10, 11, and 12

Group	Grade Level			
	9	10	11	12
	Percent	Percent	Percent	Percent
Total Sample	96.2	64.3	18.3	15.1
Class Level				
Freshman	97.7	53.5	13.1	13.1
Sophomore	97.0	74.6	26.9	20.9
Junior	94.2	63.5	21.2	17.31
Senior	95.7	70.2	12.8	8.5
Divisions				
Home Economics	87.9	70.3	17.6	17.6
General Registration	85.7	64.3	35.7	28.6
Nursing	97.6	58.5	17.1	12.2
Science and Applied Arts	98.9	62.1	16.1	10.3
Agriculture, Pharmacy, Engineering	84.2	57.9	21.1	21.1

Of the total number of women who had participated in a required physical education program, 96.2 percent indicated a required program in the ninth grade, 64.3 percent in the tenth grade, 18.3 percent in the eleventh grade, and 15.1 percent in the twelfth grade.

The freshman class had the highest percentage of women indicating

ninth grade participation in a required program. The other classes did not vary more than 3.5 percent. Replies showed that the greatest percentage of participants in a required program in the tenth, eleventh and twelfth grades were members of the sophomore class. An analysis by divisions indicated that 98.9 percent of the women in the Science and Applied Arts Division had taken required physical education in the ninth grade, 70.3 percent of the Home Economics Division in the tenth grade. The General Registration Division had the greatest percentage of participants in the eleventh and twelfth grades.

In Table VI is shown the percentage of students who had or had not participated in an elective physical education program in high school.

TABLE VI. THE PERCENTAGE OF STUDENTS WHO HAD OR HAD NOT PARTICIPATED IN AN ELECTIVE PHYSICAL EDUCATION PROGRAM IN HIGH SCHOOL

Group	Participated in	Did not Participate
	Elective Physical Education Percent	in Elective Physical Education Percent
Total Sample	32.2	67.8
Class Level		
Freshman	34.6	65.4
Sophomore	28.6	71.4
Junior	28.6	71.4
Senior	34.8	65.2
Divisions		
Home Economics	38.3	61.7
General Registration	31.3	68.7
Nursing	24.4	75.6
Science and Applied Arts	27.3	72.7
Agriculture, Pharmacy and Engineering	38.5	61.5

Eighty-three women stated that they had taken physical education on an elective basis. Although the freshman class ranked last in the percentage of participants in a required physical education program, a higher percentage of freshmen and seniors indicated participation in an elective program than did the sophomores and juniors. In no case did more than 34.8 percent of the women indicate such participation.

The percentage of women who attended schools in which a Girls' Athletic Association functioned, and the percentage of women who participated in the organization is presented in Table VII.

TABLE VII. THE PERCENTAGE OF SCHOOLS HAVING A GIRLS' ATHLETIC ASSOCIATION AND THE EXTENT OF PARTICIPATION BY RESPONDENTS

Group	Schools Having G.A.A. Percent	Students Participating in G.A.A.	
		Yes Percent	No Percent
Total Sample	55.4	65.8	34.2
Class Level			
Freshman	56.3	63.3	36.7
Sophomore	56.6	66.7	33.3
Junior	54.8	69.6	30.4
Senior	52.4	65.9	34.1
Divisions			
Home Economics	46.1	67.5	32.5
General Registration	64.3	77.8	22.2
Nursing	64.9	62.5	37.5
Science and Applied Arts	62.7	60.6	39.4
Agriculture-Pharmacy- Engineering	43.7	85.7	14.3

Over half (55.4 percent) of all the women responding attended schools sponsoring a Girls' Athletic Association, and 65.8 percent

actually participated. Although a high percentage of the freshman and sophomore women indicated the presence of this organization, the junior class ranked highest in the percentage of participants.

In Table VIII will be found the percentage of women with previous physical education experience who felt such experience was of benefit to them during physical education participation at South Dakota State College.

TABLE VIII. THE PERCENTAGE OF STUDENTS INDICATING PREVIOUS PHYSICAL EDUCATION EXPERIENCE AS BENEFICIAL TO PARTICIPATION AT SOUTH DAKOTA STATE COLLEGE

Group	Physical Education Experience	
	Beneficial Percent	Not Beneficial Percent
Total Sample	81.9	18.1
Class Level		
Freshman	85.5	14.5
Sophomore	77.9	22.1
Junior	83.3	16.7
Senior	78.3	21.7
Divisions		
Home Economics	77.5	22.5
General Registration	87.5	12.5
Nursing	87.0	13.0
Science and Applied Arts	83.2	16.8
Agriculture-Pharmacy-Engineering	82.6	17.4

Previous experience in physical education was beneficial to 81.9 percent of the students, while 18.1 percent of the students did not feel it was of any benefit.

Grading and Credit

Since three quarter hours of physical education were required for South Dakota State College women students, an effort was made to determine the attitude of the students toward this requirement.

Table IX is a tabulation of the student responses concerning this requirement. Over three-fourths of the 466 women respondents thought physical education should be required at South Dakota State College. The senior class displayed the greatest percentage of affirmative replies with 80 percent of the women so indicating. About 82 percent of the women in the Home Economics and Science and Applied Arts Divisions favored requiring physical education. Although 66.7 percent of the women in the Nursing Division favored required physical education, this group appeared to be least in favor of a required program. The sophomore student nurses had the highest percentage of "Not sure" responses.

Students who thought that physical education should be required were asked to indicate the number of quarter hours that they thought should be required. Three hundred sixty-two women responded to this question. The responses will be found in Table X.

Sixty-two percent of the women who thought that physical education should be required felt that three quarter hours were sufficient. The group with the lowest percentage of students favoring a three-quarter hour requirement was the senior class. This class, however, ranked highest in favoring six quarter hours. Seventy-four percent of the Nursing Division who thought that physical education should be required felt that three quarter hours were sufficient. Only 45 percent of this

TABLE IX. THE PERCENTAGE OF STUDENTS WHO THOUGHT PHYSICAL EDUCATION SHOULD BE REQUIRED AT SOUTH DAKOTA STATE COLLEGE

Group	Required Physical Education		
	Yes	Not sure	No
	Percent		
Total Sample	77.7	9.0	13.3
Freshman	78.5	9.6	11.9
Home Economics	80.0	6.7	13.3
General Registration	84.2	10.5	5.3
Nursing	84.6	11.5	3.9
Science and Applied Arts	72.1	11.5	16.4
Agriculture, Pharmacy and Engineering	81.8	9.1	9.1
Sophomore	74.4	10.7	14.9
Home Economics	71.1	15.8	13.1
General Registration	77.8	00.0	22.2
Nursing	62.5	31.3	6.2
Science and Applied Arts	84.4	4.4	11.2
Agriculture, Pharmacy and Engineering	61.5	00.0	38.5
Junior	75.0	9.5	15.5
Home Economics	83.3	14.3	2.4
General Registration	00.0	00.0	00.0
Nursing	43.7	00.0	56.3
Science and Applied Arts	91.0	4.5	4.5
Agriculture, Pharmacy and Engineering	25.0	25.0	50.0
Senior	83.3	4.8	11.9
Home Economics	95.2	2.4	2.4
General Registration	00.0	00.0	00.0
Nursing	64.7	5.9	29.4
Science and Applied Arts	71.4	9.5	19.1
Agriculture, Pharmacy and Engineering	100.0	00.0	00.0
Total Divisions			
Home Economics	82.4	9.3	8.3
General Registration	82.1	7.1	10.8
Nursing	66.7	12.0	21.3
Science and Applied Arts	78.5	8.1	13.4
Agriculture, Pharmacy and Engineering	68.8	6.2	25.0

students in the General Registration favored a three-quarter hour requirement.

TABLE X. THE PERCENTAGE OF STUDENTS INDICATING THE QUARTER HOUR REQUIREMENT THEY PREFERRED

Group	Required Physical Education Recommended Number of Quarter Hours											
	1	2	3	4	5	6	7	8	9	10	11	12
	Percent											
Total Sample	2	7	62	2	1	19	0	1	1	1	1	3
Class Levels												
Freshman	2	11	65	1	1	13	0	0	1	1	1	4
Sophomore	2	3	68	0	2	19	0	0	0	0	0	6
Junior	3	5	57	8	2	21	0	1	1	0	0	2
Senior	3	7	52	1	0	29	0	4	3	0	0	1
Division												
Home Economics	3	7	60	2	0	23	0	3	1	0	0	1
General Registration	5	14	45	5	0	18	0	0	9	0	4	0
Nursing	2	6	74	2	0	14	0	0	0	0	0	2
Science and Applied Arts	3	6	64	2	3	14	0	0	1	1	0	6
Agriculture, Pharmacy and Engineering	0	9	50	0	4	23	0	0	0	0	0	14

Figure 1 shows the percentage of women by total class and division who thought physical education was a necessary part of their total education at South Dakota State College. Of the total respondents, 68.2 percent replied "Yes", 10.5 percent replied "Not sure", and 21.3 percent of the women replied "No" to the question. Three women did not answer the question. The senior class, with 71.1 percent of the women indicating that physical education was a necessary part of their total education at South Dakota State College, led the other classes in the percentage of "Yes" answers. The Home Economics and Science and Applied Arts

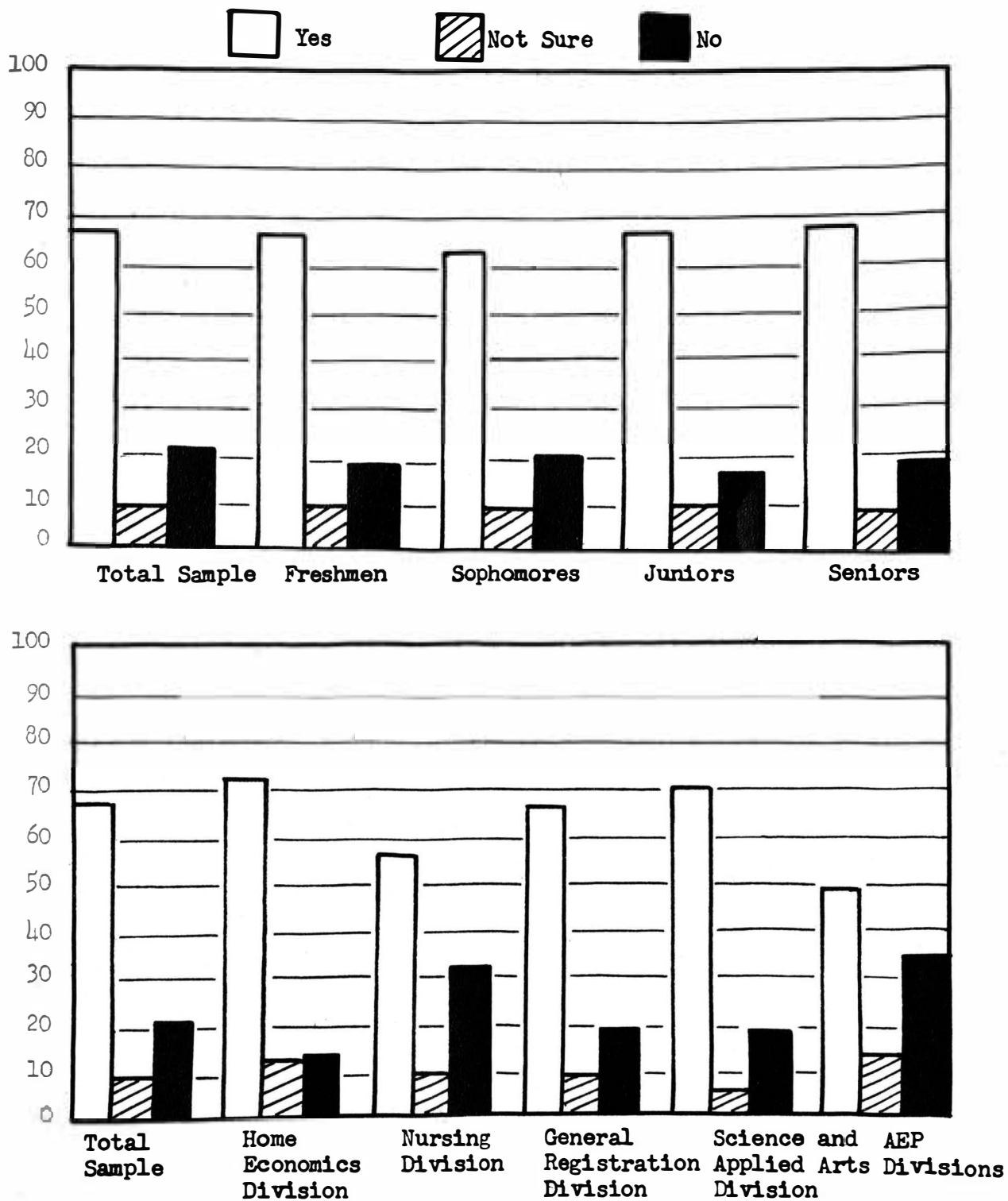


Figure 1. The Percentage of Students Who Thought Physical Education was a Necessary Part of Their Total Education at South Dakota State College

Divisions expressed the strongest affirmative opinion. The freshmen in the General Registration Division, the sophomores in the Science and Applied Arts Division and the juniors and seniors in the Home Economic Division led their groups with the greatest percentage of "Yes" replies.

A large majority of the 465 women thought that credit should be given for participation in physical education. Figure 2 presents the percentage of students who thought that credit should be given. One hundred percent of the sophomore class, 96.1 percent of the freshman class and 96.4 percent of the junior and senior classes thought credit should be given. In the analysis by divisions the percentage of women responding affirmatively did not vary more than 9.4 percent. The group recording the lowest percentage of "Yes" replies was the combined Agriculture, Pharmacy and Engineering Divisions. The "Not sure" and "No" replies were consistently low for all divisions.

An effort was made to determine whether the students would have enrolled in physical education had it not been required for freshmen. Their responses are shown in Table XI. Student responses indicated that 37.3 percent of the women would have enrolled and 41.1 percent would not have enrolled in physical education had it not been a requirement. The remainder were undecided and one student did not reply. About 39 percent of the freshmen and sophomore classes and a little over 34 percent of the junior and senior classes replied "Yes". The junior class had the greatest number of "undecided" responses while the sophomore class gave the greatest percentage of "No" responses. The combined Agriculture, Pharmacy and Engineering Divisions rated the highest with

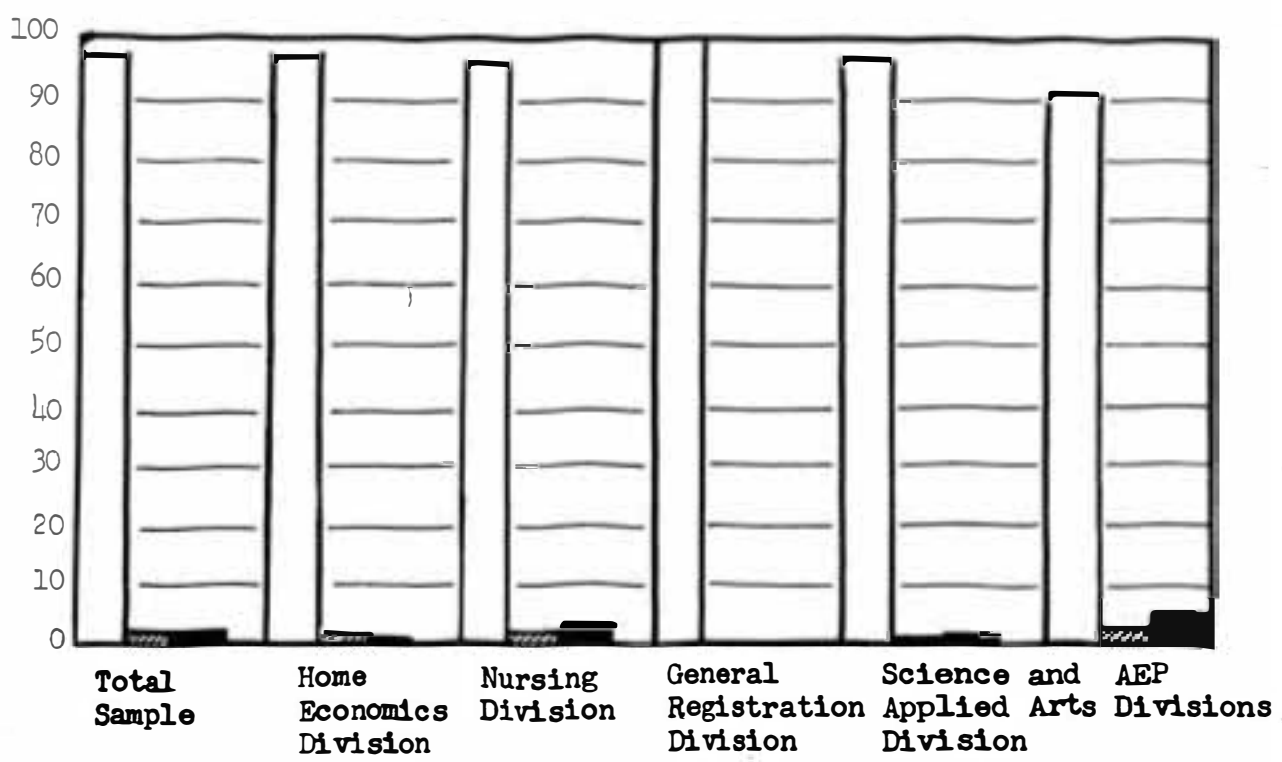
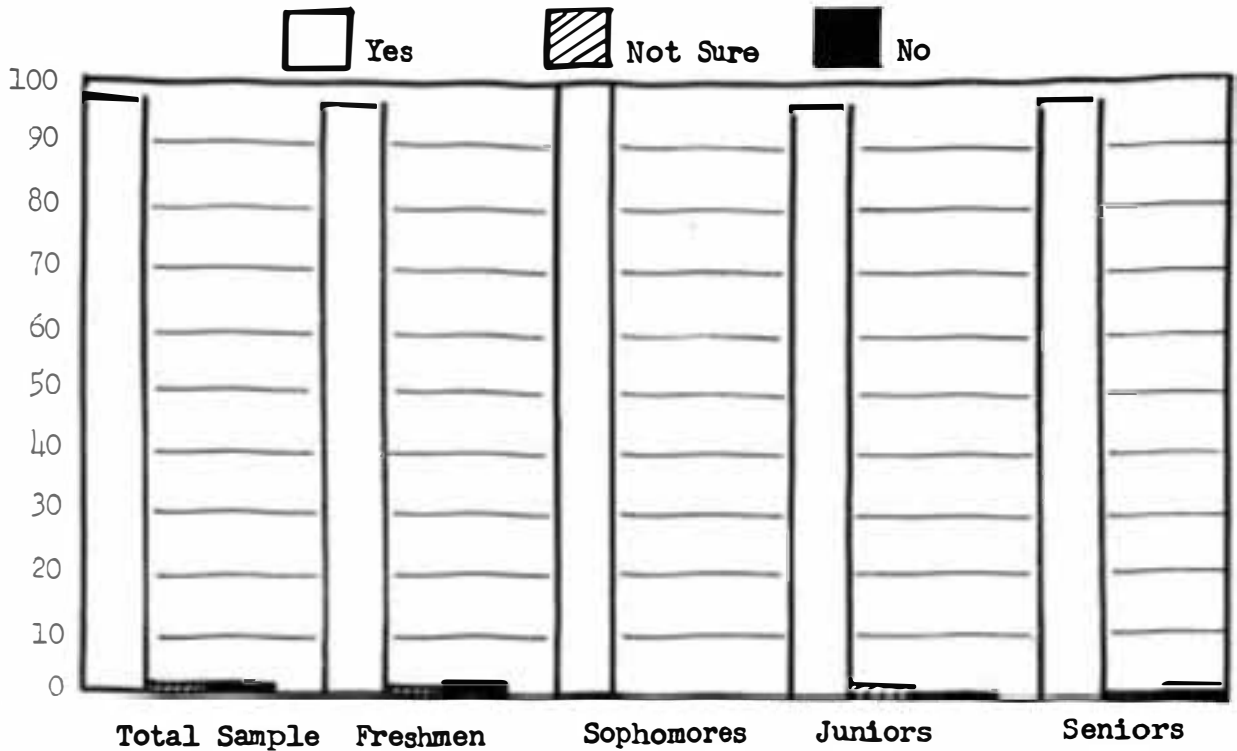


Figure 2. The Percentage of Students Who Thought Credit Should be Given for Participation in Physical Education

53.1 percent replying affirmatively, while the Nursing Division with 40.3 percent had the highest percentage of "No" answers.

TABLE XI. THE PERCENTAGE OF STUDENTS WHO WOULD HAVE ENROLLED IN PHYSICAL EDUCATION CLASS HAD IT NOT BEEN REQUIRED

Group	Would Have Enrolled	Were Not Sure	Would Not Have Enrolled
	Percent	Percent	Percent
Total Sample	37.3	21.6	41.1
Class Level			
Freshman	38.8	21.3	39.9
Sophomore	38.8	16.6	44.6
Junior	34.5	26.2	39.3
Senior	34.5	25.0	40.5
Division			
Home Economics	35.0	24.0	41.0
General Registration	42.9	17.9	39.2
Nursing	33.3	20.0	46.7
Science and Applied Arts	37.6	22.1	40.3
Agriculture, Pharmacy and Engineering	53.1	12.5	34.4

Table XII is a tabulation of the percentage of respondents who indicated that they had elected or would elect courses in physical education after completing the required courses. Of the 466 women responding, 24.9 percent replied "Yes", 27.9 percent replied "Not sure" and 47.2 percent replied "No". The freshman class, with 18.5 percent of the women indicating that they would elect physical education, had the lowest percentage, although 43.8 percent indicated that they were "Not sure". The senior class had the highest percentage of negative replies. An analysis by divisions showed that the Nursing Division had the highest

TABLE XII. THE PERCENTAGE OF STUDENTS WHO HAVE TAKEN OR WILL TAKE PHYSICAL EDUCATION CLASSES AFTER COMPLETING THE REQUIREMENT

Group	Did or will take more	Are not sure	Did not or will not
	Percent		
Total Sample	24.9	27.9	47.2
Class and Division			
Freshman	18.5	43.8	37.7
Home Economics	18.0	45.9	36.1
General Registration	26.3	52.6	21.1
Nursing	11.5	90.0	38.5
Science and Applied Arts	19.7	34.4	45.9
Agriculture, Pharmacy and Engineering	18.2	54.5	27.3
Sophomore	28.1	22.3	49.6
Home Economics	15.8	31.6	52.6
General Registration	11.1	22.2	66.7
Nursing	12.5	25.0	62.5
Science and Applied Arts	53.4	13.3	33.3
Agriculture, Pharmacy and Engineering	7.7	23.1	69.2
Junior	25.0	22.6	52.4
Home Economics	19.0	28.6	52.4
General Registration	0.0	0.0	0.0
Nursing	6.3	6.3	87.5
Science and Applied Arts	50.0	22.7	27.3
Agriculture, Pharmacy and Engineering	25.0	25.0	50.0
Senior	33.7	7.2	59.1
Home Economics	38.1	11.9	50.0
General Registration	0.0	0.0	0.0
Nursing	0.0	5.9	94.1
Science and Applied Arts	45.0	0.0	55.0
Agriculture, Pharmacy and Engineering	75.0	0.0	25.0
Division			
Home Economics	22.4	31.2	46.4
General Registration	21.4	42.9	35.7
Nursing	8.0	25.3	66.7
Science and Applied Arts	37.8	21.6	40.6
Agriculture, Pharmacy and Engineering	21.9	31.2	46.9

percentage of women whose responses were "No".

An effort was made to determine the reasons why students did not elect additional physical education courses. The tabulation of these reasons is found in Table XIII.

Of the 350 women who stated that they had not or would not elect physical education after the required hours, or those who were undecided, 40.9 percent indicated a lack of interest, 57.1 percent indicated scheduling difficulties, and two percent indicated physical handicaps. Lack of interest was the restricting factor most frequently reported by the freshman class, while the upperclassmen indicated scheduling difficulty as their primary reason for discontinuance. About 79 percent of the sophomore student nurses indicated scheduling difficulties as did the junior students from the Science and Applied Arts Division and the senior students from the Home Economics Division. Seven freshman women listed physical handicaps.

The required physical education classes at South Dakota State College met twice a week with each meeting lasting 50 minutes. Eighty percent of the 466 respondents felt that this time was sufficient while 14.6 percent of the women thought classes should meet either more often or only one hour per week. Table XIV is a tabulation of replies pertaining to this question.

The senior class gave the greatest percentage of "Yes" replies. The sophomore class followed with 82.5 percent of the women replying "Yes". The highest percentage of negative replies came from the freshman and junior classes. The Science and Applied Arts Division contained

TABLE XIII. THE PERCENTAGE OF STUDENTS WHO INDICATED LACK OF INTEREST, SCHEDULING DIFFICULTY AND PHYSICAL HANDICAPS AS REASONS FOR NOT ELECTING PHYSICAL EDUCATION AFTER COMPLETING THE REQUIREMENT

Group	Lack of Interest	Scheduling Difficulty Percent	Physical Handicaps
Total Sample	40.9	57.1	2.0
Class and Division			
Freshman	44.2	51.0	4.8
Home Economics	48.0	52.0	0.0
General Registration	57.1	35.7	7.2
Nursing	21.7	73.9	4.4
Science and Applied Arts	49.0	42.9	8.1
Agriculture, Pharmacy and Engineering	33.3	55.6	11.1
Sophomore	37.9	62.1	0.0
Home Economics	37.5	62.5	0.0
General Registration	50.0	50.0	0.0
Nursing	21.4	78.6	0.0
Science and Applied Arts	42.9	57.1	0.0
Agriculture, Pharmacy and Engineering	41.7	58.3	0.0
Junior	39.7	60.3	0.0
Home Economics	38.2	61.8	0.0
General Registration	00.0	00.0	0.0
Nursing	40.0	60.0	0.0
Science and Applied Arts	36.4	63.6	0.0
Agriculture, Pharmacy and Engineering	66.7	33.3	0.0
Senior	38.2	61.8	0.0
Home Economics	19.2	80.8	0.0
General Registration	00.0	00.0	0.0
Nursing	64.7	35.3	0.0
Science and Applied Arts	36.4	63.6	0.0
Agriculture, Pharmacy and Engineering	100.0*	00.0	0.0
Division			
Home Economics	36.6	63.4	0.0
General Registration	50.0	40.9	9.1
Nursing	36.2	62.3	1.5
Science and Applied Arts	50.0	45.6	4.4
Agriculture, Pharmacy and Engineering	36.0	64.0	0.0

*Only one student in this class division responded.

TABLE XIV. THE PERCENTAGE OF STUDENTS WHO THOUGHT THAT TWO HOURS OF PHYSICAL EDUCATION PER WEEK WERE SUFFICIENT

Group	Two Hours Per Week		
	Sufficient	Not sure	Insufficient
	Percent		
Total Sample	80.0	5.4	14.6
Class and Division			
Freshman	76.4	6.2	17.4
Home Economics	75.4	4.9	19.7
General Registration	63.2	10.5	26.3
Nursing	88.5	3.8	7.7
Science and Applied Arts	78.7	4.9	16.4
Agriculture, Pharmacy and Engineering	63.6	18.2	18.2
Sophomore	82.5	6.7	10.8
Home Economics	92.1	2.6	5.3
General Registration	88.9	11.1	0.0
Nursing	81.2	6.2	12.5
Science and Applied Arts	77.8	6.7	15.5
Agriculture, Pharmacy and Engineering	66.7	16.7	16.7
Junior	79.8	2.3	17.9
Home Economics	80.9	4.8	14.3
General Registration	00.0	0.0	00.0
Nursing	93.7	0.0	6.3
Science and Applied Arts	63.6	0.0	36.4
Agriculture, Pharmacy and Engineering	100.0	0.0	00.0
Senior	84.5	4.8	10.7
Home Economics	85.7	4.8	9.5
General Registration	00.0	0.0	00.0
Nursing	94.1	0.0	5.9
Science and Applied Arts	71.4	9.5	19.1
Agriculture, Pharmacy and Engineering	100.0	0.0	00.0
Division			
Home Economics	82.5	4.4	13.1
General Registration	71.4	10.7	17.9
Nursing	89.3	2.7	8.0
Science and Applied Arts	75.2	5.4	19.4
Agriculture, Pharmacy and Engineering	74.2	12.9	12.9

19.4 percent of the women who did not think that two hours weekly were sufficient, while 89.3 percent of the Nursing Division thought it was sufficient. A class analysis by divisions showed that a high percentage of the Nursing Division freshmen, Home Economics Division sophomores, and the eight Agriculture, Pharmacy and Engineering Division juniors and seniors felt the present policy was adequate.

The 68 women who did not think that two hours per week were sufficient were asked to indicate the number of hours per week that they thought would be sufficient. Replies to this question are tabulated in Table XV.

TABLE XV. THE PERCENTAGE OF STUDENTS WHO THOUGHT PHYSICAL EDUCATION CLASSES SHOULD MEET MORE OR LESS OFTEN THAN 2 HOURS PER WEEK

Group	Hours Per Week			
	1	3	4	5
	Percent	Percent	Percent	Percent
Total Sample	3.0	55.2	19.4	22.4
Class Levels				
Freshman	3.2	77.4	9.7	9.7
Sophomore	0.0	46.1	23.1	30.8
Junior	7.2	21.4	35.7	35.7
Senior	0.0	44.4	22.2	33.3
Division				
Home Economics	4.2	58.3	12.5	25.0
General Registration	0.0	80.0	20.0	00.0
Nursing	0.0	66.7	33.3	00.0
Science and Applied Arts	3.6	42.9	21.4	32.1
Agriculture, Pharmacy and Engineering	0.0	75.0	25.0	00.0

Slightly over 55 percent of the women desired three hours of

physical education per week. This attitude was consistent in all groups except the junior class; they favored four and five hours per week.

Since grading may be an influencing factor in the attitudes of the students toward physical education, they were asked to express their opinions concerning the factors used in grading physical education. Their responses are presented in Table XVI.

About 93 percent of the 464 respondents believed that attendance should be a factor in grading physical education. No class had less than 90 percent in favor of attendance as a grading factor. Of the 463 women who answered this question, attitude ranked second as a grading factor. All of the women in the General Registration Division were in favor of considering attitude in grading. Of the 460 respondents, 89.1 percent thought improvement should also be a grading factor. The grading factor ranked fourth was the application of rules. This factor received 88.9 percent of the "Yes" replies of the 460 women who answered this particular question. Approximately 79 percent of the women thought that daily work should be a grading factor. About 73 percent of the women believed interest should be a factor. Eight women did not respond to the question. Of the total sample, 65.2 percent felt that written tests should be considered in the final grade. The students were asked to indicate whether or not social progress and adjustment should be a grading factor. Of the 458 respondents, 64.4 percent of the women indicated "Yes", 24.5 percent indicated "Not sure", and 11.1 percent indicated "No". Affirmative replies were received from 63.2 percent of the 459 women who believed that the ability to apply skills in a

TABLE XVI. THE PERCENTAGE OF STUDENTS WHO THOUGHT THE FOLLOWING FACTORS SHOULD BE CONSIDERED IN GRADING PHYSICAL EDUCATION

Grading Factors	Total	Freshman	Sophomore	Junior	Senior	
			Percent			
Attendance	A	92.9	90.9	95.8	92.9	92.8
	B	3.7	3.4	2.5	4.8	4.8
	C	3.4	5.7	1.7	2.3	2.4
Attitude	A	90.7	94.3	90.0	91.5	83.3
	B	4.8	4.0	5.0	4.9	6.0
	C	4.5	1.7	5.0	3.6	10.7
Daily work	A	78.5	82.1	79.2	73.5	75.3
	B	13.8	10.4	14.2	18.1	16.0
	C	7.7	7.5	6.6	8.4	8.7
Improvement	A	89.1	92.0	85.0	88.0	90.2
	B	6.7	7.4	7.5	4.8	6.1
	C	4.2	.6	7.5	7.2	3.7
Application of rules	A	88.9	91.5	88.2	89.2	84.1
	B	8.3	6.2	8.4	9.6	11.0
	C	2.8	2.3	3.4	1.2	4.9
Ability to apply skills	A	63.2	68.4	56.2	69.0	55.7
	B	22.7	23.7	21.9	19.0	25.3
	C	14.1	7.9	21.9	12.0	19.0
Skill tests	A	37.7	44.8	37.8	31.3	28.8
	B	27.4	27.6	21.9	27.7	35.0
	C	34.9	27.6	40.3	41.0	36.2
Written tests	A	65.1	56.2	73.6	64.3	72.8
	B	18.0	20.5	15.7	19.0	14.8
	C	16.9	23.3	10.7	16.7	12.4
Interest	A	72.9	71.0	72.5	76.5	73.5
	B	14.1	14.2	13.3	17.3	12.0
	C	13.0	14.8	14.2	6.2	14.5
Social progress	A	64.4	65.9	60.2	68.7	63.0
	B	24.5	23.9	25.4	22.9	25.9
	C	11.1	10.2	14.4	8.4	11.1

A--Yes
 B--Not sure
 C--No

same situation should be a grading factor. The senior class had the greatest percentage of "Not sure" answers with 25.3 percent of the women so indicating. The sophomore class favored this factor the least with 21.9 percent returning "No" responses.

A change in attitude toward grading factors was noted when only 37.7 percent of the 456 respondents thought that skill tests should be included. This is 25.5 percent lower than the previous factor. This item also received the highest percentage of "Not sure" and "No" replies.

Attitude might also be influenced by the actual grade the student received. In Table XVII will be found the percentage of students who thought that the grades given were lower, higher or the same as they had expected to receive.

An analysis by classes showed that the freshman class recorded the highest percentage of women who received a higher mark than they had expected, the sophomore class indicated the highest percentage who received lower marks, and the junior class showed 76.2 percent who received the same marks as they had expected. An analysis by divisions showed that the Home Economics Division registered the highest percentage of "Lower" replies. The combined Agriculture, Pharmacy and Engineering Divisions displayed the greatest percentage of women who received a higher grade than expected, and the Nursing Division had the highest percentage of women who received the same grade as they expected. Four students failed to answer this question.

TABLE XVII. THE PERCENTAGE OF STUDENTS WHO RECEIVED A LOWER, HIGHER OR THE SAME GRADE IN COLLEGE PHYSICAL EDUCATION AS THEY EXPECTED

Group	Grade Received		
	Lower	Higher	Same
	Percent	Percent	Percent
Total Sample	17.8	13.7	68.5
Class Levels			
Freshman	16.9	23.2	59.9
Sophomore	22.5	7.5	70.0
Junior	14.3	8.3	77.4
Senior	16.3	7.5	76.2
Division			
Home Economics	24.0	12.9	63.1
General Registration	14.3	14.3	71.4
Nursing	12.2	8.1	79.7
Science and Applied Arts	15.5	15.5	69.0
Agriculture, Pharmacy and Engineering	9.4	21.9	68.7

Students were required to make-up excused absences in physical education by attending another section. The students were given an opportunity to express opinions on this policy by answering a related question. Table XVIII pictures a class and divisional breakdown of their responses.

Negative responses were more prevalent, although these did not vary more than 3.3 percent from the affirmative replies. A higher percentage (48.9) of freshmen than any other class thought that excused absences should be made up.

The attitude of the combined Agriculture, Pharmacy and Engineering Divisions appeared to be the most favorable toward this policy. The Home Economics Division registered the greatest percentage of "Not sure"

responses, and the Nursing Division the least favorable.

TABLE XVIII. THE PERCENTAGE OF STUDENTS WHO INDICATED THAT EXCUSED ABSENCES SHOULD BE MADE UP

Group	Should Be Made Up	Not Sure	Should Not Be Made Up
	Percent	Percent	Percent
Total Sample	43.3	10.1	46.6
Class Levels			
Freshman	48.9	10.7	40.4
Sophomore	45.5	7.4	47.1
Junior	34.5	14.3	51.2
Senior	37.4	8.4	54.2
Divisions			
Home Economics	47.5	12.6	39.9
General Registration	46.4	10.7	42.9
Nursing	33.3	10.7	56.0
Science and Applied Arts	41.6	8.1	50.3
Agriculture, Pharmacy and Engineering	48.4	3.2	48.4

The 202 women who favored the policy of making up excused absences indicated the method of make-up which they believed to be most satisfactory. In Table XIX are found the methods of make-up preferred by these women. Of the respondents, 77.7 percent favored the method of attending another section. Eighty-five percent of the freshmen women favored this method. Although special make-up sessions ranked second in preference, only 12.9 percent of the women selected this method. There was a difference of 64.8 percent between this method and the favored one. All other suggested methods received very few replies.

TABLE XIX. THE PERCENTAGE OF STUDENTS WHO THOUGHT EXCUSED ABSENCES IN PHYSICAL EDUCATION SHOULD BE MADE UP AND THE METHOD PREFERRED

Group	Methods of Make-up				
	A	B	C	D	E
	Percent				
Total Sample	77.7	2.0	2.4	5.0	12.9
Freshman	85.0	1.2	0.0	6.9	6.9
Sophomore	81.8	0.0	1.8	1.8	14.6
Junior	69.0	3.4	3.4	6.9	17.3
Senior	58.1	6.4	9.7	3.2	22.6

- A--Attending another section
 B--Outside reading reports
 C--Individual activity outside class
 D--Attending Women's Recreational Association
 E--Special make-up sessions

At South Dakota State College the women students were not given an opportunity to make-up unexcused absences. Through the questionnaire, the students were asked to express their approval or disapproval of this practice. The percentage of respondents who indicated that students should be given an opportunity to make up unexcused absences is found in Table XX.

Forty-eight percent of the 465 respondents thought that students having unexcused absences from physical education classes should not be given the opportunity to make them up, 39.8 percent thought that they should have such an opportunity, and 12.2 percent were undecided. The Nursing Division recorded the highest percentage of "Yes" replies, and the Science and Applied Arts Division gave the highest percentage

of negative responses. The General Registration Division had the most "Not sure" responses.

TABLE XI. THE PERCENTAGE OF STUDENTS WHO INDICATED THAT AN OPPORTUNITY TO MAKE UP UNEXCUSED ABSENCES SHOULD BE GIVEN

Group	Should be Given Opportunity	Not Sure	Should Not be Given Opportunity
	Percent	Percent	Percent
Total Sample	39.8	12.2	48.0
Class Levels			
Freshman	44.1	16.4	39.5
Sophomore	31.4	8.3	60.3
Junior	38.1	11.9	50.0
Senior	44.6	9.6	45.8
Division			
Home Economics	36.8	15.4	47.8
General Registration	39.2	17.9	42.9
Nursing	44.0	14.7	41.3
Science and Applied Arts	40.6	7.4	52.0
Agriculture, Pharmacy and Engineering	43.7	6.3	50.0

Facilities and Equipment

Because facilities, equipment and their condition were generally thought to have an influence on the attitudes of the students toward participation in physical education, an effort was made to determine the attitudes of the women toward the facilities and equipment provided for student use at South Dakota State College.

Table XXI is a tabulation of the opinions of the students with regard to the adequacy of the various facilities.

TABLE XXI. THE PERCENTAGE OF STUDENTS WHO INDICATED THAT
VARIOUS PHYSICAL EDUCATION FACILITIES FOR WOMEN
WERE ADEQUATE OR INADEQUATE

Facilities	Total	Class Levels				
		Freshman	Sophomore	Junior	Senior	
Percent						
Shower facilities	A	25.0	33.2	23.4	18.1	16.7
	B	9.9	15.7	8.3	3.6	6.0
	C	65.1	51.1	68.3	78.3	77.3
Toilets	A	41.5	55.6	35.8	28.9	32.1
	B	7.1	9.0	5.0	6.0	7.1
	C	51.4	35.4	59.2	65.1	60.8
Wash bowls	A	31.2	47.2	20.0	19.3	25.0
	B	10.3	13.5	7.5	10.8	7.1
	C	58.5	39.3	72.5	69.9	67.9
Locker facilities	A	61.9	75.8	58.4	43.4	56.0
	B	10.5	11.2	8.3	10.8	11.9
	C	27.6	13.0	33.3	45.8	32.1
Outside playing area	A	53.9	65.7	57.2	34.9	42.9
	B	11.4	11.2	10.9	14.5	9.5
	C	34.7	23.1	31.9	50.6	47.6
Inside playing area	A	37.5	49.4	41.2	15.7	28.6
	B	12.1	11.8	11.8	12.0	13.1
	C	50.4	38.8	47.0	72.3	58.3
Mirrors	A	44.8	60.7	37.0	31.3	35.7
	B	6.7	6.2	4.2	8.4	9.5
	C	48.5	33.1	58.8	60.3	54.8
Locker room	A	44.6	60.1	42.0	22.9	36.9
	B	16.7	11.8	16.0	24.1	9.5
	C	40.7	28.1	42.0	53.0	53.6

A--Yes
B--Not sure
C--No

Of the 465 students, 61.9 percent thought that South Dakota State College had adequate locker facilities. The outside playing area and the locker room also were rated as adequate. On the other hand, the mirrors, toilets, washbowls, shower facilities, and the inside playing area were considered inadequate. Sixty-five percent of the respondents thought the shower facilities were inadequate.

In Table XXII is presented the percentage of students who indicated that the condition of the various facilities for physical education were satisfactory or unsatisfactory.

TABLE XXII. THE PERCENTAGE OF STUDENTS WHO INDICATED THAT THE CONDITION OF THE VARIOUS FACILITIES FOR PHYSICAL EDUCATION WERE SATISFACTORY OR UNSATISFACTORY

Conditions		Total	Class Levels			
			Freshman	Sophomore	Junior	Senior
		Percent				
Lighting	A	62.5	77.6	63.6	44.0	47.6
	B	13.7	11.2	9.1	17.9	21.4
	C	23.8	11.2	27.3	38.1	31.0
Heat	A	64.2	67.4	60.3	58.3	69.0
	B	13.1	11.8	11.6	15.5	15.5
	C	22.7	20.8	28.1	26.2	15.5
Ventilation	A	28.5	36.5	30.6	14.3	22.6
	B	18.2	19.7	14.0	20.2	19.1
	C	53.3	43.8	55.4	65.5	58.3
Safety	A	59.1	65.2	57.0	53.6	54.8
	B	26.6	23.6	28.1	29.8	27.4
	C	14.3	11.2	14.9	16.6	17.8
Cleanliness	A	42.1	41.5	41.3	46.4	40.5
	B	22.4	21.0	21.5	22.6	26.2
	C	35.5	37.5	37.2	31.0	33.3

A--Yes
B--Not sure
C--No

The replies from 64.2 percent of the respondents indicated that the heating of the facilities was satisfactory. The senior class had the highest percentage of women so indicating. About 63 percent of the women thought that the lighting was satisfactory. The junior class had the lowest percentage (44.0) of women who thought this was satisfactory. The safety of the various facilities was considered satisfactory by 59.1 percent of the respondents.

Slightly over 53 percent of the women believed the ventilation was unsatisfactory. According to 35.5 percent of the women, the cleanliness of the facilities was not satisfactory.

South Dakota State College furnished all the equipment for the women's participation in physical education class except tennis and golf balls. The responses indicating the adequacy and the inadequacy of the equipment and supplies for class participation are illustrated on Table XXIII.

TABLE XXIII. THE PERCENTAGE OF STUDENTS WHO INDICATED THAT EQUIPMENT AND SUPPLIES WERE ADEQUATE OR INADEQUATE FOR CLASS PARTICIPATION

Group	Indicated Adequate	Not Sure Percent	Indicated Inadequate
Total Sample	68.0	5.4	26.6
Class Levels			
Freshman	66.1	6.8	27.1
Sophomore	72.9	2.5	24.6
Junior	60.3	6.0	33.7
Senior	72.5	6.3	21.2
Divisions			
Home Economics	64.1	4.4	31.5
General Registration	67.9	10.7	21.4
Nursing	76.7	1.4	21.9
Science and Applied Arts	69.8	7.4	22.8
Agriculture, Pharmacy and Engineering	54.8	6.5	38.7

Sixty-eight percent of the 462 respondents thought equipment and supplies were adequate for their participation. The junior class and the combined Agriculture, Pharmacy and Engineering Divisions registered the highest percentage of women who thought there was a lack of equipment and supplies for physical education classes.

South Dakota State College furnished towels, tennis racquet and golf clubs for the women students. The students were required to purchase gym suits, tennis shoes, sweatshirts, handbooks, leotards, and golf and tennis balls. The women were asked to check the various items which they thought should be furnished by the college. The responses to this question are shown in Table XXIV.

TABLE XXIV. THE PERCENTAGE OF STUDENTS WHO THOUGHT SOUTH DAKOTA STATE COLLEGE SHOULD FURNISH THE FOLLOWING ITEMS FOR PHYSICAL EDUCATION CLASSES

Items	Total	Class Levels			
		Freshman	Sophomore	Junior	Senior
		Percent			
Gym suits	33.1	34.1	36.1	25.3	34.5
Tennis shoes	4.9	2.8	7.4	6.0	4.8
Sweatshirts	9.5	8.5	11.5	7.2	10.7
Towels	85.4	89.2	80.3	87.9	82.1
Handbook	46.5	49.4	47.5	47.0	38.1
Tennis racquets	93.6	92.6	90.3	96.4	97.6
Tennis balls	69.9	90.3	51.6	60.2	63.1
Golf clubs	93.8	92.6	89.3	98.8	97.6
Golf balls	69.7	86.4	53.3	65.1	63.1
Leotards	14.5	13.6	13.9	18.1	19.1

In addition to the items already furnished by the college, approximately 70 percent of the women thought that golf and tennis balls

should also be furnished. One-third of the women thought that gym suits should be furnished by the college and 46.5 percent thought that handbooks should be furnished. Percentages were based on the replies from 462 students.

Social and Personal Aspects of Physical Education

Students who had taken physical education in high school were asked to compare this previous experience with physical education at South Dakota State College. Table XXV is a tabulation of these responses.

TABLE XXV. THE PERCENTAGE OF STUDENTS WHO ENJOYED PHYSICAL EDUCATION IN COLLEGE MORE OR LESS THAN IN HIGH SCHOOL

Group	Students Enjoyed Physical Education		
	More Than Percent	Less Than Percent	Same As Percent
Total Sample	48.1	22.7	29.2
Class Levels			
Freshman	52.0	15.0	33.0
Sophomore	52.9	21.8	25.3
Junior	44.6	33.9	21.5
Senior	37.5	28.1	34.4
Divisions			
Home Economics	52.6	18.8	28.6
General Registration	45.4	27.3	27.3
Nursing	28.1	35.1	36.8
Science and Applied Arts	52.3	21.1	26.6
Agriculture, Pharmacy and Engineering	54.4	18.2	27.3

Slightly over 48 percent of the 343 students thought that college participation was more enjoyable than high school participation. The

sophomore class led the other classes with 52.9 percent of the women indicating college physical education was more enjoyable. The junior class enjoyed it less, while the senior class had the highest percentage of women who appeared to enjoy it the same as in high school. In an analysis by divisions, combined Agriculture, Pharmacy and Engineering Divisions registered the largest percentage of students who thought that college physical education was more enjoyable than their high school experience. The Nursing Division, represented by 35.1 percent of the respondents answering "Less than", had the highest percentage of women who enjoyed physical education in college less than in high school. The women of the Science and Applied Arts Division had the lowest percentage (26.6) of "Same" responses.

Whether or not the women enjoyed physical education at South Dakota State College might also have had an influence upon their attitudes toward physical education. In Figure 3 is shown the expression of this attitude. Of the total respondents, 343 women or 73.3 percent enjoyed physical education at South Dakota State College, 10.9 percent were "Not sure" and 15.8 percent of the students indicated that they did not enjoy it. About 78 percent of the students in the freshman class expressed affirmative opinions. The junior class had the highest percentage of "Not sure" replies (15.5 percent). The senior class displayed the most unfavorable attitude with 20.2 percent of the women stating that they did not enjoy physical education at South Dakota State College.

An analysis by divisions showed that 82.1 percent of the women in the General Registration enjoyed physical education. One-fifth of

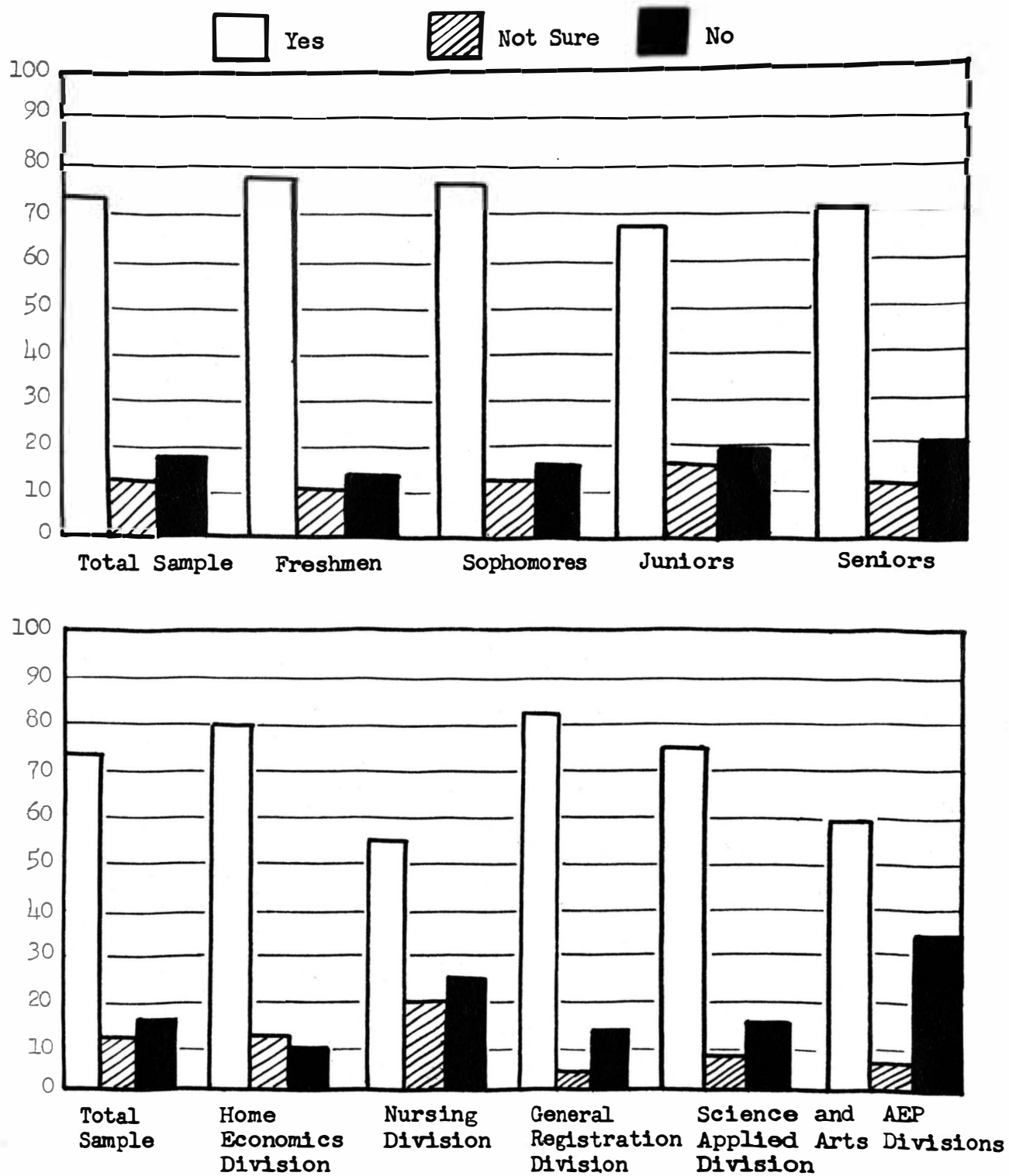


Figure 3. The Percentage of Students Who Enjoyed Physical Education at South Dakota State College

Nursing Division was undecided and the combined Agriculture, Pharmacy and Engineering Divisions had the highest percentage of students who did not enjoy physical education at South Dakota State College.

An effort was made to determine the reasons why 74 of the respondents did not enjoy physical education at South Dakota State College. Their reasons are tabulated in Table XXVI.

The primary reason for not enjoying physical education advanced by these women was lack of interest which received responses from 67.7 percent of the respondents. Other factors also contributing to the negative attitude were a lack of skill, large classes, lack of individual instruction and a feeling of inadequacy. The junior class possessed the highest percentage of students who indicated lack of interest, large classes and lack of individual instruction. A feeling of inadequacy was expressed more often by freshman students than by any other class. The sophomore class registered the highest percentage of women who thought that a lack of previous experience in physical education, a lack of knowledge of activities, time of class period, and self-consciousness caused them to dislike physical education. The seniors led the classes in listing poor instruction and lack of facilities as their reasons.

A series of questions were asked to determine whether the students thought that they had developed socially, physically and personally as a result of physical education participation. The responses are tabulated in Table XXVII.

Of the 463 women who answered the question pertaining to participation in physical education as an opportunity to make new acquaintances,

TABLE XXVI. THE PERCENTAGE OF STUDENTS WHO DID NOT ENJOY
PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE AND
THE FACTORS WHICH CAUSED THIS FEELING

Factors	Total	Class Levels			
		Freshman	Sophomore	Junior	Senior
Percent					
Feeling of inadequacy	44.6	60.9	52.6	33.3	23.5
Lack of interest	67.6	60.9	68.4	86.7	58.8
Lack of previous experience	27.0	34.8	36.8	20.0	11.8
Poor instruction	20.3	13.0	15.8	26.7	29.4
Large classes	51.4	26.1	57.9	73.3	58.8
Lack of facilities	33.8	17.4	26.3	46.7	52.9
Lack of individual instruction	47.3	17.4	47.4	73.3	64.7
Lack of skill	58.1	52.2	79.0	66.7	35.3
Lack of knowledge of activity	16.2	21.7	26.3	6.7	5.8
Time of class period	28.4	26.1	31.6	33.3	23.5
Self consciousness	32.4	43.5	47.4	13.3	17.6

Factors	Home Ec.	Divisions			
		Nurs.	Gen. Reg.	S.A.A.	AEP
Percent					
Feeling of inadequacy	56.3	55.6	0.0	44.0	27.3
Lack of interest	62.5	72.2	50.0	80.0	45.5
Lack of previous experience	43.7	27.8	0.0	23.1	18.2
Poor instruction	18.7	16.7	25.0	16.0	36.4
Large classes	87.5	50.0	25.0	44.0	27.3
Lack of facilities	56.2	16.7	25.0	28.0	45.5
Lack of individual instruction	50.0	50.0	25.0	44.0	54.5
Lack of skill	75.0	6.7	50.0	48.0	45.5
Lack of knowledge of activity	25.0	1.1	0.0	16.0	18.2
Time of class period	37.5	27.9	0.0	28.0	27.3
Self Consciousness	56.3	33.3	0.0	32.0	9.1

85.3 percent of the women answered "Yes", 3.3 percent answered "Not sure", and 11.4 percent answered "No". The freshman class had the highest percentage (93.2) of women who thought physical education had helped them make new acquaintances. Twenty-one percent of the senior class answered "No". Of the total sample, 74 percent of the women thought that they had acquired skills and knowledges that were of value to them in their leisure time and 15.9 percent of the students thought that they had not done so.

Four hundred fifty-three women expressed opinions concerning physical education as a means of improving their physical condition and body development. A high majority (75.9 percent) of the freshman class replied "Yes". The junior class ranked second, although there was a difference of 16.1 percent between this class and the freshman class.

Of the 463 women answering the question of whether or not they felt more mentally alert after participation in physical education, 41.3 percent gave negative replies. The groups recording the highest percentage of negative responses were the sophomore class (50.4 percent) and the Nursing Division (52.7 percent). The groups recording the highest percentage of "Yes" replies were the freshman class and the General Registration Division. The junior class and the Science and Applied Arts Division students gave the most "Not sure" responses.

Only one-fourth of the women thought that they were better able to control their tempers and feelings as a result of physical education participation. Slightly over 46 percent of the respondents did not believe that participation helped them to control their tempers and feelings.

TABLE XXVII. THE PERCENTAGE OF STUDENTS INDICATING SPECIFIC BENEFITS RECEIVED THROUGH PARTICIPATION IN PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE

Group		Personal, Social, and Physical Qualities Developed						
		A	B	C	D	E	F	
		Percent						
Total Sample	1	74.0	32.4	54.9	25.4	85.3	63.3	
	2	10.1	26.3	16.6	28.2	3.3	11.3	
	3	15.9	41.3	28.5	46.4	11.4	25.4	
Class Levels								
	Freshman	1	72.3	40.1	58.2	34.5	93.2	75.9
		2	12.4	28.3	13.6	28.8	1.7	12.1
3		15.3	31.6	28.2	36.7	5.1	12.0	
Sophomore	1	77.7	28.9	51.2	19.0	82.8	53.4	
	2	8.3	20.7	17.4	25.6	4.3	13.8	
	3	14.0	50.4	31.4	55.4	12.9	32.8	
Junior	1	69.9	27.7	55.4	25.3	81.7	59.8	
	2	10.8	28.9	15.7	27.7	4.9	11.0	
	3	19.3	43.4	28.9	47.0	13.4	29.2	
Senior	1	75.9	25.6	52.4	15.0	75.3	54.3	
	2	7.2	28.1	23.2	31.3	3.7	6.2	
	3	16.9	46.3	24.4	53.7	21.0	39.5	
Divisions								
	Home Economics	1	79.6	33.2	60.2	22.7	87.1	59.0
		2	11.6	27.6	18.8	26.5	4.5	12.9
3		8.8	39.2	21.0	50.8	8.4	28.1	
General Registration	1	82.1	46.4	64.3	21.4	9	67	
	2	10.7	17.9	10.7	17.9	0.0	14.3	
	3	7.2	35.7	25.0	60.7	7.1	17.8	
Nursing	1	63.5	24.3	48.7	27.0	79.2	62.5	
	2	12.2	23.0	16.2	31.1	0.0	6.9	
	3	24.3	52.7	35.1	41.9	20.8	30.6	
Science and Applied Arts	1	73.8	33.1	52.0	29.3	86.2	68.1	
	2	8.1	29.1	16.2	32.6	4.1	10.4	
	3	18.1	37.8	31.8	38.1	9.7	21.5	
Agriculture, Pharmacy and Engineering	1	59.4	31.2	43.7	22.6	75.1	64.5	
	2	6.2	21.9	12.5	19.3	3.1	12.9	
	3	34.4	46.9	43.8	58.1	18.8	22.6	

1--Yes

2--Not sure

3--No

A--Acquired skills and knowledges for leisure time activities

B--Felt more mentally alert

C--Benefited socially

D--Better able to control temper and feelings

E--Opportunity for making new acquaintances

F--Improved physical condition and body development

preferred individual sport and basketball was the preferred team sport.

In Table XXIX is illustrated the percentage of students who thought physical education experience would be of value to them in various life situations. Nine women failed to respond. Eighty percent of the women believed that physical education experience would be of value to them in family life. The junior class gave the highest percentage of affirmative replies, while 68.7 percent of the senior class believed physical education would aid them in family life.

Three-fourths of the respondents thought physical education would aid them in community service. The junior class and the Home Economics Division had the highest percentage replying "Yes", while a majority of the senior class and of the Nursing Division gave negative replies.

Less than one-half of the women thought that physical education would aid them in the activities of organizations to which they might belong. Thirty-three percent of the respondents replied "Not sure".

Slightly over 61 percent of the women stated that physical education would be an aid to them in married life. Affirmative replies were expressed by more than one-half of the women in each class and each division. "Not sure" replies were most often expressed by women in the sophomore class and Nursing Division. The senior class and Science and Applied Arts Division had the highest percentage of respondents replying "No".

The senior class had the highest percentage of students indicating that physical education would be of little value to them in social contacts. Nearly 66 percent of the junior class expressed affirmative

TABLE XXIX. THE PERCENTAGE OF WOMEN WHO THOUGHT PHYSICAL EDUCATION WOULD BE OF VALUE TO THEM IN VARIOUS LIFE SITUATIONS

Group		Life Situations					
		A	B	C	D	E	F
		Percent					
Total sample	1	61.4	80.0	75.5	47.9	57.2	40.4
	2	20.6	10.0	16.5	33.0	24.7	31.7
	3	18.0	10.0	8.0	10.1	18.1	27.9
Class Levels							
Freshman	1	58.5	79.0	76.7	54.6	58.0	40.2
	2	22.7	11.3	17.0	26.1	23.0	31.6
	3	18.8	9.7	6.3	19.3	19.0	28.2
Sophomore	1	55.8	79.1	75.9	45.9	51.3	32.8
	2	26.7	11.7	18.3	35.8	31.1	35.3
	3	17.5	9.2	5.8	18.3	17.6	31.9
Junior	1	68.3	85.4	79.3	45.1	65.9	46.3
	2	15.8	6.1	11.0	36.6	20.7	31.7
	3	15.9	8.5	9.7	18.3	13.4	22.0
Senior	1	68.7	78.3	68.7	39.8	55.4	45.8
	2	12.0	8.4	18.1	39.8	22.9	26.5
	3	19.3	13.3	13.2	20.4	21.7	27.7
Divisions							
Home Economics	1	63.5	81.2	81.8	59.1	60.9	44.7
	2	23.2	13.8	14.4	30.9	26.8	34.6
	3	13.3	5.0	3.8	10.0	12.3	20.7
General Registration	1	67.9	85.7	75.0	39.3	53.6	28.6
	2	14.3	0.0	10.7	25.0	25.0	32.1
	3	17.9	14.3	14.3	35.7	21.4	39.3
Nursing	1	50.7	76.1	62.0	35.2	57.8	35.2
	2	28.2	12.7	22.5	43.7	23.9	36.6
	3	21.1	11.2	15.5	21.1	18.3	28.2
Science and Applied Arts	1	63.1	81.2	75.2	43.6	56.0	42.6
	2	14.8	6.0	16.1	30.9	21.0	25.0
	3	22.1	12.8	8.7	25.5	23.0	32.4
Agriculture, Pharmacy and Engineering	1	59.4	71.9	71.9	40.6	43.8	28.1
	2	21.9	9.4	21.9	37.5	31.2	34.4
	3	18.7	18.7	6.2	21.9	25.0	37.5

1--Yes

2--Not sure

3--No

A. Married life.

B. Family life

C. Community service

D. Organizational membership

E. Social contacts

F. Church activities

opinions. This was a higher percentage than that of the other three classes.

Physical education appeared of least value as an aid in church activities as compared to the other life situations. Only 40.4 percent of the respondents answered "Yes".

The women were asked to indicate if, in their own particular case, moderate activity in physical education during menstruation was harmful, beneficial or had no effect. Table XXX is a tabulation of their replies to this question.

TABLE XXX. THE PERCENTAGE OF WOMEN WHO THOUGHT THAT MODERATE ACTIVITY IN PHYSICAL EDUCATION DURING MENSTRUATION WAS HARMFUL, BENEFICIAL OR HAD NO EFFECT

Group	Effect of Participation		
	Harmful Percent	Beneficial Percent	No Effect Percent
Total Sample	12.7	15.7	71.6
Class Levels			
Freshman	15.8	13.6	70.6
Sophomore	11.6	13.2	75.2
Junior	13.2	19.3	67.5
Senior	7.2	20.5	72.3
Divisions			
Home Economics	13.3	16.0	70.7
General Registration	17.9	3.6	78.5
Nursing	9.5	13.5	77.0
Science and Applied Arts	13.4	18.8	67.8
Agriculture, Pharmacy and Engineering	9.4	15.6	75.0

Moderate activity in physical education had no effect on 71.6 percent of the 464 respondents. Seventy-three or 14.7 percent of the women thought it was beneficial and 12.7 percent thought that moderate

activity was harmful. An analysis by classes showed that the sophomore class had the highest percentage of respondents who thought it had no effect, while 20.5 percent of the senior class found it beneficial. The freshman class registered the highest percentage (15.8) of "Harmful" replies.

In Table XXXI is illustrated the percentage of women who had considered physical education, health or recreation as a career and their fields of interest.

TABLE XXXI. THE PERCENTAGE OF WOMEN WHO HAD CONSIDERED PHYSICAL EDUCATION, HEALTH, OR RECREATION AS A CAREER AND THEIR FIELDS OF INTEREST

Group	Related Fields					
	A	B	C	D	E	F
	Percent					
Total Sample	60.0	11.2	21.3	32.8	15.7	16.6
Class Levels						
Freshman	60.9	10.9	19.6	34.8	15.2	32.8
Sophomore	67.9	10.7	17.9	32.1	14.3	16.1
Junior	57.1	9.5	16.7	31.0	9.5	14.3
Senior	51.1	6.7	33.3	31.1	24.4	6.7
Divisions						
Home Economics	49.4	3.9	27.3	32.5	6.5	11.7
General Registration	61.5	15.4	15.4	30.8	15.4	38.5
Nursing	83.0	9.4	9.5	18.9	18.9	15.1
Science and Applied Arts	51.9	14.3	26.0	41.6	24.7	15.6
Agriculture, Pharmacy and Engineering	73.3	13.3	7.7	40.0	6.7	33.3

- A--Therapy (Physical, Occupational, Recreational)
 B--Outdoor Education
 C--Recreation (Community, School, Industrial)
 D--Instruction (Physical Education teacher)
 E--Supervision (Health, Playground, Physical Education)
 F--Professional (dancer, golfer, athlete, etc.)

If the students had considered careers in health, physical education and recreation, they were asked to check the related fields that were of interest to them. Of the total sample, 233 women indicated that they were not interested and 235 women indicated that they were. The latter group consisted of 92 freshmen, 56 sophomores, 42 juniors and 45 seniors. Therapy was the most popular field listed. Sixty percent of the respondents checked it and the sophomore class led the other classes in this area of interest. Physical education instruction was second in popularity. Recreation ranked third. Outdoor education received the lowest percentage of responses. One-third of the senior women indicated an interest in recreation as a career. The percentage of women who were interested in physical education instruction as a career did not vary more than 3.8 percent throughout the four classes.

Four hundred sixty-two women responded to the question pertaining to participation in the Women's Recreational Association at South Dakota State College. One hundred sixty-nine women indicated either that they had participated or were participating in this organization. The number of participants from each class was as follows: 42 freshmen; 54 sophomores; 39 juniors; and 34 seniors. In Table XXXII is found the percentage of students who stated either that they had or had not participated.

Replies showed that 63.4 percent of the total number responding had not participated in the Women's Recreational Association. Seventy-six percent of the freshman women indicated that they had not participated. The junior class had the highest percentage of participants. The Nursing and Home Economics Divisions registered the lowest percentage

TABLE XXXII. THE PERCENTAGE OF WOMEN WHO HAVE OR HAVE NOT PARTICIPATED IN WOMEN'S RECREATIONAL ASSOCIATION AT SOUTH DAKOTA STATE COLLEGE

Group	Have Participated	Have not Participated
	Percent	
Total Sample	36.6	63.4
Class and Division		
Freshman	24.0	76.0
Home Economics	20.0	80.0
General Registration	33.3	66.7
Nursing	20.0	80.0
Science and Applied Arts	21.3	78.7
Agriculture, Pharmacy and Engineering	54.5	45.5
Sophomore	44.6	55.4
Home Economics	29.0	71.0
General Registration	44.4	55.6
Nursing	37.5	62.5
Science and Applied Arts	60.0	40.0
Agriculture, Pharmacy and Engineering	46.2	53.8
Junior	47.6	52.4
Home Economics	39.0	61.0
General Registration	00.0	00.0
Nursing	43.8	56.2
Science and Applied Arts	61.9	38.1
Agriculture, Pharmacy and Engineering	75.0*	25.0
Senior	40.5	59.5
Home Economics	38.1	61.9
General Registration	00.0	00.0
Nursing	17.6	82.4
Science and Applied Arts	52.4	47.6
Agriculture, Pharmacy and Engineering	100.0	00.0
Total Division		
Home Economics	30.9	69.1
General Registration	37.0	63.0
Nursing	28.4	71.6
Science and Applied Arts	43.2	56.8
Agriculture, Pharmacy and Engineering	56.3	43.7

*There are only four women enrolled in each class in this division.

of participants. The combined Agriculture, Pharmacy and Engineering Divisions registered the highest percentage of participants.

The 169 women who had participated in Women's Recreation Association were asked if their participation was a result of their experience in physical education class. Ninety or 53.3 percent of the women replied "Yes". Responses are presented in Table XXXIII.

TABLE XXXIII. THE PERCENTAGE OF WOMEN WHO PARTICIPATED IN WOMEN'S RECREATION ASSOCIATION AS A RESULT OF EXPERIENCE IN PHYSICAL EDUCATION CLASS

Group	Participation as a Result of Physical Education		
	Yes	Not Sure	No
	Percent		
Total Sample	53.5	5.9	40.8
Class Levels			
Freshman	54.8	7.1	38.1
Sophomore	61.1	5.6	33.3
Junior	38.4	7.8	53.8
Senior	55.9	2.9	41.2
Divisions			
Home Economics	55.4	5.4	39.2
General Registration	60.0	0.0	40.0
Nursing	42.0	14.3	42.8
Science and Applied Arts	57.8	4.7	37.5
Agriculture, Pharmacy and Engineering	38.9	5.5	55.6

Of the total respondents, 5.9 percent stated that they were "Not sure" and 40.8 percent of the women replied "No". The students recording the greatest percentage of "Yes" responses were in the sophomore class and the General Registration Division. The junior class and the combined Agriculture, Pharmacy and Engineering Divisions had the highest

percentage of women whose participation in Women's Recreational Association was not a result of their experiences in physical education classes.

Since 293 women indicated that they had not participated in this particular organization, an effort was made to determine the factors which restricted their attendance. Students were asked to check the factors listed by the author and to list others. Replies to this question are tabulated in Table XXXIV.

Three freshmen women failed to check any factors. Thus, the percentages were determined on the basis of 290 respondents, of which 130 were freshmen, 67 were sophomores, 43 were juniors and 50 were seniors.

Lack of time was the primary factor restricting participation. The senior class, with 40 percent of the women indicating lack of skill, led the other classes in this factor. Lack of interest and unpleasant experiences in high school Girls' Athletic Association received the highest percentage of replies from the junior class. The highest percentage of women indicating that they had not participated due to lack of information concerning meetings and the program was found in the freshman class. About 79 percent of the sophomore women thought that their attendance was restricted due to a lack of time.

An analysis by division showed that the Home Economics Division students felt that they did not have the time to attend meetings, and the Nursing and combined Agriculture, Pharmacy and Engineering Divisions were confronted with conflicts with other activities.

TABLE XXXIV. THE PERCENTAGE OF WOMEN WHO DID NOT PARTICIPATE
IN WOMEN'S RECREATION ASSOCIATION AND THE FACTORS
RESTRICTING THEIR ATTENDANCE

Group	Factors					
	A	B	C	D	E	F
Percent						
Total Sample	25.9	34.1	12.4	72.4	46.5	7.2
Class Levels						
Freshman	23.1	23.9	16.2	67.7	40.8	4.6
Sophomore	25.4	32.8	10.5	79.1	58.2	3.0
Junior	18.6	53.5	4.7	72.1	55.8	11.6
Senior	40.0	46.0	12.0	76.0	38.0	16.0
Division						
Home Economic	25.0	27.4	12.9	84.7	53.6	5.7
General Registration	11.7	23.5	23.5	70.6	41.2	17.7
Nursing	24.5	37.7	7.5	49.1	50.9	11.3
Science and Applied Arts	30.5	42.7	24.7	68.3	48.8	6.0
Agriculture, Pharmacy and Engineering	38.6	42.9	7.1	78.6	50.0	0.0

A--Lack of skill

B--Lack of interest

C--Lack of information concerning meetings, etc.

D--Lack of time

E--Conflicts with other activities

F--Unpleasant experiences in high school Girls' Athletic Association

It is generally believed that the quality of instruction plays an important role in the formation of attitudes. The women were given an opportunity to express their opinions concerning the physical education instruction at South Dakota State College. In Table XXXV is illustrated the percentage of women who thought instruction in women's physical education was either satisfactory or unsatisfactory.

TABLE XXXV. THE PERCENTAGE OF WOMEN WHO THOUGHT INSTRUCTION
IN PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE
WAS SATISFACTORY OR UNSATISFACTORY

Group	Instruction		
	Satisfactory	Not Sure	Unsatisfactory
	Percent		
Total Sample	75.7	11.8	12.5
Class Levels			
Freshman	87.1	8.4	4.5
Sophomore	70.8	14.2	15.0
Junior	70.2	11.9	17.9
Senior	64.3	15.5	20.2
Divisions			
Home Economics	77.6	12.0	10.4
General Registration	67.9	14.3	17.8
Nursing	73.3	16.0	10.7
Science and Applied Arts	77.2	9.4	13.4
Agriculture, Pharmacy and Engineering	71.0	9.7	19.3

According to responses from 466 women, 75.5 percent thought that the instruction in physical education was satisfactory, 11.8 percent were "Not sure" and 12.5 percent thought it was unsatisfactory. The Home Economics Division and the freshman class exceeded the other groups in the percentage of "Yes" replies. The highest percentage of students who thought that the instruction was unsatisfactory were enrolled in the senior class and the combined Agriculture, Pharmacy and Engineering Divisions.

Table XXXVI is a tabulation of the percentage of women who thought the instruction was unsatisfactory and the factors which caused this feeling. This group was composed of 8 freshmen, 18 sophomores, 15 juniors

and 17 seniors.

TABLE XXXVI. THE PERCENTAGE OF WOMEN WHO THOUGHT CERTAIN FACTORS WERE CAUSES OF UNSATISFACTORY INSTRUCTION

Group	Factors					
	A	B	C	D	E	F
	Percent					
Total Sample	20.7	6.9	65.5	15.5	20.7	12.1
Class Levels						
Freshman	25.0	12.5	50.0	12.5	12.5	50.0
Sophomore	22.2	5.5	77.8	11.1	22.2	5.5
Junior	26.7	6.7	60.0	13.3	13.3	0.0
Senior	11.8	5.9	64.7	17.6	23.5	11.8
Divisions						
Home Economics	21.0	5.3	57.9	10.5	21.1	15.8
General Registration	0.0	0.0	100.0	40.0	40.0	00.0
Nursing	37.5	0.0	50.0	12.5	12.5	00.0
Science and Applied Arts	25.0	10.0	75.0	15.0	15.0	10.0
Agriculture, Pharmacy and Engineering	00.0	16.7	50.0	16.7	33.3	00.0

A--Lack of interest

B--Lack of knowledge related to subject or activity

C--Poor teaching procedure

D--Lack of preparation

E--Failure to understand students

F--Personal appearance

Poor teaching procedures was noted as an important factor by 65.5 percent of the respondees. Lack of interest and failure to understand students were next, but a difference of 44.7 percent existed between these factors and poor teaching procedures. Four women listed lack of knowledge related to subject or activity as a factor contributing to unsatisfactory instruction.

In Table XXXVII is presented the percentage of women who thought

that instruction was satisfactory and indicated factors pertaining to the teacher which caused this feeling.

TABLE XXXVII. THE PERCENTAGE OF 353 WOMEN WHO THOUGHT CERTAIN FACTORS WERE CAUSES OF SATISFACTORY INSTRUCTION

Group	A	B	Factors		
			C	D	E
Percent					
Total Sample	89.8	82.2	47.0	72.2	64.9
Class Levels					
Freshman	89.7	88.4	57.3	79.4	77.4
Sophomore	93.9	81.2	48.2	78.8	63.5
Junior	88.1	72.9	33.9	71.2	52.5
Senior	87.0	75.9	35.2	81.5	44.4
Divisions					
Home Economics	93.0	81.0	47.2	82.4	61.3
General Registration	89.5	89.5	52.6	68.4	68.4
Nursing	89.1	85.4	38.2	76.4	58.2
Science and Applied Arts	86.1	81.7	48.7	76.5	72.2
Agriculture, Pharmacy and Engineering	90.9	77.3	54.5	72.7	63.4

A--Interest in activity
B--Interest in students
C--Class procedure

D--Knowledge of subject matter
E--Presentation of material

Students generally indicated that the teachers were friendly, sincere, full of fun and fair, in addition to other positive qualities. The factor contributing most to satisfactory instruction was the interest of instructors in the activities. This was closely followed by an interest in the students and a knowledge of the subject matter. Presentation of material ranked fourth. Class procedures received the lowest percentage of replies. This was the only factor receiving less than 50 percent of the total responses.

CHAPTER V

INTERPRETATION OF DATA

Four hundred sixty-eight questionnaires were returned of the 517 distributed to the selected respondents. This represents a 90.5 percent return. The freshman class had the highest percentage of respondents. This might be expected since more expedient follow-up procedures were possible for the freshmen women because they were enrolled in physical education classes. The Nursing Division had the lowest percentage of return. Many of the students from this division were on affiliation at area hospitals and health agencies and could not be personally contacted in the follow-up procedure.

Approximately one-fifth of the respondents did not have physical education prior to attending South Dakota State College. Of the 368 women who had previously participated in physical education, a higher percentage had taken physical education in the ninth grade than in other grades. Over one-half of the women had participated in a required physical education program in high school. A majority of the required programs were conducted in the ninth and tenth grades. Of the women who had previously taken physical education, either on an elective or a required basis, 85.5 percent thought that this experience was of benefit to them during their physical education classes at South Dakota State College.

Over one-half of the schools attended by the respondents sponsored Girls' Athletic Associations. Approximately two-thirds of the women

attending these schools had participated in this organization.

The percentage of women who thought physical education should be required at South Dakota State College was approximately three times greater than the percentage who were either undecided or opposed to a required program. The senior class expressed the most favorable attitude toward a required physical education program. The required program of three quarter hours of physical education, with each class meeting twice a week for one hour, was favored by the students.

Approximately two-thirds of the women thought that physical education was a necessary part of their total education at South Dakota State College. The senior class women expressed the most positive attitude which might indicate that as the students mature they realize more fully the importance of physical education.

One hundred percent of the sophomore women thought credit should be given for participation in physical education. The freshmen, junior and senior women also indicated a desire for receiving credit for participation. This seemed to indicate that physical education should be kept on a credit basis and should be included in the graduation requirements.

Approximately two-fifths of the women stated that they would not have enrolled in physical education if it had not been required for freshmen, while nearly one-fifth of the women answered "Not sure" to this question.

Of the 220 women who indicated that they would not or did not elect physical education courses after completing the requirement, 57.1

percent listed scheduling difficulty and 40.9 percent indicated a lack of interest as the primary reasons.

Attendance, attitude, improvement and application of rules were favored by the women as factors to be used in physical education grading. Only a limited number of women thought skill tests should be considered a factor in determining the final grade.

Over two-thirds of the students received the same grade in physical education as they had anticipated. This would seem to indicate that the majority of the women students thought that the grading was accurate and fair.

The number of students agreeing with the policy of making up excused absence in physical education and the group disagreeing with the policy were nearly equal in distribution. Those favoring the policy of making up excused absences recommended that it be done by attending another section. Forty-eight percent of the women approved the policy of refusing student permission to make-up unexcused absences. This percentage exceeded that of the "No" replies; it also exceeded the percentage of "not sure" replies.

Locker facilities and the outside playing areas were considered to be adequate by over one-half of the respondents. However, only 25 percent of the students thought that the shower facilities were adequate.

Over one-half of the women thought that the conditions of the various facilities were satisfactory. One of every two students thought that the ventilation of the facilities was unsatisfactory, and one out of every three students thought that the cleanliness of these facilities

should be improved.

Sixty-eight percent of the women thought that South Dakota State College provided adequate equipment and supplies for class participation. The "Yes" replies were consistently high in the analysis of responses by both classes and divisions. The women believed South Dakota State College should furnish golf and tennis balls in addition to the towels, tennis racquets and golf clubs which were furnished.

Slightly less than one-half of the women enjoyed their college physical education experiences more than they enjoyed their high school physical education experiences. Approximately three out of four women enjoyed physical education at South Dakota State College. This high ratio is an indication of a favorable attitude toward participation in physical education.

Seventy-four percent of the students thought that they had acquired skills and knowledges which would be of value to them in their leisure time. This indicated that one of the objectives of the physical education program which is to provide training in leisure time activities was realized. The students also believed that physical education served as an opportunity for making new acquaintances and that their body development and physical condition had improved through participation in physical education. This would indicate that the physical education objectives pertaining to social and physical development were also being realized by the program.

Swimming ranked first among the activities which the women would elect if given the opportunity. The women chose recreational activities

such as golf, tennis, bowling and archery in preference to team sports. The fact that swimming ranked first indicated a need for a swimming pool at South Dakota State College.

Over one-half of the students stated that physical education experiences would be of more value to them in married life, family life, and community service than in church activities, social contacts, and activities of organizations. The last three life situations received the greatest percentage of "Not sure" responses.

In their own particular cases, 71.6 percent of the women indicated that moderate activity in physical education during menstruation had no effect. A relatively low percentage of the women thought it was beneficial; an even lower percentage thought it was harmful.

One-half of the respondents had at one time seriously considered seeking a career in one of the related fields of health, physical education or recreation. Therapy was the most popular choice expressed by all divisions and classes. Although physical education instruction ranked second in choice, almost twice as many women had preferred therapy as a career.

About two-thirds of the women did not participate in the Women's Recreation Association at South Dakota State College. The primary factors restricting attendance were lack of time and conflicts with other activities. The freshman class had the greatest percentage of non-participants. A higher percentage of freshman women thought that their attendance was limited because they lacked information concerning the program and of the activities. Therefore, an effort should be made to inform the women of the objectives, activities and functions of the organization.

Approximately 53 percent of the women who attended the Women's Recreation Association activities stated that their experience in physical education classes prompted them to attend these extra-curricular activities. This would indicate a favorable attitude toward physical education since they sought additional activities which were similar to those taught in classes.

Three-fourths of the women at South Dakota State College had a favorable attitude toward the quality of the physical education instruction. They thought that the instructor excelled in their interest in the activities as well as their interest in the students. The small percentage of women who thought instruction was unsatisfactory indicated poor teaching procedures as the primary factor contributing to their negative attitudes.

CHAPTER VI

IMPLICATIONS AND CONCLUSIONS

The information obtained through this study seems to substantiate the following conclusions:

1. Since few students had participated in physical education during the elementary grades, an effort should be made by the educators of South Dakota to promote physical education programs in the elementary schools.
2. Previous high school physical education experience was beneficial to those participating in physical education at South Dakota State College.
3. The physical education program at South Dakota State College which required each student to participate in three quarter hours of physical education activities was considered adequate.
4. The women students thought that physical education should be required at South Dakota State College.
5. South Dakota State College women students thought that physical education was a necessary part of their total education at college. This would partially justify the inclusion of required physical education in the core curriculum.
6. The students thought that credit should be given for participation in physical education.
7. The students considered the shower facilities inadequate. They thought that the locker facilities and outside playing areas were

adequate, but that the cleanliness and ventilation of the various facilities should be improved. This indicates that physical education administrators should make an effort to provide adequate shower facilities for the women.

8. South Dakota State College women students thought that the college provided adequate equipment and supplies for class participation.

9. The women at South Dakota State College enjoyed physical education. This would indicate a favorable attitude toward physical education.

10. South Dakota State College women students thought that attitude and attendance should be primary factors in physical education grading.

11. The women who thought that excused absences should be made up and those who were opposed to the policy were nearly equal in distribution. Those favoring the policy preferred attending another section as the method of make-up. The students did not think they should have the opportunity to make up unexcused absences.

12. If given an opportunity, the women would elect recreational activities such as swimming, bowling, golf and tennis in preference to team sports. This indicated that the students were concerned with leisure time activities and had a desire to acquire skills and knowledges relative to these activities.

13. South Dakota State College women stated that scheduling difficulty and lack of interest were the primary factors responsible for their failure to elect physical education courses after completing the

requirement. More cooperative schedule planning between the other departments and the physical education department might enable the women to elect more courses.

14. Moderate activity in physical education during menstruation had no effect on a majority of the women.

15. The women received the same grade in physical education as they had expected. This would indicate that the grading was fair and accurate.

16. One-half of the women had at one time seriously considered a career in the related fields of health, physical education or recreation. Therapy and physical education instruction were the most popular choices. Since a relatively small number of these women actually entered these fields of training, an effort should be made to determine the reason why they became disinterested.

17. Through participation in physical education, the students thought that their physical condition had improved and that they had acquired valuable skills and knowledges relative to usable leisure time activities. Physical education also aided the women in making new acquaintances.

18. The instruction in women's physical education at South Dakota State College was satisfactory.

19. A majority of the women had not participated in the activities of the Women's Recreation Association. Lack of time and conflicts with other activities were the primary factors which limited their attendance. More freshman women than others felt that they had not

received sufficient information concerning the meetings and activities. Physical Education staff members should make a greater effort to acquaint them with the purposes and activities of this organization.

20. Approximately one-half of the women enjoyed participation in college physical education more than in high school. This would tend to indicate a favorable attitude toward physical education at a college level.

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APPENDIX

LETTER OF TRANSMITTAL

Department of Physical Education
South Dakota State College
Brookings, South Dakota

Dear Student:

Under the sponsorship of the Physical Education Department of South Dakota State College, I am conducting a survey to determine the attitudes of all South Dakota State College women toward physical education. I would appreciate your participation in this study.

To evaluate the present women's physical education program, it would be helpful to determine your attitudes toward the various aspects of the program. Since you have taken or are taking physical education, you are in the best position to point out the desirable, and undesirable aspects of the program.

The success of this study depends upon your cooperation. I trust you will be willing to give 10 to 15 minutes of your time to fill out the enclosed questionnaire. It is suggested that you complete it as soon as possible and drop it into the specially provided box in your dormitory lobby. If you live off campus, please mail the questionnaire using the enclosed stamped envelope.

Your answers to the questionnaire will be held in the strictest confidence so feel free to answer all questions without reservation. The results of this study will be disclosed at a later date and will be available upon request.

Thank you for your cooperation.

Sincerely yours,

Peggy Foss
Graduate Assistant
South Dakota State College

Enclosure

QUESTIONNAIRE

(1 - 3) _____

ATTITUDES OF SOUTH DAKOTA STATE COLLEGE WOMEN
TOWARD PHYSICAL EDUCATION

DIRECTIONS

Answer the following questions by either checking or circling the correct word, "YES" means you agree with the statement; "NO" means you disagree with the statement; "NS" means you are not sure or are undecided. Please answer all the questions which pertain to you.

This questionnaire refers only to the Women's Physical Education Department at South Dakota State College.

4. Place X on the line indicating the class in which you are now enrolled.

Freshman Sophomore Junior Senior

5. Place X on the line indicating the division in which you are now enrolled.

1. Home Economics 5. Science and Applied Arts
2. General Registration 6. Engineering
3. Pharmacy 7. Agriculture
4. Nursing

BACKGROUND IN PHYSICAL EDUCATION

6. How many years of physical education, if any, did you have in school previous to attending South Dakota State College? Circle the years during which you had physical education.

Grades 1-6 1 2 3 4 5 6
Grades 7-9 7 8 9
Grades 10-12 10 11 12

7. Was physical education required in the high school which you attended? YES NO

8. If your answer to number 7 was "yes", circle the years that physical education was required.

9 10 11 12

9. If physical education was not required, did you take it as an elective? YES NO
10. Was there a Girls' Athletic Association in your school? YES NO
11. If your answer to number 10 was "yes", did you participate? YES NO
12. If you had previous physical education, do you feel this experience was of benefit to you during your physical education at South Dakota State College? YES NO

GRADING AND CREDIT

13. Do you think physical education should be required for women at South Dakota State College? YES NS NO
14. If your answer to number 13 was "yes", circle the number of quarters of physical education which you believe should be required.
1 2 3 4 5 6 7 8 9 10 11 12
15. Do you think physical education is a necessary part of your total education at South Dakota State College? YES NS NO
16. Do you think credit should be given for physical education? YES NS NO
17. If physical education had not been required for Freshman, would you have enrolled in class? YES NS NO
18. After completing the physical education requirement, did you or will you elect any other physical education courses? YES NS NO
19. If your answer to number 18 is "no" or "not sure", check the reason.
1. ___ Lack of interest in physical education
2. ___ Scheduling difficulty
3. ___ Physical handicaps
20. Do you think two hours of physical education per week is sufficient? YES NS NO
21. If your answer to number 20 is "no", circle the number of hours you think would be sufficient. 1 2 3 4 5
22. 31. Do you believe the following should be factors in grading physical education?
- | | | | |
|------------|-----|----|----|
| Attendance | YES | NS | NO |
| Attitude | YES | NS | NO |

40. Did you think there was an adequate amount of equipment and supplies such as racquets, balls, mats, etc. for your class participation? YES NS NO

41. Do you believe South Dakota State College should furnish the following items for women's physical education? Check.

- 1. Gym suits
- 2. Tennis shoes
- 3. Sweatshirts
- 4. Towels
- 5. Handbook
- 6. Tennis racquets
- 7. Tennis balls
- 8. Golf clubs
- 9. Golf balls
- 0. Leotards

SOCIAL AND PERSONAL ASPECTS OF PHYSICAL EDUCATION

42. If you had physical education in high school, do you or did you enjoy physical education in college more than, less than, or the same as in high school? MORE THAN LESS THAN SAME AS

43. Do you or did you enjoy physical education at South Dakota State College? YES NS NO

44. If your answer to number 43 was "no", check the factors listed below, if any, which caused this feeling.

- 1. Feeling of inadequacy
 - 2. Lack of interest
 - 3. Lack of previous experience in physical education
 - 4. Poor instruction
 - 5. Large classes
 - 6. Lack of facilities
 - 7. Lack of individual instruction
 - 8. Lack of skill
 - 9. Lack of knowledge of activity
 - 0. Time of class period
 - X. Self consciousness
- List others. _____

45. Do you think that through participation in physical education at South Dakota State College you acquired skills and knowledges which will be of value to you during your leisure time? YES NS NO

46. Do you think that after participation in physical education class you feel more mentally alert and are able to do better work? YES NS NO

47. Do you think that you benefited socially through your YES NS NO

participation in physical education at South Dakota State College?

48. Do you think that you are better able to control your temper and feelings as a result of participation in physical education? YES NS NO
49. Do you think that physical education served as an opportunity for making new acquaintances? YES NS NO
50. Do you believe that participation in physical education improved your physical condition and body development? YES NS NO

51-70. List in order of preference the ten activities which you would elect if given the opportunity. First preference 1; second preference 2, etc.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Archery | <input type="checkbox"/> Ping pong |
| <input type="checkbox"/> Badminton | <input type="checkbox"/> Soccer |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Softball |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Speedball |
| <input type="checkbox"/> Field hockey | <input type="checkbox"/> Shuffleboard |
| <input type="checkbox"/> Folk and social dance | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Trampoline |
| <input type="checkbox"/> Ice skating | <input type="checkbox"/> Tumbling |
| <input type="checkbox"/> Modern dance | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> List others. | |
-

71-72. Do you believe physical education will be of value to you in the following life situations?

- | | | | | |
|--|---------|-----|----|----|
| Married life | (1-3) | YES | NS | NO |
| Family life | (4-6) | YES | NS | NO |
| Community service (Girl Scouts, PTA, etc.) | (7-9) | YES | NS | NO |
| Organizational membership | (10-12) | YES | NS | NO |
| Social contacts | (1-3) | YES | NS | NO |
| Church activities | (4-6) | YES | NS | NO |

73. Do you believe, in your own particular case, that moderate activity in physical education during menstruation was harmful, beneficial or had no effect?

1. HARMFUL
2. BENEFICIAL
3. HAD NO EFFECT

74. Have you ever seriously considered the following related fields of health, physical education or recreation as a career? If so, check the related field listed below.

1. Therapy (Physical, Occupational, Recreational)
2. Outdoor Education
3. Recreation (Community, School, Industrial)

4. Instruction (Physical Education teacher)
5. Supervision (Health, Playground, Physical Education)
6. Professional (dancer, golfer, athlete, etc.)

75. Do you participate or have you participated in Women's Recreational Association? YES NO

76. If you do or did participate in Women's Recreational Association was it a result of your experience in physical education class? YES NS NO

77. If you do not participate or have not participated in Women's Recreational Association, check the following, if any, which restricted your attendance.

1. Lack of skill
 2. Lack of interest
 3. Lack of information concerning meetings, etc.
 4. Lack of time
 5. Conflicts with other activities
 6. Unpleasant experiences in high school Girls' Athletic Association
- List others. _____

78. Do you or did you believe your instruction in physical education at South Dakota State College was satisfactory? YES NS NO

79. If your answer to number 78 was "no", indicate the factors pertaining to the teacher which caused this feeling.

1. Lack of interest
 2. Lack of knowledge related to subject or activity
 3. Poor teaching procedure
 4. Lack of preparation
 5. Failure to understand students
 6. Personal appearance
- List others. _____

80. If your answer to number 78 was "yes", indicate the factors pertaining to the teacher which you think made the instruction satisfactory.

1. Interest in activity
 2. Interest in students
 3. Class procedure
 4. Knowledge of subject matter
 5. Presentation of material
- List others. _____

FOLLOW-UP CARD

Dear

The questionnaire you recently received is the data gathering device for my Master of Science thesis. It is necessary for me to have them returned by February 11. I would appreciate your cooperation in completing the questionnaire at your earliest convenience.

Thank you.

Sincerely yours,

Peggy Foss