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A COMPARISON OF ATTITUDES OF MALE STUDENTS TOWARD
REQUIRED PHYSICAL EDUCATION AT
SOUTH DAKOTA STATE COLLEGE:
1963 AND 1959

BY

ROBERT L. THURNESS

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

August, 1963

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A COMPARISON OF ATTITUDES OF MALE STUDENTS TOWARD

REQUIRED PHYSICAL EDUCATION AT

SOUTH DAKOTA STATE COLLEGE:

1963 and 1959

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and is 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.

A. C. Burdgaard

Thesis Adviser

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Head of the Major Department

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RLT

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CHAPTER I

INTRODUCTION

Physical education has been accepted by the majority of institutions of higher learning as an integral part in the college curriculum. The physical education instructor has a major task of guiding the individual student as a person whose feelings, attitudes, knowledge, skills, understandings, and values are influenced by his physical education experience. Because of changes in social demands, educational and political philosophies, educational requirements and teaching methods, physical educators must appraise and reappraise their physical education programs to further the total growth of their students.

Physical education instructors have placed great emphasis on the learning of skills in a physical education class and during the learning of a skill there are many other learning experiences taking place that are overlooked. These experiences contribute to a student's attitudes and opinions toward physical education and such attitudes may affect performance in a physical education class, and a student's reactions will vary between favorable to unfavorable. One of the duties of the teacher of physical education is to determine the causes for unfavorable attitudes and proceed to evaluate and rework his program to correct such unfavorable opinions.

It is the learner, not the teacher, who controls the learning situation and students will learn what they want to. What they learn

will be those things which are the most satisfying and need-fulfilling. Attitudes influence students' reactions in physical education classes and it must be determined why students have favorable opinions toward certain aspects of physical education and unfavorable opinions toward other phases. Thorndike expressed that the learner must know what and how he is doing as well as why in relationship to what he wants to do. He also contended that how the learner feels about what he is doing is as important as what he is doing, if not more so (1).

When a student experiences a new situation, an attitude is formed. This study indicates whether the attitudes toward a new expanded physical education program have improved as compared with a study conducted five years ago when very few activities were offered in the required physical education program at South Dakota State College.

Need for the Study

This study was designed to evaluate the attitudes of the male students of South Dakota State College toward physical education. A period of five years has elapsed since a new expanded program was introduced for the male student in physical education. A study was made in 1959 by Sluiter at South Dakota State College to determine the attitudes of male students in the required physical education program. Sluiter's study was made on freshman men who were under the new expanded program, and on sophomores, juniors, and seniors who

were under the former physical education program which had but few activities offered. Prior to 1959 the physical education program consisted of touch football, volleyball, basketball, softball and some gymnastics.

Statement of the Problem

The purpose of this study was to determine the attitude of male students at South Dakota State College toward the required physical education program and compare the results to Sluiter's study conducted in 1959. Comparisons were made concerning the attitudes toward the total required program, the value of physical education to the student, academic credit, facilities, instruction, educational needs, and the activities most desired by the male student. It was hoped that the study may help in evaluating the existing program and in improving the physical education program of South Dakota State College.

Limitations of the Study

1. This study was limited to a random sample of the male students at South Dakota State College.
2. Only students who have taken at least one quarter of physical education at South Dakota State College were included in the study.
3. The study was designed to determine only the attitudes toward the required physical education program.

Significance of the Problem

1. An evaluation and comparison of attitudes of male students toward the required physical education program was obtained from this study.
2. A comparison to a previous study at South Dakota State College indicated whether the expanded physical education program has obtained a more favorable attitude of physical education by the male student.
3. The comparison of results of more favorable or less favorable attitudes in certain areas of physical education will enable the administrators and physical education instructors to modify or improve the existing program.
4. The study indicated whether the physical education department is achieving its purpose in meeting the needs and interests of the students at South Dakota State College.

Definition of Terms

It was necessary to have a clear definition of the terms used in this study.

Attitude

Brownell and Hagman defined attitude as "emotionalized feelings about anything which may be positive or negative, conditioned by experience, and how it affects the way in which an individual responds to a given stimulus" (2).

Thurstone defined the term, attitude, as the word used to denote the sum total of a man's inclinations and feelings, prejudice

and bias, preconceived notions, ideas, fears, threats, and convictions about a specific topic (3).

Newcomb defined an attitude as "An individual's attitude toward something is his predisposition to perform, perceive, think, and feel in relation to it" (4).

Likert stated, "An attitude is not an inflexible and rigid element in personality, but rather a certain range within which responses move" (5).

Foshay and Wan defined an attitude as a predisposition to reach favorably or unfavorably toward something under certain conditions (6).

For this study, an attitude is defined as an emotionalized feeling, conditioned by experience, and influenced by learning conditions which may be either favorable or unfavorable.

Required Physical Education Program

The male students at South Dakota State College are required by college regulations to take three quarters of physical education for graduation requirements. The classes meet two times weekly. Credit, grades, and grade points count toward graduation.

For the purpose of this study, Bucher's definition of physical education will be used. "Physical education is an integral part of the total education process and has as its aim 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 (7).

The term "required physical education program" is often used interchangeably with "service program." These two terms may be considered synonymous when encountered in this investigation.

Sluiter's Study

A study was conducted in 1959 on the attitudes of men students toward the required physical education program at South Dakota State College. Sluiter's study dealt with freshman men who were under the revised program, and with sophomores, juniors, and seniors who were under an old program which had five activities offered. The attitudes obtained were toward the total required program, the value of physical education to the student, academic credit, facilities, instruction, educational needs, and the activities most desired by the male student.

CHAPTER II

REVIEW OF RELATED LITERATURE

Physical education programs have been evaluated by many various procedures during the past 30 years. Physical educators have usually attempted by surveys to discover the reasons why students have favorable or unfavorable attitudes toward physical education. The surveys have attempted to relate the programs of physical education offered to the likes and dislikes of the students. The results of questionnaire studies portray the attitudes of students toward the physical education program and must be considered when evaluating the physical education program. The following studies have indicated the attitudes of the students toward physical education.

A questionnaire survey was conducted by Sluiter to determine the attitudes of male students toward the required physical education program. The survey covered academic credit, facilities, instruction, educational needs, activities most desired by the students, and the value of the program to the students. A random sample of the students was taken by selecting 140 students from each class and an equal percentage selected from four divisions of the college. The items in the survey were broken down into percentages of students in each class and college division who favored, did not favor, or were not sure concerning test items. Most students thought that they needed physical education, benefited socially, acquired skills they could use after college, could relax from mental effort, enjoyed

physical education class, and preferred individual sports to team sports. The students also thought that academic credit should be given for physical education classes and that three quarters of physical education was enough for the requirement (8).

Smith administered a questionnaire to 650 male students at the University of Minnesota in 1930 on the required physical education program. Sixty-five per cent of the sample indicated they would not have enrolled in physical education if it had not been required. Smith found that seventy-two per cent of the students learned recreational activities that were new to them and that 91 per cent felt they enjoyed the program. The changes that were desired by the sample were longer physical education periods, more opportunity to elect activities, and better instruction (9).

Attitudes of freshman women were determined toward required physical education by Bullock and Alden at the University of Oregon in 1933. The questionnaire was answered by 192 students, and 171 were satisfied with the program. The 21 students who disliked physical education gave late scheduling, their lack of ability, and its being required as the major criticisms. Forty-seven per cent of those disliking physical education stated they would elect it, even if it was not required, and seventy-seven per cent of the total group would have elected physical education if it was not required. It was felt by sixty-nine per cent of the group that they would have taken more physical education if it had been offered (10).

Graybeal conducted a controlled program study for women at the University of Minnesota. One group was allowed to participate in the required program their freshman and sophomore years, and a control group was not allowed to participate in the required program. Freshman women who didn't participate in the required program developed an unfavorable attitude toward physical education activities during their first two years of college. Superiority was shown by the participants in the required program in motor ability, attitudes, and information and knowledge of physical education activities (11).

In a study conducted at Wellesley College by Weidemann and Howe, it was shown that students had a favorable attitude toward physical education. Gymnastics, body training, individual sports, and rhythmic activities were preferred (12).

Craig reported at the University of Illinois that exercise and the joy of participation were the items students gained the most benefits from in a broad and well-organized sports program. The students had a tendency to select activities high in carry-over value and they enjoyed these activities (13).

A highly favorable attitude toward physical education as a means of recreation was found by Moore. The actual time spent in physical activity was quite low as fifty per cent of the students in the survey spent less than four hours a week in physical activity. Lack of time, lack of companions and outside work were the reasons given for not engaging in more physical activity (14).

Carr found that the factors affecting success in physical education were motor abilities, attitudes, and intelligence of high school freshman girls. Because motor ability and intelligence are mostly inborn qualities, Carr felt that teachers should try to become aware of the students' attitudes and should try to remove the reasons for undesirable actions (15).

In a questionnaire study conducted by Nelson on the differences of attitudes by students who substituted R.O.T.C. for physical education, the attitudes found were quite definite. The boys who took R.O.T.C. for physical education showed a much less favorable attitude toward competition, games, and athletics than those boys who took physical education (16).

A questionnaire was administered by Nemson to 323 junior and senior high school boys in Southern California. Replies indicated the boys were annoyed by the actions of other boys or the personality of the instructor. Some of the boys who had a poor attitude disliked physical education because it was required. The lack of cleanliness and lack of facilities were rated as being specific annoyances to the boys (17).

Bell and Walters conducted a study at the University of Michigan of all the freshmen who were taking required physical education and seniors who had taken required physical education. Freshmen who had taken physical education in high school had a better attitude toward physical education as an activity course than freshmen who had no high school physical education. The freshmen who had

high school physical education showed a more favorable attitude than the seniors who had high school physical education. A greater percentage of the freshmen than the seniors thought that the University of Michigan was accomplishing its objectives. Also, the authors found that individual sports were played the most outside of class. Bell and Walters found that there was a significant relationship between attitude and the extent to which the students enjoyed physical education, the degree of interest that the instructor had in the students and individuals, and the extent to which the student enjoyed physical education classes (18).

At the University of Washington Broer, Fox, and Way conducted a study of 1,149 freshmen and sophomore women in physical education. A good majority of the students expressed a favorable attitude toward physical education. A great majority of the students agreed that physical education contributed to social development and to physical and mental health. A highly favorable attitude was expressed by students who participated in swimming and tennis (19).

Hunter developed a questionnaire on the attitudes of girls from elementary school through their college experiences in physical education. The girls who disliked physical education indicated they had a dislike for it early in their school experience. Some of the unfavorable attitudes by the dislike group pertained to physical activity, gym clothes, favoritism of teachers for skilled students, and participation during the hot weather (20).

A survey of seniors who had participated in physical education at the University of Oregon was conducted by George. The students thought that the instruction was of a high quality and that they were graded fairly in physical education. The survey showed that more than half the students disliked the repetition in physical education class and did not wish to maintain a high level of physical fitness after completion of the course (21).

A random sample of students from nine junior colleges in California answered a questionnaire devised by Cutler. A great majority of the students preferred credit for physical education by receiving a grade and having it count in their grade point average (22).

Galloway administered an attitude inventory to 500 sophomore college women and found a favorable attitude toward physical education. A larger percentage of students from women's colleges indicated they would have elected physical education had it not been required than the students representing the coeducational colleges. The attitude test indicated that there was no significant difference in the emphasizing of sociological, spiritual, and psychological values by college physical education instructors (23).

A favorable attitude toward physical education was obtained by Foss in a questionnaire to 517 women students at South Dakota State College. The students thought that the college provided adequate equipment and supplies for class participation, and that attitude and attendance should be primary factors in physical education grading.

If given an opportunity, the women would elect recreational activities such as swimming, bowling, golf, and tennis in preference to team sports. Through participation in physical education, the students thought that their physical condition had improved and that they had acquired valuable skills and knowledge relative to usable leisure time activities (24).

In a study conducted by Poindexter at Texas Woman's University more than seventy-five per cent of the 902 students enrolled in the required physical program, expressed attitudes toward social health, physical health, and mental health that were considered favorable or strongly favorable. There was little significant difference in attitudes toward physical education among the students who were enrolled in the specific areas of aquatics, dance, sports, and adapted physical education (25).

The Wear Attitude Inventory was administered to 401 freshman and 403 sophomore women by Roy. The group's attitudes were favorable toward physical education's contribution to social growth and adjustment, physical health, mental health, and general values. More than eighty-five per cent of the sophomores and freshmen felt that it is possible to make physical education a valuable subject by proper selection of activities. The freshmen indicated that two one-hour periods of physical education per week were sufficient, but recognized that they would profit from an hour of physical education daily (26).

CHAPTER III

COLLECTING THE DATA

The survey method of research was used in this study to obtain the attitudes of male students at South Dakota State College toward the required physical education program.

The author's study was designed to compare the attitudes of male students at South Dakota State College to a previous study completed at South Dakota State College by Sluiter in 1959. Because statistical procedures were used in the 1963 study to compare results, the same questionnaire as that developed by Sluiter was used. Sluiter, prior to the actual construction of the questionnaire, spent considerable time in the study of techniques of questionnaire construction. After a draft of the Sluiter's questionnaire was prepared, it was submitted to a jury of educators at South Dakota State College in the Education and Physical Education Departments. The jury was asked to delete, to make corrections, and to make other comments concerning any areas of the questionnaire that were not clear or important to the study. The comments and recommendation made by the jury were evaluated and incorporated into the final questionnaire. The revised questionnaire was then submitted to a panel for examination and it was accepted after corrections. As stated above, the author used Sluiter's questionnaire in order to make a comparison of attitudes and added one question for departmental and personal information. The results of this question appear in a separate table.

In the 1963 study a letter of transmittal accompanied each questionnaire explaining the sponsorship of the Physical Education Department, the importance of cooperation, and the procedures to be used in filling out the questionnaire.

The 1963 questionnaires were mailed or delivered personally to 560 male students and collection boxes were placed in the dormitories for students to deposit the completed questionnaire. To those students living off campus, a self-addressed, stamped envelope was sent with the questionnaire.

Each questionnaire was coded by number to make it possible to account for the students who had returned their questionnaires. As each questionnaire was returned, it was checked on a master list. At the end of two weeks 55 per cent of the questionnaires had been returned. Personal contacts were made and follow-up post cards were sent to students who had not returned the completed questionnaire. A 91.79 per cent return was realized which compared favorably to the 93.57 per cent return of Sluiter's study.

Selection of the Sample

Following Sluiter's plan for the drawing of the sample, one quarter of required physical education was required for each student in the random sample drawn at South Dakota State College. With the aid of the IBM machine, the registration permits of the male students for the winter quarter of 1963 were sorted into the Divisions of Pharmacy, Engineering, Agriculture, and Science and Applied Arts.

Veterans, who may take physical education on an elective basis, and winter transfer students were eliminated. The remainder of the sample was taken to the Admissions and Records Office to see that each student had taken one quarter of required physical education at South Dakota State College. The students who had not taken required physical education were eliminated.

A stratified random sample was drawn from the remaining sample. The names of 560 individuals equally divided among the four classes were drawn. An equal distribution of subjects from the Divisions of Pharmacy, Engineering, Agriculture, and Science and Applied Arts were drawn from each class. The 140 subjects from each class were selected by taking the number of students available in each class and dividing this number into the number available for each class division. The percentage obtained was multiplied times the desired class sample of 140 to determine the number of subjects to be drawn from that division. The Divisions of Home Economics, Nursing and General Registration were omitted because of insufficient numbers at different class levels.

The IBM machine was set to pick out one of every two cards, one of every three cards, or one of every four cards, depending on the number of subjects wanted from each class division. A book of random numbers was used to determine which card the IBM machine would use to start the selection. When the correct number was not drawn by this procedure, a table of random numbers was used to draw the remaining sample.

CHAPTER IV

TREATMENT AND ANALYSIS OF DATA

The material in this chapter was obtained by compiling the results of 514 questionnaires and comparing results to the data obtained by Sluiter in a similar study conducted in 1959.

Statistical Procedure

The statistical procedure used was "the significance of the difference between two percentages" as described by Garrett (27). The total percentages of the total sample between the two surveys were compared statistically. The significance of the difference between the two studies was tested against the null hypothesis using the t value. Statistical procedures were applied only to the "Yes" answers of the total samples and one question involving a "No" answer.

The standard error of the percentage difference was computed by the following formula:

$$S.E._{D\%} = \sqrt{PQ \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

The t values were found by using the formula:

$$\underline{t} = D\% / SE_{D\%}$$

With over 100 degrees of freedom (N-2), the t value for significance at the five per cent level of confidence was 1.96, and for

significance at the one per cent level, the figure was 2.58. The five per cent level of significance was accepted for this study and the null hypothesis was applied in each case.

The following tables and figures were used to compare the results of the author's study to the study completed by Sluiter in 1959. To compare the studies the total percentages of each question were used.

For convenience to the reader and the author, Sluiter's study will be referred to as 1959 and the author's study will be referred to as 1963. The Division of Science and Applied Arts will be referred to as S.A.A.

The questionnaire as used appears in the Appendix.

PRESENTATION OF RESULTS

Number Studied and Per Cent of Replies

Table 1 reveals the number of questionnaires sent out and returned as well as the percentage of questionnaires returned both by class and by division.

Table 1. Number of Questionnaires Sent Out, Number of Questionnaires Returned and Percentage of Returnees

Group	Number Sent Out		Number Returned		Per Cent Returned	
	1959	1963	1959	1963	1959	1963
Freshman Class	140	140	133	133	95.0	95.0
Pharmacy	12	10	12	8	100.0	80.0
S.A.A.	26	25	24	22	92.3	88.0
Engineering	54	45	50	44	92.6	97.8
Agriculture	48	60	47	59	97.4	98.3
Sophomore Class	140	140	128	131	91.4	93.6
Pharmacy	12	15	11	14	91.7	93.3
S.A.A.	30	28	27	27	90.0	96.4
Engineering	51	46	48	43	94.1	93.5
Agriculture	47	51	42	47	89.4	92.2
Junior Class	140	140	132	125	94.3	89.3
Pharmacy	9	10	9	10	100.0	100.0
S.A.A.	34	43	34	38	100.0	88.4
Engineering	53	42	49	38	92.5	90.5
Agriculture	44	45	40	39	90.9	86.7
Senior Class	140	140	131	125	93.6	89.3
Pharmacy	20	16	15	14	75.0	87.5
S.A.A.	28	37	27	32	96.4	86.5
Engineering	48	42	47	39	97.9	92.9
Agriculture	44	45	42	40	95.5	88.9

Five hundred fourteen questionnaires were returned of the 560 sent out for an overall percentage of 91.79 as compared to Sluiter's study, which had a 93.57 return of questionnaires. The freshman class with a percentage of 95 and the sophomore class with a percentage of 93.6 had the best percentage of returns.

High School Background

The questionnaire asked certain questions pertaining to the high school background in physical education, whether physical education was elective or required, the number of years of high school physical education, and whether the experience was worthwhile.

Table 2 presents the percentage of students who had physical education in high school and per cent of students who had no physical education.

Table 2. Percentage of Students Who Took Physical Education in High School

Group	Had Physical Education in High School Per Cent		No Physical Education in High School Per Cent	
	1959	1963	1959	1963
Total Sample	70	65	30	35
Freshman Class	71	64	29	36
Sophomore Class	72	62	28	38
Junior Class	65	68	35	32
Senior Class	71	67	29	33
Pharmacy	77	82	23	18
S.A.A.	66	73	34	27
Engineering	73	67	27	33
Agriculture	67	59	33	41

In applying the statistical method used to the percentages as listed in Table 2 a t value of 1.71 was found between the 1963 study and 1959 study. This was not significant at the five per cent level and thus the null hypothesis was accepted. This indicates there was no significant difference between the two studies in the amount of physical education taken in high school.

The junior class with 68 per cent indicating they had high school physical education led the other three classes. The senior class had 67 per cent, the freshman class had 64 per cent, and the sophomore class was the lowest with 62 per cent.

There was a wide difference in the divisions as the Division of Pharmacy had 82 per cent who had taken physical education in high school, and the lowest percentage was 59 per cent by the Division of Agriculture.

A total of 65 per cent of the 514 respondents indicated they had taken physical education in high school. The classes were separated by not more than six per cent, but the gap between the highest and lowest division was 23 per cent.

Table 3 illustrates the percentage of students who had taken high school physical education 1, 2, 3, or 4 years.

The two studies compared showed that there was a three per cent drop in the 1963 study in the total number of students having taken physical education three years and a two per cent rise in the total number of students having taken physical education four years in high school. The two-year program led in both studies.

Table 3. Percentage of Respondents Who Took Physical Education 1, 2, 3, or 4 Years in High School

Group	Year 1		2		3		4	
	Per Cent		Per Cent		Per Cent		Per Cent	
	1959	1963	1959	1963	1959	1963	1959	1963
Total having P.E. in H.S.	19	20	36	36	12	9	33	35
Freshman Class	15	25	38	33	13	8	34	34
Sophomore Class	25	12	33	46	15	6	27	36
Junior Class	17	21	37	28	14	15	32	36
Senior Class	18	22	37	35	8	8	37	35
Pharmacy	14	14	43	34	5	6	38	46
S.A.A.	17	22	39	43	21	8	23	27
Engineering	21	25	37	33	14	12	28	30
Agriculture	19	16	31	33	7	9	43	42

Two years of physical education experience in high schools was shown in a greater percentage by the sophomore class, the Division of Science and Applied Arts, and Division of Engineering. The freshman class, the junior class, the Division of Pharmacy, and the Division of Agriculture indicated a greater percentage in four years of high school physical education. The senior class had 35 per cent in both the two- and four-year program. The three-year program was consistently lower in both classes and division.

Table 4 compares the percentages of students having physical education on an elective basis to those who were required to take physical education.

In the 1963 study the percentage of students who participated in the required program was 82 per cent. The freshman class had the highest percentage with 86 per cent participating in the required

program and the junior class was the lowest with 79 per cent participation in the required program.

Table 4. Percentage of Respondents Who Indicated They Participated in the Elective or in the Required Physical Education Program

Group	Indicated an Elective Physical Education Program in High School		Indicated a Required Physical Education Program in High School	
	Per Cent		Per Cent	
	1959	1963	1959	1963
Total Sample	18	18	82	82
Freshman Class	25	14	75	86
Sophomore Class	17	18	83	82
Junior Class	12	21	88	79
Senior Class	16	20	84	80

Results shown in Table 5 indicate that the greatest number of students had taken two years of required physical education in high school according to the findings of both the 1959 and 1963 studies.

Table 5. Percentage of Respondents Indicating That Required Physical Education Was Taken 1, 2, 3, or 4 Years in High School

Group	Year		1		2		3		4	
			Per Cent		Per Cent		Per Cent		Per Cent	
	1959	1963	1959	1963	1959	1963	1959	1963	1959	1963
Total Sample	21	18	44	43	12	10	23	29		
Freshman Class	18	22	43	43	15	6	24	29		
Sophomore Class	24	12	43	49	13	8	20	31		
Junior Class	19	16	48	32	11	18	22	34		
Senior Class	21	22	42	47	11	8	26	23		

In the 1963 study sophomore class had the highest percentage of 49 per cent in the two years of required physical education. The junior class showed 34 per cent in four years of required physical education in high school. Three years of required physical education was lower in all classes except the junior class, which had 18 per cent in the required three years and 16 per cent in one year of required physical education.

Eighty-five per cent in the 1959 study and 84 per cent in the 1963 study felt that their experiences in high school physical education were worthwhile as shown in Table 6. A one per cent difference was obtained which was not significant at the five per cent level of confidence.

Table 6. Percentage of Students Who Felt Experiences in High School Physical Education Were Worthwhile

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	85	84	10	6	5	10
Freshman Class	78	82	13	5	9	13
Sophomore Class	87	78	5	5	8	17
Junior Class	89	89	7	7	4	4
Senior Class	80	90	13	4	7	6

The senior class in the 1963 study had the highest percentage of "Yes" answers, with 90 per cent indicating they thought their experiences in high school physical education were worthwhile. They

were followed closely with 89 per cent of the junior class answering "Yes." The sophomore class had the lowest percentage of 78 per cent answering "Yes," with another 17 per cent answering they were "Not Sure" to this question.

Physical Education at State College

Table 7 depicts by class, division, and total sample the per cent of students indicating a need for physical education. An eighty-five per cent "Yes" answer was obtained in both the 1963 and 1959 studies.

In the 1963 study 90 per cent of the senior class answered they felt a need for physical education as 89 per cent did in Division of Science and Applied Arts. A difference of 13 per cent was found between the classes, but only eight per cent separated the divisions.

Table 7. Percentage of Respondents Indicating Need for Physical Education

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	85	85	10	6	5	9
Freshman Class	86	76	7	12	7	12
Sophomore Class	82	86	16	8	3	6
Junior Class	83	89	10	2	7	9
Senior Class	89	90	8	2	3	8
Pharmacy	82	87	9	2	9	11
S.A.A.	85	89	9	3	6	8
Engineering	83	96	14	6	3	8
Agriculture	89	91	8	10	3	9

Table 8 describes the per cent of students indicating a need for experience in recreational activities. The total sample in both the 1963 and 1959 studies showed a 90 per cent "Yes." No statistical procedures were used for this attitude as the percentages in favor were the same.

Table 8. Percentage of Respondents Indicating a Need for Experience in Recreational Activities

Group	Who Indicated Yes		Who Indicated No		Who Were Not Sure	
	Per Cent		Per Cent		Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	90	90	5	7	5	3
Freshman Class	86	86	7	9	3	5
Sophomore Class	88	95	6	3	6	2
Junior Class	88	89	8	8	4	3
Senior Class	96	90	2	8	2	2
Pharmacy	92	94	8	4	0	2
S.A.A.	91	92	5	7	4	1
Engineering	89	89	6	7	5	4
Agriculture	90	89	3	8	7	3

In the 1963 study the sophomore class with 95 per cent and the Division of Pharmacy with 94 per cent were highest in favor of a need for experience in recreational activities. The freshman class, who had 86 per cent "Yes" answers, had the lowest percentages in all classes or divisions. There was a four per cent spread between "Not Sure" answers and a six per cent spread between "No" answers.

Of the subjects in the two studies indicating whether they thought physical fitness activities should be included in a well-

rounded education, 73 per cent were in favor in 1959 and 85 per cent answered in the affirmative in 1963. With a t value of 4.72, this was significant at the five per cent level of confidence, and also at the one per cent level of confidence. Thus the null hypothesis was rejected, and the 1963 study indicated that students were much more in favor of physical fitness activities, as shown by Table 9.

Table 9. Percentage of Respondents Indicating a Need for Experience in Physical Fitness Activities

Group	Who Indicated Yes Per Cent		Who Indicated No Per Cent		Who Were Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	73	85	14	7	13	8
Freshman Class	74	81	14	8	12	11
Sophomore Class	67	83	17	8	16	9
Junior Class	75	87	11	6	14	7
Senior Class	78	88	10	6	12	6
Pharmacy	65	82	24	7	11	11
S.A.A.	74	90	13	8	13	2
Engineering	75	84	12	7	13	9
Agriculture	74	82	12	7	14	11

The Division of Science and Applied Arts with 90 per cent and the senior class with 88 per cent led in "Yes" returns in the 1963 study. The freshman class had the lowest number of "Yes" answers with 81 per cent. There was only a two per cent spread between the "No" answers in all classes and divisions.

As illustrated in Table 10, a four per cent difference is shown in favor of the 1963 study for those who indicated a need for

experience in team sports. A t value of 1.63 was obtained, and thus the null hypothesis was accepted.

Table 10. Percentage of Respondents Indicating a Need for Experience in Team Sport Activities

Group	Who Indicated Yes		Who Indicated No		Who Were Not Sure	
	Per Cent		Per Cent		Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	78	82	9	7	13	11
Freshman Class	85	76	4	11	11	13
Sophomore Class	74	83	10	5	16	12
Junior Class	74	83	16	5	14	12
Senior Class	80	85	7	9	13	6
Pharmacy	85	78	5	13	10	9
S.A.A.	72	80	11	10	17	10
Engineering	77	80	11	6	12	14
Agriculture	82	86	6	6	12	9

The Division of Agriculture was highest of eight groups in favoring a need for experience in team sports by showing that 86 per cent favored team sports in the 1963 survey. The senior class followed closely with 85 per cent "Yes" choice. The freshman class had the lowest percentage of "Yes" indications with 76 per cent. The Division of Pharmacy replied with 78 per cent saying "Yes" but led in the "No" answers with a 13 per cent replying negatively.

Table 11 indicates the per cent of respondents who felt it was the responsibility of South Dakota State College to provide opportunities for participation in recreational activities, physical fitness activities, and team sports. The 1963 study recorded an 84 per cent

"Yes" tabulation and the 1959 study recorded a 73 per cent "Yes" tabulation. The t value obtained was 4.28, and this was significant at the five and one per cent levels of confidence. The null hypothesis therefore was rejected.

The 1963 study showed that 91 per cent of the Division of Science and Applied Arts students felt that the college should provide opportunities in recreational activities, physical fitness, and team sports. Of the classes, the seniors had 88 per cent favoring.

The biggest percentage of "Not Sure" answers was indicated by the freshman class, with 16 per cent, followed by the Division of Agriculture with 15 per cent.

Table 11. Percentage of Respondents Who Felt It Is the Responsibility of South Dakota State College to Provide Opportunities in Recreational Activities, Physical Fitness Activities, and Team Sports

Group	Who Thought Yes Per Cent		Who Thought No Per Cent		Who Were Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	73	84	9	4	18	12
Freshman Class	70	80	6	4	24	16
Sophomore Class	71	84	12	5	17	11
Junior Class	71	85	10	3	19	13
Senior Class	81	88	9	6	10	6
Pharmacy	76	78	6	9	18	13
S.A.A.	78	91	11	3	11	6
Engineering	78	85	8	4	19	11
Agriculture	69	81	11	4	20	15

The influence of the students' high school physical education in making physical education more enjoyable at South Dakota State College is depicted in Table 12. Those who answered that high school physical education made college physical education more enjoyable was low in both the 1963 study, 42 per cent, and the 1959 study, 45 per cent. The "Made No Difference" answer led in both studies. There was a very small percentage, three per cent in each study, who said that the influence of high school physical education made college physical education less enjoyable.

Table 12. Percentage of Respondents Who Felt the Influence of High School Physical Education on Physical Education
South Dakota State College

Group	More Enjoyable Per Cent		Less Enjoyable Per Cent		Made No Difference Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	45	42	3	3	52	55
Freshman Class	47	46	6	1	47	53
Sophomore Class	46	41	1	5	53	54
Junior Class	49	40	2	1	49	59
Senior Class	37	41	4	4	59	55

In the 1963 study the freshman class had the largest percentage with 45 per cent saying that high school physical education made college physical education more enjoyable. The junior class, which had a percentage of 40 per cent, was the lowest in regard to this question.

The largest percentages were recorded in "Made No Difference" replies, with the junior class having the highest percentage of 59

per cent. The percentages indicating a less enjoyable influence were quite low in the four classes. The sophomore class had five per cent in this answer to have the largest percentage tabulated.

The subjects who answered that they benefited socially from physical education led both the 1963 study, 68 per cent, and the 1959 study, 70 per cent, and led all other benefits derived from physical education as depicted in Table 13. There was a two per cent difference in social benefits between the two studies which had a t value of .69 and this was not significant at the five per cent level. Accordingly, the null hypothesis was accepted.

The 1963 study showed a 65 per cent favoritism and the 1959 study a 55 per cent favoritism that the students benefited physically. The t value was 3.27 which was significant at the five per cent and one per cent levels of confidence. Thus the null hypothesis was rejected, and the study indicated that the students felt they had benefited physically.

Table 13. Percentage of Respondents Who Felt They Benefited Physically, Socially, Emotionally, Mentally, and Morally through Taking Physical Education at State College

	Felt They Benefited Per Cent		Felt They Did Not Benefit Per Cent		Felt They Were Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Physically	55	65	30	23	15	12
Socially	70	68	16	14	14	18
Emotionally	36	36	35	33	29	31
Mentally	48	55	28	22	25	33
Morally	26	30	42	33	32	37

In answering the question as to whether they benefited mentally, 55 per cent of the respondents in the 1963 study answered in the affirmative, and 48 per cent in the 1959 study, in the affirmative. A t value of 2.24 was attained; this was significant at the five per cent level of confidence and the null hypothesis was rejected.

Thirty-six per cent of the students felt that they benefited emotionally in both the 1963 and 1959 studies.

Those that benefited morally were 30 per cent in the 1963 study and 26 per cent in the 1959 study. A t value of 1.43 was obtained; this was not significant at the five per cent level of confidence and the null hypothesis was accepted.

Table 14. Percentage of Respondents Who Felt They Acquired Skills in Physical Education They Could Use after Graduation from State College

Group	Felt They Did Acquire Skills Per Cent		Felt They Did Not Acquire Skills Per Cent		Who Were Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	58	73	31	15	11	12
Freshman Class	83	67	8	18	9	15
Sophomore Class	57	83	34	9	9	8
Junior Class	56	69	39	16	11	15
Senior Class	41	73	45	19	14	8

In reference to Table 14, which shows the percentage of respondents who felt they acquired skills in physical education they

could use after graduation from State College, the 1963 study had a total percentage of 73 per cent and the 1959 study had a total percentage of 58 per cent. The t value was 5.05, which was significant at the five per cent and the one per cent level of confidence, with the null hypothesis being rejected.

The sophomore class led the 1963 study with 83 per cent indicating they had acquired skills they could use after graduation from State College. This was 16 per cent higher than the freshman class, which had 67 per cent. The senior class had 19 per cent "No" answers which led in that area. The freshman and junior classes both had 15 per cent who were "Not Sure."

Table 15. Percentage of Respondents Indicating Yes, No, and Not Sure to the Following Questions

Question	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Does physical education provide an outlet for emotional tensions?	61	64	23	19	16	17
Is the opportunity to relax from mental effort through physical education desirable?	75	80	11	8	14	12
Could your time in physical education have been more profitably spent?	22	18	51	59	27	23
Did you enjoy physical education at State College?	80	85	12	9	8	6

Sixty-four per cent in the 1963 study and 61 per cent in the 1959 study, as shown in Table 15, indicated that physical education provided an outlet for emotional tension. The difference of three per cent had a t value of .99 and was not significant at the five per cent level of confidence. The null hypothesis was therefore accepted.

In the 1963 study 80 per cent and 75 per cent in the 1959 study indicated that the opportunity to relax from mental effort through physical education was desirable. A t value of 1.92 was obtained and this was not significant. The null hypothesis was accepted.

A total of 59 per cent answered "No" in the 1963 study to the question, "Could your time spent in physical education have been more profitably spent?" In the 1959 study 51 per cent answered "No" to this question. A t value of 2.57 was found which was significant at the five per cent level of confidence. The null hypothesis was rejected.

A large majority of students enjoyed physical education at State College according to the findings of both studies. In the 1963 study eighty-five per cent answered "Yes," and in the 1959 study eighty per cent answered "Yes" to this question. The t value between the two studies was 1.95 which was not significant at the five per cent level of confidence, and the null hypothesis was accepted.

The privilege of electing a physical education activity may influence many students' attitudes as shown in the previous comparisons. A vivid difference may be seen in Table 16 in the opportunity

to elect an activity to meet the requirement in physical education at South Dakota State College. At the time the 1959 survey was taken, the newly revised program had just been put into effect, offering 17 different activities and 27 sections to fit into the schedule of the students. In the 1959 survey, the freshman class was the only class to be under this program. The total percentage in the 1963 study of those being able to elect an activity to meet the requirement in physical education was 84 per cent as compared to only 29 per cent in the 1959 study. A t value of 17.7 was obtained and this was significant at the five per cent and one per cent levels of confidence. The null hypothesis was rejected and confidently established that more students could elect an activity under the newly revised program.

Table 16. Percentage of Respondents Who Were Given the Opportunity to Elect the Activity to Meet the Requirement in Physical Education at South Dakota State College

Group	Chance to Elect Activity Per Cent		No Chance to Elect Activity Per Cent		Who Were Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	29	84	67	12	4	4
Freshman Class	79	84	19	14	2	2
Sophomore Class	15	87	82	5	3	8
Junior Class	11	82	85	14	4	4
Senior Class	10	83	82	14	8	3

In the 1963 study the sophomore class with 87 per cent showed they had a chance to elect an activity and also had the biggest

percentage of "Not Sure" with eight per cent. Only five per cent separated the four classes, as 82 per cent of the junior class indicated they had an opportunity to elect an activity. The freshman, junior, and senior classes all indicated a 14 per cent "No Chance to Elect an Activity" answer.

Selection of Activities

The subjects were asked to rank from one to ten the ten activities that they would prefer to participate in if given an opportunity. There were 19 items listed and a blank left open for other personal choices not included in the questionnaire.

Table 17. Points and Rank Received by Each Activity

Activity	Points	1963 Rank	1959 Rank
Basketball	2,894	1	3
Swimming	2,742	2	1
Bowling	2,728	3	4
Golf	2,106	4	6
Tennis	1,931	5	2
Softball	1,813	6	7
Volleyball	1,627	7	8
Archery	1,548	8	5
Weight Training	1,439	9	10
Touch Football	1,374	10	9
Wrestling	1,191	11	14
Trampoline	1,091	12	12
Gymnastics	969	13	15
Handball	898	14	16
Track and Field	858	15	13
Badminton	659	16	11
Soccer	658	17	18
Tumbling	476	18	17
Speedball	134	19	19

Only a few added personal choices, such as ice hockey, hunting, skiing, and boxing appeared. As a result, these personal choices were not included in Table 17. The total points an activity received was determined by awarding 10 points for first place, nine points for second place, eight points for third place, and so on for the ten choices made by the student. The total points received by an activity determined its ranking. Basketball, which was ranked third in 1959 study, was first in the 1963 study. Swimming dropped from first in the 1959 study to second in the 1963 study. Wrestling, which was added to the physical education program in 1959, moved from fourteenth place to eleventh place in the 1963 study. In the top six places, basketball and softball are team sports, and the rest are individual sports.

Table 18. Percentage of Respondents Who Felt Physical Education Should Be Required at South Dakota State College

Group	Who Felt Yes Per Cent		Who Felt No Per Cent		Who Were Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	79	81	13	10	8	9
Freshman Class	73	70	17	16	10	14
Sophomore Class	82	79	13	9	5	12
Junior Class	81	88	11	8	9	4
Senior Class	81	89	12	8	7	3
Pharmacy	82	82	11	7	7	11
S.A.A.	78	82	11	12	11	6
Engineering	82	82	14	10	4	8
Agriculture	79	80	13	10	8	10

Academic Credit

Table 18 depicts the percentage of students in favor of having physical education required at South Dakota State College. The total sample in the 1963 study indicated 81 per cent in favor of required physical education, and 79 per cent were in favor of required physical education in the 1959 study. A t value of .80 is obtained which is not significant at the five per cent level of confidence. The null hypothesis is accepted.

The senior class indicated the largest percentage in favor of required physical education at State College with 89 per cent in the 1963 study. The junior class was only one per cent behind by registering 88 per cent in favor. The divisions were separated by two per cent in their "Yes" answers. The freshman had the highest percentage of "No" and "Not Sure" replies, with 16 per cent and 14 per cent, respectively.

The students were asked to indicate a preference for a certain number of quarters of physical education that should be required at State College. Tables 19 and 20 illustrate the distribution from one to twelve quarters in the 1959 and 1963 studies. Both studies indicated that three quarters was the most desirable. The 1959 study showed that 26 per cent of the total group preferred six required quarters and the 1963 study indicated 32 per cent wanted six required quarters, which was a six per cent gain in that area.

Table 19. Percentage of Respondents in 1959 Study Who Indicated Preference for a Certain Number of Quarters of Physical Education in College

Group	Quarters	1	2	3	4	5	6	7	8	9	10	11	12
		Per Cent											
Total Sample		1	4	54	2	2	26	1	2	2	0	0	6
Freshman Class		1	2	63	5	1	19	0	2	2	0	0	5
Sophomore Class		0	5	57	0	2	24	1	5	3	0	0	3
Junior Class		1	6	46	2	3	34	2	1	1	0	0	4
Senior Class		1	3	50	3	0	28	0	2	1	0	0	12

Table 20. Percentage of Respondents in 1963 Study Who Indicated a Preference for a Certain Number of Quarters of Physical Education in College

Group	Quarters	1	2	3	4	5	6	7	8	9	10	11	12
		Per Cent											
Total Sample		1	4	48	2	5	32	0	2	2	0	5	8
Freshman Class		1	4	52	0	0	30	0	0	3	0	0	10
Sophomore Class		1	2	52	1	0	35	0	0	4	0	0	6
Junior Class		0	1	52	4	0	34	0	0	1	0	0	8
Senior Class		2	7	38	4	2	28	0	7	1	0	1	10

Three quarters of physical education received the largest number of votes in the 1963 study. The freshman, sophomore and junior classes all indicated 52 per cent were in favor of three quarters of required physical education while the senior class voted for by 38 per cent.

The sophomore class had the largest percentage in favor of six quarters of required physical education with 35 per cent, followed by

the junior class with 34 per cent, the freshman class with 30 per cent, and the senior class with 28 per cent.

Four years of physical education or 12 quarter program was favored by eight per cent of the total group. The freshman and senior classes registered 10 per cent for the highest percentage.

Table 21 depicts the per cent of respondents who felt that physical education classes should meet more than two hours a week. In the required physical education classes, the students meet for two hours a week. Twenty-eight per cent in the 1959 study felt they should meet more than two hours a week, and 29 per cent felt they should in the 1963 study. The t value was .35 and this was not significant at the five per cent level of confidence. The null hypothesis was accepted.

Table 21. Percentage of Respondents Who Felt Physical Education Classes Should Meet more than Two Hours Each Week

Group	Yes		No		Not Sure	
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
	1959	1963	1959	1963	1959	1963
Total Sample	28	29	60	58	12	13
Freshman Class	20	33	64	51	16	16
Sophomore Class	28	29	59	59	13	12
Junior Class	33	22	57	64	10	14
Senior Class	29	32	61	61	10	7
Pharmacy	16	27	68	64	16	9
S.A.A.	29	33	57	59	14	8
Engineering	27	22	60	65	13	13
Agriculture	30	33	61	51	9	16

In the 1963 study, the freshman class, the Division of Agriculture and the Division of Science and Applied Arts had the highest "Yes" answers with 33 per cent. Sixty-five per cent of the students in the Division of Engineering indicated "No" concerning having physical education more than two hours a week. The junior class and the Division of Pharmacy followed with 64 per cent indicating "No" answers.

The group that indicated it would like physical education to meet more than two hours each week was given a choice of one, two, three, four, and five hours weekly. Tables 22 and 23 depict the respondents' choices. Sixty-three per cent of the respondents in the 1963 study preferred three hours a week as compared to 57 per cent in the 1959 study.

Table 22. Percentage of Respondents in 1959 Study Who Felt Physical Education Classes Should Meet 1, 2, 3, 4, and 5 Hours Weekly

Group	Hours				
	1	2	3	4	5
	Per Cent				
Total preferring P.E. more than 2 hours a week	1	5	57	17	20
Freshman Class	3	7	63	7	20
Sophomore Class	0	3	67	15	15
Junior Class	2	2	46	25	25
Senior Class	0	7	54	18	21
Pharmacy	0	0	25	50	24
S.A.A.	0	6	68	14	12
Engineering	2	7	53	18	20
Agriculture	0	0	59	14	27

Table 23. Percentage of Respondents in 1963 Study Who Felt Physical Education Classes Should Meet 1, 2, 3, 4, and 5 Hours Weekly

Group	Hours				
	1	2	3	4	5
	Per Cent				
Total preferring P.E. more than 2 hours a week	3	4	63	14	14
Freshman Class	3	4	93	0	0
Sophomore Class	3	5	48	22	22
Junior Class	4	4	63	7	21
Senior Class	2	2	62	22	12
Pharmacy	0	0	50	33	17
S.A.A.	0	0	62	13	25
Engineering	5	5	56	26	8
Agriculture	3	3	56	16	22

In the 1963 study showed 93 per cent of the freshman class desiring to meet three periods a week. The Division of Pharmacy, which had 33 per cent, indicated they would prefer four periods a week. Five periods a week received a 25 per cent vote from the Division of Science and Applied Arts and a 22 per cent vote from the junior class and Division of Agriculture.

Forty-nine per cent of the 1959 study and 55 per cent of the 1963 study indicated they would have taken physical education on an elective basis if it had not been required. The per cent of respondents who would take physical education on an elective basis is shown in Table 24. A t value of 1.92 was obtained which was not significant at the five per cent level of confidence, and the null hypothesis was accepted.

Table 24. Percentage of Respondents Who Would Take Physical Education on an Elective Basis

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	49	55	25	19	26	26
Freshman Class	53	50	18	23	29	27
Sophomore Class	41	52	31	19	28	29
Junior Class	50	58	24	15	26	27
Senior Class	54	58	26	21	20	21
Pharmacy	39	48	28	26	33	26
S.A.A.	55	60	23	20	22	20
Engineering	52	54	26	17	22	29
Agriculture	46	53	23	19	31	28

In the 1963 study the Division of Science and Applied Arts, with 60 per cent, had the highest per cent of students who would take physical education on an elective basis. The junior and senior classes were next with 58 per cent. The Division of Pharmacy had the greatest percentage of "No" answers with a total of 26 per cent. Twenty-nine per cent of the sophomore class and Division of Engineering were "Not Sure."

Table 25 illustrates the percentage of subjects who felt the grade they received in physical education was what they deserved. A comparison of the total sample shows that 73 per cent of the 1963 study and 76 per cent of the 1959 felt they were graded fairly. The t value obtained was 1.10 which was not significant at the five per cent level of confidence, and the null hypothesis was accepted.

Table 25. Percentage of Subjects Who Felt the Grade They Received in Physical Education Was What They Deserved

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	76	73	14	14	10	13
Freshman Class	69	77	17	11	14	12
Sophomore Class	72	71	20	16	8	13
Junior Class	79	72	11	15	10	13
Senior Class	83	74	9	14	8	12
Pharmacy	81	69	8	21	11	10
S.A.A.	79	75	13	17	9	8
Engineering	73	72	17	12	10	16
Agriculture	75	75	15	12	10	13

The 1963 study shows that all but the Division of Pharmacy, which had 69 per cent "Yes" answers, had 71 per cent or better "Yes" answers. The Division of Pharmacy also had the greatest percentage of "No" replies, with 21 per cent feeling they did not receive the grade they deserved.

The group that indicated the grade they received in physical education was not what they deserved was asked to record whether the grade was "More" or "Less" than they deserved. Table 26 shows these results. In the 1959 survey 88 per cent indicated the grade was less than they deserved; eighty-three per cent indicated the same in the 1963 survey.

Table 26. Percentage of Respondents Who Felt the Grade They Received in Physical Education Was More or Less than What They Deserved

Group	Grade Was More Per Cent		Grade Was Less Per Cent	
	1959	1963	1959	1963
Total Sample	12	17	88	83
Freshman Class	8	15	92	85
Sophomore Class	14	9	86	91
Junior Class	0	26	100	74
Senior Class	33	17	67	83
Pharmacy	0	11	100	89
S.A.A.	13	20	87	80
Engineering	18	25	82	75
Agriculture	7	9	93	91

Table 27 reveals the percentage of students who felt attendance should be considered in determining the grade of the student. In the 1963 study 81 per cent and 77 per cent in the 1959 study of the total sample felt that attendance should be a factor in determining the student's grade. The t value was 1.60, which was not significant at the five per cent level of confidence, and the null hypothesis was accepted.

In the 1963 study 85 per cent of the Pharmacy Division felt that attendance should be a factor in determining the grade of the student. The senior class and the Division of Engineering recorded a 84 per cent favoritism. The freshman class was the lowest by recording 78 per cent. The junior class had the largest percentage of

negative answers by registering 15 per cent against using attendance as a grading factor.

Table 27. Percentage of Respondents Who Felt Attendance Should Be Considered in Determining the Grade for the Student

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	77	81	13	12	10	7
Freshman Class	72	78	13	11	10	11
Sophomore Class	73	82	16	10	11	8
Junior Class	78	82	12	15	10	3
Senior Class	83	84	13	12	4	4
Pharmacy	68	85	17	13	15	2
S.A.A.	75	80	13	14	7	6
Engineering	85	84	9	9	6	7
Agriculture	72	79	14	12	14	9

The percentage of respondents who felt that State College should give academic credit in physical education is shown in Table 28. Seventy-nine per cent of the 1963 study and 80 per cent of the 1959 study felt that State College should give academic credit. The t value was .39, which was not significant at the five per cent level of confidence. The null hypothesis was accepted.

The Division of Agriculture favored granting of academic credit in the 1963 study, with 83 per cent voting in favor of it. The junior class and Division of Science and Applied Arts followed with 82 per cent in favor of academic credit. The Division of Pharmacy

had the least affirmative votes, 65 per cent, and 22 per cent negative responses, which was high in that area.

Table 28. Percentage of Respondents Who Felt that State College Should Give Academic Credit in Physical Education

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	80	79	10	13	10	8
Freshman Class	86	74	8	13	6	13
Sophomore Class	80	78	9	13	11	9
Junior Class	76	82	11	12	13	6
Senior Class	77	80	14	15	9	5
Pharmacy	80	65	7	22	13	13
S.A.A.	78	82	13	15	9	3
Engineering	75	76	14	12	11	12
Agriculture	87	83	5	10	8	7

Instruction of Physical Education

Table 29 illustrates the percentage of respondents who felt the instruction of physical education was of high quality. The total sample in the 1963 study showed 47 per cent indicating "Yes," and 38 per cent indicating "Yes" in the 1959 study. A t value of 2.91 was obtained which was significant at the five per cent and one per cent levels of confidence. The null hypothesis was rejected, and the respondents of the 1963 study indicating that the instruction of physical education is of higher quality than in 1959.

Table 29. Percentage of Respondents Who Felt Instruction of Physical Education Is of High Quality

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	38	47	26	14	36	39
Freshman Class	48	56	14	9	38	35
Sophomore Class	36	45	26	12	38	43
Junior Class	36	43	31	18	33	39
Senior Class	32	44	35	15	33	41
Pharmacy	48	51	26	20	26	29
S.A.A.	40	44	27	14	33	42
Engineering	34	44	28	13	38	43
Agriculture	39	52	25	11	36	37

The freshman class indicated that 56 per cent felt the instruction was of high quality in physical education in the 1963 study. The Division of Agriculture and Division of Pharmacy, with 52 per cent and 51 per cent respectively, followed the freshman class in indicating that the instruction in physical education was of high quality. The Division of Pharmacy showed the largest percentage of "No" answers with 20 per cent expressing this attitude. The "Not Sure" answers indicated much indecision as to whether the instruction was of high quality.

The students were asked to check the major criticisms of the instructors at South Dakota State College as depicted by Tables 30 and 31. Of the six major criticisms checked by the students in the 1963 and 1959 studies, the comparison of the total samples found none significant at the five per cent level of confidence, and thus the

null hypothesis was accepted for each criticism. One outstanding drop was a five per cent drop in the number of students who checked "Lack of Understanding Students" as a criticism in the 1963 study.

Table 30. Percentage of Respondents in 1959 Study to Major Criticisms of Instructors

Group	Major Criticisms					
	A	B	C	D	E	F
	Per Cent					
Total Sample	16	19	26	5	9	25
Freshman Class	12	22	20	9	8	29
Sophomore Class	14	16	27	3	6	34
Junior Class	15	21	29	2	8	25
Senior Class	21	17	28	4	12	18
Pharmacy	16	24	19	7	12	22
S.A.A.	13	17	26	5	10	29
Engineering	15	21	33	5	6	21
Agriculture	19	17	22	4	10	28

In the 1963 study 26 per cent of the students revealed that "Poor Method of Instruction" was the biggest criticism. The "Lack of Interest in Course" and "Lack of Understanding Students" were the next major criticisms with 20 per cent respectively. Of the classes and divisions, all listed "Poor Method of Instruction" as their major criticism except the freshman class, which registered 19 per cent in "Lack of Understanding Students" as the major criticism. The "Lack of Discipline," seven per cent, and "Lack of Knowledge and Subject," eight per cent, were the two criticisms least marked.

Table 31. Percentage of Respondents in 1963 Study to Major Criticisms of Instructors

Group	Major Criticisms					
	A	B	C	D	E	F
	Per Cent					
Total Sample	13	20	25	8	7	20
Freshman Class	11	12	17	6	4	19
Sophomore Class	11	26	27	8	8	15
Junior Class	14	22	33	10	6	26
Senior Class	18	21	23	7	9	22
Pharmacy	13	22	35	11	11	13
S.A.A.	18	20	26	13	8	22
Engineering	9	21	23	5	5	19
Agriculture	15	20	27	7	6	23

- | | |
|-------------------------------|-----------------------------------|
| A. Lack of Preparation | D. Lack of Knowledge and Subject |
| B. Lack of Interest in Course | E. Lack of Discipline |
| C. Poor Method of Instruction | F. Lack of Understanding Students |

Facilities at State College

Only 25 per cent of the 1963 study and 21 per cent of the 1963 study indicated the facilities at South Dakota State College were adequate for physical education. A t value of 1.52 was obtained which was not significant at the five per cent level of confidence. The null hypothesis was accepted, which indicates both studies had the same opinion on positive answers. Table 32 shows the percentage of respondents' attitudes toward the adequacy of facilities for the physical education at State College.

Table 32. Percentage of Respondents toward the Adequacy of Facilities for Physical Education at South Dakota State College

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	21	25	66	61	13	14
Freshman Class	19	29	63	53	18	18
Sophomore Class	22	27	68	59	18	14
Junior Class	21	20	71	64	8	16
Senior Class	22	23	64	67	14	10
Pharmacy	17	26	70	56	13	18
S.A.A.	17	19	73	68	10	13
Engineering	21	35	58	51	21	14
Agriculture	23	19	66	66	11	15

In the 1963 study the Division of Engineering the largest percentage of positive responses with 35 per cent. The Division of Science and Applied Arts and the Division of Agriculture recorded 19 per cent positive answers to have the lowest percentage in that area. Sixty-eight per cent of the Division of Science and Applied Arts and 67 per cent of the senior class replied negative. Indecision was recorded by the freshman class and Division of Pharmacy with 18 per cent answering "Not Sure."

Table 33 depicts the per cent of respondents who felt facilities at State College should be expanded and improved to offer a broader program in physical education. In the 1963 study 82 per cent of the total group and in the 1959 study 84 per cent of the total group showed they thought the facilities should be expanded and

improved. The t value was .85 which was not significant at the five per cent level of confidence, and the null hypothesis was accepted.

Table 33. Percentage of Respondents Who Felt Facilities at State College Should Be Expanded and Improved

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	84	82	6	6	10	12
Freshman Class	81	81	5	6	14	13
Sophomore Class	83	87	9	3	8	10
Junior Class	88	80	4	8	8	12
Senior Class	85	83	8	7	7	10
Pharmacy	87	88	6	7	7	5
S.A.A.	81	85	7	6	12	9
Engineering	84	75	7	9	9	16
Agriculture	86	85	5	4	9	11

Eighty-eight per cent of the Pharmacy Division expressed that facilities should be expanded and improved in the 1963 study. Of the four classes, the sophomores had the largest percentage of "Yes" answers with 87 per cent. The Division of Engineering had the fewest positive answers, 75 per cent, and the highest "Not Sure" replies, 16 per cent.

Equipment and Physical Education Costumes

One of questions asked the respondents was whether they felt that adequate equipment was made available for physical education classes. Table 34 illustrates the answers to this question. Fifty-three per cent of the 1963 study and 48 per cent of the 1959 study

indicated that adequate equipment was made available for physical education classes. The t value was 1.60 which was not significant at the five per cent level of confidence. The null hypothesis was therefore accepted.

Table 34. Percentage of Respondents Who Thought Adequate Equipment Is Available for Physical Education Classes

Group	Yes Per Cent		No Per Cent		Not Sure Per Cent	
	1959	1963	1959	1963	1959	1963
Total Sample	48	53	35	29	17	18
Freshman Class	56	59	23	22	21	19
Sophomore Class	44	55	40	24	16	21
Junior Class	45	51	41	36	14	13
Senior Class	45	47	38	36	17	17
Pharmacy	40	65	43	17	17	18
S.A.A.	45	51	36	35	19	14
Engineering	49	56	32	23	19	21
Agriculture	50	50	36	33	14	17

The highest percentage in the 1963 study was recorded by the Division of Pharmacy with 65 per cent. Of the four classes, the freshman recorded greatest percentage of positive answers, with 59 per cent. The junior and senior classes showed 36 per cent "No" answers.

The students were asked to check items of athletic equipment that they thought State College should furnish. In the spring of 1959 State College did not furnish any wearing apparel. In the school year 1959-60 State College started furnishing the student with a T-shirt,

towel, and gym trunks. In comparison of the 1963 and 1959 studies, the total percentages are all significant at the five and one per cent levels of confidence. Tables 35 and 36 illustrate the comparison.

Table 35. Percentage of Respondents in 1959 Study Who Felt State College Should Furnish the Listed Items of Athletic Equipment

Group	Items					
	A	B	C	D	E	F
	Per Cent					
Total Sample	4	18	11	13	17	37
Freshman Class	4	20	8	10	18	40
Sophomore Class	4	15	13	15	17	36
Junior Class	5	18	11	13	17	36
Senior Class	4	19	10	14	18	35
Pharmacy	5	18	9	16	18	34
S.A.A.	3	19	12	13	18	35
Engineering	4	17	10	12	16	41
Agriculture	4	17	11	13	18	37

A. Shoes

B. Gym Trunks

C. Supporter

D. Socks

E. T-shirt

F. Towel

The furnishing of towels by State College was the item checked by 86 per cent of the total sample in the 1963 study. Eighty-two per cent of the total sample indicated State College should furnish gym trunks, and 81 per cent indicated the college should furnish T-shirts. All three of these items are now furnished by State College.

Table 36. Percentage of Respondents in 1963 Study Who Felt State College Should Furnish the Listed Items of Athletic Equipment

Group	Items					
	A	B	C	D	E	F
	Per Cent					
Total Sample	13	82	30	35	81	86
Freshman Class	15	91	26	40	89	91
Sophomore Class	10	83	32	31	85	85
Junior Class	14	78	34	37	73	82
Senior Class	14	74	25	31	70	82
Pharmacy	11	83	30	33	83	80
S.A.A.	19	84	31	39	84	91
Engineering	13	79	26	31	75	88
Agriculture	10	83	32	36	83	82

President's Council on Youth Fitness

The last question asked if the President's Council on Youth Fitness had an effect on their attitude toward physical education. Table 37 illustrates the answers to this question. This question did not appear in the 1959 study.

Of the total sample, 26 per cent answered "Yes," 53 per cent answered "No," and 21 per cent were "Not Sure." By observing Table 37, one may see an indication of wide indecision by the variance of the "Not Sure" answers. This variance ranged from 17 per cent by senior class to 29 per cent by sophomore class and Division of Pharmacy.

Table 37. Percentage of Respondents Who Felt the President's Council on Youth Fitness Had an Effect on Their Attitude toward Physical Education

Group	Who Felt Yes Per Cent	Who Felt No Per Cent	Who Were Not Sure Per Cent
Total Sample	26	53	21
Freshman Class	22	59	19
Sophomore Class	25	46	29
Junior Class	28	51	21
Senior Class	31	52	17
Pharmacy	24	47	29
S.A.A.	29	47	24
Engineering	24	58	18
Agriculture	28	52	20

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Results

The percentage of return of questionnaires was more than 90 per cent in both surveys. The percentage of return was the greatest by the freshman class in the 1963 survey. This greater response probably resulted because the freshmen were in the required physical education program and could be contacted more easily in the follow-up by the author.

There was a five per cent decrease of the total sample in the 1963 study compared to the 1959 study in the number of students who took physical education in high school. This was not significant at the five per cent level and indicated that the students in both studies had similar backgrounds in high school physical education. The 1963 study showed that the two-year physical education program was participated in the most and that the four-year program was second. Both the 1963 and 1959 studies revealed that 82 per cent of the students participated in the required physical education program. The freshmen had the highest percentage participating in the required program in the 1963 study. This probably indicated that more schools are now requiring physical education.

Students in both studies indicated that their experiences in high school physical education were worthwhile. In the 1963 study

the senior class had the highest percentage, 90 per cent, indicating their experiences were worthwhile.

Eighty-five per cent of the students in both studies indicated a need for physical education. Members of the senior class in both studies felt the greatest need for physical education.

A great majority of students in both studies indicated a need for experience in recreation activities by registering a 90 per cent favoritism. The sophomore class in the 1963 study indicated that 95 per cent of them wanted experience in recreational activities.

A significance at the five and one per cent levels of confidence was found in favor of the 1963 study of those students desiring experience in physical fitness activities. The implication is that the new physical education program began in 1959 has stressed physical fitness to a greater extent than before with the many activities offered. All classes and divisions in the 1963 study were 81 per cent and above in favoring experience in physical fitness.

The 1963 study showed a four per cent increase over the 1959 study in the number of students who indicated a need for experience in team sports, but it was not significant at the five per cent level of confidence. Eighty-six per cent of the Division of Agriculture students preferred experience in team sports in the 1963 study.

A greater percentage of students in the 1963 study than in the 1959 survey indicated that State College should assume the responsibility of providing opportunities in recreational activities, physical fitness activities, and team sports. It was significant at the

five per cent and one per cent levels of confidence. The Division of Science and Applied Arts in the 1963 study felt the most strongly about this point.

More students felt that experience in high school physical education made no difference in their attitude regarding physical education at South Dakota State College than those who indicated it made physical education more enjoyable. Also, very few students felt that high school physical education made physical education at State College less enjoyable. These two implications were made in both studies.

There was no significance at the five per cent level of confidence between the 1963 and 1959 studies of those students who felt they benefited socially, emotionally, or morally. A significance was found at the five per cent and one per cent levels of confidence in favor of the 1963 study of the students who felt they had benefited physically. A significance at the five per cent level of confidence was in favor of the 1963 study of the students who felt they had benefited mentally. In the 1963 study the highest percentage of students indicated they had benefited socially from taking physical education. Benefiting physically was second, then mentally, emotionally, and morally.

The influence of the new physical education program begun in 1959 can readily be seen in the percentage of students who indicated in the 1963 study that they had acquired skills they could use after graduation as compared to the percentage who indicated they had in the

1959 study. Regarding this question, the 1963 study showed a 15 per cent rise over the findings of the 1959 study, and was significant at the five per cent and one per cent levels of confidence. Bowling, golf, handball, tennis, trampoline, and weight training are activities offered in the newly expanded physical education program which respondents agreed have a high carry-over value. This indicated that students will strive to learn skills in an activity they can use for recreation in later life.

No significance at the five per cent level of confidence was found between the two studies as to whether physical education provided an outlet for emotional tension. More than 60 per cent of both studies indicated tensions were released by participating in physical activities.

Eighty per cent of the 1963 study and 75 per cent of the 1959 study indicated that the opportunity to relax from mental effort through physical education was desirable. The difference, however, was not significant at the five per cent level of confidence. This indication suggests the student is aware of the need for some form of physical activity to relax from studying.

A significance at the five per cent level of confidence in favor of the 1963 study was indicated by students who answered they could not have spent their time more profitably if they had been performing some activity other than physical education.

No significant difference was found over the 1959 study, but 85 per cent of the students in the 1963 indicated they did enjoy physical education at State College.

The opportunity to elect an activity in required physical education can influence student attitudes. In the 1959 survey only the freshman class, who were under the new revised physical education program, had the opportunity to elect an activity. The freshman indicated in the 1959 survey that 79 per cent had a chance to elect an activity; whereas the other three classes were all below 16 per cent in "Yes" answers for a total percentage of 29 per cent in the 1959 study. The 1963 study showed that 84 per cent of the total sample had a chance to elect an activity for required physical education. In the author's opinion, this factor has had a great influence on obtaining significance when comparing the two studies.

Basketball, swimming, bowling, golf, tennis, and softball listed in this order, were the first six activities that the students would choose if given the opportunity. Swimming is the only activity not provided and the fact that students include it in this list of preference points out the need for swimming facilities at State College. Most activities did not deviate far from their 1959 rank.

Both studies indicated a favorable attitude on required physical education at State College. In the 1963 study the senior class preferred required physical education the most; freshman class favored it the least. Three quarters of required physical education was voted adequate in both studies. A majority of students felt that

the required one year physical education program was meeting their needs. Students who felt that physical education classes should meet more than twice a week indicated three times a week was the most desirable.

Forty-nine per cent of the respondents of the 1959 study and 55 per cent of those of the 1963 indicated they would have taken physical education on an elective basis if it had not been required. No significance was found at the five per cent level of confidence. In the 1963 study 19 per cent answered "No" and 26 per cent were "Not Sure." A majority of the students in the 1963 study felt the value in physical education, and thus in the author's opinion, the required physical education program, should be kept in the curriculum of State College.

No significance was attained at the five per cent level of confidence in which 73 per cent of the 1963 study and 76 per cent of the 1959 study felt that they had been graded fairly. A conclusion can be drawn that most students felt the grading system was fair and just. In the 1963 study the percentage rose from the freshman class to the senior class. An implication is made here that as the student experiences academic grading, he can reflect back to see that his grade in physical education was fair.

A large percentage of both studies felt that attendance should be a factor in determining the grade. No significance of difference, however, was found between the two studies.

Seventy-nine per cent of the 1963 study and 80 per cent of the 1959 study, which was not significant at the five per cent level of confidence, felt that academic credit should be given for physical education. This high percentage tends to suggest that State College students regard physical education as an academic subject.

A significance at the five per cent and one per cent levels of confidence in favor of the 1963 study was found concerning the students who felt that instruction of physical education was of high quality. In the author's opinion, the newly expanded physical education program is giving students the opportunity to learn new skills. When the student learns skills he has not experienced before, the student may feel the instruction of high quality.

Major criticisms of the instructors checked by the students revealed no significance between the two studies for each individual criticism. In both studies the major criticisms checked were "Poor Method of Instruction," "Lack of Interest in the Course," and "Lack of Understanding the Students."

Only a small percentage of respondents of both studies felt that the facilities were adequate at State College, and a large percentage of students of both studies felt that the facilities at State College should be expanded and improved. In the 1963 study, swimming was second choice of the students as an activity they wanted to participate in. An addition of a swimming pool, in the author's opinion, would alleviate many problems in the physical education program at State College. Also, the gym is crowded with classes in

the winter months and on days when the weather is inclement during the fall and spring.

Fifty-three per cent of the 1963 study and 48 per cent of the 1959 study thought that adequate equipment was available for physical education classes. This difference was not significant, however, at the five per cent level of confidence. In the 1963 study the percentage was the greatest for the freshman class and dropped off accordingly for each class. A conclusion may be drawn that more and better equipment is being bought for the activities offered.

A significance at the five per cent and one per cent levels of confidence was found in the 1963 study over the 1959 study as to the items of equipment students thought State College should furnish. The furnishing of wearing apparel for physical education was started in the 1959-60 school year. State College now furnishes T-shirts, towels, and gym trunks to the students, and these items were checked the most frequently by the students in the 1963 survey.

Only 26 per cent of the students indicated that the President's Council on Youth Fitness had any effect on their attitude toward physical fitness.

Conclusions

In the 1963 study the following attitude questions had a higher percentage of favorable answers and were statistically significant at the five per cent level of confidence.

1. The students at State College indicated a need for experience in physical fitness activities.

2. The students at State College felt it was the responsibility of South Dakota State College to provide opportunities in recreational activities, physical fitness activities, and team sports.

3. The students at State College felt they benefited mentally through taking physical education at State College.

4. The students at State College felt they benefited physically through taking physical education at State College.

5. The students at State College felt they acquired skills in physical education they could use after graduation from State College.

6. The students at State College felt their time could not have been spent more profitably if they were participating in some activity other than physical education.

7. The students at State College were given the opportunity to elect the activity to meet the requirement in physical education at State College.

8. The students at State College felt the instruction of physical education was of high quality.

9. The students at State College felt a greater need for State College to furnish athletic equipment.

Recommendations

1. The physical education department staff should use this study for a re-evaluation of their physical education program.

2. A similar study should be done in five years to re-evaluate the physical education program.

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LETTER OF TRANSMITTAL

Department of Psychology, University
South Dakota State College
Sioux Falls, South Dakota

Dear Fellow Students:

Since the completion of the Physical Education Department's
in conducting a survey of the activities of male students who are
active in physical education, a number of people have been asked
to fill out the questionnaire. The survey was conducted by the student body and was
very successful in obtaining the desired information.

Because this study is of an exploratory nature, the results
of the questionnaire are not final. The purpose of the study was to
obtain information on the activities of male students who are active in
physical education. The results of the study will be reported in a
report which will be distributed to the student body. The results of the study
will be of interest to the student body and will be of value in planning
future physical education programs.

APPENDIX

The questionnaire for the Physical Education Department's
survey is attached to this letter. The questionnaire is divided into
two parts. The first part contains questions which are answered by
the student body. The second part contains questions which are answered
by the Physical Education Department. The questionnaire is divided into
two parts. The first part contains questions which are answered by
the student body. The second part contains questions which are answered
by the Physical Education Department.

The data which is the result of the survey is being
presented to the Physical Education Department. The data is being
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presented to the Physical Education Department. The data is being
presented to the Physical Education Department.

Thank you for your interest in the Physical Education Department's
survey. The results of the survey will be of interest to the student
body and will be of value in planning future physical education
programs.

Sincerely,
Yours truly,

Robert E. Thompson
Physical Education Department
South Dakota State College

Enclosure

LETTER OF TRANSMITTAL

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

Dear Fellow Student:

Under the sponsorship of the Physical Education Department I am conducting a survey of the attitudes of male college students toward required physical education. A random sample has, with the aid of the IBM machines, been drawn from the student body and your name was one of those chosen to participate.

Because this study is of the attitudes toward the required physical education program, and you have taken or are now taking physical education, you are in the best position to answer questions concerning the strong, weak, desirable, and undesirable aspects of the program. The success of the study will depend upon your cooperation in answering and returning the attached questionnaire.

After completing the questionnaire I would appreciate your dropping it into one of the specially provided drop boxes located in the lobby of your dorm. For those not living in the dorm, I will enclose a self-addressed envelope. If you have any questions about the questionnaire, please call 692-6111, Physical Education Department, and ask for Extension 474.

The code number in the upper right hand corner of the first page of the questionnaire is for clerical purposes only, indicating to me who has returned their questionnaire. If you have any reservations as to how you should answer the questions, you are assured that the information on your questionnaire will remain confidential.

Please answer at your earliest possible convenience. Thank you for your cooperation.

Sincerely yours,

Robert L. Thurness
Graduate Assistant
South Dakota State College

Enclosure

QUESTIONNAIRE

1-3 Code Number _____.

ATTITUDES TOWARD PHYSICAL EDUCATION

Please encircle the class and division in which you are presently enrolled.

4. Class: Fr. So. Jr. Sr.
 5. Division: Pharmacy, Science and Applied Arts, Engineering, Agriculture.

I. GENERAL INSTRUCTIONS

Answer by either circling the correct word or by filling in the block provided. "YES" means you agree or favor; "NO" means you disagree or oppose; and "NS" (Not Sure) means you are definitely neutral or undecided.

NOTE: In this questionnaire the term "physical education" refers to activities conducted as part of the school curriculum, and not to participation in varsity athletics or intramural sports.

II. HIGH SCHOOL BACKGROUND

6-9. Name of High School Attended _____.

Location of High School _____.

10-13. Size of High School _____.

14. Did you have physical education in high school? YES NO

15. If your answer to #14 is yes, how many years? _____

16. Was the program elective or required? _____

17. If the program was required, how many years? _____

18. Do you feel your experience in high school physical education was worthwhile? (Answer only if you had high school physical education). YES NS NO

III. PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE

19. Do you think you need physical education? YES NS NO

20-22. Do you think you need, as a part of a well-rounded education, experience in:

- | | | | |
|--------------------------------|-----|----|----|
| 1. Recreational activities | YES | NS | NO |
| 2. Physical fitness activities | YES | NS | NO |
| 3. Team sports | YES | NS | NO |

23. Is it the responsibility of State College to provide opportunities for activities such as those listed in 20-22 above?

YES NS NO

24. Do you think taking physical education in high school made physical education at State College? (Answer only if you had high school physical education).

MORE ENJOYABLE
LESS ENJOYABLE
MADE NO DIFFERENCE

25-29. Do you feel you benefited in any of the following ways by taking physical education at State College?

- | | | | |
|---|-----|----|----|
| 1. Physically - development of the body, physical being. | YES | NS | NO |
| 2. Socially - ability to get along, make new friends. | YES | NS | NO |
| 3. Emotionally - learn to control temper, control feelings. | YES | NS | NO |
| 4. Mentally - mental alertness, helps you to work better. | YES | NS | NO |
| 5. Morally - ethical thoughts, words and actions. | YES | NS | NO |

30. Did you acquire skills in physical education that you can use in a recreational activity after leaving State College?

YES NS NO

31. Do you feel you obtain an outlet for emotional tensions and thus are able to relax physically and mentally more thoroughly because of physical education?

YES NS NO

32. Do you feel that the opportunity to relax from prolonged mental effort through physical education classes is desirable?

YES NS NO

33. Do you feel your time in physical education could have been spent more profitably in other college activities, whether it be in study or in extra curricular activities?

YES NS NO

34. Did you or do you enjoy physical education at State College?

YES NS NO

35. Did you have the opportunity to elect the activity to meet the physical education requirement at State College?

YES NS NO

36-55. With number one your first choice, rank the ten activities you would elect to participate in if given the opportunity:

- | | | | |
|-------------------------|-------|-------------------------------|-------|
| 1. Archery | _____ | 11. Swimming | _____ |
| 2. Badminton | _____ | 12. Tennis | _____ |
| 3. Basketball | _____ | 13. Touch Football | _____ |
| 4. Bowling | _____ | 14. Track and Field | _____ |
| 5. Golf | _____ | 15. Trampoline | _____ |
| 6. Gymnastics | _____ | 16. Tumbling | _____ |
| 7. Handball | _____ | 17. Volleyball | _____ |
| 8. Soccer | _____ | 18. Weight Training | _____ |
| 9. Softball | _____ | 19. Wrestling | _____ |
| 10. Speedball | _____ | 20. Others | _____ |

IV. ACADEMIC CREDIT

56. Should physical education be required at State College?
YES NS NO

57. If your answer to #56 is yes, how many quarters?
1 2 3 4 5 6 7 8 9 10 11 12

58. Should required physical education classes meet more than two hours each week?
YES NS NO

59. If answer to #58 is yes, how many hours? 1 2 3 4 5

60. If physical education had not been required and credit given, would you have taken it on an elective basis? YES NS NO

61. Do you feel instruction of physical education at State College is of high quality? YES NS NO

62. Check your major criticism of instructors in physical education at State College:

- | | |
|-----------------------------------|-------|
| 1. Lack of preparation | _____ |
| 2. Lack of interest in course | _____ |
| 3. Poor method of instruction | _____ |
| 4. Lack of knowledge and subject | _____ |
| 5. Lack of discipline | _____ |
| 6. Lack of understanding students | _____ |

63. Do you feel the grade you received in physical education was what you deserved? YES NS NO

64. If your answer to #63 was no, was it more or less than you deserved?
MORE
LESS

65. Do you feel that "attendance" should be a factor in grading physical education students? YES NS NO
66. Should State College give academic credit in physical education? ("Academic Credit" means course work counting toward graduation and included in the grade point average.) YES NS NO

V. FACILITIES AND EQUIPMENT

67. Do you feel the facilities at State College are adequate for physical education? YES NS NO
68. Do you feel the facilities at State College should be expanded and improved so a broader program in physical education could be offered? YES NS NO
69. Do you think State College provides adequate equipment for the physical education classes? YES NS NO
70. Check the items in the following list you think State College should furnish the student for physical education classes:
- | | |
|------------------------|-------|
| 1. Shoes | _____ |
| 2. Gym Trunks. | _____ |
| 3. Supporter | _____ |
| 4. Socks | _____ |
| 5. T-shirt | _____ |
| 6. Towel | _____ |
| 7. Other | _____ |
71. Do you feel the President's Council on Youth Fitness has had an influence on your attitude toward physical education? YES NS NO

Return this questionnaire using the procedure outlined in the introductory letter. (1) If you live in the dorm, drop into one of the specially provided drop boxes in the lobby. (2) If you live off campus, enclose questionnaire in self-addressed envelope and mail.