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SELF-PERCEPTION AND PEER PERCEPTION
OF A GROUP
OF COLLEGE WOMEN PHYSICAL EDUCATORS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Beverly Dawn Wilson

* * * * * *

The Ohio State University
1970

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CHAPTER I

INTRODUCTION

Traditionally professions tend to be placed in ranked positions of public favor, and, historically, physical education has had difficulty in establishing itself as a genuinely accepted member of the educational hierarchy. If this problem is to be resolved, then factors involved in status formation should be better understood at all professional levels.

The survival of any group depends directly upon its ability to achieve a degree of social acceptance. Attitudes derived from identification with occupational groups provide a significant proportion of the total system of attitudes which any one individual takes toward himself. Therefore, the public image of an organization, and the perceptions of the self as related to that organization are involved and complex.

There are many factors involved in attempting to understand the influencers of public opinion and self attribution. Locke has contended that physical education faces a particular dilemma. His position is reflected in the following statement:
The field of physical education has been more vulnerable to the ebb and flow of public preferences than others... the severe internal criticism that has always characterized its practitioners is paralleled only by the irrational demands made of it by the public.1

Stereotyped ideas about people and institutions are operational realities, as "people react toward groups, persons, objects and ideas according to the image they have formed or which has been formed for them."2 If it discovered that opinions are negative, then self analysis should occur at all levels. It is evident that "everyone in an organization is involved in its public relations... and the public image of an organization is a reflection of all who participate in it."3

Daniels referred specifically to physical education when he proposed that "the American public will not continue to support a phase of education if it does not believe in it whole heartedly, does not understand it, or does not value it significantly."4 Walhout has submitted that the image of the


teacher is far from favorable. If improvement is to be planned, this image problem should be explored from many positions.

Both psychologists and social psychologists have proposed that value selections and behavior characteristics are directly related to the act of perception itself, and "social status accrues to a person in the degree that he possesses characteristics valued by his society." More specifically, there tends to be a correlation between attitudes towards self and respect from others. Therefore, professional esteem and self-esteem can be better identified if perceptions are better recognized. Although it is known that perceptions may, in fact, have only partial correspondence to what actually exists, institutions do not persevere unless individuals identify with their goals and gain satisfactions from membership in them.

According to Vinacke, "persons do not only hold stereotypes of the groups to which others belong, but they also hold stereotypes of the groups to which they themselves


belong. Stereotyping is one result of perceptual valuing, therefore, the tendency toward stereotyping is affected by the consistent responses of other people, and evaluated through the interaction of people with one another.

It has been indicated that personal knowledge and involvement tends to minimize broad stereotyping of individuals. However, in a sense, "... all social behavior is directed toward stereotypes of other social units ...". This implies that status perceptions may be related to this process and if one has low self esteem, it may be based upon a fear of not being appreciated and respected by others.

Although knowledge implies validity, what one believes to be true of the world largely governs behavior. Physical educators, as members of a profession, have had difficulty in being fully accepted in the educational framework. Therefore, each person has a responsibility to be aware of the image he presents to his peers, to himself, and the community at large. To accomplish this, perceptions should be more clearly identified and evaluated. As Cooley has stated, "persons and society must, then, be studied in the imagination ... The imaginations which people have of

one another are 'the solid facts' of society."\textsuperscript{11}

As has been previously implied, individuals join groups only if personal needs are satisfied, and groups are ranked in high positions only if they are valued. All physical educators should be sensitive to status concepts, and investigations should be designed so as to understand attitudes which do in fact affect them. According to Jersild, "the most intimate and decisive aspects of learning are in the domain of attitudes and emotions."\textsuperscript{12}

In summary, this study has been based on the following premises:

1. The status of the physical education profession is significantly related to the perceptions of its members.

2. Self esteem cannot be isolated from the perceptions believed to be held by others toward the self or the membership group.

"The field of attitude groups is a maze of overlapping varieties of bodies. It is more useful to describe a few fairly well defined categories than to try to map the field."\textsuperscript{13} Research in the perceptual area should be pursued


in this light. This study has implications for better understanding status-images, and offers added insight to the problems of recruitment and retention of physical educators. However, it specifically has focused on identifications of selected perceptions as they are held by physical educators at the present time.

**Statement of the Problem**

It was the primary purpose of this study to investigate the group perceptions of college women physical educators toward themselves. Other sub-problems are as follows:

1. To determine the difference between the group perceptions of college women physical educators as they are and as they believe they ought to be.

2. To determine the difference between the perceptions of college male physical educators toward college women physical educators as a group and how women college physical educators believe they actually are as a group.

3. To determine the difference between the group perceptions of college women physical educators as they are and the way they believe they are perceived by other women college teachers.

4. To determine the difference between the group perceptions of college women physical educators as they believe they are, and the way they believe they are perceived as a group by college male physical educators.
5. To determine the difference between college women physical educators' perception of themselves as they ideally should be, and college men physical educators' perceptions of how college women physical educators ideally should be.

Significance of the Study

It has been discussed that educators have had evidence to indicate that something more than knowledges and skills is essential to producing status and prestige. The variables affecting this problem are numerous, however, increased attention to the theories which explore attitude formations may well be the means for better identifying conditions which will promote merit and effectiveness. What is thought to be has as much force as what actually exists, and "it is clear that the problems of truth and validity cannot be solved if we mean by the truth of an image its correspondence in the world outside it."14

If education has been allocated a status of a reduced order in the public image, then physical education, as a subculture of education, shares the responsibility for critically appraising its own ranking. Future progress may rest more upon the perception of other groups toward the profession, and the individual perceptions of members toward themselves, than by any logical contributions the field may claim for itself.

The American Association for Health, Physical Education and Recreation has proposed that physical education experiences serve several major educational purposes. Of importance to this study is the effort "to extend understanding of socially approved patterns of personal behavior, with particular reference to the interpersonal interactions of games and sports."15 This is difficult to achieve when the members may hold a questionable status rank regarding their own worth, as well as their worth believed to be perceived by others.

Marsh has criticized physical educators for professional defensiveness. His position is clearly established in the following statement:

It is only too evident that we are overly concerned with our self image. This feeling is perpetuated among our major students as if it were an 'original sin', the burden hung around our necks as a constant reminder. We seem to constantly suspect a lack of esteem in our fellow teachers.16

Unlike many professions, physical education is a field which primarily serves bio-physiological and social-psychological needs simultaneously. A concern for the total man brings with it difficulties, as movement behavior necessitates recognized differences between the sexes. Both


cultural and biological forces contribute to the differences, however culture primarily determines the behavior roles of the participants.

Males tend to evince interest in exploit and adventure, in physically strenuous occupations, in science, invention and machinery. They also tend to manifest greater self-assertion and aggressiveness, being often crude in manners and sentiments. Females, on the other hand, tend to display more distinctive interests in sedentary activities, domestic affairs and aesthetic objects. They express themselves as more compassionate, timid, sensitive and emotional.17

Until the 1900's a woman's traditional role consisted of growing up, marrying, becoming a child bearer and housekeeper. Modern life has offered greatly modified and expanded opportunities. However the sex roles of society are often based upon work allocation, and although women are experiencing unprecedented freedom, the cultural heritage still insists that female status is lower than that of the male.18

Most women attempt to adapt to the general social role. They do not seek proficiency in physical performance and avoid situations and behavior patterns which conform more closely to the "male image". Physical prowess and most


games and sports skills are approved masculine attributes. "Male athletes find their accomplishments serve to open doors to universal social acceptance and female athletes are often considered socially undesirable."

Therefore, women who attempt to become proficient in physical activities become members of minority groups in society. As minority groups are particularly vulnerable to stereotyping, the image of women physical educators often becomes open to controversy. "... One of the basic theorems of the theory of the image is that it is the image which in fact determines what might be called the current behavior of any organism or organization." If viewed negatively, recruitment and retention problems could be obvious results.

Lindesmith discussed the intimate effects which vocational choice has on social position or class standing. Shibutani further explained that "... a person is often approached in a given manner by virtue of the position he occupies, quite apart from his personal qualities ..." Sociology ranks this as the vertical category for achieving

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20 Kenneth Boulding, op. cit., p. 115.


personal status. Brown classifies another category as "horizontal," in that it is founded upon identities, similarities, and shared experiences. Both vertical and horizontal pathways affect the range and norm of a group, and once this has been established, the individual perceives the range and norm that he brings from the group situations.

Therefore, the self emerges in the course of interactions among people, and experience varies according to perceptual processes intervening. "... we rarely determine our goals, norms, standards or values on an individual basis, but rather, they are determined for us by the groups we are members of." In a sense, people become what their images make them. It is the concern for the potential of self-perception which is rapidly becoming a primary focus of psychological inquiry.

The common tendency is to stereotype any groups who seek similar goals and have mutual standards of conduct. More specifically, stereotyping is "... a collection of trait names which a large percentage of people agree as


appropriate for describing some class of individuals." The picture established may be positive or negative, however the resultant conclusion directly affects image.

"Perceived social status, or prestige, is a powerful influence, not only to cause people to be liked or selected in sociometric ratings, but also on the perception of their performance." If this concept is generalized to groups, then group status is directly related to perceptions, regardless of the validity of the attitude.

Science may treat men as objects of reality, yet it is the experiential self which acts as the force that gives meaning to the world. According to the personal configuration of each individual mediator, a reference group exemplifies behaviors and values. Self esteem is directly affected by one's concept of self, how he wishes to be and perceptions of how others view him. Carl Rogers has described the self concept as follows:

The self concept . . . is composed of such elements as the perceptions of one's characteristics and abilities; the perceptions of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative


According to Berg, the actual choice of an occupation is a way of stating a concept of self. The determining factor in job satisfaction is most likely to be a synthesis of the status of the individual within his profession, and the status of the occupation within the community. Therefore, a primary goal for physical educators should be to enhance the self perception and the public perception of physical education. Although the profession must consider the image of both men and women, particular attention should be focused on the problems of women. The female athlete is not yet a generally valued position for American women, therefore, women in physical education remain vulnerable to stereotyping.

If the status of a field affects self concepts, and if "... an individual's self ratings are significantly correlated with the ratings of him by his associates," then the effect of peer ratings should be explored and evaluated. A better knowledge of this situation permits the possibility that group perceptions can be deliberately enhanced.

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This study is basically concerned with matters of status, self esteem, and stereotyping. Specifically, it explores basic perceptions held by college women physical educators towards themselves as a group, and basic perceptions held by men college physical educators toward their female peers. This information will offer added insights to selected attitudes as they presently exist on the professional level.

The question of whether real images exist is primarily an academic question. The way these images are perceived can be studied.

It is important to note that if a standardized picture of any occupational group does exist for a group of subjects, then the degree of agreement among the subjects must be greater than chance.32

The overall value of this study will be that of identifying the degree of agreement among selected professional persons in physical education. The problem will focus primarily on perceptions held toward women college physical educators. The aim is to more accurately interpret group image in an effort to provide information which may serve as a stimulus for enhancing the status of the field.

Limitations

The results of this study will be interpreted with recognition of certain inherent limitations.

1. The study proposes to measure group perceptions rather than individual perceptions. Persons are asked to respond to questions as they would apply to a total group. Individual scores are important only to the extent that they contribute to a total group score.

2. The study does not attempt to investigate the reasons for positive or negative group self-perceptions or peer-perceptions. It simply attempts to determine what these perceptions are, and whether or not they differ significantly.

3. The instrument employed is concerned only with the positive aspects of attitude, as the Likert scale has meaning principally in its relation to other scores. There is no zero point separating favorable and unfavorable responses.

4. The study group is a defined group and no broad generalizations can be made to other populations. The universe consisted of members in the Midwest Association of Physical Education for College Women and members of the National College Physical Education Association for Men from the midwest region.

There were 182 men located in the midwest district and questionnaires were sent to all members. Out of 502 women in the Midwest Association of Physical Education for College Women, 182 were randomly selected to correspond with the total male population.

5. Other limitations of this study are due to the problems of validity and interpretation of attitude scales.
These will be further explored in Chapter III.

**Operational Definitions**

**Attitude.**—In summarizing the literature, it appears there is general agreement that an attitude is a behavioral disposition which involves an evaluation of either an abstract or a concrete object. It may reflect both intensity and direction of feeling and results in choice sets, habits, dispositions, and other behavioral patterns. Often individual authors define attitude in ways which meet their own personal position. For this reason, perception has been selected as a more exact substitute for the purposes of this study. Attitudes are inherent in the present study, however, and the term attitude is frequently used.

According to Bills, "an attitude toward self is a feeling or evaluation by the individual as to whether or not a trait which he possesses constitutes a value." Kalman Kaplan added that an attitude is a learned, mediating, and evaluative response. He suggested that an individual's belief about any given object was related to the strength of the stimulus—response situation.

The following quotes more specifically define how attitudes are used in this study.

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An attitude is a psychological construct, or latent variable, inferred from observable responses to stimuli, which is assumed to mediate consistency and covariation among these responses.\textsuperscript{35}

An attitude is a mental and neural state of readiness, organized through experience, exerting a direction or dynamic influence upon the individual's response to all objects with which it is related.\textsuperscript{36}

Self-Concept.--"The term self-concept implies . . . that the individual regards himself as . . . a figure or object apart from the rest of the world."\textsuperscript{37} It is composed of the percepts of the self in relation to others and the environment. Self-concept and self-perception are used interchangeably in this study and both directly refer to one's awareness of himself.

Self-Esteem.--"A function of coincidence between an individual's aspirations and his achievement of these aspirations."\textsuperscript{38} Basically, the level of self-esteem is expressive of the harmony or discrepancy between the actual self and the wishful concept of the self.

Perception.--According to Vernon, object perception is a


\textsuperscript{38} Deanne Molinairi, "Sociometric Status and Its Relation To The Self Concept," (A Masters Thesis, The Ohio State University, p. 103).
constructive mental activity whereby the observer processes, codes, and transforms his sensations so as to resolve the world into intelligible entities. Perception may be studied as a most elementary process of cognition and perceptual organizations are determined in part by sensory experiences.

In addition to what one perceives through one's senses, social sentiments, moods, imagination, needs, interests and values all contribute to biasing selectivity. The behavioral phenomena of perception is covered by the following concept.

A broad definition would describe it as a behavioral sequence which is based on the contact of an organism with environmental objects and energies and modified by the organism's history and its biological state at the moment of contact.

In summary, one's perception is dependent not only upon "our perceiving apparatus as physiologically defined, but is partly a function of our perceiving apparatus as colored and shaped by our culture." Stereotypy. — "Stereotypy is the generalized application of socially preconceived, individuated character traits applied


to every member of a particular group without regard for individual differences." In general, a stereotype is a kind of fixed impression which may conform little to facts or personal tendencies. The person is attributed to have the characteristics associated with the group.

Ideas about stereotypes tend to be distorted by biased observations; fixed impressions, verbal labels and previous emotional sets. These perceptions tend to be highly resistant to change.

Group.—A collection of persons who are recognized as being individually different, but are thought about and treated as if they were alike. Bonner stated that "the group is a network of psychological relationships, not a mystical entity." Members become a subculture of society and share a public image.

Group Perception.—The awareness of women college physical educators as a group, and the perceptions of college male physical educators toward that group. The perceptions are symbolized in scores which express attitudes toward selected psychological objects.

Psychological Object.—An object is a stimuli to which a

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person responds or has an attitude toward. In this study, psychological object refers to selected perceptions of college women physical educators.

**Hypotheses**

The following hypotheses will be investigated.

1. There will be no significant difference between a group's perception toward itself and the perception of a group toward its ideal self.

2. There will be no significant difference between the perceptions of peer groups toward the study group as it is proposed to "actually be", and as it is proposed to "ideally be".

3. There will be no significant difference between a group's perception toward itself and the perceptions that group holds towards attitudes of others.

4. There will be no significant difference between college women's age groups on any stated perception.

5. College women physical education administrators do not perceive college women physical educators significantly different from the way that study group perceives itself.

6. There will be no significant difference between the perceptions of peers toward the study group as proposed to "actually be", and the group perceptions of the study group toward themselves as they actually are.

7. There will be no significant difference between the perceptions of peer groups toward the study group as
proposed to "ideally be" and the study group's perceptions toward themselves as they ideally should be.

8. College women physical education administrators do not perceive college women physical educators significantly different from the way college male physical educators perceive that study group.

9. There will be no significant difference between the perceptions of male physical educators toward the female study group, and how that group believes it is perceived by male peers.

10. A Likert-type scale will yield scores which will indicate favorability toward college women physical educators as they actually are as a group.

The above hypotheses are based on the following assumptions. As this investigation is directly related to the work of Cleo P. Gazette, the assumptions used in that work will be applicable.45

1. Perception is measurable.

2. Measurable perceptions are common to the group.

3. Perceptions are translatable into verbal symbols.

4. The higher the number of favorable responses given by the subject toward the psychological object the more favorable that object is to the subject.

5. The subjects will give serious/honest opinions and will not misrepresent their true feelings.

6. The terminology used in the attitude scale is easily interpreted by all subjects.

45Cleo Gazette, op. cit., p. 18-19.
CHAPTER II

RATIONALE FOR THE STUDY

Theoretical structures which attempt to explain human behavior have been of central concern to scientists and philosophers throughout history. As of yet, however, no one theory can be accepted as true or accurate for interpreting human nature in general. Therefore, if one is to understand and appreciate studies which seek to gain insight into social problems, it is important to recognize the theoretical rationale pertinent to the design and analysis of the selected research.

The nature of this study is associated with an area of self psychology, delimited in scope to focus on perceptions which may directly affect the formulation of self-concepts. More specifically, the intent has been to extend a previous study by Cleo P. Gazette, titled, Self-Perception and Peer-Perception of A Group of Women Majoring in Physical Education. Her work included a review of literature which is considered to be an adequate framework for exploring group self-perceptions, therefore, no attempt has been made to summarize all of the extensive material related to perceptual problems.
A review of research has suggested three propositions which could be considered most pertinent to the design of this investigation. This chapter has presented a rationale relative to each proposition in an effort to identify specific concepts which have had value in interpreting the study.

Proposition I

The self concept develops in a social matrix and can be identified through the conscious perception of self as an object in the world.

Rationale for Proposition I

The support for this proposition has been well explored in Carl Rogers' discussions of personality and behavior. His principles have been summarized by Biles,¹ and they have been presented in Appendix C.

Rogers proposes that the "self" is basically an awareness of functioning and is not synonymous with the meaning of "organism". More specifically, this idea is well described as follows:

The self structure is an organized configuration of perceptions of the self which are admissable to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the

percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experience and objects; the goals and ideals which are perceived as having positive or negative values.²

Vast quantities of research have tended to substantiate the theory that the self-concept is learned as one matures. This is classified as a "genetic theory", which proposes that self-image, self-esteem and ideal self evolve through the maturation process.³,⁴,⁵,⁶ The genetic position suggests that there is no real self in infancy, but rather, it emerges through growth experiences, becoming relatively stable during post-adolescence. Persons supporting this view have been called phenomenological theorists, as one's awareness of his own being is considered as a prerequisite to having a "self".⁷

Social psychologists tend to regard the self-concept

in two distinct ways: The self as a subject with the capabilities of projecting meaning into existence; and the self as an object which consciousness recognizes as being a part of the world. In general, "all perceptions of the self a person has at a particular instant we call the phenomenal self or the perceived self." This point does not intend to deny the important role played by unconscious factors on personality development, however, this study focuses only on selected phenomena of which individuals are aware, and does not in any way explore other facets.

The "self" is a descriptive term which points to the person as a subject in a world of objects, or as an object among other objects in the environment. The perception of self as an object occurs during the process whereby one takes the attitudes of other individuals toward himself within a setting of organized relationships. In a world of things, animate or inanimate, human or animal, stimuli become the means through which a person valuates himself. Personality comes to be conceived in terms of an individual's personal perception of the current situation, and the subject self can be recognized as an object when it comes into being through


intercourse with the world. Mead has been a strong proponent for the belief that the object self evolves through the process of social experiences, and he has stated that "... the self cannot appear in consciousness as an 'I', ... it is always an object, i.e., a 'me'." \( ^{11} \)

This research is based upon the belief that individuals can view themselves as objects, as well as identify themselves relative to other objects. Brownfain has proposed four types of attitudes to be taken in this process: the self one believes he is; the self one aspires to be; the self one believes is perceived by others; and the self one hopes he is.\( ^{12} \) Although the care for the self may well rest in the conscious appraisal of what one believes himself to be,\( ^{13} \) such evaluations cannot be isolated from the perceptions believed to be held by others.\( ^{14} \)

Proposition II

An individual's valuation of himself is dependent upon the congruency of "self" and "self ideal" perceptions, as well as upon his perceived ratings of public or peer


Rationale for Proposition II

Although what one perceives in himself may have only partial correspondence with what others in fact believe, the conclusions become "real" when evaluating self-worth. The literature strongly suggests that self-esteem is highly related to a person's perceptions of how he is valued by others.\(^{15,16,17}\) One's reference group is of key importance to any final valuations.

In general, a reference group is a group, collectively, or a person which the actor takes into account in some manner in the course of selecting a behavior form among a set of alternatives, or in making a judgement about a problematic issue.\(^{18}\)

Kemper divided reference groups into three types: (1) the normative group which brings values to attention; (2) the comparison group which is used for evaluating the legitimacy of one's behavior or opinion and; (3) the audience group which guides in special ways but doesn't know the


person as an individual.\textsuperscript{19} No attempt has been made to isolate the type of reference groups for this study. However, it is proposed that members associated with particular groups do tend to be ranked as to agreement with the standards and values of the body of members.\textsuperscript{20}

The ideas persons carry about themselves in their roles are powerful factors in shaping their levels of aspiration, and personalities tend to vary with the expectations and prejudices of one's associates.\textsuperscript{21} Therefore, group structures become a matter of meanings, not facts, and one's own self concept is eventually bound to perceptions of how others value his worth, as well as the status he attributes his group.

Individuals tend to rank the groups to which they belong, or which they know about. This process often allows for an adoption of attitudes without acknowledging the concepts and beliefs responsible for them. This leads to a tendency to stereotype groups of individuals, which, in turn, affects one's perception of individual members.\textsuperscript{22} Although

\textsuperscript{19}Ibid, p. 32.


difficult to specifically define,

... a stereotyped mental construct—whether it be an image, a concept, a belief or an attitude—is a construct which is essentially rigid and change-resisting and tends to represent the fact with which it is associated in oversimplified form.23

Once a person has been typed, there is a tendency to keep him in that role whether or not it is correct. In other words, such attitudes are somewhat enduring, and their value meanings are related to situations around which images have been developed. These images may be a result of either propaganda or personal contacts,24,25 but regardless, personal status is highly related to one's believed acceptance in the status ranks. The maladjusted tend to see themselves different from the concepts and ideals of average other people.26 They also view their peer groups as valuing them for less than they do.27

Groups can take on an identity that belongs to the group, but not the individual. In other words, "groups have behavior patterns which reflect the behavioral commitments

23Rosemary Gorden, op. cit., p. 18.
27Carl Rogers, op. cit., Client Centered Therapy, p. 605.
of their members, but they are not necessarily identical to those of the members."28 This needs to be understood in the process of maintaining a positive self-image as related to achieving personal status, for if one deviates from the general norms, feelings of perceived worth may be affected.29 Inferred social status, whether from observed or assumed responses, is a powerful influence on self ratings; "... in an absence of a physical reality, a person will ascertain the correctness of an opinion or the quality of a performance by comparing it with the opinion of others."30

"A major correlate of the stable self is a high level of self-esteem."31 Self-esteem appears to hinge upon congruence between the 'real self' and the 'self ideal'.32 A study conducted by Molinairi indicated that self-esteem is directly related to the achievement of aspirations, and acts as a most fundamental condition for general happiness, as well as for satisfaction in specific life areas.33

28 Celeste Ulrich, op. cit., p. 51.
33 Deanne Molinairi, op. cit., p. 103.
Self worth, therefore, is inextricably bound to one's perceptions of himself as stimulated by group interactions and ideal aspirations. This implies that both work status and personal esteem may be closely related to peer perceptions. It has been shown that if persons perceive themselves to be accepted and respected in a group, their responses to it will be favorable and congenial.\textsuperscript{34} Therefore, if individuals believe they are looked upon unfavorably by either the public or their peers, then both their concept of self and their concept of their selected profession could be affected negatively.

Carl Rogers has well summarized the significance of the various perceptions toward self. He postulated that:

\begin{quote}
It would appear that when all of the ways in which an individual perceives himself— all perceptions of the qualities, abilities, impulses, and attitudes of the person, and all perceptions of himself in relation to others— are accepted into the organized conscious concept of self, then this is accomplished by feelings of comfort and freedom from tension which are experienced as psychological adjustment.\textsuperscript{35}
\end{quote}

\textbf{Proposition III}

Indices of basic perceptions can be objectified, and although they are recognized as important research variables


\textsuperscript{35}Carl Rogers, \textit{op. cit.}, p. 364, "The Organization of Personality."
among social psychologists, few investigators have explored this area in the field of physical education.

**Rationale for Proposition III**

Standards for empirical research have usually been based upon the principle of coherence, or validation with external criteria. Although there is a need for a methodological approach which will effectively assess the phenomenal self, "... complete description presently remains an hypothetical ideal, but these difficulties do not vitiate the possibility of self appraisal."\(^{36}\) Therefore, if one is aware of the pitfalls and realizes that such tests provide only partial insights to the total personality, these instruments can be of value. "The correlation between verbal and overt behavior is unknown."\(^{37}\)

Drober stated that attitudes and opinions can be measured if statements reflecting them can be made clear enough for the purpose of measurement.\(^{38}\) The technique may vary from a simple yes - no preference check list to a sophisticated scaling device.\(^{39}\) A review of literature conducted

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by Gazette supports the assumption that many varied inven-
tories may, in fact, reveal status and perceptions of a
group. Conclusions pertinent to these perceptual interpre-
tations are discussed as follows:40

1. It is dangerous to argue that any phenomenon
described by a single index would represent that total index.
For example, as anthropometric measurements give partial
insights into the whole man, so may attitude surveys.

2. It is necessary to specify what aspect of a
persons attitudes are being measured. Conclusions must be
delimited to that category.

3. Attitude scale scores should be interpreted only
in view of adequate knowledge of the situation and of the
group.

4. It is possible for an individual to misrepresent
his true feelings on an attitude scale. However, it is
doubtful that subjects responding to a group self-perception
survey will do so, as it is less personal to judge the entire
group than it is to judge oneself.

Many argue that written or verbal response is a poor
indicator of what a person actually feels. However, this
investigator has assumed the theoretical position that,

A prior declaration on what is or
what is not measurable, will contribute
nothing to knowledge. But since science
has assumed in the past as a working
hypothesis that some things not measured
at a given time are not immeasurable if
the proper instruments are developed.
Scientists must continue to work on this
hypothesis.41

The sizeable amount of attitude research on factors

40Cleo P. Gazette, op. cit., p. 31, 32, 33, 34.
41Lee J. Cronbach, Essentials of Psychological Test-
indicating perceptions toward values or outcomes of physical education indicates a concern among physical educators for self and professional evaluation. Leading authors continually emphasize the individual's responsibility for improving the public image. If we as teachers seek to exert any influence on the status of our professional roles, then something must be done to identify what these roles are, and how they are actually perceived.

Although research literature in physical education reflects an intense interest in attitudes toward the subject and the values derived from it, only three studies offering significant insight to self-perceptions could be located.

Wilma Isenberger sought to determine the relationship between the self-attitudes of women physical education major students and those of women physical education teachers. The "Who Am I?" test, which is a twenty statement test of self-attitudes, was administered to 277 majors and 167 physical education teachers. Three different institutions were sampled.

She concluded that there is a significant difference between a student group's self attitudes within a school and between schools. Self attitudes of teachers differed sig-


significantly from students enrolled in a liberal arts college, or a teacher's college connected with a university. However, they were similar to those in teacher education institutions.

Her results also indicated that individuals tend to respond with characteristic patterns on the "Who Am I?", and students preparing for a particular profession have patterns characteristic of the specific professional level of training.

In another study by Isenberger, the following tests were administered: the Minnesota Teacher Attitude Inventory; the Strong Vocational Interest Blank; the Scott Motor Ability Test; and the "Who Am I?" Semester grades in physical education activities and theory sources, as well total university averages were computed.

The following conclusions were made: there is a significant, but negative relationship between ratings of teacher traits and self-attitudes; there is a relationship between interests of physical education majors and physical education teachers; there is a low, but positive relationship between general motor ability and self attitudes; major students display higher vocational interests than do teachers; and self attitudes and success are not significantly related.

Isenberger suggested that group and group membership plays a very important role in attitude development. She

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hypothesised that if attitudes of both the group and the individual can be determined, these measures might be used interchangeably for prediction.

Of most significance to the development of this research is Cleo P. Gazette's study on "Self-Perception and Peer-Perception of a Group of Women Majoring in Physical Education." As her work fostered the idea for the present investigation, the pattern, design and conclusions will be discussed in some detail.

The aim of Gazette's study was to ascertain the group self-perception of freshman women majoring in physical education, as well as the perception of non-majors toward the women majors. The prime concern was to develop a scale which would serve to measure the various aspects of perception.

A Likert-type attitude scale was constructed. It was made applicable to both populations, and designed to measure physical, emotional, social, intellectual and cultural factors of a group. The final instrument consisted of fifty items. Numerical values were assigned to the responses of each item, so that degrees of favorability could be determined.

The test was administered to 202 freshman women majors and 317 non-majors in four different institutions.

The following general conclusions are summarized as follows:

1. Majors had higher ratings than their peers, significant beyond the .01 level.

2. There was a significant difference at the .01 level between estimated ratings of peer perceptions and the peer perceptions. Peer ratings were higher than majors had estimated.

3. "Typical" physical education majors had higher self-perception scores than "atypical" majors.

4. The ratings by peers having friends in physical education did not differ significantly from peers who had no friends in physical education.

5. The scale utilized yielded a split-half reliability coefficient corrected by the Spearman-Brown formula of .81.

Since the present study deals primarily with groups' self-perceptions, the review of related research has been delimited to that area. The lack of investigations on this topic is clearly illustrated, and if one keeps in mind that perceptual tests provide partial insights to the total personality, the need for such work is apparent. In summary, this researcher has proceeded with this study on the basis of the following key assumptions.

1. The self, or the attitudes toward self is of central importance in understanding human behavior.

2. The position one occupies in his various social groups provides the substance of the attitudes one takes toward himself.

3. The attitudes derived from identification with
occupational groups provide a significant proportion of the total system of attitudes which one takes toward himself.
CHAPTER III

METHODS AND PROCEDURES

This study was designed to measure selected group self-perceptions of college women physical educators toward themselves, and the perceptions held toward this group by college male physical educators. Few studies have investigated a group's self-perception, and only one which purported to measure such phenomenon in the field of physical education could be located.¹ A review of literature revealed that no attempts have been made to identify perceptions held by professional physical educators.

Social scientists have given considerable attention to self-concepts and self-images. It has been proposed that any evaluative statement that an individual makes about himself is a symbol of his self-perception.² From this, it is possible to conclude that when an individual makes evaluative statements about the group to which he belongs, these are samples of his group self-perception.³

¹Cleo P. Gazette, op. cit., p. 81-87.
³Cleo P. Gazette, op. cit., p. 23.
The purpose of this chapter is to explain the methods and procedures employed throughout this study which were designed to analyze selected perceptions of college men and college women physical educators. The instrument, the population, the administration of the scale, and the statistical methods are discussed.

Selection of the Instrument

The inventory used in this study was designed by Cleo P. Gazette. Her final form included fifty items, prepared in a manner suitable for Likert-type reactions. These were selected from an original collection of 213 statements which related to the group self-perceptions of women majoring in physical education.

The reliability was determined by a split-half correlation. Odd-numbered items were correlated with even-numbered items. Using the Pearson product-moment formula, and corrected by the Spearman-Brown formula, the reliability was established at .81. Construct validity was based upon the principle of face validity, through careful choice of items, as well as through testing for internal consistency. The mean discriminative value found in selected groups varied from .7056 to .5162. Although not uniform, this range of discrimination was considered as satisfactory, and compares with other studies using attitude scales.

Ellis indicated that the way questions are stated may cause misunderstanding by the respondents, therefore,
adversely affecting the validity. In an effort to eliminate such problems, this investigator submitted the Gazette scale to ten graduate students, enrolled at The Ohio State University, for reactions. Their suggestions and the recommendations of the adviser were incorporated. It was found necessary to adapt only four statements for the professional group being investigated. This adjustment was made in an effort to update factors in accord with current fashion, as well as to use language appropriate to the sampling age level. No statements were altered in basic meanings.

The final form of the Gazette scale included items which represented four areas considered important in self-perceptions. These were established as follows: emotional, social, appearance, and intellectual-cultural. To minimize the effects of suggestion, both positive and negative statements were randomly distributed throughout the scale.

This present study primarily attempted to measure the group self-perception of women toward themselves. Four concepts were selected as being most pertinent to this research. The modified Gazette inventory was held as the consistent measuring tool throughout, however, subjects were asked to answer each item in accord with the indicated perception. These were stated as follows:

\[4\] Albert Ellis, "The Validity of Personality Questionnaires," Psychological Bulletin, 43:386, (September, 1946).
1. Perception I. How do you believe college women physical educators see themselves as a group?

2. Perception II. How do you believe college women physical educators ideally should be as a group?

3. Perception III. How do you believe college male physical educators perceive college women physical educators as a group?

4. Perception IV. How do you believe college women teachers in other fields perceive college women physical educators as a group?

The second primary intent of the present investigation was to identify the perceptions of college male physical educators toward college women physical educators. These subjects were asked to respond to Perceptions I and II only. The letter of explanation, and the scales as set up according to the perception for both men and women appear in Appendix A.

Application of the Instrument

The subjects for this study were selected from the midwest section of the United States. All members of the National College Physical Education Association for Men belonging to these states were contacted. A selected sample was taken from the Midwest Association for College Women. The names were obtained from the 1968-1969 membership lists of these organizations.

There were 182 men and 182 women in the total sample.
Five hundred and two women and 182 men were affiliated with their prospective associations in the defined geographical region. As proportionate sampling groups was desirable, a table of random numbers was utilized to select individuals for the desired female population.5

A letter introducing the research was sent to each subject along with a personal data sheet and the modified Gazette Inventory. This material is included in Appendix A. The women college physical educators were asked to respond to the items from the four stated perceptual views. The men college physical educators were to respond in a manner which would reflect their feelings toward Perception I and Perception II only.

No attempt was made to identify the persons responding to the scale. This procedure gave some assurance that subjects would not hesitate to express what they actually believed. However this prevented the investigator from making any follow-up efforts. It has been found that, "when used for occupational purposes, personal questionnaires give respondents incentive to overrate themselves."6 As this is a group self-perception study, rather than an individual self-perception study, this risk is assumed to be minimized.

The scale was self-administering and the assumption


6Albert Ellis, op. cit., p. 387.
was made that respondents were responsible and competent enough to follow directions. These were printed on each sheet stipulating the perception, in an effort to facilitate accuracy.

One hundred and eighty-two male subjects were contacted and 144 returned the questionnaire. Of this number, 8 were not completely marked and 2 did not wish to participate in the study. Three letters were returned as individuals had moved from the area. In total, there was an 83 per cent response from college male physical educators. However, as 13 returns could not be utilized, 71 per cent were included in the final tabulation.

Of the 182 college women physical educators contacted, 140 returns were received. Eight questionnaires were incorrectly marked; 6 subjects reacted negatively toward participation in the study; and 2 were returned for "address unknown". Although there was a 76 per cent response, only 68 per cent was included in the final tabulation because of the 16 which had to be eliminated.

Ten persons indicated they had difficulty in responding to Perception II. Appendix B, Table I provides a set of statements which reflected negative attitudes toward the inventory or the idea of the proposal itself.

Attitudes held toward job satisfactions were collected from both college men and college women physical educators. Fourteen male and sixteen females indicated they
would prefer another profession. Positions desired, as well as reasons for changing fields, are presented in Appendix B, Tables II and III.

Statistical Procedures

Before completing the inventory, each respondent provided information requested on an enclosed data sheet. From this, sex, marital status, academic rank, primary job responsibilities, teaching years, and attitudes toward job satisfaction could be determined.

Respondants were asked to rate the items on the inventory on a range from strongly agree to strongly disagree. On a positive statement, the numerical value of five was given to strongly agree; four to agree; three to neutral; two to disagree; and one to strongly disagree. These values were reversed for an unfavorable statement. The scoring code was not made evident to the subjects in an effort to minimize any influences as to how they might rate the item.

All information was coded, punched into IBM cards, and analyzed at the Statistics Laboratory, The Ohio State University.

The paired t was utilized for interpreting the following questions:

A. Women Subjects

1. Is there a significant difference between Perception I and Perception II?

2. Is there a significant difference between Perception I and Perception III?
3. Is there a significant difference between Perception I and Perception IV?

4. Is there a significant difference between Perception III and Perception IV?

5. Do college women physical educators under thirty-six differ significantly in perceptions toward themselves as a group, (Perception I) when compared to those who are thirty-six and above?

6. Do college women physical educators differ significantly in perceptions toward themselves as a group, (Perception I) when compared to those women who primarily hold administrative positions?

B. Men Subjects

1. Is there a significant difference between the perceptions college male physical educators hold toward college women physical educators, (Perception I) and how they believe they ought to be? (Perception II)

The unpaired t was utilized as a method of answering the following questions:

A. Combined Data for Men and Women

1. Is there a significant difference between the men's perception and the women's perception of college women physical educators as they actually are?

2. Is there a significant difference between the men's perception and the women's perception of college women physical educators as they ideally should be?

3. Is there a significant difference between the college male physical educators perception of college women physical educators, and how college women physical educators believe they are perceived by their male peers?

4. Do college male administrators perceive college women physical educators any differently than college female administrators perceive college women physical educators?
a. Perception I (M) difference to Perception I (F).

b. Perception II (M) difference to Perception II (F).

Measures of relationship are needed in order that comparisons between different distributions may be expressed in a manner which is apparent. Correlational measurement provides a method for determining a degree of relationship for the following basic questions:

A. Women Subjects

1. What is the degree of relationship between Perception I and Perception II?

2. What is the degree of relationship between Perception I and Perception III?

3. What is the degree of relationship between Perception I and Perception IV?

4. What is the degree of relationship between Perception III and Perception IV?

It will be recalled that items most discriminating were selected for use in the final Gazette Inventory. This was concluded after applying a test of internal consistency as a means of validation. Discriminative values of each statement were also obtained. From Gazette's study it became evident that the discriminative values of the items fluctuated markedly between groups. The degree of fluctuation was not expected, yet some variation was assumed since social

stimuli vary from group to group.  

As the nature of the group participating in this investigation definitely differs from the population studied by Gazette, it becomes important to determine how significantly the items on the final scale discriminated. The inventory of fifty items administered to the college women physical educators, was analyzed according to Perception I. The resulting total scores were ranked in order of magnitude and the extreme thirds were selected for analysis. The means of the scores made by the subjects in each third were computed for each item. Scale value differences between means on each item of the highest-scoring and the lowest-scoring groups was determined. A $t$ test was used to compare the extreme scoring groups. Resulting $t$'s indicated the statistical significance reached by each item.

The general profile of the college men and college women physical educators was summarized from the data sheet. An analysis was conducted on the following areas: marital status; teaching areas; numbers in selected age groups; the achieved ranks; and those who hold administrative positions. These results have been presented in Chapter 4.

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8Cleo P. Gazette, *op. cit.*, p. 57.
CHAPTER IV

ANALYSIS OF DATA

The primary purpose of this study was to investigate selected perceptions college women physical educators hold toward themselves as a group. Four basic concepts were analyzed.

1. How they believe themselves actually to be.
2. How they believe they ideally should be.
3. How they believe they are perceived by college male physical educators.
4. How they believe they are perceived by other college women teachers.

The second problem was to measure the perceptions held toward this group by college male physical educators, and to compare these with the group self-perceptions of college women physical educators. This phase was delimited to Perception I and II only.

A discussion of the sampling groups, inventory, and procedures for gathering data for this study was presented in Chapter III. The basic intent of this chapter is to analyze the information from the responses made by the subjects toward the stated perceptions. The data were coded, punched into
IBM cards, and computations made at the Statistics Laboratory, The Ohio State University.

Population Profiles

There was an 84 per cent return from the college male physical educators, and 76 per cent of the women college physical educators responded to the questionnaire. However, not all of the scales were correctly completed, and only 71 per cent of the male and 69 per cent of the female population were utilized for the final computations.

Information obtained from the data sheets provided an opportunity to compare the general professional profiles of both groups sampled. Selected categories have been described below.

1. **Martial Status.**—Only eight males were unmarried as compared to 107 women who were either single or divorced.

2. **Rank.**—Sixty-five per cent of the college men held ranks of associate professor and above, as compared to 37 per cent of the women holding those same positions.

3. **Teaching Position.**—Seventeen per cent of the men as opposed to 28 per cent of the women indicated that their teaching responsibilities were limited to the service program. However, 26 per cent of the men taught primarily in the graduate program, as compared to 8 per cent of
the women.

4. **Administrative Responsibilities**.—Thirty-six per cent of the college men physical educators designated administration as their major professional responsibility. Only 11 per cent of the women fell in this category.

5. **Job Satisfaction**.—Fourteen college male physical educators, and sixteen women college physical educators indicated they would prefer not to continue teaching in this field.

**Statistical Analysis**

The following section presents a statistical analysis of data extracted from the answers scored on the scale. No attempt is made to consider application of the findings, as this will appear in Chapter V.

The Likert-type scale is not designed so that any specific score can be identified as having a certain degree of favorability. However, the mean scores of groups are important when compared with the mean scores of other groups. Therefore, it is logical to assume that a significant difference between means is indicative of a higher degree of favorability on the part of the group which has achieved the higher score.

Accurate interpretation of the data requires that the perceptions studied by clearly identified. They have been reviewed as follows:
1. Perception I.—Beliefs held toward college women physical educators as they actually are as a group.

2. Perception II.—Beliefs held toward college women physical educators as they ideally should be as a group.

3. Perception III.—Perceptions of how college male physical educators view college women physical educators as a group.

4. Perception IV.—Perceptions believed to be held by other college women teachers toward college women physical educators as a group.

The primary purpose of this study was to determine the group self-perceptions held by college women physical educators toward themselves. The inventory used for measuring these perceptions consisted of 50 items which could be rated on a 5 point scale. The highest score possible to achieve on each test was 250, and the lowest score 50. Although specific scores cannot be interpreted as having a determined degree of favorability, it is logical to assume that scores above 150 suggest that attitudes are positive.

The mean and standard deviations representing each group self-perception held by the women subjects are presented in Table 1. Although the scores on each perception do vary, they indicate that the perceptions held by this study group tend to be favorable.
### TABLE 1

**MEAN GROUP SELF PERCEPTION SCORES OF COLLEGE WOMEN PHYSICAL EDUCATORS**

<table>
<thead>
<tr>
<th>PERCEPTION</th>
<th>NO.</th>
<th>MEAN&lt;sup&gt;a&lt;/sup&gt;</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>124</td>
<td>176.80</td>
<td>24.22</td>
</tr>
<tr>
<td>II</td>
<td>124</td>
<td>217.01</td>
<td>19.68</td>
</tr>
<tr>
<td>III</td>
<td>124</td>
<td>164.20</td>
<td>24.85</td>
</tr>
<tr>
<td>IV</td>
<td>124</td>
<td>161.26</td>
<td>29.03</td>
</tr>
</tbody>
</table>

<sup>a</sup>Highest possible score 250

A comparison of considerable interest was found when the mean of each perception was tested for significance of difference against each of the other perceptions. In Table 2, differences between the means are apparent.

### TABLE 2

**PAIRED t RATIOS FOR THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN PAIRED PERCEPTIONS OF COLLEGE WOMEN PHYSICAL EDUCATORS**

<table>
<thead>
<tr>
<th>WITHIN GROUP PERCEPTION</th>
<th>MEAN DIFFERENCE</th>
<th>STANDARD DEVIATION</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-II</td>
<td>40.21</td>
<td>24.85</td>
<td>15.83&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>I-III</td>
<td>12.60</td>
<td>17.50</td>
<td>8.02&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>I-IV</td>
<td>15.54</td>
<td>23.16</td>
<td>7.48&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>III-IV</td>
<td>2.94</td>
<td>19.86</td>
<td>1.65&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Significant beyond the .001 level of confidence.

<sup>b</sup>Significant at .10 level of confidence.
In the previous table the t was significant at the .001 level of confidence, with the exception of Perceptions III and IV. In this case, the .10 level would reject the hypothesis that the difference between means is not significant.

In general, Table 2 shows that college women physical educators definitely think more highly of themselves than they believe they are regarded by either their male peers or other college women teachers. There is slight evidence that they feel more valued by male peers than by college women teachers in other fields. As could be expected, there is a great discrepancy between self perception and ideal perception scores held by the college women physical educators as a group.

The investigator also desired to determine whether age differences would have any effect on the perceptions held by college women physical educators. Subjects were grouped into two categories: Those who were thirty-five and below and; those who were thirty-six and above. The paired t indicated there were no significant differences between groups, with the exception of Perception I. Those thirty-six and over presented a mean score of 191.80 as compared to a mean score of 175.49 achieved by the younger group. The mean difference of 16.31 produced a t ratio of 2.05 which was significant at the .05 level of confidence. Therefore, it could be concluded that women physical educators in the older age group are more favorable toward themselves than are those
belonging to the younger age category.

Another set of comparisons of means was made between women physical education administrators, and those who did not hold this responsibility. The difference between means of 9.03 resulted in a $t$ of 1.22 which was not significant. However, as only 14 of the 124 women described themselves as administrators, the comparisons could have been affected by the size of groups.

The detection of possible differences between perceptions held by college male physical educators and women college physical educators has been a second major purpose of this study. The mean scores of the female population appeared in Table 1. The mean scores of the male population are now presented in Table 3.

**TABLE 3**

Mean Perception Scores Held by College Male Physical Educators Toward Women College Physical Educators

<table>
<thead>
<tr>
<th>PERCEPTION</th>
<th>NUMBER OF CASES</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ia</td>
<td>141</td>
<td>167.11</td>
<td>24.51</td>
</tr>
<tr>
<td>Ib</td>
<td>141</td>
<td>209.30</td>
<td>21.73</td>
</tr>
</tbody>
</table>

aPerceptions of how women actually are as a group.

bPerceptions of how women ideally should be as a group.

A comparison of Table 3 with Table 1 shows that the male study group's response to Perception I yielded a mean
score lower than that achieved by the college women physical educators toward themselves. However, the mean score is greater than 150 in Table 3, therefore a positive attitude has been reflected by the college male physical educators. The mean score on Perception II in Table 3 also suggests that males definitely believe a discrepancy exists between the actual status of women and how they in fact ideally ought to be.

The foregoing analysis has added interest when the results of a comparison of means between selected perceptions of women and their male peer groups are revealed. This procedure has intended to show whether or not men view women as a group any differently than the women perceive themselves as a group. A comparison of Perceptions I and III seeks to determine whether the women's estimate of the way peers perceive them differs from the way peers actually perceive them. The mean differences along with the \( t \) ratios are established in Table 4. This table is presented on the following page.
TABLE 4

T RATIOS FOR THE SIGNIFICANCE OF THE DIFFERENCE OF MEANS BETWEEN PERCEPTIONS OF COLLEGE MALE PHYSICAL EDUCATORS AND COLLEGE WOMEN PHYSICAL EDUCATORS

<table>
<thead>
<tr>
<th>BETWEEN GROUP PERCEPTIONS</th>
<th>MEAN DIFFERENCE</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE I - FEMALE I</td>
<td>9.70</td>
<td>263</td>
<td>3.22a</td>
</tr>
<tr>
<td>MALE II - FEMALE II</td>
<td>7.72</td>
<td>263</td>
<td>3.00b</td>
</tr>
<tr>
<td>MALE I - FEMALE III</td>
<td>2.91</td>
<td>263</td>
<td>.954c</td>
</tr>
</tbody>
</table>

aSignificant beyond the .002 level.
bSignificant beyond the .005 level.
cNot significant.

As the responses from the college women physical educators yielded higher mean scores than did the college male physical educators on Perceptions I and II, Table 4 reveals that the differences between these means are significant. Two general conclusions are apparent: (1) College women physical educators view themselves more favorably than do their male peers and; (2) College women physical educators hold higher expectations for themselves as a group than college male physical educators hold for them.

Table 4 also points out that the women's group accurately estimated how they would be perceived by the male study group, as their assumed perceptions from males were not significantly different from how the male group actually valued them.
The investigator also explored whether or not male administrators differed from female administrators in their perceptions toward college women as a group. It was discovered that there were no significant differences between their beliefs on group ideals. However, the men administrators were less favorable than the women administrators when evaluating how college women physical educators actually are as a group. A mean difference of 19.73 appeared in this comparison, resulting in a t ratio of 2.59 which is significant beyond the .01 level of confidence.

As a group, these college male physical educators' scores revealed higher means toward women as they ideally should be, as compared with how they perceived women actually to be as a group. The t ratio between the two categories was established at 17.44, indicating a significance beyond the .001 level.

Correlations

The relationship between self, and self-ideal appears to be very significant in interpreting a person's degree of favorable attitudes toward himself. Also, it has been shown that attitudes toward others and attitudes toward self tend to be correlated between the .50's and .60's in psychological

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It was of interest to this investigator to identify the relationships between college women physical educator's perceptions as measured in this study. Coefficients of correlations were computed for all subjects on each perception. John Best provided a crude criteria for the evaluation of the significance of coefficients. According to his chart, relationships below $+.20$ are considered as negligible, while those of $+.60 - .80$ are rated to be substantial or marked. This guide is considered valuable for interpreting the table presented below.

**TABLE 5**

COEFFICIENTS OF CORRELATIONS BETWEEN PERCEPTIONS OF COLLEGE WOMEN PHYSICAL EDUCATORS

<table>
<thead>
<tr>
<th>PERCEPTIONS</th>
<th>CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I and II</td>
<td>.1827</td>
</tr>
<tr>
<td>I and III</td>
<td>.7462</td>
</tr>
<tr>
<td>I and IV</td>
<td>.6353</td>
</tr>
<tr>
<td>II and III</td>
<td>.0291</td>
</tr>
<tr>
<td>II and IV</td>
<td>.1465</td>
</tr>
<tr>
<td>III and IV</td>
<td>.7387</td>
</tr>
</tbody>
</table>

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It is apparent from Table 5 that there are high correlations between how college women physical educators perceive themselves and how they believe they are perceived by others. It is also of interest that the estimates made by the women on male peer perceptions and perceptions of other college women teachers are highly correlated. These findings may be indicative of the fact that the study group was able to evaluate accurately how others would view them, or either their self perceptions are somewhat directly affected by how they believe they are perceived by others. In either case, these findings tend to substantiate the principle that self-estimates do tend to be related to estimated perceptions of others.

Some discrepancy between self-estimates and self-ideals is desirable, however, the very low correlation between Perception I and II suggests a definite lack of self-esteem among college women physical educators. The reasons for this cannot be accurately interpreted from this study, however, such results may be indicative of negative stereotyping within the group itself.

It was not expected that ideal perceptions and beliefs held by college women physical educators on perceptions of others would be highly correlated. As can be established from Table 5, this suspicion was substantiated by this study.

Presumptive evidence of the validity of measuring
instrument selected for this study is evidenced by the fact that the scales, when considered as a whole, yield significant differences in the direction of favorability between groups in their perception of college women physical educators.

Further analysis was attempted in an effort to determine which items contributed most to the variation of the total score. The responses made by the women subjects on Perception I were utilized for determining discriminative items. Extreme thirds were selected for analysis and the difference between means on each item of the highest-scoring and the lowest-scoring groups was identified. The t test used to compare these extreme scoring groups indicated that all items reached a difference beyond the .01 level of confidence.
CHAPTER V

SUMMARY AND CONCLUSIONS

Physical educators should exert effort in research devoted to ascertaining not only attitudes toward the values and outcomes of physical education, but toward myriad factors which could have influences on the status of the field. Members of the profession are not unaware of the literature which places stress on the need for better public images. The often low prestige attributed to those engaged in physical education is well debated. However, the abundance of such defensiveness among members within the profession has had little influence on stimulating research which seeks to investigate conditions fostering such perceptions.

All facets of this problem cannot be explored simultaneously. The purpose of this study was to assay selected group perceptions of college men and college women physical educators. The nature of the investigation necessitated the comparison of these two groups on specific concepts, as well as comparisons between concepts on perceptions held by each group. The theoretical rationale for this research is based upon the general position that self worth is highly related to individuals' beliefs regarding public and peer valuation.
The research framework followed by this investigator basically replicated the design of Cleo P. Gazette's study, which, along with procedures, was discussed in Chapter III. Although the present hypotheses have been modified and extended, the instrument utilized to measure group self-perceptions was selected from this prior work. The scale was constructed to measure physical, social, and intellectual-cultural factors of a group. Numerical values were assigned to the responses for each item in the scale in such a way that high mean scores indicated a relatively high degree of favorability toward the specified psychological object.

Summary of the Findings

Based on the findings of this investigation it is possible to accept or reject the hypotheses as stated in the beginning of the study.

Hypothesis 1.
There will be no significant difference between perception toward self and the perception of a group toward its ideal self.

Comparisons of "ideal" and "actual" perceptions held by college women physical educators yielded a t ratio of 15.83 which was significant at the .001 level of confidence. Therefore, the hypotheses was rejected.

The coefficient correlation identifying the relationship between these two stated variables was computed to be .18. This indicates a positive, but very slight relationship.
Social psychologists have indicated that a relatively high correlation should exist between the self concept and the ideal self if one is to regard himself favorably. The low congruence appearing in this study group suggests a feeling of low self esteem among college women physical educators. Hanlon, Hofstaetter and O'Conner offer the following guide for interpreting self-concept and self-ideal correlations. Their summary of such studies is presented as follows:

The correlation between self concept and ideal concept tends to be positive with a mean value in an unselected population between the fiducial limits of .33 and .46; therefore the overall tendency is toward a congruence of the two concepts of self.¹

Hypothesis 2.
There will be no significant difference between perceptions of peer groups toward the study group as it is proposed to "actually be", and as it is proposed to "ideally be".

Comparisons of "ideal" and "actual" perceptions held by college male physical educators toward college women physical educators yielded a t ratio of 17.44 which was significant at the .001 level of confidence. Therefore, the hypothesis was rejected.

This indicates that college male peers are in agreement with college women physical educators on that group's

ideal and self-concept discrepancy.

Hypothesis 3.
There will be no significant difference between a group's perception of itself and the perceptions that group holds toward attitudes of others.

The mean score computed for perceptions college women hold toward themselves as a group was established at 176.80. This perception was compared with the following:
1) How women believe they are perceived by male peers and;
2) how women believe they are perceived by other college women teachers. In both cases a t ratio was established beyond the .001 level of confidence. Therefore, the hypothesis was rejected.

An analysis of the difference between the means indicated that the study group believed that their male peers viewed them more favorably than other college women teachers would perceive them. However, the difference between these perceptions was not found to be significant.

Coefficient correlations identifying the relationship between perceptions of self and perceptions of others were computed as follows:

1. The relationship of perceptions toward the group as it is actually perceived to be, and how the study group believes it is perceived by male peers was established at .75.

2. The relationship of perceptions toward the group as it is actually perceived to be, and how the
study group believes it is perceived by other college women teachers was established at .63. Although one cannot deduct a direct cause and effect relationship, it appears that the above correlations are compatible with the psychologists' view that self estimates cannot be separated from estimates of other people. This study has reinforced this proposition as correlations between self, peers, and a selected public are generally high. It has also reinforced other studies in social psychology that have shown there is a consistent tendency for persons to rank themselves higher than they perceive they would be rated by others.  

Hypothesis 4.

There will be no significant difference between college women's age groups on any stated perception.

Comparisons were made between groups of college women physical educators thirty-six years of age and other and those who were thirty-five years of age and under. Each perception was tested, and no significant differences were established with the exception of Perception I. In this case, a t ratio of 2.05 was found to be significant at the .05 level, therefore the hypothesis was rejected.

Those persons thirty-six and over had a higher mean,  

indicating the older women were more favorable toward college women physical educators as a group than were the younger members in the field.

**Hypothesis 5.**

College women physical education administrators do not perceive college women physical educators significantly different from the way that study group perceives itself.

Comparisons of college women physical education administrators with college women physical educators yielded a t ratio of 1.22. This was not significant, therefore the hypothesis is accepted. However, the mean score obtained from the administrators' responses was higher than those of other college women, indicating they were slightly more favorable toward the study group.

**Hypothesis 6.**

There will be no significant difference between the perceptions of peer groups toward the study group as proposed to "actually be", and the study group's perceptions toward themselves as they actually are.

The unpaired t ratio between perceptions of the above groups was established at 3.22, indicating a significant difference between groups at the .002 level. Therefore, the hypothesis was rejected. Comparisons showed that college women physical educators were far more favorable toward themselves as a group than were their male peers. The reasons for this discrepancy cannot be accurately interpreted from this study, however, it may be related to what social
psychologists call the process of ethnocentrism. This is a system of conceptual categorizations whereby members of a defined "in-group" reject groups of which they are not members. If this is the case in this study, stereotyping appears to occur within the profession itself.

Hypothesis 7.
There will be no significant difference between the perception of peers toward the study group as proposed to "ideally be" and the group perceptions of college women physical educators as they believe they ideally should be.

The unpaired $t$ ratio between perceptions of the above groups was established at 3.00, which was significant at the .005 level of confidence. A mean difference of 7.72 indicated that the expectations of male peers on group ideals were not as high as college women physical educators held for themselves. Whether or not one group was more realistic than another cannot be shown from this study. However, as the highest possible mean was 250, and the women's perceptions of how they "ought" to be was computed at 209, it is possible that their expectations are too high.

Hypothesis 8.
College women physical education administrators do not

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perceive college women physical educators significantly
different from the way college male physical education
administrators perceive that study group.

The unpaired t ratio between perceptions of the above
group was established at 2.59. This was significant at the
.01 level. The means of the scales indicated that male
administrators were less favorable than female administrators
toward the group as it was perceived actually to be. However,
there was no significant difference between their beliefs on
group ideals. The hypothesis was rejected on the basis of
the significant t.

Hypothesis 9.
There will be no significant difference between the percep­
tions of male physical educators toward the female study
group and how that group believes it is perceived by male
peers.

The unpaired t ratio indicated no significant differ­
ence between the foregoing perceptions, therefore, the hypo­
thetical was accepted. It is of interest to note that although
males did in fact rate college women physical educators lower
than that study group perceived themselves, members of the
study group perceived that this would be the case.

Hypothesis 10.
The Likert-type scale will yield scores which will indicate
favorability toward college women physical educators as they
actually are as a group.

As was previously discussed, the Likert scoring
procedure does not assign a specific scale value to each item on the scale, therefore it is not possible to assign a group's score to some exact point on a continuum. However, as the lowest possible mean would be 50 and the highest possible mean 250 relative favorability can be concluded logically. Scores tabulated from perceptions of both college women physical educators and their male peers exceeded means of 150. Therefore, it appears that both groups are favorable toward the study group. Therefore, the hypothesis is accepted.

Conclusions

The findings of this research appear to justify a discussion of selected conclusions which are most pertinate to the basic problems expressed at the beginning of the study.

1. College women physical educators hold a degree of favorability toward themselves which is significantly higher than the degree of favorability college male physical educators hold toward them as a group. It is not known whether this may be due to the tendency for persons to give good evaluations of groups to which they belong, or whether the peer groups surveyed have previously held stereotyped concepts which would cause them to misjudge the female study group.

It cannot be directly stated that male college physical educators hold unfavorable attitudes toward college
women physical educators, however they are significantly less favorable than the women are toward themselves.

2. Studies on prejudice have shown that people tend to sense whether or not they are undervalued by others.\(^5\) In this investigation it was revealed that when the male peer ratings were compared to the college women physical educator's estimates of these ratings, no significant difference between them was established. This implies that the study group was able to judge the actual ranking they would obtain from their male peers, and as this was lower than the ratings made by the women's study group on themselves, it appears they are not valued as highly as they believe they should be.

The literature in physical education has often discussed the possibility that women tend to be defensive concerning their status in the field. It is possible that this feeling may be somewhat justified, as the anticipated low perceptions held by male peers are shown, in fact, to exist. Although no comparisons were made between them, the study group's self-perceptions were significantly higher than their estimates of how they would be perceived by other college women teachers. The accuracy of this could only be determined if perceptions of other college women teachers were known.

3. Psychological research has tended to substantiate the importance of the relationship between self and self-ideal concepts. It has been found that a high level of self-ideal concepts. It has been found that a high level of self-

\(^5\)Gazette, Cleo P. *op. cit.*, p. 85.
esteem is an important factor in adjustment, and the congruence between self and self-ideal is indicative of the level of self-esteem achieved.

In this study the difference between college women physical educators' perceptions of themselves as a group and how they believed they ideally should be was found to be significant. It is logical that some discrepancy is essential. However, when these perceptions were correlated, only a .18 relationship was established. This could lead one to hypothesise that either the ideal aspirations are too high, or there is a genuine feeling of low self-esteem among the college women physical educators who were surveyed. It cannot be concluded from this study whether this situation is connected with problems inherent in the individuals themselves, or whether due to other biases such as predetermined activities considered basically belonging to identified sex roles.

4. It was of interest to discover that college male physical educators did not differ significantly from college women physical educators' beliefs regarding how the study group should ideally be. More research is needed to establish whether it may be possible that common ideal stereotypes exist for women in this society.

5. In the women's group tested, correlations indicated a high degree of relationship between perceptions of the self and estimates of perceptions believed to be held by
both the male peers and other college women teachers. These results tend to be consistent with social-psychological studies which have suggested that self-perceptions are highly related to an individual's belief as to how he may be regarded by others.

6. It was found that college women physical educators thirty-six and older tend to view women more positively as a group than do those who are thirty-five and below. There appears to be no clear case for hypothesising reasons for this difference unless the younger people are more affected by the competition for promotion and salary raises, which are current concerns among all academic faculties.

7. Data were analyzed in an attempt to identify the perceptions held by administrators toward college women physical educators. It was discovered that college women physical educators viewed women significantly higher than did the male administrators. These conclusions were consistent with the perceptions held by each group when studied as a whole.

Although not a conclusion, it was interesting to find that the professional profiles of male and female college physical educators differ greatly. The majority of males were married and only a minority of women indicated this to be true. Almost twice as many men held ranks of associate professor and above, and three times as many taught at the graduate level as compared to the college women physical
educators. Thirty-six per cent of the men held positions which were primarily administrative in nature while only 11 per cent of the women were in this category. Twice as many women held service program responsibilities than did their male peers.

The above analysis must be interpreted with the understanding that 67 per cent of the male population was over thirty-five years of age and only 38 per cent of the women fell in this group.

Recommendations

The findings of this investigation as completed under the described limitations generate a recognition of further research problems which would have merit. The following recommendations for research based on this study are described below:

1. This study revealed significant differences between college men and college women physical educators' group self-perception. It would be meaningful to investigate means whereby these differences can be resolved.

2. The relationship of certain variables to group self-perception, i.e., the size of the undergraduate institution, one's educational background, intelligence, motor ability, and other factors would be of interest.

3. A factorial analysis which would allow characteristics of the scale to be identified and analyzed would give added insight to interpreting which factors were more or less
favorable or desirable.

4. A comparative study which would include persons in other academic fields, the community at large, and male peer groups would assist in identifying influences of various perceptual fields.

5. A scale appropriate to college men physical educators should be developed, and their group self-perceptions identified.

6. Persons teaching in different geographical areas, as well as holding membership in different professional organizations could be tested. Comparisons between and within them would provide more generalized insights.

7. Various major student populations throughout the country could be sampled and their perceptions compared to teachers in the field.

Summary of the Study

This study has been based upon the belief that attitudes toward self are of central importance in understanding human behavior. Social-psychologists have long proposed that the social matrix provides a field through which individuals gain cues which assist them in evaluating levels of self-esteem and self-worth. They have postulated that the position one occupies in his social and occupational groups is a powerful factor in shaping the expectations and aspirations of each individual. Therefore, the meaning one attaches to himself within his group structure is signifi-
cantly related to his perceived status, as well as the status he attributes his organization.

Historically, it appears that physical education has had difficulty in achieving public valuation comparable to other professions as well as other fields within the educational framework. Much research has been devoted to the subject matter itself, however, little has been done to ascertain factors which may affect attitudes among physical educators themselves. It is possible that the public status achieved may be in some way related to perceptions members of the field hold toward one another.

This study has sought to provide added insights into group self-perception problems among physical educators. More specifically, it has focused on college women physical educators in an attempt to discern whether or not they believe themselves to hold a favorable image in the profession they have chosen. As the strength of an organization is fundamentally related to the mutual efforts of all its members, it is only logical to conclude that a mutual concern and respect would be significant for the achievements of the whole. If there is low self-esteem and low self-valuation by either men or women physical educators, then it becomes a problem for the profession as well as the individuals concerned.

Although one cannot generalize the findings of this study to all groups, it is apparent that this population of college women physical educators do not believe they are
perceived as favorably by their male peers as they perceive themselves to be. Their perceptions proved to be correct, as when male peers were surveyed it was found that they did, in fact, perceive women significantly differently. Also, both groups acknowledged a significant discrepancy between how college women physical educators appeared to be and how they ideally should be.

It could be hypothesised that women in this profession are operating under a cultural bias which has, historically, identified sport with a male role. On the other hand, it could be suggested that these perceptions are related to problems among physical educators themselves. At any rate, future research should be conducted to identify factors which contribute to perceptual discrepancies between the sexes, as well as to establish guides whereby they can be resolved.

Physical education can only profit by the efforts of both men and women working for similar educational goals. Without combined efforts and mutual respect, both the public image and the self-images can be affected negatively. Unfavorable stereotyping within the field can only sustain unfavorable stereotyping that may be found elsewhere. Therefore, the greatest potential for progress appears to be, first, within the profession itself.
The Ohio State University
October 21, 1969

Miss Beverly Wilson
1523 Presidential Drive
Columbus, Ohio 43212

Dear Colleague:

It is increasingly evident that the perceptions of any group held by the public, their peers, and themselves directly affect the progress and productivity of that group. It has also been historically obvious that physical education has had difficulty in establishing a positive image in the educational framework. Therefore, the entire profession should be challenged to remain current on the issues affecting status, as well as to explore the problems which underlie status image.

Your assistance is sought in a Ph.D. project which is designed to improve our understanding of group perceptions of physical educators. More specifically, attention is directed toward how college women physical educators perceive themselves and believe they are perceived by others as a group. The instrument is reliable and will take only a short time to complete. Our interest is in group response only and your personal reactions will in no way be identified.

Only selected men and women teaching in colleges located in the midwest have been asked to participate. Please return the data and inventory sheets by November 25, 1969. Keep this date in mind as it will not be possible to send follow-up reminders. A self addressed stamped envelope is enclosed.

Again, your reaction is important and your efforts to contribute to this study will be greatly appreciated.

Sincerely,

Beverly D. Wilson
Ph.D. Candidate

Margaret A. Mordy
Adviser
The Ohio State University

MAM/rs
Encl.
Data Sheet

PLEASE COMPLETE THE FOLLOWING INFORMATION
(check the appropriate answer)

1. Sex: ____M ____F
2. Marital status: ____single or divorced ____married
   ____Prof. ____Assoc. Prof.
4. Primary departmental responsibility:
   ____teaching ____administration
   ____coaching ____research
5. Level of primary teaching responsibilities:
   ____service program
   ____undergraduate professional
   ____graduate
6. Years of teaching at the college level:
   ____1-5 ____6-10 ____11-19 ____20 up
7. Indicate age: ____under 25 ____26-35 ____36-45
   ____45 up
8. If you were equally prepared in another teaching field, or in another profession, would you
   still prefer to teach college physical education?
   ____yes ____no
9. If you answered no no number eight, what teaching field or other profession would you choose?
   ___________________
10. If you answered number nine, briefly indicate your primary reasons for desiring to change?
MODIFIED GAZETTE-GROUP-PERCEPTION INVENTORY

The questions which follow make it possible to gain certain insights regarding the image of women whose primary responsibilities are in teaching physical education. The items simply describe perceptions of groups and in no way are to be considered a "test." The purpose is to determine what one thinks or feels about each of the ideas listed.

Each page seeks an answer to a particular perception. Answer each set of questions with this perception in mind. READ THE PERCEPTION CAREFULLY.

PERCEPTION I

ANSWER EACH OF THE FOLLOWING ITEMS AS YOU PERCEIVE COLLEGE WOMEN PHYSICAL EDUCATORS TO BE AS A GROUP. (IN OTHER WORDS, HOW DO YOU BELIEVE THEY ACTUALLY ARE?)

1. College women physical educators are unconcerned about their appearance. SA A N D SD
2. College women physical educators are well-read. SA A N D SD
3. College women physical educators talk easily with others. SA A N D SD
4. College women physical educators feel they are discriminated against. SA A N D SD
5. College women physical educators are enjoyable company. SA A N D SD
6. College women physical educators have distracting mannerisms. SA A N D SD
7. College women physical educators are ladylike. SA A N D SD
8. College women physical educators like to be in the limelight. SA A N D SD
9. College women physical educators seem insensitive to social disapproval. SA A N D SD
10. College women physical educators are "cliquish." SA A N D SD
11. College women physical educators are likable. SA A N D SD
12. College women physical educators have little social prestige. SA A N D SD
13. College women physical educators look especially well in sports clothes. SA A N D SD
14. College women physical educators seem ill at ease with other people. SA A N D SD
15. College women physical educators possess strong spiritual values. SA A N D SD
16. College women physical educators are considered as being somewhat unintelligent. SA A N D SD
17. College women physical educators are well organized. SA A N D SD
18. College women physical educators select clothing with little appreciation for style. SA A N D SD
19. College women physical educators are capable of handling any situation. SA A N D SD
20. College women physical educators are well prepared for motherhood. SA A N D SD
21. College women physical educators are socially clumsy. SA A N D SD
22. College women physical educators are considered as being somewhat unintelligent. SA A N D SD
23. College women physical educators are highly respected in the community. SA A N D SD
24. College women physical educators make friends easier than men. SA A N D SD
25. College women physical educators keep in the background on general social occasions. SA A N D SD
26. College women physical educators have few cultural interests. SA A N D SD
27. College women physical educators are conspicuous in a crowd. SA A N D SD
28. College women physical educators are secretive persons. SA A N D SD
29. College women physical educators attract many friends in other fields. SA A N D SD
30. College women physical educators are proud of their accomplishments. SA A N D SD
31. College women physical educators have well modulated voices. SA A N D SD
32. College women physical educators use profanity and slang freely. SA A N D SD
33. College women physical educators have a good sense of humor. SA A N D SD
34. College women physical educators possess a healthy sense of humor. SA A N D SD
35. College women physical educators prefer to teach sports activity classes predominately. SA A N D SD
36. College women physical educators are emotionally well-balanced. SA A N D SD
37. College women physical educators are poor losers. SA A N D SD
38. College women physical educators have good figure. SA A N D SD
39. College women physical educators enjoy home-making or domestic duties. SA A N D SD
40. College women physical educators have a good vocabulary. SA A N D SD

THE OHIO STATE UNIVERSITY
Test Construction
## Modified Gazette-Group Perception Inventory

**Perception II**

**Title:** Answer each of the following items as you perceive college women physical educators ought to be as a group. (In other words, how should they ideally be?)

**Instructions:**
1. Respond to all items as indicated in the sample.
2. Circle one response only on each line.
3. Make a choice for every statement and use neutral as little as possible.

**Sample**

<table>
<thead>
<tr>
<th>Item</th>
<th>You strongly agree</th>
<th>You agree</th>
<th>You have no opinion</th>
<th>You disagree</th>
<th>You strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SA A N D SD</td>
<td>SA A N D SD</td>
<td>SA A N D SD</td>
<td>SA A N D SD</td>
<td>SA A N D SD</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Items**

- College women physical educators are uninterested about their appearance.
- College women physical educators are well-read.
- College women physical educators talk easily with others.
- College women physical educators feel they are discriminated against.
- College women physical educators are enjoyable company.
- College women physical educators have a good sense of humor.
- College women physical educators are limited in what they can discuss.
- College women physical educators have little interests in scholarly pursuits.
- College women physical educators prefer to teach sports activity classes predominately.
- College women physical educators are emotionally well-adjusted.
- College women physical educators are unsure of themselves.
- College women physical educators transfer to sports activity classes predominately.
- College women physical educators enjoy home-making or domestic duties.
- College women physical educators have a good vocabulary.

**The Ohio State University**
Test Construction
### MODIFIED GAZETTE-GROUP-PERCEPTION INVENTORY

**PERCEPTION III**

**INSTRUCTIONS**

1. Respond to all items as indicated in the sample.
2. Circle one response only on each line.
3. Make a choice for every statement and use neutral as little as possible.

**SAMPLE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>2.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>3.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>4.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>5.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>6.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>7.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>8.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>44.</td>
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<tr>
<td>45.</td>
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<td>48.</td>
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<tr>
<td>49.</td>
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<tr>
<td>50.</td>
<td>SA</td>
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</tr>
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</table>

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**THE OHIO STATE UNIVERSITY**

**Test Construction**
## MODIFIED GAZETTE-GROUP-PERCEPTION INVENTORY

### PERCEPTION IV

**ANSE ER EACH OF THE FOLLOWING ITEMS AS YOU BELIEVE COLLEGE WOMEN PHYSICAL EDUCATORS IN OTHER FIELDS PERCEIVE COLLEGE WOMEN PHYSICAL EDUCATORS TO ACTUALLY BE AS A GROUP.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. College women physical educators are unconcerned about their appearance.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>2. College women physical educators are well-read.</td>
<td>SA</td>
<td>AN</td>
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<td>SD</td>
</tr>
<tr>
<td>3. College women physical educators talk easily with others.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>4. College women physical educators feel they are discriminated against.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>5. College women physical educators are enjoyable company.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>6. College women physical educators have distractive manners.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>7. College women physical educators are ladylike.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>8. College women physical educators like to be in the limelight.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>9. College women physical educators seem insensitive to social disapproval.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>10. College women physical educators are &quot;cliqueish&quot;.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>11. College women physical educators are likable.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>12. College women physical educators have little social prestige.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>13. College women physical educators look especially well in sports clothes.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>14. College women physical educators seem ill at ease with other people.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>15. College women physical educators possess strong spiritual values.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>16. College women physical educators are considered as being somewhat unintelligent.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>17. College women physical educators have more women friends than men friends.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>18. College women physical educators keep in the background on general social occasions.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>19. College women physical educators are domineering.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>20. College women physical educators are well prepared for motherhood.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>21. College women physical educators are socially clumsy.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>22. College women physical educators are well organized.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>23. College women physical educators select clothing with little appreciation for style.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>24. College women physical educators are capable of handling any situation.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>25. College women physical educators are limited in what they can discuss.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>26. College women physical educators are dependable.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>27. College women physical educators are conspicuous in a crowd.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>28. College women physical educators are highly respected in the community.</td>
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<td>AN</td>
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<td>SD</td>
</tr>
<tr>
<td>29. College women physical educators look attractive in high heels.</td>
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<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>30. College women physical educators have few cultural interests.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>31. College women physical educators have well modulated voices.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>32. College women physical educators are secretive persons.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>33. College women physical educators attract many friends in other fields.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>34. College women physical educators are loud.</td>
<td>SA</td>
<td>AN</td>
<td>D</td>
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<tr>
<td>35. College women physical educators bear the brunt of many jokes.</td>
<td>SA</td>
<td>AN</td>
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<tr>
<td>36. College women physical educators have definite life goals.</td>
<td>SA</td>
<td>AN</td>
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<td>37. College women physical educators use profanity and slang freely.</td>
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<td>AN</td>
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<tr>
<td>38. College women physical educators have a good sense of humor.</td>
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<td>AN</td>
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<tr>
<td>39. College women physical educators have little interests in scholarly pursuits.</td>
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<td>AN</td>
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<tr>
<td>40. College women physical educators prefer to teach sports activity classes predominately.</td>
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<td>AN</td>
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<td>41. College women physical educators are emotionally well-adjusted.</td>
<td>SA</td>
<td>AN</td>
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<td>42. College women physical educators are poor losers.</td>
<td>SA</td>
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<tr>
<td>43. College women physical educators walk gracefully.</td>
<td>SA</td>
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<tr>
<td>44. College women physical educators are unsure of themselves.</td>
<td>SA</td>
<td>AN</td>
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<tr>
<td>45. College women physical educators behave appropriately in most situations.</td>
<td>SA</td>
<td>AN</td>
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<tr>
<td>46. College women physical educators tend to look alike.</td>
<td>SA</td>
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<tr>
<td>47. College women physical educators tend to have unfeminine hair styles.</td>
<td>SA</td>
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<td>SD</td>
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<tr>
<td>48. College women physical educators have good figures.</td>
<td>SA</td>
<td>AN</td>
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<tr>
<td>49. College women physical educators enjoy home-making or domestic duties.</td>
<td>SA</td>
<td>AN</td>
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<td>SD</td>
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<tr>
<td>50. College women physical educators have a good vocabulary.</td>
<td>SA</td>
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**THE OHIO STATE UNIVERSITY**

Test Construction
COMMENTS MADE BY PHYSICAL EDUCATORS WHO REJECTED RESPONDING TO THE INVENTORY

<table>
<thead>
<tr>
<th>Item</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.</td>
<td>&quot;I have looked at your questionnaire two or three times, started working on it and each time quit because I am unable to force my mind to work within the confines of the study. I am unable to say that any group is composed of individuals who are alike.&quot; (Male)</td>
</tr>
<tr>
<td>2.</td>
<td>&quot;The first half of your inventory seems to be an adequate means of gathering opinion. However, the second half is really impossible to answer. You ask the respondees to answer as they perceive the group as it ought to be.&quot; (Male)</td>
</tr>
<tr>
<td>3.</td>
<td>&quot;I started to answer this questionnaire, but feel that I am NOT able to answer the other sections due to my limited experiences and contacts.&quot; (Female)</td>
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<tr>
<td>4.</td>
<td>&quot;... I find, after attempting to make judgments on the first few items, that I am constitutionally unable to judge a total &quot;group&quot; or have opinions about a &quot;group.&quot; (Female)</td>
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<tr>
<td>5.</td>
<td>&quot;I struggled up to item 30 and then gave up.&quot; &quot;This kind of inventory, to me, makes no sense. I couldn't possibly talk about women physical educators and lump them all into one &quot;pot&quot; anymore than I could take all artists, ... and do the same.&quot; (Female)</td>
</tr>
<tr>
<td>6.</td>
<td>&quot;I pondered and pondered your questionnaire and felt unable to answer any but the two pertaining to my real perceptions and what I felt ought to be.&quot; (Female)</td>
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<tr>
<td>7.</td>
<td>&quot;I am sorry, but I don't believe group characteristics of physical educators are relevant in today's world. I find it impossible to answer these questions.&quot; (Female)</td>
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<tr>
<td>8.</td>
<td>&quot;I find this survey impossible to answer&quot;</td>
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</table>
honestly. If one wants my opinion of what I think someone else thinks, I cannot help because I find it impossible to say or predict what others think or feel." (Female)
### REACTIONS OF COLLEGE WOMEN PHYSICAL EDUCATORS WHO PREFERRED NOT TO CONTINUE TEACHING COLLEGE PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Other Profession Desired</th>
<th>Reason for Change</th>
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<tbody>
<tr>
<td>1. Medicine</td>
<td>Not sure that physical education really meets human needs. Desires something that really counts.</td>
</tr>
<tr>
<td>2. Molecular Biology</td>
<td>It deals with the basic source of life.</td>
</tr>
<tr>
<td>3. Medical Psychiatry</td>
<td>Lack of funds prevented this selection as an undergraduate and it is still preferable.</td>
</tr>
<tr>
<td>4. Psychologist</td>
<td>Working with emotionally disturbed teenagers would be a method of helping.</td>
</tr>
<tr>
<td>5. Psychology</td>
<td>Too many extracurricular responsibilities, too much coaching pressure, and lack of status in physical education.</td>
</tr>
<tr>
<td>6. Health</td>
<td>Abilities more completely utilized and could avoid activity oriented classes and deal more with concepts.</td>
</tr>
<tr>
<td>7. Elementary Education</td>
<td>Does not believe in separating men and women in activities.</td>
</tr>
<tr>
<td>8. Psychology, Sociology</td>
<td>Wishes an interdepartmental specialization which would facilitate contacting students in &quot;my interest area regardless of the student's major.&quot;</td>
</tr>
<tr>
<td>and Physical Education</td>
<td></td>
</tr>
<tr>
<td>Other Profession Desired</td>
<td>Reason for Change</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>10. Elementary School Physical Education</td>
<td>The absence of honesty and openness in both colleagues and students on the college level.</td>
</tr>
<tr>
<td>11. English</td>
<td>Lack of acceptance of physical education on the part of the faculty.</td>
</tr>
<tr>
<td>12. Choral Music</td>
<td>Physical educator's loads are too heavy. Feels too culturally narrowed, and resents the stereotyping of the field.</td>
</tr>
<tr>
<td>13. Sociology</td>
<td>No reason given.</td>
</tr>
<tr>
<td>14. A Creative Field</td>
<td>When one gets older, believes students wants younger teachers, and one could do more harm than good in teaching.</td>
</tr>
<tr>
<td>15. Elementary School Physical Education</td>
<td>Desires to teach this age group.</td>
</tr>
<tr>
<td>16. Law</td>
<td>Latent interest. Holds more prestige.</td>
</tr>
</tbody>
</table>
### REACTIONS OF COLLEGE MALE PHYSICAL EDUCATORS WHO PREFERRED NOT TO CONTINUE TEACHING COLLEGE PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Other Profession Desired</th>
<th>Reasons for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Medicine</td>
<td>More challenging.</td>
</tr>
<tr>
<td>2. Medicine</td>
<td>A major interest.</td>
</tr>
<tr>
<td>6. Dentistry, Medicine, Law, Plumber</td>
<td>Physical Educators inadequately recompensed.</td>
</tr>
<tr>
<td>7. Dentistry or Law</td>
<td>Salaries too low in Physical Education.</td>
</tr>
<tr>
<td>8. Law</td>
<td>More money.</td>
</tr>
<tr>
<td>9. School or College Administration</td>
<td>&quot;To broaden my sphere of influence.&quot;</td>
</tr>
<tr>
<td>11. Ecology and Conservation</td>
<td>The fields were not well developed earlier, and neither the need for them, nor the interest in them was known.</td>
</tr>
<tr>
<td>12. Natural Science</td>
<td>Physical Education has a lack of academic respectability.</td>
</tr>
<tr>
<td>13. Health</td>
<td>Too much confusion in purposes and programs of physical education.</td>
</tr>
<tr>
<td>14. Not listed.</td>
<td>No reason given for preferring to change.</td>
</tr>
</tbody>
</table>
CARL ROGERS

THEORY OF PERSONALITY AND BEHAVIOR\(^{1}\)

I. Every individual exists in a continually changing world of experience of which he is the center.

II. The organism reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, "reality".

III. The organism reacts as an organized whole to this phenomenal field.

IV. The organism has one basic tendency and striving—to actualize, maintain, and enhance the experiencing organism.

V. Behavior is basically the goal-directed attempt of the organism to satisfy its needs as experienced, in the field as perceived.

VI. Emotion accompanies and in general facilitates such goal-directed behavior, the kind of emotion being related to the seeking versus the consummatory aspects of the behavior, and the intensity of the emotion being related to the perceived significance of the behavior for the maintenance and enhancement of the organism.

VII. The best vantage point for understanding behavior is from the internal frame of reference of the individual himself.

VIII. A portion of the total perceptual field gradually becomes differentiated as the self.

IX. As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of self is formed—an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of per "I" or the "me", together with values attached to these concepts.

X. The values attached to experiences, and the values which are a part of the self structure, in some instances are values experienced directly by the organism, and in some instances are values introjected or taken over from others, but perceived in distorted fashion, as if they had been experienced directly.

XI. As experiences occur in the life of the individual, they are either (a) symbolized, perceived, and organized into some relationship to the self, (b) ignored because there is no perceived relationship to the self-structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self.

XII. Most of the ways of behaving which are adopted by the organism are those which are consistent with the concept of self.

XIII. Behavior may, in some instances, be brought about by organic experiences and needs which have not been symbolized. Such behavior may be inconsistent with the structure of the self, but in such instances the behavior is not "owned" by the individual.

XIV. Psychological maladjustment exists when the organism denies to awareness significant sensory and visceral experiences, which consequently are not symbolized and organized into the gestalt of the self-structure. When this situation exists, there is a basic or potential psychological tension.

XV. Psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the organism are, or may be, assimilated on a symbolic level into a consistent relationship with the concept of self.

XVI. Any experience which is inconsistent with the organization or structure of self may be perceived as a threat, and the more of these perceptions there are, the more rigidly the self-structure is organized to maintain itself.

XVII. Under certain conditions, involving primarily complete absence of any threat to the self-structure, experiences which are inconsistent with it may be perceived, and examined, and the structure of self revised to assimilate and include such experiences.
XVIII. When the individual perceives and accepts into one consistent and integrated system all his sensory and visceral experiences, then he is necessarily more understanding of others and is more accepting of others as separate individuals.

XIX. As the individual perceives and accepts into his self-structure more of his organic experiences, he finds that he is replacing his present value system—based so largely upon introjections which have been distortedly symbolized—with a continuing organismic valuing process.
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