



4-1966

A Survey Quarter Time, Half Time, and Full Time Graduate Assistants in 103 Selected Colleges of the United States

Del Gab

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/theses>

Recommended Citation

Gab, Del, "A Survey Quarter Time, Half Time, and Full Time Graduate Assistants in 103 Selected Colleges of the United States" (1966). *Theses and Dissertations*. 6030.

<https://commons.und.edu/theses/6030>

This Independent Study is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

CT100
615.

A SURVEY OF QUARTER-TIME, HALF-TIME, AND FULL-TIME
GRADUATE ASSISTANTS IN 103 SELECTED COLLEGES
OF THE UNITED STATES

by

Del Gab

An Individual Research Paper
Submitted to the Physical Education Department
of the
University of North Dakota
in partial fulfillment of the requirements
for Individual Research 513

Grand Forks, North Dakota

April

1966

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	iv

ACKNOWLEDGEMENTS

Chapter

I. The author wishes to acknowledge the assistance of all those whose interest, time and effort made this study possible. Special recognition is extended to the Departments of the Men's Physical Education in the colleges which participated in this survey.

IV. Appreciation is also extended to Mr. Walt C. Koenig and to Dr. John L. Quaday, Professors of Physical Education at the University of North Dakota, for their guidance and assistance in the preparation of this study.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary
Conclusions
Recommendations

APPENDIX A

APPENDIX B

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
 Chapter	
I. INTRODUCTION	1
Purpose of the Study	
Need for the Study	
Delimitations	
II. RELATED LITERATURE	3
III. PROCEDURE	4
IV. ANALYSIS OF DATA	7
Analysis of Quarter-time Graduate Assistants	
Analysis of Half- and Full-Time Graduate Assistants	
Other Assistantships	
Summary	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .	16
Summary	
Conclusions	
Recommendations	
APPENDIX A	19
APPENDIX B	23

LIST OF TABLES

Table	Page
1. Total Number of Graduate Assistants	6
2. Duties Other Than Teaching for Quarter-Time Graduate Assistants	9
3. Fringe Benefits for Quarter-Time Graduate Assistants	10
4. Duties Other Than Teaching for Half- and Full-Time Graduate Assistants	12
5. Fringe Benefits for Half- and Full-time Graduate Assistants	15

CHAPTER I

INTRODUCTION

Many colleges in the United States use graduate assistants as instructors in departments of physical education.

Colleges in the United States have organized their graduate departments to assist students in working toward master's or doctor's degrees. They have made provisions to allow some of these students to teach in their departments, work as research assistants, or work at some duty other than teaching. The graduate departments of these colleges have compensated these students for the services rendered.

The author felt it would be desirable to analyze present practice with a view toward standardization of compensation for services rendered to graduate assistants in colleges of the United States.

Purpose of the Study

The purpose of this study was to determine what graduate assistants in physical education in selected colleges of the United States are required to do, and what compensation they receive for services rendered.

Need for the Study

By conducting an investigation with the use of a normative survey, the author felt it would be possible to establish work and compensation criteria for graduate assistants. This would enable colleges to have some uniformity among graduate assistants who work in the physical education program.

If these students are to do a good job teaching classes, and also carry reasonable academic loads, colleges need a standard basis for determining compensation for services rendered.

Delimitations

The study was limited to physical education graduate assistants in 47 of the fifty states. Hawaii, Alaska and North Dakota were not included in this survey.

The author made no attempt to distinguish between graduate assistants working toward master's or doctor's degrees. Only those colleges which offered master's or doctor's degrees in physical education were selected.

The colleges were selected by including both the state colleges and state universities of each state first. Then the author selected other colleges and universities which he felt had outstanding graduate programs in physical education.

CHAPTER II

RELATED LITERATURE

The author was unable to locate any previous work done in this field. It was felt that there might have been some articles written about graduate assistants, but the sources which were available to the writer did not relate themselves to this survey.

Survey questions as follows:

1. What is the status of employment of graduate assistants in physical education?
2. What type of relationship do the graduate assistants receive in your graduate department of physical education?
3. What stipend does each graduate assistant receive?
4. What academic load are graduate assistants permitted to carry?
5. How many contact teaching hours per week are the graduate assistants required to spend with the students?
6. What other duties, besides teaching, must each graduate assistant carry?
7. How many hours work per week must each graduate

CHAPTER III

PROCEDURE

A normative survey was sent to 103 selected colleges in the United States. The writer set a deadline of January 20, 1966, for the returns. There were no follow-up letters sent to the colleges.

The specific questions asked in the normative survey were as follows:

1. What is the status of employment of graduate assistants in physical education?
2. What type of assistantship do the graduate assistants receive in your graduate department of physical education?
3. What stipend does each graduate assistant receive?
4. What academic load are graduate assistants permitted to carry?
5. How many contact teaching hours per week are the graduate assistants required to spend with the students?
6. What other duties, besides teaching, must each graduate assistant perform?
7. How many hours work per week must each graduate

assistant spend in duties other than teaching?

8. What stipend will each graduate assistant receive for duties other than teaching?

9. What fringe benefits does each graduate assistant receive?

10. What basis is used in determining the load for graduate assistants?

A tabulated survey was made of all the returns.

Only one tabulation was made from each college for quarter-time graduate assistants, half-time graduate assistants and for full-time graduate assistants. However, if there was any variation as to stipend, work load, or duties other than teaching from any college, then the author made additional tabulations for this college.

The author received 74 replies from the original 103 selected colleges. Table 1 shows a tabulated breakdown of the different assistantships.

From the 74 returns which were received, 11 colleges did not complete any part of the survey. These colleges stated that at the present time they did not have a program for graduate assistants in their department.

The author, after a careful analysis of the data, determined that there wasn't any difference between half-time graduate assistants and full-time graduate assistants. Therefore, the author combined these two assistantships and treated them as a single source of data.

TABLE 1
GRADUATE ASSISTANTSHIPS

Assistantships	Number
Quarter-time assistantships	30
Half-time assistantships	68
Full-time assistantships	53
Other assistantships*	16

*These are assistantships which are not included as quarter-time assistantships, half-time assistantships, or full-time assistantships. They were referred to in the survey as third-time assistantships, two-fifth-time assistantships, and three-fifths-time assistantships.

The formula used to determine the mean for quarter-time graduate assistants was $\frac{\sum X}{N}$. The median was found by the formula $\frac{X}{N}$.

The mean for the combined data for half-time and full-time graduate assistants was found by constructing a frequency table and then using the following formula:

$$M = AM \div c \left(\frac{\sum fd}{N} \right) i .$$

The median was determined by the following formula:

$$MDM = ll \div \left(\frac{N - CF}{FM} \right) i .$$

The writer did not attempt to find any mean or median for the 16 assistantships recorded under the title "other assistantships". It was the opinion of the author that the small number would not be sufficient to arrive at any stated conclusions.

CHAPTER IV

ANALYSIS OF DATA

A normative survey was sent to 103 selected colleges and universities in the United States. Returns were received from 74 colleges and universities for a 72 per cent return.

The author selected only colleges from 47 states, and selected only those colleges which offered master's or doctor's degrees in physical education. First, the writer selected state colleges and universities from 47 states which offered master's or doctor's degrees in physical education. In addition, the author selected several other colleges and universities which he felt had outstanding graduate programs in physical education.

The mean and median were found for quarter-time graduate assistants and for half-time and full-time graduate assistants as he could see no difference between the two groups. It was his opinion that each college determines whether to call a graduate assistant a half-time assistant or full-time assistant, as some colleges offer exactly the same benefits to half-time assistants as other colleges do for full-time assistants.

Analysis of Quarter-time Graduate Assistants

The total number of schools offering quarter-time graduate assistantships was 50. The results from the normative survey for quarter-time graduate assistants were recorded in five specific areas. These areas were as follows: stipend, academic load permitted each semester, number of contact teaching hours each semester, duties other than teaching and the number of hours work per week in these duties, and fringe benefits received.

The mean stipend for quarter-time graduate assistants was \$1241.10. The range was from \$2000 to \$500, and the crude mode was \$1200.

The mean for academic load permitted each semester was 12.066 semester hours. The range was from 16 hours to 9 hours, and the crude mode was 12 hours.

The mean for contact teaching hours per semester was 6.04 hours. The range was from ten hours to zero hours of teaching. Seven quarter-time graduate assistants did no teaching, but were assigned duties other than teaching for their work load. These seven assistants were not included in computing the mean for contact teaching hours. Nine graduate assistants had no duties except their regular teaching load.

In duties other than teaching, 21 graduate assistants had duties assigned to them. Table 2, Page 9, shows a tabulated summary of the results from the normative sur-

vey in duties other than teaching.

TABLE 2

DUTIES OTHER THAN TEACHING

Assigned Duty	Number of Assistants
Coaching freshman squad	2
Assistant in varsity sport	4
Swimming supervisor	1
Equipment room duties	1
Intramurals	9
Training room	2
Administrative assistant	1
Research assistant	1

The mean for the number of hours work per week in duties other than teaching was 11.571 hours. The range was from 25 hours per week to one hour per week. Fourteen graduate assistants had teaching and non-teaching duties. Seven graduate assistants had no teaching, but were assigned duties other than teaching.

The author felt that some comparison should be made between the mean for all quarter-time assistants and the mean for the seven assistants who had no teaching, but were assigned duties other than teaching for their work load. The mean for the seven graduate assistants was 18.14 hours per week, which was seven hours

more than the mean of 11.571 hours for all quarter-time graduate assistants. It was the opinion of the writer that the mean of 11.571 hours was higher because of these seven quarter-time graduate assistants who had no teaching duties, but were assigned duties other than teaching for their work load.

The fringe benefits for quarter-time graduate assistants were tabulated in four specific areas. Refer to Table 3 below for the data.

Table 3 represents the total number of quarter-time graduate assistants who completed the normative survey for fringe benefits. However, several graduate assistants failed to complete this area of the survey in its entirety. Therefore, it is this author's opinion that the figures in Table 3 may be slightly misleading.

TABLE 3
FRINGE BENEFITS

Benefit Received	Number of Assistants
Free tuition	6
Waiver of fees	4
Free parking permit	7
Faculty status	23

Analysis of Half-time and Full-time Graduate Assistants

The number of half- and full-time graduate assis-

tantships recorded in the normative survey was 121.

The results from the normative survey for the combined data of the assistantships were recorded in five specific areas. The areas were as follows: stipend, academic load permitted each semester, number of contact teaching hours each semester, duties other than teaching and the number of hours' work per week in these duties, and fringe benefits received.

The mean stipend for half- and full-time assistants was \$2141.20. The range was from \$3400 to \$1000. The median was \$2095.50. The mode was \$2232.60.

The mean for academic load for each semester was 10.661 hours. The range was from 12 hours to 4 hours. The crude mode was 12 hours.

The mean for contact teaching hours each semester was 8.523 hours. The range was from eighteen hours to zero hours of teaching. Twelve graduate assistants did no teaching, but were assigned duties other than teaching for their work load. These twelve assistants were not included as part of the mean for contact teaching hours each semester. Forty-six graduate assistants had no duties except their regular teaching load.

In duties other than teaching, 75 graduate assistants had duties assigned to them. Table 4, page 12, shows the results from the normative survey in duties other than teaching.

TABLE 4
DUTIES OTHER THAN TEACHING

Assigned Duty	Number of Assistants
Coaching freshman squad	12
Assistant in varsity sport	24
Swimming supervisor	4
Intramurals	22
Laboratory work	3
Library	1
Office work	5
Supervision work	1
Research assistant	1
Training room	1
Diving coach	1

Six graduate assistants were paid for these non-teaching duties in addition to their regular stipend. The mean for this group was \$344. The range was from \$675 to \$100.

The mean for the number of hours work per week for these non-teaching duties was 11.213 hours. The range was from 25 hours to one hour per week. Sixty-three graduate assistants had teaching and non-teaching duties. Six graduate assistants were paid for these non-teaching duties. Fifty-seven graduate assistants

were paid their regular stipend for duties other than teaching.

Twelve graduate assistants had no teaching, but received their stipend for services rendered in the non-teaching work. The mean for this group which had no teaching work was 20.7 hours per week, which is considerably more than the mean for the 63 graduate assistants who had teaching and non-teaching duties. The author was of the opinion that these 12 graduate assistants affected the mean of the entire group, and it was his opinion that this should be brought to the attention of the reader.

The fringe benefits received by half- and full-time graduate assistants are recorded in Table 5. The writer listed these in four specific areas as follows:

TABLE 5
FRINGE BENEFITS

Benefit Received	Number of Assistants
Free tuition	47
Waiver of fees	58
Free parking permit	49
Faculty status	109

Table 5 represents the total number of half- and full-time graduate assistants who completed the normative

survey for fringe benefits. However, several graduate assistants failed to complete this area of the normative survey, and the figures in Table 5 may be slightly misleading.

Other Assistantships

These assistantships were listed in the normative survey as third-time, two-fifths-time, and three-fifths-time graduate assistantships. The author did not receive a sufficient number to justify finding a mean, mode, or median.

Several colleges returned the normative survey indicating that their graduate department offered research assistantships and fellowships. However, data seemed insufficient for a proper study.

Summary

In review of the data it was apparent that colleges and universities felt no graduate assistant should work more than 21 hours per week in teaching or non-teaching duties.

The results of both quarter-time and half- and full-time graduate assistants showed that the mean for contact teaching hours and for duties other than teaching was less than 21 hours per week. For these services rendered the mean stipend for quarter-time graduate assistants was \$1241.10, and the mean stipend for half-

and full-time graduate assistants was \$2095.50.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this survey, quarter-time, half-time, and full-time graduate assistantships were studied. The survey included 103 selected colleges in the United States and offered master's or doctor's degrees in physical education.

A narrative survey was sent to all of the colleges with a deadline of January 20, 1966, set for the returns. No follow-up letter was sent to any of the colleges. A return of 72 per cent was received from the 103 selected colleges.

The questions which were asked in the narrative survey were: (1) status of employment; (2) type of assistantship received; (3) stipend for the assistantship; (4) academic load permitted; (5) contact teaching hours each semester; (6) duties other than teaching and the number of hours per week spent at these duties; (7) stipend for these duties; (8) basis used for determining the work load for graduate assistants.

The mean and median were determined for quarter-time graduate assistants and for half- and full-time graduate assistants. The information for this data is:

found in Chapter IV and in Appendix B.

Conclusions

CHAPTER V

The following conclusions were believed justified

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this survey, quarter-time, half-time, and full-time graduate assistantships were studied. The survey included 103 selected colleges in the United States who offered master's or doctor's degrees in physical education.

A normative survey was sent to all of the colleges with a deadline of January 20, 1966, set for the returns. No follow-up letter was sent to any of the colleges. A return of 72 per cent was received from the 103 selected colleges.

The questions which were asked in the normative survey were: (1) status of employment; (2) type of assistantship received; (3) stipend for the assistantship; (4) academic load permitted; (5) contact teaching hours each semester; (6) duties other than teaching and the number of hours per week spent at these duties; (7) stipend for these duties; (8) basis used for determining the work load for graduate assistants.

The mean and median were determined for quarter-time graduate assistants and for half- and full-time graduate assistants. The information for this data is

found in Chapter IV and in Appendix B.

Conclusions

The following conclusions were believed justified from results obtained in this study.

1. The mean stipend for quarter-time graduate assistants is \$1241.10.
2. The mean academic load for quarter-time graduate assistants is 12.066 hours.
3. The mean number of contact teaching hours per semester for quarter-time graduate assistants is 6.04 hours.
4. The mean stipend for half- and full-time graduate assistants is \$2141.20.
5. The mean academic load for half- and full-time graduate assistants is 10.661 hours.
6. The mean number of contact teaching hours per semester for half- and full-time graduate assistants is 8.523 hours.
7. It is apparent that the colleges and universities feel that no graduate assistant should work more than 21 hours per week in teaching or non-teaching duties.

Recommendations

The following recommendations were made as a result of this survey:

1. A more detailed study should be conducted on graduate assistants in physical education departments of

colleges and universities in the United States.

2. A study should be conducted to determine recommendations for colleges and universities as to how they should assign work loads to graduate assistants.

3. A study should be conducted to determine if graduate assistants receive better jobs than graduate students.

4. A study should be conducted to determine some form of standardization for all graduate assistants in colleges and universities of the United States.

5. A study should be conducted to determine what qualifications are necessary to be accepted as a graduate assistant in colleges and universities of the United States.