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THE UNIVERSITY OF ALBERTA

THE RELATIONSHIP OF TEACHER SATISFACTION TO STUDENT ATTITUDES IN COMPULSORY PHYSICAL EDUCATION CLASSES

by

© DANIEL T. McCAFFERY

A THESIS

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled, "The Relationship of Teacher Satisfaction to the Student Attitudes in Compulsory Physical Education Classes," submitted by Daniel Thomas McCaffery in partial fulfilment of the requirements for the degree of Master of Arts.

R. J. Glassford
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Date October 22/1974

ABSTRACT

The purpose of the study was to determine the relationship between the job satisfaction level of physical education teachers and, a) the attitude of the students toward physical education in general and b) the attitude of the students toward the activities taken in compulsory physical education classes.

A sample population of 881 secondary school students and 43 secondary school teachers took part in the study. The teachers responded to a Teacher Satisfaction Scale while the students responded to two questionnaires. The "What I Think About Physical Education" questionnaire measured student attitude toward physical education in general. The "Physical Education Student Questionnaire" measured student attitude toward the activities taken in compulsory physical education classes.

The data was tabulated and analyzed by computer and the following main conclusions were derived.

1. Students hold a favourable attitude toward physical education in general and toward the activities taken in physical education classes.
2. There is a wide range in the level of job satisfaction of the physical education teachers.
3. There was a positive relationship between the job satisfaction level of the physical education

teachers and the expressed student attitude toward physical education in general.

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CHAPTER I

INTRODUCTION

Allport has defined attitude as,

> . . . a mental and neural state of readiness to respond, organized through experience, exerting a directive and dynamic influence on behavior (1950: 12).

He goes on to say, "Attitudes determine for each individual what he will see and hear, what he will think and what he will do" (Allport, 1950:9).

General accord on many of the dimensions of attitude has not yet been reached but it appears from a review of current literature that there is agreement that attitude can influence behavior. This would help explain the interest shown by psychologists and sociologists in the study of attitude. Many studies have been designed by these scholars to determine the source, direction and intensity of held attitudes among various segments of the population. Sport psychologists and sport sociologists have also studied the dynamics of attitude and have applied their findings more specifically to physical activity, physical education and sport.

In light of the currently held concept that physical activity is a valuable dimension within the

lives of North Americans, several physical educators have shown an interest in the attitudes held toward physical education and toward physical activity (Adams, 1963; Semotiuk, 1967; Asquith, 1971; Campbell, 1968; Jensen, 1971; Keogh, 1963; Kneer, 1973; and Stone, 1972).

Professional physical educators are employed as teachers by most school districts in the Province of Alberta to instruct physical education classes. These classes are compulsory for Alberta students enrolled in grades one through ten. Although this may seem to indicate that there is strong public support for physical education, the physical education professional should be aware that financial and social pressures ensure continued appraisal of all programs in education.

The physical education profession must endeavor to re-evaluate programs and teaching techniques and members of the profession must be cognizant of the attitudes held toward physical education, both by the public at large and the captive audience toward whom the programs are directed. Studies must be undertaken to determine reasons for favorable or unfavorable attitudes currently held toward physical education (Campbell, 1968). The sources of unfavorable attitudes must be eliminated or reduced.

This study attempted to provide information that would establish one of the roles which the physical education teacher plays in the development of student attitudes toward physical education. Specifically, the study was designed to examine the relationship of the job satisfaction of the physical education teacher to the attitude of students toward physical education.

Numerous studies have pointed to the significant effects that seemingly incidental variables have had on student attitudes, satisfaction and achievement. Miller (1975) suggests that more effective leadership behavior on the part of the school principal can lead to greater pupil productivity. Effective leadership behavior is described as ". . . high in consideration . . . which allows staff participation and fosters staff leadership" (Miller, 1975:337). Edeburn and Landry (1974) suggest that the selection of teachers for the elementary grades be confined to those individuals who exhibit a high degree of self-acceptance. Their study points to the fact that teacher self-acceptance is related to the development of good self-acceptance by students in elementary grades.

The scholastic achievement of satisfied students was significantly greater than that of dissatisfied students when "conferences with the faculty" were considered (Johnson, 1970). This result indicated that

as the number of conferences with the teachers of the school increased so too did the difference in scholastic achievement of the satisfied versus the dissatisfied students. Kronick (1974) reported significant differences in academic behavior of students because of the students' perception of the organizational setting of the school as being "open" or "closed". The results indicate that student achievement is greater in schools where the students perceive the teachers to be involved in the administration of the school.

A student's perceived attitude similarity-dissimilarity to that of the teacher's attitude, may affect the student's judgements of an overall teaching competence (Levenson and Leunes, 1974).

It would appear that many incidental environmental and personnel factors are continually affecting the attitudes and the achievement of students in schools. It is a challenge to the professional educator to attempt to uncover as many of these factors as is possible so that steps may be taken to ensure the continuation of positive factors and the exclusion or limitation of negative factors. The factor, "teacher job satisfaction", is examined herein.

STATEMENT OF THE PROBLEM

The study investigated the relationship between the job satisfaction of physical education teachers and student attitude toward compulsory physical education.

Four research questions underlined the investigation:

1. What is the relationship between the job satisfaction of a physical education teacher and student attitude toward physical education in general?

2. What is the relationship between the job satisfaction of a physical education teacher and student attitude toward the activities taken during the current school year in a compulsory physical education class?

3. What is the attitude of the students toward the activities taken in their physical education classes?

4. What is the general attitude of the students toward physical education as expressed by their attitude toward the specific program objectives of: a) development of fitness, b) development of skill, c) development of leisure-time skills, d) development of conceptual skills, e) development of general interest in physical activity, f) development of self-concept, and g) the development of acceptable social behavior?

Hypotheses to be Tested

1. There is no significant relationship between the job satisfaction of a physical education teacher and the student attitude toward physical education in general.

2. There is no significant relationship between the job satisfaction of a physical education teacher and the student attitude toward the activities taken in compulsory physical education classes during the current school year.

3. There is no significant difference in the attitude toward physical education, in general, between the students of the most and the students of the least satisfied teachers.

4. There is no significant difference in the attitude toward physical education activities between the students of the most and the students of the least satisfied teachers.

5. The attitude of the students toward physical education in general is neutral.

6. The attitude of the students toward the physical education activities is neutral.

JUSTIFICATION OF THE STUDY

The study has attempted to provide information concerning the relationship between the job satisfaction level of a physical education teacher and the attitude of the students toward physical education. It is important to note whether the job satisfaction of a teacher may be a factor in developing a favorable or unfavorable attitude among students.

An attempt was made to quantify the job satisfaction of the teacher and the student attitude toward physical education. A better understanding of the effects of job satisfaction will be useful to teachers and administrators, and an understanding of the attitude of students toward physical education will assist both further research in physical education and teachers presently involved in physical education classes.

It would seem that if attitudes influence behavior, a poor attitude toward physical education may foster non-participation in physical activities and a good attitude toward physical education may foster increased participation. "Perhaps the single concept which should be most closely associated with the professional role of physical educators is that of maximizing participation" (Affleck, 1965).

It is hoped that this study will contribute to the realization of the ideal of maximized participation.

LIMITATIONS OF THE STUDY

The study was limited:

1. To a sample of forty-three teachers taken from a population of one hundred secondary school teachers who had previously participated in a study that examined teacher satisfaction.

2. To one class of grade seven, grade eight, ade nine or grade ten students who were taking a compulsory physical education class from a teacher in the sample.

3. By the procedures and instruments used.

4. In that the test instruments for the students were administered by the teacher, not the researcher, increasing the opportunity for error and misunderstanding.

5. In that one of the instruments had not been tested for validity or reliability.

DEFINITION OF TERMS

1. Physical education. A compulsory school subject in which instruction in games, calisthenics, sports and dance takes place.

2. Job satisfaction. The summation of feelings, positive or negative, that an individual has toward factors connected with work.

3. Attitude. A latent, relatively stable variable reflecting both intensity and direction of feeling toward a particular object whether it be concrete or abstract (Semotiuk, 1967:7).

4. Most satisfied teachers. Those teachers who are included in the upper quartile of the range of scores on the teacher job satisfaction scale.

5. Least satisfied teachers. Those teachers who are included in the lower quartile of the range of scores on the teacher job satisfaction scale.

6. Good attitude toward physical education. Those students who have an average score of ≥ 3.5 on the questionnaires were considered for the purposes of this study to have a good attitude toward physical education.

7. Poor attitude toward physical education. Those students who have an average score < 3.5 on the questionnaires were considered for the purposes of this study to have a poor attitude toward physical education.

CHAPTER II

REVIEW OF LITERATURE

The Concept of Job Satisfaction

Various definitions of the concept of job satisfaction have been proposed. According to Smith et al., it is the ". . . feeling or affective responses to the job situation . . ." (1969:6). Katzell believed that ". . . job satisfaction is a species of affect or hedonic tone, for which the stimuli are events or conditions experienced in connection with jobs or occupations" (1964:342). A further concept was postulated by Locke:

> Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's values (1969:316).

Generally the definitions point to ". . . the feelings individuals have toward factors connected with their work" (Kendall, 1976).

Job satisfaction is thought to be positively associated with the degree of congruence between job conditions and personal values (Katzell, 1964:343). The satisfaction one gains from achieving a certain value is directly proportional to the importance that is held for that value by the individual. Job

satisfaction should then vary with the values of individuals.

Source of Job Satisfaction

There is equally diverse opinion regarding the prime sources of job satisfaction. After conducting a review of current literature Mumford proposed that, ". . . research on job satisfaction can be divided into a number of different schools of thought" (1972:4). The underlying tenant of each school of thought is to identify the main factors which influence the level of job satisfaction of workers.

1. Psychological need. The central factor of job satisfaction is the development of motivation. Stimuli such as an individual's need for achievement, recognition, responsibility and status are utilized to provide motivation. These stimuli fulfill the psychological needs of individuals and when present provide job satisfaction.

2. Leadership. Job satisfaction is most strongly related to the influence of the behavior of supervisors. Psychologists who research job satisfaction within this framework observe the leadership styles of supervisors and the responses of the subordinates to different styles. Leadership styles which result in the highest degree of job satisfaction are identified.

3. Effort - reward. The effort-reward bargain is the central variable in the measurement of job satisfaction. Pay scales, earnings and overtime pay are all considerations within this framework. The principal hypothesis of proponents of this theory would be ". . . that people have a subjective perception of what is a fair day's pay for a fair day's work and if they (people) do not receive this their job satisfaction will not be high" (Mumford, 1972:4).

4. Management ideology and values. Specific varieties of management behavior may be identified, Some management behavior may be generally classified as punishment-centered or diplomacy-centered. Job satisfaction of the subordinates is then investigated in light of the employees' perceptions of the management ideology. "It is clear that the kind of legislation formulated by management, . . . must have an influence on job satisfaction" (Mumford, 1972: 5).

5. Content of work. Psychologists supporting this theory believe the intrinsic rather than the extrinsic factors in a job situation are the most important. Intrinsic factors such as the challenge of the work itself and the way the job is structured are the most important sources of job satisfaction. Extrinsic factors such as management ideology or wages are not as central to the job being satisfying or not satisfying.

Researchers have pursued greater understanding of the dynamics of job satisfaction within and across the aforementioned schools of thought. It is clear that while a researcher may confront the problem of job satisfaction within one framework, many variables from the other areas are significant. Two theoretical models have been postulated to conceptualize job satisfaction and to aid in its measurement.

Theoretical Models

There have been two basic theoretical models utilized to research job satisfaction. One is a single factor model and the other a two factor model. The single factor model suggests that variables in a job situation can contribute to either job satisfaction or dissatisfaction. This model lends itself more readily to the measurement of job satisfaction and was the model adopted by Kendall (1976) in the design of his study.

The two factor model, which suggests that the variables which result in satisfaction are distinct from those which result in dissatisfaction, is proposed by Herzberg. He believes there is a duality within the nature of man; that man has two basic needs which are opposite in nature. One need is the avoidance of pain and the other the urge to seek continuous psychological

growth (Herzberg, 1971:71). The avoidance of pain is characterized by man's primary drives to protect against such things as loss of life, hunger, pain and sexual deprivation (Herzberg, 1971:52). Psychological growth is characterized by man's drive to know more, see more relationships in what we know, create, and to maintain his individuality, that is ". . . to realize the human potential for perfection" (Herzberg, 1971:70).

The recognition of these two basic needs of man furnished the foundation for the formulation of the Herzberg motivation hygiene theory of job satisfaction. This theory proposes that the factors which are major contributors to the dissatisfaction of a worker are associated with the worker's relationship to the context or environment in which he does his job. These factors were named 'hygiene' factors because their primary function was to prevent worker dissatisfaction. Hygiene factors can readily be identified as being associated with man's basic need to avoid pain. Supervision, salary and working conditions are examples of hygiene factors. They were shown to have little effect on positive job attitudes.

To create job satisfaction hygiene factors must be considered but 'motivation' factors must be present. Motivation factors are associated with the job content and are readily identifiable as factors which satisfy

man's need for psychological growth. Examples of major satisfiers would be recognition, responsibility and achievement. They are effective in motivating the individual to superior performance and effort. The motivation factors are major satisfiers but the absence of them does not necessarily or even primarily create dissatisfaction. Thus, the opposite of job satisfaction would not be job dissatisfaction, but rather no job satisfaction; similarly, the opposite of job dissatisfaction is no job dissatisfaction, not satisfaction with one's job (Herzberg, 1971:76).

Job Satisfaction and Achievement

It appears that much research attempts to establish a relationship between job satisfaction and achievement.

> Research tends to support the positive relationship between job satisfaction and productivity but perhaps because the research which has tried to refute the statement has generally not included the relevant variables (Ross and Zander, 1959:356-357).

Further, in their study on employee turnover, they state,

> A person's production or achievement on his job is directly related to the actual or expected net satisfaction associated with productive behavior and inversely related to the net satisfaction associated with non-productive behavior (Ross and Zander, 1957:360).

In view of this they conclude that job satisfaction and productivity can range from a positive through zero to a slightly negative relationship (Ross and Zander, 1957:360).

Locke et al., (1970:498) suggest that job satisfaction should be regarded primarily as a product of performance and only indirectly as a determinant of performance. Locke et al., (1970) further postulate that a person's performance in a job could be affected by his job values. That is, the job performance will be dependent on the degree to which a good performance can lead to fulfilment of important job values.

Brayfield et al., (1955) who completed an extensive review of the literature pertaining to the industrial occupational setting, pointed to the common assumption that job satisfaction and performance were positively related. The assumption was not upheld as the majority of studies indicated that there was little or no relationship between job satisfaction and performance. Rather, morale, as a measurement of group phenomenon, did bear a positive relationship to performance on the job (Brayfield et al., 1955:405).

The findings of other studies on job satisfaction and productivity have been inconclusive when considered as a whole. "Studies have been identified which show the relationship between job satisfaction and

performance to be positive, neutral or indeed negative" (Ratzell, 1961:65).

The inconsistency of results in studies of job satisfaction and productivity appears to be due to the number of confounding variables that researchers must attempt to control. The measurement of productivity is variously affected by such variables.

"In order to be valid, a comparison of output between two individuals must equate the conditions under which the individuals operate" (Brayfield et al., 1955: 410). Some sales areas may be more fruitful than others, consequently one salesman may appear to be more productive than another. Productivity in factory assembly line work may depend more on the speed of an assembly line or the speed of a machine. "Variation in situational factors such as these will affect total productivity no matter what the level of individual job performance" (Brayfield et al., 1955:410).

Teacher Satisfaction and Student Achievement

Many studies have been undertaken in pursuit of an understanding of teacher satisfaction (Okonkwo, 1966; Francoeur, 1963; Clark, 1968; Wood, 1970; Butler, 1961; Aikenhead, 1960; Karolat, 1971; Anderson, 1972; Platt, 1969; Stutebeck, 1974; Cooper, 1973; Lewis, 1964; and Hellyer, 1974). For the purpose of this study the author has delimited the literature cited

to those which specifically sought to determine a relationship between teacher satisfaction and student achievement. A relatively small number of relevant studies were found that examined these variables.

Stuntebeck (1974) surveyed university faculty members in a study which sought to determine the relationship between perceived need satisfaction and teaching effectiveness. Nine dimensions of teaching effectiveness were tested through a factorial design with five levels of need satisfaction. Results showed that professors who were dissatisfied in the social and self-actualization need levels were classified by their students as less effective teachers.

In a study involving junior college teachers Cooper (1973) reported a significant positive correlation ($p < .01$) between total job satisfaction of the teachers and the teacher-effectiveness rating by the students.

[illegible]yer (1974) examined the relationship between teacher morale and student satisfaction. (The results of this study are offered in this context with the understanding that student achievement was only one factor in the determination of student satisfaction.) In the four high schools that comprised the sample, the relationship between teacher morale and student satisfaction ranged from positive and significant correlations in two schools, to widespread negative

correlations in the other two schools.

No significant relationship was found between student achievement and teacher satisfaction in a study by Lewis (1964). The data obtained from the grade six students in the sample was obtained from a battery of standardized achievement tests. A multiple regression technique was used to analyze the data.

Platt (1969) conducted a study on teacher satisfaction and performance using a sample of twenty-six university student teachers. All twenty-six subjects were from the music department. A significant and positive relationship between the satisfaction level of the student teachers and their performance as teachers, when evaluated by a supervising teacher, was reported.

The relationship between teacher attitudes toward their work and their effectiveness as inner-city elementary school teachers was examined by Anderson (1972). The results indicated that those teachers who held a favorable attitude toward teaching were significantly more effective as teachers than those who held a less favorable attitude toward teaching.

The Minnesota Teacher Attitude Inventory was used by Young (1973) to rank teachers as having a high, moderate or poor attitude toward teaching. The first grade black students of these teachers were tested for achievement on a year's work in listening skills, word

analysis, mathematics and reading. The results indicated that the students of the teachers with a high score on the M.T.A.I. showed the greatest amount of achievement for the year. The students of the teachers with the lowest rating on the M.T.A.I. were ranked second and the students who achieved the least were the students of the teachers in the moderate grouping. The results were explained in light of teacher-pupil interactions which had been observed and recorded by the researcher. The high M.T.A.I. teacher's classroom was observed as having little irrelevant student behavior, good student participation and was characterized as "open" or democratic. The low M.T.A.I. teacher's classroom was observed as having the second least irrelevant student behavior and characterized as teacher-centered or "closed". The mid-M.T.A.I. teachers showed inconsistent patterns in their pupil control ideologies and the atmosphere within the class fluctuated from "open" to "closed". These classes showed the most irrelevant pupil behavior.

One may conclude from the literature that although no concensus has been reached regarding the relationship between teacher satisfaction and student achievement, there appears to be evidence to suggest that a positive relationship does exist.

Student Achievement as Affected by Other Variables

Many studies have researched the relationship of such variables as teacher education, teacher expectation, teaching method, subject content and teacher experience to student achievement. Within the results of these studies authors often allude to the apparent effects of other incidental variables which appeared to be significant. Children are reported to achieve in relation to what the teacher feels they can achieve. Palardy (1968) illustrated this self-fulfilling prophecy in a study of elementary school children. When a teacher believed boys had more trouble learning to read than girls, a significant number of boys in that teacher's class had more difficulty in learning to read than boys in classes where the teacher believed the boys to be the equal of girls in their ability to learn to read.

Fritz (1972) reported that as a student's perception of the amount of congruence between his values and those of the teacher's increased, so too did the student's mean course grade, satisfaction and level of learning. This is apparently substantiated by Levenson and Leunes (1974). They reported that students' perceptions of attitude similarity-dissimilarity with that of their teacher, directly affected the student judgement of overall teaching competence and indirectly student achievement.

McKinley (1972), in a study of grade eight students, sought to examine some of the influential factors that appear to play a part in the academic achievement of students. The study revealed a significant relationship between student performance and the attitude held by the teacher toward the students. Day (1973) and Kronick (1974) found a significant positive relationship between the organizational climate and academic performance.

Research seems to indicate that many incidental variables are playing a role in the performance and attitudes of children in schools.

Student Attitudes Toward Physical Education and Physical Activity

Following a study of the attitudes toward and interests in physical activity of secondary school students Semotiuk (1967) reported favorable attitudes toward physical activity as a social experience, as an aesthetic experience, as a means for catharsis and for health and fitness. Less favorable attitudes were expressed toward physical activity as the pursuit of vertigo, as an ascetic experience and as a game of chance. These results were reported as obtained through the use of a questionnaire which utilized a semantic differential. The instrument was administered to 995 high school students from the public schools of

Edmonton, Alberta. Mista (1968) reports college freshmen women who enjoyed their high school physical education program had a significantly better attitude toward physical education than those who did not enjoy their high school program. Among other significant attitude differences reported was the difference between girls who had earned a high school letter in athletics and those who had not and those who were self-rated as good in skills versus those who were self-rated as not good.

Nemson (1949) surveyed 232 secondary school boys and found that many of the annoyances which were related by students as being factors in their attitude toward physical education, were not attributable to physical education per se, but rather to the personality or behavior of the physical education instructor or other students.

A low positive correlation between skill and enjoyment of physical education was reported by Kneer (1972), following a study involving eight classes of high school physical education students. Students were more satisfied with their physical education experience in the classes of those teachers who had received training in interpersonal skills. A low positive relationship between interest in an activity and satisfaction was reported, which may indicate that other variables such as personality of the instructor or instruction technique

may exert considerable influence on the attitude of the students.

Bullock (1933), in a study of college women freshmen's attitudes toward required physical education, found that students of trained physical education teachers expressed more positive attitudes toward physical education as compared to students of untrained physical education teachers. The findings of Bell et al.,(1953) support the apparent relationship between positive attitudes toward physical education and good instruction. In their study of 857 college women a significant positive relationship was found between the level of the instructor's interest in the students and the level of enjoyment expressed by members of the class. There was also a positive relationship between the instructor's interest in students and their desire to participate in physical activities later in life. Those students who had taken physical education classes in high school also tended to hold a more favorable attitude toward physical education.

Campbell (1968) used the Wear Attitude Inventory, Short Form A, to examine the relationships among the variables of size of school, physical education program and the nature of the student's academic interest, with the student score on the Wear Inventory. No significant relationships were reported among these variables. In 1969 Campbell reported that he found no significant

relationship between expressed student attitude toward physical education and the ability to perform selected fitness items. This suggests that physical ability was not a significant factor in shaping the attitude toward physical education held by the 240 junior high school boys tested.

Keogh (1963) examined the responses and characteristics of sixty-nine male and female freshmen students who had expressed extreme attitudes, either positive or negative, toward physical education. This sample was selected from an original population of two hundred sixty-six stud nts who had administered the Wear Physical Education Attitude Inventory, Form A. No evidence was reported that would indicate that negative attitudes were related to non-participation. Those who had scored extremely low on the Wear Inventory did not indicate that physical activity was important to them yet they were found to participate in physical activity.

Brumbach (1968) studied the effects of a special conditioning class upon student attitudes toward physical education. The study was conducted in two parts. In part I, one hundred sixty-eight freshmen males who were judged as needing developmental physical education comprised the sample. The Wear Inventory was administered before and after the special conditioning class. There was a positive difference reported at the $p < .05$ level.

The study was replicated in Part II to determine if a greater improvement in the student attitude could be made by having the instructor work in a somewhat different manner. Twenty-eight students comprised the sample. The instructor maintained the program as it was in Part I but the instructor ensured that he met the following conditions: a) learned and used the students' names, b) talked to class members individually about their fitness, c) participated when possible with the class, and d) gave a brief quote pertaining to fitness each day. A significant positive difference at the $p < .01$ level was reported between the students' pre-conditioning class and post-conditioning class scores on the Wear Inventory. The investigator concluded that a personal approach seemed to be important in bringing about a significant improvement in student attitudes.

Seaman conducted a study of physically handicapped children during which he measured their attitude toward physical education. He stated:

> It appears that the manner in which classes are conducted; attitude, enthusiasm and knowledge of the instructor; and the way in which class experiences affect the student psychologically have significant effects in attitudes of the handicapped (1970:444).

In reviewing the related literature it is quite apparent that research involving job satisfaction and student attitudes toward physical education is not uncommon. However, very little research was found which

was directly related to teacher job satisfaction and its effect on student attitude. This is likely due to the generality of the variables involved as they do not lend themselves readily for research.

CHAPTER III

METHODS AND PROCEDURES

Introduction

In order to examine the problem, a questionnaire, which was designed to measure the level of job satisfaction of physical education teachers, was completed by forty-three secondary school physical education teachers. Two other questionnaires were administered by these teachers to students in one of their grade seven, eight, nine or ten compulsory physical education classes. These questionnaires were designed to measure student attitudes toward physical education. The student sample consisted of boys and girls and numbered eight hundred and eighty-one.

The teachers had completed the job satisfaction questionnaire for a study conducted by Kendall (1976). The teacher sample represented thirty-two schools in the city of Edmonton, Alberta.

Test Instruments

The Teacher Satisfaction Scale. The teacher satisfaction scale was devised by Kendall (1976) as part of a battery of tests used to quantify teacher job satisfaction. The instrument, as constructed, was

analyzed by experts in the field to discover any ambiguities in the statements. Unsatisfactory items were eliminated on the basis of this analysis and items of importance which had been neglected in the original questionnaire were devised and inserted into the instrument. The clarity and presentation of the instrument as a whole was also considered. A revised questionnaire, which was expected to have a high degree of reliability, was constructed following the suggestions of the experts in the field.

The teacher satisfaction scale was comprised of items that were taken from previous job satisfaction research instruments and it was scrutinized by persons thought to be knowledgeable in the area. These two conditions appear to satisfy the criteria necessary to deem the content of the questionnaire as valid. "Content validation consists essentially in judgement. Alone or with others, one judges the representativeness of the items" (Kerlinger, 1965:446).

The final scale consisted of thirty-three items which were presented in statement form. Teachers were asked to respond to the statements on a five point scale ranging from one (highly dissatisfied) to five (highly satisfied). A neutral choice was provided. (Appendix A)

The What I Think About Physical Education Questionnaire. This questionnaire was devised by

Dr. R. G. Glassford of The University of Alberta Department of Physical Education for the Alberta Department of Education study which sought to determine the attitudes of students toward compulsory physical education. The questionnaire specifically sought to measure the attitude of the students toward seven objectives of compulsory physical education, through the presentation of thirty-nine statements. Students were to respond to these statements on a six point scale ranging from -3 (strongly disagree) to +3 (strongly agree). This scale was later converted to a six point scale ranging from one (strongly disagree) to six (strongly agree), and items which were negatively stated were reversed in polarity. No provision for a neutral response was provided.

In order to construct the questionnaire, seventy-two items were chosen from previously validated physical education attitude scales. These seventy-two items were used in a pilot study and an item analysis performed on the results. Items that did not discriminate between respondents, and items that did not correlate well within the test as a whole were eliminated.

The thirty-nine items that remained were selected for their ability to measure attitudes held toward seven selected objectives of physical education. Four objectives, the development of fitness, the

development of interest in leisure skills, the development of skill and the development of acceptable social behavior, were taken from the Curriculum Guide of the Department of Education, Province of Alberta. The attitudes toward three additional objectives, the development of conceptual skills in physical education, the development of general interest in physical activity and the development of a good self-concept were also measured.

A Pearson product-moment correlation was tabulated on the degree of relationship of the items measuring the attitude to these objectives to the overall test.

TABLE I

CORRELATION OF ITEMS MEASURING SPECIFIC COMPONENTS OF ATTITUDE TOWARDS PHYSICAL EDUCATION WITH THE QUESTIONNAIRE AS A WHOLE

Selected Objective of Physical Education	Items	Correlation with test as a whole
Fitness	4,11,15,18,20, 25,33	.89
Leisure time skills	16,32,23	.73
Skill	9,27,29	.76
Social	5,8,21,24,26,34	.85
Development of Conceptual Ability	3,7,13	.65
General Attitude to Physical Education	1,2,6,10,12,17, 22,28,35,37,38,39	.90
Increased Self-Concept	14,19,30,31	not computed

The questionnaire was accepted as a valid test instrument. To facilitate data anlysis mark-sensitive I.B.M. answer sheets were used throughout the study.

The Physical Education Student Questionnaire. The Physical Education Student Questionnaire was devised by Lorback (1976) to determine student attitudes toward specific physical education activities. It was also designed to elicit the students' opinions relative to the amount of free choice they had been allowed in determining the activities within physical education classes.

Students were asked to indicate their attitude toward twenty-five separate activities. The students responded on a six point scale which was scored ranging from -3 (dislike extremely) to +3 (enjoy extremely). This scale was later converted to a six point scale ranging from one (dislike extremely) to six (enjoy extremely). This instrument had been refined by Lorback following a pilot study but had not been tested for validity or reliability. The students responded to this questionnaire on the I.B.M. answer sheet entitled "Student Questionnaire".

The Sample

Fifty teachers were randomly selected from the eighty-seven respondents to Kendall's study on Teacher Attitude and Satisfaction. This was done through the use of a table of random numbers. Each teacher was assigned a two-digit identification number and the selection made as suggested by Glass and Stanley (1970:213). The sample was limited to those teachers who instructed a grade seven, eight or nine compulsory physical education class during the 1975-1976 academic year.

Each teacher was contacted by phone at which time the nature of the proposed study was explained. The teachers were informed that they would have to administer the student questionnaires to one of their compulsory physical education classes. In addition each teacher was asked to consent to the release of their score on the Teacher Satisfaction Scale which had been obtained on a confidential basis for use in the Kendall study.

Those teachers who consented to participate in the study were informed that questionnaire packages for their students would be delivered to the school and their cooperation was requested in administering the questionnaires as soon as possible. The grade level and class was randomly selected from among the teacher's classes. This was to attempt to preserve a random sample of students by preventing teacher-selection of the most favorable

classes to complete the questionnaire.

Of the fifty teachers who agreed to take part in the study, forty-four of the teachers, or eighty-eight percent, had administered the questionnaires by the end of the school term. The sample which resulted included eight hundred and eighty-one students from grade seven through grade ten presently taking a compulsory physical education class.

TABLE II

STUDENT PARTICIPANTS BY GRADE

Grade	Number of Students
7	188
8	155
9	248
10	290
	N = 881

Time and Duration of Study

The teacher satisfaction scale was administered by Kendall during the months of February through April, 1976. The teachers that were randomly selected to take part in this study were contacted by phone during the first two weeks of May, 1976 and the student questionnaires were administered from May 17th to June 18th, 1976.

Statistical Treatment

The student questionnaires were designed to be answered on I.B.M. answer sheets to facilitate mechanical tabulation of the data. Each student in the sample completed one answer sheet for each questionnaire. Both answer sheets that were used by each student were stapled together and later coded using a three-digit student identification number. The grade of each student was also marked on the answer sheet.

The data on the answer sheets was transfered to I.B.M. cards by the optical scanner at the University of Alberta. A search of cards was performed mechanically to identify I.B.M. cards that had been incorrectly marked and that could not be used in the analysis of the data.

The teacher score on the teacher satisfaction scale was coded and programmed into the computer. By using the student identification number it was possible to align the teacher score with the scores of the students in a given teacher's class.

The Scattergram Program provided a technique whereby one could analyze the data. The teachers' scores on the satisfaction scale and the students' scores on the questionnaires were treated by this program. The teacher's score was expressed as a sum of the responses to all items. The student score on the Physical Education Student Questionnaire was expressed as an average of the

responses because the students were requested to respond to only those activities which they had taken during the school year. The computer program was written in such a way that the range of scores, -3 to +3, were converted to a six point scale ranging from one to six. Highly negative responses were always coded to a value of one and highly positive to a value of six.

The student scores on the What I Think About Physical Education questionnaire were also expressed as an average because a preliminary scan of the responses revealed a number of missing responses for some students. The conversion of the scale values was also undertaken with the data from this questionnaire so that negative responses were coded from one through three and positive responses from four through six.

The statistics produced were:

1. A scatterdiagram of the distribution of student scores on the Physical Education Student Questionnaire and the What I Think About Physical Education questionnaire.

2. A scatterdiagram of the distribution of the average score on the What I Think About Physical Education questionnaire and the teachers' job satisfaction scores.

3. A scatterdiagram of the distribution of the average score on the Physical Education Student Questionnaire and the teachers' satisfaction scores.

4. A Pearson product-moment correlation was computed between the variables in the scatterdiagrams.

5. The values for a regression line through each scatterdiagram were computed.

6. The significance of the correlations was computed.

7. The standard error of estimate was computed.

A frequency distribution of responses to the items on the questionnaires was also obtained which helped evaluate the variability of responses and the ability of the instruments to discriminate between students.

Further analysis of the data was also undertaken involving the scores of the students whose teachers ranked in the upper or lower quartile of the range of teacher job satisfaction scores. The teachers in the upper quartile were considered to be the most satisfied teachers in the sample and the teachers in the lower quartile were considered the least satisfied.

The scores of the teachers in the upper and lower quartiles were crosstabulated in a two by two table along with the scores of their students. On both student questionnaires a student average score of above 3.4 on the scale of 1 to 6 was taken as representing a good attitude toward physical education. Scores of 3.4 or below were taken as representing a poor attitude on the part of students toward physical education.

The cross tabulations were made by computer with expected and observed scores given as well as the significance of the Chi square statistic which was computed.

CHAPTER IV

RESULTS AND DISCUSSION

A questionnaire, which was devised to measure the level of job satisfaction of physical education teachers, was completed by forty-three teachers currently employed by the Edmonton Public or Separate School Systems. Each teacher in the sample administered two questionnaires to the students registered in one of their randomly selected grade seven, eight, nine or ten compulsory physical education classes. One of the questionnaires measured the attitude of the students toward physical education in general, and the other measured the student attitude toward the activities taken in the physical education classes.

The findings of the study are presented directly following the hypotheses which were formulated prior to the analysis of the data. Other pertinent data have been reported in the General Information section of this chapter.

Hypothesis 1. There is no significant relationship between the job satisfaction of a physical education teacher and the student attitude toward physical education in general. The teacher's score

on the teacher satisfaction scale and the average of each student's score on the questionnaire, What I Think About Physical Education, were calculated. These student attitude scores were then analyzed in juxtaposition with the teacher's score on the job satisfaction inventory, using the Pearson product-moment correlation.

The Pearson correlation was found to be .06 which was not statistically significant. Hypothesis 1 was accepted.

Discussion

It would appear that there is no relationship between the teacher job satisfaction level and the attitude of the students toward physical education in general. Due to averaging effects, the scores on attitude for all classes tend to cluster together. Therefore, given the range over which teacher job satisfaction scores tend to fall, the correlation tends toward zero order due to the meshing effect of the averaging of all students' attitude scores. Consequently relationships may exist which are effectively disguised by the nature of the data itself.

Hypothesis 2. There is no significant relationship between the job satisfaction of a physical education teacher and their students'

attitude toward the activities taken in compulsory physical education classes during the school year.

The average of the scores of a student's response to the Physical Education Student Questionnaire were aligned with the teacher scores on the teacher satisfaction scale. The relationship between the scores was measured by use of the Pearson product-moment correlation. The Pearson 'r' was calculated as .08, which was not statistically significant and hypothesis 2 was accepted.

Discussion

The fact that no apparent relationship between teacher job satisfaction and the student attitude toward the activities taken during the school year, occurred, might be attributable to a number of factors. The results may have been biased in that the Physical Education Student Questionnaire did not appear to effectively discriminate between the attitudes of students. Many items were found to have an excessive number of responses grouped around one or two points on the scale. It is possible, however, that these responses reflect the true feelings of the students toward a particular activity rather than their feelings about that activity as presented in the physical education class. It is also possible that the level

of a teacher's job satisfaction does not reflect either positively or negatively on the teacher-learner environment during a given academic year. Further, the complexity of student life within a large urban school may produce several reasons as to why students' attitudes toward specific activities in physical education classes are not tied statistically to measures of their physical education teacher's job satisfaction. Some students may hold a favorable attitude toward physical education activities because they present a "break from the tedium" of academic classes. Other students may find that certain physical education activities are fraught with situations where negative reinforcement occurs. It is exceedingly difficult to measure student attitude toward the activities given that such confounding variables may be present.

Hypothesis 3. There is no significant difference in the attitude toward physical education, in general, between the students of the most and the least satisfied teachers.

Those teachers whose scores were within the upper quartile of scores on the teacher satisfaction scale were deemed to be the most satisfied teachers and those teachers whose scores were within the

lower quartile were said to be the least satisfied teachers (TABLE III). The range of scores of the most satisfied teachers was one hundred thirty-three through one hundred fifty-seven while the least satisfied teachers scored from seventy-nine through one hundred.

Students whose average score was above 3.4 on the 6-point scale of the What I Think About Physical Education questionnaire were thought to have a good attitude toward physical education in general while students whose average score was less than or equal to 3.4 were considered to have a poor attitude toward physical education in general (TABLE IV).

A chi square analysis was used to test the significance of the difference between the number of students with good or poor attitudes toward physical education who were observed versus expected to be in the classes of the least and the most satisfied teachers. A corrected chi square of 5.404 with a significance of 0.02 was computed (TABLE V). Hypothesis 3 was rejected at the .05 level of significance.

TABLE III

TEACHER SCORES ON THE TEACHER-SATISFACTION SCALE

Teacher	Score	Rank
1	157	1
2	149	2
3	146	3
4	143	4
5	139	5
6	138	6
7	135	7
8	134	8.5
9	134	8.5
10	133	10
11	132	11.5
12	132	11.5
13	131	13
14	130	14
15	127	15
16	125	16
17	124	17
18	122	18
19	119	19.5
20	119	19.5
21	118	21
22	117	22
23	114	23
24	112	24.3
25	112	24.3
26	112	24.3
27	111	27
28	110	28
29	108	29.5
30	108	29.5
31	107	31.5
32	107	31.5
33	105	33
34	100	34
35	99	35
36	98	36
37	94	37
38	91	38
39	87	39
40	86	40
41	82	41
42	81	42
43	79	43

Range 79 to 157 = 78
Mean 116.3

TABLE IV

FREQUENCY AND DISTRIBUTION OF AVERAGED STUDENT SCORES ON THE WHAT I THINK ABOUT PHYSICAL EDUCATION QUESTIONNAIRE

Word Cue	Average Score	Frequency	Percent of (N) Scores
strongly disagree	1	0	0
		0	0
		1	.10
		2	.20
		0	0
disagree	2	0	0
		4	.50
		4	.50
		6	.70
		10	1.10
slightly disagree	3	14	1.60
		34	3.90
		35	4.0
		51	5.80
		59	6.80
slightly agree	4	109	12.50
		111	12.70
		111	12.70
		106	12.20
		92	10.60
agree	5	74	8.50
		38	4.40
		11	1.30
		0	0
		0	0
strongly agree	6	0	0

N = 872

Range 5.4 - 1.4 = 4.0
Average = 4.23

TABLE V

CHI SQUARE SUMMARY
BETWEEN THE OBSERVED AND (EXPECTED)
NUMBER OF STUDENTS WITH GOOD AND POOR ATTITUDES
TOWARD PHYSICAL EDUCATION IN CLASSES WITH
THE MOST SATISFIED OR LEAST SATISFIED TEACHERS

		TEACHER SATISFACTION	
		least satisfied	most satisfied
STUDENT ATTITUDE TOWARD PHYSICAL EDUCATION	poor attitude	40 (18)	18 (26)
	good attitude	164 (172)	155 (146)

( ) Expected frequency

Corrected Chi Square = 5.40439 with 1 degree of freedom

Computed Probability level = .02 $P < .05$

$N_{Teachers} = 20$

$N_{Students} = 377$

Discussion

There would appear to be a significant difference in the attitudes toward physical education between the students in the classes of the most versus the least satisfied teachers. In classes instructed by teachers who have the lowest level of job satisfaction there were more students than would be normally expected on the basis of probability who exhibited poor attitude toward physical education and fewer students than would similarly be expected who held a good attitude toward physical education. Conversely in the classes of the teachers with the higher levels of job satisfaction, there were fewer students with poor attitudes and more more students with good attitudes toward physical education than should be expected of probability. The implication of these results is that students of teachers who have relatively high levels of job satisfaction tend, in turn, to exhibit a more positive general attitude toward the program taught by such teachers.

These results would seem to support the findings of Stuntebeck (1974), Cooper (1973), Anderson (1972) and Young (, but they appear to be in opposition to the findings of Lewis (1964) who found no significant relationship existed between student achievement and teacher satisfaction.

Hypothesis 4. There is no significant difference in the attitude toward specific physical education activities, between the students of the most and the students of the least satisfied teachers.

Students whose average score was above 3.4 on the Physical Education Student Questionnaire were operationally considered to have a good attitude toward the activities taught in physical education classes during the past academic year while those students who recorded an average score of 3.4 or less were construed as having a poor attitude.

A chi square analysis was undertaken to test the significance of the hypothesis stated above. A corrected chi square value of 2.123 was computed. Since this ratio had a probability value of .145 hypothesis 4 was accepted (TABLE VI) and it was concluded that the two factors were independent of one another.

Discussion

Although the null hypothesis which stipulated that there was no dependence between the variables of teacher job satisfaction and student attitude toward physical education activities was accepted, it is worthy to note that a tendency toward a dependent relationship was observed. In the classes of the

TABLE VI

CHI SQUARE SUMMARY
BETWEEN THE OBSERVED AND (EXPECTED) NUMBER OF STUDENTS
WITH GOOD AND POOR ATTITUDES TOWARD THE ACTIVITIES
IN THEIR PHYSICAL EDUCATION CLASSES
WITH THE MOST SATISFIED OR LEAST SATISFIED TEACHERS

		TEACHER SATISFACTION	
		least satisfied	most satisfied
STUDENT ATTITUDE TOWARD ACTIVITIES IN PHYSICAL EDUCATION CLASSES	poor attitude	12 (9)	4 (7)
	good attitude	192 (195)	169 (166)

Corrected Chi Square = 2.12335 with one degree of freedom

significance 0.1451

$N_{Teachers} = 20$

$N_{Students} = 377$

least satisfied teachers there were more students with poor attitudes and less with good attitudes than should be expected. Conversely there were more students with good attitudes and less students with poor attitudes than should be expected in the classes of the most satisfied teachers. The difference between the observed versus the expected number of students was inconsistent with the null hypothesis but not

statistically significant from the standpoint of normal probability statistics. Within the world of teaching, on the other hand, the trend is worth noting in that it reflects and supports the finding that general student attitude toward physical education is somewhat dependent upon the level of their teacher's job satisfaction.

Hypothesis 5. The attitude of the students toward physical education, in general, is neutral. Students whose average score was below 3.4 on the What I Think About Physical Education questionnaire were defined as having a poor attitude toward physical education. One hundred and ten or approximately eleven per cent of the students in the sample registered scores in the "poor attitude" range. Seven hundred and sixty-two or approximately eighty-nine per cent of the students registered scores in the "good attitude" range (TABLE IV). Hypothesis 5 was rejected.

Discussion

TABLE IV shows the frequency and distribution of the average student score on the What I Think About Physical Education questionnaire, which measured expressed attitude toward physical education in general.

Since only eleven per cent of the students fall in the range which defined a poor attitude it is apparent that the students, in the sample population, hold a good attitude toward physical education. However, it is questionable as to whether or not the "good" attitudes toward physical education are indeed "good" enough. When one measures an attitude it is not sufficient to say the attitude is good or bad; the intensity or magnitude of the attitude must also be considered. If the sample population of this study is representative of the attitudes of students in grades seven through ten in compulsory physical education classes then the average score of 4.2 indicates that there is considerable room for improvement along the scale arbitrarily designed to evaluate the magnitude of the student attitudes toward physical education.

Only forty-nine or approximately six per cent of the students registered scores above a score of 5, which corresponded to a word cue of "agree" when referred to a positive statement about physical education. No students were recorded as having registered an average score above 5.4 (TABLE IV).

Seventy per cent of the students who offered an evaluation of physical education classes indicated that they felt physical education classes were enjoyable and worthwhile. Thirty per cent felt the

classes were either not enjoyable or not worthwhile (TABLE VII). Students were asked to indicate their "general feeling" about physical education classes in the Physical Education Student Questionnaire. Approximately ninety-two per cent expressed a positive feeling toward physical education classes (TABLE VIII).

TABLE VII

SUMMARY OF THE GENERAL EVALUATION OF PHYSICAL EDUCATION CLASSES

F = frequency of responses
% = per cent of responses

	F	%
Enjoyable (but often not worthwhile)	63	9.3
Worthwhile (but often not enjoyable)	115	17.0
Both enjoyable and worthwhile	481	70.9
Neither enjoyable nor worthwhile	19	2.8
No response	194*	
N =	872	100%

*There was a large number of respondents who did not complete this question and the question which is summarized in TABLE VIII. This may be due to a misinterpretation of the instructions by the teachers, in particular, point 4 of Appendix 2. Some teachers interpreted this to exclude questions 1 and 2 from the questionnaire.

TABLE VIII

SUMMARY OF THE GENERAL FEELING TOWARD PHYSICAL EDUCATION CLASSES

F = frequency of responses
% = per cent of responses

Dislike Extremely		Dislike		Dislike Slightly		Enjoy Slightly		Enjoy		Enjoy Extremely	
F	%	F	%	F	%	F	%	F	%	F	%
8	1.1	20	2.8	31	4.4	64	9.1	385	54.8	194	27.6

No response = 170* N = 872

Hypothesis 6. The attitude of the students toward the physical education activities is neutral.

Students whose average score was below 3.4 on the Physical Education Student Questionnaire were defined as having a poor attitude toward physical education activities. Only thirty-six students, or four per cent, of the respondents were found to have a poor attitude toward physical education activities as defined in the terms of this study (TABLE IX. Ninety-six per cent of the students were classified as having a good attitude toward physical education activities. Hypothesis 6 was rejected.

Discussion

Students appear to hold a very favourable attitude toward the activities which they have taken

TABLE IX

FREQUENCY AND DISTRIBUTION OF AVERAGED STUDENT SCORES ON THE "PHYSICAL EDUCATION STUDENT QUESTIONNAIRE"

Word Cue	Average Score	Frequency	Per cent of (N) Scores
dislike activity extremely	1	1	.10
		0	0
		0	0
		1	.10
dislike		1	.10
activity	2	1	.10
moderately		1	.10
		3	.40
		2	.20
dislike		5	.60
activity	3	4	.50
slightly		7	.80
		10	1.20
		16	1.80
enjoy		30	3.50
activity	4	50	5.80
slightly		54	6.20
		77	8.90
		83	9.60
enjoy		92	10.60
activity	5	150	17.30
moderately		108	12.50
		88	10.10
		46	5.30
enjoy		20	2.30
activity extremely	6	17	2.0

N = 867
Range = 6-1 = 5
Average Score = 4.8

during the school year in their compulsory physical education classes. Seventy-nine or 4.1 per cent of the students registered scores above an average of 5. These scores corresponded to word cues of "like" or "like extremely" when the student's opinion of physical education class activities was requested. A mean score of 4.8 for the sample would seem to indicate that the students have a very strong and positive attitude toward the class activities. It is interesting to note that the students' attitude toward physical education activities (average 4.8) was higher than the expressed attitude toward physical education in general (average 4.2).

General Summary of the Results from the Physical Education Student Questionnaire

The Physical Education Student Questionnaire was designed to estimate the attitude of the student toward the physical education class and the activities taken as part of the compulsory physical education class program. The student responses to these items are summarized in table form.

The attitude of students toward physical education activities was, in general, very good. TABLE IX summarizes the distribution of the averaged scores for each student on the Physical Education

Student Questionnaire as a whole. The average score was 4.8 which falls within the range of the cue words "enjoy activity moderately". The data from this questionnaire was further summarized so as to rank the activities with respect to the expressed student attitude (TABLE X). Badminton and tennis were found to [redacted] most popular of the activities, while field ho[redacted]rchery appeared to be the least enjoyable. [redacted]eralize as to the popularity of the activities m[redacted] somewhat misleading, however, in that some activities had been taken by very few of the respondents.

It is interesting to note that some of the activities which were taken by a large number of the students were relatively unpopular. Fitness activities, gymnastics, wrestling and track and field do not appear to be "enjoyed" as much as some of the less traditional physical education activities such as tennis, badminton, bowling and outdoor recreation.

It would appear that the physical educator may have to modify the physical education program somewhat. Further, if activities such as wrestling, gymnastics, track and field and fitness activities are defensible as to their contributions to physical education programs, then instructors will have to be cognizant of the apparent poor attitudes toward these activities and attempt to make their classes more enjoyable. Fitness

TABLE X

SUMMARY OF STUDENT ATTITUDES TOWARD PHYSICAL EDUCATION ACTIVITIES

ACTIVITY	EXPRESSED STUDENT ATTITUDE				No. of Respondents
	POOR		GOOD		
	F	%	F	%	
Badminton	19	4.0	444	96.0	463
Tennis	8	5.0	162	95.0	170
Bowling	4	6.0	60	94.0	64
Outdoor Rec.	15	6.0	216	94.0	231
Golf	3	6.0	46	94.0	49
Football	32	8.0	373	92.0	408
Volleyball	65	9.0	697	91.0	672
Softball/ Baseball	45	9.0	440	91.0	485
Swimming	47	9.0	477	91.0	524
Racquetball/ Squash/Handball	8	9.0	78	91.0	86
Table Tennis	9	9.0	89	91.0	98
Floor Hockey	34	9.0	342	91.0	376
Soccer	63	10.0	559	90.0	622
Basketball	84	11.0	657	89.0	741
Ice Hockey	35	13.0	237	87.0	272
Rugby	17	13.0	111	87.0	128
Team Handball	27	15.0	154	85.0	181
Dance	75	16.0	396	84.0	471
Track & Field	128	18.0	578	82.0	706
Fitness Activities	133	19.0	562	81.0	695
Gymnastics	137	21.0	501	79.0	638
Wrestling	84	22.0	302	78.0	386
Field Hockey	26	22.0	93	78.0	119
Archery	6	23.0	20	77.0	26
Avera	-	16.0	-	84.0	-

activities, in particular, seem to be perceived as boring or too arduous unless teaching techniques, aids and various other motivators are used in conjunction with the fitness class.

In general, the activities appear to be very well received by the students in the physical education classes. On the average, 84% of the students expressed a good attitude toward the activities while 16% expressed a poor attitude toward the activities. Track and field, fitness activities, gymnastics, wrestling, field hockey and archery were the only activities in which more than 16% of the students expressed a poor attitude.

General Summary of Student Responses to the What I Think About Physical Education Questionnaire

The What I Think About Physical Education questionnaire was designed to estimate the attitude of students toward physical education in general. The thirty-nine statements which comprised the questionnaire were also chosen on their ability to estimate student attitudes toward seven objectives of physical education classes. A summary of the student responses to the statements which measured the attitudes toward these objectives is presented in table form.

The development of fitness (TABLE XI). Statements 4, 11, 15, 18, 20, 25 and 33 of the What I Think About Physical Education questionnaire were designed to elicit a response which would estimate expressed student attitude toward the physical education objective, "development of fitness". Approximately three-quarters of the respondents expressed a good attitude toward the role of physical education in developing fitness, while one-quarter expressed a poor attitude.

Discussion

TABLE X summarized student attitudes toward activities presently taught in the compulsory physical education classes. Many of these activities are particularly well-accepted by the students as can be seen by the very few students who expressed a poor attitude.

It is noteworthy that many of the students who expressed a good attitude toward the activities taught in physical education classes must have expressed a poor attitude toward the fitness objective. Almost 25% of the students expressed a poor attitude toward the fitness objective while an average of only 16% expressed a poor attitude toward the specific activities.

Could it be that the students have formed a poor attitude toward the concept of fitness itself while actually enjoying many activities which promote fitness?

This may be the case as it would appear that the word "fitness" is one which summons connotations of strenuous activity and unattainable goals. Private advertising agencies, governments and other public interest groups seem to be attempting to draw attention to the fact that "fitness" can be pursued in varying degrees and in various activities.

Physical educators in the school systems are in an enviable position in that they are confronted daily with a captive audience. It is apparent that many of the students misunderstand the concept "fitness" and therefore reject it. An attempt must be made by physical educators to help students understand "fitness", to see how activities help in the pursuit of fitness and therefore foster a more positive attitude toward the fitness objective of physical education.

TABLE XI

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING FITNESS

STATEMENT	EXPRESSED STUDENT ATTITUDE			
	POOR		GOOD	
	F	%	F	%
4	248	28.7	615	71.3
11	55	7.6	805	92.4
15	200	23.1	665	76.9
18	596	69.0	268	31.0
20	146	17.0	714	83.0
25	128	14.8	735	85.2
33	102	11.8	760	88.2
AVERAGE	211	24.4	652	75.6

The development of an improved self-concept (TABLE XII). Statements 14, 19, 30 and 31 were specifically designed to estimate students' attitude toward the development of an improved self-concept in physical education classes. Thirty-three per cent of the students responded in such a way as to indicate a poor attitude on the part of the students toward this objective while sixty-seven per cent expressed a good attitude.

Discussion

It would appear that many physical educators have traditionally thought of the physical education class as an environment wherein students can realize many of their potentialities and experience success. The supposition that physical education classes can foster this self-awareness may be true but it is apparent from the findings of this study that one-third of the student sample do not perceive physical education classes as fulfilling this objective. The reason for this may be that students have not been made aware of how physical education can assist in the development of an improved self-concept; therefore the role of physical education in this regard has no meaning for them at present.

Another explanation may be that the physical education class does not assist in the development of an improved self-concept for one-third of the students. In this case it would appear that some physical educators are not aware of this particular role of physical education and so the instructor does less than a sufficient job in providing a suitable classroom environment in which a good attitude toward this objective can flourish.

TABLE XII

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING AN IMPROVED SELF-CONCEPT

STATEMENT	EXPRESSED STUDENT ATTITUDE			
	POOR		GOOD	
	F	%	F	%
14	234	27.1	630	72.9
19	528	61.3	334	38.7
30	303	35.2	557	64.8
31	86	10.0	778	90.0
AVERAGE	288	33.0	575	67.0

The development of leisure time skills (TABLE XIII). Statements 16, 23 and 32 were specifically designed to estimate the attitude of students toward the development of leisure time skills in physical education classes. Thirty-four per cent of the students responded in such a way as to indicate a poor attitude on the part of the students toward the development of leisure skills in physical education classes while sixty-five per cent expressed a good attitude toward this objective.

Discussion

The objective, development of leisure time skills, has seemingly been widely acclaimed by physical educators as the primary objective of physical education. Through

the pursuit of this objective, fitness, improved motor skills and other aims of physical education would seem assured. Students in the sample population did not appear to respond to this objective as favourably as might be expected. This may be due in part to a lack of student awareness of the objective. Further, teachers may not be stressing this objective either verbally or through the selection of activities chosen to comprise a year's curricula.

It is also conceivable that many young people see physical activity as useful only for the pursuit of athletic recognition and they are therefore incapable, at this time, of realizing the role of physical activity in developing leisure time skills. Perhaps when these students approach adulthood and the pursuit of recognition in sport is less important to them, physical activity, as a leisure time alternative, will be more attractive.

TABLE XIII

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING LEISURE TIME SKILLS

	EXPRESSED STUDENT ATTITUDE			
	POOR		GOOD	
STATEMENT	F	%	F	%
16	406	47.0	457	53.0
23	123	14.2	742	85.8
32	357	41.5	504	58.5
AVERAGE	295	34	568	66

The development of social skills (TABLE XIV). Statements 5, 8, 21, 24, 26 and 34 were specifically designed to estimate the attitude of students toward the development of social skills in physical education classes. Twenty-five per cent responded in such a way as to indicate a poor attitude on the part of students toward this objective while seventy-five per cent expressed a good attitude.

Discussion

The development of social skills as an objective may be interpreted as including sportsmanship, co-operation, fair-play, courtesy and other components of a sporting ethic which may have carry-over value to the student in situations other than the physical

education class. Twenty-five per cent of the students did not express a good attitude toward thi objective. Further research may help to uncover specific reasons for one-quarte of the population expressing a poor attitude. Is this poor attitude a result of over-competitiveness within the physical education class or is it due to factors found outside the physical education class? The answers to these and other questions would be of interest to the professional physical educator.

TABLE XIV

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING SOCIAL SKILLS

	EXPRESSED STUDENT ATTITUDE			
	POOR		GOOD	
STATEMENT	F	%	F	%
5	386	44.8	475	55.2
8	104	12.1	756	87.9
21	179	20.7	686	79.3
24	154	17.9	707	82.1
26	242	28.2	615	71.8
34	235	27.7	614	72.3
AVERAGE	217	25.0	642	75.0

The development of conceptual ability (TABLE XV). Statements 3, 7 and 13 were specifically designed to estimate the attitude of students toward the development of conceptual ability. Forty-nine per cent of the students responded in such a way as to indicate a poor attitude toward this objective while fifty-one per cent expressed a good attitude.

Discussion

Approximately one-half of the students in the sample population expressed a poor attitude toward the role of physical education in developing conceptual ability. There may be two reasons for this response.

1. The students do not perceive physical education classes as a proper time for developing conceptual ability.

2. The students have not felt a need to develop conceptual ability within their physical education classes.

Each of these possible explanations present different implications for physical educators. If a physical education teacher feels the objective is worth pursuing then a considerable amount of resistance will be encountered if the students do not perceive the physical education class as a proper time for developing conceptual ability. The teacher may have to spend a great deal of time, energy and enthusiasm trying to

re-construct this attitude. On the other hand, if the students have not as yet felt a need for conceptual ability, the teacher will have to re-evaluate teaching techniques, course content and course expectations in order to foster a good attitude toward this objective. It is possible that physical educators have not set a high enough standard for students to reach with respect to an understanding of the concepts and strategies of the games and activities in physical education programs.

TABLE XV

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING CONCEPTUAL ABILITY

	EXPRESSED STUDENT ATTITUDE			
	POOR		GOOD	
STATEMENT	F	%	F	%
3	513	59.2	353	40.8
7	456	53.4	398	46.6
13	292	33.8	572	66.2
AVERAGE	420	49.0	441	51.0

The development of motor skills (TABLE XVI). Statements 9, 27 and 29 were specifically designed to estimate student attitude toward the development of motor skills in physical education classes. Twenty-two per cent responded in a way as to indicate a poor attitude toward this objective while seventy-eight per cent expressed a good attitude.

Discussion

It is worthy to note that twenty-two per cent of the students expressed a poor attitude toward the role of physical education in developing motor skills as the development of motor skills would appear to be inherent in physical education.

Perhaps the students do not identify with the method used to teach motor skills or perhaps they feel that too much time is devoted to the development of motor skills. The data obtained from this survey does not lend itself to investigate these alternatives.

TABLE XVI

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING MOTOR SKILLS

	EXPRESSED STUDENT ATTITUDE			
	POOR		GOOD	
STATEMENT	F	%	F	%
9	195	22.6	668	77.4
27	222	26.0	632	84.0
29	157	18.2	704	81.8
AVERAGE	191	22.0	668	78.0

The development of a favourable attitude toward physical activity (TABLE XVII). Statements 1, 2, 6, 10, 12, 17, 22, 28, 35, 37, 38 and 39 were specifically designed to estimate student attitudes toward the development of a favourable attitude toward physical activity in physical education classes. Twenty-two per cent of the students responded in such a way as to indicate a poor attitude toward this objective while seventy-eight per cent of the students expressed a good attitude.

Discussion

It would appear that approximately twenty-two per cent of the students in our physical education classes do not hold a good attitude toward physical

education in general. Further research could attempt to isolate other specific factors within physical education classes which contribute to the development of a poor attitude toward physical education and the activities taught therein.

TABLE XVII

STUDENT RESPONSES TO STATEMENTS MEASURING ATTITUDE TOWARD THE ROLE OF PHYSICAL EDUCATION IN DEVELOPING A FAVOURABLE ATTITUDE TOWARD PHYSICAL ACTIVITY

	EXPRESSED STUDENT ATTITUDE			
	POOR		GOOD	
STATEMENT	F	%	F	%
1	147	17.0	719	83.0
2	261	30.3	600	69.7
6	205	23.8	658	76.2
12	108	12.5	757	87.5
17	176	20.4	687	79.6
22	212	24.6	651	75.4
28	187	21.8	672	78.2
35	95	11.2	756	88.8
37	213	24.9	642	75.1
38	171	20.1	680	79.9
39	256	30.6	581	69.4
AVERAGE	185	22.0	673	78.0

TABLE XVIII

SUMMARY OF STUDENT ATTITUDES
TOWARD SEVEN OBJECTIVES OF COMPULSORY PHYSICAL EDUCATION

OBJECTIVE	EXPRESSED STUDENT ATTITUDE	
	POOR ATTITUDE PER CENT	GOOD ATTITUDE PER CENT
Development of Fitness	24.0	76.0
Development of Improved Self-Concept	33.0	67.0
Development of Leisure Time Skills	34.0	66.0
Development of Improved Social Skills	25.0	75.0
Development of Conceptual Ability	49.0	51.0
Development of Motor Skills	22.0	78.0
Development of Favourable Attitude Toward Physical Activity	22.0	78.0
Average	30.0	70.0

Recapitulation

An average of thirty per cent of the students expressed a poor attitude toward one or more of the specific objectives of compulsory physical education, while seventy per cent of the students expressed a good attitude. The objectives, development of conceptual skills, development of leisure time skills and the development of an improved self-concept were objectives to which a greater than average number of students expressed a poor attitude. The objectives, development of fitness, motor skills, social skills and development of a favourable attitude toward physical activity were objectives to which a less than average number of students expressed a poor attitude.

If the attitudes expressed by the sample population of this study are representative of the students at large, then physical educators can expect that approximately three students out of five in a compulsory physical education class will not hold a good attitude toward one or more of the basic objectives of compulsory physical education. This would appear to pose a substantial challenge to the physical educator.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study was undertaken to examine the relationship between the job satisfaction level of physical education teachers and, a) the attitude of the students toward physical education in general, and b) the attitude of the students toward the activities taken in compulsory physical education classes. Forty-three physical education teachers of the secondary schools in the city of Edmonton comprised the teacher sample of the study. Eight hundred eighty-one male and female students, who were enrolled in compulsory physical education classes in grades seven, eight, nine or ten, comprised the student sample of the study.

Three questionnaires were used to obtain data. The "Teacher Satisfaction Questionnaire" measured the level of job satisfaction of the physical education teachers. Two other questionnaires were administered to the students and were designed to estimate the student attitude toward compulsory physical education. The questionnaire entitled What I Think About Physical Education measured the student attitude toward physical education in general while the Physical Education Student Questionnaire measured the student

attitude toward the activities taken in the compulsory physical education classes.

Hypothesis 1, which stated that there is no significant relationship between the job satisfaction of a physical education teacher and the student attitude toward physical education in general, was accepted. A Pearson product-moment correlation of .06 was computed between the two parameters. This result was not statistically significant.

A Pearson product-moment correlation of .08 was computed between the teacher satisfaction level and the expressed student attitude toward the activities taken in compulsory physical education. This result was also not statistically significant and so hypothesis 2, which expressed a null relationship, was accepted.

A chi square analysis of independence between the attitudes of the students in the classes of the 'most' and the 'least' satisfied teachers did produce a statistically significant result. This resulted in the rejection of hypothesis 3 which stated that there is no significant difference in the attitude toward physical education in general between the students of the most and the students of the least satisfied teachers. In classes instructed by teachers who were defined as the least satisfied teachers there were more students than would normally be expected who expressed a poor

attitude toward physical education and fewer students than would be expected who expressed a good attitude toward physical education. Conversely in the classes of the teachers who expressed higher levels of job satisfaction there were fewer students with poor attitudes and more students with good attitudes than would normally be expected. The chi square statistic was significant at the .05 level of confidence.

Hypothesis 4, which stated a null relationship between physical education teacher satisfaction and student attitude toward physical education activities, was accepted. It was worthy of note however that a tendency toward a dependent relationship was observed.

Throughout the 872 students who completed the questionnaires there was a favorable attitude towards physical education in general and toward the activities taken in physical education classes. The What I Think About Physical Education questionnaire was designed so that the student scores could be further analyzed in order to reveal expressed student attitudes to seven specific objectives of physical education. The majority of students exhibited a good attitude toward the development of all seven objectives. The development of conceptual skills, the development of an improved self-concept and the development of leisure time skills elicited a higher percentage of 'poor' attitudes than

the other four objectives, the development of fitness, social skills, motor skills and the development of an improved attitude toward physical activity.

Conclusions

Within the constraints of the limitations and delimitations of this study, the following conclusions are presented.

1. Students in the compulsory physical education classes of the secondary schools in the city of Edmonton appear to hold a favorable attitude toward both physical education and the activities taken in compulsory physical education classes.

2. There is a wide range in the job satisfaction level of the physical education teachers. Many teachers appear to be extremely satisfied while others are extremely dissatisfied.

3. There would appear to be a positive relationship between the job satisfaction level of a physical education teacher and the expressed student attitude toward physical education in general.

4. Although a statistically non-significant result was computed, there was a tendency toward a positive relationship between the level of job satisfaction of the teacher and the student attitude toward the activities taken in a physical education class.

Recommendations for Further Research

1. A longitudinal study may answer more fully the effect of teacher job satisfaction on student attitudes. A student attitude inventory given at the beginning and the end of a school year could be analyzed to reveal an increase or decrease in attitude of the student. This result could be examined in light of teacher job satisfaction scores to ascertain the degree to which the attitudes of the students were affected by the most or the least satisfied teachers.

2. In view of the small number of students who expressed negative attitudes toward the activities taken in physical education, the development of an instrument that would discriminate between student attitudes toward activities more effectively, would prove useful.

3. An investigation of the job satisfaction level of female versus male physical education teachers could be undertaken to identify factors of satisfaction or dissatisfaction that are shared or are unique to each sex.

4. A study which would focus on the reasons for the popularity or unpopularity of a particular activity should be undertaken.

5. The Teacher Satisfaction Scale could be administered to a larger sample with a view to identifying factors in job satisfaction or

dissatisfaction which can be improved upon or eliminated.

6. An investigation of the apparent 'poor' attitude held by the students toward the development of conceptual ability in physical education classes should be undertaken.

7. A study should be undertaken that would seek to investigate more fully the student attitudes toward the specific objectives of physical education.

Recommendations for Physical Educators and Administrators

1. Physical education teachers and school administrators should be aware of the effect that teacher satisfaction or dissatisfaction may have on the attitude of students.

2. The objectives of physical education classes should be clearly outlined and explained to the students.

3. Physical education teachers should continue to evaluate the content of their programs to ensure that the program is fulfilling the basic objectives of physical education.

4. The classroom physical educator should attempt to survey the attitudes of the students in the physical education classes to identify attitudes toward the objectives of physical education. In light of this, a program can be planned which would best suit each particular class and which would help improve

attitudes toward specific objectives.

5. An effort should be made to educate students about the scope, dimensions and benefits of fitness.

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APPENDIX I

SATISFACTION QUESTIONNAIRE

Please indicate the level of satisfaction or dissatisfaction that you have with each of the factors below.

RESPONSE SCALE

Completely Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied	Completely Satisfied
1	2	3	4	5

Please circle the most appropriate answer to each job factor below.

1.	The average size for your physical education classes	1	2	3	4	5
2.	Your assigned overall teaching load	1	2	3	4	5
3.	The type of teaching assignments you have been given in physical education	1	2	3	4	5
4.	The facilities and equipment available for your physical education classes	1	2	3	4	5
5.	The relationship you have with the students you teach	1	2	3	4	5
6.	The disciplinary power you have in order to control the behaviour of your students	1	2	3	4	5
7.	The present curriculum content in your physical education program	1	2	3	4	5
8.	The existing budget allotment for your physical education instructional program	1	2	3	4	5
9.	The amount of preparation time you are allotted	1	2	3	4	5
10.	The time you are required to spend on physical education extra-curricular activities	1	2	3	4	5
11.	The variety of activities in the physical education extra-curricular program	1	2	3	4	5

RESPONSE SCALE

Completely Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied	Completely Satisfied
1	2	3	4	5

12.	The facilities and equipment available for physical education extra-curricular activities	1	2	3	4	5
13.	The budget allocation for extra-curricular activities	1	2	3	4	5
14.	The number of students actively participating in the physical education extra-curricular program	1	2	3	4	5
15.	The involvement of fellow physical education teachers in the physical education extra-curricular program	1	2	3	4	5
16.	The involvement of non physical education teachers in the physical education extra-curricular program	1	2	3	4	5
17.	Special relief time you receive for your involvement in the physical education extra-curricular program	1	2	3	4	5
18.	The assistance and cooperation you receive from your immediate superior	1	2	3	4	5
19.	The teaching profession as a satisfier of personal career needs	1	2	3	4	5
20.	The salary you receive when you consider your experience and professional training	1	2	3	4	5
21.	The opportunity you have for promotion and advancement in your job as a physical education teacher	1	2	3	4	5
22.	The opportunities for <u>personal</u> growth and development through your job as a physical education teacher	1	2	3	4	5
23.	The availability of opportunities for <u>professional</u> growth and development through your job	1	2	3	4	5

RESPONSE SCALE

Completely Dissatisfied	Slightly Dissatisfied	Neither Satisfied nor Dissatisfied	Slightly Satisfied	Completely Satisfied
1	2	3	4	5

24.	The competency of professional physical education organizations in satisfying the needs of physical education teachers at the junior and senior high school levels	1	2	3	4	5
25.	The security of your job	1	2	3	4	5
26.	Community input into the overall physical education program	1	2	3	4	5
27.	The autonomy you have to make your own decisions regarding the method by which you teach	1	2	3	4	5
28.	The autonomy you have to make your own decisions regarding the content of your instructional program	1	2	3	4	5
29.	Your personal relationship with fellow teachers	1	2	3	4	5
30.	The status accorded those teaching physical education by the community	1	2	3	4	5
31.	The status accorded those teaching physical education by the teaching profession	1	2	3	4	5
32.	The personal recognition you receive from fellow teachers for the work you do	1	2	3	4	5
33.	The personal recognition you receive from students for the work you do	1	2	3	4	5
34.	The personal recognition you receive from your immediate superior for the work you do	1	2	3	4	5
35.	The personal recognition you receive from the community for the work you do	1	2	3	4	5

APPENDIX 2

TEACHERS PLEASE

I would like to apologize to each and every one of you for imposing on you like this as I too am sensitive to the number of questionnaires and studies you are asked to assist in each year. Suffice it to say, I thank you, and I look forward to helping you too in any way I can.

* PLEASE ENSURE THAT THE STUDENTS USE HB PENCILS ONLY ON THE SHEETS.
* EACH STUDENT WILL HAVE TWO ANSWER SHEETS. PLEASE ENSURE THAT THESE ARE STAPLED TOGETHER.

The Blue Questionnaire

1. The blue questionnaire is to be answered on the answer sheet entitled "Student Questionnaire".
2. Please read the instructions to your students and emphasize that this questionnaire deals with their feelings about the activities they have taken in Physical Education classes this school year.
3. On the answer sheet, in the top right corner, have the students indicate their grade as follows:
   If the student is in grade 7 have him fill in the 7 on the answer sheet
   If the student is in grade 8 have him fill in the 8 on the answer sheet
   If the student is in grade 9 have him fill in the 9 on the answer sheet
   If the student is in grade 10 have him fill in the 0 on the answer sheet
4. Regarding questions 3a through 3y:
   If you are the teacher that taught the students the activity, have them fill in space D. If you did not teach them that activity have them fill in space E. You may disregard spaces A,B,C, and F,G,H.

The Pink Questionnaire

1. To be answered on the answer sheet entitled, "What I Think of Physical Education".
2. The make up of this questionnaire is much more simple. Please read the instructions with the students then have them begin.
   HB PENCILS ONLY
3. The students need do up to and including number 39 only.

Thank you very much for helping me. Before gathering up the completed answer sheets would you kindly ensure that the directions, as outlined above have been followed.

HAVE A NICE SUMMER!

APPENDIX 3

PHYSICAL EDUCATION

STUDENT QUESTIONNAIRE

The purpose of this questionnaire is to identify student attitudes toward compulsory physical education in Alberta schools, with a view to making future physical education classes as rewarding as possible for both student and teacher.

If the following "scale" appears after a question simply mark (with your pencil on the accompanying answer sheet) between the lines which correspond to the statement with which you agree most.

EXAMPLE:

10a)

Dislike Activity Extremely	Dislike Activity Moderately	Dislike Activity Slightly	Enjoy Activity Slightly	Enjoy Activity Moderately	Enjoy Activity Extremely
-3	-2	-1	+1	+2	+3

Answer sheet - If, for example, you agree with "Enjoy Activity Moderately" you would answer like this:

The term "physical education" for our purposes always refers to a regularly scheduled activity class held during school hours. It does not include intramurals, house leagues, interschool competition, etc.

Please answer as honestly as you can. There are no right or wrong answers to these questions; YOUR OPINION IS RIGHT FOR YOU! Your name will not appear on your answer sheets so your marks will not be affected in any course.

PLEASE TURN PAGE AND BEGIN

1. Which of the following best describes your general feelings about your physical education classes for this school year?

Dislike Extremely	Dislike Moderately	Dislike Slightly	Enjoy Slightly	Enjoy Moderately	Enjoy Extremely
-3	-2	-1	+1	+2	+3

Please answer on the answer sheet

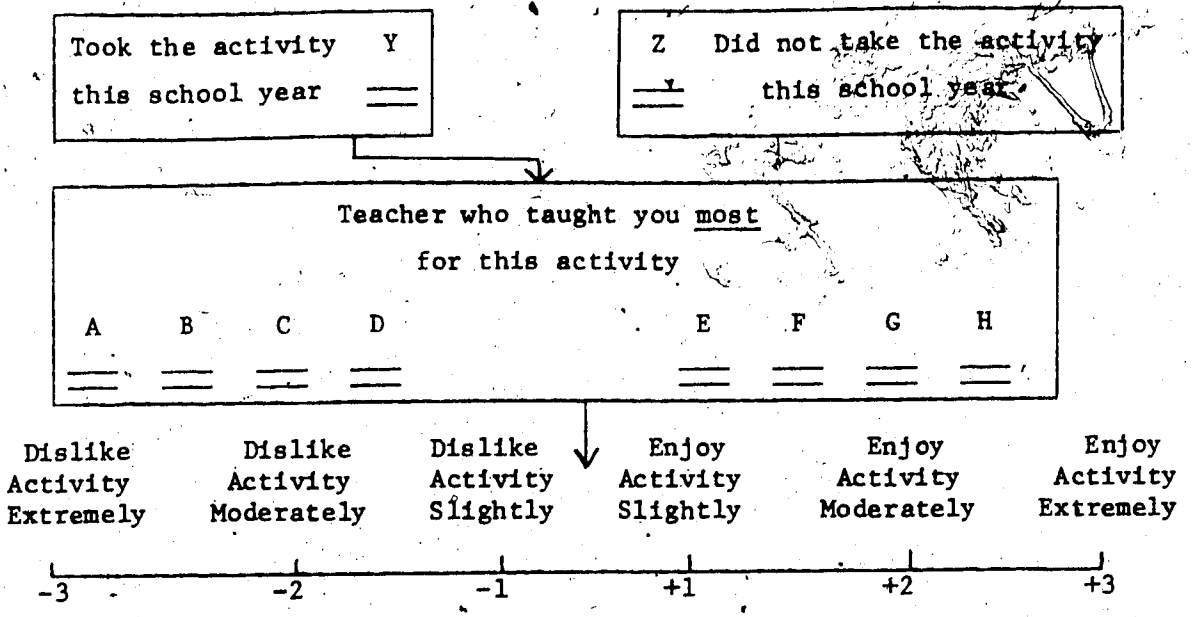
2. Do you consider your physical education classes so far this school year to be mostly:
   i) enjoyable (but often not worthwhile)?
   ii) worthwhile (but often not enjoyable)?
   iii) both enjoyable and worthwhile?
   iv) neither enjoyable nor worthwhile?

Please answer on the answer sheet.

3. For the following physical education activities,
   - indicate whether or not you have taken part in them IN THIS SCHOOL, during THIS SCHOOL YEAR;
   - give your opinion of each activity in which you have taken part;
   - indicate by letter (A, B, C, etc.) your teacher for each particular activity you took part in. (If you had more than one teacher, indicate the teacher you had most frequently.)

4. EXAMPLE - DO NOT ANSWER THIS QUESTION ON THE ANSWER SHEET.

TIDDLY WINKS



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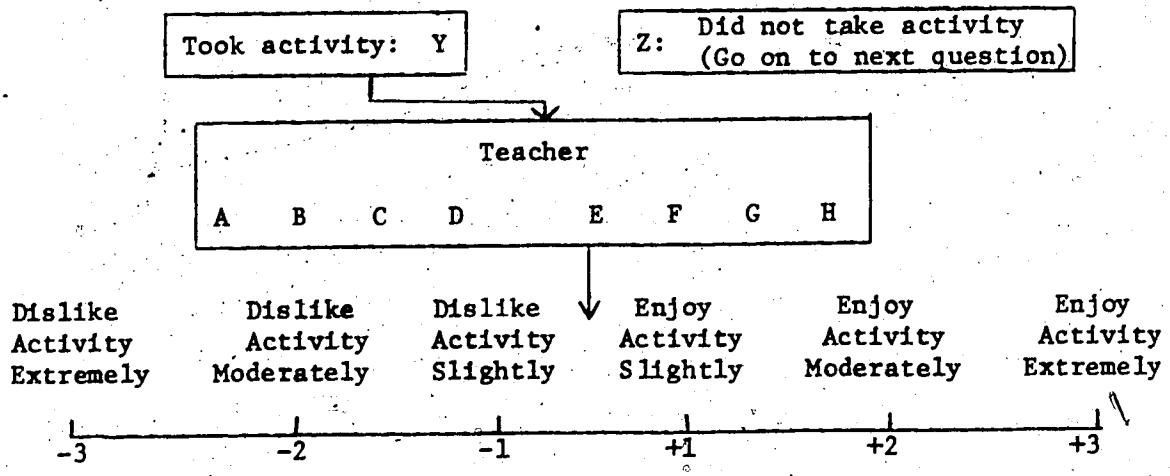
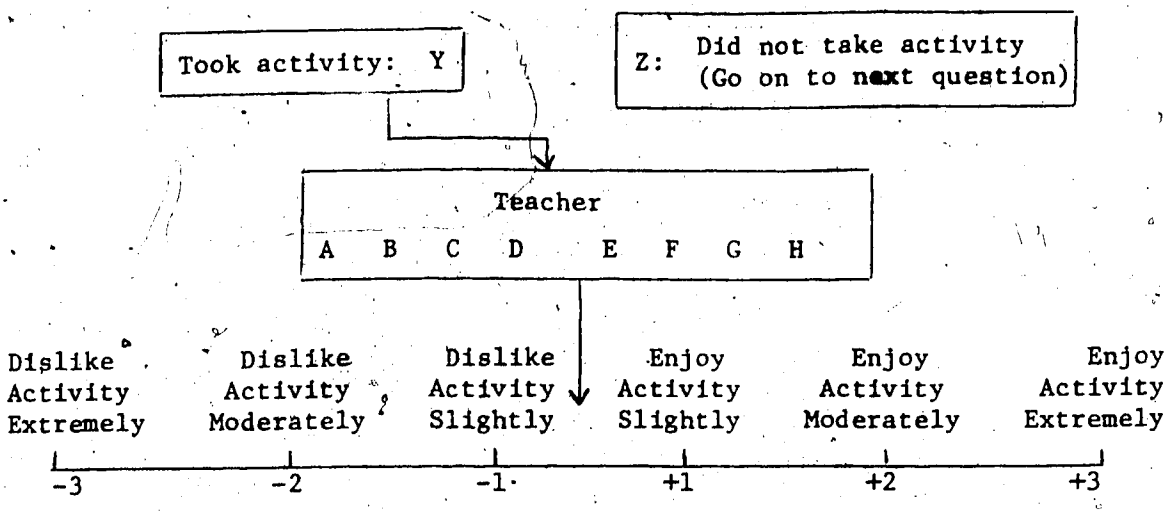
PLEASE BEGIN QUESTION 5; USE ANSWER SHEETS

5. GYMNASTICS

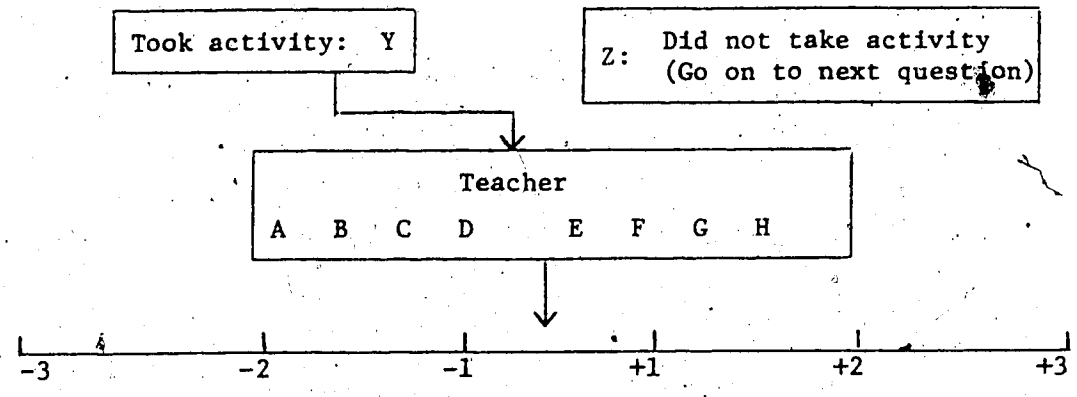
a)



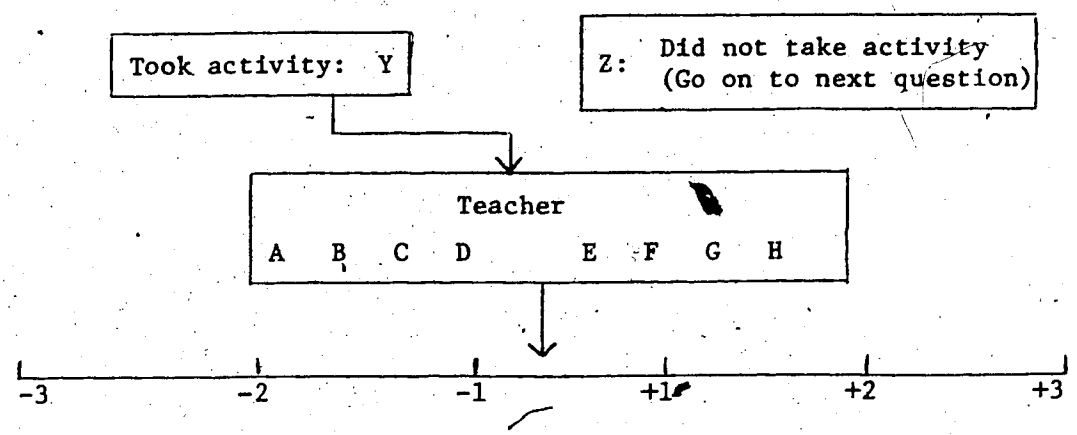
b) SWIMMING



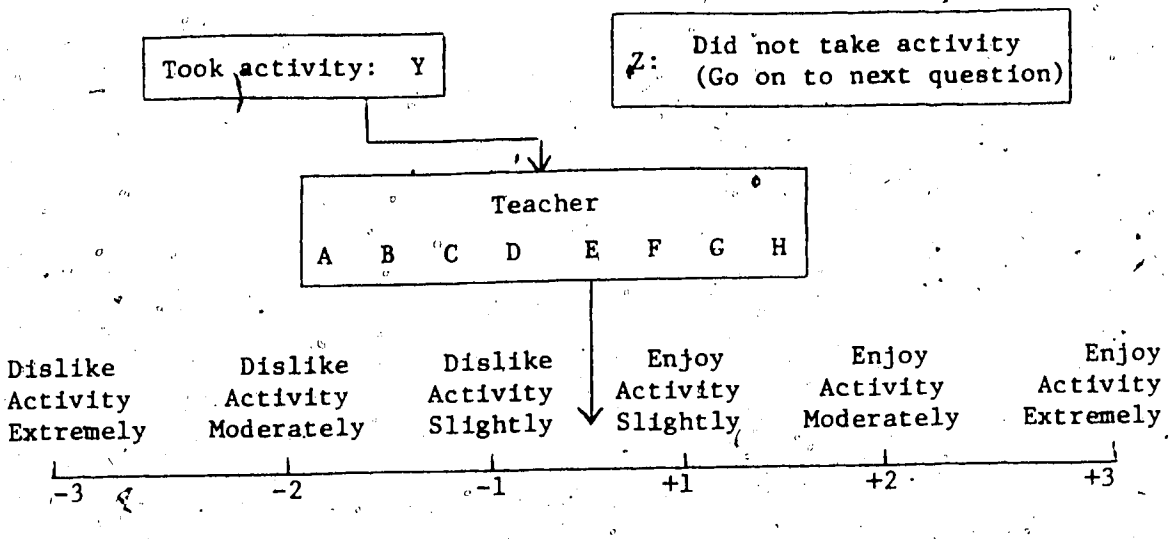
c) DANCE



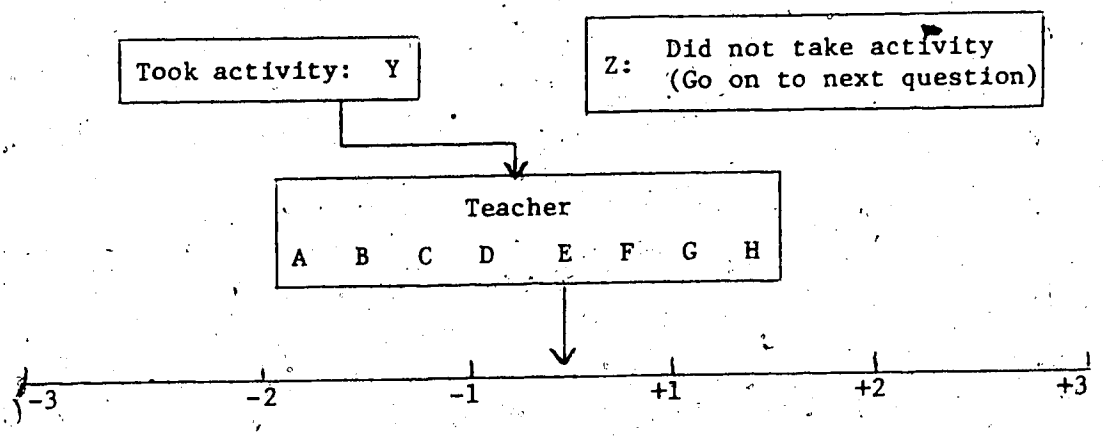
d) OUTDOOR RECREATION ACTIVITIES (cross country skiing, snowshoeing, orienteering, etc.)



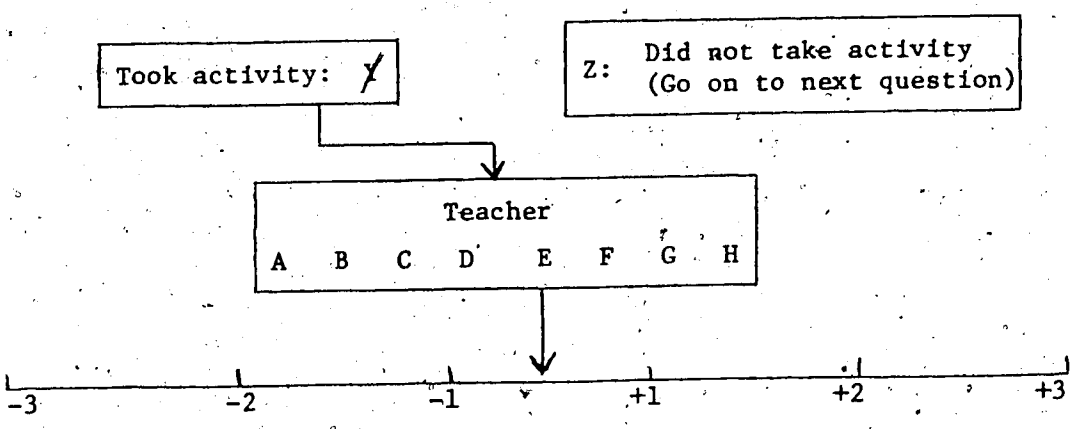
e) TRACK AND FIELD



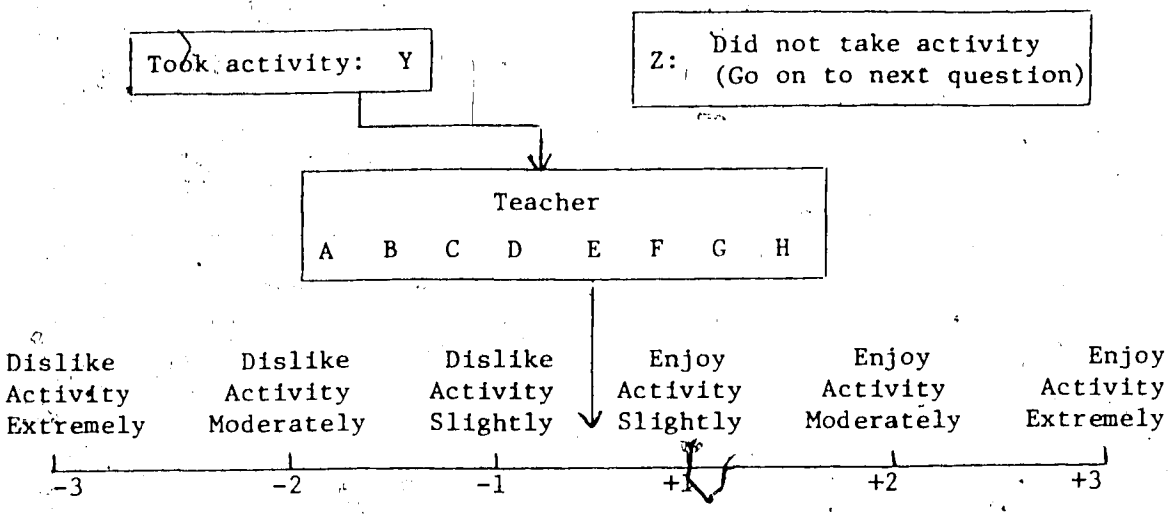
6. BASKETBALL



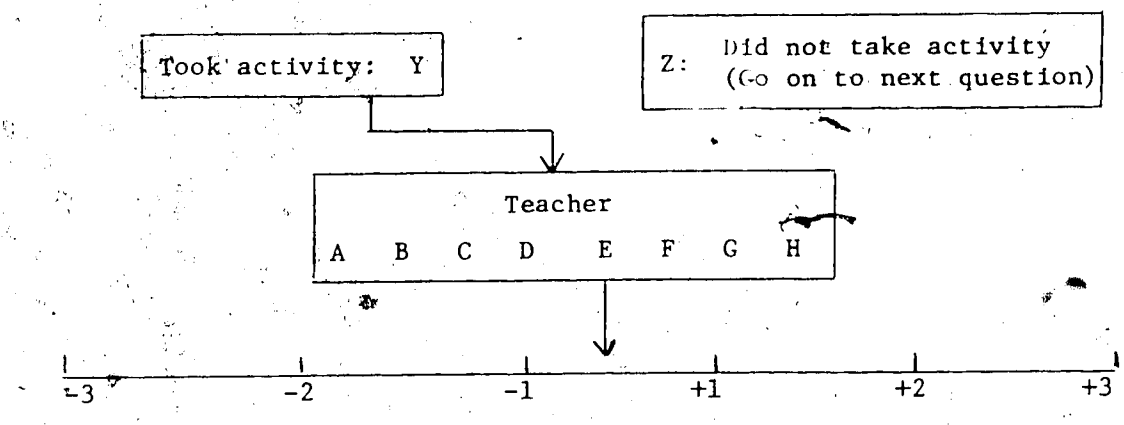
7. VOLLEYBALL



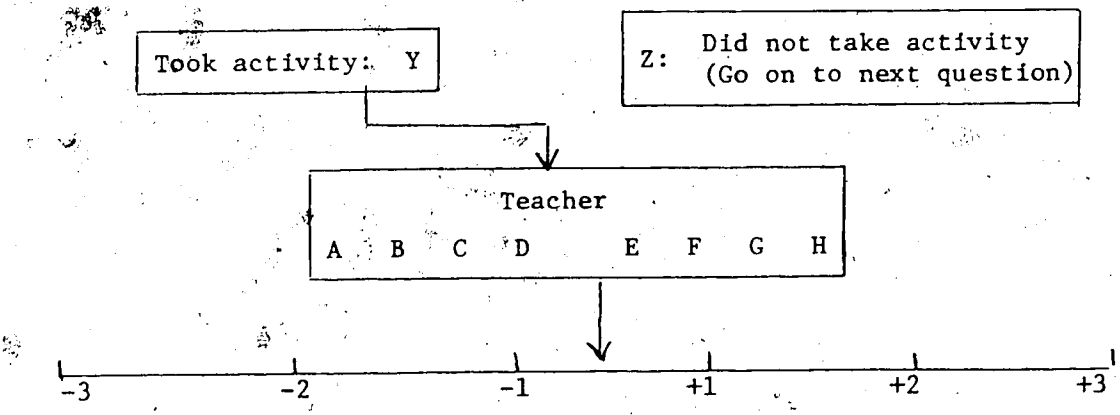
8. TEAM HANDBALL (Olympic Handball)



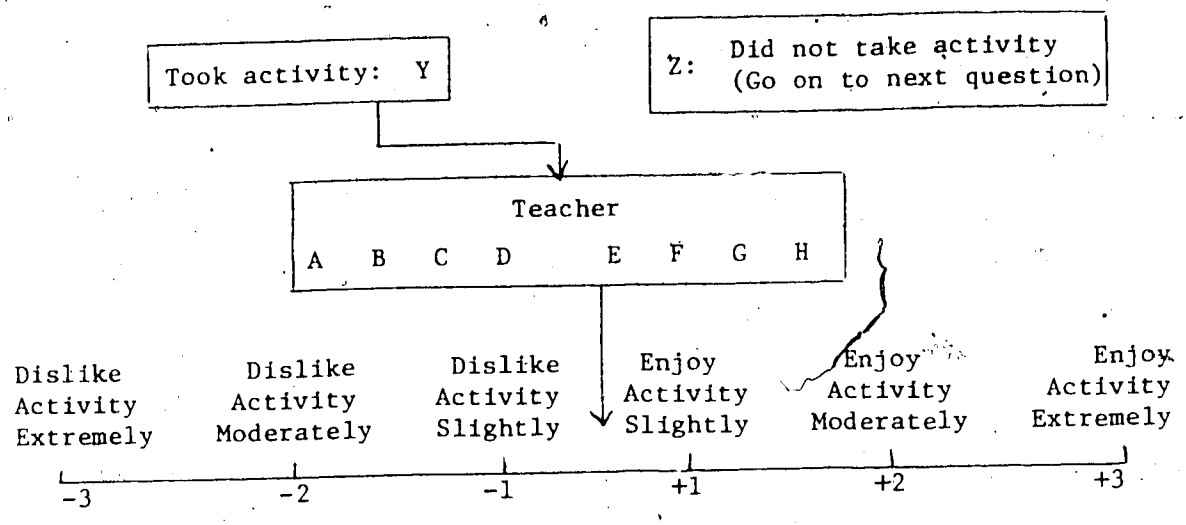
9. FOOTBALL



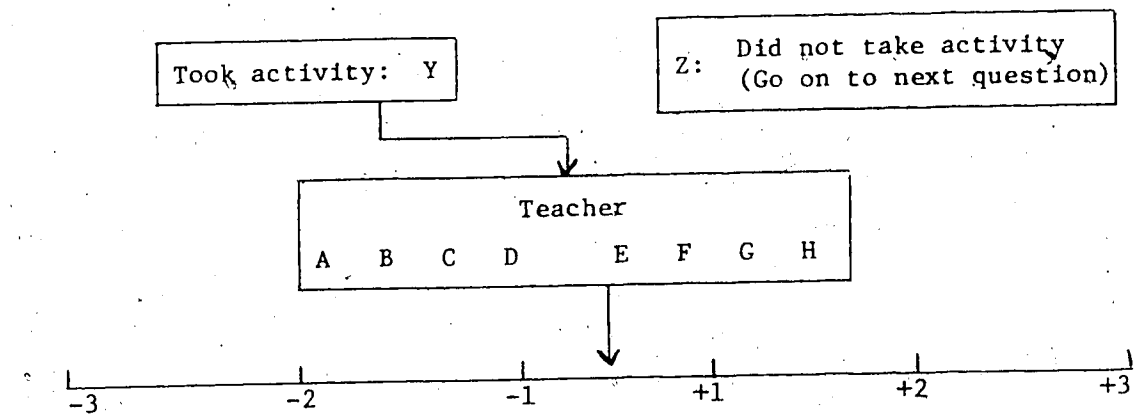
10. SOCCER



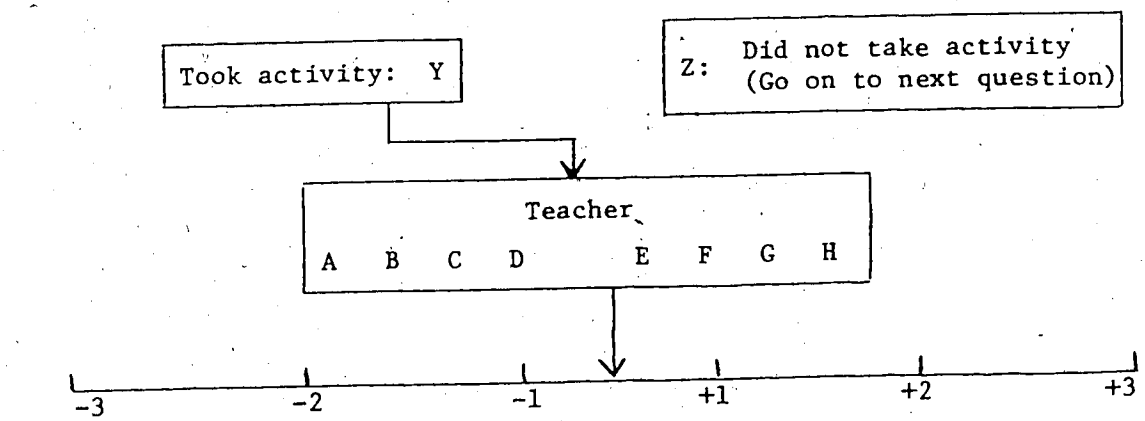
11. ICE HOCKEY



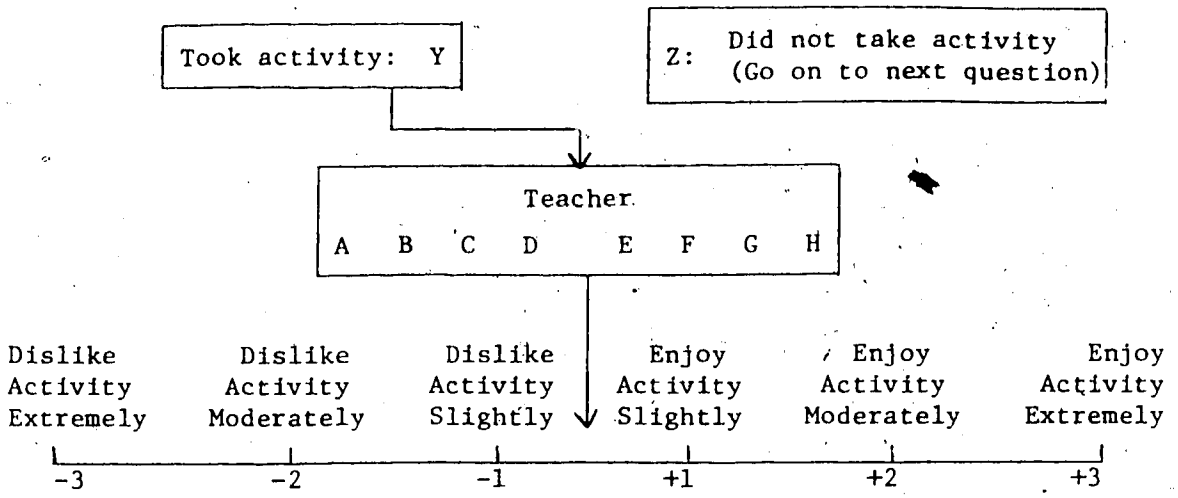
12. FIELD HOCKEY



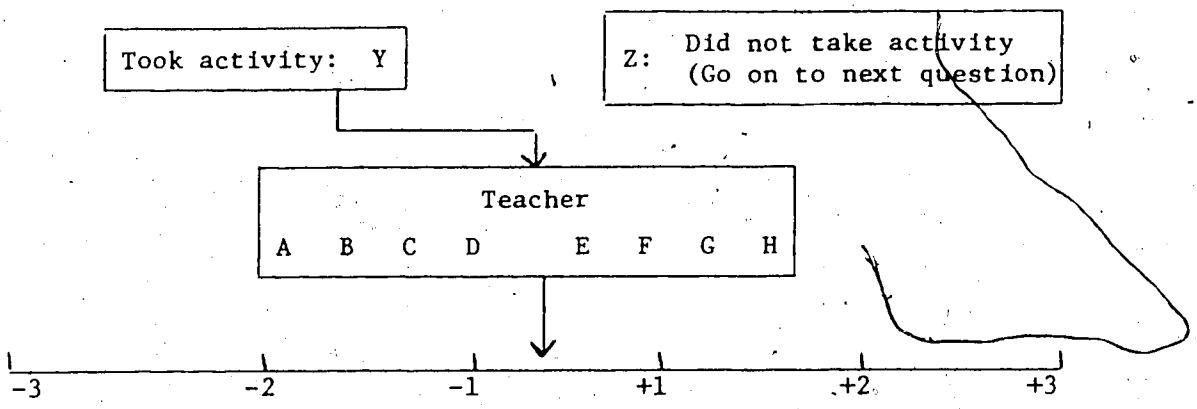
13. FLOOR HOCKEY



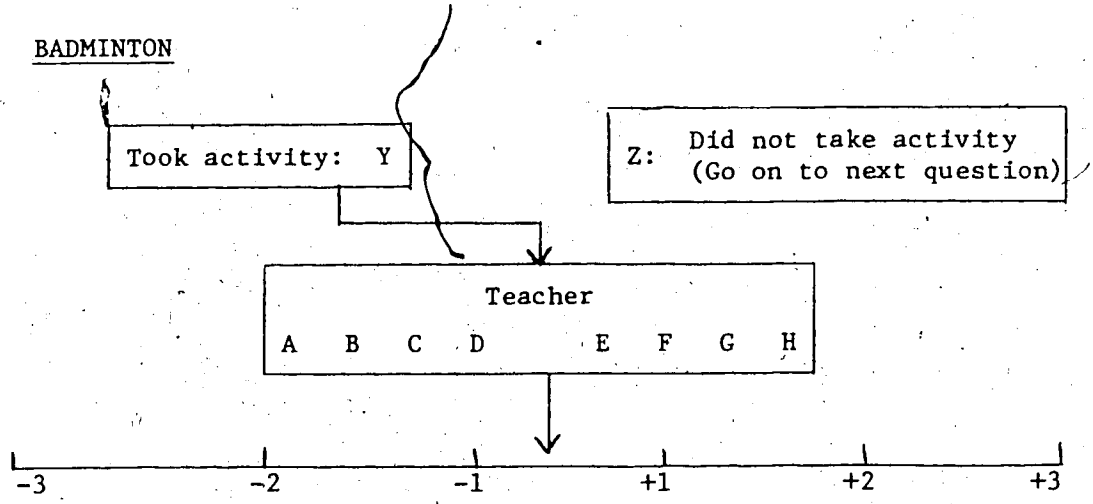
14. SOFTBALL/BASEBALL



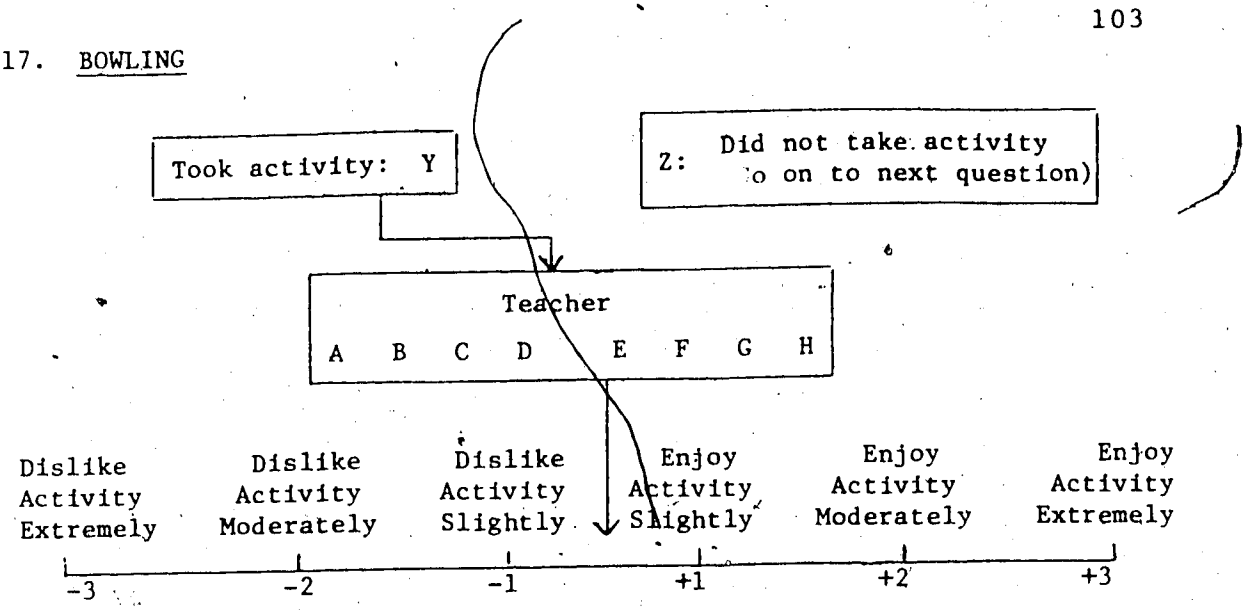
15. FITNESS ACTIVITIES (e.g. weights, circuit training, cross-country, etc.)



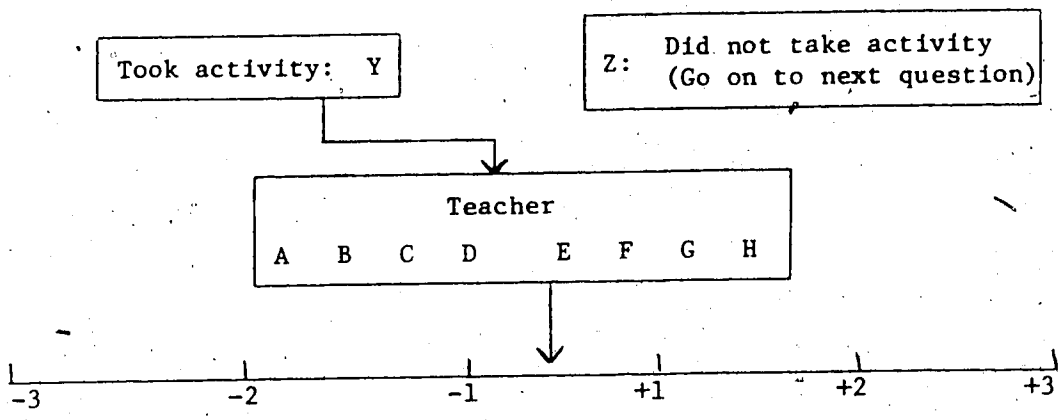
16. BADMINTON



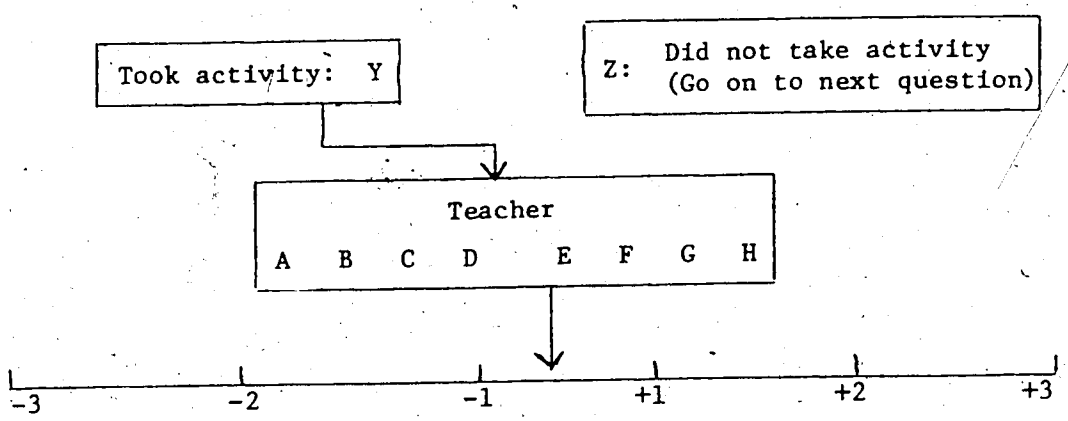
17. BOWLING



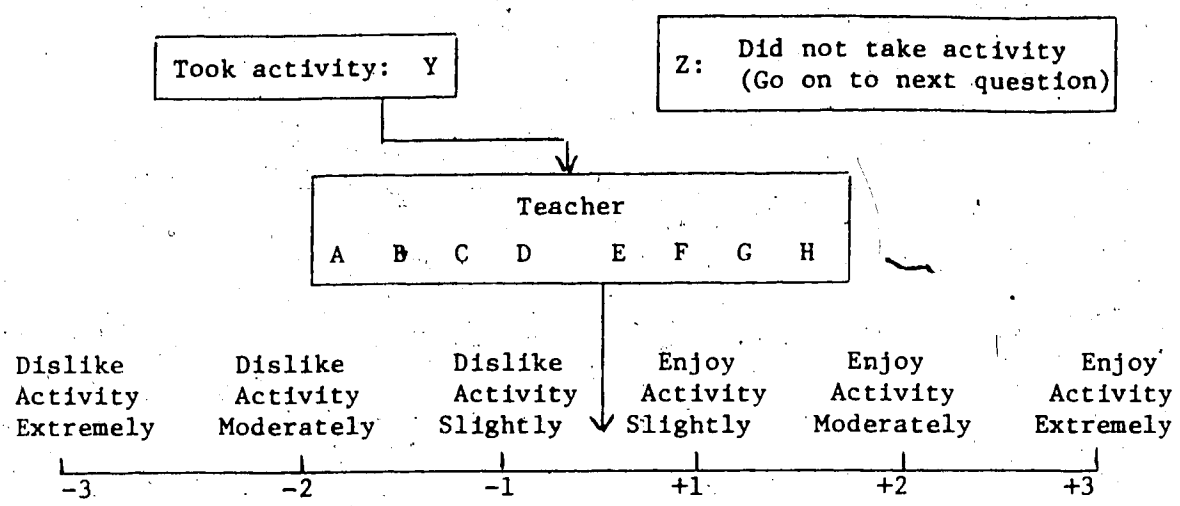
18. GOLF



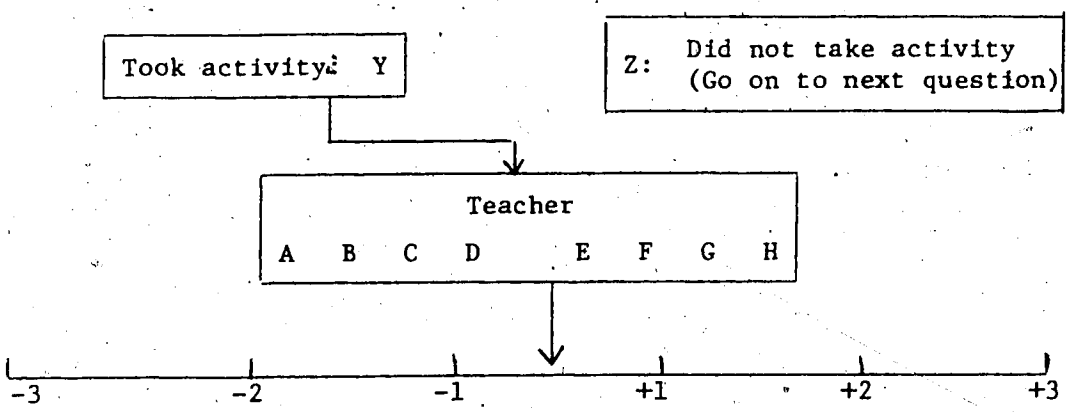
19. TENNIS



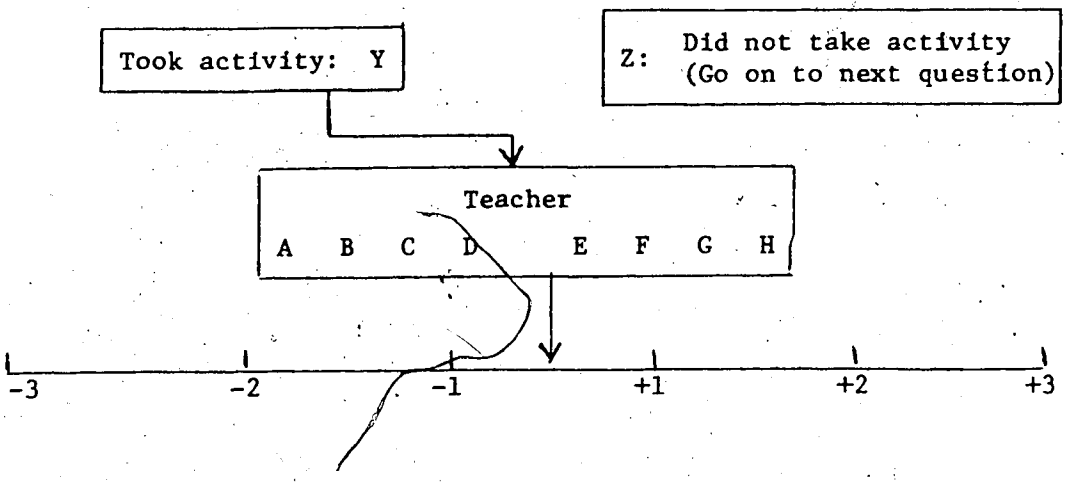
20. TABLE TENNIS



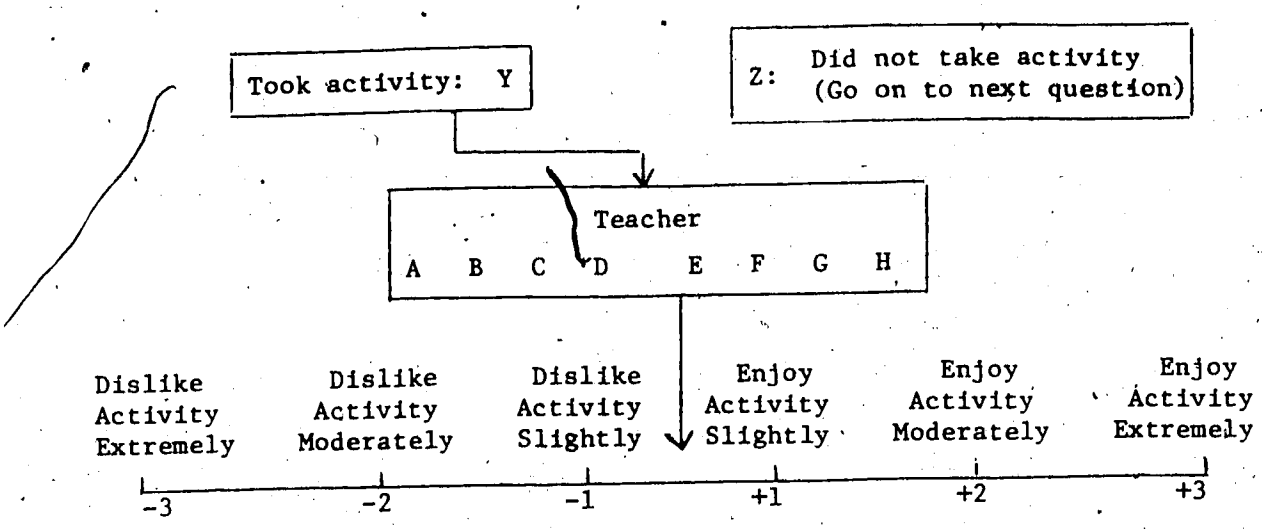
21. SQUASH/RACQUETBALL/HANDBALL



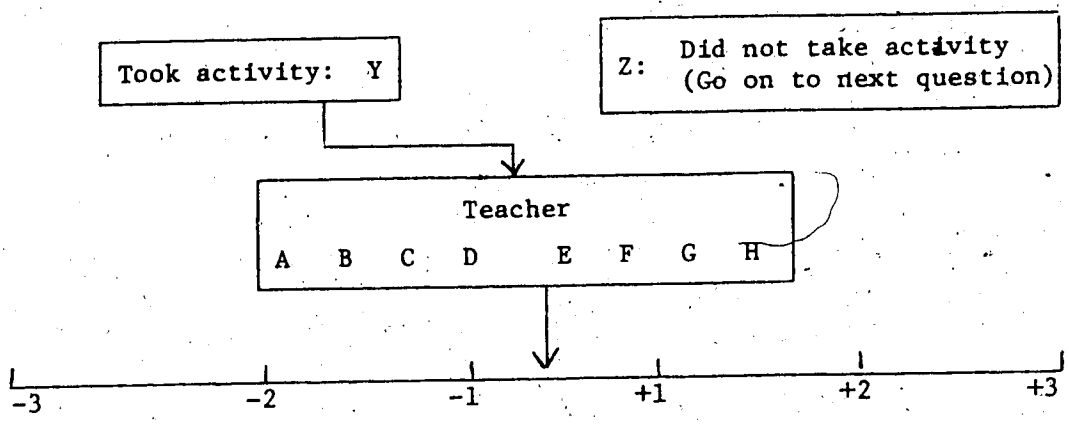
22. ARCHERY



23. WRESTLING



24. RUGBY



25. How often have you been able to make a choice between 2 or more physical education activities this school year?
(This question refers only to your compulsory physical education class, NOT to any option physical education class you may be taking.)

All of the time?	(A.T.)
Most of the time?	(M.T.)
About 1/2 of the time?	(H.T.)
Not very often?	(N.V.O.)
Never?	(N.)

Please mark on the answer sheet the most appropriate answer:

AT	MT	HT	NVO	N
___	___	___	___	___

26. This next question is concerned with ALL those physical activities in which you take part (both in and out of school) EXCEPT THOSE IN YOUR PHYSICAL EDUCATION PROGRAM.

a) In how many ORGANIZED physical activities do you voluntarily take part throughout their entire season?

- "Voluntarily" means you do them because you WANT TO DO THEM!
- "Organized" means those sports activities which include regular instruction or coaching; where regular attendance is expected; and which may be a part of an organized league.
- Examples may be swimming for a club, organized hockey, dance classes, etc.

Please answer on your answer sheet beneath the correct number.

26a)

0	1	2	3	4	5	6	7	8	9
___	___	___	___	___	___	___	___	___	___

26b) In how many NON-ORGANIZED physical activities do you voluntarily take part? "NON-ORGANIZED" means those recreation or sports activities which you do mainly for fun; where there is no real instruction or coaching; and where you go when you feel like it, with friends or by yourself.

Examples may be swimming, bowling, golf, football, etc.

Don't count every activity, just those in which you spend quite a bit of time, say at least once every two weeks in season.

Answer on your answer sheet.

26b) 0 1 2 3 4 5 6 7 8 9

Easy, wasn't it?

Now onto the pink questionnaire, which is just as simple!

NAME WHAT I THINK ABOUT PHYSICAL EDUCATION

FACULTY or SCHOOL

AGE Years YEAR or GRADE

☐ Male ☐ Female

DATE Day Month Year

107a

I. _____

_____

2. _____

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example -3 -2 -1

I. D. NUMBER

Grade 0 1 2 3 4 5 6 7 8 9

Age 0 1 2 3 4 5 6 7 8 9

Sex 0 M F 3 4 5 6 7 8 9

Class 0 1 2 3 4 5 6 7 8 9

Size 0 1 2 3 4 5 6 7 8 9

CAUTION — AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

PART I

EXAMPLE -3 -2 -1 +1 +2 +3

Q.	-3	-2	-1	+1	+2	+3
1	-3	-2	-1	+1	+2	+3
2	-3	-2	-1	+1	+2	+3
3	-3	-2	-1	+1	+2	+3
4	-3	-2	-1	+1	+2	+3
5	-3	-2	-1	+1	+2	+3
6	-3	-2	-1	+1	+2	+3
7	-3	-2	-1	+1	+2	+3
8	-3	-2	-1	+1	+2	+3
9	-3	-2	-1	+1	+2	+3
10	-3	-2	-1	+1	+2	+3
11	-3	-2	-1	+1	+2	+3
12	-3	-2	-1	+1	+2	+3
13	-3	-2	-1	+1	+2	+3
14	-3	-2	-1	+1	+2	+3
15	-3	-2	-1	+1	+2	+3
16	-3	-2	-1	+1	+2	+3
17	-3	-2	-1	+1	+2	+3
18	-3	-2	-1	+1	+2	+3
19	-3	-2	-1	+1	+2	+3
20	-3	-2	-1	+1	+2	+3
21	-3	-2	-1	+1	+2	+3
22	-3	-2	-1	+1	+2	+3
23	-3	-2	-1	+1	+2	+3
24	-3	-2	-1	+1	+2	+3
25	-3	-2	-1	+1	+2	+3
26	-3	-2	-1	+1	+2	+3
27	-3	-2	-1	+1	+2	+3
28	-3	-2	-1	+1	+2	+3
29	-3	-2	-1	+1	+2	+3
30	-3	-2	-1	+1	+2	+3
31	-3	-2	-1	+1	+2	+3
32	-3	-2	-1	+1	+2	+3
33	-3	-2	-1	+1	+2	+3
34	-3	-2	-1	+1	+2	+3
35	-3	-2	-1	+1	+2	+3
36	-3	-2	-1	+1	+2	+3
37	-3	-2	-1	+1	+2	+3
38	-3	-2	-1	+1	+2	+3
39	-3	-2	-1	+1	+2	+3

PART II

A	1	2	3			N	1	2	3	4	5
B	1	2	3	4	5	O	1	2	3		
C	1	2	3			P	1	2	3	4	5
D	1	2	3			Q	1	2	3	4	5
E	1	2	3			Ra	1	2	3	4	5
						b	1	2	3	4	5
F	1	2	3	4	5	c	1	2	3	4	5
						d	1	2	3	4	5
G	1	2	3	4	5	e	1	2	3	4	5
Ha	1	2	3	4	5	Sa	1	2	3	4	5
b	1	2	3	4	5	b	1	2	3	4	5
c	1	2	3	4	5	c	1	2	3	4	5
d	1	2	3	4	5	d	1	2	3	4	5
e	1	2	3	4	5	e	1	2	3	4	5
						f	1	2	3	4	5
Ia	1	2	3	4	5	g	1	2	3	4	5
b	1	2	3	4	5						
c	1	2	3	4	5	Ta	1	2	3	4	5
d	1	2	3	4	5	b	1	2	3	4	5
e	1	2	3	4	5	c	1	2	3	4	5
						d	1	2	3	4	5
J	1	2	3			e	1	2	3	4	5
						f	1	2	3	4	5
K	1	2	3			g	1	2	3	4	5
						h	1	2	3	4	5
L	1	2	3								
						U	1	2	3	4	5
M	1	2	3								

SCHOOL NUMBER

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

OVERPRINT ANSWER SHEET

IBM 5047

APPENDIX 4

GRADE 7 - 10

WHAT DO YOU THINK OF SCHOOL PHYSICAL EDUCATION

The purpose of this questionnaire is to identify student attitudes toward compulsory physical education in Alberta schools. By finding out what each of you think about your physical education programs (the good things and the bad things) we hope that the good points can be improved and the problems reduced. In this way future physical education programs can be made more rewarding for both students and teachers.

Physical education in all cases on this paper refers to a regularly scheduled activity course that takes place during school hours. DO NOT CONFUSE intramurals, house league, interschool competition with physical education.

In Part I the following scale is used on the answer sheet for each statement. Simply mark with a pencil below the number which best tells how YOU feel about the statement. Please let your own personal experiences guide your answers. Be honest. Your answers will be confidential and will not affect your grade in any course.

EXAMPLE 1. Canadian ice hockey is the best in the world.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

Answer Sheet:	-3	-2	-1	+1	+2	+3
1.	---	---	---	---	■	---

Please fill out the information asked for on the top of the answer sheet. The red answer sheet goes with the pink questionnaire.

PLEASE TURN PAGE AND PROCEED

PART I

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

Use the red answer sheet to show how you feel

1. If for any reason a few subjects have to be dropped from the school program physical education should be one of those dropped.
2. Physical education is needed for a complete education.
3. Students should be told exactly what to do in their physical education classes.
4. Fitness training is necessary only if you wish to be an athlete.
5. Participation in physical education activities helps to make you a more popular person.
6. I do not look forward to physical education classes with enthusiasm.
7. In physical education classes there should be more time to talk about what you are learning and why you are learning the different activities.
8. Belonging to a group, as we do in physical education team activities, is an important experience for a person.
9. Physical education has little to offer for the unskilled person.
10. Physical education is a pleasant break in the school day.
11. Physical education makes an important contribution toward building up your body's strength and endurance for everyday living.
12. Physical education is mainly for the physically gifted athlete.
13. I feel that physical education classes should make me think more about movement and how I move.
14. Activities in physical education give me a chance to be successful and make me feel important as a person.
15. I feel great after a physical education period of vigorous activity.
16. If I were planning a physical education program to make my spare time as an adult fun I would not make it like my present physical education class.
17. I think it is better to study other courses than to spend time in physical education classes.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
-3	-2	-1	+1	+2	+3

18. Physical education would be better if there was more activity in each class.

19. Physical education activities are embarrassing for pupils who are not skilled.

20. Activities in physical education do little to develop physical fitness.

21. Physical education helps students fit into group situations.

22. I do not like to miss a physical education period.

23. Physical education plays an important role in keeping students interested and active in out-of-school spare time activities.

24. Working together in physical education activities gives people a better understanding of each other.

25. Physical education classes should help me to be able to plan my own physical fitness programs.

26. Physical education develops good character.

27. Learning skills in physical education bores me.

28. I suppose physical education is all right but I don't care much for it.

29. I have become more skilled in physical activities because of my physical education classes.

30. Physical education teachers know each student and his problems and help wherever possible in solving these problems.

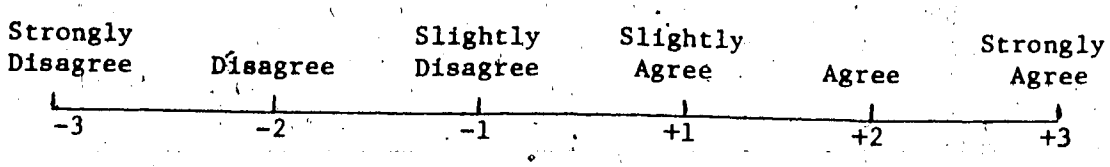
31. Physical education classes give me a feeling that there are some activities I can do.

32. If I did not participate in physical education I would not be taking part in as many free time activities as I do now.

33. As far as improving physical health is concerned, a physical education class is a waste of time.

34. Opportunities for making friends are provided more in other classes than in physical education.

35. School would be better without physical education.



36. In physical education classes there is no chance for students to try activities in their own way.

37. Physical education should not be a credit course.

38. I only do physical education because I have to.

39. I get more satisfaction in doing physical education than in doing any other school work.

NAME _____ STUDENT QUESTIONNAIRE Middle

AGE Years YEAR or GRADE ☐ Male ☐ Female DATE Day Month Year

FACULTY or SCHOOL

113

I. _____

2. _____

Indicate response by placing a mark between the guidelines as shown in the example. Use HB pencil. Don't make marks longer than guidelines.

Example -3 -2 -1

I.D. NUMBER

Grade 0 1 2 3 4 5 6 7 8 9

Age 0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

Sex M F

Class Size 0 1 2 3 4 5 6 7 8 9

CAUTION – AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

ALWAYS MARK BELOW THE SYMBOL

Q.1 -3 -2 -1 +1 +2 +3

2 (i) (ii) (iii) (iv)

3a) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3b) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3c) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3d) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3e) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3f) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3g) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3h) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3i) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3j) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3k) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3l) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3m) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

ALWAYS MARK BELOW THE SYMBOL

3n) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3o) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3p) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3q) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3r) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3t) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3u) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3v) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3w) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3x) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

3y) Y Z
A B C D E F G H
-3 -2 -1 +1 +2 +3

4 AT MT HT NVO N

5a) 0 1 2 3 4 5 6 7 8 9

b) 0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9

OVERPRINT ANSWER SHEET

SCHOOL NUMBER