CHAPTER 2

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McCue (1950) developed a scale for evaluating attitude toward intensive competition in team games for high school boys and college men. She used a combination of the Thurstone and Likert methods of selecting items, with the response to each item indicated by the degree of approval or disapproval as in a conventional Likert procedure. The construction of the scale involved a definition of sub-parts of the general area and the preparation of statements appropriate to each sub-part and the weighting of item responses in terms of favourability expressed by the stem statement.

The scale was presented to a group of physical educators who marked the scale two different ways, one to indicate the degree of favourability or unfavourability expressed by the item statement (on a five point scale) and the second to express the degree of their own personal acceptance or rejection of opinion expressed by the item statement (on a five point scale).

No attitude studies were found which dealt directly with the problem of intensive competition at the elementary school level. On the other hand, the literature contains many statements and resolutions which indicate that leaders in the field of elementary physical education are opposed to intensive athletic competition for this age level.

Wilma Isenberger (1951) conducted a study to determine the relationship between the self-attitudes of women physical education major students and measures of interest and success. A second purpose of this study was to determine
the relationship between the interests of the women physical education major students and those of women physical education teachers. Two hundred seventy seven women physical education major students from three institutions and 115 women physical education teachers participated in the various phases of this study. The "Who Am I?" test was used as a measure of self-attitudes. Interest was measured by the Strong Vocational Interest Blank. Success was measured by the Minnesota Teacher Attitude Inventory, the Scott General Motor Ability Test, a teacher trait evaluation sheet, semester grades in physical education theory and skill courses, and total university semester grades. The results of this study indicated that self-attitudes are not significantly related to interest as measured by the Strong Vocational Interest Blank. Self-attitudes and success as measured by the Minnesota Teacher Attitude Inventory are not significantly related. A negative but significant relationship between judges' ratings of teacher traits and self-attitudes was indicated. The relationship between semester grades and self-attitudes, and between physical education skill grades and self-attitudes was significant for one of the student groups. A relationship between motor ability and self-attitudes was indicated. Women physical education major students scored significantly higher on the Strong Vocational Interest Blank than did the teachers of physical education.

Wilma Isenberger (1959) conducted a study to determine the relationship between the self-attitudes of women physical education major students and those of women physical education teachers. Subjects used in the study were 277 women physical education major students from three institutions and 167 women physical education teachers. The "Who Am I?" test, a Twenty Statements Test of Self-Attitudes (TST), was used as a measure of self-attitudes. The results of this study indicated that there was a significant difference between the self-attitudes
of student groups within a school and between schools. It was also indicated that the self-attitudes of teachers differed significantly from those of students enrolled in a liberal arts college or a teachers college connected with a university but were similar to those of students in a teacher education institution.

Richard (1981) studied correlation between males’ attitudes about sports and various personality measures were obtained. The subjects were 71 male undergraduates at Loyola University. They were administered a scale which measured attitudes toward women, a measure of authoritarianism (Adorno et al., 1950) their own bodies and their relationship with their parents.

Attitudes towards sports were measured on a specially constructed scale utilizing the Likert format. The scale measured winning at all costs as opposed to sportswomanship (WIN).

Anato (1983) examined an exploratory examination of the principle of normalization as practiced by direct care staff in community residences for mentally retarded adults. This present study is designed to measure whether direct care staff’s attitudes towards the expression of emotions by mentally retarded adults is comparable to their attitudes towards the expression of emotions by normal adults.

A 36 item questionnaire, developed by the author, was administered to the staffs of ten residential vendors. Only the responses of female direct care staff were used in this study. Since seventy percent of all direct care positions are filled by females. They represent the modal operating condition of community residences.
The questionnaire was divided into three sections. The first section measures one's idealized notions about the mentally retarded as a group, the last two sections measure beliefs about one's own behaviour towards normal adults and towards mentally retarded adults.

Non-parametric methods were used to analyse the responses on the questionnaires. The responses of 130 female direct care staff demonstrated a negative attitude towards the expression of emotion by mentally retarded adults. The data were analyzed to determine the effects of age and training on staff responses. Neither age nor training or the interaction of these variables has any effect on the negative attitudes held by female direct care staff.

A profile of direct care staff revealed the average staff member as female, twenty five years or younger, possessing a bachelor's degree, with under five years experience. She did not receive orientation training but currently participates in in-service training provided by the agency. Training uses behaviour modification as its core curriculum.

It is suggested that research be conducted on a broader geographical scale, examining differences between male and female direct care staff. Present training programs, which this population was involved in, do not address the differential attitudes of staff. The training programs may be undermining the application of normalization by focussing on the re-direction of a mentally retarded adult's behaviour and by compromising the spontaneity of direct care staff behaviour.

Onifade (1983) investigated the relationships among selected demographic factors, physical activity behaviour, physical activity belief and meaning of physical
activity (attitude) of Nigerian students attending University of Washington, D.C. Metropolitan area. In addition, the preferred physical activities of the subjects were investigated.

Four instruments were utilized for this investigation. Kenyan attitude inventory was used to assess students attitude towards physical activity and the physical activity behavioural scale which was adopted from Zacchkowski's (1979). Study was used to measure physical activity behaviour. A physical activity belief scale and Background Information Questionnaire were developed in order to assess students beliefs and Solicit background information respectively. All four were administered to 350 subjects from nine universities in Washington D.C. Metropolitan area.

Data analysis employed multiple regression to examine the relationship among attitudes, behaviour and belief. Pearson Product Moment Correlation was utilized to determine the relationship between attitude, behaviour and belief. Both the t test and analysis variance statistics were used to determine difference in mean attitude score when compare to background information factors.

The Bonferron post hoc test was used when significant mean difference were observed. Based on the results of this study, the following conclusions seemed warranted: (1) Nigerian male students could be expected to seek physical activity that would be of a social experience while the female students would probably seek experiences related to health and fitness. (2) The Nigerian student attending universities in the Metropolitan Washington, D.C. area has valuable attitudes that seem to be expressed through different behaviours for different beliefs. (3) Regardless of age, the Nigerian students seem to express themselves as to the
perceived meaning of physical activity in a similar manner. (4) The male Nigerian students seem to be affected positively by physical education experience, but the females do not react with a change toward physical activity. Moreover, both females and male participated in physical activities for different reasons. (5) Nigerian students have a need for an outlet in individual activities relative to team and dual activities.

Hammit (1984) represented an attempt to determine the relative effect of attitudes towards participation, social group influence and past experience on the present level of participation of college persons in sports and/or physical activity.

A four page Questionnaire was given to three hundred students in the registration line at The University of Tennessee Knoxville, in the fall of 1983. Of the questionnaires distributed, 277 were used in the statistical analysis, sections of the questionnaire were grouped under the topics of level of participation.

Participation and Attitudes towards the participation a Likert Scale was used to assess the strength of the subjects responses to each category of items with the total score for each category being the primary independent measure. Pearson's r was used to determine the relationship between level of participation and past experience, social group influence and attitudes.

The result indicated that nearly all of the respondents has positive attitudes towards participation and that increases in the level of participation were associated with an increased positive attitude towards participation, an increased social group influence and an increase amount of past participation experience. Path analysis procedures further suggested that attitudes influence participation.
behaviour through an effect on a person's intention to participate. Further more, the social group appeared to have a great influence on person who participate than those who do not. Finally the level of past experience appeared to be one of the major determinants of the level of person's participation in sports and/or physical activity.

Cooper (1984) studied attitudes toward physical activity and sources of attraction to sports were examined in relation to sports classification (non-ambulatory vs ambulatory) and gender for cerebral palsied athletes. Five were National CP Games adult athletes who competed in 1983 National CP Games, Pt. worth, Tx Data were collected by interview on Simon and small attitude towards physical activity scale (SATAPA) and Lewry's Sports Attraction instrument (SAI). SATAPA was treated with ANOVA, one factor repeated measures and Scheffe method of a posterior test, SAI was treated with Spearman rank r and Friedman two way ANOVA rank. No significant difference was found among classes, sexes and class by sex combinations in attitude towards physical activity. Sub-scales were in the "pretty good" attitude range, by physical activity as thrill and as long and hard training were rated significantly lower that other sub-scale (S, 820) 235.09, P< .001. Of 11 sources of attraction, challenge of competition was ranked most important for tall groups, and fun and enjoyment was second except for non-ambulatory. S who indicated love of sports as second most important.

Norton (1984) researched to determine if a treatment, Sports Plus, improved attitudes towards physical education. Sports Plus consisted of enrichment activities (Renzulli, 1977) centered around sports-related areas not requiring direct participation in a sport. The research design consisted of an experimental group that was introduced to the treatment, and a control group that participated in
a basketball unit for an equal amount of these. Each group was drawn using a stratified random sample and including gifted normal and special populations. Experimental and central group were give two pre and post-test attitude measures including the Sports Plus Attitude scale, which was developed for use in this study, and the Wear Attitude Inventory (Wear, 1951). Independent variables that were investigated using a four way factorial analysis of variance were group (experimental and control) and grade (fifth, sixth and seventh). Significant differences were found with respect to population. The special population had significantly less favourable attitudes than both the gifted and normal population. No other significant differences with respect to group, grade or sex were discovered. Pearson Product Moment Correlation between the Sports Plus Attitude Scale and Wear Attitude Inventory was $r = 0.76$ Alpha interval reliability ranged from .69 to .76 on the four scales comprising the Sports Plus Attitude Scale and test-retest reliability was .79.

Sdtani (1984) conducted a study to determine the attitudes of College and University students towards required physical education activity class programmes and to compare the attitudes of freshman and senior black/white students towards their required physical education activity classes.

The purposes of this study were to: (1) examine whether the required physical education class programme had any positive effect on students attitudes toward physical education; (2) determine whether there were any significant differences in the attitudes of students towards physical education activity classes in relation to the variables of sex, race, level of activity, field of study or type of physical education programme and (3) determine whether there was significant relationship between students attitudes and their age or the number of physical
METHOD

All data were secured from 157 standard questionnaires of the Wear (1955) Attitude Inventory, short form A. Responses were obtained from students who were studying at colleges and universities in San Diego, California. A background questionnaire obtained data on students nationality, sex, age, level of study, marital status, type of physical education programme, field of study and the numbers of physical education units completed. Data were analyzed by the t test and the Pearson Product Moment Correlation.

RESULT

In general the scores showed a significant favourable attitude to exit among students towards physical education activity classes. Moreover, senior student attitudes were significantly more favourable (P<.02) than freshman attitudes and social science students attitudes were significantly at the .01 level. There were no statistically students attitudes in relation to age or marital status.

B.U. Salih (1984) conducted a two fold study. First to provide a reliable instrument in measuring the attitude toward physical recreation and second to measured the attitude of male Saudi students studying in the United States.

Mac Donald's short form Attitude Inventory was selected for this purpose, translated into the Arobiu language, typed, copied and mailed to the 915 randomly selected students. There were 334 usable questionnaires returned on which the needed statistical analysis were conducted.
The depend variable was thirty item attitude scale; the independent variables were age, marital status, academic classification, major field of study years spent in the United States, population of the attended college or university, athletic background, voluntary participation in sports/or physical education.

The first purpose of this study was used by having a reliability coefficient of .93 produced by applying the Spearman-Brown formula. To meet the second purpose, however several hypothesis testing were conducted and the following conclusions were stated:

1. Age and the population of the attended college of university did not have significant effect on the formulation of attitude towards physical recreation. Such an attitude was also found to have no significant correlation with the duration of living in the United States.

2. Moreover, the students who were single, graduates, athletes and who had undesirable experiences in sports and/or physical education were found to have more favourable attitudes towards physical recreation than their counter parts.

3. Furthermore, participation in voluntary physical recreation activities was found no help develop a more positive attitude towards physical activity. The several attitude of the present sample was above average in favourable of physical recreation.

Horowitz (1984) studied the results of an instrument validation study and these research studies relating to job stress, lifestyle, attitude and health in university faculty and administrators are reported. High correlations observed
between self-report health indicators and physiological variables established the validity of the instruments used. Significant test-retest reliability correlations were observed for self-reported measures of health and lifestyle. The person environment fit theory guided the data collection and analysis. The first research study reported the relationship between a large number of stress and strain measures for faculty and administrators. The principal strains were in the domain of job and life satisfaction and health. Moderating variables were examined for their ability to reduce the effects of the stressors on the strains. Stress moderators were less effective for reducing the stress-strain relationships for faculty than they were for administrators. Administrators had stronger stress and job dissatisfaction relationship than did professors.

The extent to which various interventions influenced life-style behavior, health, attitude and perceived stress in faculty and administrators was examined. The first intervention was the administration of physiological tests and self-report instruments before and after a one year period. Reduction in percent body fat and improvement in self-responsibility for health were observed.

Following one year, the intervention (1) group (n=32) participated in a wellness program consisting of aerobic exercise, progressive muscle relaxation and lifestyle education three times per week for 12 weeks. Significant post-test differences for body cathetus (physical self-esteem), job satisfaction and symptoms occurred in the one group. Between group (1 vs C) differences were observed for tolerance to overload self-esteem and symptoms. No changes were observed for the control group (n=9). Theoretical and practical implications are presented.

Walton (1985) assessed and compared the attitudes of a selected population toward the participation of women in sport as well as attitudes toward
the salience of sport to society and women's scale in society. These attitudes were compared across ethnicity, gender and educational status. Six hundred forty one respondents stratified across the independent variables responded to a Likert type scale developed for the study. The results of a 2x2x2 multivariate analysis of variance demonstrated that there were no significant interactions among the variables, but that there were significant main effects. A series of univariate analysis of variance indicated that Mexican Americans and college students were significantly more positive in their expressed attitudes toward the salience of sport society than were Anglo-American and members of the general public, however, there was no difference between the attitudes of females and males. Women, Anglo-Americans and college students expressed significantly more liberal attitudes toward women's role in society than did men, Mexican-Americans and members of the general public. Supportive attitudes were expressed toward women's participation in sport, although female and college students exhibited significantly more supportiveness toward this scale for women than did males and members of the general public. No difference was detected between the attitudes of Mexicans-Americans and Anglo-Americans toward women in sport. Further, analysis of the data revealed some various limitations to the apparently supportive attitudes toward women in sport and in society. However, gender and educational status were salient determinants of attitudes toward women in sport and in society, but less important in explaining attitudes toward sport. Ethnicity appeared to be of little practical significance as a determinant of any of the three measured attitudes.

Holden (1985) investigated in early spring, 1984, approximately 900 Los Angeles high school students were surveyed regarding their attitudes toward women's participation in sports. In contradiction to previous studies, this group agreed that sports were an acceptable human activity and could not be labelled
as masculine or feminine.

The students were divided into ethnic, sex and age groups, and comparisons were made between the groups. In general, whites were the most accepting of women in sports, blacks were in the middle, and Hispanics were the least accepting. The biggest differences occurred in white males between the ages of 15 and 18. White females started at the highest level and had only slight differences. Hispanics were reflective of the male dominated culture and supported a strong sex role stereotype. Black males have viewed sports as an escape from the ghetto and were hesitant about allowing females the same access to sport.

Marina (1985) compared the relationship between exercise adherence and the combined effects of locus of control and attitudes toward physical activity. The primary instruments used were the internal, powerful others and chance scale (Levenson, 1974); the exercise objectives locus of control scales (developed by the first author); and the revised children's Attitudes toward physical activity inventory (Schultz, Small and Wood, 1981a). The subjects were 61 females, ages 15-57 (M=28), voluntarily participating in 8 to 12 week aerobic fitness programs. Findings indicated only a weak relationship adherence and the combination of locus of control and attitudes. Results of step-wise regression analysis revealed that two attitude measures were the best predictors of exercise adherence. In general, those subjects who at the outset of the programs had a less positive attitude toward participating in order to reduce stress and tension tended to have a higher percent attendance.

Stobart (1985) conducted a study to devise a scale to measure attitudes of individuals towards college intramural sports programs. A preliminary of one
hundred and six attitudinal statements was given to a twenty member panel of judges to determine which statements were positive, negative or unclear. After an analyses of the judges conclusions, a list of seventy-four statements was given to a pilot study group (n=57) for each statement, the subjects were asked to mark one of the following responses: strongly agree, agree, undecided, disagree, strongly disagree. From the responses of the subjects, the following were determined: (1) a discriminatory factor for each statement, (2) the thirty positive and thirty negative statements with the greatest discriminatory factor, and (3) the item reliability of each statement. The thirty positive and thirty negative statements which had the greatest discriminatory factors were ranked from one to thirty. The even numbered positive and negative statements were used for form A and the odd number statements were used for form B of the attitude scale. A Spearman's correlation coefficient of 84 was determined when scores (n=154) from form A were compared to the scores to form B. The conclusions of the study were (1) form A and form B of the scale did measure attitudes of individuals toward intramural sports, (2) the scale was valid and indicated a degree of reliability, and (3) the correlation between form A and form B indicated a high degree of relationship between two forms.

Sigismond (1985) conducted a study to see the relationship among attitude, physical activity behaviour and physical activity belief of Nigerian male (n=217) and female (n=133) university students in the USA. Attitude was assessed by the use of the attitude toward physical activity inventory developed by Konjon (1968), while physical activity inventory developed by the use of a scale developed by Zaichkowsky (1979). Data was collected on the physical activity belief of subject by a scale developed by the researcher. Results depicted that there was no relationship among attitude, physical activity behaviour and physical activity belief.
of subjects. However, there was relationship between some specific aspects of attitudes and physical activity behaviour and physical activity belief. Subjects also chose individual activities over dual and team activities.

Braswell (1986) found that in a public school system when classroom teacher athletic coach combined or some, often result in job related conflicts. The purpose of this study was to examine the job attitudes of teacher-coach as perceived by teacher football coach (m=283) high school principals. (n=43) and identity areas where role preference occurred.

Analysis of result between the two group produced the following significant differences. (1) The principals perceived that teacher coaches experience more job related tension in both roles of teaching and coaching than was actually identified by the teacher football coaches. (2) The principal perceived that teacher coaches were more involved in the decision making process of the teaching role than was actually identified to the teacher football coaches. (3) The teacher football coaches indicated that they were more involved in the teaching role than then was perceived by their principals.

Thornburg (1986) identified and described attitudes of secondary school principals towards selected components of the high school physical education program in Albana. Utilizing a valid questionnaire and in-depth interviews, attitudes of the principals were obtained.

The subjects in the study were Principals from selected public high schools in Albana. Two hundred questionnaires were mailed to the Principals and 168 were returned providing an 84% return rate. In depth interviews conducted with seven Principals from the sample.

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Most principals were supportive of an improved elementary physical education programs and funding for physical education specialist.

Most principals reported positive attitudes concerning physical education; however, some were unsure and discouraged with the way physical education is presently taught. Some principals seem to be aware of current curriculum trends in secondary physical education.

Redd (1986) determine the intercollegiate athletic beliefs, attitudes and practices at the seven universities in the Missouri Intercollegiate Athletic Association (MIAA), an NCAA Division 11 conference. The sub-purposes were:

1. To present an overview of the public disciplinary actions taken by the NCAA from October 16, 1952 to August 16, 1985.
2. To determine an Administrative response to the described “triple crisis” in intercollegiate athletics (integrity, economics and academics) as stated by the executive director of the NCAA.

FINDINGS AND CONCLUSIONS

The finding are separately presented by position (President, Athletic Director and Faculty Athletic representative), as well as by a combination of the responses. The study indicated that if students/athletes are making progress towards a degree, many potential intercollegiate athletic abuses are lessened seven conclusions were made from the study, and a list of eight recommendations for intercollegiate athletic programme was suggested.

Sham (1986) studied to determine students attitudes towards varsity interscholastic sports participation and factors that affect those attitudes. The study
addressed the following:

1. Over the past 20 years what trends can be identified in varsity sports participation.

2. What are the factors that influence attitude towards participation in varsity interscholastic sports?

3. What is the attitude of students towards participation in varsity interscholastic sports?

Data was gathered from high school year books, Pennsylvania Department of Education a survey questionnaire administered to 155 high school students and individual interviews of selected student participants, students non-participants and community members.

RESULTS INDICATED

1) Level of sports participation remained approximately 25% over the period of 1965-1985.

2. Several factors appear to affect the attitudes of students towards participation in interscholastic sports.

   Parental influence was the most definite factor. Other factors noted were poor influence and coach influence perceived athletic ability, sports as fun, priority of sports and the relationship of sports to academic achievement.

Nakorn Knet (1987) study was to compare the attitudes toward the six sub-domains of physical activity, as proposed by Kenyan (1968B) among adult
from China, Japan, Korea, Malaysia, Thailand and the United States. A Comparison was also made of the attitude toward the six sub-domains of physical activity between male and female subjects from Thailand. The six sub-domains of physical activity are:

1. Physical activity as social experience.
2. Physical activity for health and fitness.
3. Physical activity as the pursuit of vertigo.
4. Physical activity as an aesthetic experience.
5. Physical activity as catharsis.

PROCEDURES

The subjects of the study were 606 adults from six different countries who had enrolled in classes at selected university in the state of Indiana. All the subjects completed a survey instrument consisting of items eliciting personal information and a semantic differential scale to measure the attitude toward the six sub-domains of physical activity. The probability level of .05 was selected for the purpose of all statistical decision-making.

CONCLUSIONS

The result of the study indicated that the attitude toward physical activity is a function of sociocultural difference, but it is not a function of gender. The American subjects have more positive attitude towards physical activity than those subjects from East Asia and South-East Asia.

Hallinan (1987) conducted a study to determine the attitude difference
of prospective physical educators/coaches toward the ascetic and aesthetic attributes in men’s and women’s sports and to determine if any differences existed between to gender or class rank of the physical education majors. Kenyans’s Attitude toward physical activity (ATPA) inventory was modified to a sport specific format using two sub-scales: likely and unlikely, should not should. Statistical analysis included multiple t-tests and two way analysis of variance.

Physical education major responses produced difference between the two scales of the conceptual sub-domains and between men’s and women’s tennis should be an aesthetic experience, the extent to which men’s sports should be a less ascetic experience, the extent to which women’s sports should be a less ascetic experience than they are believed to be, and that women’s tennis should be less of an aesthetic experience than it is believed to be.

There was no difference in attitude based upon sex and class rank of the physical education majors on any sub-domain scale based on class rank but several differences were evident due to gender. All differences were found within the aesthetic experience sub-domain. Female majors regarded women’s tennis should be more of an aesthetic experience and felt that men’s tennis should be more of an aesthetic experience than did their male counterparts. Male majors regarded men’s basketball more likely to be an aesthetic experience than did the female majors.

Saddler (1987) proposed the primary purpose of his study was to determine attitudes regarding the values of interscholastic athletics. The study included public school superintendents, athletic directors, and school board presidents from the five conference classifications within the Texas University interscholastic league (UIL). It was also the purpose of this study to determine
if there were any attitudinal differences among the three groups in their beliefs about inter-school competition as a viable tool in the educational process.

The sample population (N=360) consisted of superintendents, athletic directors and school board presidents of 120 randomly selected school districts. The sample was obtained from the list of school officials in the 1986-87 Texas school directory. The total rate of response was 89 percent.

The instrument, "Attitudes of interscholastic athletics scale", provided a basis for analyzing the data for three research questions. The survey obtained total inventory means and category means for comparison among the groups. Thirty four items constituted the inventory use in the field study and represented the following six sub-scales: (a) Athlete traits, (b) Intellect, (c) Morality, (d) Life-style, (e) Tradition and school spirit, and (f) Business of athletics.

Based on the limitations of the study, the following general conclusions are made: (1) Texas public school superintendents, athletics directors and school board presidents are in general agreement that participation in interscholastic athletics yield positive result. (2) Texas public school officials differ in their attitudes concerning the values of interscholastic athletics.

Thomas (1988) assessed the attitudes of undergraduate students majoring in physical education toward women's competing in varsity sports. The Thomas Soloman Ellis opinionnaire (TSEO), consisting of physical, emotional, social and personal domains was developed to be administered to undergraduate students majoring in physical education at five traditionally black institutions in the southeast. The TSEO consisted of 53 questions. The institutions which are located in the state of Mississippi, were Alcorn University. The Opinionnaire was
administered to 250 under-graduate students during the spring semester of 1987. There were eight hypothesis in the study. The t test and analysis of variance statistics were used for the collection and analyses of data. Conclusions made from the opinions expressed by physical education majors towards females competing in varsity sports revealed statistical significance in that.

1. Female physical education majors had more favourable attitudes than male physical education majors.
2. Male athletes had fewer favourable attitudes than female athletes.
3. Black and white students showed no differences

Wood (1988) compared the attitudes toward physical activity of Junior high school aged academically gifted and academically non-gifted students. A secondary purpose of the study was to compare the attitude towards physical Activity of junior high school aged female and male students. It was hypothesized that there would be no significant differences between academically gifted and academically non-gifted, academically gifted and academically non-gifted females. The .01 level was used to determine significant difference.

The children's attitude toward physical activity (CATPA) inventory was utilized to assess attitudes in this study.

The population for the study included a total of 802 Junior high school students in the Granite School District of the Salt Lake Valley of Utah. There were 369 gifted and 433 non-gifted and 373 females and 429 males. There were five schools that participated in the study.

The result of the study indicated significant differences in attitudes toward
physical activity between Junior high school aged academically gifted and academically non-gifted. The following conclusions were derived from the study of Junior high school aged students:

1. Students believe that participation in physical activities offers a good opportunity to socialize with other students.
2. Students place a high value on the health and fitness benefits of physical activity.
3. Stress reduction through participation in physical activities is valued highly by students.

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The following conclusions were derived from the study of junior high school aged students: a) Students have positive attitude towards physical activity; b) Students believe that participation in physical activities offer a good opportunity to socialize with other students; c) students place a high value on the health and fitness benefits of physical activity; d) stress reduction through participation in physical activities is valued highly by students.
Abu, Saleh (1989) examined two hundred twenty male students randomly selected during spring semester, 1988 from each of two Saudi Arabian universities, King Faisal and King Fahel, were administered a three part attitude measurement instrument and a four part health related physical fitness test. The attitude measurement instrument, derived from the McDonald attitude inventory and the wear inventory as modified by Ridha (1983), contained 70 statements. Subject responded on a five point scale ranging from strongly agree to strongly disagree. The health related physical fitness test, developed by American Alliance for health, consists of 12 minute run, Skinfold measurement, sit-up and sit and reach tests. A total of 316 students completed both tests.

Values were assigned to responses on the attitude measurement instrument according to the Likert technique. These results, along with health related physical fitness test scores were statistically analyzed by multiple regression, t-test, MANOVA, and the spearman brown formula.

Findings showed a positive correlation between the attitude toward physical education and scores on the health related physical fitness test. No significant differences in attitude toward physical education was found between students at the universities, but King Fahd students scored significantly better than King Faisal students on the health related physical fitness test.

Comparison of health related physical fitness test result to American college students norms showed that American students scored better in distance in 9 minutes run, sit-ups and skinfold measurements while the Saudi students scored better in the sit and reach test.

Kampf (1989) studied sixty volunteer children age 7-11 participated in
a five week sport and physical activity program conducted by the department of health, physical education and recreation at the University of Minnesota Duluth. The subject were assigned to three goal structured groups for the duration of the study. The groups consisted of cooperative, competitive and individualistic goal structures. Psychological attitudinal data were compiled pre and post study from adaptations of the classroom life questionnaire and attitude scale (Johnson and Johnson, 1978). AAHPERD health related physical fitness test (1980). The data was analyzed by three way analysis of variance for repeated measures (two between; one within) using BMDP (2v nD, and 9D) statistical software.

The result of the study yielded significant improvement (p=.0332) in physical achievement rating for subjects in the cooperative and individualistic goal structured group.

Greenberg (1990) examined the effect of class size, scheduling patterns, and curricular content of elementary students' physical fitness achievement and attitudes towards physical activity. Comparisons made between single and double classes, 2-, 4- and 5 days per week scheduling patterns, and traditional and physical fitness programs.

Seven hundred and sixty nine fifth grade students were pre and post tested on the AAHPER youth fitness test and the revised children's attitude toward physical activity (ATPA) inventory.

The result of the analysis of data on the physical fitness variables reveal significant 3 way class size by frequency by program interactions for the sit ups, long jump, 50 yard dash and 600 yard run. For the pull ups, arm hang and shuttle run, significant 2 way class size by frequency interactions were revealed.
A significant program main effect was also revealed for the arm hang favouring the physical fitness program. The overall result indicated that students in single, 5 day per week classes performed better than all over treatment conditions on the physical fitness test battery.

Herman and Ellen (1990) studied identified factors associated with physical educators’ attitude towards and perceived study extended prior research in this area by sampling a large and more representative set of disability tables (behavioural, mental learning, observable physical and non-observable physical), characteristics of physical educators (age, gender, educational training, teaching experience, exposure to individuals with disabilities within and outside of the school setting and demographic variables.

Three hundred and twenty of 483 students (66%) physical educators, randomly selected from all physical educators in the state of IOWA. Completed selected from all physical educators in the state of IOWA.

Results from repeated measures ANOVA, correlational and step-wise regression analysis indicated that attitudes were significantly related to disability label, perceived competence, educational training, teaching experience and age. The strongest relationships were observed among indices related to a specific disability category.

Black and Evgene Bently (1990) conducted a research to develop an assessment instrument for measurement of high school student’s attitudes toward health related fitness; and to determine whether students who have participated in a mandated fitness course have more positive attitudes toward health related fitness than students who have not participated in such a course.
A pilot study was conducted by administering the attitude inventory to 56 male and female high school students. The final attitude toward fitness (ATF) inventory, based on the result of the pilot study analysis, was administered to 506 high school students in June, 1990.

It was concluded that participating in mandated fitness courses appeared student attitudes toward health related fitness in general and toward each of the components of health related fitness are likely to have positive attitudes toward each of the components of health related fitness. Additionally, it was shown that attitudes toward health related fitness do not seem to be related to gender.

Reborts and Ellen Louise (1990) conducted a study to discover how beliefs about the purpose of elementary school physical education were reflected in teaching practices. Specifically, the study sought to determine what teachers believed to be the primary purposes of their teaching and further to determine the ways and extent to which those purposes were reflected in the teachers' selection of content and interactive teaching behaviours. The theoretical base for the study is the body of research on teacher thinking, especially the relationship between the thoughts and actions as conceptualized in the model by Clarke and Peterson (1986).

The interpretive research paradigm was selected as the framework for the methodology. Participants were five experienced elementary school physical education specialists. All are observed teaching, had selected lessons audio-taped and participated in both informal and semi-structured interview.

The five teachers identified 15 purposes for their teaching. They were consistence in practicing 7 of these, in consistent in practising of 5 and 3 were
placed in to a questionable category. No teacher was able to carry out practices that were consistent with all of her purposes. With the more consistent teachers characterized by their ability (a) to identify greater number of means and more relevant means for achieving their purpose (b) to be more verbal both during the interviewing process and during instruction (c) to display greater interest in continued study and (d) to use less formal class structures.

Cho, Kwang Min (1991) investigated the attitudes of Korean national athletes and coaches toward athletics participation and to compare the attitudes of the subjects classified into various sub-groups according to the biographical data. The subjects were 313 Korean national athletes and 35 coaches who were members of 19 different athletics teams and who were preparing for the 1990 Peking Asian Games.

The .05 level of significance was selected for testing the null hypothesis. A one way analysis of variance and follow up Tukey/Kramer test were used to test the hypothesis investigated in this study.

The major conclusions based on the statistically significant findings of this study are (1) Korean national athletes and coaches have a favourable attitude toward athletics participation (2) Korean national athletes and coaches have favourable attitudes toward the following three values of athletics participation: (a) Self-concept and character development, (b) Social and moral, (c) general. (3) Korean national athletes in dual court and team sports have more favourable attitudes toward athletics participation than do athletes in dual competitive and individual sports.

Kimmelman (1992) studied whether teacher in 22 Scout school who
served on comprehensive school planning. Teams were more professionally oriented than teachers in Scout school who had given this service. The study analyzed these teachers perceptions of the ideal teaching situation with respect to four sub categories of professionalism autonomy commitment to client, expertise and self-governance. Analysis of the data revealed that CSPT teacher's commitment orientation was significantly influenced by principals' autonomy and commitment orientations than non CPST teachers though method of selection for CSPT membership appeared to have no influence on orientation. It also showed that CSPT membership interacted with service as a career development helper, being associated with a significantly more professional expertise orientation. It was also found that teaching assignment, membership on system level decision making committees and career goal were independently associated with a more professional orientation generally.

Janice (1993) develop a reliable and valid instrument to assess the attitudes, competencies and knowledge of physical education professionals, concerning multi-cultural education. The secondary purpose was to assess the attitude competencies, and knowledge of the sample used to validate the instrument.

Data were obtain through the administration of the multi-cultural attitudes, competencies and knowledge inventory, to sixty eight physical education professionals in the Milwaukee Public School system.

A large percentage of this group of physical educators expressed generally positive attitudes towards multi-cultural education and believed that physical education has a part in implementing multi-cultural educational practices a concepts. Average scores on the knowledge section indicated that these teachers were knowledgeable about multi-cultural goals and objectives, concepts and
theories and terminology.

Al-Aly (1994) conducted a study to determine whether a relationship exists between knowledge of and attitudes towards health-related fitness among elementary physical education teachers. The relationship between teaching experience, age and participation and attitude toward health related fitness among elementary physical education teachers was studied.

Two instruments were selected for this study. The first instrument, the 55 items personal fitness knowledge inventory, was adapted by the researcher from an instrument designed by Rider, Imwold and Johnson (1986). The second instrument (20 items) consists of a four point modified Likert pattern ranging from strongly agree to strongly disagree and is designed to measure elementary level physical education teachers' attitudes.

A random sample of 200 certified physical education teachers was selected from a list of 1817 names from the state of Florida Department of Education in Tallahassee to serve as subjects for the study. Therefore, to better understand the nature of the relationship between teachers' attitudes and their knowledge toward health related fitness and the relationship between age, teaching experience and participation and attitudes towards health related fitness among elementary physical education teacher. Simple linear regressions were calculated which indicated a significant relationship between the teachers' attitudes and their knowledge (p<.05) regarding health-related fitness. Other findings of the study revealed that the teachers who participated have positive attitudes and a high level of knowledge regarding health-related fitness.

Yvonnes (1995) examined the statistical strength of the inventory for
assessing Greek men’s and women’s attitude towards women in sports and to make comparison between sexes. The inventory was in a Likert scale from and consisted of 56 attitude statements for men and 53 for women. The 56 item inventory was administered to 80 Greek male University students and the 53 item inventory to 80 Greek female University students. Both inventories were validated via item analysis, reliability analysis and factors analysis procedures. t test analysis was also used to determine differences between men’s and women’s mean scores. The results revealed that a) internal consistencies were .88 for the male total scale and .60 for the female total scale; b) factor analysis revealed six factors for males’ inventory that seem to express the media coverage, social acceptance, importance commitment and equality of women’s sports involvement. t test analysis revealed significant differences between men’s and women’s attitudes towards women in sports.

Foraber (1995) conducted a study to analyze the perceptions of public school physical education teachers, principals and superintendents in the state of Iowa toward selected program issues, curricula and future emphasis for physical education.

The physical education trends questionnaire was constructed for the purpose of collecting the data. Section 1 of the questionnaire was concerned with selected teaching style for use in physical education. Section 2 and 3 were concerned with selected current issues and trends in physical education. Section 4 and 5 were focussed on selected physical education program content. Section 6 was designed to obtain background information from the respondents.

Questionnaires were mailed to 200 principals and 200 physical education teachers randomly selected from the 1545 public schools in the state of Iowa.
Questionnaires were returned by 111 principals and 106 teachers.

The mean values, standard deviations, ranking and Chi-square analysis were used to compare the perceptions of the respondents. t test for independent samples were used to test type hypothesis at the .05 level of significance.

The major findings were: (1) The respondents were in agreement with most of the NASPE outcome definition statement. (2) The respondents were in agreement regarding 1 of the 13 statements characterized selected issues and trends in school physical education. Principals and superintendents were more in agreement than teachers with statements supporting input from other group in to the content of the physical education curriculum as well as integration of physical education content with other subject matter areas. Teachers were more in agreement than principals and superintendents with statements supporting secondary physical education as an important part of the curriculum in terms of grading issues and daily class meetings. (3) Physical fitness was ranked as the most important program emphasis by the respondents for both the middle/junior high and senior high school levels and second for the elementary school level. When compared with sports and games, rhythms and dance, outdoor activities and motor skills. Motor skills were ranked as the most important program emphasis by both teachers and superintendents for the elementary school level.

Gray et al. (1995) completed a study to determine the educational background, the undergraduate professional preparation in coaching related courses and the attitude of coaches towards coaching certification. Subjects were randomly selected high school varsity head coaches who coach Tennessee secondary school athletic association sanctioned sports. Two hundred seventy coaches were surveyed through the use of a questionnaire. A panel of experts
provided critical analysis of the instrument. To further objectivity the instrument, a pilot study was conducted by utilizing 110 Tennessee high school coaches.

The findings of the investigation revealed that 50.2% of the responding high school varsity head coaches in Tennessee had earned undergraduate physical education degrees. In terms of a certification programs in Tennessee 48.7% of the respondents concurred that such a program should not be implemented.

Huddy and Cash (1997) studied to examined the body image attitudes of male marathon runners. In their investigation they compared 139 male participants in a 1993 marathon with 500 demographically matched, normative control subjects on a standardized, multi-dimensional body image inventory. These runners were found to evaluate their physical appearance and their fitness and health more favourably than did controls. Whereas marathon runners had stronger cognitive behavioural investments in their physical fitness/health, they were less invested in their appearance than were controls. Body mass was reliably correlated with weight preoccupation for 351 weight matched controls but not for runners. These athletes extent of behavioural involvement in running was unrelated to their body images. The implications of the study and findings are discussed.

Mosterson (1999) found in his study that there is a gap between the new knowledge. The physical education teachers must learn and the realities of their work life. This gap generates a need for physical education teachers to participate in the kind of professional development that meets their specific needs. The purpose of this study is to describe in which professional development practices physical education teachers participate and the reason and factors that influence the effectiveness of these practices.
Six hundred questionnaires were sent to a random sample of teachers who belonged to the New Jersey Association of Health Physical Education, Recreation and Dance.

Regarding reasons and factors for participating in professional development, it was found that physical education teachers participated in professional development to gain new knowledge about content and teaching strategies, to network with fellow teachers and to increase their sense of professionalism.

Albeialy (2001) assessed the extent that American based Saudi students’ demographic variables of age, length of time in America, sex, marital status and academic level were associated with religious, social, emotional, physical, mental and healthful factors.

A simple random sample of all Saudi students house and Saudi learning and examination centers was selected for use in this study. Subject for this study included 300 Saudi males and females students enrolled for the spring 2000, semester. Completed surveys were analyzed using a one way analysis of variance (ANOVA) procedure to assess attitudes toward girls’ physical education in Saudi public school. The effect of each demographic variable on attitude was tested at the .05 level of significance.

The researcher concluded that an increased time in America influenced Saudi students to believe that physical activity provided an opportunity for learning to control emotions, helped in developing the ability to feel calm in strange situations, improved emotional stability and caused America based Saudi students to view Saudi males as more emotionally stable than Saudi females.