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ATTITUDES OF MALE STUDENTS AND THEIR PARENTS TOWARD
PHYSICAL EDUCATION AT LOGAN JUNIOR HIGH SCHOOL,
LOGAN, UTAH

by

Paul E. Stover

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Health, Physical Education, and Recreation

UTAH STATE UNIVERSITY
Logan, Utah

1975

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Paul E. Stover

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ABSTRACT

Attitudes of Male Students and Their Parents Toward
Physical Education at Logan Junior High School,
Logan, Utah

by

Paul E. Stover, Master of Science
Utah State University, 1974

Major Professor: Dr. Lincoln McClellan
Department: Health, Physical Education and Recreation

The opinions of male students at Logan Junior High School and their parents were analyzed to determine attitudes toward physical education and the existing physical education program at the school. The data was obtained by the use of a questionnaire given to 458 boys and their parents.

Students of all three grades and the parents of all three classes indicated a positive attitude toward physical education and also toward the existing physical education program at Logan Junior High School. Ninth-graders showed the most favorable attitude of the student groups toward physical education. Parents of eighth-graders were the strongest supporters from the parent groups. The most favorable attitude toward the existing program from the students was accumulated by the ninth-grade boys, and the parents of seventh-graders were the strongest supporters among the three parent groups. In addition, each of the six groups was overwhelmingly in favor of the intramural program.

Basketball, flag football, and European handball were the three most liked activities. Calisthenics, relays, and Color Achievement were the least liked activities.

(165 pages)

CHAPTER I
INTRODUCTION

Background

Physical education classes are now a fully integrated portion of the school system with their own unique place in the class schedules of most secondary school children. A wide range of activities is included, and no longer are unqualified teachers allowed to simply "baby-sit" students during physical education periods.

In recent years, physical education programs have taken on a new concept. These programs now must be concerned with more than the development of physical fitness through the use of formal, regimented exercise programs. As Chapman (11, p. 31) stated, "physical education has a vital role of developing students to meet the everyday demands of living." In addition, these classes are now faced with the task of preparing students to wholesomely use leisure time, or as Cleveit (12, p. 27) stated, ". . . to assist the individual in the acquisition of satisfying skills in a number of recreational activities which can be enjoyed throughout life." It is imperative that physical education classes show how these recreational activities can be of value as a means of release from the more serious problems of life. There is no greater learning place for the concepts of good health and wise use of leisure time than in physical education classes.

There is today in our society a heightened interest in increased educational effectiveness and quality. If educators are to constantly better their programs, they need the support of the public. The public, in turn, is clamoring for the educational process to become more accountable for its actions.

Physical educators cannot, and must not, shut their ears to the public. From the public, they can gain valuable information needed to evaluate their existing physical education programs. By analyzing the opinions or attitudes of others, it is possible to honestly determine the success of a program. After determining what attitudes exist in relation to a specific physical education program, steps can be taken to strengthen the favorable attitudes and to change the unfavorable attitudes. It is vital that the public aids in detecting the strengths and weaknesses in physical education programs so that more teacher insight, sensitivity, and ability to effectively teach can be used to increase learning. The information gained from the public can also be used to add understanding and support for the programs from both the students and the community. As Howard Danford (15, p. 308) stated, "physical education in a democratic country begins with public permission and exists by public approval."

Purpose

The purpose of this study was to determine the attitudes of male students and their parents toward the physical education and intramural programs at Logan Junior High School.

Specifically, this study sought to:

1. Determine the attitudes of students and their parents toward physical education in general.
2. Determine the attitudes of students and their parents toward the existing physical education and intramural programs at Logan Junior High.

Value

Information from this study was analyzed, and the findings were used to strengthen the present physical education and intramural programs at Logan Junior High School. The findings may also be of value to other physical educators in bettering their existing programs.

Delimitations

This study was limited to male students and their parents at Logan Junior High School.

Limitations

The limitations of this study were:

1. The subjects understanding of the statements included in the attitude inventory, and their honesty in answering these statements.
2. The failure of some parents to return questionnaires.

Basic Assumptions

1. It was assumed that attitudes can be measured.
2. It was assumed that the use of a questionnaire type instrument would bring about truer attitude responses than would any other survey method.

Definitions

Physical education. --A required class at Logan Junior High School which stresses the development of skills in sports and games.

Intramurals. --Competition between teams or individuals competing against other teams or individuals from the same school.

Athletics. --Competition between teams made up of chosen individuals competing against a similar team from another school.

Attitude. --The feelings, beliefs, and action tendencies of an individual (31, p. 218).

CHAPTER II
REVIEW OF LITERATURE

Attitudes

Attitudes play an important role in society. They have given us an insight into behavior, which is one of the important factors influencing the actions and tendencies of individuals.

One important aspect of an attitude is that it can be changed. Drinkwater (17, p. 575) has said that ". . . attitudes are not rigid, unyielding elements of the personality, but that they can be changed through experience and knowledge."

Education is one of the many areas affecting attitudes. Because attitudes are learned, they may be greatly influenced by education (34). In fact, Remmers (40, p. 395) said, "the measurement of attitudes and opinions has become a vital part of the educational system." Educators feel that the more favorable the attitude, the more effective learning will become. Campbell stated:

Attitudes play an important role in learning and teaching, for they form the basic part of an individual's readiness to learn. Moreover, the acquisition of attitudes themselves constitutes a learning process which is similar to the attainment of motor skills or academic knowledge. (8, p. 470)

A similar view was stated by Rice:

We find educators today concerning themselves not only with the imparting of knowledge and the freeing of thought, but with the creation and

improvement of attitudes considered socially desirable and which best fit the individual for the functions he must perform in a highly complex and changing culture. Attitudes appear to be outcomes of all, literally all, of the influences with which the learner comes into contact. (41, p. 224)

Attitude Defined

The definition of attitude is not always clear. Thurstone (49, p. 531) stated: "The concept 'attitude' . . . denote(s) the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic." Campbell (8, p. 470) said, "attitudes are described as generalized emotionalized feelings about anything," and he further stated (9, p. 456), "attitudes are generally regarded as emotionalized feelings that are characterized by a quality of intensity ranging in all degrees from 'strongly for' to 'strongly against'."

Psychologists do not define attitude in the same manner as educators. Psychologists believe that attitude is a state of mental and neural readiness (48).

For the purpose of this study, the definition stated by McPherson and Yuhasy (33, p. 218) will be used: "The feelings, beliefs, and action tendencies of an individual."

Use of Attitude Tests in Physical Education

Physical education was not always as popular as it is today. As Smith stated:

There was a time when required physical education at many institutions was very unpopular with the student body. In this period of development a formal program of calisthenics, marching, and apparatus work was most commonly used and became irksome to many. (45, p. 246)

Since that time, physical education programs have greatly improved because physical educators decided their programs needed to be renovated. One such physical educator was Dowell who wrote:

The time has come in America for physical educators to examine the practices, mal-practices and non-practices of physical education programs across our land and to take action to remedy the poor practices that exist in physical education. (16, p. 79)

Today's physical education programs enjoy a wide range of popularity. This is due to the updating done by physical educators who took a good, hard look at their programs and made the adjustments needed to enhance these programs. As Stumpf and Cozens stated:

Surely it is no less the business of the teacher of physical education and the recreation worker than it is that of the anthropologist to study human society and culture, to learn the way in which human beings interact in society, to learn the nature and function of social organizations, the means and effects of culture contact and change. (46, p. 106)

Because of the increased interest in bettering physical education programs, and because of the realization of the value of attitude measurement, physical educators began to seriously consider attitudes in relation to their programs. Thus began the development and use of attitude inventories in the field of physical education. Wear explained:

Because of the importance of attitudes, and their changes, there should be a much wider use of objective evaluation methods. Instruments should be constructed for evaluating attitude toward certain specific types of activities (gymnastics, swimming, etc.), toward competitive

and non-competitive activities, and toward individual and team activities.

.....

Controlled experiments should be made concerning the effect upon attitudes of various types of programs, of various administrative measures and methods, and of various methods of instruction.

.....

Through responses to a relatively small number of statements related to the outcomes sought by means of physical education activities it is possible to secure a reliable and valid evaluation of attitude toward physical education. (55, p. 123)

McCloy (32, p. 1) stated: "The use of measurement for the increase of knowledge is, in the long pull, the major purpose of measurement in physical and health education."

The field of physical education can use student opinion to develop better programs which are more conscious of student need. Rice concluded:

There is inherent in the nature of physical education many opportunities for the teaching of worthwhile activities, more, perhaps than in any other field. This is true because most of the activities involved are, of themselves, pleasing to the learner. (41, p. 224)

How can physical educators best utilize attitude measurement to improve their programs? They must be cognizant of the fact that what they can learn from students is of great importance. LaGrand (31, p. 201) said: "A recognition of this student awareness gives meaning to the contributions they can make in assisting teachers to evaluate their teaching as well as establish and meet realistic goals."

From attitude measurement in physical education has evolved a broader more meaningful program, a program that is popular with students and beneficial to their needs. As Clevett (12, p. 27) stated: "The tendency is to place more

emphasis upon the interests of the individual and to utilize interest as one of the guides to program building." The following quotes are evidence of ideas which are outgrowths of attitude awareness. Chapman said:

As educators, we often disregard the reality that all men are not endowed with equal abilities. In teaching our students, and then in evaluating how well we teach, we must consider the unique differences and similarities of our students and provide opportunities for harmonious interactions of these qualities. (11, p. 29)

Rice stated:

The important thing, insofar as the physical educator is concerned, is the realization and recognition of the dynamic force of attitude in building character and citizenship. (41, p. 257)

Keogh stated:

A primary goal of educational programs is to develop self-motivated and self-directed graduates. Thus, one of our most important concerns in school physical education programs is that students develop positive attitudes toward active participation in physical activity, which will lead them to seek further physical activity after leaving the organized school program. (28, p. 239)

Campbell wrote:

Specifically, teachers of physical education must help pupils acquire attitudes and appreciations which then serve as motivating agents that condition a student's orientation to the use of learned skills, knowledges, and understandings. (10, p. 888)

Wear said:

If a physical education program is to mean all that it should to an individual, if a personal activity program is to be followed as a result of free choice and continued throughout adult life, then the attitudes conducive to the realization of these objectives should be engendered. (54, p. 3)

Friedrich stated:

Frequently, we tend to become so engrossed in specific activities and individual phases of our programs, we tend to lose sight of the fact that

our real goal relates to the total effect of the program on the individual student. (21, p. 4)

Bensch said:

Many times the physical education teacher will teach the skills and rules of the activity at hand and neglect to develop favorable attitudes toward physical activity. The physical education class may be successful in developing skill, but if the individual does not want to continue with physical activity on his own, it is doubtful that the teacher has been a total success. (4, p. 2)

Related Studies

Several studies in physical education have related the attitudes of students toward physical education and physical education programs.

In a study on the effect of a well-organized high school program as it related to sophomore boys and girls, Bensch (4) found that the attitudes of the students participating in physical education became significantly more positive over an 19-week period of study.

Campbell (8) conducted a study on the relationship between scores on the Wear Attitude Inventory and two physical fitness test items. A class of eighth-graders was selected from each of six junior high schools in Austin, Texas. These students were given the Wear Attitude Inventory (Form A) and two AAHPER fitness items--the 50-yard dash and the 600-yard run-walk. It was found that no relationship existed between attitude scores and fitness scores. But Campbell (8, p. 473) concluded, "because attitudes are learned or acquired, some relationship might have been expected to exist if performance of a motor skill had contributed to the development of attitudes towards physical education."

In a study on the attitudes of senior boys in Main, Costello (13) found that physical education programs proved to be of higher quality as the enrollment of the high schools increased. In addition, the programs were of higher quality as the town size, based on population, increased. By comparison, however, attitudes were not significantly influenced by the school enrollments, nor by the town size.

Cross (14), in his study of male students entering the University of Oregon, found that veterans had poorer attitudes toward physical education than did non-veterans. Athletes and students with 4 years of high school physical education had the most favorable attitudes toward physical education. Students from smaller schools had better attitudes than did those from larger schools, even though the larger schools, for the most part, had better physical education programs.

In her development of an attitude inventory to determine the attitudes of high school girls toward physical education as a career for women, Drinkwater (17) made reference to the fact that attitudes can be changed through experience and knowledge. She recommended that physical education instructors keep this in mind before encouraging girls to enter the field of physical education.

Keogh (28) studied 266 college men and women at the University of California. The Wear Attitude Inventory was administered, and it was found that the subjects supported the values of physical education.

In another study, Keogh (29) took a group of sixty-nine selected college men and women with extreme high and low scores on the Wear Attitude Inventory.

He found that the group with the poor attitude toward physical education indicated that their negative attitude was not the result of non-participation.

Nemson (36) conducted a study involving 323 junior and senior high school boys concerning specific annoyances in relation to their attitudes in physical education classes. It was found that while some of the annoyances in attitudes of students could be removed, most of them were of a nature that involved the personality or behavior of other students or instructors.

O'Bryan (37) studied the attitudes of 300 Edmonton males toward selected aspects of physical education. It was found physical educators were regarded as competent and ambitious, and that professional preparation was viewed as mature though not highly academic. The subjects indicated that there was no great cause for physical educators to fear that they were unfavorably regarded.

Two groups of handicapped children were used by Seaman (43) to study attitudes toward physical education. One group was placed in a regular program, while the second group used an adapted curriculum. There was a significant difference in attitudes between the two groups, with the regular program group having the more favorable attitude. Subjects who expressed the most favorable attitudes were found to participate significantly more in physical activities outside the school.

Smith (45) stressed the point that the 650 college students in his study indicated much more interest in recreational type activities as opposed to regimented or marching drill-type activities.

In studies similar to the once conducted by this investigator, Hafen (23) found that freshman women attending Dixie College had positive attitudes toward physical education in general and toward the place of physical education in the school program. Schwab (42) reported that male students at White Pine High School in Ely, Nevada, had a positive attitude toward physical education.

Studies have also been made in regard to the attitudes of parents toward physical education and physical education programs.

Kletzer (30, p. 230), in her summary of the findings of a committee of parents in Oregon, reported that "these parents, after careful study, arrived at the conclusion that unless a physical education program was broad and included service for determining the physical capacities of the students, it should not be compulsory for any grade."

Gardner (22), in his study of parents of boys and girls in five high schools in Box Elder and Cache school districts, determined that physical education was beginning to be accepted as a definite and vital part of the high school curriculum, and that the existing programs were meeting the needs of the children.

CHAPTER III

METHOD OF PROCEDURE

The purpose of this study was to determine the attitudes of male students and their parents toward physical education in general, and also toward the existing physical education, intramural, and athletic programs at Logan Junior High School. Permission to conduct the study was received from the superintendent of Logan City School District, Dr. James Blair, and the principal of Logan Junior High School, Mr. Sherman Hansen, who enthusiastically supported this study.

Subjects

Subjects for this study were male students taking physical education at Logan Junior High School. This is a required class at all grade levels, so all males, except those excused from the program for medical reasons, were available for the study. In addition, the parents of the male students enrolled in physical education were included.

The study involved 174 seventh-graders, 127 eighth-graders, 133 ninth-graders, and their parents.

Construction of the Instrument

One of the major problems in conducting a research program of this nature is to select or design an instrument which will give the investigator the

desired data. Many studies have previously been conducted which measured attitudes toward physical education. A number of these studies were carefully examined to give the investigator an idea of how to approach the problem. After careful review of these studies, and after discussing it with the committee chairman, it was decided to use some portions of the Wear Attitude Inventory to measure attitudes toward physical education in general. This particular inventory was selected because of its wide acceptance.

A second part of the study dealt with aspects of the existing program at Logan Junior High School. Again, review of previous studies led to the adoption of some statements; in addition, other statements of an original nature were formulated to further ascertain information about items unique to Logan Junior High.

A third part of the study concentrated on questions pertaining to grading, intramurals, physical condition of students, and an overall evaluation of the program in use at Logan Junior High School. The fourth part of the study called for evaluation of specific activities which made up a good share of the curriculum.

Students were asked to respond to all four parts of the study, while parents responded to all of Part I, most of Parts II and III, and none of Part IV.

Special attention was given to the problem of determining the best type of answer selection to use with the inventory. At first, some thought was given to permitting the subjects to respond in one of five ways: (a) Strongly Agree, (b) Agree, (c) Undecided, (d) Disagree, and (e) Strongly Disagree. After discussing the problem with the committee chairman, it was decided that a

four-point scale would better fit the needs of the investigator, and therefore, the choice "Undecided" was eliminated. The adopted four-point scale was used for both Part I and Part II in the questionnaires given to students and parents. A similar four-point scale was used for Part IV, with the possible responses being: (a) Strongly Like, (b) Like, (c) Dislike, and (d) Strongly Dislike.

Part III called for a slightly different type response. In the inventory given to the students, they were asked to choose between two methods of grading by simply indicating which one they preferred. They were also asked to rate their physical condition, and the present program as: (a) Excellent, (b) Good, (c) Fair, (d) Poor, or (e) Very Poor. A question pertaining to the value of the intramural program called for a "Yes" or "No" response. The last question in Part III asked the students to list the intramural activities in which they had taken part during the year. The parents' copy was basically the same with only two exceptions. They were asked to rate their son's physical condition (not their own), and the last question in which students were asked to list intramural activities was omitted.

After the instrument had been put into its chosen form, a pilot study was conducted by the investigator. The questionnaire was given to a group of boys comprised of basketball players, some of whom were ninth-graders at Logan Junior High School, while others were sophomores at Logan High School. These boys offered suggestions as to clarity of the instructions and statements. This study also helped to determine how long it would take to administer the

instrument. From the suggestions made by the boys, and with final suggestions from the committee chairman, the questionnaire was put into its final form.

Administration of the Instrument

The questionnaire was administered during the final week of the 1972-73 school year. This time was chosen because all formal instruction had been completed, and administration of the survey would not interfere with classes. The inventory was given to each male student during his physical education class.

Each student was handed the questionnaire while seated on the floor of the gymnasium. Instructions were given on how to complete the inventory. Stress was placed on answering each question. The students were told not to write their name on any page of the questionnaire. Special emphasis was placed on the importance of each student's opinions, and that this was their chance to voice their feelings about physical education and the program at Logan Junior High School. The students were reminded that since there were no right or wrong answers, they should be able to complete their own questionnaire without help from any of their friends. If questions were necessary, the student was asked to raise his hand and the instructor would help him.

Upon completion of the inventory, the student placed his questionnaire in a box to insure that his answers were confidential. At the same time, those students who did not have younger brothers attending Logan Junior High School were given a questionnaire to take home for their parents to complete. These questionnaires were then returned to school by the students who deposited them

in a ballot box so that questionnaires could not be linked with the students who returned them.

Seventh-graders took 174 questionnaires home to their parents and 151 (86.7 per cent) were returned. Eighth-graders returned 102 (80.3 per cent) of the 127 surveys taken to parents, while 100 parents (75.2 per cent) of the 133 ninth-graders responded.

Eighth and ninth-grade students who were not enrolled in physical education during the second semester of school, but who had taken physical education during the first semester, were contacted individually by the investigator. These students filled out the questionnaires in small groups after school, following the same procedure as those who took the survey during class.

Treatment of Data

The data on attitudes was gathered by use of the inventory. Frequency distributions were set up to treat the data dealing with the attitudes of the students and their parents as measured by the statements in Part I of the questionnaire. Based on a 4-3-2-1 scoring system, with 4 being the response most favorable toward physical education, a mean score rating was tabulated for each statement. A scale was established to categorize the mean scores into the following classifications:

3.50 and above----- Strongly Positive

2.50 to 3.49-----Positive

1.50 to 2.49-----Negative

Below 1.50-----Strongly Negative

Part II contained twenty-two statements about the existing programs at Logan Junior High School. These statements were treated separately. A mean score rating was calculated by establishing values for each of the possible choices of response: four points for Strongly Agree, three points for Agree, two points for Disagree, and one point for Strongly Disagree. These point values were reversed for statements negative toward physical education. The scale used in Part I to categorize the determined means was employed for each statement in Part II.

The responses in Part III were analyzed using percentages. For every question the responses were tabulated as to the number and per cent of students and/or parents who indicated each of the possible choices.

The final portion of the inventory, which was answered only by students, called for an evaluation of the activities which were included in the physical education program at Logan Junior High School. A table was prepared for each grade level, and for the combined student population. The tables show the number and per cent of students indicating their choice of one of the four possible responses: Strongly Like, Like, Dislike, or Strongly Dislike. Based on a 4-3-2-1 point value, with four given to the Strongly Like category, a total score

was determined for each activity and the activities ranked from the most liked to the least liked.

In tabulating the inventories returned by parents, consideration was taken to include their responses for each of their male children. If they indicated at the first of their questionnaire that they had students in the seventh and eighth-grades, then their responses were tabulated separately for each grade level. If they had students in all three grades, their responses were included in the finding of all three grades.

CHAPTER IV

PRESENTATION OF DATA

Data presented in this chapter was gathered from male students enrolled in physical education classes at Logan Junior High School during the 1972-73 school year, and their parents. The data was analyzed and tabulated for presentation in four sections. The four sections correspond with the parts of the questionnaire used to gather the data: Part I--Student and Parent Attitudes Toward Physical Education in General; Part II--Student and Parent Attitudes Toward the Existing Program at Logan Junior High School; Part III--Information on Intramurals, Grading, and Physical Education at Logan Junior High; and, Part IV--Student Attitudes Toward Specific Activities Taught at Logan Junior High.

Analysis of the data was made on the basis of the number of subjects selecting each of the four possible responses: Strongly Agree, Agree, Disagree, or Strongly Disagree. Point values of 4, 3, 2, and 1 for each statement were used, with the higher value, 4, representing the most favorable response toward physical education.

The mean score rating for each statement in Part I and Part II was also determined. A standard was set up to classify these mean score ratings. This was as follows:

3.50 and above-----	Strongly Positive
2.50 to 3.49-----	Positive
1.50 to 2.49-----	Negative
Below 1.50-----	Strongly Negative

This rating scale was used to give an indication of attitudes toward the various areas associated with physical education that are the most favorable and those that are the least favorable.

Student and Parent Attitudes Toward
Physical Education in General

The twenty-two statements in Part I are concerned with the attitudes of the students and their parents toward physical education. Responses to each of these statements are presented in this section.

If for any reason a few subjects have to be dropped from the school program, physical education should be one of the subjects dropped

Table 1 shows the responses to this statement.

The highest mean response to this statement, 3.56, came from ninth-graders. None of the students strongly agreed with the statement, thirteen (9.8 per cent) agreed, thirty-three (24.8 per cent) disagreed, and eighty-seven (65.4 per cent) strongly disagreed.

The second highest response was shown by the eighth-grade students. Seven students (5.5 per cent) strongly agreed, seven (5.5 per cent) agreed,

TABLE 1

IF FOR ANY REASON A FEW SUBJECTS HAVE TO BE DROPPED FROM THE SCHOOL PROGRAM, PHYSICAL EDUCATION SHOULD BE ONE OF THE SUBJECTS DROPPED

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	7	4.0	13	7.5	70	40.2	82	47.1	3.32	4
Eighth-graders	7	5.5	7	5.5	38	29.9	74	58.3	3.42	2
Ninth-graders	0	0.0	13	9.8	33	24.8	87	65.4	3.56	1
Parents of Seventh-graders	2	1.3	8	5.3	85	56.3	55	36.4	3.29	6
Parents of Eighth-graders	2	1.9	5	4.9	53	52.0	41	40.2	3.32	4
Parents of Ninth-graders	1	1.0	6	6.0	51	51.0	41	41.0	3.33	3
Average Mean Score									3.37	

thirty-eight (29.9 per cent) disagreed, and seventy-four (58.3 per cent) strongly disagreed. Their mean score was 3.42.

The highest mean response of the parent groups came from the parents of ninth-graders. One parent (1.0 per cent) strongly agreed with the statement, six (6.0 per cent) agreed, fifty-one (51.0 per cent) disagreed, while

forty-one (41.0 per cent) strongly disagreed. The mean score for this group was 3.33.

The lowest response from the six groups, 3.29, came from the parents of seventh-graders. They had two (1.3 per cent) strongly agree, eight (5.3 per cent) agree, eighty-five (56.3 per cent) disagree, and fifty-five (36.4 per cent) strongly disagree.

The mean score registered by the ninth-graders denoted a strongly positive attitude, while the mean scores for the other five groups fell into the area of the scale which showed a positive attitude toward physical education. This indicated that all of the groups were opposed to the statement and were of the opinion physical education should not be dropped from the school program. The average mean score for this statement was 3.37.

Physical education activities provide no opportunities for learning to control the emotions

Responses about learning to control the emotions are shown in Table 2. For this statement, where a negative response indicated a more favorable attitude, the parents of the three classes of students ranked one-two-three. As determined by their mean scores, the parents of seventh-graders were first, followed in order by the parents of eighth-graders, and then the parents of the ninth-grade class.

Three parents (2.0 per cent) of seventh-graders strongly agreed with the statement, three (2.0 per cent) agreed, while fifty-seven (37.7 per cent)

TABLE 2

PHYSICAL EDUCATION ACTIVITIES PROVIDE NO OPPORTUNITIES
FOR LEARNING TO CONTROL THE EMOTIONS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	7	4.0	23	13.2	93	53.4	49	28.2	3.97	6
Eighth-graders	2	1.6	27	21.3	45	35.4	52	40.9	3.17	5
Ninth-graders	7	5.3	14	10.5	57	42.9	55	41.3	3.20	4
Parents of Seventh-graders	3	2.0	3	2.0	57	37.7	86	57.0	3.52	1
Parents of Eighth-graders	1	1.0	3	2.9	43	42.2	53	53.9	3.49	2
Parents of Ninth-graders	2	2.0	4	4.0	37	37.0	56	56.0	3.48	3
Average Mean Score									3.34	

disagreed, and eighty-six (57.0 per cent) strongly disagreed. This gave them a mean score of 3.52.

The responses from the parents of eighth-graders indicated that one (1.0 per cent) strongly agreed with the statement, three (2.9 per cent) agreed, forty-three (42.2 per cent) disagreed, and fifty-three (53.9 per cent) strongly

disagreed. Their mean score tabulated to be 3.49. This was followed very closely by the mean score of 3.48 registered by the parents of ninth-graders.

The lowest response came from the seventh-grade boys. Of this group, seven (4.0 per cent) strongly agreed, twenty-three (13.2 per cent) agreed, ninety-three (53.4 per cent) disagreed, and forty-nine (28.2 per cent) strongly disagreed. Their overall mean score was 3.07.

The mean score for the parents of the seventh-graders showed they were strongly positive about the opportunities provided by physical education in relation to learning to control the emotions. The means of the other five groups fell in the positive area, although both the parents of eighth-graders and the parents of ninth-graders were very close to having a strongly positive reaction with mean scores of 3.49 and 3.48 respectively.

The average of the means for all six of the groups was 3.34. This was below the mean scores of all three parent groups, but well above the means of each of the student groups.

Engaging in vigorous physical activity
gets one interested in practicing
good health habits

Responses to this statement are shown in Table 3. The mean score of the ninth-graders, 3.23, was the highest of any of the six polled groups. Fifty students (37.7 per cent) strongly agreed with the statement, sixty-eight (51.1 per cent) agreed, eight (6.0 per cent) disagreed, while only six (4.5 per cent) strongly disagreed.

TABLE 3

ENGAGING IN VIGOROUS PHYSICAL ACTIVITY GETS ONE
INTERESTED IN PRACTICING GOOD HEALTH HABITS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	37	21.3	112	64.4	18	10.2	5	2.9	3.05	6
Eighth- graders	36	28.3	72	56.7	13	10.2	3	2.4	3.14	2
Ninth-graders	50	37.7	68	51.1	8	6.0	6	4.5	3.23	1
Parents of Seventh- graders	24	15.9	115	76.1	9	6.0	2	1.3	3.07	4
Parents of Eighth- graders	16	15.7	79	77.5	5	4.9	2	1.9	3.07	4
Parents of Ninth- graders	19	19.0	74	74.0	5	5.0	1	1.0	3.12	3
Average Mean Score									3.11	

Eighth-grade students, with a mean score of 3.14, ranked next highest. Thirty-six students (28.3 per cent) strongly agreed, seventy-two (56.7 per cent) agreed, thirteen (10.2 per cent) disagreed, and three (2.4 per cent) strongly disagreed with the statement.

The highest response from the three parent groups was from the parents of ninth-graders. Nineteen parents (19.0 per cent) strongly agreed with the

statement, seventy-four (74.0 per cent) agreed, five (5.0 per cent) disagreed, and only one (1.0 per cent) strongly disagreed. Their mean score was 3.12.

The lowest mean response from the six groups was registered by the seventh-grade students. They had thirty-seven (21.3 per cent) who strongly agreed, 112 (64.4 per cent) who agreed, eighteen (10.2 per cent) who disagreed, and five (2.9 per cent) who strongly disagreed. Their overall mean score was 3.05.

All six mean scores, plus the average mean score of 3.11, fell in the positive attitude category. This indicated that all of the groups were of the opinion that vigorous physical activity helps promote good health habits.

Vigorous physical activity works off harmful emotional tensions

Responses to this statement about physical activity and emotional tensions are displayed in Table 4.

For this statement the parents of the three classes ranked one-two-three as determined by their mean scores. The parents of ninth-graders ranked number one, followed in order by the parents of eighth-graders, and then the parents of the seventh-grade class.

The parents of ninth-graders showed a mean score of 3.16. They had twenty-four (24.0 per cent) who strongly agreed with the statement, sixty-nine (69.0 per cent) who agreed, four (4.0 per cent) who disagreed, and two (2.0 per cent) who strongly disagreed.

TABLE 4

VIGOROUS PHYSICAL ACTIVITY WORKS OFF
HARMFUL EMOTIONAL TENSIONS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	26	14.9	103	59.2	38	21.8	5	2.9	2.87	5
Eighth-graders	27	21.3	57	44.9	35	27.5	6	4.7	2.84	6
Ninth-graders	40	30.1	65	48.9	20	15.0	6	4.5	3.06	4
Parents of Seventh-graders	27	17.9	113	74.8	8	5.3	2	1.3	3.10	3
Parents of Eighth-graders	19	18.6	76	74.5	6	5.9	1	1.0	3.11	2
Parents of Ninth-graders	24	24.0	69	69.0	4	4.0	2	2.0	3.16	1
Average Mean Score									3.01	

The next highest mean score was from the parents of eighth-graders. There were nineteen (18.6 per cent) who strongly agreed, seventy-six (74.5 per cent) who agreed, six (5.9 per cent) who disagreed, but only one (1.0 per cent) who strongly disagreed with the statement. Their mean score figures out to be 3.11; this was slightly better than the 3.10 accumulated by the parents of the seventh-grade class.

The highest mean score from the three student groups was the 3.06 from the ninth-graders. Forty students (30.1 per cent) strongly agreed with the statement, sixty-five (48.9 per cent) agreed, twenty (15.0 per cent) disagreed, and six (4.5 per cent) strongly disagreed.

The lowest mean score of any of the six groups came from the eighth-graders. Twenty-seven students (21.3 per cent) from this group strongly agreed, fifty-seven (44.9 per cent) agreed, thirty-five (27.5 per cent) disagreed, and six (4.7 per cent) strongly disagreed with the statement. Their mean score was 2.84.

The mean scores of all six groups, as well as the average mean score of 3.01, expressed a positive attitude toward the statement "Vigorous physical activity works off harmful emotional tensions."

Participation in physical education
makes no contribution to the
development of poise

Table 5 displays the responses to this statement, where a negative response expressed a more favorable attitude. The parents of seventh-graders showed the highest mean response of any of the six groups surveyed, 3.17. Only one parent (0.7 per cent) strongly agreed with the statement, five (3.3 per cent) of the parents agreed, while 111 (73.5 per cent) disagreed, and thirty-two (21.2 per cent) strongly disagreed.

The next highest mean scores, 3.16, came from the parents of the eighth-graders. They had one parent (1.0 per cent) strongly agree with the

TABLE 5

PARTICIPATION IN PHYSICAL EDUCATION MAKES NO
CONTRIBUTION TO THE DEVELOPMENT OF POISE

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	6	3.5	31	17.8	93	53.4	41	23.6	2.99	6
Eighth-graders	5	3.9	18	14.2	56	44.1	45	35.4	3.14	3
Ninth-graders	5	3.8	20	15.0	63	47.4	43	32.3	3.10	5
Parents of Seventh-graders	1	0.7	5	3.3	111	73.5	32	21.2	3.17	1
Parents of Eighth-graders	1	1.0	2	1.9	79	77.5	20	19.6	3.16	2
Parents of Ninth-graders	2	2.0	1	1.0	77	77.0	19	19.0	3.14	3
Average Mean Score									3.11	

statement, two parents (1.9 per cent) agreed, seventy-nine parents (77.5 per cent) disagreed, and twenty parents (19.6 per cent) strongly disagreed.

Both the parents of ninth-graders and the eighth-grade class registered mean scores of 3.14. Two parents (2.0 per cent) of ninth-graders strongly agreed with the statement, one (1.0 per cent) agreed, seventy-seven (77.0 per cent)

disagreed, and nineteen (19.0 per cent) strongly disagreed. Five (3.9 per cent) of the eighth-graders strongly agreed, eighteen (14.2 per cent) agreed, fifty-six (44.1 per cent) disagreed, and forty-five (35.4 per cent) strongly disagreed with the statement.

The lowest mean score, 2.99, came from the seventh-graders. Six (3.5 per cent) of the seventh-grade boys strongly agreed, thirty-one (17.8 per cent) agreed, ninety-three (53.4 per cent) disagreed, and forty-one (23.6 per cent) strongly disagreed.

All six mean scores fell in the positive attitude category, with 3.11 as the average. This indicated that those surveyed believed participating in physical education helps contribute to the development of poise.

Physical education in schools does not receive the emphasis that it should

Table 6 shows the responses to this statement. The ninth-grade students were the strongest supporters of the statement as seventeen (12.8 per cent) strongly agreed, nearly half, sixty-five (48.8 per cent) of the class, voiced agreement, forty-two (31.6 per cent) disagreed, and seven (5.3 per cent) strongly disagreed. Their mean score figured out to be 2.70.

The parents of the ninth-graders, with a mean score of 2.69, ranked right behind the ninth-grade class in support of the statement. Of this group, five parents (5.0 per cent) strongly agreed, fifty-eight (58.0 per cent) agreed, thirty-one (31.0 per cent) disagreed, while only two (2.0 per cent) strongly disagreed.

TABLE 6
 PHYSICAL EDUCATION IN SCHOOLS DOES NOT
 RECEIVE THE EMPHASIS THAT IT SHOULD

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	16	9.2	68	39.1	69	39.7	18	10.3	2.48	6
Eighth- graders	19	15.0	53	41.7	44	34.6	9	7.1	2.66	3
Ninth- graders	17	12.8	65	48.8	42	31.6	7	5.3	2.70	1
Parents of Seventh- graders	8	5.3	72	47.7	58	38.4	7	4.6	2.60	4
Parents of Eighth- graders	4	3.9	45	44.1	42	41.2	5	4.9	2.50	5
Parents of Ninth- graders	5	5.0	58	58.0	31	31.0	2	2.0	2.69	2
Average Mean Score									2.59	

The lowest mean score of any of the six groups came from the seventh-grade students. Sixteen (9.2 per cent) of the students strongly agreed with the statement, sixth-eight (39.1 per cent) agreed, sixty-nine (39.7 per cent) disagreed, and eighteen (10.3 per cent) of the seventh-graders strongly disagreed. Their mean score was 2.48.

Fifty-six (42.1 per cent) of the ninth-grade class strongly agreed with this statement, seventy (52.6 per cent) agreed, five (3.8 per cent) disagreed, and only two (1.5 per cent) strongly disagreed. Their mean score of 3.35 was higher than any of the other groups taking the questionnaire.

The next highest mean, 3.30, was registered by the seventh-graders. Sixty-four (36.8 per cent) of the seventh-grade boys strongly agreed with the statement, ninety-six (55.2 per cent) agreed, seven (4.0 per cent) disagreed, and only three (1.7 per cent) strongly disagreed.

The best response from the parent groups came from the parents of the eighth-graders who posted a mean score of 3.29. Of this group, twenty-nine parents (28.4 per cent) strongly agreed, seventy-one parents (69.6 per cent) agreed, and no parent voiced any kind of disagreement with the statement.

The lowest mean score, 3.20, came from the parents of ninth-graders. Their responses showed twenty-one (21.0 per cent) who strongly agreed, seventy-eight (78.0 per cent) who agreed, one (1.0 per cent) who disagreed, and none who strongly disagreed.

All six groups had mean scores that fell well within the positive attitude category, as did the average mean score of 3.28. This displayed a great deal of support for the use of calisthenics in maintaining and establishing good health.

Associating with others in some physical education activity is fun

Responses to this statement are expressed in Table 8. Students in the ninth-grade showed the most favorable attitude toward this statement. Eighty

TABLE 8
 ASSOCIATING WITH OTHERS IN SOME PHYSICAL
 EDUCATION ACTIVITY IS FUN

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	68	39.1	89	51.1	5	2.9	9	5.2	3.26	4
Eighth-graders	59	46.4	52	40.9	10	7.9	3	2.4	3.35	2
Ninth-graders	80	60.2	47	35.3	3	2.3	2	1.5	3.55	1
Parents of Seventh-graders	39	25.8	110	72.8	0	0.0	1	0.7	3.25	5
Parents of Eighth-graders	34	31.4	69	67.6	0	0.0	0	0.0	3.32	3
Parents of Ninth-graders	21	21.0	78	78.0	1	1.0	0	0.0	3.20	6
Average Mean Score									3.32	

(60.2 per cent) of the students reported strong agreement when the questionnaires were returned and tabulated. This was almost 14 per cent higher than any of the other groups had in the strongly agree category. Forty-seven (35.3 per cent) of the students agreed with the statement, three (2.3 per cent) disagreed, and only two (1.5 per cent strongly disagreed. Their mean score was 3.55.

Eighth-grade students registered the second highest mean score, 3.35. Eighty students (60.2 per cent) strongly agreed, forty-seven (35.3 per cent) agreed, three students (2.3 per cent) disagreed, and only two (1.5 per cent) strongly disagreed.

Of the three parent groups, the parents of the eighth-graders were the strongest supporters of the statement. Their mean score of 3.32 was the result of having thirty-four parents (31.4 per cent) strongly agree with the statement, sixty-nine parents (67.6 per cent) agree, and no parents either disagree or strongly disagree with the statement.

The parents of the ninth-graders had the lowest mean score of any of the six groups, 3.20. They had twenty-one (21.0 per cent) who strongly agreed, seventy-eight (78.0 per cent) who agreed, only one (1.0 per cent) who disagreed, while there were no responses in the strongly disagree category.

The mean scores of all the groups, as well as the average mean score of 3.32, denoted a positive attitude toward having fun through associations with others in physical education. The mean score of the ninth-graders actually fell within the strongly positive category.

Physical education classes provide
nothing which will be of value
outside the class

Table 9 shows the responses to this statement.

The ninth-graders were the most negative of any of the groups toward the statement. This indicated that their group disagreed with the statement as

TABLE 9

PHYSICAL EDUCATION CLASSES PROVIDE NOTHING WHICH
WILL BE OF VALUE OUTSIDE THE CLASS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	8	4.6	16	9.2	82	47.1	65	37.4	3.19	6
Eighth- graders	5	3.9	12	9.5	53	41.7	55	43.3	3.26	4
Ninth- graders	6	4.5	7	5.3	44	33.1	75	56.4	3.42	1
Parents of Seventh- graders	2	1.3	2	1.3	95	62.9	51	33.8	3.31	3
Parents of Eighth- graders	0	0.0	1	1.0	65	63.7	35	34.3	3.34	2
Parents of Ninth- graders	2	2.0	0	0.0	71	71.0	27	27.0	3.23	5
Average Mean Score									3.29	

it was written, and that they were in support of physical education's value in relation to other areas. Only six (4.5 per cent) of the students strongly agreed with the statement, seven (5.3 per cent) agreed, forty-four (33.1 per cent) disagreed, while seventy-five (56.4 per cent) strongly disagreed. Their overall mean score was a high 3.42.

The second best response in support of physical education came from the parents of eighth-graders. They had no parents who strongly agreed with the statement, only one (1.0 per cent) who agreed, while sixty-five (63.7 per cent) disagreed, and thirty-five (34.3 per cent) strongly disagreed. Their mean score was 3.34.

The seventh-graders reported the lowest mean score of any of the groups, 3.19. This was the result of having eight students (4.6 per cent) who strongly agreed with the statement, sixteen (9.2 per cent) who agreed, eighty-two (47.1 per cent) who disagreed, and sixty-five (37.4 per cent) who strongly disagreed.

The average mean score for all six groups was 3.29, with three of the groups having mean scores higher than the average and three having mean scores lower than the average. All of the means for the six groups expressed a favorable attitude about physical education's value outside the class.

Physical education situations are among
the poorest for making friends

The responses from all six groups for this statement are shown in Table 10. In reacting to the statement, a disagree or strongly disagree response indicated a favorable attitude. The highest mean score of any of the groups, 3.46, was posted by ninth-graders. One student (0.7 per cent) strongly agreed with the statement, thirteen (9.8 per cent) agreed, forty-three (32.8 per cent) disagreed, and seventy-six (57.2 per cent) strongly disagreed. Their large number of responses in the strongly disagree category was more than 20

percentage points higher than registered by any of the other five groups who responded to the statement.

TABLE 10
PHYSICAL EDUCATION SITUATIONS ARE AMONG
THE POOREST FOR MAKING FRIENDS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	9	5.2	14	8.0	84	48.3	64	36.8	3.19	5
Eighth-graders	7	5.5	16	12.6	57	44.9	45	35.4	3.12	6
Ninth-graders	1	0.7	13	9.8	43	32.3	76	57.2	3.46	1
Parents of Seventh-graders	2	1.3	7	4.6	90	59.6	52	34.5	3.27	2
Parents of Eighth-graders	1	1.0	4	3.9	69	67.6	27	26.5	3.21	4
Parents of Ninth-graders	0	0.0	2	2.0	73	73.0	25	25.0	3.23	3
Average Mean Score									3.25	

The parents of seventh-graders had the second highest mean score response, 3.27. There were two parents (1.3 per cent) who strongly agreed,

seven (4.6 per cent) who agreed, ninety (59.6 per cent) who disagreed, and fifty-two (34.5 per cent) who strongly disagreed with the statement.

The least favorable response in support of physical education came from the eighth-grade class. Seven students (5.5 per cent) strongly agreed, sixteen (12.6 per cent) agreed, fifty-seven (44.9 per cent) disagreed, and forty-five (35.4 per cent) strongly disagreed. Their mean score was 3.12.

All the mean scores fell in the positive attitude category, with 3.25 as the average of the means. This indicated that each of the groups was negative toward the statement as it was written, and that they believed physical education classes were a valuable place for establishing friendships.

Physical education is an important subject
in helping a person gain and maintain
all-round good health

Responses to this statement are shown in Table 11.

The three parent groups ranked one-two-three in their responses to the statement. The highest mean score came from the parents of eighth-graders, followed in order by parents of seventh-graders, and then the parents of ninth-graders.

The parents of eighth-graders had fifty-three (51.9 per cent) strongly agree, forty-seven (46.1 per cent) agree, one (1.0 per cent) disagree, and no parents strongly disagree with the statement. Their mean score was 3.51.

The second highest mean score, which came from the parents of seventh-graders, was 3.49. Seventy-six (50.3 per cent) of these parents strongly agreed

TABLE 11

PHYSICAL EDUCATION IS AN IMPORTANT SUBJECT IN HELPING A
PERSON GAIN AND MAINTAIN ALL-ROUND GOOD HEALTH

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	63	36.2	98	56.3	6	3.4	5	2.9	3.27	6
Eighth- graders	55	43.3	58	45.6	8	6.3	3	2.4	3.33	5
Ninth- graders	71	53.4	56	42.1	4	3.0	2	1.5	3.47	4
Parents of Seventh- graders	76	50.3	71	47.0	3	2.0	0	0.0	3.49	2
Parents of Eighth- graders	53	51.9	47	46.1	1	1.0	0	0.0	3.51	1
Parents of Ninth- graders	51	51.0	46	46.0	3	3.0	0	0.0	3.84	3
Average Mean Score									3.42	

with the statement, seventy-one (47.0 per cent) agreed, only three (2.0 per cent) disagreed, and none of the parents strongly disagreed.

The ninth-graders had the highest mean response of the three student groups, 3.47. This was the result of having seventy-one students (53.4

per cent) strongly agree with the statement, fifty-six (42.1 per cent) agree, four (3.0 per cent) disagree, and two students (1.5 per cent) strongly disagree.

The lowest mean score, 3.27, came from the seventh-graders. Of this group, sixty-three (36.2 per cent) strongly agreed with the statement, ninety-eight (56.3 per cent) agreed, six (3.4 per cent) disagreed, and five (2.9 per cent) strongly disagreed.

The mean score of 3.51 from the parents of eighth-graders fell in the strongly positive category. All the other means, including the average mean score of 3.42, showed a positive attitude toward the importance of physical education in helping a person gain and maintain all-round good health.

Physical education classes give a person
an opportunity to have a good time

Table 12 shows the responses for this statement. The ninth-graders registered the highest mean score of the six groups, 3.46. Seventy-two students (54.1 per cent) voiced strong agreement with the statement, fifty-three (39.8 per cent) agreed, five (3.8 per cent) disagreed, and three (2.3 per cent) strongly disagreed.

The parents of the eighth-graders reported the second highest mean score, and the most favorable response of the three parent groups. Their responses showed twenty-six (25.5 per cent) who strongly agreed, seventy-five (73.5 per cent) who agreed, one (1.0 per cent) who disagreed, and none who strongly disagreed. Their mean score was 3.25.

TABLE 12

PHYSICAL EDUCATION CLASSES GIVE A PERSON AN
OPPORTUNITY TO HAVE A GOOD TIME

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	53	30.4	100	57.5	13	7.5	6	3.4	3.16	4
Eighth- graders	43	33.9	63	49.5	11	8.7	8	6.3	3.13	6
Ninth- graders	72	54.1	53	39.8	5	3.8	3	2.3	3.46	1
Parents of Seventh- graders	31	20.5	115	76.1	3	2.0	1	0.8	3.17	3
Parents of Eighth- graders	26	25.5	75	73.5	1	1.0	0	0.0	3.25	2
Parents of Ninth- graders	18	18.0	79	79.0	3	3.0	0	0.0	3.15	5
Average Mean Score									3.22	

The least favorable response in support of physical education came from the eighth-graders. Forty-three students (33.9 per cent) strongly agreed with the statement, sixty-three (49.5 per cent) agreed, eleven (8.7 per cent) disagreed, and eight (6.3 per cent), almost twice as many as in any other group, strongly disagreed. They accumulated a mean score of 3.13.

The average mean score for all six groups was 3.22. The average mean, as well as each of the individual means, fell in the positive attitude category. This demonstrated that all six groups believed physical education classes gave the students opportunity to have fun.

People get all the physical exercise they need in just taking care of their daily work

Responses to this statement, which implies a negative attitude toward physical education, are displayed in Table 13.

TABLE 13
PEOPLE GET ALL THE PHYSICAL EXERCISE THEY NEED
IN JUST TAKING CARE OF THEIR DAILY WORK

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	6	3.4	19	10.9	108	62.1	40	23.0	3.05	6
Eighth-graders	7	5.5	6	4.7	70	55.1	42	33.1	3.18	4
Ninth-graders	1	0.7	9	6.8	74	55.7	47	35.3	3.27	2
Parents of Seventh-graders	1	0.7	3	2.0	103	68.2	43	28.4	3.25	1
Parents of Eighth-graders	1	1.0	2	1.9	65	63.7	33	32.4	3.29	1
Parents of Ninth-graders	1	1.0	1	1.0	80	80.0	18	18.0	3.15	5
Average Mean Score									3.19	

The parents of the eighth-grade boys showed the most favorable response in support of physical education for this statement with a mean score of 3.29. Only one parent (1.0 per cent) strongly agreed with the statement as it was written, two (1.9 per cent) agreed, sixty-five (63.7 per cent) disagreed, and thirty-three (32.4 per cent) strongly disagreed.

The second highest mean score, and the most favorable response from the student groups, came from the ninth-graders. One student (0.7 per cent) strongly agreed, nine (6.8 per cent) agreed, seventy-four (55.7 per cent) disagreed, and forty-seven (35.3 per cent) strongly disagreed. The ninth-graders' mean score was 3.27.

Seventh-graders had the lowest mean score of any of the six groups, 3.05. Six students (3.4 per cent) from this group strongly agreed, nineteen (10.9 per cent) agreed, 108 (62.1 per cent) disagreed, and forty (23.0 per cent) strongly disagreed with the statement.

The average mean score was 3.19, with three of the individual means higher and three lower than the average. All six groups had means that fell in the positive attitude category. This showed that the groups were negative toward the statement, but positive about the need for daily physical exercise.

All who are physically able will profit
from an hour of physical education
each day

Table 14 shows the responses for this statement. The three parent groups ranked one-two-three according to their mean scores. Parents of the eighth-graders posted the highest mean score, 3.53. They were followed in

TABLE 14

ALL WHO ARE PHYSICALLY ABLE WILL PROFIT FROM
AN HOUR OF PHYSICAL EDUCATION EACH DAY

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	45	25.9	105	60.3	16	9.2	7	4.0	3.09	6
Eighth- graders	48	37.8	64	50.4	12	9.4	2	1.6	3.25	5
Ninth- graders	59	44.3	66	49.6	5	3.8	3	2.3	3.36	4
Parents of Seventh- graders	81	53.6	66	43.7	1	0.7	2	1.3	3.51	3
Parents of Eighth- graders	54	52.9	46	45.1	1	1.0	0	0.0	3.53	1
Parents of Ninth- graders	54	54.0	44	44.0	2	2.0	0	0.0	3.52	2
Average Mean Score									3.35	

order by the parents of the ninth-graders, and the parents of the seventh-graders with mean scores of 3.52 and 3.51 respectively.

The parents of the eighth-graders had fifty-four (52.9 per cent) who strongly agreed with the statement, forty-six (45.1 per cent) who agreed, one (1.0 per cent) who disagreed, and no responses in the strongly disagree category.

Meanwhile, the parents of the ninth-graders had fifty-four (54.0 per cent) who strongly agreed, forty-four (44.0 per cent) who agreed, two (2.0 per cent) who disagreed, and no strongly disagree responses.

The highest mean from the student groups was 3.36 by the ninth-graders. Fifty-nine students (44.3 per cent) strongly agreed with the statement, sixty-six students (49.6 per cent) agreed, five students (3.8 per cent) disagreed, while three students (2.3 per cent) strongly disagreed.

Seventh-graders reported the lowest mean score of the six groups, 3.09. Forty-five (25.9 per cent) strongly agreed, 105 (60.3 per cent) agreed, sixteen (9.2 per cent) disagreed, and seven (4.0 per cent) strongly disagreed with the statement.

The mean scores of the three parent groups denoted a strongly positive attitude toward the statement as it related to physical education. The means of the three student groups fell in the positive attitude category. The average mean score was 3.35. The mean scores showed that the groups believed people profit from an hour of physical education each day.

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

Responses to this statement are presented in Table 15. Ninth-graders had the highest mean score toward this statement, for which a negative response indicated a more favorable attitude. Only three students (2.3 per cent) strongly agreed with the statement, six students (4.5 per cent) agreed, forty-four (33.1

TABLE 15

AS FAR AS IMPROVING HEALTH IS CONCERNED, A PHYSICAL
EDUCATION CLASS IS A WASTE OF TIME

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	7	4.0	13	7.5	65	37.3	88	50.6	3.35	2
Eighth- graders	7	5.5	17	13.4	39	30.7	63	49.6	3.25	5
Ninth- graders	3	2.3	6	4.5	44	33.1	79	59.4	3.51	1
Parents of Seventh- graders	0	0.0	1	0.7	103	68.2	46	30.4	3.30	4
Parents of Eighth- graders	0	0.0	2	2.0	65	63.7	34	33.3	3.32	3
Parents of Ninth- graders	1	1.0	3	3.0	75	75.0	21	21.0	3.16	6
Average Mean Score									3.32	

per cent) disagreed, and seventy-nine (59.4 per cent) strongly disagreed. Their mean score was 3.51.

The next highest mean score, 3.35, came from the seventh-grade class. Seven students (4.0 per cent) strongly agreed, thirteen (7.5 per cent)

agreed, sixty-five (37.3 per cent) disagreed, and eighty-eight students (50.6 per cent) strongly disagreed with the statement.

The most favorable mean score from the three parent groups came from the parents of eighth-grade boys. No parents strongly agreed with the statement, two parents (2.0 per cent) agreed, sixty-five parents (63.7 per cent) disagreed, and thirty-four parents (33.3 per cent) strongly disagreed. Their mean score was 3.32.

The lowest mean score, 3.16, was from the parents of ninth-graders. One parent (1.0 per cent) strongly agreed with the statement, three (3.0 per cent) agreed, seventy-five (75.0 per cent) disagreed, and twenty-one (21.0 per cent) strongly disagreed.

The 3.51 mean score from the ninth-grade students fell just within the strongly positive category. All the other individual mean scores, as well as the average mean of 3.32, showed a favorable attitude toward physical education and its value in improving one's health.

Participation in physical education class
tends to develop a wholesome interest
in the functioning of one's body

Responses to this statement are expressed in Table 16.

The three parent groups registered the three highest mean scores for this statement. The parents of seventh-graders had the highest mean score, followed by the parents of ninth-graders, and the parents of eighth-graders with identical mean scores.

TABLE 16

PARTICIPATION IN PHYSICAL EDUCATION CLASS TENDS TO DEVELOP A
WHOLESMO INTEREST IN THE FUNCTIONING OF ONE'S BODY

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	34	19.6	107	61.5	26	14.9	4	2.3	3.00	5
Eighth- graders	26	20.5	75	59.0	17	13.4	6	4.7	2.98	6
Ninth- graders	32	24.1	76	57.2	24	18.0	1	0.7	3.05	4
Parents of Seventh- graders	24	15.9	113	74.8	10	6.6	1	0.7	3.08	1
Parents of Eighth- graders	14	13.7	78	76.5	8	7.8	0	0.0	3.06	2
Parents of Ninth- graders	13	13.0	78	78.0	7	7.0	0	0.0	3.06	2
Average Mean Score									3.03	

Twenty-four (15.9 per cent) of the parents of seventh-graders strongly agreed with the statement, 113 (74.8 per cent) of the parents agreed, ten (6.6 per cent) disagreed, while only one (0.7 per cent) strongly disagreed. Their mean score was 3.08.

For the parents of ninth-graders, thirteen (13.0 per cent) strongly agreed, seventy-eight (78.0 per cent) agreed, seven (7.0 per cent) disagreed, and none of the parents strongly disagreed. Their mean score of 3.06 was the same as the mean of the parents of the eighth-graders who had fourteen (13.7 per cent) strongly agree with the statement, seventy-eight (76.5 per cent) agree, eight (7.8 per cent) disagree, and no parents strongly disagree.

The highest mean score from the three student groups, 3.05, came from the ninth-grade students. Thirty-two (24.1 per cent) strongly agreed, seventy-six (57.2 per cent) agreed, twenty-four (18.0 per cent) disagreed, and only one (0.7 per cent) strongly disagreed.

Eighth-graders, with twenty-six (20.5 per cent) who strongly agreed with the statement, seventy-five (59.0 per cent) who agreed, seventeen (13.4 per cent) who disagreed, and six (4.7 per cent) who strongly disagreed, had the lowest mean score of any of the groups, 2.98.

All six means, as well as the average mean score of 3.03, expressed a positive attitude toward the statement. This meant that those surveyed believed physical education class helps develop a wholesome interest in the functioning of one's body.

Physical education classes provide values
which are useful in other parts of
daily living

Table 17 presents the responses for this statement.

TABLE 17

PHYSICAL EDUCATION CLASSES PROVIDE VALUES WHICH ARE
USEFUL IN OTHER PARTS OF DAILY LIVING

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	43	24.7	112	64.4	12	6.9	4	2.3	3.13	3
Eighth-graders	37	29.1	67	52.8	15	11.8	7	5.5	3.06	6
Ninth-graders	32	24.1	89	66.9	11	8.3	1	0.7	3.14	2
Parents of Seventh-graders	22	14.6	121	80.1	5	3.3	2	1.3	3.09	4
Parents of Eighth-graders	17	16.6	82	80.4	1	1.0	0	0.0	3.16	1
Parents of Ninth-graders	12	12.0	85	85.0	3	3.0	0	0.0	3.09	4
Average Mean Score									3.11	

Parents of eighth-graders had the highest mean score of any of the six groups, 3.16. Seventeen (16.6 per cent) of the parents strongly agreed with the statement, eighty-two (80.4 per cent) of them agreed, only one (1.0 per cent) disagreed, and none of the parents strongly disagreed.

The second highest mean score, and the most favorable response from the student groups, came from the ninth-graders. Thirty-two ninth-grade boys

(24.1 per cent) strongly agreed, eighty-nine (66.9 per cent) agreed, eleven (8.3 per cent) disagreed, and only one (0.7 per cent) strongly disagreed. Their mean score was 3.14.

The lowest mean score, 3.06, came from the eighth-grade class. Thirty-seven students (29.1 per cent) strongly agreed with the statement, sixty-seven (52.8 per cent) agreed, fifteen (11.8 per cent) disagreed, and seven (5.5 per cent) strongly disagreed.

All six mean scores indicated a positive attitude toward the statement. The average mean score for all the groups was 3.11, which showed that, in the opinion of those polled, physical education classes do provide values which are of use in other parts of daily living.

If I were a student, I would take
physical education only if it
were required

Table 18 shows the responses to this statement about requiring students to take physical education.

The student groups had the three most favorable mean scores for this statement where a positive response indicated a negative attitude. The ninth-graders ranked number one, followed in order by eighth and then seventh-graders.

Four members (3.0 per cent) of the ninth-grade class strongly agreed with the statement, five (3.8 per cent) agreed, fifty (37.6 per cent) disagreed, and seventy-three (54.9 per cent), almost 20 per cent more than any other group, strongly disagreed. Their mean score was 3.45.

TABLE 18

IF I WERE A STUDENT, I WOULD TAKE PHYSICAL
EDUCATION ONLY IF IT WERE REQUIRED

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	9	5.2	14	8.0	90	51.7	58	33.4	3.15	3
Eighth-graders	5	3.9	9	7.1	67	52.8	45	35.4	3.21	2
Ninth-graders	4	3.0	5	3.8	50	37.6	73	54.9	3.45	1
Parents of Seventh-graders	4	2.6	9	6.0	109	72.2	28	18.5	3.07	5
Parents of Eighth-graders	1	1.0	8	7.8	77	75.5	16	15.7	3.06	6
Parents of Ninth-graders	1	1.0	4	4.0	80	80.0	14	14.0	3.08	4
Average Mean Score									3.18	

Five (3.9 per cent) of the eighth-graders strongly agreed, nine (7.1 per cent) agreed, sixty-seven (52.8 per cent) disagreed, and forty-five (35.4 per cent) strongly disagreed with the statement. Their mean score of 3.21 was slightly higher than the 3.15 from the seventh-graders.

Parents of ninth-graders had the highest mean score of the parent groups, 3.08. For this group, only one (1.0 per cent) strongly agreed with the

statement, four (4.0 per cent) agreed, eighty (80.0 per cent) disagreed, and fourteen (14.0 per cent) strongly disagreed.

The lowest mean from the six groups, 3.06, came from the parents of eighth-graders. One parent (1.0 per cent) strongly agreed, eight (7.8 per cent) agreed, seventy-seven (75.5 per cent) disagreed, and sixteen (15.7 per cent) strongly disagreed.

All of the mean scores for this statement, including the average mean score of 3.18, displayed a positive attitude toward physical education. This indicated that physical education would be taken by the majority of those who responded to the questionnaire even if it was not required.

The time spent in getting ready for and engaging in a physical education class could be more profitably spent in other ways

Responses to this statement are shown in Table 19.

For this statement, the mean scores of the parent groups ranked one-two-three. Parents of the ninth-graders had the highest mean score, 3.11. They were followed in order by the parents of eighth-graders and then the parents of seventh-graders with mean scores of 3.08 and 3.05 respectively.

None of the parents of the ninth-graders strongly agreed with the statement, three (3.0 per cent) agreed, eighty-two (82.0 per cent) disagreed, and fourteen (14.0 per cent) strongly disagreed.

Responses from the parents of eighth-grade boys indicated two (2.0 per cent) who strongly agreed, two (2.0 per cent) who agreed, eighty-two (80.3

TABLE 19

THE TIME SPENT IN GETTING READY FOR AND ENGAGING IN A PHYSICAL EDUCATION CLASS COULD BE MORE PROFITABLY SPENT IN OTHER WAYS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	14	8.0	31	17.8	92	52.9	35	20.1	2.86	6
Eighth-graders	5	3.9	29	22.8	49	38.6	42	33.1	3.02	4
Ninth-graders	9	6.8	24	18.0	68	51.1	32	24.1	2.92	5
Parents of Seventh-graders	3	2.0	6	4.0	118	78.2	20	13.2	3.05	3
Parents of Eighth-graders	2	2.0	2	2.0	82	80.3	14	13.7	3.08	2
Parents of Ninth-graders	0	0.0	3	3.0	82	82.0	14	14.0	3.11	1
Average Mean Score									2.99	

per cent) who disagreed, and fourteen (13.7 per cent) who strongly disagreed with the statement.

Eighth-graders posted the highest mean score of the student groups, 3.02. Five students (3.9 per cent) strongly agreed with the statement, twenty-nine (22.8 per cent) agreed, forty-nine (38.6 per cent) disagreed, and forty-two (33.1 per cent) strongly disagreed.

The lowest mean score, 2.86, came from the seventh-graders. Fourteen (8.0 per cent) strongly agreed, thirty-one (17.8 per cent) agreed, ninety-two (52.9 per cent) disagreed, and thirty-five (20.1 per cent) strongly disagreed with the statement.

The six individual mean scores, as well as the average mean score of 2.99, indicated a positive attitude toward physical education and the time spent getting ready for and engaging in the class.

Because physical skills loom large in importance in youth, it is essential that a person be helped to acquire and improve such skills

Responses to this statement are displayed in Table 20. The three parent groups reported the three highest mean scores for this statement. Parents of eighth-graders ranked first, followed by the parents of seventh-graders, and then the parents of ninth-graders.

Forty-eight (47.1 per cent) of the parents of eighth-grade boys strongly agreed with the statement, fifty (49.0 per cent) agreed, none of the parents disagreed, and only one (1.0 per cent) strongly disagreed. Their mean score was 3.47.

The parents of the seventh-graders, with a mean score of 3.46, ranked only slightly behind the parents of the eighth-graders. Their responses showed seventy-three (48.4 per cent) strongly agreed with the statement, sixty-nine (45.7 per cent) agreed, five (3.3 per cent) disagreed, and no one strongly disagreed.

TABLE 20

BECAUSE PHYSICAL SKILLS LOOM LARGE IN IMPORTANCE IN YOUTH, IT IS ESSENTIAL THAT A PERSON BE HELPED TO ACQUIRE AND IMPROVE SUCH SKILLS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	42	24.1	113	64.9	11	6.3	6	3.5	3.11	6
Eighth-graders	41	32.3	65	51.2	15	11.8	5	3.9	3.13	5
Ninth-graders	53	39.8	69	51.9	9	6.8	2	1.5	3.30	4
Parents of Seventh-graders	73	48.4	69	45.7	5	3.3	0	0.0	3.46	2
Parents of Eighth-graders	48	47.1	50	49.0	0	0.0	1	1.0	3.47	1
Parents of Ninth-graders	47	47.0	50	50.0	2	2.0	1	1.0	3.43	3
Average Mean Score									3.30	

The highest mean score from the student groups, 3.30, was from the ninth-graders. Fifty-three (39.8 per cent) strongly agreed, sixty-nine (51.9 per cent) agreed, nine (6.8 per cent) disagreed, and two (1.5 per cent) strongly disagreed with the statement.

Seventh-graders registered the lowest response of the six groups. Forty-two (24.1 per cent) strongly agreed, 113 (64.9 per cent) agreed, eleven

(6.3 per cent) disagreed, and six (3.5 per cent) strongly disagreed. Their mean score was 3.11.

The average mean score for the six groups was 3.30. Four of the individual groups had means higher than the average. All of the groups expressed a positive attitude toward the value of physical education in helping a person acquire physical skills.

There is not enough value coming from physical education to justify the time consumed

Table 21 shows the responses to this statement.

For this statement, where a negative response indicated a more favorable attitude, the highest mean score, 3.25, came from the parents of eighth-graders. There were no parents who either strongly agreed or agreed with this negative statement, but there were seventy-five (73.5 per cent) who disagreed, and twenty-five (24.5 per cent) who strongly disagreed.

Parents of seventh-graders had the next highest mean score, 3.15. Only one parent (0.7 per cent) strongly agreed with the statement, seven (4.6 per cent) agreed, while 110 (72.8 per cent) disagreed, and thirty-two (21.2 per cent) strongly disagreed.

Ninth-graders registered the best mean score of the student groups, 3.14. Seven students (5.3 per cent) strongly agreed, fifteen (11.3 per cent) agreed, sixty-three (47.4 per cent) disagreed, and forty-seven (35.3 per cent) strongly disagreed with the statement.

TABLE 21

THERE IS NOT ENOUGH VALUE COMING FROM PHYSICAL
EDUCATION TO JUSTIFY THE TIME CONSUMED

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	13	7.5	32	18.4	86	49.4	40	23.0	2.90	5
Eighth- graders	11	8.7	27	21.3	52	40.9	35	27.5	2.89	6
Ninth- graders	7	5.3	15	11.3	63	47.4	47	35.3	3.14	3
Parents of Seventh- graders	1	0.7	7	4.6	110	72.8	32	21.2	3.15	2
Parents of Eighth- graders	0	0.0	0	0.0	75	73.5	25	24.5	3.25	1
Parents of Ninth- graders	2	2.0	2	2.0	79	79.0	17	17.0	3.11	4
Average Mean Score									3.06	

The lowest mean score, 2.89, was posted by eighth-graders. Eleven (8.7 per cent) strongly agreed, twenty-seven (21.3 per cent) agreed, fifty-two (40.9 per cent) disagreed, and thirty-five (27.5 per cent) strongly disagreed.

All of the mean scores were in the positive attitude category, with 3.06 as the average mean score. This indicated disagreement with the statement and support for the value of physical education.

Sixty-one (59.8 per cent) of the parents of eighth-graders strongly agreed with the statement, thirty-eight (37.2 per cent) agreed, one (1.0 per cent) disagreed, and one (1.0 per cent) strongly disagreed. Their mean score was 3.57.

For the parents of the seventh-graders, ninety-two (61.0 per cent) strongly agreed, fifty-two (34.4 per cent) agreed, four (2.6 per cent) disagreed, and two (1.3 per cent) strongly disagreed with the statement. The mean score for this group was 3.56.

The highest mean score for the student groups, 3.44, came from the ninth-grade class. Eighty-two (61.1 per cent) strongly agreed with the statement, thirty-four (25.6 per cent) agreed, ten (7.5 per cent) disagreed, and seven (5.3 per cent) strongly disagreed.

Seventh-graders compiled the lowest mean score of the six groups. This was because they had only sixty-seven (38.5 per cent) who strongly agreed with the statement, while eighty-four (48.3 per cent) agreed, fourteen (8.0 per cent) disagreed, and seven (4.0 per cent) strongly disagreed. Their mean score of 3.23 was, in part, due to the small percentage in the strongly agree category.

The mean scores from the two highest parent groups, parents of eighth and ninth-graders, showed a strongly positive reaction toward the statement. All the other individual mean scores, as well as the average mean score of 3.41, indicated a positive attitude toward the importance of having physical education included in the program of every school.

Summary of Part I

This section is an overview of the twenty-two statements included in Part I of the questionnaire.

Average mean score of all twenty-two statements in Part I for each of the six groups

The average mean scores for all of Part I are displayed in Table 23.

TABLE 23

AVERAGE MEAN SCORE OF ALL TWENTY-TWO STATEMENTS
IN PART I FOR EACH OF THE SIX GROUPS

Group	Average Mean Score	Rank
Seventh-graders	3.09	6
Eighth-graders	3.14	5
Ninth-graders	3.28	1
Parents of Seventh-graders	3.22	3
Parents of Eighth-graders	3.24	2
Parents of Ninth-graders	3.21	4
Average of the Average Mean Scores	3.19	

For all twenty-two statements in Part I, the ninth-grade boys accounted for the highest average mean score of all the six groups, 3.28. They were followed closely by the three parent groups. Parents of the eighth-graders had the second highest average mean score, 3.24. Parents of seventh-graders and the parents of the ninth-graders followed with average mean scores of 3.22 and 3.21 respectively.

Seventh and eighth-graders had the lowest average mean scores. The eighth-graders posted a score of 3.14, which was slightly higher than the 3.09 from the seventh-grade class.

All six groups had average mean scores that were well within the category which indicated a positive attitude toward physical education.

The statement "Physical education is an important subject in helping a person gain and maintain all-round good health" had the highest average mean score of any of the individual statements in Part I. The next highest average mean score was for the statement "For its contributions to mental and emotional well being, physical education should be included in the program of every school."

The statement "Physical education in schools does not receive the emphasis that it should" had the lowest average mean score of any of the twenty-two statements. The second lowest mean score was for the statement "The time spent in getting ready for and engaging in physical education class could be more profitably spent in other ways."

It was difficult to determine whether or not this statement was in support of physical education; the investigator chose to handle the responses as if the statement was positive, with four points given for a strongly agree response. Using this format, the parent groups registered the three highest mean scores. Parents of ninth-graders were the strongest supporters of the statement as it was written. They were followed in order by parents of seventh-graders, and then the parents of eighth-graders.

Nine (9.0 per cent) of the parents of ninth-grade boys strongly agreed with the statement, forty-three (43.0 per cent) agreed, forty (40.0 per cent) disagreed, while only seven (7.0 per cent) strongly disagreed. The mean score for this group was 2.55, which indicated support for the statement as it was written.

Parents of seventh-graders had fourteen (9.3 per cent) who strongly agreed, sixty-two (41.1 per cent) who agreed, forty-nine (32.4 per cent) who disagreed, and twenty-two (14.6 per cent) who strongly disagreed. Their mean score of 2.46 was slightly higher than the 2.39 posted by the parents of eighth-graders.

The highest mean response from the student groups, 1.82, came from the seventh-grade class. Of this group, seven (4.0 per cent) strongly agreed with the statement, thirty-one (17.8 per cent) agreed, fifty-eight (33.4 per cent) disagreed, and seventy-seven (44.2 per cent) strongly disagreed.

Ninth-graders accumulated the lowest mean score as three students (2.3 per cent) strongly agreed, nine (6.8 per cent) agreed, thirty-eight (28.5

per cent) disagreed, and eighty-three (62.4 per cent) strongly disagreed with the way the statement was written. Their mean score was a low 1.49.

Only the parents of ninth-graders demonstrated a positive attitude toward the statement. Their positive attitude showed that they believed junior high school boys were not physically ready to play tackle football. On the other hand, four of the groups displayed a negative attitude toward the statement, while the ninth-grade student group was strongly negative. Thus, these groups believed junior high students were mature enough for tackle football. The average mean score for all six groups was 2.03.

Students should not be required to shower
after physical education classes

Table 25 displays the responses for this statement where a negative response indicated a more favorable attitude toward this particular aspect of the physical education program.

The parents of the three student groups registered the highest mean scores for this statement. The parents of seventh-graders were the most negative toward the statement, and therefore, the most favorable toward requiring showers. They were followed in order by the parents of eighth-graders, and then the parents of the ninth-grade class.

None of the parents of seventh-graders strongly agreed with the statement, four parents (2.6 per cent) agreed, forty-seven (31.2 per cent) disagreed, while 100 parents (66.2 per cent) strongly disagreed. Their mean score was a high 3.64.

STUDENTS SHOULD NOT BE REQUIRED TO SHOWER
AFTER PHYSICAL EDUCATION CLASSES

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	10	5.7	41	23.6	55	31.6	67	38.5	3.03	5
Eighth-graders	13	10.2	24	18.9	42	33.1	48	37.8	2.98	6
Ninth-graders	8	6.0	16	12.0	43	32.4	66	49.6	3.36	4
Parents of Seventh-graders	0	0.0	4	2.6	47	31.2	100	66.2	3.64	1
Parents of Eighth-graders	0	0.0	3	2.9	34	33.3	65	63.8	3.61	2
Parents of Ninth-graders	0	0.0	1	1.0	40	40.0	59	59.0	3.58	3
Average Mean Score									3.32	

No parents of an eighth-grader strongly agreed with the statement, three (2.9 per cent) agreed, thirty-four (33.3 per cent) disagreed, and sixty-five (63.8 per cent) strongly disagreed. Their mean score of 3.61 was just slightly ahead of the 3.58 mean score from the parents of ninth-graders.

The highest mean score of the three student groups, 3.26, came from the ninth-graders. Eight students (6.0 per cent) strongly agreed with the

statement, sixteen (12.0 per cent) agreed, forty-three (32.4 per cent) disagreed, and sixty-six (49.6 per cent) strongly disagreed.

Eighth-graders registered the lowest mean response of the six groups, 2.98. Thirteen (10.2 per cent) strongly agreed, twenty-four (18.9 per cent) agreed, forty-two (33.1 per cent) disagreed, and forty-eight (37.8 per cent) strongly disagreed with the statement.

The mean scores of all three parent groups denoted a strongly positive attitude toward the requiring of showers after physical education classes. The mean scores from the student groups, as well as the average mean score of 3.32, indicated a positive attitude. The results of the responses for this statement showed that the six groups, especially the parent groups, believed students should shower after their physical education class.

All students should be required to dress
in the same type uniform for physical
education

Responses to this statement about requiring the same type uniform are presented in Table 26. Parents of eighth-graders registered the highest mean response. Twelve parents (11.8 per cent) strongly agreed with the statement, seventy-six (74.4 per cent) agreed, ten (9.8 per cent) disagreed, and two parents (2.0 per cent) strongly disagreed. The mean score for the group was 2.98.

The next highest mean score, 2.96, also came from a parent group. Thirteen (8.6 per cent) of the parents of seventh-graders strongly agreed, 122

TABLE 26

ALL STUDENTS SHOULD BE REQUIRED TO DRESS IN THE SAME
TYPE UNIFORM FOR PHYSICAL EDUCATION

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	39	22.4	94	54.0	27	15.5	13	7.5	2.92	3
Eighth-graders	20	15.7	67	52.8	24	18.9	15	11.8	2.73	5
Ninth-graders	22	16.5	61	45.9	39	29.3	11	8.3	2.71	6
Parents of Seventh-graders	13	8.6	122	80.8	11	7.3	4	2.6	2.96	2
Parents of Eighth-graders	12	11.8	76	74.4	10	9.8	2	2.0	2.98	1
Parents of Ninth-graders	3	3.0	85	85.0	9	9.0	3	3.0	2.88	4
Average Mean Score									2.86	

(80.8 per cent) agreed, eleven (7.3 per cent) disagreed, and four (2.6 per cent) strongly disagreed with the statement.

Seventh-graders, with a mean score of 2.92, ranked the highest of the three student groups. Thirty-nine (22.4 per cent) strongly agreed with the statement, ninety-four (54.0 per cent) agreed, twenty-seven (15.5 per cent) disagreed, and thirteen (7.5 per cent) strongly disagreed.

The lowest group in support of the statement was the ninth-grade class. Their mean score of 2.71 was the result of having twenty-two students (16.5 per cent) who strongly agreed, sixty-one (45.9 per cent) who agreed, thirty-nine (29.3 per cent) who disagreed, and eleven (8.3 per cent) who strongly disagreed.

The percentage of responses in the disagree and strongly disagree categories was much higher for the three student groups than it was for their parents. The students, however, also had more responses in the strongly agree category.

All of the mean scores from the six groups demonstrated a positive attitude, as did the average mean score of 2.86. This showed that the majority of those polled favored having students dress in the same type uniform during physical education classes.

It is just as important for the instructor to dress for physical education as the student

Table 27 displays the responses for this statement. The parent groups had the three highest mean scores. Parents of seventh-graders, with a mean score of 3.40, ranked highest, followed closely by the parents of eighth-graders with 3.39, and then the parents of ninth-graders with 3.34.

Seventy (46.3 per cent) of the parents of seventh-graders strongly agreed with the statement, seventy-three (48.4 per cent) agreed, seven (4.6 per cent) disagreed, and one (0.7 per cent) strongly disagreed. This compared

TABLE 27

IT IS JUST AS IMPORTANT FOR THE INSTRUCTOR TO
DRESS FOR PHYSICAL EDUCATION AS THE STUDENT

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	51	29.3	101	58.0	15	8.6	6	3.5	3.14	6
Eighth-graders	49	38.6	58	45.7	14	11.0	5	3.9	3.19	5
Ninth-graders	56	42.1	60	45.1	13	9.8	3	2.3	3.28	4
Parents of Seventh-graders	70	46.3	73	48.4	7	4.6	1	0.7	3.40	1
Parents of Eighth-graders	46	45.1	48	47.0	7	6.9	0	0.0	3.39	2
Parents of Ninth-graders	44	44.0	47	47.0	8	8.0	1	1.0	3.34	3
Average Mean Score									3.23	

to forty-six (45.1 per cent) of the parents of eighth-graders who strongly agreed, forty-eight (47.0 per cent) who agreed, seven (6.9 per cent) who disagreed, and none who strongly disagreed.

Ninth-graders registered the highest mean score of the three student groups. Fifty-six (42.1 per cent) strongly agreed with the statement, sixty (45.1 per cent) agreed, thirteen (9.8 per cent) disagreed, and three students (2.3 per cent) strongly disagreed. Their mean score was 3.28.

The lowest mean response, 3.14, came from the students of the seventh-grade. Fifty-one (29.3 per cent) of them strongly agreed with the statement, 101 (58.0 per cent) agreed, fifteen (8.6 per cent) disagreed, and six students (3.5 per cent) strongly disagreed.

Each of the six mean scores, as well as the average mean score of 3.23, fell in the positive attitude category. This indicated that the groups were of the opinion it was important for the instructor to be properly dressed for a physical education class.

Students should participate in some type of warm-up activity before beginning vigorous physical activity

Responses to this statement are shown in Table 28.

Both the parents of seventh-graders and the parents of eighth-graders registered a mean score of 3.50, which was the highest score of those responding to the statement. Their mean score was slightly ahead of the 3.49 from the parents of ninth-graders.

Seventy-five (49.7 per cent) of the parents of seventh-graders strongly agreed with the statement, while seventy-six (50.3 per cent) of them agreed, and none of them disagreed or strongly disagreed. The parents of eighth-graders, on the other hand, had fifty-one (50.0 per cent) strongly agree, and fifty (49.0 per cent) agree, with no responses in the disagree or strongly disagree categories.

The ninth-graders posted the highest mean score of the three student groups, 3.19. Their responses indicated that forty-eight (36.1 per cent) strongly

TABLE 28

STUDENTS SHOULD PARTICIPATE IN SOME TYPE OF WARM-UP
ACTIVITY BEFORE BEGINNING VIGOROUS PHYSICAL ACTIVITY

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	47	27.0	103	59.2	15	8.6	7	4.0	3.10	5
Eighth- graders	27	21.3	67	52.8	21	16.4	11	8.7	2.87	6
Ninth- graders	48	36.1	68	51.1	11	8.3	6	4.5	3.19	4
Parents of Seventh- graders	75	49.7	76	50.3	0	0.0	0	0.0	3.50	1
Parents of Eighth- graders	51	50.0	50	49.0	0	0.0	0	0.0	3.50	1
Parents of Ninth- graders	49	49.0	51	51.0	0	0.0	0	0.0	3.49	3
Average Mean Score									3.26	

agreed with the statement, sixty-eight (51.1 per cent) agreed, eleven (8.3 per cent) disagreed, and six (4.5 per cent) strongly disagreed.

Eighth-graders, with a mean score of 2.87, had the lowest rating of the six groups. Twenty-seven (21.3 per cent) of them strongly agreed, sixty-seven (52.8 per cent) agreed, twenty-one (16.4 per cent) disagreed, and eleven (8.7 per cent) strongly disagreed.

The only responses to the statement that fell in either the disagree or strongly disagree categories came from the three student groups. None of the parents expressed any type of disagreement with the statement.

The mean score of 3.50 from the parents of seventh-graders and the parents of eighth-graders indicated that those groups had a strongly positive attitude toward the statement. The other four groups, plus the average mean score of 3.26, displayed a positive attitude. This denoted that the groups believed in the value of warm-up activities.

During physical education classes, students should not be required to participate in activities in which they are not interested

Responses to this statement are presented in Table 29. For this statement, the point values were reversed since the investigator believed it was more favorable toward physical education for the students to have some participation in all activities which were included in the program. Therefore, four points were given for strongly disagree responses, three points for disagree, two points for agree, and only one point for a strongly agree response.

Using the described format, the parent groups recorded the three highest mean scores. The 2.63 posted by the parents of eighth-graders ranked number one, followed in order by the 2.60 from the parents of ninth-graders, and then the 2.59 from the parents of seventh-graders.

The parents of eighth-graders had three (2.9 per cent) strongly agree with the statement, thirty-nine (39.3 per cent) agree, fifty (49.0 per cent)

TABLE 29

DURING PHYSICAL EDUCATION CLASSES, STUDENTS SHOULD NOT BE
REQUIRED TO PARTICIPATE IN ACTIVITIES IN WHICH THEY
ARE NOT INTERESTED

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	27	15.5	53	30.4	74	42.6	19	10.9	2.49	5
Eighth-graders	21	16.5	40	31.5	43	33.9	23	18.1	2.54	4
Ninth-graders	27	20.3	54	40.6	41	30.8	11	8.3	2.27	6
Parents of Seventh-graders	5	3.3	63	41.7	71	47.0	11	7.3	2.59	3
Parents of Eighth-graders	3	2.9	39	38.3	50	49.0	8	7.8	2.63	1
Parents of Ninth-graders	1	1.0	43	43.0	50	50.0	5	5.0	2.60	2
Average Mean Score									2.51	

disagree, and eight (7.8 per cent) strongly disagree. In comparison, the parents of ninth-graders had only one (1.0 per cent) strongly agree, forty-three (43.0 per cent) agree, fifty (50.0 per cent) disagree, and five (5.0 per cent) strongly disagree.

Eighth-graders, with a mean score of 2.54, were the highest of the student groups. Twenty-one (16.5 per cent) strongly agreed, forty (31.5 per cent)

agreed, forty-three (33.9 per cent) disagreed, and twenty-three (18.1 per cent) strongly disagreed with the statement.

The lowest mean response, 2.27, came from the ninth-graders who had twenty-seven students (20.3 per cent) who strongly agreed, fifty-four (40.6 per cent) who agreed, forty-one (30.8 per cent) who disagreed, and eleven (8.3 per cent) who strongly disagreed.

Four of the groups registered mean scores that were in the positive attitude category, and two groups posted negative mean scores for the statement. The average mean score of 2.51 was just within the positive attitude limits. The responses demonstrated only slight disagreement toward this negative statement, with a good deal of support for freedom of choice in the selection of activities.

Co-educational activities (activities in which girls and boys participate together) should be taught in physical education classes

Table 30 shows the responses to this statement. Eighth-graders, with a score of 3.16, had the highest mean response. Sixty students (47.2 per cent) strongly agreed, thirty-eight (29.9 per cent) agreed, eighteen students (14.2 per cent) disagreed, and eleven students (8.7 per cent) strongly disagreed with the statement.

Thirty-five ninth-graders (26.3 per cent) strongly agreed with the statement, sixty-nine (51.9 per cent) agreed, twenty-two (16.5 per cent)

TABLE 30

CO-EDUCATION ACTIVITIES (ACTIVITIES IN WHICH GIRLS AND BOYS PARTICIPATE TOGETHER) SHOULD BE TAUGHT IN PHYSICAL EDUCATION CLASSES

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	45	25.9	77	44.2	28	16.1	22	12.6	2.84	3
Eighth-graders	60	47.2	38	29.9	18	14.2	11	8.7	3.16	1
Ninth-graders	35	26.3	69	51.9	22	16.5	7	5.3	3.00	2
Parents of Seventh-graders	8	5.3	92	61.0	44	29.1	2	1.3	2.79	4
Parents of Eighth-graders	4	3.9	64	62.8	26	25.5	4	3.9	2.69	6
Parents of Ninth-graders	4	4.0	67	67.0	25	25.0	3	3.0	2.73	5
Average Mean Score									2.88	

disagreed, and seven (5.3 per cent) strongly disagreed. Their mean score of 3.00 was the second highest of the six groups.

The best mean score of the parent groups, 2.79, came from the parents of seventh-graders. Eight parents (5.3 per cent) strongly agreed with the statement, ninety-two (61.0 per cent) agreed, forty-four (29.1 per cent) disagreed, and two parents (1.3 per cent) strongly disagreed.

Parents of eighth-graders had the lowest mean response of the six groups, 2.69. Four (3.9 per cent) strongly agreed, sixty-four (62.8 per cent) agreed, twenty-six (25.5 per cent) disagreed, and four (3.9 per cent) strongly disagreed with the statement.

There was noticeable difference between the number of responses from the students that fell in the strongly agree category and the number of parents who responded in that manner. Parents of seventh-graders had eight (5.3 per cent) who strongly agreed with the statement. This was the largest percentage registered by the parent groups in that category, while the lowest from the student groups in the strongly agree category was forty-five (25.9 per cent). A high of sixty (47.2 per cent) was registered by the eighth-grade students.

All of the individual mean scores indicated a positive attitude, as did the average mean score of 2.88. This showed support for co-educational activities in physical education at Logan Junior High School.

The Color Achievement Program is valuable
as a means of motivating students to
improve their ability

Table 31 displays the responses for this statement. Forty-seven (27.0 per cent) of the seventh-graders voiced strong agreement, ninety students (51.7 per cent) agreed, twenty (11.5 per cent) disagreed, and fifteen (8.6 per cent) strongly disagreed. Their mean score of 2.98 was the highest of any of the six groups who took the survey.

Parents of seventh-graders had the second best mean score and the highest posted by any of the parent groups. Their responses showed that fourteen

TABLE 31

THE COLOR ACHIEVEMENT PROGRAM IS VALUABLE AS A MEANS OF
MOTIVATING STUDENTS TO IMPROVE THEIR ABILITY

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	47	27.0	90	51.7	20	11.5	15	8.6	2.98	1
Eighth-graders	14	11.0	52	40.9	41	32.3	19	15.0	2.48	6
Ninth-graders	27	20.3	57	42.9	33	24.8	15	11.3	2.73	5
Parents of Seventh-graders	14	9.3	114	75.4	11	7.3	6	4.0	2.94	2
Parents of Eighth-graders	10	9.8	70	68.6	12	11.8	3	2.9	2.92	3
Parents of Ninth-graders	5	5.0	76	76.0	11	11.0	3	3.0	2.87	4
Average Mean Score									2.82	

(9.3 per cent) strongly agreed with the statement, 114 (75.4 per cent) agreed, eleven (7.3 per cent) disagreed, and six (4.0 per cent) strongly disagreed. Their mean score was 2.94.

The lowest mean response, 2.48, came from the eighth-graders. Fourteen (11.0 per cent) strongly agreed, fifty-two (40.9 per cent) agreed, forty-one (32.3 per cent) disagreed, and nineteen (15.0 per cent) strongly disagreed with the statement.

The mean score of 2.48 from the eighth-graders denoted a slightly negative attitude toward the statement, while all the other mean scores fell in the positive attitude category. The average mean score of 2.82 was also positive. This showed that the Color Achievement Program was generally accepted by those surveyed as a valuable means of motivating students; however, the percentage of those not responding to the statement, especially from the three parent groups, might have indicated that a large number of parents were not familiar with the program.

Physical education students should be grouped according to ability instead of according to their year in school

Responses to this statement about the grouping of students are shown in Table 32.

The three highest mean scores for this statement came from the parent groups. Parents of ninth-graders had the highest mean response, followed in order by the parents of seventh-graders, and then the parents of eighth-graders.

Parents of ninth-graders posted a mean score of 2.69. Five parents (5.0 per cent) strongly agreed with the statement, sixty-three (63.0 per cent) agreed, twenty-six (26.0 per cent) disagreed, and five (5.0 per cent) strongly disagreed.

Seven parents (4.6 per cent) of seventh-graders strongly agreed, eighty-five parents (56.3 per cent) agreed, forty-three parents (28.5 per cent) disagreed, and eleven parents (7.3 per cent) strongly disagreed with the

TABLE 32

PHYSICAL EDUCATION STUDENTS SHOULD BE GROUPED ACCORDING
TO ABILITY INSTEAD OF ACCORDING TO THEIR
YEAR IN SCHOOL

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	22	12.6	45	25.9	67	38.5	38	21.8	2.30	4
Eighth-graders	15	11.8	36	28.3	33	26.0	42	33.1	2.19	5
Ninth-graders	13	9.8	33	24.8	49	36.8	38	28.6	2.16	6
Parents of Seventh-graders	7	4.6	85	56.3	43	28.5	11	7.3	2.60	2
Parents of Eighth-graders	7	6.9	48	47.1	32	31.4	13	12.7	2.49	3
Parents of Ninth-graders	5	5.0	63	63.0	26	26.0	5	5.0	2.69	1
Average Mean Score									2.38	

statement. Their mean score of 2.60 ranked quite a bit higher than the 2.49 accumulated by the parents of eighth-graders.

The highest mean score of the student groups came from the seventh-graders with 2.30. Twenty-two (12.6 per cent) of them strongly agreed with the statement, forty-five (25.9 per cent) agreed, sixty-seven (38.5 per cent) disagreed, and thirty-eight (21.8 per cent) strongly disagreed.

Ninth-grade students had the lowest mean response of the six groups polled. Thirteen (9.8 per cent) strongly agreed, thirty-three (24.8 per cent) agreed, forty-nine (36.8 per cent) disagreed, and thirty-eight (28.6 per cent) strongly disagreed with the statement. Their mean score was 2.16,

Only two groups had mean scores which expressed a positive attitude, while four groups, along with the average mean response of 2.38, indicated a negative attitude toward the statement. The responses to this statement from the majority of those surveyed demonstrated a belief that students should be grouped according to their year in school.

Physical education uniforms should be cleaned every week

Table 33 shows the responses to this statement. The student groups ranked one-two-three as determined by their mean scores. Ninth-graders had the highest mean response, 3.10. They were followed in order by the eighth-graders, and then the seventh-grade class with mean scores of 3.01 and 2.95 respectively.

Forty-four ninth-grade boys (33.1 per cent) strongly agreed with the statement, sixty-one (45.8 per cent) agreed, twenty-five (18.8 per cent) disagreed, and three boys (2.3 per cent) strongly disagreed. By comparison, the eighth-graders had forty-two (33.1 per cent) who strongly agreed, forty-nine (38.5 per cent) who agreed, twenty-six (20.5 per cent) who disagreed, and seven (5.5 per cent) who strongly disagreed.

TABLE 33

PHYSICAL EDUCATION UNIFORMS SHOULD BE CLEANED EVERY WEEK

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	42	24.1	85	48.9	38	21.8	6	3.5	2.95	3
Eighth-graders	42	33.1	49	38.5	26	20.5	7	5.5	3.01	2
Ninth-graders	44	33.1	61	45.8	25	18.8	3	2.3	2.10	1
Parents of Seventh-graders	31	20.5	69	45.7	50	33.1	0	0.0	2.88	5
Parents of Eighth-graders	25	24.5	47	46.1	27	26.5	2	1.9	2.94	4
Parents of Ninth-graders	15	15.0	51	51.0	33	33.0	1	1.0	2.80	6
Average Mean Score									2.95	

Parents of eighth-graders, with a mean score of 2.94, were highest among the parent groups. For this group, twenty-five parents (24.5 per cent) strongly agreed with the statement, forty-seven (46.1 per cent) agreed, twenty-seven (26.5 per cent) disagreed, and two parents (1.9 per cent) strongly disagreed.

Fifteen parents (15.0 per cent) of ninth-graders strongly agreed with the statement, fifty-one (51.0 per cent) agreed, thirty-three (33.0 per cent)

disagreed, while only one (1.0 per cent) strongly disagreed. Their mean score of 2.80 ranked them the lowest of the six groups who completed the questionnaire.

All of the groups registered mean scores which fell in the positive attitude category, with the average mean response as 2.95. This indicated that the groups supported having physical education uniforms cleaned every week.

Some physical education should
be required each year of
junior high school

Responses to this statement are expressed in Table 34.

The highest mean score for the statement, 3.23, was registered by the ninth-graders. Fifty-eight students (43.6 per cent) strongly agreed, fifty-one (38.4 per cent) agreed, twenty (15.0 per cent) disagreed, and four students (3.0 per cent) strongly disagreed.

The next best mean score, and the highest recorded by the parent groups, came from the parents of eighth-graders. Their mean score of 3.17 was the result of having twenty-three (22.6 per cent) who strongly agreed, seventy-four (72.5 per cent) who agreed, four (3.9 per cent) who disagreed, and one (1.0 per cent) who strongly disagreed.

Eighth-graders, with a mean score of 3.04, showed the lowest mean response of the six groups. Forty-six (36.2 per cent) strongly agreed with the statement, fifty (39.4 per cent) agreed, nineteen (14.9 per cent) disagreed, while eleven (8.7 per cent) strongly disagreed.

TABLE 34

SOME PHYSICAL EDUCATION SHOULD BE REQUIRED
EACH YEAR OF JUNIOR HIGH SCHOOL

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	58	33.3	88	50.6	16	9.2	11	6.3	3.12	3
Eighth-graders	46	36.2	50	39.4	19	14.9	11	8.7	3.04	6
Ninth-graders	58	43.6	51	38.4	20	15.0	4	3.0	3.23	1
Parents of Seventh-graders	30	19.8	109	72.2	8	5.3	1	0.7	3.11	4
Parents of Eighth-graders	23	22.6	74	72.5	4	3.9	1	1.0	3.17	2
Parents of Ninth-graders	14	14.0	81	81.0	3	3.0	1	1.0	3.09	5
Average Mean Score									3.13	

Each of the individual groups had mean scores of over 3.00, which placed them well into the positive attitude category. The average mean score figured out at 3.13. This indicated that the groups favored requiring some physical education each year of junior high school.

Athletics provide an important part
of the total school program at
Logan Junior High

Table 35 shows the responses to this statement.

TABLE 35

ATHLETICS PROVIDE AN IMPORTANT PART OF THE TOTAL
SCHOOL PROGRAM AT LOGAN JUNIOR HIGH

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	60	34.5	96	55.2	12	6.9	3	1.7	3.25	3
Eighth-graders	56	44.1	62	48.8	6	4.7	2	1.6	3.37	1
Ninth-graders	56	42.1	66	49.7	10	7.5	1	0.7	3.33	2
Parents of Seventh-graders	41	27.1	85	56.3	11	7.3	12	8.0	3.02	6
Parents of Eighth-graders	25	24.5	59	57.8	7	6.9	7	6.0	3.04	4
Parents of Ninth-graders	24	24.0	58	58.0	9	9.0	6	6.0	3.03	5
Average Mean Score									3.18	

The three highest mean scores came from the student groups. Eighth-graders, with a mean response of 3.37, were the most positive toward the

statement. They were followed in order by ninth-graders, and then the seventh-graders with mean scores of 3.33 and 3.25 respectively.

Fifty-six (44.1 per cent) of the eighth-graders strongly agreed with the statement, sixty-two (48.8 per cent) agreed, six (4.7 per cent) disagreed, and two (1.6 per cent) strongly disagreed.

The responses of the ninth-grade class indicated that fifty-six (42.1 per cent) strongly agreed, sixty-six (49.7 per cent) agreed, ten (7.5 per cent) disagreed, and only one (0.7 per cent) strongly disagreed.

Parents of eighth-graders had the highest mean score of the three parent groups. Twenty-five parents (24.5 per cent) strongly agreed with the statement, fifty-nine (57.8 per cent) agreed, seven (6.9 per cent) disagreed, and seven (6.9 per cent) strongly disagreed. Their mean score was 3.04.

The lowest mean score, 3.02, was recorded by the parents of seventh-graders. Forty-one (27.1 per cent) strongly agreed, eighty-five (56.3 per cent) agreed, eleven (7.3 per cent) disagreed, and twelve (8.0 per cent) strongly disagreed with the statement.

All of the individual mean scores, as well as the average mean response of 3.18, fell in the positive attitude category. This showed that the groups believed athletics do provide an important part of the total school program.

Social dancing should be included in
the physical education program

Responses to this statement are shown in Table 36.

TABLE 36

SOCIAL DANCING SHOULD BE INCLUDED IN THE
PHYSICAL EDUCATION PROGRAM

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	16	9.2	38	21.9	75	43.1	42	24.1	2.17	4
Eighth-graders	8	6.3	36	28.3	33	26.0	49	38.6	2.02	6
Ninth-graders	6	4.5	29	21.8	66	49.6	30	22.6	2.08	5
Parents of Seventh-graders	10	6.6	70	46.3	57	37.8	13	8.6	2.51	2
Parents of Eighth-graders	5	4.9	55	53.9	33	32.3	7	6.9	2.58	1
Parents of Ninth-graders	7	7.0	42	42.0	39	39.0	12	12.0	2.44	3
Average Mean Score									2.28	

For this statement, the parent groups ranked one-two-three as determined by their mean scores. The parents of eighth-graders had the highest mean response, followed in order by the parents of seventh-graders, and then the parents of the ninth-grade class.

Five parents (4.9 per cent) of eighth-graders strongly agreed with the statement, fifty-five (53.9 per cent) agreed, thirty-three (32.3 per cent) disagreed, and seven (6.9 per cent) strongly disagreed. Their mean score was 2.58.

Parents of seventh-graders had ten (6.6 per cent) who strongly agreed, seventy (46.3 per cent) who agreed, fifty-seven (37.8 per cent) who disagreed, and thirteen (8.6 per cent) who strongly disagreed with the statement. The group's mean score of 2.51 was barely within the positive attitude category.

The best mean response from the student groups was the 2.17 which came from the seventh-graders. Sixteen students (9.2 per cent) strongly agreed, thirty-eight (21.9 per cent) agreed, while seventy-five (43.1 per cent) disagreed, and forty-two (24.1 per cent) strongly disagreed with the statement.

Eighth-graders had the lowest mean score, 2.02. This was the result of having eight (6.3 per cent) strongly agree with the statement, thirty-six (28.3 per cent) agree, thirty-three (26.0 per cent) disagree, and forty-nine (38.6 per cent) strongly disagree.

Of the six groups, only two accumulated mean scores that indicated a positive attitude toward the statement. Four of the groups showed a negative attitude, as did the average mean response of 2.28. This denoted that many of those polled, especially the students, did not favor including social dance in the physical education program.

Much time should be spent in individual sports such as tennis, golf, swimming, etc.

Table 37 lists the responses for this statement. The three highest mean scores came from the student groups. Seventh-graders, with a mean response of 3.13, ranked number one, followed in order by eighth-graders and the ninth-graders with mean scores of 3.02 and 2.95 respectively.

TABLE 37

MUCH TIME SHOULD BE SPENT ON INDIVIDUAL SPORTS
SUCH AS TENNIS, GOLF, SWIMMING, ETC.

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	57	32.7	80	46.0	27	15.5	4	2.3	3.13	1
Eighth-graders	46	36.2	47	37.0	23	18.1	10	7.9	3.02	2
Ninth-graders	32	24.1	68	51.1	27	20.3	6	4.5	2.95	3
Parents of Seventh-graders	18	11.9	96	63.6	30	19.9	3	2.0	2.84	5
Parents of Eighth-graders	13	12.7	64	62.7	22	21.6	2	2.0	2.87	4
Parents of Ninth-graders	10	10.0	61	61.0	24	24.0	4	4.0	2.78	6
Average Mean Score									2.95	

Fifty-seven (32.7 per cent) of the seventh-graders strongly agreed with this statement, eighty (46.0 per cent) agreed, twenty-seven (15.5 per cent) disagreed, and four (2.3 per cent) strongly disagreed. By comparison, the responses of the eighth-graders indicated that forty-six (36.2 per cent) strongly agreed, forty-seven (37.0 per cent) agreed, twenty-three (18.1 per cent) disagreed, and ten (7.9 per cent) strongly disagreed.

The highest mean score from the parent groups was recorded by the parents of eighth-graders. Thirteen parents (12.7 per cent) strongly agreed with the statement, sixty-four (62.7 per cent) agreed, twenty-two (21.6 per cent) disagreed, while only two (2.0 per cent) strongly disagreed. Their mean score was 2.87.

Parents of ninth-graders had the lowest mean score of the six groups, 2.78. Ten (10.0 per cent) strongly agreed, sixty-one (61.0 per cent) agreed, twenty-four (24.0 per cent) disagreed, and four (4.0 per cent) strongly disagreed with the statement.

All six of the individual mean scores demonstrated a positive attitude toward the statement, with 2.95 as the average mean response. This showed support for individual sports in the physical education curriculum.

Summary of Those Statements in Part II
Administered to Students and Parents

This section is an overview of the first fourteen statements included in Part II of the questionnaire.

The parent groups posted the three highest average mean scores for the fourteen statements which evaluated certain aspects of the existing program at Logan Junior High. Parents of seventh-graders, with an average mean score of 2.95, ranked first. They were closely followed by the parents of eighth-graders, and then the parents of ninth-graders with average mean scores of 2.94 and 2.92 respectively.

Seventh-graders had the highest average mean score of the student groups, 2.80. They were followed in order by the ninth-graders, 2.77, and then the eighth-graders with a score of 2.73.

All six groups had average mean scores that fell in the positive attitude category. This displayed a favorable attitude toward physical education and the physical education program at Logan Junior High School.

Average mean of the first fourteen statements in Part II for each of the six groups

The average mean scores for this section of Part II are displayed in Table 38.

TABLE 38

AVERAGE MEAN OF THE FIRST FOURTEEN STATEMENTS IN
PART II FOR EACH OF THE SIX GROUPS

Group	Average Mean Score	Rank
Seventh-graders	2.80	4
Eighth-graders	2.73	6
Ninth-graders	2.77	5
Parents of Seventh-graders	2.95	1
Parents of Eighth-graders	2.94	2
Parents of Ninth-graders	2.92	3
Average of the Average Mean Scores	2.85	

The statement "Students should not be required to shower after physical education classes" had the highest average mean score of any of the individual statements in Part II included on the questionnaires of both the students and parents. The next highest average mean score was for the statement "Students should participate in some type of warm-up activity before beginning vigorous physical activity."

The statement "Junior high school age students are not physically mature enough to participate in tackle football" had the lowest average mean score of any of the fourteen statements. The second lowest mean score was for the statement "Social dancing should be included in the physical education program."

Student Attitudes Toward the Existing Program
at Logan Junior High School

The following statements from Part II were only included in the questionnaire constructed for student response. The statements pertained to specific items about physical education at Logan Junior High that the investigator believed should only be answered by students since parents did not have firsthand knowledge about these aspects of the program.

Seven to eight minutes is enough time
for students to shower and dress after
their physical education class

Table 39 shows the responses for this statement. Seventh-graders, with a mean score of 2.85, ranked number one. Thirty-two (18.4 per cent) strongly agreed with the statement, ninety-six (55.2 per cent) agreed, twenty-eight (16.1 per cent) disagreed, and fifteen (8.6 per cent) strongly disagreed.

TABLE 39

SEVEN TO EIGHT MINUTES IS ENOUGH TIME FOR STUDENTS TO
SHOWER AND DRESS AFTER THEIR
PHYSICAL EDUCATION CLASS

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	32	18.4	96	55.2	28	16.1	15	8.6	2.85	1
Eighth-graders	23	18.1	51	40.1	25	19.7	27	21.3	2.56	3
Ninth-graders	22	16.5	75	56.4	22	16.5	14	10.6	2.79	2
Average Mean Score									2.74	

Ninth-graders, with a mean score of 2.79, ranked right behind the seventh-graders. Twenty-two students (16.5 per cent) strongly agreed with the statement, seventy-five (56.4 per cent) agreed, twenty-two (16.5 per cent) disagreed, while only fourteen (10.6 per cent) strongly disagreed.

The lowest mean score, 2.56, came from the eighth-graders. They had twenty-three (18.1 per cent) who strongly agreed, fifty-one (40.1 per cent) who agreed, twenty-five (19.7 per cent) who disagreed, and twenty-seven (21.3 per cent) who strongly disagreed with the statement.

All three mean scores, as well as the average mean response of 2.74, indicated a positive attitude toward the statement. The responses showed that the majority of students had enough time to shower and dress after class.

The laundry service at our school
is adequate

Responses to this statement are shown in Table 40. Thirty-seven (27.8 per cent) of the ninth-graders strongly agreed with the statement, seventy-seven (57.9 per cent) agreed, fourteen (10.5 per cent) disagreed, and five (3.8 per cent) strongly disagreed. Their mean score of 3.10 was the highest of the three groups surveyed.

Seventh-graders accumulated the second highest mean score for this statement, 3.00. Of this group, twenty-nine (16.7 per cent) strongly agreed, 116 (66.6 per cent) agreed, twenty-one (12.1 per cent) disagreed, and four (2.3 per cent) strongly disagreed.

Twenty-eight (22.0 per cent) of the eighth-graders strongly agreed with the statement, sixty-seven (52.8 per cent) agreed, eighteen (14.2 per cent) disagreed, and twelve (9.4 per cent) strongly disagreed. Their mean score of 2.89 was the lowest recorded by any of the groups.

TABLE 40

THE LAUNDRY SERVICE AT OUR SCHOOL IS ADEQUATE

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	29	16.7	116	66.6	21	12.1	4	2.3	3.00	2
Eighth- graders	28	22.0	67	52.8	18	14.2	12	9.4	2.89	3
Ninth- graders	37	27.8	77	57.9	14	10.5	5	3.8	3.10	1
Average Mean Score									3.00	

Each of the individual mean scores fell in the positive attitude category. This showed that most students were satisfied with the laundry service. The average mean score was 3.00.

The condition of our playfields
needs to be improved

Responses to this statement about the condition of the playfields are indicated in Table 41.

Eighth-graders had the highest mean score for this statement, 2.85. Thirty-seven students (29.1 per cent) strongly agreed with this statement, forty-one (32.3 per cent) agreed, thirty-six (28.3 per cent) disagreed, and ten (7.9 per cent) strongly disagreed.

TABLE 41

THE CONDITION OF OUR PLAYFIELDS NEEDS TO BE IMPROVED

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	33	19.0	79	45.4	51	29.3	7	4.0	2.81	3
Eighth- graders	37	29.1	41	32.3	36	28.3	10	7.9	2.85	1
Ninth- graders	31	23.3	53	39.9	41	30.8	7	5.3	2.82	2
Average Mean Score									2.82	

The second highest mean response, 2.82, came from the ninth-graders. They had thirty-one (23.3 per cent) who strongly agreed with the statement, fifty-three (39.9 per cent) who agreed, forty-one (30.8 per cent) who disagreed, and seven (5.3 per cent) who strongly disagreed.

Thirty-three (19.0 per cent) of the seventh-graders voiced strong agreement with the statement, seventy-nine (45.4 per cent) agreed, fifty-one (29.3 per cent) disagreed, and seven (4.0 per cent) strongly disagreed. Their mean score of 2.81 was the lowest of the three groups.

The three groups all had mean scores that fell in the positive attitude category, as did the average mean response of 2.82. This demonstrated that the groups were in favor of upgrading the condition of the playfields.

The intramural program offers enough variety that everyone can find an activity in which to participate

The responses to this statement pertaining to the variety of activities in the intramural program are displayed in Table 42.

TABLE 42

THE INTRAMURAL PROGRAM OFFERS ENOUGH VARIETY THAT EVERYONE CAN FIND AN ACTIVITY IN WHICH TO PARTICIPATE

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	40	23.0	92	52.9	27	15.5	12	6.9	2.94	1
Eighth-graders	22	17.3	73	57.5	18	14.2	13	10.2	2.83	3
Ninth-graders	29	21.8	73	54.9	24	18.0	7	5.3	2.94	1
Average Mean Score									2.90	

Seventh-graders and ninth-graders both registered mean scores of 2.94. Forty seventh-graders (23.0 per cent) strongly agreed with the statement, ninety-two (52.9 per cent) agreed, twenty-seven (15.5 per cent) disagreed, and twelve (6.9 per cent) strongly disagreed. For the ninth-graders, twenty-nine (21.8 per cent) strongly agreed, seventy-three (54.9 per cent) agreed, twenty-four (18.0 per cent) disagreed, and seven (5.3 per cent) strongly disagreed.

The highest mean score for this statement, 2.53, came from the ninth-graders. They had nineteen (14.3 per cent) strongly agree with the statement, forty-six (34.6 per cent) agree, fifty-five (41.3 per cent) disagree, and thirteen (9.8 per cent) strongly disagree.

Eighth-graders had the second highest mean response, 2.43. Eighteen students (14.2 per cent) strongly agreed, thirty-five (27.5 per cent) agreed, fifty-five (43.3 per cent) disagreed, and seventeen (13.4 per cent) strongly disagreed with the statement.

The lowest mean score, 2.21, came from the seventh-graders. This was the result of having nine students (5.2 per cent) who strongly agreed with the statement, forty-five (25.8 per cent) who agreed, eighty-eight (50.6 per cent) who disagreed, and twenty-eight (16.1 per cent) who strongly disagreed.

The mean score of the ninth-grade boys fell within the positive attitude category. The other two groups, as well as the average mean score of 2.38, showed a negative attitude toward the statement. The responses indicated that the majority of students were satisfied with the size of their physical education classes.

Enough time is allowed to get dressed for physical education class before roll call is taken

Responses to this statement are displayed in Table 44.

Ninth-graders, with a mean score of 3.03, ranked number one in support of this statement. Their responses showed that thirty-five (26.3 per cent)

TABLE 44

ENOUGH TIME IS ALLOWED TO GET DRESSED FOR PHYSICAL
EDUCATION CLASS BEFORE ROLL CALL IS TAKEN

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	30	17.3	99	56.9	27	15.5	15	8.6	2.84	2
Eighth- graders	25	19.7	48	37.8	32	25.2	21	16.5	2.61	3
Ninth- graders	35	26.3	74	55.6	17	12.8	7	5.3	3.03	1
Average Mean Score									2.83	

voiced strong agreement with the statement, seventy-four (55.6 per cent) agreed, seventeen (12.8 per cent) disagreed, and only seven (5.3 per cent) strongly disagreed.

Seventh-graders ranked second with a mean score of 2.84 for the statement. Thirty (17.3 per cent) strongly agreed, ninety-nine (56.9 per cent) agreed, twenty-seven (15.5 per cent) disagreed, and fifteen (8.6 per cent) strongly disagreed.

The lowest mean score, 2.61, came from the eighth-graders. Twenty-five students (19.7 per cent) strongly agreed with the statement, forty-eight (37.8 per cent) agreed, thirty-two (25.2 per cent) disagreed, and twenty-two (16.5 per cent) strongly disagreed.

The means of all three groups fell in the positive attitude category, with 2.83 as the average mean score. This demonstrated that most students believed they had sufficient time to dress for class.

Better showers would be taken after physical education classes if more time was allowed

Table 45 presents the responses for this statement about the amount of time allowed for showering.

TABLE 45

BETTER SHOWERS WOULD BE TAKEN AFTER PHYSICAL EDUCATION CLASSES IF MORE TIME WAS ALLOWED

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh-graders	39	22.4	88	50.6	35	20.1	9	5.2	2.92	1
Eighth-graders	41	32.3	45	35.4	27	21.3	13	10.2	2.90	3
Ninth-graders	38	28.5	55	41.4	31	23.3	9	6.8	2.92	1
Average Mean Score									2.92	

Both the seventh and ninth-graders showed mean scores of 2.92 for this statement. Seventh-graders had thirty-nine (22.4 per cent) strongly agree, eighty-eight (50.6 per cent) agree, thirty-five (20.1 per cent) disagree, and nine

(5.2 per cent) strongly disagree. In comparison, thirty-eight ninth-graders (28.5 per cent) strongly agreed, fifty-five (41.4 per cent) agreed, thirty-one (23.3 per cent) disagreed, and nine (6.8 per cent) strongly disagreed.

Eighth-graders, with a mean score of 2.90, ranked slightly behind the two leaders. Forty-one eighth-grade boys (32.3 per cent) strongly agreed with the statement, forty-five (35.4 per cent) agreed, twenty-seven (21.3 per cent) disagreed, and thirteen (10.2 per cent) strongly disagreed.

Each of the mean scores indicated a positive attitude toward the statement. The average mean score for the three groups was 2.92. This showed that many of the boys were in favor of more time so they could take better showers.

More time during physical education classes should be spent on skill instruction

Responses to this statement are shown in Table 46.

For this statement, the seventh-graders recorded the highest mean score, 2.65. Twenty-seven (15.5 per cent) of them strongly agreed with the statement, seventy (40.2 per cent) agreed, fifty-six (32.2 per cent) disagreed, and fifteen (8.6 per cent) strongly disagreed.

The mean score of 2.58 posted by the ninth-graders was the second highest response toward the statement. Thirteen boys (9.8 per cent) strongly agreed, sixty-one (45.8 per cent) agreed, forty-nine (36.9 per cent) disagreed, and ten (7.5 per cent) strongly disagreed.

TABLE 46

MORE TIME DURING PHYSICAL EDUCATION CLASSES
SHOULD BE SPENT ON SKILL INSTRUCTION

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Rank
	No.	%	No.	%	No.	%	No.	%		
Seventh- graders	27	15.5	70	40.2	56	32.2	15	8.6	2.65	1
Eighth- graders	20	15.7	39	30.7	46	36.2	20	15.7	2.47	3
Ninth- graders	13	9.8	61	45.8	49	36.9	10	7.5	2.58	2
Average Mean Score									2.58	

Eighth-graders had the lowest mean score of the three groups. Twenty (15.7 per cent) strongly agreed, thirty-nine (30.7 per cent) agreed, forty-six (36.2 per cent) disagreed, and twenty (15.7 per cent) strongly disagreed with the statement. This made their mean score 2.47.

Two of the mean scores fell in the positive attitude category, as did the average mean response of 2.58. One group, however, indicated a negative attitude. As a whole, the students favored more time spent on skill instruction.

Summary of Those Statements in Part II

Administered Only to Students

This section is an overview of the last eight statements of Part II which were only included in the questionnaire administered to the students.

Average mean for those statements in
Part II which were only administered
to the student groups

The average mean scores for the last eight statements in Part II are shown in Table 47.

TABLE 47

AVERAGE MEAN FOR THOSE STATEMENTS IN PART II WHICH
WERE ONLY ADMINISTERED TO THE STUDENT GROUPS

Group	Average Mean Score	Rank
Seventh-graders	2.78	2
Eighth-graders	2.69	3
Ninth-graders	2.84	1
Average of the Average Mean Scores	2.77	

Ninth-graders, with an average mean score of 2.84 for the eight statements, ranked number one. They were followed by the seventh-graders, with an average mean score of 2.78, and then the eighth-graders, with an average mean score of 2.69. The average mean scores for the three groups showed a positive attitude toward the existing physical education program at Logan Junior High School.

The statement "The laundry service at our school is adequate" had the highest average mean score of any of the individual statements included in this section of Part II. The next highest average mean score was for the statement

"Better showers would be taken after physical education classes if more time was allowed."

The statement "Our physical education classes are too large" had the lowest average mean score of any of the eight statements. The second lowest mean score was for the statement "More time during physical education classes should be spent on skill instruction."

Information on Intramurals, Grading, and Physical Education
at Logan Junior High School

Which of the following two methods of grading do you prefer for physical education

Responses to this question are shown in Table 48.

TABLE 48
WHICH OF THE FOLLOWING TWO METHODS OF GRADING
DO YOU PREFER FOR PHYSICAL EDUCATION

Group	A-B-C-D-F		S-U-F	
	No.	%	No.	%
Seventh-graders	55	31.6	111	63.8
Eighth-graders	41	32.3	78	61.4
Ninth-graders	53	39.8	79	59.4
Parents of Seventh-graders	37	24.5	113	74.8
Parents of Eighth-graders	27	26.5	74	72.5
Parents of Ninth-graders	26	26.0	72	72.0
All Groups	239	30.4	527	67.0

Although all six groups favored the Satisfactory-Unsatisfactory-Failing method of grading for physical education, the three parent groups were the strongest supporters of this method. Parents of seventh-graders were the strongest supporters as 113 (74.8 per cent) of them voted for this method. They were followed in order by the parents of eighth-graders with seventy-four (72.5 per cent), and then the parents of ninth-graders with seventy-two (72.0 per cent) who favored this method.

Ninth-graders had the largest number of responses favoring the traditional A-B-C-D-F method of grading. Fifty-three students (39.8 per cent) stated that they preferred this method. Eighth-graders, with forty-one (32.3 per cent) in favor, ranked second, and the seventh-graders, fifty-five (31.6 per cent), placed third.

For the six groups combined, 239 students and parents (30.4 per cent) displayed favoritism toward the traditional A-B-C-D-F method of grading. On the other hand, 527 students and parents (67.0 per cent) stated that they preferred the Satisfactory-Unsatisfactory-Failing method. There were twenty-one questionnaires (2.7 per cent) tabulated that had no response for this statement.

How would you rate your present
physical condition

Table 49 displays the responses for this question to which only students responded.

Seventh-graders had the largest number of students, forty-four (25.3 per cent), who rated their physical condition as excellent. The largest response

TABLE 49

HOW WOULD YOU RATE YOUR PRESENT PHYSICAL CONDITION

Group	Excellent		Good		Fair		Poor		Very Poor	
	No.	%	No.	%	No.	%	No.	%	No.	%
Seventh- graders	44	25.3	85	48.8	40	23.0	3	1.7	1	0.6
Eighth- graders	23	18.1	78	61.4	23	18.1	0	0.0	0	0.0
Ninth- graders	27	20.3	78	58.7	24	18.0	4	3.0	0	0.0
All students	94	21.7	241	55.5	87	20.0	7	1.6	1	0.2

in the good category came from eighth-graders who had seventy-eight (61.4 per cent) rate themselves as in good condition. Forty seventh-graders (23.0 per cent) made up the largest percentage responding fair. Four ninth-graders (3.0 per cent) and three seventh-graders (1.7 per cent) were the only ones who believed they were in poor condition, while one student in the seventh-grade (0.6 per cent) was of the opinion he was in very poor physical condition.

Ninety-four (21.7 per cent) of all the students rated themselves in excellent condition, 241 (55.5 per cent) of the students said they were in good condition, eighty-seven (20.0 per cent) ranked themselves as fair, seven (1.6 per cent) believed they were poorly conditioned, and one student (0.2 per cent) stated that he was in very poor physical condition. Four students (1.0 per cent) who took the questionnaire failed to respond to this question.

How would you rate your son's
present physical condition

Responses for this question are shown in Table 50.

TABLE 50

HOW WOULD YOU RATE YOUR SON'S PRESENT PHYSICAL CONDITION

Group	Excellent		Good		Fair		Poor		Very Poor	
	No.	%	No.	%	No.	%	No.	%	No.	%
Parents of Seventh- graders	67	44.4	68	45.0	15	9.9	1	0.7	0	0.0
Parents of Eighth- graders	44	43.1	48	47.1	9	8.8	1	1.0	0	0.0
Parents of Ninth- graders	39	39.0	50	50.0	11	11.0	0	0.0	0	0.0
All Parents	150	42.5	166	47.0	35	9.9	2	0.6	0	0.0

Parents of seventh-graders recorded the largest number of responses in the excellent category. Sixty-seven (44.4 per cent) of them indicated that their sons were in excellent physical condition. Fifty (50.0 per cent), exactly half, of the parents of ninth-graders believed their sons were in good condition. Parents of ninth-graders also had the largest response in the fair category, eleven (11.0 per cent). One parent in each of the seventh and eighth-grade groups recorded a response in the poor category, but no parents in any of the three groups believed their son was in very poor physical condition.

When the groups were combined, 150 parents (42.5 per cent) rated their sons' physical condition as excellent, 166 (47.0 per cent) believed their boys to be in good condition, thirty-five (9.9 per cent) thought their sons were in fair condition, only two parents (0.6 per cent) ranked their sons as poor, while none of the parents believed their boys were in very poor physical condition.

How would you rate the present
physical education program at
Logan Junior High School

Responses to this question are displayed in Table 51. The three student groups had the largest number of responses rating the program as excellent. Seventh-graders led the way with forty-six (26.4 per cent) who indicated that Logan Junior High's physical education program was excellent.

The three parent groups registered the most responses in the good category. Parents of eighth-graders recorded the largest number with ninety-nine (67.6 per cent) falling in this area.

Eighth-graders and parents of ninth-graders, with totals of thirty-one students (24.4 per cent) and twenty parents (20.0 per cent) respectively, ranked as the two highest groups indicating the program was only fair.

Six parents (4.0 per cent) of seventh-graders, and five ninth-graders (3.8 per cent) made up the largest percentages of responses in the poor category, while seven eighth-graders (5.5 per cent) believed that the physical education program was very poor.

TABLE 51

HOW WOULD YOU RATE THE PRESENT PHYSICAL EDUCATION PROGRAM
AT LOGAN JUNIOR HIGH SCHOOL

Group	Excellent		Good		Fair		Poor		Very Poor	
	No.	%	No.	%	No.	%	No.	%	No.	%
Seventh- graders	46	26.4	93	53.5	28	16.1	3	1.7	3	1.7
Eighth- graders	19	14.9	66	52.0	31	24.4	1	0.8	7	5.5
Ninth- graders	27	20.3	78	58.6	22	16.5	5	3.8	1	0.8
Parents of Seventh- graders	19	12.6	98	64.9	26	17.2	6	4.0	2	1.3
Parents of Eighth- graders	13	12.7	69	67.6	16	15.7	1	1.0	2	2.0
Parents of Ninth- graders	11	11.0	65	65.0	20	20.0	2	2.0	1	1.0
All groups	135	17.2	469	59.6	143	18.2	17	2.2	16	2.0

For all six groups combined, 135 (17.2 per cent) rated the physical education program at Logan Junior High School as excellent, 469 (59.6 per cent) said it was good, 143 (18.2 per cent) believed it to be fair, seventeen (2.2 per cent) indicated they thought it was poor, and sixteen (2.0 per cent) rated the program as very poor. Seven questionnaires (0.8 per cent) were returned without any response.

Do you feel that the intramural program at Logan Junior High School is a worthwhile activity which should be continued

Table 52 shows the responses for this question about the value of the existing intramural program.

TABLE 52

DO YOU FEEL THAT THE INTRAMURAL PROGRAM AT
LOGAN JUNIOR HIGH SCHOOL IS A WORTHWHILE
ACTIVITY WHICH SHOULD BE CONTINUED

Group	Yes		No	
	No.	%	No.	%
Seventh-graders	165	94.8	7	4.0
Eighth-graders	113	89.0	12	9.4
Ninth-graders	125	94.0	8	6.0
Parents of Seventh-graders	139	92.1	10	6.6
Parents of Eighth-graders	93	91.2	7	6.8
Parents of Ninth-graders	95	95.0	5	5.0
All groups	730	92.8	49	6.2

Parents of ninth-graders were the strongest supporters of the intramural program. Ninety-five parents (95.0 per cent) of the 100 who responded to the question stated that they were in favor of continuing the program. They were followed closely by the seventh-graders, who had 165 (94.8 per cent) in support of intramurals.

Eighth-graders were the most negative of the six groups, although only twelve students (9.4 per cent) voted against continuing the program.

For the six groups combined, 730 students and parents (92.8 per cent) displayed support for continuing the intramural program, while forty-nine (6.2 per cent) of those surveyed opposed the activity. There were eight questionnaires (1.0 per cent) returned without any response.

I participated in the following intramural activities during the year

Student responses to this statement are shown in Table 53.

TABLE 53

I PARTICIPATED IN THE FOLLOWING INTRAMURAL
ACTIVITIES DURING THE YEAR

Activity	Seventh-graders		Eighth-graders		Ninth-graders		All Students	
	No.	%	No.	%	No.	%	No.	%
Basketball	115	66.1	97	76.4	94	70.7	306	70.5
Swimming	47	27.0	35	27.6	25	18.8	107	24.7
Volleyball	97	55.7	69	54.3	79	59.4	245	56.5
Tennis	24	13.8	32	25.2	16	12.0	72	16.6
Flag Football	99	56.9	71	55.9	85	63.9	255	58.8
Foul Shooting	55	31.6	34	26.8	38	28.6	127	29.3
Weight-lifting	14	8.0	18	14.2	12	9.0	44	10.1
Softball	40	2.3	77	60.6	Not offered		117	27.0

Basketball was the most popular activity among the seventh-graders, as 115 students (66.1 per cent) played the game. The second most popular sport for the seventh-grade boys was flag football with ninety-nine students (56.9 per cent) participating. Volleyball ranked right behind flag football in popularity as ninety-seven (55.7 per cent) of the seventh-graders engaged in the activity. Softball had the least number of participants among seventh-graders, forty students (2.3 per cent).

Eighth-graders had more students, ninety-seven (76.4 per cent), participate in basketball than in any other sport. Softball ranked second with seventy-seven (60.6 per cent) of the students taking part, and flag football was the third most popular activity, as seventy-one (55.9 per cent) of the students were on a team. Weight-lifting had the fewest eighth-grade participants, eighteen (14.2 per cent).

Basketball was the favorite activity of the ninth-graders; ninety-four students (70.7 per cent) played on a team. Flag football and volleyball were the next two sports with the most participants. Eighty-five (63.9 per cent) of the students played flag football, while seventy-nine (59.4 per cent) played volleyball. Of the activities offered to the ninth-graders, weight-lifting had the fewest entrants, twelve (9.0 per cent).

When the three classes were combined, basketball, with 306 participants, rated as the most popular activity. Flag football ranked number two and volleyball was a close third with 255 and 245 participants respectively.

Weight-lifting was the activity with the smallest number of students participating, as only forty-four entered the competition.

Student Attitudes Toward Specific Activities Taught
at Logan Junior High School

This section deals with the subjects' responses concerning their likes and dislikes of the specific activities taught in the physical education program at Logan Junior High. The responses were tabulated for each class according to four categories: Strongly Like, Like, Dislike, or Strongly Dislike. Point values of four, three, two, and one for each statement were used, with the higher value, four, representing a Strongly Like response. Points were totaled for each activity and this point score was used to rank the activities from the most liked to the least liked. In addition, total scores were determined for the three classes combined, and the activities were ranked according to their overall total point scores.

Seventh-graders' attitudes toward
specific activities taught at
Logan Junior High School

The opinions of these subjects toward the activities are expressed in Table 54. Seventh-graders indicated that basketball was the best liked of the sixteen activities listed. They had 104 students (61.2 per cent) that strongly liked the activity, fifty-three (31.2 per cent) liked it, while nine (5.3 per cent) disliked it, and four students (2.3 per cent) strongly disliked basketball. The total point score for this activity was 597.

TABLE 54

SEVENTH-GRADERS' ATTITUDES TOWARD SPECIFIC ACTIVITIES
TAUGHT AT LOGAN JUNIOR HIGH SCHOOL

Activity	Strongly Like		Like		Dislike		Strongly Dislike		Points	Rank
	No.	%	No.	%	No.	%	No.	%		
Softball	52	30.6	109	64.1	8	4.7	1	0.6	552	3
Volleyball	59	34.7	89	52.3	19	11.2	3	1.8	544	5
Tumbling & gymnastics	36	21.2	64	37.6	63	37.1	7	4.1	469	14
Basketball	104	61.2	53	31.2	9	5.3	4	2.3	597	1
Swimming	62	36.5	79	46.5	22	12.9	7	4.1	536	6
Tennis	55	32.4	73	42.9	39	22.9	3	1.8	520	7
Flag football	59	34.7	90	52.9	19	11.2	2	1.2	546	4
Soccer	54	31.8	71	41.8	42	24.7	3	1.8	516	8
Speedball	49	28.8	77	45.3	41	24.1	3	1.8	512	9
European handball	74	43.5	77	45.3	16	9.4	3	1.8	562	2
Dodgeball	25	14.7	94	55.3	43	25.3	8	4.7	476	12
Calisthenics	17	10.0	70	41.2	61	35.9	22	12.9	422	16
Color Achievement	43	25.3	74	43.5	41	24.1	12	7.1	488	10
Relays	29	17.1	82	48.2	45	26.5	14	8.2	466	15
Wrestling	43	25.2	63	37.1	52	30.6	12	7.1	477	11
Weight-lifting	38	22.4	68	40.0	50	29.4	14	8.2	470	13

European handball ranked as the next best liked activity. The total point score of 562 for this sport was the result of having seventy-four students (43.5 per cent) who strongly liked the game, seventy-seven (45.3 per cent) who liked it, sixteen (9.4 per cent) who disliked it, and three students (1.8 per cent) who strongly disliked the activity.

Softball, with a point total of 552, was the third best liked activity. Fifty-two (30.6 per cent) indicated strongly liking the sport, 109 (64.1 per cent) indicated liking the activity, eight (4.7 per cent) showed dislike, while one (0.6 per cent) strongly disliked softball.

The next two best liked activities were flag football and volleyball with total point values of 546, and 544 respectively.

The least liked activity for this group was calisthenics with a total score of 422. Seventeen students (10.0 per cent) indicated they strongly liked the activity, seventy (41.2 per cent) liked it, sixty-one (35.9 per cent) showed a dislike, and twenty-two (12.9 per cent) strongly disliked calisthenics.

Relays ranked as the second most disliked activity with a point rating of 466. Twenty-nine seventh-graders (17.1 per cent) strongly liked relays, eighty-two (48.2 per cent) liked them, forty-five (26.5 per cent) disliked them, and fourteen (8.2 per cent) strongly disliked the activity.

Eighth-graders' attitudes toward
specific activities taught at
Logan Junior High School

The opinions of eighth-graders toward the activities are shown in Table 55. Eighth-graders voted basketball as the best liked activity with a point total

TABLE 55

EIGHTH-GRADERS' ATTITUDES TOWARD SPECIFIC ACTIVITIES
 TAUGHT AT LOGAN JUNIOR HIGH SCHOOL

Activity	Strongly Like		Like		Dislike		Strongly Dislike		Points	Rank
	No.	%	No.	%	No.	%	No.	%		
Softball	46	38.7	60	50.4	9	7.6	4	3.3	386	5
Volleyball	26	21.8	69	58.0	19	16.0	5	4.2	354	8
Tumbling & gymnastics	16	13.4	46	38.7	28	23.5	29	24.4	287	13
Basketball	84	70.6	27	22.7	7	5.9	1	0.8	432	1
Swimming	38	31.9	51	42.9	19	16.0	11	9.2	354	8
Tennis	52	43.7	54	45.4	6	5.0	7	5.9	389	4
Flag football	55	46.2	52	43.7	10	8.4	2	1.7	398	2
Soccer	48	40.3	51	42.9	18	15.1	2	1.7	383	6
Speedball	49	41.2	49	41.2	19	16.0	2	1.7	383	6
European handball	68	57.1	26	21.8	16	13.4	9	7.6	391	3
Dodgeball	33	27.7	43	36.1	33	27.7	10	8.4	337	10
Calisthenics	14	11.8	39	32.8	38	31.9	28	23.5	277	15
Color Achievement	15	12.6	33	27.7	40	33.5	31	26.1	270	16
Relays	12	10.1	40	33.6	46	38.7	21	17.6	281	14
Wrestling	22	18.5	45	37.8	38	31.9	14	11.8	313	12
Weight-lifting	25	21.0	46	38.7	33	27.7	15	12.6	319	11

of 432. Eighty-four (70.6 per cent) stated that they strongly liked basketball, twenty-seven (22.7 per cent) indicated that they liked the game, seven students (5.9 per cent) expressed dislike, and one (0.8 per cent) voiced strong dislike for the activity.

Flag football was ranked next with 398 points. Fifty-five students (46.2 per cent) strongly liked the activity, fifty-two (43.7 per cent) liked the sport, ten (8.4 per cent) disliked flag football, and two students (1.7 per cent) strongly disliked the game.

The third best liked activity was European handball. Sixty-eight students (57.1 per cent) indicated that they strongly liked the game, twenty-six (21.8 per cent) liked it, sixteen (13.4 per cent) stated a dislike, and nine students (7.6 per cent) strongly disliked the activity. European handball had a point total of 391. This was slightly better than 389 and 386 which were the point totals of the next two highest activities, tennis and softball respectively.

The least liked activity, with a point total of 270, was the Color Achievement Program. Fifteen (12.6 per cent) indicated a strong liking for this activity, thirty-three (27.7 per cent) liked it, forty (33.6 per cent) indicated a dislike, and thirty-one (26.1 per cent) strongly disliked the activity.

Calisthenics ranked as the second most disliked activity with a point rating of 277. Fourteen students (11.8 per cent) indicated a strong liking for the activity, thirty-nine (32.8 per cent) reported they liked this activity, thirty-eight (31.9 per cent) expressed a dislike, and twenty-eight (23.5 per cent) stated they strongly disliked the activity.

Ninth-graders' attitudes toward
specific activities taught at
Logan Junior High School

Table 56 displays the opinions of ninth-graders toward the activities.

Ninth-graders liked basketball the best of all the activities giving it a point total of 452. Eighty-six students (67.7 per cent) strongly liked the game, thirty (23.6 per cent) indicated they liked basketball, seven (5.5 per cent) indicated a dislike, and four (3.1 per cent) stated they strongly disliked the sport.

Flag football was ranked next with a point score of 436. Seventy-one (55.9 per cent) strongly liked this activity, forty-three (33.9 per cent) liked it, ten (7.9 per cent) disliked it, while only three (2.4 per cent) strongly disliked flag football.

The third best liked activity was softball. Sixty-one (48.0 per cent) of the students strongly liked this activity, fifty-nine (46.5 per cent) indicated liking softball, six (4.7 per cent) showed a dislike, while one student (0.8 per cent) strongly disliked the activity. The point total for this sport was 434.

The next two best liked activities were weight-lifting with a point total of 431, and then European handball with a point total of 422.

Relays, with a point score of 282, ranked as the least liked activity. Eleven ninth-grade boys (8.7 per cent) strongly liked relays, thirty-five (27.6 per cent) indicated a liking, fifty-two (40.9 per cent) showed a dislike, and twenty-nine (22.8 per cent) strongly disliked the activity.

TABLE 56

NINTH-GRADERS' ATTITUDES TOWARD SPECIFIC ACTIVITIES
 TAUGHT AT LOGAN JUNIOR HIGH SCHOOL

Activity	Strongly Like		Like		Dislike		Strongly Dislike		Points	Rank
	No.	%	No.	%	No.	%	No.	%		
Softball	61	48.0	59	46.5	6	4.7	1	0.8	434	3
Volleyball	27	21.3	79	62.2	16	12.6	5	3.9	382	10
Tumbling & gymnastics	14	11.0	35	27.6	54	42.5	24	18.9	293	14
Basketball	86	67.7	30	23.6	7	5.5	4	3.1	452	1
Swimming	36	28.3	65	51.2	23	18.1	3	2.4	388	9
Tennis	52	40.9	53	41.7	18	14.2	4	3.1	407	8
Flag football	71	55.9	43	33.9	10	7.9	3	2.4	436	2
Soccer	53	41.7	60	47.2	12	9.4	2	1.6	418	6
Speedball	50	39.4	59	46.5	18	14.2	0	0.0	413	7
European handball	71	55.9	35	27.6	12	9.4	9	7.1	422	5
Dodgeball	23	18.1	73	57.5	23	18.1	8	6.3	365	11
Calisthenics	17	13.4	42	33.1	49	38.6	19	15.0	311	13
Color Achievement	13	10.2	36	28.3	48	37.8	30	23.6	286	15
Relays	11	8.7	35	27.6	52	40.9	28	22.8	282	16
Wrestling	32	25.2	45	35.4	31	24.4	19	15.0	344	12
Weight-lifting	40	31.5	53	41.7	26	20.5	8	6.3	431	4

Color Achievement ranked as the second most disliked activity with a point total of 286. Thirteen ninth-graders (10.2 per cent) strongly liked this part of the program, thirty-six (28.3 per cent) stated they liked it, forty-eight (37.8 per cent) expressed dislike, and thirty (23.6 per cent) indicated they strongly disliked the Color Achievement Program.

All students' attitudes toward
specific activities taught at
Logan Junior High School

The combined opinions of the three grades toward the activities are shown in Table 57. Basketball ranked as the most liked activity since all three grades rated it as their favorite sport. The combined point total of 1481 for the activity was more than a hundred points higher than the next best liked activity, flag football.

The next three best liked activities and their point totals were: European handball, 1375; softball, 1372; and soccer, 1317.

The least liked of the activities was calisthenics with a total score of 1010. Relays, with 1029 total points, ranked as the second least liked activity, followed in order by Color Achievement, 1044 points, tumbling and gymnastics, 1049 points, and wrestling, 1134 points.

Undirected Responses

Space was provided in the questionnaire for comments or suggestions from those taking the inventory about the existing physical education program at

TABLE 57

ALL STUDENTS' ATTITUDES TOWARD SPECIFIC ACTIVITIES
TAUGHT AT LOGAN JUNIOR HIGH SCHOOL

Activity	Total Points	Rank
Softball	1372	4
Volleyball	1280	8
Tumbling & gymnastics	1049	13
Basketball	1481	1
Swimming	1278	9
Tennis	1316	6
Flag football	1380	2
Soccer	1317	5
Speedball	1308	7
European handball	1375	3
Dodgeball	1178	11
Calisthenics	1010	16
Color Achievement	1044	14
Relays	1029	15
Wrestling	1134	12
Weight-lifting	1220	10

Logan Junior High School. Some of the comments were favorable while others were negative toward the program. Some of the suggestions that appeared are listed here.

Favorable comments

"This is an important class and it's good as it is." It may be noted that twenty questionnaires were returned that had comments very similar to this one.

"The intramural program is good."

"We need longer physical education periods."

Unfavorable comments

"This should not be a required class."

"More time should be spent on skill instruction."

"Need a larger variety of activities."

"Some of your activities are too rough for the kids."

"Your grading system is unfair."

"Should have more leniency for students to be excused from class."

"Improve the quality of teachers by getting some from outside Utah."

"Need to supervise the activities closer."

"Floors and showers aren't clean enough."

"There is not enough done to prevent theft in the dressing room."

"We shouldn't have to run so much."

Controversial comments

"We should have tackle football." It may be noted that thirty-three subjects expressed very similar views.

"Should have more lifetime sports." It may be noted that thirteen questionnaires were returned with comments similar to this one.

"Students should not be required to participate in all activities."

"Intramurals and athletics should be during school time."

"More competition with other schools is needed."

CHAPTER V
SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

In this study, an attempt was made to determine the attitudes of seventh, eighth, and ninth-grade boys along with their parents toward physical education in general and the physical education and intramural programs at Logan Junior High School. The questionnaire method was selected to obtain the desired data. Part I of the questionnaire contained selected statements from the Wear Attitude Inventory; Part II of the questionnaire contained statements about physical education and the existing physical education program at Logan Junior High; Part III contained statements and questions pertaining to grading, intramurals, physical conditioning, and the existing physical education program at the school; Part IV was an analysis of student attitudes toward the activities included in the existing physical education curriculum of Logan Junior High. The instrument was administered to 174 seventh-graders, 151 eighth-graders, and 133 ninth-graders, and to the parents of these three student groups. Each student and parent completing the questionnaire was urged to answer every statement and to give an honest response.

The statements in Part I and Part II were treated individually, and the number and per cent responding to each statement were used in analyzing the data. Those taking the inventory were given four possible responses for each

statement: Strongly Agree, Agree, Disagree, or Strongly Disagree. Point values were assigned to the four methods of response for each statement, with the higher point value, four, being given to the response most favorable toward physical education. Mean scores were tabulated for each statement using the 4-3-2-1 scoring system. A scale was established to categorize the mean scores into attitudes toward physical education.

In Part III the individual statements were analyzed according to the number and per cent responding to each statement. An evaluation of the activities in the physical education program was made in Part IV, and the activities were ranked on the basis of total point scores from most liked to least liked.

Findings

1. Ninth-grade students had a more favorable attitude toward physical education than the seventh or eighth-graders.
2. Seventh-graders showed the least favorable attitude of the three student groups toward physical education.
3. Parents of eighth-graders held a more favorable attitude toward physical education than the parents of seventh or ninth-graders.
4. Parents of ninth-graders had the least favorable attitude of the three parent groups toward physical education.
5. The three combined parent groups demonstrated a more favorable attitude toward physical education than did the three combined student groups.

6. All six groups indicated a positive attitude toward physical education.
7. Ninth-graders had the most favorable attitude of the three student groups toward the existing physical education program at Logan Junior High School.
8. Eighth-grade boys showed the least favorable attitude of the three student groups toward the existing physical education program at Logan Junior High School.
9. Parents of seventh-graders registered the most favorable attitude of the three parent groups toward the existing physical education program.
10. Parents of ninth-grade boys had the least favorable attitude of the three parent groups toward the existing physical education program.
11. All six groups indicated a positive attitude toward the existing physical education program.
12. Of those taking the inventory, 62 per cent of the students and 73 per cent of the parents favored the Satisfactory-Unsatisfactory-Failing method of grading for physical education over the A-B-C-D-F method.
13. From all of those surveyed, 21 per cent of the students and 12 per cent of the parents rated the existing physical education program at Logan Junior High as excellent.
14. From all of those surveyed, 55 per cent of the students and 66 per cent of the parents rated the existing physical education program as good.
15. Of those taking the inventory, 93 per cent of the students and 93 per cent of the parents were in favor of continuing the intramural program.

16. Basketball was indicated by all three student groups as being the most popular activity.

Conclusions

1. The boys at Logan Junior High School and their parents held favorable attitudes toward physical education in general and toward the existing physical education program at Logan Junior High; however, there are aspects of the existing program that are disturbing to the students and those responsible for the program should evaluate these student opinions carefully.
2. Students and their parents had very similar attitudes toward the majority of statements included in the questionnaire.
3. Those surveyed strongly supported the intramural program and were in favor of its continuance.
4. Students from the three classes showed a great deal of consistency in their rating of the activities included in the physical education curriculum at Logan Junior High School.

Recommendations

1. It is recommended that the intramural program be continued and expanded.
2. It is recommended that modifications be made in the present physical education program to improve student attitudes toward some of the more negative

aspects, and to insure continued support in those areas where attitudes are now positive.

3. It is recommended that attempts be made to make parents more aware of all phases of the existing physical education program, and to gain their support in promoting the importance of physical education.
4. It is recommended that studies and inquiries be made into the feasibility of starting a tackle football program.

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APPENDIXES

Appendix A:Letter to Parents and Attitude Inventory

Dear Parents:

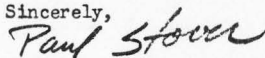
In an attempt to improve the physical education program at Logan Junior High School, and with the permission of the school administration, this questionnaire has been devised to measure your attitudes toward physical education in general and toward the existing physical education program at the school. Your co-operation is vital to the success of this endeavor. Please take a few minutes of your time to complete this survey. Have your son return the completed questionnaire to his physical education teacher as soon as possible. If you have more than one son enrolled in the junior high, only fill out a questionnaire for your youngest boy.

When the questionnaire is returned to school, it will be dropped into a ballot box by your child. Let me assure you that your answers are confidential, and that no attempt will be made to link students with questionnaires.

In order to help interpret the results of the survey, it would be of great assistance if both mother and father would work together in answering the questions. Once again, let me urge you to return your questionnaire as soon as possible.

Thank you for your time and co-operation.

Sincerely,



Paul Stover
Physical Education Instructor
Logan Junior High School

ATTITUDE INVENTORY

PLEASE DO NOT WRITE YOUR NAME ON ANY PAGE.

GRADE OF MALE STUDENT(S): ___ 7 ___ 8 ___ 9

PERSON COMPLETING FORM: ___ Father ___ Mother ___ Father & Mother

DIRECTIONS FOR PARTS I AND II. PLEASE READ CAREFULLY.

In PART I you will find some ~~statements~~ **statements** about physical education in general. In PART II you will find statements referring to the physical education, intramural, and athletic programs at Logan Junior High School. Indicate your feelings toward each statement according to the following scale:

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

Please remember that there are no right or wrong answers. This is simply a survey to determine your opinions about these statements.

DEFINITIONS:

Athletics- Competition between teams made up of chosen individuals competing against a similar team from another school.

Intramurals- Competition between teams or individuals competing against other teams or individuals from the same school.

Physical Education- A required class at Logan Junior High School which stresses the development of skills in sports and games.

PART II Continued

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
12. Athletics provide an important part of the total school program at Logan Junior High.				
13. Social dancing should be included in the physical education program.				
14. Much time should be spent on individual sports such as tennis, golf, swimming, etc.				

PLEASE CHECK TO SEE THAT YOU HAVE ANSWERED EACH QUESTION IN PART II.

PART III

DIRECTIONS: Place an (X) in the space by the answer which best applies to you.

1. Which of the following two methods of grading do you prefer for physical education.

A (Excellent)
 B (Above Average)
 C (Average)
 D (Below Average)
 F (Failing)

S (Satisfactory)
 U (Unsatisfactory)
 F (Failing)

2. How would you rate your son's present physical condition.

Excellent Good Fair Poor Very Poor

3. How would you rate the present physical education program at Logan Junior High School.

Excellent Good Fair Poor Very Poor

4. Do you feel that the intramural program at Logan Junior High School is a worthwhile activity which should be continued.

Yes No

Please feel free to write any comments or suggestions which you believe could be used to improve the existing program(s) of physical education, athletics, or intramurals at Logan Junior High School.

Appendix B:Attitude Inventory

ATTITUDE INVENTORY

PLEASE DO NOT WRITE YOUR NAME ON ANY PAGE.

GRADE (CIRCLE ONE) 7 8 9

DIRECTIONS FOR PARTS I AND II. PLEASE READ CAREFULLY.

In PART I you will find some statements about physical education in general. In PART II you will find statements referring to the physical education, intramural, and athletic programs at Logan Junior High School. Indicate your feelings toward each statement according to the following scale:

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

Please remember that this is not a test. There are no right or wrong answers. This is simply a survey to determine your opinions about these statements.

DEFINITIONS:

Athletics- Competition between teams made up of chosen individuals competing against a similar team from another school.

Intramurals- Competition between teams or individuals competing against other teams or individuals from the same school.

Physical Education- A required class at Logan Junior High School which stresses the development of skills in sports and games.

13. People get all the physical exercise they need in just taking care of their daily work.
14. All who are physically able will profit from an hour of physical education each day.
15. As far as improving health is concerned, a physical education class is a waste of time.
16. Participation in physical education class tends to develop a wholesome interest in the functioning of one's body.
17. Physical education classes provide values which are useful in other parts of daily living.
18. If I were a student, I would take physical education only if it were required.
19. The time spent in getting ready for and engaging in a physical education class could be more profitably spent in other ways.
20. Because physical skills loom large in importance in youth, it is essential that a person be helped to acquire and improve such skills.
21. There is not enough value coming from physical education to justify the time consumed.
22. For its contributions to mental and emotional well being, physical education should be included in the program of every school.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

PLEASE CHECK TO SEE THAT YOU HAVE ANSWERED EACH QUESTION IN PART I.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
12. Athletics provide an important part of the total school program at Logan Junior High.				
13. Social dancing should be included in the physical education program.				
14. More time should be spent on individual sports such as tennis, golf, swimming, etc.				
15. Seven to eight minutes is enough time for students to shower and dress after their physical education class.				
16. The laundry service at our school is adequate.				
17. The condition of our playfields needs to be improved.				
18. The intramural program offers enough variety that everyone can find an activity in which to participate.				
19. Our physical education classes are too large.				
20. Enough time is allowed to get dressed for physical education class before roll call is taken.				
21. Better showers would be taken after physical education classes if more time was allowed.				
22. More time during physical education classes should be spent on skill instruction.				

PLEASE CHECK TO SEE THAT YOU HAVE ANSWERED EACH QUESTION IN PART II.

PHYSICAL EDUCATION ATTITUDE INVENTORY

PART III

DIRECTIONS: Place an (X) in the space by the answer which best applies to you.

1. Which of the following two methods of grading do you prefer for physical education.

<input type="checkbox"/> A (Excellent)	<input type="checkbox"/> S (Satisfactory)
<input type="checkbox"/> B (Above Average)	<input type="checkbox"/> U (Unsatisfactory)
<input type="checkbox"/> C (Average)	<input type="checkbox"/> F (Failing)
<input type="checkbox"/> D (Below Average)	
<input type="checkbox"/> F (Failing)	

2. How would you rate your present physical condition.

Excellent Good Fair Poor Very Poor

3. How would you rate the present physical education program at Logan Junior High School.

Excellent Good Fair Poor Very Poor

4. Do you feel that the intramural program at Logan Junior High School is a worthwhile activity which should be continued.

Yes No

5. I participated in the following intramural activities during the year.

<input type="checkbox"/> Basketball	<input type="checkbox"/> Flag Football
<input type="checkbox"/> Swimming	<input type="checkbox"/> Foul Shooting
<input type="checkbox"/> Volleyball	<input type="checkbox"/> Weightlifting
<input type="checkbox"/> Tennis	<input type="checkbox"/> Softball

Please feel free to write any comments or suggestions which you believe could be used to improve the existing program(s) of physical education, intramurals, or athletics at Logan Junior High.

PART IV

DIRECTIONS: Below you will find a list of activities which are included in the Logan Junior High School physical education program. Please rate each one according to your enjoyment of the activity during your physical education classes.

Place an (X) in the column which indicates your feelings toward each activity listed.

	STRONGLY LIKE	LIKE	DISLIKE	STRONGLY DISLIKE
Softball				
Volleyball				
Tumbling & Gymnastics				
Basketball				
Swimming				
Tennis				
Flag Football				
Soccer				
Speedball				
European Handball				
Dodgeball				
Calisthenics				
Color Achievement				
Relays				
Wrestling				
Weight-lifting				

VITA

Paul E. Stover

Candidate for the Degree of

Master of Science

Thesis: Attitudes of Male Students and Their Parents Toward the Physical Education Program at Logan Junior High School, Logan, Utah.

Major Field: Physical Education

Biographical Information:

Personal Data: Born in Pittsburgh, Pennsylvania, January 19, 1947, son of Paul and Rosie Stover; married Kathy Ann Anderson, August 22, 1970.

Education: Attended elementary school in Twin Falls, Idaho; graduated from Twin Falls High School in 1965; received the Bachelor of Science degree from Utah State University, with a major in physical education, in 1969; attended Utah State University during summer sessions of 1969, 1971, and 1973; completed requirements for the Master of Science degree at Utah State University in 1974.

Professional Experience: 1969 to 1974, physical education instructor and coach at Logan Junior High School.

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