CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

ASSESSMENT OF PHYSICAL EDUCATION PROGRAM VALUES
AND RELATED PROGRAM SUCCESS BY
JUNIOR HIGH SCHOOL GIRLS

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts in
Physical Education
by
Catherine Leona Bennett

June, 1976
The thesis of Catherine Leona Bennett is approved:

California State University, Northridge

May, 1976
DEDICATION

This thesis is dedicated to my parents, John and Lucille Bennett, who encouraged me to attend college and instilled in me the belief that education is one road to success and achievement.
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ABSTRACT

ASSESSMENT OF PHYSICAL EDUCATION PROGRAM VALUES
AND RELATED PROGRAM SUCCESS BY
JUNIOR HIGH SCHOOL GIRLS

by
Catherine Leona Bennett
Master of Arts in Physical Education
June, 1976

The purpose of this study was to identify and examine the opinions of ninth grade girls from three differing socio-economic groups regarding the importance of selected physical education values, and to investigate the degree of program success by Physical Education in achieving these values.

The 32 values selected for inclusion in this opinionnaire were arranged according to kind into the following eight sections: 1) Physical Fitness Benefits, 2) Emotional Stability, 3) Recreational Interests, 4) Social Effectiveness, 5) Knowledges, 6) Skill Development, 7) Cultural Appreciations, and 8) Democratic Ideals.
These groups of values were selected following a review of the literature and an evaluation of the pilot study. Research studies at the high school and college levels indicated that Physical Education Programs were achieving some success with a variety of values.

The instrument used in this study was designed following a review of the literature and a preliminary investigation of student values. A maximum amount of information was obtained from the respondents by dividing the opinionnaire into three parts. Part I was designed to determine the ranking of values within each of the eight sections. Part II was designed to discover which sections of values were most important to the students. Part III was designed to determine the degree of program success of Physical Education Programs in achieving the total 32 values.

In the Spring of 1975, a pilot study was administered to 76 ninth grade girls. A representative range of skills, attitudes, and intellectual abilities was included in the group. The validity of student responses was determined to be acceptable upon evaluation of the clarity of directions, simplicity of format, and the nature and structure of the opinionnaire. Reliability was determined using a test-retest method, with a two week interval between administrations of the opinionnaire. Using the Spearman Brown formula, the reliability was determined to
be acceptably high with a positive correlation coefficient of .87.

Approval for the conduct of this investigation within the Los Angeles City Unified School District was obtained from the Committee on Research Studies, and involved approval by Principals and Department Chairpersons of schools selected for the study.

In the Spring of 1976, the designed opinionnaire was administered to 392 students from three differing socio-economic groups in the San Fernando Valley, Los Angeles County, California.

The three hypotheses tested in this study and the related findings were as indicated below:

1. The hypothesis that a significant difference exists between the low, middle, and high socio-economic groups as to mean ranking score of the 32 specific values arranged within the eight respective sections was rejected except for: value statement 9, to have fun by playing sports; value statement 12, to participate in sports for the enjoyment of leisure time; and value statement 26, to have an appreciation of the history of sport in this country.

2. The hypothesis that a significant difference exists between low, middle, and high socio-economic groups as to percentage ranking of the sections of values was
rejected, except for Section 1, Physical Fitness Benefits; and Section 3, Recreational Interests.

3. The hypothesis that a significant difference exists between low, middle, and high socio-economic groups regarding program success of Physical Education Programs was accepted for respondents whose total attitude score indicated good program success, average program success, or poor program success, and rejected for respondents whose total attitude score indicated very poor program success.

Within the scope and limitations of this study the following general conclusion may be stated: considerable agreement existed between the low, middle, and high socio-economic groups in the ranking of the 32 values. There was also indication that Physical Education is achieving some significant success in a number of value areas and that respondents expressed a generally favorable attitude regarding their physical education experiences.
CHAPTER I

INTRODUCTION

One of the vital concerns in Education is the part it may have in the formation of values by the student. Values are learned through interaction with the individual's environments which include people, places, and experiences. An important part of the student's environment is school, and educational organizations purport that experiences therein can influence and guide the student in the formation of values.

The definition of a value includes the following criteria: 1) the emotional aspect of man's nature, and 2) a judgment as to worth. As Oberteuffer and Ulrich commented, "Values are internalized feelings of worth" (23:99). John Dewey further stated,

... to value means two radically different things: to prize and to appraise; to esteem and to estimate: to find good ... and to judge it to be good. (7:354)

However a man may impose upon himself or upon others, a man's real measure of value is exhibited in what he does, not in what he consciously thinks or says. For the doing is the actual choice. It is the completed reflection. (7:380)

Physical educators have also discussed criteria for examining values. According to Davis, the following
factors are to be considered in submitting values to a test:

1. A value should cover what its name purports that it covers. That is, it should have validity and its meaning made clear.
2. A value should be felt strongly enough so that it influences what the individual does, is, or thinks. It matters, to him.
3. A value should be dependable in the sense of being consistently held, consistently operable.
4. A value should have scope enough to cover more than one detail in its object.
5. A value should promise some degree of applicability to an object.
6. A value should represent a genuine choice by the individual.
7. A value should have at least at first, some promise of longevity. (4:302-303)

Regarding value choices, there are underlying motivations which influence the selection of values by the individual. Maslow has explained a theory of human motivation based upon the gratification of a hierarchy of basic, human needs; and if these needs are not satisfied, serious somatic and psychological consequences can occur. According to Maslow, these basic needs are:

1. Physiological needs. At the lowest level are the physiological needs. Here the individual is concerned with survival, and the need for food is seen as basic to the protection of the physiological being.
2. Safety needs. At this level the individual seeks to discover ways of avoiding danger. The individual prefers the known to the unknown and finds that he must establish feelings of security before he is free to do other things.
3. Love and belonging needs. The need for affection, love, and friendship fall in this group. The individual desires to be accepted by others, and having their approval enhances his feeling of adequacy and worth.
4. Esteem needs. The need to be respected by others appears at this level. The desire to be recognized
as important is dominant, and the individual engages in activities that he hopes will lead him to situations where he can win the respect of his peers.

5. Self-actualization. This is the highest level of maturity. Here the individual is truly himself. At this level the individual develops to his full potential and becomes all that he is capable of becoming. (43:370-396)

Maslow's theory of motivation constitutes a foundation for a system of intrinsic human values, and provides a means for examining man's involvement with physical activity. As Maslow stated:

The current fashion is to treat attitudes, tastes, interests, and indeed values of any kind as if they had no determinant other than local cultural associative learning, i.e., as if they were determined wholly by arbitrary environmental forces. But we have seen that it is necessary to invoke also intrinsic requiredness, and the effects of gratification of organismic needs. (19:69)

If physical education experiences contribute to the satisfaction of these basic needs, then indeed Maslow's theoretical model of human motivation may be important in examining man's involvement in sport. Certainly man's physiological need for activity, and his psychological needs for belonging and affection, achievement, self-esteem and self-actualization are needs of considerable importance and worthy of attention within the realm of physical education experiences.

The Importance of the Study

The structuring of Physical Education Programs should continually reflect expressed student values. As
programs should be designed for the benefit of students and society in general, a need exists to determine the opinions of those students it serves and to assess the accomplishments of programs relative to the expressed values. The intent of this study was to obtain information regarding students' values and interests as related to Physical Education Programs, and to add to the data regarding the values of junior high school students with varying socio-economic backgrounds.

Statement of the Problem

When compared to the high school and college levels, little information exists relevant to the opinions of junior high school girls regarding specific values of Physical Education Programs. There exists a need for information concerning expressed student values which would guide and facilitate the structuring of Physical Education Programs.

Purpose of the Study

The purpose of this investigation was to identify and analyze the opinions of ninth grade girls from three differing socio-economic areas of the San Fernando Valley, Los Angeles County, regarding the importance of selected physical education values; and to investigate the degree of success of Physical Education Programs in attaining these values.
Hypotheses of the Study

The following were tested:

1. A significant difference exists between low, middle, and high socio-economic groups as to mean ranking scores of the specific values within each section.

2. A significant difference exists between low, middle, and high socio-economic groups as to percentage ranking of the sections of values.

3. A significant difference exists between low, middle, and high socio-economic groups regarding the success of Physical Education Programs in achieving these values.

Scope and Limitations of the Study

The scope and limitations of the study were:

1. The subjects were chosen according to specific criteria.

2. The number of subjects and junior high schools selected for the study limited the general application of the findings and conclusion to the total population of ninth grade girls.

3. The study of values of ninth grade girls was restricted to the values selected for inclusion in the opinionnaire.

4. The selection of students included individuals from designated low, middle, and high socio-economic levels of the San Fernando Valley, Los Angeles County.
Assumptions

The following assumptions were made concerning this study:

1. The validity of the opinionnaire was considered to be acceptable.
2. The values selected were understood by the students.
3. The values students consider important were included in the opinionnaire.
4. The range of values obtainable through physical education experiences were representatively included in the opinionnaire.

Definition of Terms

For the understanding of terms used in this study, the following are defined:

Values. Internalized feelings of worth regarding experiences, goals, and ideals as reflected in the Physical Education Program.

Physical Fitness Benefits. Development of a well-functioning body including maintenance of posture, strength, endurance, flexibility, and an attractive figure through exercise and sport.

Recreational Interests. Factors such as having fun, being a spectator at sporting events, being aware of recreational programs in the community, and enjoying sports during leisure time.

Social Effectiveness. Development of the ability to make friends and participate in groups, to be a leader and follower, to have a sense of cooperation when working as a member of a group, and to exhibit fairness and good sportsmanship.


Skill Development. Development of varied aspects of motor ability, such as coordination and the learning of movement patterns through sport skills, dance, and gymnastics.

Cultural Appreciations. Appreciation of human movement, the historical aspects of sport, and the enrichment of life experiences through participation in sports.

Democratic Ideals. Appreciation of the basic concepts and processes which underlie the government of the United States of America.

Organization of the Remaining Chapters

Chapter II contains a review of the literature. The design of the study and the procedures utilized in the administration of the study are presented in Chapter III.
The analysis of the data, findings, and discussion are presented in Chapter IV. Chapter V includes a summary of the investigation, major findings, conclusion, and a recommendation for further study.
CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the literature by leaders in the field was designed to examine and determine the value concepts influencing Physical Education Programs and their eventual acceptance by organizations and administrative bodies. The value concepts emphasized at particular periods in the history of Physical Education in America have reflected the theories of psychologists and educators of the time. Eleanor Metheny (20) has alluded to four major expansions of educational thought which culminated in fact-centered, child-centered, group-centered, and meaning-centered theories. In reference to the above mentioned theories, the value concepts of Physical Education Programs were discussed. Research studies regarding the values students received from Physical Education Programs and, in particular, studies which involved socio-economic status and sport were also examined.

Specifically, the review of related literature was categorized into the following areas: 1) value concepts as developed by physical education leaders; 2) value concepts accepted by professional organizations and associations; 3) expressed student values of Physical Education
Programs; and 4) research specifically related to socio-economic status and sport preferences, physical education attitude, extra-curricular physical activity, physical fitness measures, social mobility, and child training variables.

Value Concepts as Developed by Leaders in Education

Physical Fitness Values Arising from the Mind-Body Dualism

Before the Twentieth Century, the focus of Physical Education Programs was health and physical fitness. Emphasis on health and physical fitness objectives was no mere accident, but a reflection of the dualistic concept of mind and body proposed by Descartes, and accepted by educators. According to Descartes:

This, then, is the best way to discover the nature of mind and the distinction between it and the body. For, in considering what we are who suppose that all things apart from ourselves [our thought] are false, we observe very clearly that there is no extension, figure, local motion, or any such thing which may be attributed to body, which pertains to our nature, but only thought alone; and consequently this notion of thought precedes that of all corporeal things and is the most certain; since we still doubt whether there are any other things in the world, while we already perceive that we think. (5:310-311)

With this dualistic concept in view, the academic instructors trained the mental aspect of Man's nature by inscribing facts upon the mind, while physical educators trained the physical body and emphasized health. There was no thought as to the interrelatedness of body and mind.
In 1878, Hitchcock stated the purpose of the Amherst plan of Physical Education:

This department was not created, nor has it been developed, for the purpose of extraordinary attention to the muscular system. Its sole object has been to keep the bodily health up to the normal standard, so that the mind may accomplish the most work, and to preserve the bodily powers in full activity for both the daily duties of college and the promised labor of a long life. . . . (15:277)

As cited above, Physical Education during this period attempted to maintain health in the individual so that the mind could fully exercise its functions in learning.

Though the emphasis in Physical Education Programs changed with the progress of educational theory in the Twentieth Century, physical fitness continued to be advocated as the program's primary goal by Charles McCloy in the 1940's. McCloy commented:

We need better-developed muscular systems than most of the current literature in our profession is demanding. . . . Therefore, I should like to propose that as a profession we rethink the whole problem of our more purely physical objectives, and that we emphasize them more. I yield to no one in our profession in my belief in the educational importance of physical education when it is adequately organized and taught; the health-education procedures are also of great importance. But the basis of all physical education—developmental, educational, corrective, or any other—is the adequate training and development of the body itself; that should be thought of as a fundamental prerequisite. (18:81)
Intellectual, Emotional, and Social Values Arising from the Whole Child Concept

As the Twentieth Century progressed, psychologists and educators learned more about the nature of Man and the interrelatedness of his various, intellectual, and social aspects. As Thorndike commented:

A man's nature and the changes that take place in it may be described in terms of the responses--of thought, feeling, action and attitude--which he makes, and of the bonds by which these are connected with the situations which life offers. Any fact of intellect, character or skill means a tendency to respond in a certain way to a certain situation--involves a situation or state of affairs influencing the man, a response or state of affairs in the man, and a connection or bond whereby the latter is the result of the former. (26:1)

As the result of the emphasis on development of the whole child resulting from new learnings regarding Man's nature, physical educators stressed the interdependence of the physical, intellectual, and social aspects of Man's nature. As Wood stated:

Several reasons may help to explain this condition of affairs. Not until the last few years has there been a practical recognition of the broader social scope of education with the implied obligations to the physical and social, as well as the intellectual and moral needs of the pupil. Beyond this, it is but recently that modern psychology and physiology have proclaimed the scientific facts which have shown the more vital and intimate interdependence between the different aspects of life, which are called physical, intellectual, and moral. (31:80)

Froebel, a German educator, commented as to the interrelatedness of the various aspects of man's nature as well, "It is by no means, however, only the physical power that is fed and strengthened in these games; intellectual
and moral power, too, is definitely and steadily gained and brought under control" (12:122).

A new emphasis in educational aims resulting from the whole child concept, called for new programs in Physical Education. This new program was to include the natural play activities apparent in games and sports, as opposed to the formalized nature of gymnastic activities. This program became known as the "New Physical Education."

Wood and Cassidy referred to this program in 1927 in their book, The New Physical Education, and stated that Physical Education had two general objectives:

1) the harmonious development of interests, capacities, abilities of the individual by means of natural activities during childhood, and
2) abundant interests, ideals, and habits for a healthy, useful, and therefore happy adult life. . . . (32:65)

Clark Hetherington supported the idea of play as an important social experience for the adolescent:

This fundamental character education through the guidance of conduct in play is not completed in childhood. It continues through youth and long after moral education by intellectual inspiration may be well begun. The athletic field of the adolescent years is as truly a laboratory of conduct as is the playground of the child. This is the last chance age for intensive moral training by direct personal guidance and discipline. Fourteen to twenty is the critical period in which all the larger fundamental social character traits and moral habits are formed, and they are formed in large measure on the play side of life. These facts indicate the necessity of supervised play in youth as well as in childhood. (38:33)
Democratic and Recreational Values Arising From Group Centered Programs

In 1944, Dewey wrote, Democracy And Education, in which he emphasized that the development of social values and attitudes regarding citizenship in a democratic society were important educational goals (6). Dewey's views on education were influenced by his work at the laboratory school for children at the University of Chicago where he organized a school as a miniature community with first hand experiences that would enable pupils to do activities cooperatively and thereby learn the attitudes and skills of good citizenship. Dewey believed the school should reflect the community and be patterned after it so that when children graduated from school they would be properly adjusted to assume their places in society.

The thoughts of Dewey (6) directly influenced physical educators as they believed experiences in Physical Education provided an excellent laboratory for developing democratic relationships. As Williams commented:

Education must give respect for law, teach the citizen to take his place in government, and show him how to apply in his whole life those moral principles of democracy that underlie the concept of government by free men. Such moral education must center into efforts on the activities of the young who can learn by experience the meaning of equality of opportunity, dignity of human personality, individual responsibility for outcomes, and other moral concepts of democratic life. Some of these concepts will arise and must be taught in physical education. Four of these,
equality of opportunity, personal worth, individual responsibility, and self-achievement, relate directly to physical education. (29:57)

A natural outgrowth of the social implications in education was an extension of the school on the child's total environment, including preparing the individual for leisure time. As early as 1927, Nash commented:

The activities of the physical education program are taught not only during the school day but during the after-school play periods. Physical education organizes both the child and the leadership which carries over into all of the out-of-school and after-school time of the child. The play time is before and after school; at recesses, noons, on Saturdays, Sundays, holidays and in vacations. (21:32)

Thus, Physical Education not only concerned itself with the social realm at school, but also with influencing the whole life of the individual through adulthood. Physical Education accepted the responsibility for developing skills for leisure time use. As Nash stated, "The development of wholesome leisure-time habits has been accepted as one of the school's responsibilities" (22:44). The term "carry-over" or "lifetime sports" refers directly to the school's obligation in developing recreational skills for use in later years.

Self-Actualization Values Arising from Meaning-Centered Programs

In the past decade, the focus of education has been on the intrinsic values of school experiences as they have enhanced self-realization, rather than values associated with societal and cultural concerns. Education has
become meaning-centered. In other words, what is the significance of educational experiences in terms of meeting the individual's needs for meaning and significance in his life? These needs do not arise from society, but from a desire to satisfy the basic needs of human nature. Langer (14) has discussed the nature of non-verbal meaning in the fine arts. Metheny has enlarged upon Langer's thoughts and applied them to the field of sport. Metheny commented:

Why do we do these things? To become physically fit? To develop our ability to learn by doing? To improve our human relationships? Certainly all of these things can and do result from these movement experiences—but, even more certainly these are not our basic motivations in seeking those experiences. We do these things for one reason only. We do them because we find these experiences meaningful in their own right.

We play tennis for the same reason that men paint pictures, sing, play musical instruments, devise and solve algebraic equations, and fly aeroplanes. We play tennis because it satisfies our human need to use our human abilities, to experience ourselves as significant, creative, and, therefore, personalized beings in an impersonal world. (20:104)

A review of the literature indicated that the value concepts emphasized at particular periods in the history of Physical Education in America have reflected the theories of philosophers, psychologists, and educators regarding Man's nature.

Philosophical Statements of Professional Associations

The thoughts of professional leaders in Physical Education have been reflected in the views of educational
associations. In 1918, the "seven cardinal principles of education" were stated and included the following: 1) health, 2) fundamental processes, 3) vocation, 4) citizenship, 5) worthy home membership, 6) worthy use of leisure time, and 7) ethical character (56). In 1938, the Educational Policies Commission under the direction of the National Education Association condensed the "seven cardinal principles of education" and included the following: 1) self-realization, 2) development of human relationships, 3) economic efficiency, and 4) the development of civic responsibility (54). In 1966, a report by the American Association of School Administrators took a new look at the nature of the times and the needs of Man. They specified nine imperatives to reflect the changing times. They were; 1) to make urban life rewarding and satisfying, 2) to prepare people for the world of work, 3) to discover and nurture creative talent, 4) to strengthen the moral fabric of society, 5) to deal constructively with psychological tensions, 6) to keep democracy working, 7) to make intelligent use of natural resources, 8) to make the best use of leisure time, and 9) to work with other peoples of the world for human betterment (53).

Physical Education associations at the same time, recognized other values inherent in the Physical Education Program in addition to the development of a strong, healthy body. In 1965, the American Association for Health,
Physical Education, and Recreation stated the objectives of Physical Education to be:

1) To help children move in a skillful and effective manner in all the selected activities in which they engage in the physical education program, and also in those situations which they will experience during their lifetime.

2) To develop an understanding and appreciation of movement in children and youth so that their lives will become more meaningful, purposive, and productive.

3) To develop an understanding and appreciation of certain scientific principles concerned with movement that relate to such factors as time, space, force, and mass-energy relationships.

4) To develop through the medium of games and sports better interpersonal relationships.

5) To develop the various organic systems of the body so they will respond in a healthful way to the increased demands placed upon them. (51)

Relevant to the purpose of this particular investigation, was the review of values for Physical Education as suggested by the Instructional Planning Division of the Los Angeles Unified School District. In 1973, the Instructional Planning Division tentatively recommended to be obtained the following objectives or accomplishments by secondary school students:

- demonstrates gross motor coordination through axial movements
- demonstrates gross motor coordination using objects and equipment
- demonstrates eye-hand coordination
- demonstrates eye-foot coordination
- identifies the rhythmic pattern of forms of locomotion
- demonstrates forms of locomotion in a rhythmic manner
- understands the elements of movement
- utilizes the physical laws that apply to movement
- understands the physical laws that apply to movement
- demonstrates bilateral development through movement
--appreciates the aesthetic qualities of movement
--identifies methods of improving his or her
  coordination, endurance, and posture
--demonstrates balance
--demonstrates cardio-respiratory endurance
--demonstrates muscular endurance
--demonstrates muscular strength and power
--demonstrates flexibility
--demonstrates agility, speed, and coordination
--understands how physical fitness is acquired
--understands the nature of physical fitness components
--understands how to plan for the maintenance of
  physical fitness
--demonstrates awareness and acceptance of his or her
  body
--demonstrates self-discipline
--demonstrates respect for rules and authority
--demonstrates sportsmanship and fair play
--exhibits leadership
--exhibits feelings of worth
--demonstrates fellowship and loyalty
--assumes responsibility
--exhibits tolerance
--performs skills of activities usable for recreation
--plays a variety of games
--identifies community recreational opportunities
--demonstrates appreciation of physical and recreation
  activities
--understands how to plan a program of physical
  recreation for himself or herself. (55)

A review of the literature indicated that the values developed by educators and physical educators were eventually adopted by educational organizations and associations.

Student Values in Physical Education Programs as Indicated by Research

Junior High School Studies

The attitudes of physically handicapped students toward Physical Education were investigated by Seaman (46) in 1970. The physical, psychological, social, and administrative aspects of the program were researched. The
following conclusions were indicated: 1) the handicapped students in regular Physical Education expressed more favorable attitudes than those in the adapted program, 2) the physical effects of the program more favorably affected all subjects than any other aspect, and 3) the psychological effects had the third least favorable effect on attitudes of both groups.

Straub and Felock (47), in 1974, conducted a study to determine the attitudes toward physical activity of delinquent and non-delinquent junior high school girls. Kenyon's Attitude Inventory was the instrument used. The subjects were 80 girls from rural and urban schools and delinquent girls from a correctional institution. The results of the study indicated that the health and fitness values ranked first among Kenyon's six attitude domains for both delinquent and non-delinquent girls. Regarding the attitude domain of physical activity as a social experience, there was a significant difference between delinquent and non-delinquent girls. Delinquent girls placed less value on activities which provide a medium for social intercourse. The authors speculated that since delinquent girls had a poor self-concept and were 20 pounds heavier than non-delinquent girls, they may have disliked activities which stressed socialization.
High School Studies

Numerous studies have been conducted at the high school and college levels. These studies involved physical fitness, personal-social adjustment, values, and attitudes toward physical education in general.

In 1933, Lapp (41) investigated the attitudes of both girls and boys regarding the values of Physical Education. The subjects were 1,400 students from four school systems in Iowa and Wisconsin. As indicated from the findings, boys and girls seemed to expect different values from their physical education classes. While the boys ranked development of a strong heart and lungs most valuable, the girls ranked the same item fifteenth of forty-one items. While girls ranked good posture second, the boys ranked it ninth. The development of big muscles was rated desirable by 28 percent of the girls and 52 percent of the boys. On the other hand, gracefulness was rated desirable by 52 percent of the girls and only 32 percent of the boys. In considering the social benefits of Physical Education, the results indicated that the girls expected to receive more benefits than the boys.

In reviewing the top three ranked items for each group, the girls included two social and one physical item, and the boys, two physical and one social item.

Schultz (64) conducted a study, in 1949, to test attitudes regarding the objectives of Physical Education.
which dealt with skills, ideals, interests, attitudes, and understandings was also valued.

Wear (50) devised a Physical Education Attitude Inventory to evaluate the attitude of students regarding the outcomes of the program. The values included were: 1) physical well-being, 2) muscular strength and coordination, 3) total physical and muscular endurance, 4) acquisition of skills, 5) resources for recreation and leisure time, 6) mental health, emotional control and poise, 7) social relationships, and 8) safety aspects. The coefficient of correlation of the inventory was .98. To establish validity, the product moment coefficient of correlation between inventory scores and graphic self-ratings was .80. The Wear Attitude Inventory or adaptations of it have been used by physical educators at high school and college levels.

In 1953, Broer, Fox, and Way (35) administered the Wear Attitude Inventory to 1,149 freshmen and sophomore women at the University of Washington. A high percentage of the students agreed that Physical Education contributed to social development, mental and physical health.

The attitude of women at the University of Michigan toward Physical Education was investigated by Bell and Walters (34) in 1953. The questionnaire was administered to 684 freshmen and 173 seniors. In regard to the values of the program, freshmen believed that physical educators
did fairly well in developing skills for leisure, developing friendships with other girls in class, and providing a feeling of well-being through activity. Freshmen rated the following values low: providing a knowledge of health principles, developing a feeling of responsibility for others, and providing opportunities to develop leadership. The seniors rated the above values similarly to the freshmen with the addition of a few more values rated low: developing self-confidence through the course, providing opportunities for self-expression, and an understanding of the beauty of movement and its appreciation in others.

In 1968, Keogh (40) reported a study to analyze the general attitudes of men and women toward Physical Education at the University of California at Los Angeles. The Wear Physical Education Attitude Inventory was administered to 136 men and 130 women. Both men and women endorsed the social, physical, and emotional values of Physical Education, but they conflicted in their opinions regarding the relative importance of a Physical Education Program in the school curriculum. Women were more positive than men in their statements as to the importance of Physical Education and the value for able-bodied participants, but they indicated that they would be less likely to participate unless required.

The Wear Attitude Inventory to test the attitudes of college women toward Physical Education and their
relationships to success in the Physical Education Program, was administered by Vincent (49) in 1975. The subjects were 188 freshmen and sophomore women at the University of Georgia. Vincent concluded that the college subjects acknowledged the contributions of Physical Education to the following values: physiological-physical, mental-emotional, social, and general values. Most women believed the greatest contribution of physical education was in the area of physiological-physical values.

In 1968, Kenyon (39) reported a study which utilized the instrument "Six Scales for Assessing Attitude Toward Physical Education." An attempt was made to develop attitude scales representing each of six subdomains of a multi-dimensional model for characterizing physical activity. The six subdomains for perceiving physical activity were: 1) social experience, 2) health and fitness, 3) the pursuit of vertigo, 4) an aesthetic experience, 5) catharsis, and 6) ascetic experience. The attitude scales, except for the subdomain "physical activity as catharsis," were found to be moderately reliable and valid with a small number of items developed for each subdomain. Kenyon's attitude scales have been used in a number of studies.

A study to measure the attitude of male and female champion athletes was reported by Alderman (33) in 1970. Kenyon's (39) conceptual model of attitude toward Physical
Education was the instrument used. His study indicated that female and male athletes were similar in expressed attitudes and they rated physical activity as an aesthetic experience first, while physical activity as social experience ranked second.

In 1974, Dotson and Stanley (37) used Kenyon's attitude scales to determine the values of physical activity as perceived by 699 male university students at Stephen F. Austin State University. The results of the study indicated that physical activity as the pursuit of vertigo and catharsis were the strongest positive values for physical activity. The subdomain of physical activity as social experience, ascetic experience, and health and fitness all weighted equally.

**Sport Research Involving Socio-Economic Status**

The sociology of sport is a recently developed field, thus the number of studies and relationships involving socio-economic status is not extensive. However, investigators have researched socio-economic status in relationship to sport preferences, physical education attitude, extra-curricular physical activity, physical fitness measures, social mobility, and child training variables. Singer has commented that it may be feasible to describe patterns of sport participation in relation to particular social properties (24:215). Stone (25),
Luschen (16), and Roberts and Sutton-Smith (48) have made such attempts. Before the various studies involving socio-economic status were reviewed, the general area regarding socio-economic status was considered.

Income, occupation, and education are the most commonly used indices of socio-economic strata, and they are interrelated variables. As Wilson commented:

"Education, occupation, and income are linked variables. Since they represent such central spheres of life, we would expect them to have pervasive influences on life style. And so it is: differing life styles connected with social class are revealed in many ways. The way a person spends his money may well indicate where his heart lies and what his head dictates. It seems reasonable to assume that his budget discloses conceptions of need, and of customary behavior, offering a clue to style of living. (30:270)"

As Warner also stated, "The budget of an individual or family is in part a symbol system, or a set of collective representations that expresses the social value of a person's membership in a group life" (28:93). As individuals tend to interact with members of their own socio-economic level, the impact of attitudes, values, expectations, and aspirations of a group are reinforced through intra-class associations (11, 28).

Research Involving Sport and Socio-Economic Status

In 1962, Lemen (61) investigated the relationship between selected educational and social variables and attitudes of college women toward Physical Education. Social class, as one variable, was indicated by the
father's occupation and estimation of social class by the 2,113 college women involved in the study. Relationships were found when sport preferences were correlated with father's occupation and estimation of social class. Positive significant correlations were obtained when father's occupation and estimation of social class were correlated with modern dance and golf. Significant negative correlations were obtained when attitudes toward softball were correlated with social class variables. Attitudes toward volleyball and basketball were found to be related significantly but inversely to father's occupation. Lemen's study shows that college women had favorable attitudes toward Physical Education and that attitudes were influenced by socio-cultural background factors.

The relationship of child training variables to social and cultural factors as they influence game involvement was investigated by Roberts and Sutton-Smith (48) in the early sixties. They found that:

1) because games of strategy are associated cross-culturally with severe primary socialization, psychological discipline, high obedience training, and complex cultures, they will be preferred in this culture by the persons who have had greater experience of such a child training pattern, that is by the high status groups as compared with the lower and by women as compared with men;
2) because games of chance are associated cross-culturally with high routine-responsibility training, punishment for the display of initiative, and a belief in the benevolence of the gods, they will be preferred in this culture by members of lower status groups as compared with the higher and by women as compared with men; and

3) because games of physical skill are associated cross-culturally with high achievement training, they will be preferred in this culture by the upper as compared with the lower status groups and by men as compared with women.

In 1963, Hickman (60) conducted research to determine the relationships between social class, attitude toward physical activity, and the physical activity habits of selected groups of college men and women. Physical education majors, education majors other than physical education, liberal arts students, and graduate students were included in the study. Hickman indicated that there were no significant differences found between attitude toward physical activity and social class position of any of the samples investigated.

Extra-curricular activity as a function of social class, residence location, and size of high school graduating class was investigated by Wightman (66) in 1965. Subjects included 1,695 University of Wisconsin male freshmen. Social class was determined by father's occupation, annual family income, and father's education. Wightman
utilized Kenyon's (39) conceptual model of Attitude Toward Physical Activity as the instrument. The subjects were 190 junior college men and women. Mullins indicated that the only single consistent trend among socio-economic levels was the high ranking of favorable attitude by the females in the third socio-economic level whose fathers were largely unskilled laborers.

The sporting interests of various social classes were discussed by Stone (25). He investigated 500 metropolitan residents in Minneapolis. Stone found that upper class respondents showed a preference for sports such as golf and tennis; the middle class most often mentioned football, swimming, and basketball; while the lower class preferred baseball, boxing, and bowling. Stone also suggested that in the upper stratum of society, sport involvement may facilitate family cohesion through membership in country clubs involving the family, while for the middle and lower economic levels, sport participation and spectatorship on the part of the husband may be a source of family tensions.

In a study conducted by Luschen (16) in 1969, social stratification and social mobility among young sportsmen in German sport clubs were examined. Drawing upon a sample of active sportsmen between the ages of 15 and 25, Luschen discovered that participation in particular sports was related to social class. The upper
middle class preferred sports such as tennis and skiing; the middle classes favored activities such as gymnastics, swimming, and riding; while the lower classes preferred field athletics, association football, cycling, and boxing. On the basis of his findings, Luschen stated three propositions about the relationship of social status and sport:

1) the newer a sport the higher its social position,
2) with increasing importance on individual achievement, the social status of a sport becomes higher, and 3) the higher the social status of a sport in Germany, as determined by the class to which its participants belong, the more it is dependent upon organization into clubs.

In 1969 and 1972, Loy (17, 42) investigated the social origins and occupational mobility patterns of a selected sample of American athletes. In regards to occupational mobility patterns of former athletes, Loy found that a substantial number of former athletes had earned professional and graduate degrees and that the majority of athletes were engaged in occupations of high socio-economic status and received relatively large incomes. He also found that involvement in particular intercollegiate sports was related to social status.

In addition to research studies, several authors have considered the relationship of sport to social status as well as the "conspicuous consumption" behavior of the upper classes regarding sport and leisure (1, 13, 27).
Kaplan listed seven ways by which the upper classes may signify their social rank by their "conspicuous consumption" of sport; the following factors were considered important:

1) Special equipment  
   horse, golf clubs, boat
2) Cost of participating  
   member of a polo club
3) Cost of watching  
   varying prices at a professional event
4) Time of game  
   afternoon, when most men are working
5) Special dress  
   riding habit
6) Travel costs  
   ski area
7) Expendable assets  
   gambling stakes. (13:197-198)

Summary of the Review of Literature

A review of the related literature indicated that the value concepts emphasized during various periods of American Physical Education and Education reflected theories of psychologists and educators regarding the nature of Man. As the Twentieth Century progressed, the concept of the individual as a whole being with interrelated physical, intellectual, emotional, and social aspects influenced Physical Education Programs. It was found that natural play activities was the medium through which the child developed as a total human being. Thus, the values in Physical Education Programs today reflect the various needs of man in his quest for self-realization.

Many research studies have been conducted at the high school and college levels regarding expressed student values in the Physical Education Program. These studies dealt with physical fitness, personal-social adjustment,
values, and attitudes toward Physical Education in general. However, the research clearly indicated a lack of quantitative and qualitative research at the junior high school level. Thus a need for research with this age group appears to be indicated.

The results of several studies at the high school and college levels indicated that students often valued the physical benefits of activity and supported this objective in the Physical Education Program (34, 35, 36, 40, 46, 47, 49). The social aspects of the program were also valued often and supported in Physical Education (33, 34, 35, 40, 41, 49, 64). The mental-emotional aspects were valued as well (35, 40, 49).

Some studies indicated that Physical Education was not meeting some of its objectives. A study by Schultz (64) indicated a lack of understanding of the cultural outcomes of the program. Bell and Walters (34) indicated that Physical Education was rendering a poor performance in the following areas: 1) providing a knowledge of health principles, 2) developing a feeling of responsibility for others, 3) providing opportunities to develop leadership, 4) developing self-confidence, 5) providing opportunities for self-expression, and 6) understanding the beauty of movement and its appreciation in others. A study by Robinson (63) indicated that Physical Education was not
fulfilling its objective of developing responsible citizens.

A review of the literature regarding socio-economic status also revealed a lack of research conducted with subjects of the junior high school age level, and which involved socio-economic status as it related to expressed student values in Physical Education. A study by Roberts and Sutton-Smith (48), however, indicated that socio-economic status and child training variables were related to the types of sports and games preferred by socio-economic groups. Other studies have linked sport preferences to specific socio-economic groupings (16, 17, 25, 42, 61). A study by Mullins (62) indicated that girls from the lower socio-economic level had the most favorable attitude toward Physical Education.

A review of the literature indicated a need for research at the junior high school level involving relationships between socio-economic status, values, and physical activities.
CHAPTER III
DESIGN AND PROCEDURES

The purpose of this investigation was to identify and analyze the opinions of ninth grade girls regarding the importance of selected physical education values, and to investigate the degree of success of Physical Education Programs in attaining these values. Junior high schools from three differing socio-economic areas of the San Fernando Valley, Los Angeles County, were selected.

The Pilot Study
Preliminary Investigation of Student Values

A pilot questionnaire (see Appendix A) designed to sample the responses of junior high school students regarding the values they received from Physical Education Programs was administered in the Spring of 1975. The following questions were included in the pilot questionnaire:

1) Why is Physical Education important to you? What values do you receive from the program? What do you like about Physical Education?
2) If Physical Education is not worthwhile to you, what do you find disagreeable about the program?
The results of this preliminary investigation were utilized in the construction of the opinionnaire to be used in the pilot study.

Purposes of the Pilot Study

The pilot study was designed to:
1) establish reliability of the opinionnaire
2) test the clarity of the directions
3) determine completion time of the survey
4) look for response pre-sets
5) establish introductory remarks
6) structure specific technical processes of administering the opinionnaire
7) determine any difficulties the respondents had in understanding and completing the opinionnaire.

Selection of the Subjects

The subjects for the pilot study were 76 ninth grade girls from two physical education classes at one junior high school. A representative range of skills, attitudes, and intellectual abilities was included in the group.

Administrative Procedures

The pilot study was administered in the Spring of 1975. Students were seated in the auditorium to facilitate the conduct of the opinionnaire. The respondents were told that the investigator wanted to know their feelings
regarding the importance of Physical Education in terms of the contributions the program made to their individual well-being. The students were instructed to read the directions carefully, and answer every statement to the best of their ability. They were told that their answers would remain anonymous and to raise their hands if any questions arose. The respondents remained seated and were instructed not to discuss the opinionnaire with other students.

Validity and Reliability

After a review of the values of Physical Education in the literature and a pilot questionnaire designed to elicit student values, the value statements selected for inclusion within the opinionnaire were determined to be appropriate. The validity for student responses was determined to be high, upon considering the clarity of directions, simplicity of format, and nature of the opinionnaire.

Reliability was determined by the test-retest method of the opinionnaire with a two week interval between tests. Reliability was calculated using the Spearman Brown formula and was determined to be acceptably high with a positive correlation coefficient of .87. (See Appendix B.)
Design of the Study

Opinionnaire Construction

Before the opinionnaire was administered, approval for the conduct of the study within the Los Angeles City Unified School District was obtained from the Committee on Research Studies and involved Principals and Department Chairpersons involved. (See Appendix C.)

An opinionnaire relating to the values of Physical Education was formulated and administered to 392 junior high school girls in the Spring of 1976. In some instances, parts of the opinionnaire were not completed; therefore, the number of usable opinionnaires varied among the socio-economic groups.

The designed opinionnaire was administered at one junior high school from each of three differing socio-economic levels of the San Fernando Valley, Los Angeles County. The schools were chosen according to the average income of each high school area within the San Fernando Valley, Los Angeles County (52).

The values on the opinionnaire were arranged into eight distinct sections, according to kind, with four value statements representing each section. Students ranked the value statements and the degree to which Physical Education Programs included and met these values.
Selection of the Value Statements

The value statements were selected according to the following procedures: 1) a review of major statements by selected physical education leaders and research studies involving values of Physical Education Programs; 2) a review of the philosophical statements of the National Education Association (54, 56); the American Alliance for Health, Physical Education, and Recreation (51); and in particular, a review of the terminal objectives for Physical Education as tentatively stated by the Los Angeles Unified School District (55); and 3) an evaluation of data obtained from the pilot questionnaire (see Appendix A) designed to elicit the responses of junior high school students regarding the values they received from Physical Education Programs.

Refinements of the Physical Education Opinionnaire were made in light of, and following, examination of the proposed opinionnaire by teachers and administrators who reviewed same. The reader is referred to Appendix D for clarification of the opinionnaire format and details.

The values and value statements selected for the opinionnaire were arranged into eight sections. Four value statements were presented under each of the eight sections. (See Appendix D.)
Format of the Opinionnaire

A maximum amount of information was obtained from the respondents by dividing the opinionnaire into three parts. Part I was designed to determine the ranking of values within each of the eight sections. Part II was designed to discover which section of values was most important to the respondents. Part III was designed to determine the degree of success of Physical Education Programs in attaining the 32 specific values.

Part I--This part of the opinionnaire was designed to discover which values were most important to the respondents. The students ranked the four statements in each section with a numerical value from 1 to 4, with number 1 being assigned to the most important value statement. An example of scoring follows:

SECTION I: PHYSICAL FITNESS BENEFITS

1. 4 to have good posture
2. 2 to have good physical strength and endurance
3. 1 to have an attractive figure
4. 3 to have a flexible, limber body

Item number 3 was ranked as the most important in this example. The statements assigned the lower scores were considered to be of more importance or value to the respondents than those with higher scores.

Part II--This part of the opinionnaire was designed to rank the value sections to determine the relative
importance of each to the students. The sections were arranged in the following manner, and students were required to place an "X" next to the three sections of values they considered to be most important to them. An example follows:

- SECTION 1: PHYSICAL FITNESS BENEFITS
- SECTION 2: EMOTIONAL STABILITY
- SECTION 3: RECREATIONAL INTERESTS
- SECTION 4: SOCIAL EFFECTIVENESS
- SECTION 5: KNOWLEDGES
- SECTION 6: SKILL DEVELOPMENT
- SECTION 7: CULTURAL APPRECIATIONS
- SECTION 8: DEMOCRATIC IDEALS

The sections of values receiving the largest total number of checks were considered to be the most important groups of values.

Part III--This part of the opinionnaire was designed to discover the degree of success of Physical Education Programs in meeting student values. The respondents were asked to evaluate the program by indicating the degree to which they felt physical education classes helped them attain the values indicated by the statements they had already ranked in Part I. Respondents placed an "X" in the appropriate column which contained the following evaluative phrases: "very much," "moderately," "very little," and "not at all." Numerical
values ranging from 1 to 4 were assigned to each category, with the category "very much" receiving 4 points. The greater the raw score for any one value statement or any one socio-economic group, the more success the students felt the program had in attaining the value.

**Opinionnaire Administration**

**Conduct of the Opinionnaire**

The opinionnaire was given at one school at a time during morning classes. Students completed the opinionnaire in the gym or auditorium. All opinionnaires were completed by the end of February, 1976.

**Directions to Students**

Students were told that the investigator wanted to know their individual feelings regarding values they received from their Physical Education Program. They were instructed to complete all items and that their responses would remain anonymous. The directions to each part of the opinionnaire were read aloud to the students. (See Appendix D.)

**Treatment of the Data**

**Survey Coding**

To facilitate the handling of the opinionnaires, the opinionnaires were color coded, according to each school.
Hypotheses of the Study

Various t-tests for significance were utilized in treating the data and determining the findings of this study. The following hypotheses were tested:

1) A significant difference exists between low, middle, and high socio-economic groups as to mean ranking scores of the values within each section.

2) A significant difference exists between low, middle, and high socio-economic groups as to percentage ranking of the sections of values.

3) A significant difference exists between low, middle, and high socio-economic groups regarding the success of Physical Education Programs in attaining these values.

The data was analyzed according to the format of the opinionnaire. Part I was analyzed first, then Part II, and Part III.

Part I--Ranking of Values

In Part I, the raw score, the mean, and the standard deviation were determined for each value. The values in each section with lower mean scores were determined to be more important by the respondents. The mean scores for all values were then ranked within each section by socio-economic groups and comparisons made between groups, utilizing a t-test for significant differences.
Part II--Value Section Rankings

In Part II, frequency and percentage of responses were determined according to the number of checks placed next to each section of values. The greater the number of checks, the more important the section of values to the respondents. The sections of values were then placed in rank order of importance by socio-economic groups. Comparisons between socio-economic groups were made, and a t-test applied to determine significant differences.

Part III--Program Success

In Part III, the attitudes of respondents regarding program success in attaining the selected values was determined for each of the socio-economic groups. Group mean scores were obtained from the raw data in each socio-economic group.

Transposition of verbal ratings to numerical values was determined by multiplying the number of value statements in the total opinionnaire, 32, by the number assigned to each of the verbal evaluative phrases. As an example, the highest limit of the highest verbal category, "very much," was determined by multiplying 32 by 4, the number assigned to that verbal category; and the highest limit of the next verbal category was determined by multiplying 32 by 3, the value assigned to the evaluative phrase, "moderately," the next lower rating.
This method of scoring resulted in a raw score of 97 to 128 which indicated good program success and that the program was successfully imparting the selected values to the students. A score between 65 and 96 indicated the program had average program success in instilling the selected values, and a low score, between 33 and 64, indicated the program had poor program success. A score between 1 and 32 indicated very poor program success.

Mean scores and standard deviations for the program success rankings were calculated for each value statement as well. Statements with higher mean scores indicated greater success of programs in attaining specific values. Significant differences between groups were determined by use of the t-test.

**Summary**

This chapter presented the design and procedures of the study, included the opinionnaire format, administration, and the treatment of the data. Chapter IV contains a presentation of the findings and related discussion. Chapter V includes a presentation of the major findings, conclusion, and a recommendation for further study.
CHAPTER IV

PRESENTATION AND DISCUSSION OF THE DATA

The purpose of this investigation was to identify and analyze the opinions of ninth grade girls regarding the importance of selected physical education values at junior high schools from three differing socio-economic areas of the San Fernando Valley. Also investigated was the degree of success of Physical Education Programs in attaining these values as ranked by ninth grade girls.

Presentation of the Findings

By February, 1976, the collection of the data was completed. This study included 392 ninth grade girls; 123 from the low socio-economic group, 130 from the middle group, and 139 from the high group. Listing of completed opinionnaires usable in this study for each socio-economic group according to parts of the opinionnaire can be found in Appendix E. Opinionnaires not usable from the investigation were those in which there were errors in marking or incompletely completed opinionnaires.

The presentation of the data is in three sections following the general format of the opinionnaire. The analysis of the data is presented and followed by discussion according to the following order: Part I includes
ranking of values within sections; Part II presents a ranking of the value sections; and Part III considers program success.

Part I. Ranking of Value Statements within Sections

The data in this part of the opinionnaire was treated according to sections. The value statements within each section were discussed in the following order: 1) values in which there was total socio-economic group agreement, 2) values in which two out of three groups agreed as to ranking, and 3) values in which there was total group disagreement as to ranking. The most important value in each section was determined by combining the ranks from all three socio-economic groups for each statement. The value with the lowest combined rank score was determined to be the most important value in that section.

Section 1: Physical Fitness Benefits

The first section of values was designed to determine the aspects of physical fitness which were most important to the respondents. Respondents were requested to rank each of the value statements 1, 2, 3, or 4, with 1 being the most important ranking. The value statements in this section were:
1. to have good posture
2. to have good physical strength and endurance to meet daily demands
3. to have an attractive figure
4. to have a flexible, limber body

As indicated in Table 1, the low, middle, and high socio-economic groups agreed that statement 2, to have good physical strength and endurance to meet daily demands, was ranked first. Statement 3, to have an attractive figure, was ranked third by the low and middle groups, and second by the high group. Possibly, the high socio-economic group, with more status and social prestige, consider an attractive figure more important. Posture, statement 1, was ranked fourth by the middle and high groups, and second by the low group. The low socio-economic group evidently believed that having good posture was more important than maintaining an attractive figure. Regarding statement 4, to have a flexible, limber body, there was total disagreement among the three socio-economic groups. To have a flexible, limber body, was ranked fourth by the low group, the middle group ranked it second, and the high group ranked it third. There were no significant differences between mean ranking scores of the three socio-economic groups.

As all three socio-economic groups considered value 2, to have good physical strength and endurance to meet daily demands, most important; this value should receive emphasis in the program. Students seemed to be
<table>
<thead>
<tr>
<th>Value Statement</th>
<th>Low Group (L) N = 119</th>
<th>Middle Group (M) N = 125</th>
<th>High Group (H) N = 137</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>RK.</td>
<td>M.</td>
<td>S.D.</td>
</tr>
<tr>
<td>1) Posture</td>
<td>2</td>
<td>2.45</td>
<td>1.01</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2) Strength</td>
<td>1</td>
<td>2.27</td>
<td>1.17</td>
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<tr>
<td>and Endurance</td>
<td></td>
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<tr>
<td>3) Attractive</td>
<td>3</td>
<td>2.50</td>
<td>1.23</td>
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<td>Figure</td>
<td></td>
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<tr>
<td>4) Flexible,</td>
<td>4</td>
<td>2.79</td>
<td>1.01</td>
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<tr>
<td>Limber Body</td>
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</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important.

The following abbreviations have been utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation.

a) * = .01 level of confidence, b) ** = .02 level of confidence

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concerned with fitness to the extent that they were able to function without undue fatigue in their daily living. To have an attractive figure, value statement 3, was also important to the students as indicated by the combined rankings of the socio-economic groups. As adolescence is a time when girls are beginning to physically mature, it is only natural that the students were concerned with having an attractive figure. Students should be encouraged to participate in sport activities realizing that the benefits which occur from exercise may be beneficial in developing an attractive figure.

Section 2: Emotional Stability

The inclusion of Section 2 was to determine the aspects of emotional stability which were most important to the respondents. The following statements were included:

5. to have self-control, self-discipline
6. to have self-reliance, independence
7. to have self-respect, self-esteem, self-confidence
8. to accept one's strengths and limitations

Examination of the data found in Table 2, indicated total agreement by all three socio-economic groups regarding the ranking of the values in this section. Statement 7, to have self-respect, self-esteem, self-confidence, was ranked first by the low, middle, and high socio-economic groups. This finding indicated that students believed that having a strong self-concept and self-image was very important. Statement 5, to have self-control and self-discipline, was ranked second by all three socio-economic
<table>
<thead>
<tr>
<th>Value Statement #</th>
<th>Low Group (L) N = 119</th>
<th>Middle Group (M) N = 125</th>
<th>High Group (H) N = 137</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RK.</td>
<td>M.</td>
<td>S.D.</td>
</tr>
<tr>
<td>5) Self-Discipline</td>
<td>2</td>
<td>2.19</td>
<td>.99</td>
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<td></td>
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</tr>
<tr>
<td>6) Independence</td>
<td>3</td>
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</tr>
<tr>
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<td></td>
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<tr>
<td>7) Self-Respect</td>
<td>1</td>
<td>1.77</td>
<td>.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Strengths and Limitations</td>
<td>4</td>
<td>3.48</td>
<td>.84</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important. The following abbreviations have been utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation. a) * = .01 level of confidence, b) ** = .02 level of confidence, c) *** = .05 level of confidence.
groups. Perhaps in spite of today's permissive society, students believed there was a need for more guidance on the part of parents and teachers in terms of developing self-discipline. To have self-reliance and independence, statement 6, was ranked third by all groups. The respondents valued both self-respect and self-discipline more than self-reliance and independence. Accepting one's strengths and limitations, statement 8, was ranked fourth by all socio-economic groups.

Although all three socio-economic groups agreed regarding the relative value of each of the four statements, differences were found to exist between the means of the low and the middle groups, and the low and the high groups. At the .05 level of confidence, the middle and high socio-economic groups considered accepting one's strengths and limitations to be more important than did the low group. This might be explained by a reserved assumption that, perhaps, the students from middle and high socio-economic groups were more self-critical than students from the low group.

Value statement 7, to have self-respect, self-esteem, and self-confidence, was most important to the respondents from all three socio-economic groups. Students seemed to be cognizant of the fact that unless one had a healthy self-image, she was not likely to be successful in life's challenges and relationships with others. Thus to enhance the student's perception of her self-image,
physical educators should structure activity experiences which provide some success for each and every student.

Section 3: Recreational Interests

Value statements in Section 3 were included to determine which aspects of Recreational Interests were most important to the respondents. The value statements were:

9. ___ to have fun by playing sports
10. ___ to be a good spectator at sports events
11. ___ to be aware of recreational programs in the community
12. ___ to participate in sports for the enjoyment of leisure time

It was found (see Table 3) that all three socio-economic groups ranked the value statements in the same order of importance. Statement 9, to have fun by playing sports, was ranked first. Evidently, having fun was highly important to all three socio-economic groups. A very significant difference at the .01 level of confidence was found between the low and high socio-economic groups. The high group of students considered having fun by playing sports to be significantly more important than did the low group. Playing sports for the enjoyment of leisure time, statement 12, was ranked second by all three socio-economic groups. Significant differences were found between the low and middle socio-economic groups, and the low and the high groups. At the .02 level of confidence, the middle group considered playing sports for the enjoyment of leisure time significantly more important than the low group; and at the .01 level of confidence, the high socio-economic group
<table>
<thead>
<tr>
<th>Value Statement #</th>
<th>Low Group (L)</th>
<th>Middle Group (M)</th>
<th>High Group (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
</tr>
<tr>
<td>9) Fun</td>
<td>1 1.76 .95 LM 2.90*</td>
<td>1 1.57 .82 ML .93</td>
<td>1 1.35 .66 HL 2.90*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ML 1.60</td>
<td>HM 1.60</td>
</tr>
<tr>
<td>10) Good Spectator</td>
<td>3 3.01 .88 LM .14</td>
<td>3 3.09 .90 ML .14</td>
<td>3 3.20 .76 HL 1.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LH 1.20</td>
<td>HM 1.40</td>
</tr>
<tr>
<td>11) Community Recreation Programs</td>
<td>4 3.19 .93 LM .71</td>
<td>4 3.38 .83 ML .71</td>
<td>4 3.42 .80 HL 1.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LH 1.30</td>
<td>HM .30</td>
</tr>
<tr>
<td>12) Enjoyment of Leisure Time</td>
<td>2 2.03 1.00 LM 2.40**</td>
<td>2 1.94 .76 ML 2.40**</td>
<td>2 2.01 .68 HL 3.20*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LH 3.20*</td>
<td>HM 0</td>
</tr>
</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important. The following abbreviations have been utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation
a) * = .01 level of confidence, b) ** = .02 level of confidence, c) *** = .05 level of confidence
considered sports for the enjoyment of leisure time significantly more important than the low group. The middle and high groups, with more financial means with which to purchase equipment, and with more access to sport facilities and clubs, might have more realistically considered having fun and enjoyment of leisure time significantly more important than did the low group. To be a good spectator at sporting events was ranked third by all three socio-economic groups, while being aware of recreational programs in the community ranked fourth.

As value statement 9, to have fun by playing sports; and value statement 12, to participate in sports for the enjoyment of leisure time, were considered to be most important to the students; physical educators should develop skills in some activities which would enable the student to participate in sport during her leisure time. Thus some emphasis on "lifetime sports" activities, which require only a few individuals for participation, was apparent from these findings. Also, so that students maintain an interest in sport, activities in Physical Education should be interesting and stimulating to the student; they should enjoy their experiences in physical education classes.

Section 4: Social Effectiveness

The fourth section of values was designed to determine the aspects of social effectiveness considered to be
most important to the respondents. The following values were included:

13. to join social groups and make friends
14. to be a good leader as well as follower
15. to have a sense of fair play and sportsmanship
16. to work together for the good of the team (teamwork)

The data indicated (see Table 4) that total group agreement in ranking occurred in only two items. All three socio-economic groups ranked statement 13, to make friends and join social groups, third in importance; and statement 14, to be a good leader as well as follower, ranked fourth in importance. More important to all three socio-economic groups were the values of sportsmanship and teamwork, statements 15 and 16. While the low and middle socio-economic groups ranked teamwork first, the high group ranked it second; and the low and middle groups ranked sportsmanship second, while the high group ranked it first. When compared to the low and middle socio-economic groups, the high group reversed the ranks assigned to the values of sportsmanship and teamwork.

Value statement 15, to have a sense of fair play and sportsmanship, and value statement 16, to work together for the good of the team, were the social values considered to be most important to the respondents. As sportsmanship seemed to be important to the students, activities in Physical Education should be structured in a manner that reinforces the appropriate attitudes regarding fair play and sportsmanship. Poor sportsmanship should not be
TABLE 4
SOCIAL EFFECTIVENESS: RANKINGS AND COMPARISONS
BY SOCIO-ECONOMIC GROUPS

<table>
<thead>
<tr>
<th>Value Statement #</th>
<th>Low Group (L) N = 119</th>
<th>Middle Group (M) N = 125</th>
<th>High Group (H) N = 137</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
</tr>
<tr>
<td>13) Friends (Social Group)</td>
<td>3 2.62 1.26 LM .62 LH 0</td>
<td>3 2.77 1.17 ML .62 MH .62</td>
<td>3 2.58 1.26 HL 0 HM .62</td>
</tr>
<tr>
<td>14) Leader and Follower</td>
<td>4 2.92 .99 LM .43 LH 1.43</td>
<td>4 3.18 .93 ML .43 MH 1.21</td>
<td>4 2.77 1.10 HL 1.43 HM 1.21</td>
</tr>
<tr>
<td>15) Sportsmanship</td>
<td>2 2.30 1.03 LM .14 LH 0</td>
<td>2 2.18 1.05 ML .14 MH .14</td>
<td>1 2.28 1.03 HL 0 HM .14</td>
</tr>
<tr>
<td>16) Teamwork</td>
<td>1 2.15 1.02 LM 1.50 LH .07</td>
<td>1 1.85 .81 ML 1.50 MH 1.43</td>
<td>2 2.37 1.01 HL .07 HM 1.43</td>
</tr>
</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important. The following abbreviations have been utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation a) * = .01 level of confidence, b) ** = .02 level of confidence c) *** = .05 level of confidence
overlooked by the instructor, but an attempt should be made to guide and channel student experiences in a positive way. The importance placed upon teamwork by students was consistent with the adolescent's need for a sense of belonging and working with her peers.

Section 5: Knowledges

The purpose of Section 5 was to determine which selected aspects of the body of knowledge in Physical Education were most important to the respondents. The following values were included:

17. ___ to understand the role of exercise in maintaining fitness
18. ___ to have a basic knowledge of how to improve skill ability
19. ___ to understand good posture and weight control principles
20. ___ to have a knowledge of rules and strategies of several sports

As indicated from the data found in Table 5, a variety of opinions existed between the three socio-economic groups regarding the relative importance of each knowledge value statement. Total group agreement in ranking occurred in only one item, statement 20, a knowledge of rules and strategies of several sports, which was ranked fourth by all socio-economic groups. It may be of interest to note, that while physical educators stress rules and strategies in sports, the low ranking assigned to this value by students indicated that it is of less importance to them in comparison with other kinds of
### TABLE 5

**KNOWLEDGES: RANKINGS AND COMPARISONS BY SOCIO-ECONOMIC GROUPS**

<table>
<thead>
<tr>
<th>Value Statement</th>
<th>Low Group (L) N = 119</th>
<th>Middle Group (M) N = 125</th>
<th>High Group (H) N = 137</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RK.</td>
<td>M.</td>
<td>S.D.</td>
</tr>
<tr>
<td>17) Maintaining Fitness</td>
<td>3</td>
<td>2.47</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18) Improving Skill Ability</td>
<td>2</td>
<td>2.35</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19) Posture Weight Control</td>
<td>1</td>
<td>2.34</td>
<td>1.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20) Rules and Strategies</td>
<td>4</td>
<td>2.84</td>
<td>1.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important. The following abbreviations have been utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation.  
   a) ** = .01 level of confidence, b) ** = .02 level of confidence, c) *** = .05 level of confidence.
knowledges. Statement 18, a basic knowledge of how to improve skill ability, was ranked second by the low and high socio-economic groups, and ranked first by the middle group, indicating that students were interested in a knowledge for improving their skill abilities. A knowledge of posture and weight control principles, statement 19, was ranked first by the low socio-economic group, and third by the middle and high groups. Total group disagreement occurred regarding the ranking of value statement 17, a knowledge of the role of exercise in maintaining fitness. The high socio-economic group ranked this value first, the middle group second, and the low group ranked it third. No significant differences were found between the means of the three respective groups.

A review of the combined rankings indicated that the respondents were most interested in having a knowledge of how to improve skill ability, value 18, and a knowledge concerning the role of exercise in maintaining fitness, value 17. Physical education experiences should be specifically structured to provide for these kinds of knowledges. Students placed the least importance on a knowledge of rules and strategies of several sports, value 20. These findings indicated that perhaps less emphasis should be placed on the mastery of the rules of the game, and more emphasis placed on knowledges which would directly benefit the student's health and her improvement in skill abilities.
Section 6: Skill Development

Section 6 was designed to determine which aspects of skill development were considered to be most important to the respondents. The values were the following:

21. ____to have good basic skills such as walking, running, jumping, etc.
22. ____to move the body with grace and poise
23. ____to have good skill ability in sports
24. ____to have rhythm in such activities as dance

As indicated in Table 6, total group agreement occurred in only one value, statement 24, to have rhythm in such activities as dance, which was ranked fourth by all three socio-economic groups. Perhaps, this aspect of skill development was ranked low because it may not be stressed by physical educators. The data concerning statement 22, to have grace and poise; and statement 23, to have good skill ability in sports, indicated two socio-economic groups agreed as to ranking. The development of grace and poise was ranked second by the low and high socio-economic groups, and third by the middle group. The development of skill ability in sports was ranked first by the middle and high socio-economic groups, and third by the low group. These findings indicated that two socio-economic groups were most interested in developing game skills. Total group disagreement occurred in value statement 21, to develop basic skills such as walking, jumping, running, etc. The low socio-economic group ranked this value first,


**TABLE 6**

**SKILL DEVELOPMENT: RANKINGS AND COMPARISONS BY SOCIO-ECONOMIC GROUPS**

<table>
<thead>
<tr>
<th>Value Statement #</th>
<th>Low Group (L) N = 119</th>
<th>Middle Group (M) N = 125</th>
<th>High Group (H) N = 137</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
</tr>
<tr>
<td>21) Basic Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22) Grace and Poise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23) Game Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24) Rhythm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important. The following abbreviations have been utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation.

a) * = .01 level of confidence, b) ** = .02 level of confidence, c) *** = .05 level of confidence.
the middle group second, and the high group ranked it third. There were no statistically significant differences.

To have good skill ability in sports, statement 23, was the value considered to be most important to the respondents. Thus, physical educators should have a thorough knowledge of factors affecting motor performance, specifically skill development, and mechanical principles involved in efficient movement. With the instructor's constructive suggestions, the student's skill ability should progress, provided the student is motivated to learn and improve her skill abilities.

Section 7: Cultural Appreciations

The seventh section of values was designed to determine which aspects of cultural appreciations were considered to be most important to the respondents. The statements included were:

25. ____ to appreciate the beauty of skilled performance such as gymnastics
26. ____ to appreciate the history of sport in this country
27. ____ to have an outlet for creative self-expression
28. ____ to enrich life through participation in sports

Total group agreement occurred in only one item, statement 26, to have an appreciation of the history of sport in this country (see Table 7). This value was ranked fourth by all three socio-economic groups. However, a very significant difference was found to exist between the group mean scores of the low and high socio-economic groups. At
### TABLE 7

CULTURAL APPRECIATIONS: RANKINGS AND COMPARISONS
BY SOCIO-ECONOMIC GROUPS

<table>
<thead>
<tr>
<th>Value Statement #</th>
<th>Low Group (L) N = 119</th>
<th>Middle Group (M) N = 125</th>
<th>High Group (H) N = 137</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
</tr>
<tr>
<td>25) Beauty of Skilled Performance</td>
<td>1 1.99 1.10 LM 0 LH .71</td>
<td>2 2.22 1.10 ML 0 MH .71</td>
<td>3 2.15 1.00 HL HM .71</td>
</tr>
<tr>
<td>26) History of Sport</td>
<td>4 3.11 1.06 LM 1.00 LH 3.20*</td>
<td>4 3.39 .92 ML 1.00 MH 1.80</td>
<td>4 3.61 .74 HL HM 3.20*</td>
</tr>
<tr>
<td>27) Creative Self-Expression</td>
<td>2 2.31 .97 LM .71 LH .29</td>
<td>3 2.32 .87 ML .71 MH .43</td>
<td>2 2.14 .93 HL HM .29</td>
</tr>
<tr>
<td>28) Enrich Life by Participation in Sports</td>
<td>3 2.59 1.04 LM .29 LH .50</td>
<td>1 2.05 1.08 ML .29 MH .79</td>
<td>1 2.09 .97 HL HM .50</td>
</tr>
</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important. The following abbreviations have been utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation
a) * = .01 = .01 level of confidence, b) ** = .02 level of confidence
c) *** = .05 level of confidence
the .01 level of confidence, the low group considered an appreciation of the history of sport in this country very significant as compared with the high socio-economic group. Perhaps, if the low socio-economic population included a substantial racial minority, their recent involvement in raising their social consciousness and relative status as individuals and as a group, through equal opportunity legislation, accounted for the very significant amount of importance placed on this value by the low socio-economic group. Statement 28, enrichment of life through participation in sports, was ranked first by the middle and high socio-economic groups, and third by the low group. Once again, the high socio-economic group has better financial means with which to purchase sport equipment; and also, perhaps they can visualize having leisure time in the future. Creative self-expression, statement 27, was ranked second by the low and high socio-economic groups, and third by the middle group. As two of the three socio-economic groups ranked this value second, it appeared to be of relative importance to these students to be able to express themselves creatively. Total group disagreement occurred regarding statement 25, to have an appreciation of the beauty of skilled performance. The low group ranked this value first, the middle group ranked it second, and the high socio-economic group ranked it third.
The combined rankings of the socio-economic groups indicated that the students most valued statement 28, to enrich life through participation in sports. The importance placed upon this value indicated that students believed some worthwhile values could be derived from participation in sport experiences, and that sport is fulfilling some of the basic needs and interests of the individual.

Section 8: Democratic Ideals

The value statements in Section 8 were designed to determine which values regarding democratic ideals were considered to be most important to the respondents. The following statements were included:

29. ___ to respect authority and rules
30. ___ to accept the worth of each person regardless of race or religion
31. ___ to respect the rights and feelings of others
32. ___ to tolerate differences in belief and opinion among individuals

As indicated in Table 8, total group agreement occurred in two items, statement 31, to respect the rights and feelings of others, was ranked first by all three socio-economic groups; while statement 30, to accept the worth of each person regardless of race or religion, was ranked second by all socio-economic groups. Statement 32, tolerating differences in belief and opinion among individuals, was ranked third by the middle and high socio-economic groups, and fourth by the low group. Statement 29, respecting authority and rules, was ranked fourth by
TABLE 8

DEMOCRATIC IDEALS: RANKING AND COMPARISONS
BY SOCIO-ECONOMIC GROUPS

<table>
<thead>
<tr>
<th>Value Statement #</th>
<th>Low Group (L)</th>
<th>Middle Group (M)</th>
<th>High Group (H)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>N = 119</td>
<td>N = 125</td>
<td>N = 137</td>
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<tr>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
<td>RK. M. S.D. t-tests</td>
<td></td>
</tr>
<tr>
<td>29) Authority and Rules</td>
<td>3 2.66 1.19 LM .71 LH .43</td>
<td>4 3.07 1.09 ML .71 MH .29</td>
<td>4 2.91 1.13 HL .43 HM .29</td>
</tr>
<tr>
<td>30) Worth of Each Person</td>
<td>2 2.24 1.10 LM .29 LH .79</td>
<td>2 2.18 1.15 ML .29 MH .50</td>
<td>2 2.40 1.08 HL .79 HM .50</td>
</tr>
<tr>
<td>31) Respect Rights and Feelings</td>
<td>1 2.03 .99 LM 1.29 LH .29</td>
<td>1 2.00 .81 ML 1.29 MH 1.00</td>
<td>1 1.93 .95 HL .29 HM 1.00</td>
</tr>
<tr>
<td>32) Difference in Belief and Opinion</td>
<td>4 2.97 1.03 LM .50 LH .14</td>
<td>3 2.69 1.10 ML .50 MH .36</td>
<td>3 2.77 1.05 HL .14 HM .36</td>
</tr>
</tbody>
</table>

Note: The value statements with lower mean scores have been ranked more important.

The following abbreviations were utilized: RK. = Rank, M. = Mean, S.D. = Standard Deviation
a) * = .01 level of confidence, b) ** = .02 level of confidence,
c) *** = .05 level of confidence
the middle and high socio-economic groups, and third by the low group. No significant differences existed between the mean scores of the socio-economic groups.

To respect the rights and feelings of others, statement 31, and to accept the worth of each person regardless of race or religion, statement 30, were the values considered to be most important to the respondents. Thus, respecting the individual appeared to be highly important to all three socio-economic groups. Especially during adolescence, when individuals are beginning to mature emotionally and socially into adulthood, they not only need to be respected by their peers, but need to learn to respect others as well. Physical education experiences may provide a natural laboratory for the development of these values, provided the student's experiences are properly guided by the instructor.

**Group Agreement on the 32 Value Statements**

As indicated in Table 9, total group agreement was found in the ranking of 16 value statements, or 50 percent of all 32 values. Twelve values, or 37.5 percent, were ranked the same by two groups; and four values, or 12.5 percent, were found to have total group disagreement as ranked.

Some differences occurred regarding the percentage of values within each group agreement category. At the .01
# TABLE 9

## SUMMARY OF GROUP AGREEMENT ON THE 32 VALUE STATEMENTS BY SECTIONS

<table>
<thead>
<tr>
<th>Sections</th>
<th>Total Group Agreement-- # of Values</th>
<th>Two-Group Agreement-- # of Values</th>
<th>Total Group Disagreement-- # of Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1: Physical Fitness</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Section 2: Emotional Stability</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 3: Recreational Interests</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 4: Social Effectiveness</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Section 5: Knowledges</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Section 6: Skill Development</td>
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<td>1</td>
</tr>
<tr>
<td>Section 7: Cultural Appreciations</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Section 8: Democratic Ideals</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Raw Total</td>
<td>16</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of Values</td>
<td>50%</td>
<td>37.5%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Note: Total group agreement indicates all groups ranked the value similarly. Two-group agreement indicates two groups ranked a value similarly. Total group disagreement indicates all groups ranked a value differently.
level of confidence, a very significant difference (see Table 10) existed between the percentage of values with total group agreement and the percentage of values with total group disagreement. There was a significantly greater percentage of values with total group agreement. At the .05 level of confidence, a difference existed between the percentage of values with two groups in agreement and the percentage of values with total group disagreement. There was a greater percentage of values with two groups in agreement as to ranking of the value statements.

The Eight Most Important Values

The value statements ranked as most important in each section by each socio-economic group is recorded in Table 11. All three socio-economic groups ranked the same value statements as the most important, in ranking four of the eight values. The values included as most important were statement 2, to have good physical strength and endurance to meet daily demands; statement 7, to have self-respect, self-esteem, confidence; statement 9, to have fun by playing sports; and statement 31, to respect the rights and feelings of others. Three statements were agreed upon as most important by two groups. The included values were: statement 16, to work together for the good of the team (teamwork), ranked the same by the low and middle groups; statement 21, to have good skill ability in sports, ranked
<table>
<thead>
<tr>
<th>Percentage of Statements with Total Group Agreement (T)</th>
<th>Percentage of Statements with Partial Agreement Two Groups (P)</th>
<th>Percentage of Statements with Total Group Disagreement (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>t-tests</td>
<td>t-tests</td>
<td>t-tests</td>
</tr>
<tr>
<td>T-P 1.00</td>
<td>P-T 1.00</td>
<td>D-T 3.48*</td>
</tr>
<tr>
<td>T-D 3.48*</td>
<td>P-D 2.33**</td>
<td>D-P 2.33***</td>
</tr>
<tr>
<td>50%</td>
<td>37.5%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Note:  

a) * = .01 level of confidence  
b) ** = .02 level of confidence  
c) *** = .05 level of confidence
TABLE 11
A PROFILE OF THE MOST IMPORTANT VALUE STATEMENT FROM EACH SECTION BY SOCIO-ECONOMIC GROUPS

<table>
<thead>
<tr>
<th>Section</th>
<th>Low Group</th>
<th>Middle Group</th>
<th>High Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Physical Fitness</td>
<td>2) Strength &amp; Endurance</td>
<td>2) Strength &amp; Endurance</td>
<td>2) Strength &amp; Endurance</td>
</tr>
<tr>
<td>3) Recreational Interests</td>
<td>9) Fun</td>
<td>9) Fun</td>
<td>9) Fun</td>
</tr>
<tr>
<td>4) Social Effectiveness</td>
<td>16) Teamwork</td>
<td>16) Teamwork</td>
<td>15) Sportsmanship</td>
</tr>
<tr>
<td>5) Knowledges</td>
<td>19) Posture, Weight Control</td>
<td>18) Improving Skill Ability</td>
<td>17) Maintaining Fitness</td>
</tr>
<tr>
<td>6) Skill Development</td>
<td>21) Basic Skills such as walking &amp; running</td>
<td>23) Game Skills</td>
<td>23) Game Skills</td>
</tr>
</tbody>
</table>
the same by the middle and high groups; and statement 25, to enrich life through participation in sports, ranked the same by the middle and high socio-economic groups. In Section 5, Knowledges, all three socio-economic groups disagreed upon the value statement to be ranked most important. However, the combined ranking of the groups indicated that value 18, to have a basic knowledge of how to improve skill ability, was considered to be most important.

Summary of Findings -- Part I: Ranking of Value Statements

A review of the data from Part I indicated the following major findings:

1. A review of the data indicated considerable agreement among the three socio-economic groups regarding the ranking of value statements. The following percentage of values were included in each group agreement category:

   Total Group Agreement: 50 percent, or 16 of the 32 values

   Two Groups in Agreement: 37.5 percent, or 12 of the 32 values

   Total Group Disagreement: 12.5 percent, or four of the 32 values

   At the .01 level of confidence, a very significant difference existed regarding the percentage of values with total group agreement and those with total group disagreement. The percentage of values with total group agreement
Section 7: statement 28, to enrich life through participation in sports

Total group disagreement occurred regarding the most important value statement in Section 5, Knowledges. However, a combined ranking of the three socio-economic groups indicated that value statement 18, to have a basic knowledge of how to improve skill ability, was considered to be the most important value in this section.

3. The following value sections received total group agreement as to ranking of values within sections:
   - Section 2: Emotional Stability
   - Section 3: Recreational Interests

4. Although considerable agreement occurred between socio-economic groups in the ranking of values some significant differences existed in the following value statements:
   a. Responses to statement 8, accepting one's strengths and limitations, differed. At the .05 level of confidence, the middle and high socio-economic groups considered accepting one's strengths and limitations more important than did the low group.
   b. Statement 9, to have fun by playing sports, indicated significant differences between groups. At the .01 level of confidence, the high socio-economic group, as compared to the low and middle groups, more significantly valued having fun by playing sports.
c. Responses to statement 12, to participate in sports for the enjoyment of leisure time, indicated a significant difference between groups. At the .02 level of confidence, the middle group, as compared with the low socio-economic group, more significantly valued participation in sports for the enjoyment of leisure time. At the .01 level of confidence, the high group, as compared to the low socio-economic group, more significantly valued participation in sports for the enjoyment of leisure time.

d. A very significant difference existed regarding statement 26, to have an appreciation of the history of sport in this country. At the .01 level of confidence, the low group more significantly valued an appreciation of the history of sport in this country.

Discussion of the Findings--Part I

A review of the data from Part I indicated that the most important values selected by the students not only reflected the specific needs of the junior high school age group, but were a reflection of some of the basic needs of man for physical activity, psychological well-being, and a sense of belongingness regarding social life. Maslow (42) has alluded to these basic needs which included the following: 1) physiological needs, 2) safety needs, 3) love and belonging needs, 4) esteem needs, and 5) self-actualization.

As the junior high school student is in a state of rapid physical growth and change, maintaining physical
fitness as a foundation to insure proper development of the body is essential (23, 29). Psychologically and socially, the adolescent is at a stage of development when self-esteem, self-respect, and self-confidence are necessary to the functioning of a healthy personality (23). And finally, at the junior high school age, the student is developing socially and has a need to be accepted by a social group made up of his peers (23).

The values ranked most important by the students are basic to the satisfaction of the adolescent's needs.

Part II. Section Rankings

Part II was designed to determine rankings of values by sections. The respondents were required to place an "X" next to the three sections of values they considered to be most important. The sections which received the greatest number of total checks were considered to be the more important in the opinion of the respondents. Part II included sections arranged in the following format:

- **Section 1**: Physical Fitness
- **Section 2**: Emotional Stability
- **Section 3**: Recreational Interests
- **Section 4**: Social Effectiveness
- **Section 5**: Knowledges
- **Section 6**: Skill Development
- **Section 7**: Cultural Appreciations
- **Section 8**: Democratic Ideals
Percentage of response was calculated for each section of values and tests of significance of proportions applied among socio-economic groups.

The data in this part of the opinionnaire were discussed by sections in the following order: 1) sections with total group agreement in ranking, 2) sections in which two groups agreed in ranking, and 3) sections with total group disagreement.

As indicated in Table 12, all three socio-economic groups agreed that Section 1, Physical Fitness Benefits, was the most important value section. Regarding physical fitness, differences and very significant differences were found to exist between socio-economic groups regarding the percentage of respondents who considered this value important. At the .05 level of confidence, a greater percentage of the low socio-economic group checked physical fitness than did the high group. At the .01 level of confidence, a significantly greater percentage of the middle socio-economic group checked this value than did the high group. Thus, a greater percentage of both the low and middle socio-economic groups favored physical fitness than did the high group.

It was further indicated in Table 12, that total socio-economic group agreement occurred regarding the ranking of Section 7, Cultural Appreciations, which was ranked eighth, the lowest, by all groups. Evidently, all
### TABLE 12

**SECTION RANKINGS: PERCENTAGE OF RESPONSE BY SOCIO-ECONOMIC GROUPS**

<table>
<thead>
<tr>
<th>Section #</th>
<th>Low Group (L) N = 104</th>
<th>Middle Group (M) N = 130</th>
<th>High Group (H) N = 132</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Physical Fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>72</td>
<td>69.23</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
<tr>
<td>2) Emotional Stability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>40.38</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
<tr>
<td>3) Recreational Interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>24.04</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
<tr>
<td>4) Social Effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>46</td>
<td>44.23</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
<tr>
<td>5) Knowledges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>26.92</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
<tr>
<td>6) Skill Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>46.15</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
<tr>
<td>7) Cultural Appreciations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>10.58</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
<tr>
<td>8) Democratic Ideals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>38.46</td>
<td>LM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LH</td>
</tr>
</tbody>
</table>

**Note:** The sections with a greater percentage of response were ranked more important. The following abbreviations were utilized: RK. = Rank, R.S. = Raw Score

- a) * = .01 level of confidence
- b) ** = .02 level of confidence
- c) *** = .05 level of confidence
groups considered cultural appreciations relatively unimportant, when compared to other values. Perhaps, this low ranking occurred because relatively little emphasis may be placed currently on cultural values in the Physical Education Program.

Rankings on the remaining six sections of values, 50 percent, or three sections, indicated two socio-economic groups in agreement. Skill Development, Section 6, as indicated in Table 12, was ranked second by the low and middle socio-economic groups, and fourth by the high group. The high group placed more emphasis on Section 4, Social Effectiveness, as indicated by the rank of two assigned to this section of values. An acceptable reason for this ranking is not clear, as the high socio-economic group, with more prestige and social status, might be expected to rank social effectiveness higher as they have some social status and want to retain it; while the low and middle socio-economic groups may not have this status, but want to gain it.

Democratic Ideals, Section 8, was ranked sixth by the middle and high socio-economic groups, and fifth by the low socio-economic group, thus receiving a relatively low ranking by all groups. A study by Robinson (63), at the high school level, indicated that students believed education was not fulfilling its potential in developing responsible citizens, but had an obligation to do so. As
Robinson's study was conducted in 1956, perhaps students of today did not believe this section of values as important, as indicated by current devaluation of and inquiry into the importance and evaluation of establishment values.

Section 5, Knowledges, was ranked seventh, a low ranking, by the middle and high socio-economic groups, and sixth by the low group.

Rankings in three sections were found to be in total group disagreement. Although the socio-economic groups disagreed as to the ranking of Section 4, Social Effectiveness, all groups placed it among the four highest rankings, thus indicating that social effectiveness was an important value section.

Value Section 2, Emotional Stability, was ranked third by the high socio-economic group, fourth by the low group, and fifth by the middle group. These rankings indicated that Emotional Stability was relatively important to the students as compared to all others.

Recreational Interests, Section 3, was ranked fifth by the high socio-economic group, third by the middle group, and seventh by the low group. This value section was found to be significantly more important to the middle and high socio-economic groups, than to the low group. At the .02 level of confidence, a greater percentage of students in the high socio-economic group, as compared to the low group, valued recreational interests; and at the .01
Summary of Findings--Part II:
Section Rankings

A review of the data presented in Table 12 indicated the following results from Part II:

1. A review of the data indicated some group agreement occurred among the three socio-economic groups regarding the ranking of the value sections. The following percentages of value sections were included in each group agreement category:

   - Total Group Agreement: 25 percent, or two of the eight value sections
   - Two Groups in Agreement: 37.5 percent, or three of the eight value sections
   - Total Group Disagreement: 37.5 percent, or three of the eight value sections

There were no significant differences in the percentage of value sections in each group-agreement category.

2. As a result of the combined rankings of the socio-economic groups, the following value sections ranked in the upper half of the list:

   - Section 1: Physical Fitness Benefits
     (ranked first by all groups)
   - Section 2: Emotional Stability
   - Section 4: Social Effectiveness
   - Section 6: Skill Development
TABLE 14

PROGRAM SUCCESS OF INDIVIDUAL VALUE STATEMENTS
RANKINGS AND MEAN SCORES BY
SOCIO-ECONOMIC GROUPS

<table>
<thead>
<tr>
<th>Significant Differences</th>
<th>Rank #</th>
<th>Low Group (L) N = 100</th>
<th>Middle Group (M) N = 116</th>
<th>High Group (H) N = 123</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Value #</td>
<td>Value Kind</td>
<td>Mean</td>
</tr>
<tr>
<td>L-H 2.14***</td>
<td>1</td>
<td>9***</td>
<td>R</td>
<td>3.68</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>16</td>
<td>SO</td>
<td>3.48</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>15</td>
<td>SO</td>
<td>3.48</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>23</td>
<td>S</td>
<td>3.32</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>29</td>
<td>D</td>
<td>3.32</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>P</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>31</td>
<td>D</td>
<td>3.29</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>30</td>
<td>D</td>
<td>3.21</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>21</td>
<td>S</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>17</td>
<td>K</td>
<td>3.16</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>18</td>
<td>K</td>
<td>3.16</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>5</td>
<td>E</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>12</td>
<td>R</td>
<td>3.13</td>
</tr>
<tr>
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<td>14</td>
<td>13</td>
<td>SO</td>
<td>3.10</td>
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<tr>
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<td>15</td>
<td>32</td>
<td>D</td>
<td>3.06</td>
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<tr>
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<td>16</td>
<td>20</td>
<td>K</td>
<td>3.06</td>
</tr>
<tr>
<td></td>
<td>17</td>
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</tr>
<tr>
<td></td>
<td>19</td>
<td>25</td>
<td>C</td>
<td>3.00</td>
</tr>
<tr>
<td>Significant Differences</td>
<td>Rank #</td>
<td>Low Group (L) N = 100</td>
<td>Middle Group (M) N = 116</td>
<td>High Group (H) N = 123</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Value #</td>
<td>Value Kind</td>
<td>Mean</td>
</tr>
<tr>
<td>L-H 2.00***</td>
<td>20</td>
<td>6***</td>
<td>E</td>
<td>2.97</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>19</td>
<td>K</td>
<td>2.88</td>
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<td>10</td>
<td>R</td>
<td>2.87</td>
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<td></td>
<td>23</td>
<td>1</td>
<td>P</td>
<td>2.87</td>
</tr>
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<td></td>
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<td>C</td>
<td>2.85</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>8</td>
<td>E</td>
<td>2.80</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>4</td>
<td>P</td>
<td>2.79</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>24</td>
<td>S</td>
<td>2.77</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>27</td>
<td>C</td>
<td>2.67</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>22</td>
<td>S</td>
<td>2.65</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>3</td>
<td>P</td>
<td>2.54</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>11</td>
<td>R</td>
<td>2.40</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>26</td>
<td>C</td>
<td>2.16</td>
</tr>
</tbody>
</table>

Note: Values with higher mean scores were ranked more important

a) * = .01 level of confidence
b) ** = .02 level of confidence
c) *** = .05 level of confidence

The following abbreviations were utilized: S.D. = Standard Deviation, P = Physical Fitness, E = Emotional Stability, R = Recreational Interests, SO = Social Effectiveness, K = Knowledges, S = Skill Development, C = Cultural Appreciations, D = Democratic Ideals
success with a variety of values. It is interesting to note, that while knowledges and democratic ideals as value sections were ranked relatively low, Physical Education seemed to be rendering at least an average performance in terms of attaining these values.

Almost all values received an average program success rating or higher. However, some of the recreational and cultural values received a poor success rating, namely value statement 11, to be aware of recreational programs in the community, and statement 26, to have an appreciation of the history of sport in this country.

Table 14 further indicated only two differences occurred between socio-economic groups regarding mean scores on specific values. Both involved differences between the low and high socio-economic groups. Regarding statement 9, to have fun by playing sports, the low socio-economic group rated program success better at the .05 level of confidence, when compared to the high group. Regarding statement 6, to have self-reliance and independence, the low socio-economic group as compared with the high group, rated program success better at the .05 level of confidence.

<table>
<thead>
<tr>
<th>Percentage of Values in Each Program Success Category</th>
</tr>
</thead>
</table>

Table 15 showed a graphic presentation of the percentage of values in each program success category by
### TABLE 15

PERCENTAGE OF INDIVIDUAL VALUE STATEMENTS IN EACH PROGRAM SUCCESS CATEGORY BY SOCIO-ECONOMIC GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Low Group</th>
<th>Middle Group</th>
<th>High Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>53%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>Average</td>
<td>47%</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td>Poor</td>
<td>0%</td>
<td>6%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Percentage of Values
socio-economic groups. As indicated in Table 15, 53 percent of the values rated by the low group received a rating of good program success, while only 16 percent of the values in the middle group, and nine percent of the values in the high group, received a rating of good program success. The differences in percentages between the low and middle socio-economic groups, and the low and the high groups was very significant at the .01 level of confidence (see Table 16).

While only 47 percent of the values in the low group received a rating of average program success, 78 percent of the values in the middle group, and 82 percent of the values in the high group, received a rating of average program success. The differences in percentages between the low and middle socio-economic groups, and the low and high groups, was very significant at the .01 level of confidence (see Table 16).

Nine percent of the values in the high socio-economic group, and six percent of the values in the middle socio-economic group, received a rating of poor program success. No value in the low socio-economic group received a poor success rating. No significant differences existed between the socio-economic groups in the area of poor program success. According to the results, indication was found that the low socio-economic group believed Physical Education had good program success with a greater number
<table>
<thead>
<tr>
<th>Program Success Category</th>
<th>Low Group (L) Percentage</th>
<th>Middle Group (M) Percentage</th>
<th>High Group (H) Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t-tests</td>
<td>t-tests</td>
<td>t-tests</td>
</tr>
<tr>
<td>Good</td>
<td>53%</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>LM 3.33*</td>
<td>ML 3.33*</td>
<td>HL 4.26*</td>
</tr>
<tr>
<td></td>
<td>LH 4.26*</td>
<td></td>
<td>HM .84</td>
</tr>
<tr>
<td>Average</td>
<td>47%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>LM 2.66*</td>
<td>ML 2.66*</td>
<td>HL 3.09*</td>
</tr>
<tr>
<td></td>
<td>LH 3.09*</td>
<td></td>
<td>HM .39</td>
</tr>
<tr>
<td>Poor</td>
<td>0%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>LM 1.41</td>
<td>ML 1.41</td>
<td>HL 1.86</td>
</tr>
<tr>
<td></td>
<td>LH 1.86</td>
<td></td>
<td>HM .46</td>
</tr>
</tbody>
</table>

Note:  
* = .01 level of confidence  
** = .02 level of confidence  
*** = .05 level of confidence
of values than did the middle and high socio-economic groups. As in an earlier citing, it is possible that the program was either of better quality at the low socio-economic school or the middle and high groups were more critical of existing programs.

Comparison of the Eight Highest Ranked Values and Their Corresponding Program Success

To investigate the degree of success of Physical Education Programs in achieving their goals, the most important value statement in each section was compared with its mean score for program success. A value with a mean score of 3.01 to 4.00 indicated good program success; a value with a mean score between 2.01 and 3.00 indicated average program success; and a value statement with a mean score of 1.01 to 2.00 indicated poor program success.

In Table 17, review of the data involving the eight highest ranked values for the low socio-economic group revealed that Physical Education had good program success with five of the eight values, and average program success with three of the values. For the middle group, Table 18 indicated good program success with four of the eight most important values, and average program success with the other four values. In the high socio-economic group, Table 19 indicated only two of the eight values had good program success, while six only had average program success.
### TABLE 17

**LOW GROUP: EIGHT HIGHEST RANKED VALUES, MEAN SCORES FOR VALUE RANKINGS AND PROGRAM SUCCESS**

<table>
<thead>
<tr>
<th>Value #</th>
<th>Value Statement</th>
<th>Ranking of Values: Mean Score&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Program Success: Mean Score&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>To have fun by playing sports</td>
<td>1.76</td>
<td>3.68</td>
</tr>
<tr>
<td>7</td>
<td>Self-respect</td>
<td>1.77</td>
<td>3.03</td>
</tr>
<tr>
<td>25</td>
<td>Beauty of skilled performance</td>
<td>1.99</td>
<td>3.00</td>
</tr>
<tr>
<td>31</td>
<td>Respect the rights and feelings of others</td>
<td>2.03</td>
<td>3.29</td>
</tr>
<tr>
<td>16</td>
<td>Teamwork</td>
<td>2.15</td>
<td>3.48</td>
</tr>
<tr>
<td>21</td>
<td>Good basic skills such as walking, running</td>
<td>2.19</td>
<td>2.17</td>
</tr>
<tr>
<td>2</td>
<td>Strength and endurance to meet daily demands</td>
<td>2.27</td>
<td>3.30</td>
</tr>
<tr>
<td>19</td>
<td>Knowledge of posture and weight control</td>
<td>2.34</td>
<td>2.88</td>
</tr>
</tbody>
</table>

**Note:**

- a) The lower the mean score, the more important the value.
- b) The higher the mean score, the better the program success.
### TABLE 18

**MIDDLE GROUP: EIGHT HIGHEST RANKED VALUES, MEAN SCORES FOR VALUE RANKINGS AND PROGRAM SUCCESS**

<table>
<thead>
<tr>
<th>Value #</th>
<th>Value Statement</th>
<th>Ranking of Values: Mean Score</th>
<th>Program Success: Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>To have fun by playing sports</td>
<td>1.57</td>
<td>3.40</td>
</tr>
<tr>
<td>2</td>
<td>Strength and endurance to meet daily demands</td>
<td>1.82</td>
<td>3.05</td>
</tr>
<tr>
<td>16</td>
<td>Teamwork</td>
<td>1.85</td>
<td>3.31</td>
</tr>
<tr>
<td>23</td>
<td>Game skills</td>
<td>1.99</td>
<td>2.94</td>
</tr>
<tr>
<td>31</td>
<td>Respect rights and feelings of others</td>
<td>2.00</td>
<td>3.03</td>
</tr>
<tr>
<td>7</td>
<td>Self-Respect</td>
<td>2.02</td>
<td>2.71</td>
</tr>
<tr>
<td>28</td>
<td>Enrich life through sports participation</td>
<td>2.05</td>
<td>2.59</td>
</tr>
<tr>
<td>18</td>
<td>Knowledge of how to improve skills</td>
<td>2.40</td>
<td>2.91</td>
</tr>
</tbody>
</table>

**Note:**

a) The lower the mean score, the more important the value.

b) The higher the mean score, the better the program success.
TABLE 19
HIGH GROUP: EIGHT HIGHEST RANKED VALUES, MEAN SCORES
FOR VALUE RANKINGS AND PROGRAM SUCCESS

<table>
<thead>
<tr>
<th>Value #</th>
<th>Value Statement</th>
<th>Ranking of Values: Mean Score(^a)</th>
<th>Program Success: Mean Score(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>To have fun by playing sports</td>
<td>1.35</td>
<td>3.20</td>
</tr>
<tr>
<td>31</td>
<td>Respect rights and feelings of others</td>
<td>1.93</td>
<td>2.86</td>
</tr>
<tr>
<td>2</td>
<td>Strength and endurance to meet daily demands</td>
<td>1.98</td>
<td>3.03</td>
</tr>
<tr>
<td>28</td>
<td>Enrichment of life through sports</td>
<td>2.09</td>
<td>2.36</td>
</tr>
<tr>
<td>7</td>
<td>Self-respect</td>
<td>2.18</td>
<td>2.43</td>
</tr>
<tr>
<td>17</td>
<td>Role of exercise in maintaining fitness</td>
<td>2.20</td>
<td>2.54</td>
</tr>
<tr>
<td>23</td>
<td>Game skills</td>
<td>2.22</td>
<td>2.85</td>
</tr>
<tr>
<td>15</td>
<td>Sportsmanship</td>
<td>2.28</td>
<td>2.87</td>
</tr>
</tbody>
</table>

Note:  
\(^a\) The lower the mean score, the more important the value.  
\(^b\) The higher the mean score, the better the program success.
As indicated in Table 20, a very significant difference existed at the .01 level of confidence between the low and the high socio-economic groups, and the middle and high groups, regarding the eight highest ranked values with good program success. The low socio-economic group had a significantly greater percentage of values with good program success, than did the high group; and the middle group also had a significantly higher percentage of values with good program success. Thus, the low and middle groups indicated a significantly greater program success rating with the eight highest ranked values, than did the high group.

**Summary of Findings--Part III**

**Program Success**

A review of the data from Part III indicated the following findings:

1. Respondents from all three socio-economic groups generally had a favorable attitude regarding their physical education experiences.

2. Regarding program success as a total score resulting from the summation of scores on all values for respondents from each socio-economic group, the following results were indicated:

   a. The low socio-economic group had a significantly greater percentage (.01 level of confidence) of
TABLE 20

EIGHT HIGHEST RANKED VALUES AND PROGRAM SUCCESS
BY SOCIO-ECONOMIC GROUPS, PERCENTAGE OF
VALUES WITH "GOOD PROGRAM SUCCESS"

<table>
<thead>
<tr>
<th></th>
<th>Low Group (N = 100)</th>
<th>Middle Group (N = 116)</th>
<th>High Group (N = 123)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Values</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with</td>
<td>63%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>&quot;Good Program Success&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>t-tests</strong></td>
<td>LM 1.93</td>
<td>ML 1.93</td>
<td>HL 6.09*</td>
</tr>
<tr>
<td></td>
<td>LH 6.09*</td>
<td>MH 4.11*</td>
<td>HM 4.11*</td>
</tr>
</tbody>
</table>

Note:  
- a) * = .01 level of confidence  
- b) ** = .02 level of confidence  
- c) *** = .05 level of confidence
respondents in the good program success category, than did the middle and high groups.

b. At the .02 level of confidence, a significantly greater percentage of the high socio-economic group, as compared to the low group, believed Physical Education was rendering an average performance in achieving the program's goals.

c. At the .02 level of confidence, a significantly greater percentage of the middle socio-economic group, as compared to the low group, believed Physical Education was rendering a poor performance in accomplishing the program's objectives.

d. At the .05 level of confidence, a greater percentage of the high socio-economic group, as compared to the low and middle groups, believed Physical Education was rendering a very poor rating in terms of program success.

3. Regarding program success of individual value statements, all three socio-economic groups ranked statement 9, to have fun by playing sports, and statement 16, to work together for the good of the team (teamwork), first and second, respectively. All three socio-economic groups also ranked statement 11, to be aware of recreational programs in the community, and statement 26, an appreciation of the history of sport in this country, lowest with respect to program success. Almost all values received an
average program success rating or higher. However, some of the recreational and cultural values received a poor success rating; namely statements 11 and 26.

4. The percentage of values in each program success category was also considered for each socio-economic group. The low socio-economic group had the greatest percentage of values in the good program success category. Some differences were significant as indicated by the following:

   a. At the .01 level of confidence, the low socio-economic group had a greater percentage of values with good program success than did both the middle and high groups.

   b. Also at the .01 level of confidence, the middle and high socio-economic groups had a significantly greater percentage of values in the average program success category.

5. The eight highest ranked value items from Part I were also compared with their respective program success category in Part III. Regarding the eight highest ranked values from Part I, the low and middle groups had a significantly greater percentage (.01 level of confidence) of values with good program success, than did the high group.
Discussion of the Findings--Part III

A review of the data from Part III indicated that the respondents generally had a favorable attitude regarding their physical education experiences. A total attitude score of 97 or higher indicated a good program success attitude, while a score between 65 and 96 indicated average program success. The socio-economic groups had the following mean attitude scores:

- Low socio-economic group 96
- Middle socio-economic group 86
- High socio-economic group 81

Physical educators were found to be imparting some worthwhile values to students at the selected schools and achieving some success.

A review of the data also indicated that the low socio-economic group had a significantly greater percentage of respondents with an attitude of good program success regarding Physical Education. This finding supported the finding by Mullins (62) that females from the low socio-economic group had the most favorable attitude regarding Physical Education. This finding might be explained by a consideration that programs were either better at the low socio-economic schools, or middle and high socio-economic students may be more critical of their school's Physical Education Programs.
A consideration of the findings regarding program success of the eight most important values indicated that at least average program success or higher was being rendered by Physical Education Programs with most values. Thus, further support existed that Physical Education was having some program success in a variety of value areas important to the students.

The low ranking received by some of the cultural appreciation values in terms of program success, indicated that more emphasis needs to be placed on these values, and that they must be taught more directly, if these values are going to be meaningful to students.

This chapter has presented the analysis and treatment of the data received from 392 respondents completing the Physical Education Opinionnaire. The findings were presented according to each of the three parts of the opinionnaire and included a summary of the findings following each respective part.
CHAPTER V

CONCLUSION

One of the vital concerns of Education is the role it may have in the formation of values held by the student. A value judgment involves a rational and emotional aspect of man's nature and a response as to relative worth. Values are learned through interaction with the individual's environments which include people, places, and experiences. An important part of the student's total environment and experience is school.

The structuring of Physical Education Programs should continually reflect expressed student values and those of society. As programs should be designed for the benefit of students and society in general, a need exists to determine the opinions of those students it serves. Little investigative evidence exists pertaining to junior high school girls relevant to the values included in the Physical Education Program, and their relative importance to students. Further, there exists a lack of appropriate measurement tools available for determining a student evaluated measurement of physical education success in meeting selected values and objectives.
Specifically, the purpose of this investigation was to identify and analyze the opinions of ninth grade girls from three different socio-economic levels regarding the importance of selected physical education values, and to investigate the degree of program success by Physical Education in attaining these values.

The 32 values selected for inclusion in this opinionnaire were arranged according to kind into the following eight sections: 1) Physical Fitness Benefits, 2) Emotional Stability, 3) Recreational Interests, 4) Social Effectiveness, 5) Knowledges, 6) Skill Development, 7) Cultural Appreciations, and 8) Democratic Ideals. These groups of values were selected following a review of the literature. Research studies at the high school and college levels indicated that Physical Education Programs were imparting some worthwhile values to students.

The instrument used in this investigation was designed following a review of the literature and a preliminary investigation of student values. A maximum amount of information was obtained from the respondents by dividing the opinionnaire into three parts. Part I was designed to determine the ranking of values within each of the eight sections. Part II was designed to discover which sections of values were most important to the students. Part III was designed to determine the degree of program
success of Physical Education Programs in attaining the total 32 values.

In the Spring of 1975, a pilot study was administered to 76 ninth grade girls. A representative range of skills, attitudes, and intellectual abilities were included in the group. The validity of student responses was determined to be high upon evaluation of the clarity of directions, simplicity of format, and the nature and structure of the opinionnaire. Reliability was determined using a test-retest method, with a two week interval between administrations of the opinionnaire. Using the Spearman Brown formula, the reliability was determined to be acceptably high with a positive correlation coefficient of .87.

Approval for the conduct of this investigation within the Los Angeles City Unified School District was obtained from the Committee on Research Studies (see Appendix C), and involved approval of Principals and Department Chairpersons of schools selected for the study.

In the Spring of 1976, the designed opinionnaire was administered to 392 students from three different socio-economic levels of the San Fernando Valley, Los Angeles County, California.

The following hypotheses were tested:
1) A significant difference exists between low, middle, and high socio-economic groups as to mean ranking score of the specific values within each section.
2) A significant difference exists between low, middle, and high socio-economic groups as to percentage ranking of the sections of values.

3) A significant difference exists between low, middle, and high socio-economic groups regarding the success of Physical Education Programs in achieving these values.

The data was treated according to the format of the opinionnaire; Part I treated first, Part II, and Part III.

Major Findings of the Study

Part I. Ranking of Values within Sections

A review of the data from Part I indicated the following major findings:

1. Considerable agreement among the three socio-economic groups regarding the ranking of value statements was found. The following percentage of values were included in each group agreement category:

   Total Group Agreement: 50 percent, or 16 of the 32 values
   Two Groups in Agreement: 37.5 percent, or 12 of the 32 values
   Total Group Disagreement: 12.5 percent, or four of the 32 values

At the .01 level of confidence, a very significant difference existed regarding the percentage of values with
total group agreement and those with total group disagreement. The percentage of values with total group agreement was significantly higher than the percentage of values with total group disagreement. A difference existed at the .05 level of confidence regarding the percentage of values with two groups in agreement as compared with the percentage of values with total group disagreement. The percentage of values with two groups in agreement was higher than the percentage of values with total group disagreement.

2. Considerable agreement existed regarding the value ranked most important in each section. All socio-economic groups agreed upon four of the eight highest ranked values. The values were:

Section 1: statement 2, to have good physical strength and endurance to meet daily demands
Section 2: statement 7, to have self-respect, self-esteem, self-confidence
Section 3: statement 9, to have fun by playing sports
Section 8: statement 31, to respect the rights and feelings of others

Two socio-economic groups agreed on the ranking of three of the four remaining values which included the following:

Section 4: statement 16, to work together for the good of the team (teamwork)
Section 6: statement 23, to have good skill ability in sports

Section 7: statement 28, to enrich life through participation in sports

Total group disagreement occurred regarding the most important value statement in Section 5, Knowledges. However, a combined ranking of the three socio-economic groups indicated that value statement 18, to have a basic knowledge of how to improve skill ability, was considered to be the most important value in this section.

3. The following two value sections had total group agreement as to ranking of values within sections:

   Section 2: Emotional Stability
   Section 3: Recreational Interests

4. Although considerable agreement occurred between socio-economic groups in the ranking of values some significant differences existed in the following value statements:

   a. Responses to statement 8, accepting one's strengths and limitations, differed. At the .05 level of confidence, the middle and high socio-economic groups considered accepting one's strengths and limitations more important than did the low group.

   b. Statement 9, to have fun by playing sports, indicated significant differences between groups. At the .01 level of confidence, the high socio-economic group, as
compared to the low and middle groups, more significantly valued having fun by playing sports.

c. Responses to statement 12, to participate in sports for the enjoyment of leisure time, indicated a significant difference between groups. At the .02 level of confidence, the middle group, as compared with the low socio-economic group, more significantly valued participation in sports for the enjoyment of leisure time. At the .01 level of confidence, the high group, as compared to the low socio-economic group, more significantly values participation in sports for the enjoyment of leisure time.

d. A very significant difference existed regarding statement 26, to have an appreciation of the history of sport in this country. At the .01 level of confidence, the low group more significantly valued an appreciation of the history of sport in this country.

Part II. Value Section Rankings

A review of the data presented in Table 12 indicated the following results from Part II:

1. Some group agreement occurred among the three socio-economic groups regarding the ranking of the value sections. The following percentages of value sections were included in each group agreement category:

   Total Group Agreement: 25 percent, or two of the eight value sections
Two Groups in Agreement: 37.5 percent, or three of the eight value sections

Total Group Disagreement: 37.5 percent, or three of the eight value sections

There were no significant differences found in the percentage of value sections in each group agreement category.

2. As a result of the combined rankings of the socio-economic groups, the following value sections ranked in the upper half of the list, and were considered to be most important to the respondents.

Section 1: Physical Fitness Benefits, was ranked first by all groups

Section 2: Emotional Stability

Section 4: Social Effectiveness

Section 6: Skill Development

3. As a result of the combined rankings of the socio-economic groups, the following value sections were ranked in the lower half of the eight sections, and were valued less by the respondents:

Section 3: Recreational Interests

Section 5: Knowledges

Section 7: Cultural Appreciations, ranked lowest by all groups

Section 8: Democratic Ideals
4. The ranked placement of specific value sections, as indicated above, was found to be expected, as relative position of ranked values seemed to follow those objectives valued and emphasized more often in Physical Education Programs.

5. It was further indicated that few significant differences existed between the section rankings by the three socio-economic groups. The following was found:
   a. Section 1, Physical Fitness Benefits--at the .05 level of confidence, a greater percentage of the low socio-economic group checked physical fitness benefits than did the high group. At the .01 level of confidence, a significantly greater percentage of the middle socio-economic group checked this value than did the high group.
   b. Section 3, Recreational Interests--at the .02 level of confidence, a significantly greater percentage of students in the high socio-economic group, as compared to the low group, valued recreational interests. At the .01 level of confidence, a significantly greater percentage of the middle group, as compared to the low group, valued recreational interests.

Part III. Program Success

A review of the data from Part III indicated the following findings:
1. Respondents from all three socio-economic groups generally had a favorable attitude regarding their physical education experiences.

2. Regarding program success as a total score resulting from the summation of scores on all values for respondents from each socio-economic group, the following results were indicated:

   a. The low socio-economic group had a significantly greater percentage, at the .01 level of confidence, of respondents in the good program success category, than did the middle and high groups.

   b. At the .02 level of confidence, a significantly greater percentage of the high socio-economic group, as compared to the low group, believed Physical Education was rendering an average performance in achieving the program's goals.

   c. At the .02 level of confidence, a significantly greater percentage of the middle socio-economic group, as compared to the low group, believed Physical Education was rendering a poor performance in accomplishing the program's objectives.

   d. At the .05 level of confidence, a greater percentage of the high socio-economic group, as compared to the low and middle groups, believed Physical Education was rendering a very poor rating in terms of program success.
3. Regarding program success of individual value statements, all three socio-economic groups ranked statement 9, to have fun by playing sports, and statement 16, to work together for the good of the team (teamwork), first and second, respectively. All three socio-economic groups also ranked statement 11, to be aware of recreational programs in the community, and statement 26, an appreciation of the history of sport in this country, lowest with respect to program success. Almost all values received an average program success rating or higher. However, some of the recreational and cultural values received a poor success rating; namely statements 11 and 26.

4. The percentage of values in each program success category was also considered for each socio-economic group. The low socio-economic group had the greatest percentage of values in the good program success category, while the middle and high groups had the greatest percentage of values in the average program success category. Some differences were significant as indicated by the following:

a. At the .01 level of confidence, the low socio-economic group had a greater percentage of values with good program success than did both the middle and high groups.

b. At the .01 level of confidence, the middle and high socio-economic groups had a significantly greater
percentage of values in the average program success category.

5. The eight highest ranked values from Part I were also compared with their respective program success category from Part III. Regarding the eight highest ranked values from Part I, the low and middle groups had a significantly greater percentage (.01 level of confidence) of values with good program success, than did the high group.

Conclusion

Three hypotheses were tested in this study. Conclusions which may be drawn regarding those hypotheses were:

1. The hypothesis that a significant difference exists between the low, middle, and high socio-economic groups as to mean ranking score of the 32 specific values arranged within the eight respective sections was rejected except for: value statement 9, to have fun by playing sports; value statement 12, to participate in sports for the enjoyment of leisure time; and value statement 26, to have an appreciation of the history of sport in this country.

2. The hypothesis that a significant difference exists between low, middle, and high socio-economic groups as to percentage ranking of the sections of values was rejected, except for Section 1, Physical Fitness Benefits; and Section 3, Recreational Interests.
3. The hypothesis that a significant difference exists between low, middle, and high socio-economic groups regarding program success of Physical Education Programs was accepted for respondents whose total attitude score indicated good program success, average program success, or poor program success, and rejected for respondents whose total attitude score indicated very poor program success.

Within the scope and limitations of this study the following general conclusion may be stated: considerable agreement existed between the low, middle, and high socio-economic groups in the ranking of the 32 values. There was also indication that Physical Education is achieving some significant success in a number of value areas and that respondents expressed a generally favorable attitude regarding their physical education experiences.

Recommendation

The following recommendation for further research is indicated by this study: research studies should be conducted in other geographical locations at the junior high school level with differing socio-economic groups to further examine the area of student and program values and related physical education program success.
total group agreement and those with total group disagreement. The percentage of values with total group agreement was significantly higher than the percentage of values with total group disagreement. A difference existed at the .05 level of confidence regarding the percentage of values with two groups in agreement as compared with the percentage of values with total group disagreement. The percentage of values with two groups in agreement was higher than the percentage of values with total group disagreement.

2. Considerable agreement existed regarding the value ranked most important in each section. All socio-economic groups agreed upon four of the eight highest ranked values. The values were:

<table>
<thead>
<tr>
<th>Section</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>statement 2, to have good physical strength and endurance to meet daily demands</td>
</tr>
<tr>
<td>2</td>
<td>statement 7, to have self-respect, self-esteem, self-confidence</td>
</tr>
<tr>
<td>3</td>
<td>statement 9, to have fun by playing sports</td>
</tr>
<tr>
<td>8</td>
<td>statement 31, to respect the rights and feelings of others</td>
</tr>
</tbody>
</table>

Two socio-economic groups agreed on the ranking of three of the four remaining values which included the following:

<table>
<thead>
<tr>
<th>Section</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>statement 16, to work together for the good of the team (teamwork)</td>
</tr>
</tbody>
</table>


Periodicals


Reports


52. 1970 Census of Average Income for Senior High School Attendance Areas, Los Angeles Unified School District, Department of Research and Evaluation.


Unpublished Material


APPENDIX A

PHYSICAL EDUCATION QUESTIONNAIRE
PHYSICAL EDUCATION QUESTIONNAIRE

Instructions: Considering your experiences in physical education classes (not after school sports), answer the following questions to the best of your ability. Read both questions first. Write on this sheet of paper. You may use the back of this sheet if more space is needed.

1) Why is Physical Education important to you? What values do you receive from the program? What do you like about Physical Education?

2) If Physical Education is not worthwhile to you, what do you find disagreeable about physical education classes?
APPENDIX B

RELIABILITY OF THE OPINIONNAIRE
RELIABILITY COEFFICIENTS FOR THE THREE PARTS OF THE OPINIONNAIRE
(two week interval between tests)

<table>
<thead>
<tr>
<th>Parts</th>
<th>Reliability Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>I--Ranking within sections</td>
<td></td>
</tr>
<tr>
<td>Section 1:</td>
<td>1.00</td>
</tr>
<tr>
<td>Section 2:</td>
<td>1.00</td>
</tr>
<tr>
<td>Section 3:</td>
<td>1.00</td>
</tr>
<tr>
<td>Section 4:</td>
<td>.95</td>
</tr>
<tr>
<td>Section 5:</td>
<td>.80</td>
</tr>
<tr>
<td>Section 6:</td>
<td>.80</td>
</tr>
<tr>
<td>Section 7:</td>
<td>1.00</td>
</tr>
<tr>
<td>Section 8:</td>
<td>.80</td>
</tr>
<tr>
<td>II--Ranking by all sections</td>
<td></td>
</tr>
<tr>
<td>Sections 1-8</td>
<td>.77</td>
</tr>
<tr>
<td>III--Ranking by program success</td>
<td></td>
</tr>
<tr>
<td>Average Reliability</td>
<td>.93</td>
</tr>
<tr>
<td></td>
<td>Average Reliability</td>
</tr>
</tbody>
</table>
APPENDIX C

RESEARCH APPROVAL
September 23, 1975

Ms. Catherine L. Bennett
7409 Eton Avenue
Canoga Park, California 91303

Dear Ms. Bennett:

The Committee on Research Studies has approved your request to conduct a study with the descriptive title "Student Values Regarding The Physical Education Program" in the Los Angeles Unified School District. Your study is restricted to the following junior high schools: Madison, San Fernando, and Hughes.

This approval by the Committee on Research Studies is in no way a requirement for District personnel to participate. All participation by principals, staff, and pupils must be completely voluntary. The anonymity of all participants and schools must be maintained.

You may use this letter as an authorization to approach principals who may wish to participate in your study. At the conclusion of the study, please send an abstract of the findings to the Committee.

Sincerely,

Robert L. Sullander
Chairman
Committee on Research Studies

cc: Mr. Hugh R. Foley
Mr. Albert E. Irwin, Jr.
Mr. Robert P. Malcom

APPROVED: James B. Taylor
Deputy Superintendent
APPENDIX D

PHYSICAL EDUCATION SURVEY
PHYSICAL EDUCATION SURVEY

The survey is presented in three parts. Do Part I first then proceed to the directions for Part II and Part III. Answer every item.

Part I: Below are some statements about benefits you may receive from participation in Physical Education classes. In each section below, rank the statements according to their importance to you. In the left column, place 1 next to the most important statement, 10 next to the second most important statement, continuing until all four statements have been ranked in that section. Then proceed to the next section.

**EXAMPLE: SECTION I: BENEFITS OF GOING TO THE BEACH**
1. to meet new people
2. to get a sun tan
3. to have a good time
4. to go swimming

**SECTION I: PHYSICAL FITNESS BENEFITS**
1. to have good posture
2. to have good physical strength and endurance to meet daily demands
3. to have an attractive figure
4. to have a flexible, trim body

**SECTION II: EMOTIONAL STABILITY**
5. to have self-control, self-discipline
6. to have self-relaxation, independence
7. to have self-respect, self-esteem, self-confidence
8. to accept one's strengths and limitations

**SECTION III: RECREATIONAL INTERESTS**
9. to be a good spectator at sport events
10. to develop an awareness of recreational programs in the community
11. to participate in sports for the enjoyment of leisure time

**SECTION IV: SOCIAL EFFECTIVENESS**
12. to join social groups and make friends
13. to be a good leader as well as follower
14. to have a sense of fair play and sportsmanship
15. to work together for the good of the team (teamwork)

**SECTION V: KNOWLEDGES**
16. to understand the role of exercise in maintaining fitness
17. to have a basic knowledge of how to improve skill ability
18. to understand good posture and weight control principles
19. to have a knowledge of rules and strategies of several sports

**SECTION VI: SKILL DEVELOPMENT**
20. to have good basic skills such as walking, running, jumping, etc.
21. to move the body with grace and poise
22. to have good skill ability in sports
23. to have rhythm in such activities as dance

**SECTION VII: CULTURAL APPRECIATIONS**
24. to appreciate the beauty of skilled performance such as gymnastics
25. to appreciate the history of sports in this country
26. to have an outlet for creative self-expression
27. to respect authority and rules
28. to respect the rights and feelings of others
29. to tolerate differences in beliefs and opinions among individuals

Part II: Place a check next to the three sections below that you consider most important.

**SECTION I: PHYSICAL FITNESS**
**SECTION II: EMOTIONAL STABILITY**
**SECTION III: RECREATIONAL INTERESTS**
**SECTION IV: SOCIAL EFFECTIVENESS**

**SECTION V: KNOWLEDGES**
**SECTION VI: SKILL DEVELOPMENT**
**SECTION VII: CULTURAL APPRECIATIONS**
**SECTION VIII: DEMOCRATIC IDEALS**

Part III: Indicate the degree to which you feel Physical Education classes help you achieve each benefit you have already ranked.

Place an "X" in the appropriate column. The columns are labeled as follows:

Very Much  Moderately  Very Little  Not At All

(Unfold for Part III)
APPENDIX E

SURVEYS USABLE FOR THIS STUDY
<table>
<thead>
<tr>
<th>Socio-Economic Groups</th>
<th>Total N</th>
<th>Part I N</th>
<th>Part II N</th>
<th>Part III N</th>
</tr>
</thead>
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<td>119</td>
<td>104</td>
<td>100</td>
</tr>
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<tr>
<td>High</td>
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<td>137</td>
<td>132</td>
<td>123</td>
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