CHAPTER II
LITERATURE REVIEW

2.0 Introduction

This study is mainly interested in determining the attitudes of the female secondary school students in Malaysia, average age 16 years, toward physical activity. The aim of the study is to investigate the relationship between the selected factors; academic fields of study and athletic involvement, and the attitudes of the students toward physical activity in terms of the six perceived sub-domains of attitude: physical activity as a social experience, physical activity for health and fitness, physical activity as a pursuit of vertigo, physical activity as an aesthetic experience, physical activity as catharsis, and physical activity as an ascetic experience, as perceived in Kenyon Attitude Inventory.

A considerable amount of research has been done in examining the attitudes of students toward physical activity overseas. Much of the research in the area of sports psychology have helped physical educators to understand how these attitudes are formed; how they relate to participation and other specific behavior and how positive attitude toward physical activity can be promoted. While all of these researches have contributed much to physical activity, there has yet been any study done locally to examine if these findings are applicable in the local context. It is also primarily due to the insufficient studies relating to females
toward physical activity that other studies are used in this study. Therefore, this study aims to investigate the attitudes of students toward physical activity in physical education from a Malaysian perspective.

This chapter focuses mainly on four major parts. Part One describes the physical education lesson proper taking place in Malaysian schools (2.1). Part Two deals with the concepts and definitions of attitude (2.2). Part Three discusses attitude formation and how it could be applied to physical activity in physical education (2.3). The final part presents some empirical studies pertaining to attitude and factors related to the attitude of secondary school, college, and university students towards physical activity and physical education (2.4 – 2.6).

2.1 Physical Education in Malaysian Schools

Physical education in Malaysia in its simplest form is education of the physicals and through the physicals. With the introduction of the New Integrated Secondary School Curriculum (KBSM), the Physical Education curriculum for secondary schools from Forms One to Five has been prepared in view of the developmental needs and growth of the adolescents and the nation’s goal to have a society that is active, healthy, productive and peaceful through physical activity. The curriculum is conceived based on three main components, namely, fitness, skills and sportsmanship. It is through these components that the students are
expected to achieve physical fitness, skills in sports and active living, knowledge and understanding, self-concept, physical movements for life and the moral values and character of a proper human in line with the National Education Philosophy. In other words, the intent of Physical Education in schools is aimed at the development of the ‘whole child’ in view of the psychomotor (games skills), cognitive (knowledge) and affective domains (attitudes, interests, values, appreciation, emotions).

One of the aims of physical education through the affective domain in schools is to mould a desirable attitude toward physical fitness through physical activities in the students. It is also the intent of the physical education syllabus in schools to provide and to assist the individual to acquire knowledges and skills besides building desirable attitudes and a wide range of learning experiences leading to include physical activity as part and parcel of the individual’s life pattern. In order to achieve that intention physical educators have the responsibility to provide knowledge and experiences that will best prepare the students for a lifetime of physical activity. How can teachers make it happen? To ensure this, physical educators have to ensure that students understand why physical activity is important to them, how to achieve fitness improvement and to maintain it. This leads to the skills and health-related fitness components that need to be taught to the students which are found in the physical education school syllabus. As such, physical activities that are offered in physical education programmes in schools are carefully planned, organized and selected in the hope
that by the end of the physical education programme the students would have acquired positive attitudes toward physical fitness through physical activity as a part of their life in school, outside of school and during adulthood.

Physical education lessons in the secondary schools are offered a weekly minimum of two 40-minute periods. At present, the proper physical education lesson plan itself is divided into five parts. Part One consists of the warming up sessions which is devoted to introductory activities, which will prepare the students psychologically and physiologically for the lesson proper of that day.

Part Two is usually teacher-directed and the focus of the lesson proper takes place whereby previous lessons are reviewed and new learning experiences are presented. The activity emphasis in Part Two consists of the teaching proper of basic game skills / athletics in progression in line with the learning objectives of the lesson for that day. Individual, partner or group-work-learning and practices based on the game skill / athletics under study for that day take place depending on the availability of equipment for the students.

Part Three consists of group activities usually in groups of four to six. The objective of having the group activities is to get teams to work together (social-emotional needs). Other basic game skills that have been taught earlier is usually reviewed and incorporated in Part Three with the skill taught for that day and it is done in diverse learning settings filled with fun and challenges. At this stage
learning by the whole class takes place with interest and purpose whereby emphasis is placed on perfection of skill techniques.

Part Four is devoted to fun/condition game proper whereby the separate groups are combined into teams and a spirited game is played. Students are given the opportunity to enjoy, have fun and play their heart out. During the game situation students learn strategies of the game, competition rules and regulations of the game, fair play, cooperation, sportsmanship, values, attitudes, tolerance, leadership, discipline etc. In secondary schools the emphasis is more on the skills of the games such as netball, hockey, badminton, volleyball, etc.

Part Five of the lesson proper consists of the cooling down sessions and briefing by the teacher on the aspects of health. It is therefore this sequence of activities that takes place within a typical 40 minutes physical education lesson in school, with the intent to affect the attitude of the students toward physical activity in and outside of school for now and during adulthood.

With this scenario of the physical education lesson proper in schools, it can be said that physical education does have some important, unique contributions to make toward the satisfaction of physical, psycho-social and emotional needs of the students for a lifetime.
As such, if a proper physical education lesson itself is carried out, it can be said that physical education in schools can help the students in building a positive attitude toward physical activity at an early age. To do that, both the curriculum and instruction have to operate together so as to make physical activities that are offered to the students meaningful and purposeful, challenging, within their needs and interests, satisfying, fun and enjoyable, and most of all that touch fundamental drives. Thus teachers have to ensure that the students are successful in acquiring the game skills that are taught during physical education classes because such success would stimulate the students to repeat their actions for more satisfaction. It is also therefore the intention of the physical education curriculum to cater for the needs and desires of the students with satisfying activities that are planned and designed to motivate the students as well as educating them beyond the physical education class and beyond the school year. Therefore, any boy or girl who has learned to like physical activity and who has the knowledges, interests and skills that make participation in physical activity fun will undoubtedly find ways to continue in such activity.

It is therefore the intention of this study to investigate the attitude of the students toward physical activity through physical education that is presently being taught in school. The findings of the study will therefore give an insight as to the direction and effectiveness of the physical education programme in moulding the desirable attitude of the students towards physical activity in school and beyond the school environment.
2.2 Concepts and Definitions of Attitudes

The word 'attitude' stems from the Latin word *aptus* which according to Allport (1950, cited in Fishbein, 1967), "has on the one hand the significance of 'fitness' or 'adaptedness' and like its bye-form aptitude connotes a subjective or mental state of preparation for action."

The development of attitude theory by social psychologists was a major task since 1950. Attitude theorists have typically formulated their conceptions of attitude with reference to the change process. As early as 1935, Gordon Allport defined attitude as 'A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related' (cited in Halloran, 1967). The definition aforementioned goes on to say that attitudes are internal states that create a readiness or predisposition leading the individual to perceive things and people around him in certain ways and to respond with certain behaviors. According to Allport, attitudes are not innate - they are learned, they develop and they are organized through experience but they are also subjected to change. This means that attitudes are dynamic, not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. In other words, Allport sees attitudes as being formed through experiences, evaluative (cognitive) and direct behavior positively or negatively in relation to the attitude object (action).
Doob (1947; cited in Fishbein, 1967) wrote the concept of attitude based on the behavioral theory and that attitudes are learned. If this is so, then the learning, retention and decline of an attitude are no different from the learning of a skill, and they must also involve the problems of perception and motivation. Doob defines attitude as an implicit, drive-producing response considered socially significant in the individual's society. From the psychological point of view, Doob defines attitude as an implicit response with drive strength which occurs within the individual as a reaction to stimulus patterns and which affects subsequent overt responses. Doob also gathered that attitude can be defined as "(i) an implicit response (ii) which is both anticipatory and mediating in reference to patterns of overt responses, (iii) which is evoked by a variety of stimulus patterns as a result of previous learning or of gradients of generalization and discrimination, (iv) which is itself cue- and drive-producing, (v) and which is considered socially significant in the individual's society."

[An attitude] is readiness for attention or action of a definite sort (Baldwin, 1901; cited in Ajzen & Fishbein, 1980). Attitudes are literally mental postures, guides for conduct to which each new experience is referred before a response is made (Morgan, 1934; cited in Fishbein, 1967). According to Chave (cited in Fishbein, 1967), an attitude is a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a set or readiness to act to a person because of varied experiences. Krech, Crutchfield, and Ballachey (1962; cited in
Greenwald, Brock & Ostrom, 1969), describe attitudes as enduring systems of positive or negative evaluations, emotional feelings, and pro or con action tendencies with respect to social objects.

Thomas (1971) perceived attitude as "... a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a set of readiness to act because of varied experience". This definition revealed that experience is a factor in attitude formation.

Kenyon (1968a) defined attitude as "a latent or non-observable complex but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular object whether it be abstract or concrete". This definition assumed that attitude is a complex word having both direction and intensity.

Steinhaus (1963) defined an attitude as an idea charged with power. Touched off by an adequate stimulus from the environment, it discharges into action. Steinhaus also stated that ideas come to us directly or indirectly from the outside world. Basic feelings or emotions that may supply the power to convert ideas into attitudes are already within us. According to Steinhaus, man acts as a whole. As such, the teacher who ignores this ever-present happening stakes the success of his teaching too much on chance. The teacher is always a part of a pupil's outside world. This defines his opportunity as well as his method of
procedure for helping to change the attitudes and consequently the actions of his pupils under his charge.

Most attitude theorists define attitude as "an idea charged with emotion which predisposes a class of actions to a particular class of social situations". Although the aforementioned definition is similar to Allport's definition, Triandis (1971) suggested three-component theory of attitudes in this definition. The three-components were, the cognitive, affective and behavioral components of attitudes which enables many social psychologists to have a better understanding of their relationship to behavior. The cognitive component reflects beliefs, or the information one has about the attitude object. The affective component consists of one's feelings or one's positive or negative evaluation of the attitude object. Although beliefs help determine attitudes, two persons can hold the same belief and make different evaluations. It is the affective component that assists one to determine the direction of one's predisposition for behavior. The third component of attitudes, the behavioral component, consists of one's intended behaviors toward the attitude object. Although the three-component theory may seem widely known, many social psychologists define "attitude" as only the affective or evaluative component.
Rosenberg and Hovland (1960; cited in Triandis, 1971), represented attitudes as in Fig. 1.

![Diagram of attitudes](image)

**Figure 1.**

A schematic conception of attitudes (after Rosenberg and Hovland, 1960)

Cardno (1955; cited in Shaw & Wright, 1967) views that despite the variation in the definition of the term attitude, the existing definitions agree upon one common characteristic: Attitude entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual.

The following general characteristics can be said of attitudes besides being predispositions to respond to social objects:

(i) Attitudes are based upon evaluative concepts regarding characteristics of the referant object and give rise to motivated behavior.

(ii) Attitudes are learned, rather than being innate or a result of constitutional
development and maturation.

(iii) Attitudes are construed as varying in quality and intensity (or strength) on a continuum from positive through neutral to negative.

(iv) Attitudes have specific social referents, or specific classes thereof.

(v) Attitudes possess varying degrees of interrelatedness to one another.

(vi) Attitudes are relatively stable and enduring.

From the reviewed concepts and definitions of attitudes, most of the attitude definitions agreed that attitude is the direction and intensity of people’s feelings toward certain objects and is symbolised by opinions. Since learning is an experience and attitude is related to learning, and from this perspective, the acquiring of attitudes is therefore a learning process that can be compared to the learning of motor skills. For the purpose of the present study on the attitudes of the secondary school female students, attitude is therefore based on Kenyon’s definition mentioned earlier.

2.3 Attitude Formation

Attitudes are learned (Halloran, 1967). How are they acquired and developed? An attitude may be defined as an emotionalized tendency, organized through experience, to react positively or negatively toward a psychological object (Smith & Hudgins, 1968). This brief definition contains several important
implications to the learning approach. The "emotionalized tendency" concept carries the implication that respondent conditioning will be as basic to the learning of attitudes as it is to the learning of other types of behavior with a strong emotional component. The "organized through experience" clause implies that a number of operant components - verbal and motor - have been integrated through learning with the emotional component, and that attitudes may be applicable to one or to many individuals in the same way that experiences may be idiosyncratic or common to many persons.

There are three important components of attitude: the cognitive, affective and behavioral component (Triandis, 1971). The cognitive component involves categorization of events occurring in our environment. These events may have similar properties, which are then placed into a category, and the responses to these events in this category can take place in similar ways. This may seem simple to the individual in responding to the events but has the disadvantage of increasing the probability of perceiving events incorrectly. There is always the tendency to relate all rugby players as muscle-bound, mesomorphic people. The development of the cognitive component involves learning the category (rugby player), associating the category with other categories (mesomorphic people), and evaluating the category (negative emotion).

The affective component is formed by association of physiological responses with certain cognitions. When a physiological need arises, arousal is
manifested and joy is being experienced, the attitude object is then interpreted
cognitively as to be desirable. If the same arousal elicited an experience with
anger, then the attitude object is then cognitively interpreted as to be undesirable.
Conditioning the attitude object with rewards and aversive stimuli develops these
associations. The other factor that helps to build the affective component of
attitudes is the frequency of exposure of the object, which is in line with Hull’s
Learning-Reinforcement Theory. Hull’s Theory holds that stimulus-response (S-R)
bonds are formed in accordance with the proximity of their association, in
point of time, with the diminution or satisfaction of a need (Connell et al., 1965).
In his Learning Theory, Hull reiterated that a need must exist for learning to
occur. Rewards, if they are to be conducive to learning must be related to the
learner’s felt needs. Such needs may be basic or acquired and their stimulation and
development in pupils is as according to Hull, a major task to be fulfilled by the
teacher. Within Hullian reinforcement, the stimulus and the response are not
simultaneous; the stimulus precedes the response. Therefore learning in this case
does not take place with a single trial; it is stamped in through a process of
repeated need or drive stimulus reduction. According to the theory, behavior
(response) elicited by a stimulus is the best criterion for judging whether learning
has taken place. In other words, for efficient learning to take place, a teacher will
always use a series of stimuli to elicit a behavioral pattern that is desirable in the
learning process. Thus, the use of behavior modification by teachers emphasizes
the role of specific reinforcements in altering the strength of the desirable
response.
Physical education objectives have been classified in "learning domains" just as they have for other aspects of the school curriculum. The three domains of learning in physical education are psychomotor, cognitive and affective domains. The affective domain encompasses the third and last breakdown in the taxonomy of educational objectives suggested by Bloom. According to Bloom, the domain can be divided into many levels of affective behaviors which include responding, organization, valuing, and receiving or attending. In other words, the concepts usually used to describe the affective domain are attitudes, interests, values, appreciation, adjustments, motives, feelings, and mental health fit within this category too.

Attitudes can be learned according to the learning paradigms. When a person experiences a rewarding state of affairs in association with an attitude object, he may acquire positive affect or behave in a way that is frequently followed by reinforcement, his attitudes may then develop to give justification to his behavior. Conversely, if the experience is punishing, the person will change his affect in a negative direction. Thus, we can change the behavioral component by reinforcing appropriate behaviors that indicate a positive or a negative attitude (Mager, 1968, cited in McMillan, 1980).

In short, when an attitudinal object is frequently associated with rewards or positive satisfying outcomes, it then brings about the characteristic of eliciting
pleasant emotions. The affective component of attitudes then can be developed or
changed by the kinds of associations between the attitude object and the pleasant
or unpleasant states of affairs that the person has experienced. When one has no
previous attitudes or do not know much about a particular attitude object, the
association of the attitude object with the other states of affairs becomes the basis
for the development of an affective response. When one is rewarded for a
response, his attitude also may change.

Thus, in a physical education class the teacher (stimulus) is the most
important factor in the learning environment of the student. It is here that the
teacher, who is responsible for creating a learning environment, can be thrilling
with lots of adventure or dull. Teachers therefore can either make the learning
experience of the learner positive or negative. Learning takes place when the
individual is motivated (drive) and when there is a need to find the means of
satisfaction. Therefore, it is the responsibility of the physical educator to provide
the cue (stimulus) that guides the action (response) of the student during the
learning process in the quest for knowledge, fun, enjoyment and most of all
satisfaction (reinforcement). It is as such that in a physical education class, the
teacher has to establish a surrounding conducive for learning with teaching
material, equipment and facilities (stimulus) employed that are physically, socially
and emotionally favourable to the learner, and that will subsequently stimulate the
learner towards the development and acquisition of desirable attitudes toward
physical education. In other words, physical education activities should therefore
never fall short of enjoyable, interesting, and meaningful experience if the physical educators wish to see increased participation and interest in physical activities by the students especially in female students.

In summary, attitudes are defined as generalized, emotionalized feelings about things and are distinguished by a quality of intensity that ranges from strongly favourable to strongly unfavourable. Psychologists have stated that attitudes are formed as a result of traumatic or pleasurable experiences. Therefore, attitudes play an important role in the learning-teaching processes in human life.

2.4 Related Research

Many of the studies of physical activity in physical education focused on the students’ attitudes. With the realization that attitudes play an important role in the students’ behavior and educational experiences, wide and varied methods were employed to measure the attitudes. Methods like open-ended questionnaires, interviews and questionnaires eliciting positive-negative responses were among the techniques commonly used.

In view of the lack of local studies made and that foreign studies too do not have the same age group (age 16) subjects as this present study, most of the following attitudinal studies towards physical activity and physical education as
such are from overseas where most studies were done on university students. The reviewed studies presented below are some of the related studies relating to the present study on academic field of study factor, athletic experiences factor, and the teaching-learning environment factors, which include the teacher behavior, physical education programme content, facilities and equipment and other factors to be correlated with students' attitude towards physical activity and physical education.

In a study of attitudes of adolescents from four English Speaking countries, namely Canada, Australia, England and the United States, Kenyon (1968b) administered an instrument which he had developed to 3,177 students. A total of 942 students were from Canada, 606 from Australia, 883 from England and 746 were from the United States. Subjects in this study were boys and girls aged between 14 and 18 years old. Findings from the study concluded that among adolescents enrolled in secondary schools, the most positive attitudes were those toward physical activity characterized as a social experience; as health and fitness, as an aesthetic experience and as catharsis. Less positive attitudes prevailed when physical activity is characterized as the pursuit of vertigo (thrills and excitement) and as an ascetic experience (as physical challenge with deferment of gratification). Results from the study also showed that the female subjects possessed a more positive attitude towards physical activity when it is perceived as a social experience; as health and fitness; as an aesthetic experience and as catharsis than when it is perceived as the pursuit of vertigo and as an ascetic
experience. The males were more interested in physical activity for chance games and for thrills and excitement (pursuit of vertigo).

Pupils’ positive attitudes toward extracurricular physical and sports activities that were attributed to the enjoyable social experience and the thrill and excitement of physical activity was supported by Hendry (1975, cited in Hendry 1978) in his study on secondary school pupils in Central Scotland. Just over 3000 15 and 16-year-old pupils in 15 comprehensive schools were taken as subjects in Hendry’s study to determine the relationship between the pupils’ attitudes and participation in extracurricular physical and sports activities. Results from the study also indicated that the girls favoured activities involving an aesthetic experience while the female competitors (girls with competitive sports ability) held strong favourable attitudes toward activities concerned with ascetism. The girls in the study also showed that they endorsed the health and fitness and enjoyment dimensions of physical activity. In addition, the girls also attributed their significant participation to the importance of team spirit and ‘feelings of belonging’ in the activities.

Rice (1988) conducted a study to ascertain high school students’ attitudes on personal health and fitness, their physical education curriculum, and physical education teachers. Participants for this study (N = 602) were selected from 5 urban and 2 rural high schools. Urban schools constituted 58% of the sample. Approximately 52% of the respondents were male and 48% female. Classification
according to grade level indicated 33.5% freshman, 17.5% sophomores, 29% juniors, and 20% seniors. Attitudinal responses toward physical education indicated 85% of all students enjoyed their physical education classes and 73% of all students considered their physical education teachers as good role models. Further findings indicated that the item most enjoyed about physical education classes was the fact that they included a variety of activities, with 81% of the students answering "agree" or "strongly agree". The item most disliked was that class periods were too brief, followed closely by dressing out. The quality most appreciated in physical education teachers was the fact that they were friendly. The quality disliked the most was the fact that they did not participate in activities.

Stewart, Green and Huelskamp (1991) did a study reporting the attitudes of secondary students toward physical education. Subjects in this study were 1049 (49%) males and 1081 (51%) females representing grades 7 through 12 from two suburban junior high schools and two suburban high schools in the same school district. Classification according to grade level indicated 50% of the subjects were in junior high school and 50% of the subjects were in high school. The survey instrument used in this study was developed by Edgington to measure the attitudes of high school freshman boys toward physical education. Findings indicated that overall, students felt that fitness, skill, and social domains are the important aspects of the physical education curriculum. Girls in this study seemed to realize the importance of the fitness, skill, and social domains but did not value physical education, as determined by their attitude of the affective domain. In other words,
the girls knew the value of physical education, but did not like it. According to the researcher, it could very well mean that the activities that these schools chose to accomplish the objectives were not appealing to girls. Boys in this study seemed to like physical education more than the girls, but their attitude toward the value of physical education significantly decreased with age. The girls found the activities in physical education programme fun and they contributed to the objectives of fitness, skill, cognitive and social domains. Results also indicated that 82% of the subjects agreed that physical education should be part of the junior high and senior high curriculum.

These findings vividly imply the importance of future studies which should focus not only on the importance of physical education as a study matter but rather, its relative importance as it relates to other subject areas within the school curriculum.

Brodie and Birtwistle (1990) carried out a study to examine the change in attitudes toward physical activity, exercise, health and fitness before and after a health-related fitness measurement programme over one academic year, on 121 third year high school boys and girls, aged 11 to 18. Two classes of pupils, 30 boys and 30 girls approximately in each class, were given two attitude questionnaires to answer focused on the cognitive and affective components of attitude. The Health and Fitness Attitude (HAFA) and the Children’s Attitude to Physical Activity (CATPA) inventories were adopted to elicit the necessary
information from the subjects. A group of the subjects in this study was engaged in an health-related fitness (HRF) measurement module (HRFG), whilst the second group (SRFG) followed their traditional physical education programmes with its focus on aspects of games teaching, the skill-related fitness (SRF). Findings indicated that both gender groups in the HRF group recorded a positive shift in the cognitive component of attitude whilst both SRF groups recorded negative shifts in the same component. The girls in the HRFG were the only group to indicate a positive shift in the affective health and fitness component whereas the girls in the SRFG showed a negative shift (from 17.5 to 12.6) in the ascetic sub-domain of the CATPA test.

According to the authors, these results provided sufficient evidence to support the proposition of some physical educators that HRF testing can be of value in achieving HRF objectives; and the HRF measurement programme did contribute to health and fitness attitude objectives.

A study by Tan (1991) with the adoption of the Kenyon Attitude Toward Physical Activity (ATPA) instrument for Women, on the comparison of attitudes of teacher trainees (N= 348) in a university toward physical activity indicated that the females (70%) showed a favourable attitude toward the social, health and fitness, catharsis and aesthetic sub-domains. The report based on the directional scores indicated that the female trainees ranked the health and fitness sub-domain first, followed by the social, catharsis and aesthetic sub-domains. The female
trainees also reported unfavourable attitude toward the vertigo and ascetic aspects of physical activity.

Tolson and Chevrette (1974) made a study on 193 college freshmen of ages 16 to 20 with a mean age of 17.8 years, to determine changes in attitudes toward physical activity as a result of individualized exercise prescription. The subjects of the study were subjected to a daily physical education and intramural programme for six weeks. The physical education programme centered on individualized prescription. The findings from the study indicated significant changes in attitude toward physical activity as assessed by the Kenyon ATPA Inventory for four of the six scales. The four significant differences were found in the sub-domains of catharsis, ascetic, vertigo, and health and fitness. Findings also found that the attitudes of the subjects were enhanced which according to the researchers might be due to the fact that the instructors took part in all of the running and jogging parts of the programme.

A study to determine if attitudes toward physical activity were affected by the need for social approval was carried out by Youngen (1972). The subjects of this study were 196 college freshman women at the University of Oregon. The Kenyon Attitude toward Physical Activity Inventory for Women was used to assess the attitudes of the subjects who had high and low need for social approval. Findings of the study indicated that there were no statistically significant differences between subjects in the high and low need for social approval and
their attitudes toward physical activity perceived as a social experience; as health and fitness; as the pursuit of vertigo; as an aesthetic experience; as an ascetic experience and as a total inventory score. The study also reported that the students expressed a more favourable attitude towards physical activity as a pursuit of vertigo and as an aesthetic experience while the least favourable were toward physical activity as social and ascetic experiences. Similar findings were concluded in Kenyon’s study mentioned earlier in regard to the emphasis on the values of physical activity.

Laurie (1981) made an investigation of the knowledge, attitudes, and self reported exercise behaviour of students taking a lecture-laboratory course which focused on the health benefits of exercise for a lifetime. The students in Laurie’s study were female and male college freshmen (N=260). Results of the study indicated that the students gained in their confidence to self evaluate personal fitness and to plan exercise programmes during the seven-week class. In addition, the knowledge level of students improved and with this the confidence in exercise planning and prescription of the students improved after the lecture-laboratory course. The study also showed that students who were less confident about their exercise prescription abilities reported less active behaviour than those who were more confident. Overall, the college age students in the study showed an extremely good self reported exercise behaviour after the lecture-lab course.
Findings from Laurie’s investigation have given some insights into the responsibility of the physical educators. The ultimate goal of a physical education class is not just to help students to learn to exercise through physical activities for a lifetime, but to teach the students to exercise wisely and correctly. As such, physical educators need to explore ways to help students to be more confident and perhaps to be more active, once the students have the basic knowledge to evaluate their own fitness level and plan their own fitness programmes.

Deeter (1988) carried out a study to examine the predictors of students’ participation in physical activity. The study focused on the relationship between attitudinal commitment and physical activity participation. Two groups of university undergraduate students who had enrolled in a physical education skill programme during two adjacent semesters were selected. Group 1 consisted of 155 males and 160 females and Group 2 consisted of 66 males and 80 females. These students engaged in a variety of skill classes that included both competitive content and non-competitive content. Of Group 1, 170 and 145 were competitive and non-competitive students respectively and of Group 2, 82 and 64 were competitive and non-competitive respectively. The students recorded their participation in all physical activities during a period of two weeks. Results revealed that a positive relationship was found between attitudinal commitment and the frequency and duration of high intensity activities. The finding by Deeter suggested that the stronger the students’ positive attitudes toward physical activity are, the greater their involvement in physical activity. Therefore, as suggested by
Deeter, it is imperative of physical educators to continue fostering students' positive attitudes toward physical activity in order to promote and enhance students' participation in physical activity in school and outside of school.

Goldfine (1988) conducted an investigation to ascertain the effects of integrating a conceptually-oriented, health fitness curriculum for a treatment period of one semester (12 weeks) in the physical education programme of selected high school classes. In this study by Goldfine, ninety high school students were selected and divided into three groups. Specifically the aim of the study was to determine if any differences existed between students exposed to health fitness education in their physical education classes and students assigned to traditional physical education activity (skill-related classes) in terms of their attitudes toward physical education and physical activity; and knowledge of health-related fitness. The study showed that the high school students who were exposed to a conceptually-oriented health programme in their physical education classes displayed significantly more positive attitudes toward physical activity; and significantly better understanding of health-related fitness than the control group.

Slava, Laurie and Corbin (1984) conducted a study on the long-term effects of a physical education concepts class. The study was to determine if differences in attitudes, knowledge and physical activity patterns existed among groups of college graduates (females = 150, males = 150) who completed their physical education requirements in alternate ways. Those who took a concepts
class were compared to those who took a more traditional class, and to those who passed a proficiency exam to gain physical education credit. Results from the study in general suggested that a college level conceptual physical education class could have positive long-term effects. In conclusion, findings from the study showed that although the conceptual physical education does help learners gain information necessary to make intelligent decisions about physical activity, data in the study revealed that there are some active subjects who lack knowledge, and some inactive subjects who possess great knowledge. In other words, not all people who are active participate because they know it is good for them.

The results of the study by Slava, Laurie and Corbin (1984) revealed an important fact: it is difficult to change people when attitudes and behaviours have become somewhat fixed (by college age). However, differences among the groups studied by the researchers mentioned indicated that the concepts class can be effective over the long term. Therefore, it is hypothesized that if such similar conceptual programmes of physical education are provided earlier in school when lifestyles are not so fixed, there is some likelihood of success at school concerning the long-term effects of the conceptual classes in physical education.

Mowatt, DePauw and Hulac (1988) conducted a study to investigate differences in attitudes toward physical activity among college students (N= 564) of whom the majority of students were aged 17 to 21 years and 38.8% were females. The study concluded that attitudes of the students were primarily
influenced by gender, year in school, activity class enrollment, and the passage of
time. Findings of the study indicated that the subjects felt that it was important to
be strong and physically fit. Females indicated that maintaining good physical
condition was more worth the effort than the males. Significant findings of the
study also revealed that the college students expressed neutral attitudes about the
value of physical education in the public schools, but thought that it was important
to offer classes in physical education; female students on the average exhibited
more positive attitudes towards physical activity than did male students; and
attitudes toward physical activity did change over the course of the experimental
period. Results on an experimental group, which received mini-lectures on the
scientific bases of exercise, showed little significant change in their attitude.
However, studies carried out by Slava, Laurie and Corbin (1984) to determine
attitude, knowledge and activity behaviors of college graduates who completed a
lecture course in physical education suggested otherwise, that is, conceptual
physical education classes could have positive long-term effects.

The findings made by Goldfine (1988), Laurie (1981), Slava, Laurie and
Corbin (1984) and Mowatt, DePauw and Hulac (1988) mentioned earlier suggest
that concepts courses promote changes in attitude toward physical activity. In
addition, the results suggest that necessary information be imparted to the learners
to make intelligent decisions about exercise and physical fitness through the
conceptual approach to physical education. The findings also suggest the need for
such conceptual-oriented health-related programmes in schools, which could be
used as a supplement to enhance the students’ learning especially on the health-related physical fitness over a long period. This is reinforced by the attitude learning theory (Triandis, 1971) which indicates that affecting the cognitive component, which is one of the three-related components of attitude, will indefinitely affect the attitude of an individual toward the desired attitude significantly.

Although numerous studies have documented the pattern where girls decrease their involvement in physical activity during adolescence-, often before they reached their peak learning-, most of these studies have compared different age groups at one point in time rather than studying the same girls from preadolescence into the adolescent years (McPherson, Curtis, & Loy, 1989). However, a longitudinal study was carried out by Butcher (1985) to examine the activity patterns of 140 girls from Grade 6 (age 11) through Grade 10 (age 15) to identify factors related to their continued participation in physical activity across all 5 years. Butcher found that there was a consistent decrease in participation in physical activity from Grades 6 to 10 and an increase in secondary involvement. The factors associated with the girls’ continued participation in physical activity were found to be: satisfaction with movement activities, especially one’s own sport ability; a preference for active rather than sedentary activities; participation by and encouragement from significant others, especially parents; independent, self-assertive descriptions of the self; and availability of sport equipment.
In a related study by Brown (1985) to determine the factors influencing girls to drop out of age-group swimming from 211 former and 193 current age-group swimmers showed that withdrawal from physical activity during adolescence was not solely related to failure or declining success. However, findings showed these girls over time divest themselves from the sport role as they become oriented to other interests that are valued and encouraged by the peer group and significant others.

Greenockle, Lee and Lomax (1990) carried out a study to determine the relationship between selected student characteristics and activity patterns of students in a required high school physical education class. The subjects of the study were students from 10 intact classes in three suburban public high schools. Of 206 students, 119 males and 87 females completed the study. Attitudes about behaviour, subjective norms, and specific background were examined in the study. Findings from the study showed that the exercise behaviour of the students was significantly mediated by intention, and significant others, particularly their peers and teachers, had a stronger impact on behaviour than personal attitudes about physical activity. Weekly observations by the researchers in the study noted that interest and positive reinforcement from the teachers and small "cliques" of their peers encouraged more active behaviour from the students.

A study on 904 students in Western Norway, mean aged, 13.3 years old, to examine the parental and peer influences on leisure-time physical activity in
young adolescents was conducted by Anderssen and Wold (1992). All measures in
the study were obtained through self-reporting. Parental and peer physical activity
level and parental and peer support for physical activity seemed to influence the
reported physical activity level of the respondents. Evidence drawn from the study
concluded that by serving as models and supporters, significant others have an
important impact in promoting physical activity in young adolescents.

The findings made by Greenockle, Lee and Lomax (1990) and Anderssen
and Wold (1992) were in line with the findings made by Butcher (1983) who
found that encouragement from significant others was consistently associated with
participation in various kinds of physical activity among girls in the age groups
11-16 years. In other words, these findings revealed that "socializing agents and
socializing situations appeared to be more influential in explaining adolescent
girls socialization into physical activity than did personal attributes" as posited by
Butcher (1983).

Therefore besides the parents and peers who are seen as being important
role models and important sources of reinforcement of physical activity in
adolescents, physical educators in schools who are the most important persons
always in contact with the students during physical activity are also significant
contributors to the students’ behaviour to exercise. Physical educators must
therefore remind themselves that physical education is more than imparting
knowledge and training for skills. Thus physical educators should not underestimate the influence of the role model they play.

A comparison of attitudes and exercise habits of Alumni from colleges with varying degrees of physical education activity (PEA) programmes was carried out by Adams II and Brynteson (1992), on a sample (N = 3,169) of alumni who had graduated from four colleges. Three of the four colleges had required PEA programmes. Results indicated a significant difference among the four colleges in the alumni’s perceived value of their college PEA programme in terms of its contribution to their knowledge about fitness, attitude towards fitness, and current exercise habits. In addition, findings also indicated that alumni differed in their perception of the health value of exercise and in their frequency of weekly exercise. The conclusion of the study was that the attitudes and exercise behaviors of alumni are related to the type of college PEA requirement. Students graduating from colleges with higher PEA requirements demonstrate more positive exercise attitudes and behaviors. The findings from this study suggest that differences in required PEA programmes are related to how students perceive the contributions of their colleges’ PEA programmes, their value of exercise, and how frequently they exercise.

The above findings by Adams II and Brynteson (1992) suggested that in other words, a higher physical education activity requirements meant more frequent involvement of the students in physical activity is associated with more
positive exercise attitudes and behaviours in the graduates. Finding as such reinforced Hull's Reinforcement Learning Theory that propounded, learning does not take place with a single trial, but through a process of repeated needs.

A study to identify differences in barriers to exercise among high school students by Tappe, Duda and Ehrnwald (1989) based on gender and self-reported levels of physical activity was carried out. The sample of adolescents (N=236), average age 15 years 9 months; 41% were males and 59% were females, was selected for the study. Results from the investigation indicated those factors such as wanting to do other things with their time, lack of interest, unsuitable weather, schoolwork, lack of equipment or facilities, and job responsibilities were the primary barriers to exercise among the adolescents in general. The most important barriers to exercise among the females in this study were "wanting to do other things with (their) time" and "lack of desire or interest" indicated an important motivational issue in regard to exercise involvement. The females in the study generally did not perceive themselves to be physically active and exercise did not tend to play a significant role in their lives. Drawing from these findings, the authors suggested that these perceived barriers to exercise among females indicated a need to "resocialize" females in their perspective regarding exercise involvement.

A study to examine the influence of personal attributes and family environment upon the exercise intentions of students in Grades 7 and 9 (N=698)
Ismail (1985) conducted a study to examine the relationships between achievement motivation and attitudes toward physical activities. A population of 755 students attending the National University of Malaysia served as respondents of the study. Results showed correlations between achievement motivation and each of the attitude types (General Attitude, Health and Physical Fitness Attitude, Recreation-emotional Release Attitude, and Social Attitude) ranged from 0.47 to 0.48. According to findings as in general, significant positive correlations were found between achievement and each of the attitude types. The study concluded that those students who were high in achievement motivation were also high in their attitudes toward physical activities and these attitudinal dimensions are important keys in co-curricular activities, which in turn can foster academic excellence among university students. In conclusion, it seems probable that high achievement motivated Malaysian university students will show greater positive attitudes and values, in various dimensions, toward physical activities.

Findings made by Petrie (1971) found that the females expressed values associated with social experience, fun, and fairness while males tended to value the physical challenge of activity (ascetic). In a research carried out by Spreitzer and Snyder (1975; cited in Blair, 1984) on 500 people in a large metropolitan area, 90% of both sexes felt that sport was valuable because it taught self-discipline, 80% approved the value of sports in promoting fair play, and 75% agreed that sports are part of being a well-rounded person. Results also indicated that the
physical activity as a source of vertigo. Findings also gathered that the female students possessed more positive attitude than male students toward physical activity. Similar results were gathered by Dorfman (1968; cited in Onifade, 1983) and Payne (1977).

In her study to determine the relationship between religion and attitude with the use of the Kenyon Attitude Inventory on the undergraduate male and female students at the University of Wisconsin, Dorfman found that the females perceived physical activity more as an aesthetic experience while males perceived physical activity as the pursuit of vertigo. Religion was found to have no relationship to expressed attitudes among the subjects.

By using the Kenyon Attitude Inventory on 100 male and female students at Ithaca College toward physical activity, Payne (1977) gathered a surprising result that male students perceived physical activity as an aesthetic experience, which other studies had identified it as a female sub-domain, and the female students perceived physical activity as health and fitness.

Sepasi (1975) employed the Kenyon attitude Inventory to measure the attitudes of undergraduate students toward physical activity at Michigan State University. The study revealed that the students had a favourable attitude toward physical activity and that academic level had no relationship with the students’
attitudes. Results of the study also indicated that the female students perceived physical activity as an aesthetic experience.

A review of the 60's literature revealed that female students in secondary school tended to view physical activity as an aesthetic experience, a social experience and for health and fitness. However, toward the decade of the 70's the values of physical activity began to change in the female students who expressed values associated with fun, fairness, social function, getting regular exercise, as a means of relaxation and getting away from the tensions of the day.

A study by Nichols (1974) using a Likert version of Kenyon's Scales with a sample of both 14 years old boys and girls, in Ireland found that there was no relationship between specific sports and attitudes of the students. However, the female pupils in the study showed positive responses to the aesthetic, health and fitness, and the pursuit of vertigo dimensions of physical activity. School grades were also found not to relate to the attitudinal domains of the pupils by Nichols (1974). The positive response from the female pupils toward the pursuit of vertigo (thrill and excitement) function of physical activity therefore indicates the change in the values of the female pupils toward physical activity over the years. Findings as such seemed to suggest that the study of the students' attitudes toward physical activity serve to highlight areas for attention and where improvement could be made by those involved in the teaching-learning process if the students' attitudes are to be enhanced.
A study by Hartman (1979) to determine the factors influencing the attitudes of college students toward elective physical education was carried out using the Kenyon Attitude Toward Physical Activity inventory. Findings from the study showed that students electing physical education courses did not have a better attitude toward physical activity than those who did not elect physical education. Further findings also showed that students who participated in varsity-level physical activity programmes had significantly better attitudes toward physical activity than non-participants did on three attitude scales. The students in the study who reported favourable experiences in high school physical education also showed a significantly better attitude toward physical activity than those experiencing an unfavourable high school programme.

The findings above made by Hartman implies that previous experiences whether pleasant or unpleasant, can have a profound impact on the attitude of an individual toward physical activity in the future. According to Carlson (1995), one out of five students feels alienated and is unhappy with his or her physical education experience. The factors contributing to this dissatisfaction include boredom, repetition, a lack of meaningful work, overemphasis on competition, and negative use of exercise. All these reasons reflect the physical educators' behavioral actions and instructional methodology. In other words, physical educators should ensure that the students do not encounter any undesirable or unpleasant experiences during their physical classes, for such instances will cause the student to develop a dislike for physical activity and might eventually
lead to avoidance of any activity in life. Cases of physical education being used as a tool for punishment were noted, according to Theis (1997, cited in Spencer, 1998) and as such should not happen. Therefore, physical educators in schools should always ensure that their students leave the physical programmes with pleasant positive learning experiences and outcomes, which contribute toward developing students' positive attitudes and behaviour modification.

Holbrook (1971) conducted a study to investigate the relationship between attitude toward and performance in gymnastics of college women physical education majors (N= 129). Findings for the entire group indicated that the attitudes toward gymnastics were positive; pre-gymnastic attitude was related to pre-gymnastic skill and post-gymnastic skill; pre-gymnastic attitude was related to post-gymnastic attitude, and both attitude toward gymnastics and performance in gymnastics increased as a result of instruction with skill increasing more than attitude. The findings of this study also reported that rural-reared women have a less favourable attitude toward gymnastics than do urban-reared women physical education majors. The reason for it being that rural-reared women have less prior experience in gymnastics that do urban-reared women and showed less skill on a pre-gymnastic skill test. Results from the study imply that skill and attitude can be improved as a result of instruction and practice. Therefore, teachers must employ ways and strategies to ensure optimal use of the existing time available during a physical class so as to help the students to acquire the necessary skills despite the time constraint.
Ismail (1985) conducted a study to examine the relationships between achievement motivation and attitudes toward physical activities. A population of 755 students attending the National University of Malaysia served as respondents of the study. Results showed correlations between achievement motivation and each of the attitude types (General Attitude, Health and Physical Fitness Attitude, Recreation-emotional Release Attitude, and Social Attitude) ranged from 0.47 to 0.48. According to findings as in general, significant positive correlations were found between achievement and each of the attitude types. The study concluded that those students who were high in achievement motivation were also high in their attitudes toward physical activities and these attitudinal dimensions are important keys in co-curricular activities, which in turn can foster academic excellence among university students. In conclusion, it seems probable that high achievement motivated Malaysian university students will show greater positive attitudes and values, in various dimensions, toward physical activities.

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females highly valued the social function of sport while males valued sports as catharsis.

Soudan and Everett (1981) conducted a survey to determine which of the objectives listed for physical education were expressed as needs by Florida State University students (N = 909). Results of this study indicated that “Keeping in good health and physical condition” was the item of highest importance for the males, for the females, for each class, and for the students in most of the schools and colleges of the university. This result was contrary to the findings of Weick (cited in Soudan and Everett, 1981) who found that “Having fun” was the item of highest importance to the university student. The students expressed items such as “Getting regular exercise” and “Improving self-confidence” as needs of high importance.

Hurrell (1997) in her survey investigated factors associated with regular exercise, using a telephone survey on the sample of 450 adults living in southern New York State. Results of the survey indicated that 62.7% of the respondents engaged in regular exercise. Staying in shape was given by 34.9% of the respondents as their major reason. Another 31.7% reported that they exercised to keep healthy. The use of health club was associated with regular exercise. A lack of time was found to be the major impediment to exercising regularly. These results generally confirm previous research on participation in regular exercise and the factors supporting it.
Lemen (1962) conducted a study to determine the relationship between selected educational and social background factors and the attitudes of college women toward physical education and certain sports and activities. The subjects (N= 1,840) for this study were freshmen and sophomores from five different types of institutions; colleges and universities. Results from the findings indicated that college women appeared to have favourable attitudes toward activities and physical education. Relationship exists between certain social background factors and attitudes toward activities and physical education. The degree to which a person enjoys her physical education programme in high school was related to her attitudes toward physical education and activities; to her ability in sports and to leisure participation in sports. Findings also showed that relationships exist between skill and leisure participation in sports. College women preferred to participate in individual sports rather than team sports in their leisure time.

A study to determine students’ attitudes toward physical activity was carried out by Hergert (1970) on 1,418 students including 887 males and 531 females. The purpose of the study was to determine whether there were any differences in attitudes toward physical activity when it was characterized as a social experience, for health and fitness; as the pursuit of vertigo; as an aesthetic experience; for catharsis, and as an ascetic experience. The Kenyon Attitude toward Physical Activity (ATPA) Inventory for Women Instrument was used in this study to assess attitudes toward physical activity. There were 14 activity class groups represented by the male students, and 10 activity class groups represented
by female students. Findings indicated that the attitudes measured by the six
dimensions were, in fact, substantially different and significantly different from
each other.

Theodorakis, Doganis and Bagiatis (1992) conducted a study on the
attitudes toward physical activity of the female participants (adult Greek women)
of physical fitness programmes. By adapting the "Children's Attitudes Toward
Physical Activity" inventory, nine sub-domains, namely social growth; health and
fitness; social continuation; vertigo; aesthetic; catharsis; ascetic; body shaping;
and relief from boredom were identified in this study. The sample consisted of
185 females aged 18 to 50 years. Findings from this study indicated that there
were differences in a number of sub-domains, which appear to discriminate the
subjects according to the type of activity. Dancers were discriminated from the
Fitness group within the aesthetic, ascetic, vertigo and body shaping sub-domains
and top athlete group was discriminated from the Fitness group within the vertigo
and ascetic sub-domains.

A study to focus specifically on teacher behavior and programme content
and to examine attitudes towards these components across grade level and
between grade level and gender was conducted by Luke and Cope (1994). A
population of 386 students was identified in this study including 209 males and
177 females. Five from each grade; grade 3, 7 and 10, were randomly selected in
one school district. Each school followed the same district curriculum that was
prescribed and set out for teachers in current curriculum manuals. A 32-item questionnaire utilizing a 5-point Likert scale was developed to assess the student’s attitudes toward teacher behavior and programme content in physical education. Results indicated that student attitude toward both teacher behavior and programme content was positive in all grades. Studies made by Rice (1988) and Smoll, et al. (1980, cited in Luke and Cope, 1994), supported the findings, which reported that students had overall positive rather than negative attitudes toward physical education. Further findings also showed grade 10 students did not support fitness testing for evaluation nor spending more time in physical education classes improving their fitness level (Figley, 1985; Luke & Sinclair, 1991, cited in Luke & Cope, 1994).

This finding seemed to suggest that teachers, teacher educators and researchers should examine this programme component to a greater extent and investigate alternate approaches to teaching and evaluating fitness so that student attitudes can become less negative to such an important part of physical education. In the area of programme content, students who participated in this study indicated that students would prefer more enjoyable activities, some choice in activity selection and more time to practice the skills of the lesson.

In conclusion, the findings imply that a better understanding of student’s attitudes and beliefs about physical education can greatly influence teacher
effectiveness and the design of programmes to address the needs of students
(Jackson, 1992).

Methodology has been correlated with student’s attitudes toward physical
education at the elementary and secondary levels. Results of the studies obtained
by Mancini, Cheffers and Zaichkowsky (1976) and Schempp, Cheffers and
Zaichkowsky (1983) indicated that there was a more favourable attitude toward
physical education by allowing the students the opportunity for making decision
than otherwise when decision making was more teacher-centered which did not
allow for student decision making. Apart from the exhibited positive students’
attitudes toward physical education, there was an improvement in their learning
skills. Mancini, Cheffers, and Zaichkowsky (1976) stated that students who are
enjoying a programme are more receptive and ready to learn. The result of their
study points to the importance of associating positive attitudes to improve interest
and learning. It is, therefore, the hope of physical educators that these attitudes can
be sustained throughout the school years and can be an attribute in encouraging an
individual to participate in physical activities throughout their lifetime.

A study by Pritchard and Ralph (1987, cited in Pritchard, 1988) on ten
secondary schools in England, indicated that the female respondents considered
that experiences such as aggression, pain or danger should not be emphasized in
physical education, as one of the attributed value in physical education for the
development of good sporting behaviour. Findings from this study also showed
that the pupils valued personal achievement (need) and enjoyment (satisfaction) in participation most highly.

Findings from the attitudinal studies mentioned earlier, investigated on the students who are undergoing physical education in schools, have indicated the urgency in creating a positive attitude on the students. Learning requires activity. The student is the center of teaching. Therefore, there must be student activities to lead to student growth. A teacher does not merely show and lead the student into the desired learning but also motivate and encourage the student to learning success. Therefore the teacher, a role model, who displays enthusiastic and committed characteristics of a good teacher, is an important determinant of attitudinal development to be found in the learner. What the teacher does largely determines the kind of people the learner will develop.

The studies above-mentioned also implies that the knowledge of feedback given by the teacher to a student in a physical education class, can help to enhance the learning process taking place in the learner. Knowledge of results of the performance by the learner can provide as a source of motivation to the learner whereby the feedback provided can be the stimulus to stimulate the learner to continue practicing the skill being learned and maintaining the learner’s interest, self-confidence and desire to keep trying.
Researchers have also identified several classroom factors such as the physical environment, the behavior of fellow students, evaluation, practice partners, the pace of instruction and the degree of difficulty of the activities being learned, have been correlated with student attitude toward physical education. Nemson (1949, cited in Aicinena, 1991) found in his sample of high school students with favorable and unfavorable general attitudes toward physical education did not favor large class sizes and the resulting crowd was the determinant of the students' negative attitudes in this study. The students also expressed that they did not like to be compared to others (Figley, 1985) or to be graded low because of a lack of skill (Hurst, 1986, cited in Aicinena, 1991). Those were some of the reasons as to why the students' attitudes were affected negatively (Stewart, Green, & Huelskamp, 1991).

Positive attitudes and participation patterns developed during the school years might serve as an antecedent to active participation during adulthood (Luke & Cope, 1994). It is believed that physical education programmes that instill positive attitudes will increase the likelihood of children and adolescents adopting and maintaining an active lifestyle when free choice is given (Pangrazi & Dauer, 1992). Findings from an earlier study by Earl and Stennett (1987) to examine students attitudes (N=1087) toward physical and health education (PHE) in secondary schools (Grade 9 to Grade 13) supported these statements made by Pangrazi and Dauer (1992) and Luke and Cope (1994). In their study, Earl and Stennett found that the number of students electing PHE decreased dramatically
from Grade 9 to Grade 13 for both boys and girls. The students who did not elect PHE indicated disliking some parts of the programme (64%), disliking sports (42%), not having fun (40%) and disliking the teacher (39%). Eighty percent of the students opting out of the programme indicated that they would take PHE provided modifications were made on the teacher and programme. These findings therefore suggest the emphasis on the importance of specific teacher behaviours and programme content of physical education for developing positive attitudes in the students toward physical activity.

A study by MacIntosh and Albinson (1982) on comparison of attitudes between two groups of 670 eighth grade students indicated that students who opted to take physical education, reported to have a favourable disposition toward physical education and physical activity and otherwise on the students who opted out of physical education. These findings were supported at grade 11 level three years later. However, according to the researchers there was an indication of a decrease in the belief that exercise is fun as the students moved from Grade 7 to Grade 9 although beliefs about the consequences of exercising did not change with school grade. At Grade 8 the development of dissatisfaction with physical education programmes takes place. This goes to show that habits and attitudes toward physical activity developed during childhood are assumed to continue through adolescence into adulthood. Changes with age from 11 to 19 years were also documented by Telama and Silvennoinen (1979, cited in Godin & Shephard,
1986) who reported a shift from performance oriented and competitive motivation to an interest in recreational pursuits in the Finnish students of their study.

Browne (1992; cited in Luke and Cope, 1994) studied some grade 12 girls in Australia and found that the students electing physical education indicated that they liked the teacher (54%) and the programme offered (85%). Findings by Rice (1988) agreed that secondary school students are more likely to elect physical education if they have a physical education programme content that is more varied, enjoyable and well organized and teachers take a personal interest in students, know their subject matter and are easy to talk to. This finding supported an earlier finding by Mikkelson (1979) who found that secondary school students are more likely to elect physical education if a greater variety of activities is available.

A study by Strand and Scantling (1994) on the secondary student (N=958) preferences and teacher impact in affecting student preferences and attitudes towards physical education revealed that in many instances student preferences were in direct opposition to what physical education teachers had been trained to believe are appropriate practices. The participants of the study were from four high schools and three junior high schools in Northern Utah, comprising 55.6% males and 44.4% females. According to the two researchers, as the student populations in American schools became more culturally diverse, greater regard for student preferences and attitudes would be needed. The teachers on their part
should be more open to change in order to meet the wide variety of needs and interests of these culturally diverse children. Teachers have considerable control over programmes and policies and as such they are very important persons in this area where they can and should play a vital role in affecting students’ attitudes (Luke & Sinclair, 1991, cited in Strand & Scantling, 1994).

Scantling, Strand, Lackey and McAleese (1995), conducted a study on 1,438 senior students from 52 randomly selected high schools in the states of Nebraska, Idaho, and Utah, to collect information related to the students’ reasons for not participating in elective physical education coursework at their schools. Thirty-two percent of the students avoided physical education because they did not like it. Several factors were gathered that contribute to physical education avoidance: “Too much emphasis on winning” (31%); “Did the same things over and over in physical education” (35%); “Athletes get preferential treatment” (42%); and “Do not like dressing out” (30%). The findings from this investigation that indicated that 32 percent of their students disliked physical education is distressing and implies that physical educators must become creative thinkers and find ways to address student concerns, needs and desires.

From the reviewed studies made, it can be concluded that teachers should always strive in making physical education classes fun, enjoyable and interesting while on the job of teaching skills, knowledge and understanding. The entire social and physical environment should also be pleasing to the students so as to
enable the students to gain favourable experience in the learning process. Findings made from the studies mentioned above seemed to suggest that students attitudes toward teacher behaviour and programme content can be a useful source of information for teachers and others responsible for improvements in teaching and programme development in physical education. They also serve to reveal the areas where improvement could be made if attitudes of students are to be enhanced.

A study by Quartermann, Harris and Chew (1996) to examine the African American students’ perceptions of the values of basic physical education activity programmes at Historically Black Colleges and Universities, indicated that the students rated keeping in good health and physical condition as the most important value. Findings from the investigation also reported that African American female students placed more emphasis on health/aesthetic benefits. All the African American students of this study perceived “Keeping in good health and physical condition”, “achieving success”, “improving self-confidence”, and “getting regular exercise” as the four most important values. The findings were consistent with those of Soudan and Everett (1981), whose studies were conducted at predominantly White colleges and universities. According to the researchers, the wellness movement in America, which began since the 1970s when America was identified as a “sports crazy nation”, probably reinforced such perceptions of basic instructional physical education.
Blair (1984) administered an attitudinal test that classified physical activity into four values, on 84 males and 54 females enrolled in the College of Education at West Texas State University in Canyon, Texas during the 1982-83 school year. The four values were (i) health and fitness; (ii) social experience; (iii) recreational-relaxational, emotional release; and (iv) general well-being. Findings made by Blair revealed that females were more positive than males in their expressed values of physical activity; and both sexes ranked the health-fitness and general well-being values as excellent. Results of Blair’s findings seemed to be very well in agreement with Cooper (1983) who quoted that a person’s fitness has the greatest impact on his total well-being.

In a study by Mista (1966, cited in Onifade, 1983) with the aid of the revised Plummer Attitude inventory on 1126 college women at State University of Iowa, results indicated that size of high school, community type, high school skill level, earning of athletic certificate, and participation in organized physical activities outside of school were related to the students’ attitudes toward physical education. On the contrary, factors, which did not affect the students’ attitudes at all, were the number of physical education hours taken per week, high school physical education experience, and type of teacher and school.

Keogh (1962, cited in Gill, 1986) conducted an attitudinal study of students toward physical education and found that the students endorsed the
social, physical and emotional values of physical education but not the value of physical education in the school curriculum.

Fleming, Mitchell, Coleman & Gorecki (1997) made a study to identify the activity preferences of different movement forms by student gender and race. The participants of the study consisted 406 students (203 males and 203 females) from a rural middle school and the racial composition of this group of students was 53.7% African American, 40.9% white and 6.4% other races. Findings reflected both similarities and differences across gender for preferences of the top four choices of team sports and non-team sports activities and views of specific activities. Basketball and softball were highly rated by both males and females. The second choice activity for females (volleyball) differed from that of males (football). Racial differences were evident as well. Swimming was overwhelmingly popular with both whites (63.41%) and African Americans (69.81%) but second choice activities were dissimilar as whites chose bowling (42.94%) and African Americans preferred track and field (47.11%).

2.5 Studies Relating to Academic Fields of Study

Liverman (1981) conducted a study on the attitudes of Illinois State University students toward intercollegiate athletics. The students’ attitudes were studied as a function of sex and academic major, three academic majors: Physical Education, Sociology and Mathematics. Results of the study showed that
academic major had an influence on the attitudes expressed by the students with physical education majors scoring higher than the other two majors. On the whole, the students had a favourable attitude toward intercollegiate athletics.

An investigation of the attitudes of liberal arts programme students (N = 206) in Howard University toward physical education was undertaken by Organ (1976). With the use of the Wear Attitude inventory, Organ concluded that all students who participated in this study, showed a favourable attitude toward physical education. The classification, sex, age or the activity area in which they were currently enrolled can predict no significant differences in attitudes concerning physical education.

In a study by Jamharydary (1984), senior students’ (N=71; female=34) attitudes were found to be significantly more favourable (p< .02) than freshmen’s (N=86; female=40) attitudes, and social science students’ (N=93; female =45) attitudes were significantly more favourable (p< .01) than science students (N=62; female =22) attitudes. The difference between the means of the social science (mean =121.5) and science students (mean =117.17) was significant at the .01 level in the social category and in the general category with social students showing more emphasis on the importance to social and general values than the science students.
A comparison for each sub-domain of the Kenyon Attitude Toward Physical Activity (ATPA) between the Arts (N=236) and Science trainees (N=30) as their subject of training, by Tan (1991) indicated that there were no significant differences between the mean attitude scores of all the physical activity sub-domains except for the aesthetic sub-domain. In this domain, the female Arts trainees scored higher ($\bar{x}=27.79$, s.d.=5.88) than the science trainees ($\bar{x}=25.07$, s.d.=5.27). Results of t-test showed that there was a significant difference between the mean attitude scores of the female Arts group and that of the Science group for the aesthetic sub-domain with the female Arts group showing more positive attitude towards the sub-domain.

Bu-Salih (1984) made a study on the attitude toward physical recreation of male Saudi students (N = 4,807) studying in the United States. The results of the study showed that a significant difference was found to exist between students in literary fields of study and students in scientific fields. The former stated a more favourable attitude toward physical recreation.

Findings of the studies mentioned earlier indicate that the results to determine attitudinal differences between the students in literary fields of study and students in scientific fields were inconsistent. Nevertheless, findings obtained in these studies provide important information to the physical educators and curriculum planners as to the design of physical activity interventions directed at the students concerned in regard to their field of study.
2.6 Studies Relating to Athletic Experience

A study by Davis (1965) on the attitudes of University of Alabama freshmen male students toward physical education indicated that participation in the physical education service course had no relationship on the attitudes of students. On the other hand, participation in high school athletics and physical education were found to be related to attitude.

A study on the attitudes of athletes (N=148) and non-athletes (N=186) male Saudi students toward physical recreation by Bu-Salih (1984), revealed that there was a significant difference between them. Students who had indicated a past or present involvement in athletics favor physical recreation more than those who have no involvement in athletics. The finding is found to be similar to that conducted by Alderman (1970; cited in Blair, 1984) who concluded that the Canadian athletes had a better attitude toward physical activities than non-athletes did.

Yandell's (1966; cited in Onifade, 1983) study on the attitudes of freshmen women enrolled at the Texas Lutheran College concluded that there was a positive correlation between athlete experience, high school physical education experience and attitudes toward physical education. Results of a study to examine the relationship between the level of competitive sports experience and attitudes toward physical activity of college women students by Wilkins (1974; cited in
Onifade, 1983), indicated that the level of participation in physical activity was a factor on attitudes toward physical activity. The Kenyon Attitude Inventory was used on the students who were classified into three different participation levels of intercollegiate athletes, intramural athletes and non-participants. Intercollegiate athletes showed a more significant positive attitude toward physical activity and also more as a social, ascetic and vertigo experience as when compared to the intramural athletes and non-participants.

Tan (1991) made a further comparison for each physical activity sub-domain between the female trainees (N= 266) who have previous competitive sports experience (N=146) and those who do not (N=120). She found that there was a significant difference on only the ascetic sub-domain. Mean scores revealed that trainees without experience ({$\bar{x}$}=22.20) scored higher than those with experience ({$\bar{x}$}=21.18) for the ascetic sub-domain but a t-test indicated that the significance was in the opposite direction. Thus, the study concluded that the female trainees with experience had a better attitude than those without experience. A comparison for each physical activity sub-domain of the Kenyon ATPA between the trainees who have present competitive sports experience (N=16) and those who do not (N=250) showed a significant difference on the health and fitness sub-domains. A multiple comparison test showed that there was no significant difference within the trainees and as such the trainees who had present competitive sports experience did not show a more positive attitude towards physical activity.
Zaichkowsky (1979) did a study on the influence of two types of physical education programmes on attitudes of university students toward physical activity. A total of 87 women and 129 men enrolled in a basic skill curriculum and 118 women and 185 men enrolled in a lifetime sport curriculum. The results of the study showed that there was no significant difference between men and women irrespective of type of physical education curriculum. But, findings indicated variables such as present participation in physical activity, skill level and previous athletic experience may have influenced students’ attitude toward physical activity.

A longitudinal study of high school sophomores by Howell and McKenzie (1987) interviewed in 1955 and again 15 years later showed that participation in high school varsity or non-varsity sport programmes was positively related to physical activity involvement later in adulthood. Having participated in non-varsity athletics as an adolescent had a greater effect on team sport involvement in adulthood for the women as indicated in the study by Howell and McKenzie (1987).

A research by Mathes and Battista (1985) to determine college men’s and women’s motives for participation in physical activity involved 50 males and 50 females athletes and 100 non-athletes. The students ranged in age from 17 to 29 years of age, with a mean age of 19.7 year. The Attitude Toward Physical Activity
Questionnaire was utilized to study the importance of nine dimensions (social experience, health and fitness, thrill and risk, beauty in movement, release of tension, prolonged and strenuous training, pursuit of victory, demonstration of ability, competition) in involvement in physical activity of the students. Results showed that the women rated competition above average in importance but not as important as the motives of health and fitness and social experience. Athletes rated health and fitness the highest in importance for participation followed by competition and social motives. Non-athletes rated health and fitness the highest followed by social and competitive motives. Those athletes who were more active participants and in turn developed higher skill seemed to have a more professionalized attitude toward involvement in physical activity. The researchers suggested that the high value athletes and non-athletes similarly placed on health and fitness as a motive for participation confirms and reinforces previous findings associated with attraction to sport for the health benefits that may be derived. They also suggested that women and non-athletes potentially would be more interested in activities that not only develop fitness but also provide the opportunity to develop social relationships.

Dotson and Stanley (1972) in an investigation to compare the attitudes of male students (N=699) selected from eight different physical activity areas, found that achievement in athletics was highly correlated with attitudes and that activity area was a factor on students’ attitudes. Physical activity as pursuit of vertigo and catharsis were expressed highest and physical activity as the students ranked
aesthetic experience lowest. Simpson (1971) with the aid of Kenyon Attitude Inventory to determine the attitudes of 74 varsity athletes toward physical activity, found that all the athletes had a positive attitude toward physical activity and that the type of sports involved in had no influence on expressed attitudes. The athletes chosen were from football, basketball, track and field, tennis and golf. Results also showed that ascetic and catharsis values of physical activity were ranked highest, followed by health and fitness and social experience. The athletes also expressed negatively to physical activity as an aesthetic experience.

2.7 Conclusion

In conclusion, it is evident that an extensive research in examining the attitudes of students in schools and colleges toward physical education and physical activities, has been carried out. Review of some studies (Tan, 1991; Onifade, 1983; Blair, 1984; Tolson & Chevrette, 1974; Holbrook, 1971; Youngen, 1972) mentioned earlier, indicated that there was a wide variation in opinion with regard to the attitudinal status found in their subjects toward physical activity and physical education perceived as accordingly to the six sociopsychological sub-domains (social, health and fitness, vertigo, aesthetic, catharsis, ascetic).

Studies to compare the attitudes of the students in the Arts and Science Programmes toward physical education and physical activities (Organ, 1976;
Jamhaydary, 1984; Tan, 1991; Liverman, 1981; Bu-Salih, 1984) have indicated that there is also a variation in their findings between the two different fields of academic majors of the students studied. Liverman (1981) and Tan (1991) have indicated that the academic field of study factor has an influence on the attitudes expressed by the students as were reviewed in their studies earlier.

Review of studies mentioned earlier by the following researchers (Tan, 1991; Brodie & Birtwistle, 1990; Blair, 1984; Bu-Salih, 1984; Liverman, 1981; Zaichkowsky, 1979; Yandell, 1966, cited in Onifade, 1983; Mista, 1966, cited in Onifade, 1983; Davis, 1965;) have shown that there is a positive correlation between athletic experience and attitudes toward physical education. This finding has also indicated that gender differences in attitudes toward sport participation and physical activities seem to have decreased. Further results from these studies have also shown that relationships exist between the skill factor and the attitudinal state of the individual toward physical activities.

The values of physical activity then began to change as the years go by. Researches have also indicated that the element of enjoyment one finds in the physical education class, correlates with the attitudes of the students toward physical activities and physical education (Lemen, 1962; Rice, 1988; Stewart, Green and Huelskamp, 1991; Mancini, Cheffers and Zaichkowsky, 1976). Results of these studies indicate the importance of associating physical education (catering
to the needs and interests of the students) with the positive attitudes of the students to improve learning and interest.

Researchers have also identified classrooms and other factors such as the physical environment, teacher behavior, programme content of physical education, pace of instruction, the behavior of fellow students, a lack of skill competence, facilities and equipment, and evaluation; as some of the factors to be correlated with student attitude toward physical education (Luke and Cope, 1994; Browne, 1992, cited in Luke and Cope, 1994; Strand and Scantling, 1994; Stewart, Green and Huelskamp, 1991; Rice, 1988; Nemson, 1949, cited in Aicinena, 1991).

However, there were studies carried out to determine attitudes toward physical education with regard to the following sub-domains (as a social experience, for health and fitness, as the pursuit of vertigo, as an aesthetic experience, for catharsis, as an ascetic experience) which are found to be some of the characteristics of physical activities and physical education (Luke and Cope, 1994; Theodorakis, Doganis and Bagiatis, 1992; Stewart, Green and Huelskamp, 1991; Mowatt, DePauw and Hulac, 1988; Mathes & Battista, 1985; Blair, 1984; Hergert, 1970; Keogh, 1962, cited in Gill, 1986). Results from most of the studies reviewed above indicated that the students value the importance of health and fitness, its knowledge, and skill that physical education programmes offer but they do not like the way it has been packaged.
Attitudinal studies relating to physical activities in relationship to its contributions toward the well-being of oneself (such as getting regular exercise, having fun, improving self-confidence, to keep fit, staying in shape, are a few examples) were conducted (Hurrell, 1997; Adams II and Brynteson, 1992; Tappe, Duda & Ehrnwald, 1989; Soudan & Everett, 1981; Lemen, 1962). In short, the studies indicated that attitude research in physical education has always been concerned with human conservation such as toward the self, maintaining body functions through physical fitness and satisfying psychological needs. Findings from the study by Fleming, Mitchell, Coleman & Gorecki (1997) provided invaluable insights into making programme decisions to meet the needs of the students, rather than simply following historical precedence.

It is therefore the intention of this study to determine the attitudes of the students toward physical activity to understand the present attitudinal status of the students who are presently undergoing normal physical activity in physical education classes in the secondary school.