THE ATTITUDE OF PHYSICAL EDUCATION COLLEGE STUDENTS AND THEIR PARENTS TOWARDS PHYSICAL EDUCATION AS A PROFESSION

Thesis

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DEDICATION

TO MY PARENTS, WHO GAVE ME SUPPORT AND PATERNAL LOVE AND UNDERSTANDING

DECLARATION

I do hereby declare that the thesis entitled '**The Attitude of Physical Education College Students and their Parents towards Physical Education as a Profession'** results entirely from my own work and has not been previously offered in candidature for any other degree or diploma.

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ABSTRACT

The purpose of this study was to investigate the attitudes of college students and their parents towards Physical Education as a profession. A mixture of quantitative and qualitative research methodologies was utilized.

Two questionnaires were constructed and answers were recorded using the Likert scale. One questionnaire was applied to a random sample of 1125 students (544 males and 581 females) in college and the second was applied to a random sample of 148 parents (90 males and 58 females) from same developmental areas. The three development regions used in the study sample in Nepal were Western Development Region, Central Development Region and Estern Development. The questionnaires were applied to the student and parents sample by the researcher.

The results of this study indicate that both parents and students had positive attitudes towards Physical Education. The students valued Physical Education as a means of health promotion and enjoyment and showed a desire to participate, which increased as they became older. Both students and parents were concerned about the status of Physical Education in colleges, the limited curriculum time devoted to Physical Education, the narrow choice of activities offered, and parental attitude.

In the light of these findings, clear suggestions are offered in the conclusion of this thesis as to the way ahead for future developments for Physical Education in Nepal.

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Shyam Prasad Sedai

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CHAPTER - I

INTRODUCTION

1.1 Background

Education is regarded as an instrument for economic and social development in Nepal. By improving the skills and capacities of individuals, education contributes to an increase in productivity, thus speeding up the economic development of the country and bringing comfort and happiness to its citizens. It should be emphasised that the role of education is to respond to society's needs and that the educational system is an integral part of the society within which it operates.

This study will be an investigation into the attitudes of college students and their parents' attitude towards Physical Education. The researcher of this study believes that the major advancements in the field of education in the last five decades have been accomplished through the study and investigation of people's attitudes and needs. It is hoped that this study, by investigating the attitudes of the students and parents in college level of education in Nepal, will contribute to the advancement of educational knowledge in Nepal and south asian countries in general as these countries share similar cultural values and habits.

The educational system of any country cannot be explained without brief reference to its geographical, historical and cultural background. It is necessary to examine these factors in order to try to understand how education interacts with other vital variables in the country. It is the intention in this introductory chapter to consider firstly the impact that geography, history and culture have upon Nepalese society as a whole. Secondly, consideration will be given to the population of the study. Finally, the education system and the specialist subject of Physical Education will be considered.

1.1.1 Geography

Nepal, officially the Federal Democratic Republic. Nepal is a landlocked country located in South Asia. With an area of 147,181 square kilometres (56,827 sq mi) and a population of approximately 27 million. Nepal is the world's 93rd largest country by land mass and the 41st most populous country. It is located in the Himalayas and bordered to the north by the People's Republic of China, and to the south, east, and west by the Republic of India. Nepal is separated from Bangladesh by the narrow Indian Siliguri Corridor and from Bhutan by the Indian state of Sikkim. Kathmandu is the nation's capital and largest metropolis

1.1.2 History

A monarchy throughout most of its history, Nepal was ruled by the Shah dynasty of kings from 1768 — when Prithvi Narayan Shah unified its many small kingdoms. A decade-long Civil War involving the Communist Party of Nepal, followed by weeks of mass protests by all major political parties, led to the 12-point agreement of 22 November 2005. The ensuing elections for the 1st Nepalese Constituent Assembly on 28 May 2008 overwhelmingly favored the abolition of the monarchy and the establishment of a federal multiparty representative democratic republic.

Nepal is a developing country with a low income economy, ranking 145th of 187 countries on the Human Development Index (HDI). It continues to struggle with high levels of hunger and poverty. Despite these challenges, the country has been making steady progress, with the government making a commitment to graduate the nation from least developed country status by 2022.

1.1.3 Culture

Hinduism is practiced by about 81.3% of Nepalis, the highest percentage of any country. Buddhism is linked historically with Nepal and is practiced by 9% of its people, followed by Islam at 4.4%, Kiratism 3.1%, Christianity 1.4%, and animism 0.4%. A large portion of the population, especially in the hill region, may identify themselves as both Hindu and Buddhist, which can be attributed to the syncretic nature of both faiths in Nepal. A typical Nepalese meal is Dal bhat. Dal is a spicy lentil soup, served over bhat (boiled rice), served with tarkari (curried vegetables) together with achar (pickles) or chutni (spicy condiment made from fresh ingredients). It consists of non-vegetarian as well as vegetarian items served with non-alcoholic beverages. Mustard oil is the cooking medium and a host of spices, such as cumin, coriander, black pepper, sesame seeds, turmeric, garlic, ginger, methi (fenugreek), bay leaves, cloves, cinnamon, chilies, mustard seeds, etc., are used in the cooking. The cuisine served on festivals is generally the best. Momo is a type of steamed bun with or without fillings. Momo have become a traditional delicacy in Nepal. They are one of the most popular fast foods in many regions of the Nepal.

1.1.4 Development Regions of Nepal

Nepal is divided into 5 Development Regions 14 Administrative Zones and 75 Districts. The 14 administrative zones are grouped into five development regions. Each district is headed by a Chief District Officer (CDO) responsible for maintaining law and order and coordinating the work of field agencies of the various government ministries.

The five development regions of Nepal are (from east to west):

Development Regions	Headquarters	Population (2011 Census)
Eastern Development Region	Dhankuta	5,811,555
Central Development Region	Kathmandu	9,656,985
Western Development Region	Pokhara	4,926,765
Mid-Western Development Region	Birendranagar	3,546,682
Far-Western Development Region	Dipayal	2,552,517

King Birendra divided the entire Kingdom in 4 different regions in 2029 BS (1972). These regions were as belows:

Eastern Development Region,
Central Development Region,
Western Development Region,
Far-Western Development Region.

To fill the gap between different parts of the nation by balanced or proportionate development. Eight years later in 2037(1982), he further divided the nation adding one more separate development region naming it as mid-Western Development Region taking two zones from Far Western Development Region Seti and Mahakali.

1.2. The Population

The population of Nepal is estimated to be 30,494,504 people with a population growth rate of 1.596% and a median age of 21.6 years. Female median age is estimated to be 22.5 years, and male median age to be 20.7

years. Only 4.4% of the population is estimated to be more than 65 years old, comprising 681,252 females and 597,628 males. Sixty one per cent of the population is between 15 and 64 years old, and 34.6% is younger than 14 years. Birth rate is estimated to be 22.17 births/1,000 population with an infant mortality rate of 44.54 deaths per 1,000 live births. Life expectancy at birth is estimated to be 67.44 years for females and 64.94 years for males. Death rate is estimated to be 681 deaths per 100,000 people. Net migration rate is estimated to be 61 migrants per 100,000 people. According to the 2001 census, only 48.6% of the total population is literate, of which 62.7% are male and 34.9% are female.

1.3. Education in Nepal

Currently the overall literacy rate (for population aged 5 years and above) has increased from 54.1% in 2001 to 65.9% in 2011. Male literacy rate is 75.1% compared to female literacy rate of 57.4%. The highest literacy rate is reported in Kathmandu district (86.3%) and lowest in Rautahat (41.7%). While the net primary enrollment rate was 74% in 2005 in 2009, that enrollment rate was at 90%. However increasing access to secondary education (years 9-12) remains a major challenge, as evidenced by the disturbingly low net enrollment rate of 24% at this level. More than half of primary students do not enter secondary schools, and only one-half of them complete secondary schooling. In addition, fewer girls than boys join colleges and, among those who do join, fewer complete the Bachelor. Nepal has nine universities: Tribhuvan University, Kathmandu University, Pokhara University, Purbanchal University, Mahendra Sanskrit University, Agriculture and Forestry University (AFU), Lumbini Bouddha University, Mid-Western University, and Far-Western

University.

1.3.1 Physical Education

Regarding the Physical Education curriculum in Nepal, the directorate of scholastic curricula has the responsibility of establishing and implementing the curriculum for students at all levels in colleges. These responsibilities include the formulation of the goals and objectives for each subject. The following are the general goals that govern the teaching of Physical Education in Nepalese colleges.

i. Increasing students' knowledge about Physical Education and health through the practice of different kinds of physical activities.
ii. Teaching students new skills and social habits whilst improving existing skills and social habits.
iii. Improving and maintaining the standard of physical fitness for each student, within the framework of their potential.
iv. Improving the movement skills of students in order to enable them to master fundamental skills in a variety of sports.
v. Motivating students to maintain their physical, mental, social and emotional conditions at a high level.
vi. Fostering sound posture for all students and encouraging them to avoid bad habits through the promotion and cultivation of healthful practices.
vii. Fostering sportsmanlike practices among students and stressing the importance of co-operation in accomplishing their tasks.
viii. Evaluating the physical and potential abilities of students and planning their physical activities on the basis of this evaluation.

ix. Teaching students sound health habits and encouraging them to assume healthful practices in all aspects of life.

1.3.2 Objectives for B.Ed.

i. Teach pupils how to avoid physical defects, posture problems and to remedy those with such defects.
ii. Continue to improve their basic movement skills in a variety of sports.
iii. Improve their physical fitness levels in order to enable them to perform daily duties with a minimum of physical effort.
iv. Foster a desire to participate in hobbies and leisure pursuits to help assure a beneficial use of leisure time.
v. Continue to examine and evaluate physical recreational interests in order to formulate an appropriate curriculum of physical activities
vi. Train the students to develop leadership skills and to assume responsibilities.
vii. Teach psychomotor skills and cognitive concepts through participation in sport activities.
viii. Encourage the development of sportsmanship, co-operation and team work through participation in sport activities.

In basic education, Physical Education is required for all males and females, with each year having one lesson per week. The curriculum is designed to include games such as basketball, volleyball, handball, kabaddo, Kho-Kho and football. These games are taught in order to prepare the students for the next level of education and the pupils are introduced to relevant elementary skills.

In the college, Physical Education programmes are designed to consist primarily of basketball, volleyball, handball, football, badminton, table tennis, physical fitness and track and field activities.

A strong education system is an essential aspiration in order for the state to ensure the well-being, security and comfort of its citizens. Physical Education is one of the tools to accomplish this aim; it is an efficient and effective means to ensure sound growth and development. In Nepal, Faculty of Education is in charge of the Physical Education programmes in colleges. In order to provide academic interest for the discipline, the department of Physical Education in Tribhuwan University in Kirtipur was established in 1956. This department was later expanded to Purbanchal University in Biratnagar in the Eastern part of the country.

The Faculties of Physical Education in both PU and TU offer a wide variety of courses to prepare students for profession that lead to a Master's Degree in Physical Education after a period of three years.

1.4. The Purpose of the Study

The main purpose of this study is to investigate the attitudes of college students and their parents towards Physical Education as a profession.This study is motivated by the close attention and priority given to the development of Physical Education in Nepal who believe that the development and modernisation of education as a whole is vital and essential to Nepali society if the county is to continue to develop. This is the main reason why the researcher chose this research project. Physical Education is believed to play an important role in producing balanced individuals.

1.5. The Objectives of the Study

The specific objectives of this study in order of importance are:

i. To examine the factors which combine to form college students' attitudes to Physical Education
ii. To establish whether there are significant differences between male and female attitudes to Physical Education
iii. To establish whether there are significant attitudinal differences between Western Development Region, Central Development Region and Estern Development region students
iv. To compare the attitudes of yearwise
v. To look for correlations or significant differences between sex, region and level
vi. To search out plausible explanations for negative or positive attitude towards Physical Education.

A college students but important parallel objective is to collect information on the attitudes of Physical Education parents to:

i. The stated objectives of the Physical Education curriculum
ii. The content of the Physical Education curriculum
iii. The professional status of Physical Education
iv. The role of the media in shaping attitudes to Physical Education.

1.6. The Significance of the Study

The attitudes and values which a student brings to college play an important role in determining the quality and quantity of what he or she learns, remembers and uses. Furthermore, it may be argued that since students' general attitudes towards their specialisation in particular subjects leads to positive or negative effects on the degree of achieved knowledge and education, it is important to study the students' attitudes towards their studies.

The parent must therefore carefully determine which attitudes and values are most useful and how they should be developed or modified accordingly. In addition, since feelings and values attached to attitudes cannot be easily or directly measured, it is necessary to rely on a person's verbal report of how he or she feels towards aspects of teaching and learning. In this study, Physical Education is taken to be a process of learning whose purpose is to develop specific knowledge, skills and understanding and to promote physical competence.

This constitutes the object of the present research. It is the belief of the researcher that once students' attitudes are investigated, it becomes possible to gain better insights into alternatives which can directly bring about a change in the students' general performance, both personally and academically. This introductory chapter has offered a broad background to this study.

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CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter deals with the review of the literature which is available and relevant in relation to both students' and parent's attitudes towards Physical Education. The review has been divided into three sections. The first section examines the key terms 'attitude' and 'Physical Education' and reviews the available literature on the components and concepts of attitude formation. The second section examines the measurement of attitudes and the third section reviews previous studies concerned with attitudes towards curriculum subjects.

Attitude is a crucial variable which plays a major part in learning. The attitudes and values which a student brings to college play an important role in determining the quality and quantity of what he or she learns, remembers and uses. Further, attitudes can bring about positive consequences if studied and analysed properly. It may be argued, for instance, that since students' general attitudes towards their specialisation in particular subjects leads to positive or negative effects on the degree of achieved knowledge and education, it is important to study the students' attitudes towards their studies. In addition, it can be argued that the role of college is not merely to provide students with knowledge in a particular field of interest, but also to help them in developing their personality, to equip them with better merits and to ameliorate their overall conduct so that they can become helpful and productive members of the society in which they live.

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be easily or directly measured, it is necessary to rely on a person's verbal report of how he or she feels towards aspects of teaching and learning. In this study, Physical

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2.2. Section One

The aim of the following discussion is to examine the term 'attitude' and to provide a number of definitions.

2.2.1 Definition of the Term 'Attitude'

The term 'attitude' has been treated in a number of different ways over the years by different scholars, especially in the field of social psychology.

Bogradus (1931) identifies the term 'attitude' as 'a tendency to act toward or against something in the environment which becomes thereby a positive or negative value' (cited in Thomas 1971) (1). It can be stated here that an attitude relates to the stance one adopts vis-a-vis something. In addition, Allport (1935) cites some 16 defmitions of 'attitude' [the list of these 16 definitions is quoted in Thomas 1971].

Allport (1935) identifies the term 'attitude' as: a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (3).

He goes on to point out that: Attitudes determine for each individual what he will see and hear, what he will think and what he will do... without guiding attitudes the individual is confused and baffled they (attitudes) draw lines about and segregate an otherwise chaotic environment; they are our methods for finding our way about an ambiguous universe (4).

Allport (1935) further provides a list of the essential characteristics of attitude as follows:

i. preparation or readiness for favourable or unfavourable responses,
ii. [attitude is] organised through experience,
iii. [attitude is] activated in the presence of all objects or situations with which the attitude is related (5).

Along the same lines, Smith et al. (1956) define attitude as: a pre-disposition to experience, to be motivated with respect to and to respond to a year of objects in a certain way (6).

Thus, on the basis of the above definitions, it becomes clear that attitude refers to that predisposition in a person which enables him/her to adopt a stance towards a state of affairs. In this connection, Sherif and Sherif (1969) similarly define attitude as: An attitude is the individual's set of categories for evaluating a domain of social stimuli (objects, persons, values, groups, ideas ..., etc.) which he has established as he learns about

that domain (in interaction with other persons, as a general rule) and which relate him to subsets within the domain with varying degrees of positive or negative affect (Motivation-emotion) (7).

Bern (1970) also defines 'attitude' as 'like and dislike' (8). Thomas (1971), in a similar manner, sums up a number of definitions and argues that, An attitude is a disposition to act which is built up by the integration of numerous specific responses of a similar type, but which exists *as* a general neural 'set' and when activated by a specific stimulus results in behaviour that is more obviously a function of the disposition than of the activating stimulus (9).

Packard (1975) provides a definition which identifies an attitude as: a verbal shorthand way of referring to a set of approach or avoidance behaviours towards someone or something (10).

Whilst Fishbein and Ajzen (1975) describe an attitude as: a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object (11).

Fishbein and Ajzen (1975) also cite a list of the essential features of attitudes and argue that:

i. 'attitude is learned orientation',
ii. 'it predisposes action', and
iii. 'such actions are consistently favourable or unfavourable towards the object' (12).

In Ajzen and Fishbein's later work published in (1980), the authors state a model which views attitude as a determinant of a response to an object, as

they argue: "For the most part, however, attitudes continued to be regarded as primary determinants of a person's responses to an object" (13). They report investigations carried out in this respect and conclude by reporting Freedman,

Carlsmith and Sears who maintain that: attitudes always produce pressure to behave consistently with them, but external pressures and extraneous considerations can cause people to behave inconsistently with their attitudes. Any attitude or change in attitude tends to produce behaviour that corresponds with it. However, this correspondence often does not appear because of other factors that are involved in the situation (14).

In a similar way, Anderson (1981) adds that any defmition of attitude should take into account the way attitude links with other elements in order to develop a deeper understanding of attitudes and how they influence behaviour (15).

McGuire (1985) sums up the work done on attitudes and states that they "are defined at least implicitly as responses that locate 'objects of thought' on 'dimensions of judgement' (16). He further argues that these "dimensions of judgement are axes of meaning on which the person locates objects of thought when constructing meaning" (17).

In considering the way in which an attitude may be measured, McGuire holds that "An operational measure of attitude typically involves asking the person to assign the object of thought to a position on one dimension of judgement" (18).

Awiria (1994) has defined attitude as: an evaluative judgement about a particular object, issue, person, or any other identifiable aspect of the

environment ... these evaluative judgements can be made against an absolute standard (19).

In the words quoted above, it becomes clear that attitudes serve the purpose of adopting certain positions with regard to the thing, object, individual or topic one encounters. According to the view which Awiria has embraced, a learner's attitude can hold at the level of either 'liking' or 'disliking' and that the attitude can either be a 'good' or a 'bad' one (20).

Awiria's research explores the relationship between the physical environment of the college and the pupils' behaviour, in order to determine whether there is a link between pupils' attitude and their physical environment. His conclusions strongly suggest that this is in fact the case.

As can be seen from the various definitions of the term 'attitude', it is possible to conclude that the authors referred to above appear to agree on the following common set of features of attitude formation: what a person feels about another person, object, event, institution or situation, and how favourably or unfavourably it is evaluated by them. The author's belief is that attitude formation also relies on the readiness to respond which is the common view shared by most authors (21, 22, 23, 24, 25, 26, 27, 28, 29 and 30). It is this definition which will be employed in the present study to evaluate positive or negative attitudes of students and parents towards Physical Education in Nepal.

The main objective of the present research was to determine both parent’s and students' attitudes towards Physical Education in Nepal, and having analysed many definitions of the key term 'attitude', it seemed important to examine the components of attitude formation.

2.2.1.1 The Components of Attitude Formation

Many authors have explored what they consider to be the constituent parts which make up a person's attitude. McGuire 1985, Rajecici 1990 and Oskamp 1991 hold the view that in the essential structure and nature of attitudes, there are three main components, which are listed below.

The first is the 'affective' component. This component, they suggest, is related to the feelings of 'good' or 'bad' and 'like' or 'dislike' towards the object of an attitude. The affective component, in their view, is the person's evaluation of the object of thought. Thus, there is a varying degree of emotional response which may contain either positive or negative feelings, favourable or unfavourable of an individual towards the object of thought, event, and person.

The second is the behavioural component. This consists of the orientation of an attitude, that is, the tendency of an individual to act towards an object.

The third and last component is the 'cognitive' component. This refers to the person's belief and view of some object of thought or an individual. In other words, the cognitive component has to do with the way one perceives the world. In assessing this type of component, it is important to determine how an individual categorises the stimuli associated with a particular attitude (31, 32 and 33).

Ajzen (1988) suggests that people's attitudes are characterised by varying degrees of intensity and they can be related to an object with a greater or lesser degree of strength. In his view, some attitudes are more persistent and are assumed to be relatively constant and stable dispositions. However,

he believes that all attitudes are specifically regarded as flexible and therefore subject to change. It should be noted here that because of these degrees of strength and intensity, attitudes serve as a vehicle which conditions the learner's orientation (34). For example, one may cite a student's irritation tolearning and the extent of influence toward the use of skills and knowledge which have been learned. Thus, attitudes may play an important role in the activity, because the attitude toward a subject determines an individual's willingness to learn that subject (35, 36).

On the basis of the above discussion, it is possible to say that some theoristsdo not agree with the component approach to attitude. For example, Fishbein (1967) argues that if a multidimensional view of attitude is adopted, this will imply that the attitude a person holds towards an object may be represented at three different positions along the three different dimensions. Therefore, operationally, attitudes would be represented by a single score which, according to Fishbein, is unlikely to reflect the three components in any precise manner (37). It is this line of argument that the present research willaddress.

It should be stated here that this area is quite complex in the sense that it involves various psychological aspects and up to now, has not received wide consensus among scholars. Another problem related to the issue under consideration is that attitudes are quite challenging when attempts at measuring them are made. We now move to the implications of the three components of other research.

2.2.1.2 The Concept of Attitude Formation

Katz (1960) enters the debate on the concept of attitude formation by suggesting that the conceptual distinctiveness of the cognitive, affective and behavioural components are generally found to be determined by the object of the attitudes. However, according to him, the relationship between the three components is itself quite complex, and should therefore be measured by the importance of the object (38). He further suggests that the consistency which holds among the components is dependent upon a number of factors, such as the requirements of the situation at hand as well as the attitude measurement. Oskamp (1991) presents a brief yearification of several conceptual factors which are related to the concept of attitude (39). These factors are as follows.

i. Opinion: this is an important concept which is closely related to that of attitude. Opinions involve people's decisions about the possibility for events or relationships to take place, because attitudes involve people's wishes and desires concerning such events or relationships. Another viewpoint which distinguishes between attitude and opinion is in terms of verifiability. Thus, opinion deals with unverifiable matters involving personal preference (40).
ii. Value: there is more general agreement about the relationship of values to attitudes than about the previous terms. The most common view is that a value is an important life-goal or standard of behaviour for a person; a standard towards which the individual has a strong positive attitude. Values are the most important and central elements in a person's system of attitudes and beliefs. They are ends rather

than means; they are the goals a person strives to achieve and which help to determine many of his or her other attitudes and beliefs (41).

iii. Beliefs: these are statements indicating a person's subjective perception that an object has particular characteristics. In other words, beliefs are related to an individual's view of the world, the way he or she conceives of reality. A number of factors come into play in the conditioning of people's perceptions of objects and events. Beliefs and attitudes are often not completely consistent and the relations between them can be complex (42).

iv. Habit: this can be easily distinguished from attitudes since habits are frequently repeated patterns of behaviour whereas attitudes cannot be yeared as behaviour. Like attitude, habits are learned through experiences, but they differ in the sense that they are frequently non-evaluative in nature (43).

From the above review of the conceptual factors underlying attitudes, it can be concluded that the theoretical construction of students' attitudes towards Physical Education could be determined by a number of variables. Firstly by those which are of affective or of an emotional nature, secondly by the variables that are cognitive, and thirdly by the factors of behaviour. These attitudes could also be determined by considering whether the students' feelings in general were negative or positive toward the subject.

2.2.2 Physical Education

The second key term which is to be examined in this first section is the term 'Physical Education'. This has been defined by a number of Physical Educationists and philosophers over the last forty years, as will be shown. A number of definitions are considered below. For example, Carlisle

(1969) maintains that, "there are three uses of Physical Education."

i. The phrase 'Physical Education', Carlisle maintains, "is taken first of all to label a range of educational activities which are taught, typically, to college children." He cites some examples of such activities as (a) games, sports, pursuits and pastimes; (b) forms of national, social, ballroom and 'educational' dance; (c) forms of gymnastics; (d) activities like keep-fit (for girls) and fitness training (mainly for boys) (44).
ii. 'Physical Education', according to Carlisle, refers to "vocational or professional courses of parent training in which knowledge and expertise are developed in order to promote the learning of the activities ..." (45).
iii. The phrase "has reference to academic courses ... In this sense 'Physical Education' might be described as a field of study in which the range of activities ... provide the subject matter and centres of interest round which a variety of disciplines are organised, particularly history, cultural anthropology, psychology, sociology, physiology and physics" (46).

Morgan (1974) further supports the claim advanced by Carlisle and argues That Physical Education is education through a certain given range of physical activities such as those of Carlisle. This indicates what physical educators believe they are doing - educating generally, through thought and feeling as well *as* through movement - and it makes possible a quite simple and a quite exact definition of Physical Education's field of activity (47).

However, there is a point of variation in Morgan's model when compared with Carlisle's, for the former author provides a characterisation of the

activities involved in the notion of Physical Education. The first set of activities is related to the general area of gymnastics, while the second is connected to athletic exercises. Morgan elaborates on this distinction and holds that the two pertain to bodily exercises and to pleasure and relaxation.

Along similar lines, Kalalcian and Goldman (1976) define Physical Education as 'a concept of education through the physical' and they quote Williams (1946), who, in collaboration with Clifford Lee Brownell, says:

... Physical Education is the sum of man's physical activities, selected as to kind, and conducted as to outcomes.' Since Physical Education is to be considered as a means of education through physical activities rather than an education of the physical – how absurd the latter - the phrases 'selected as to kind' and 'conducted as to outcomes' assume considerable importance (48).

From the above definition, it becomes clear that the humanistic aspect of Physical Education is highlighted by the authors, which adds an interesting element to this defmition.

Moreover, Rowntree (1981) defines Physical Education in the following manner: Activity within the college curriculum, intended to aid the pupils' physical development (with some associated overtones of 'a healthy mind in a healthy body') through organised, games, gymnastics, exercises, etc. (49).

Before bringing this section to a close, mention should be made of the fact that different sources in the United Kingdom have defined the aims of Physical Education in relatively similar ways. The National Curriculum

Council (1992), for example, specifies these aims in the following manner:

i. 'Physical Education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical activity'.
ii. Physical Education can also contribute to: the development of problemsolving skills; the establishment of self-esteem through the development of physical confidence; and the development of interpersonal skills.
iii. Physical activity is combined with the thinking involved in making decisions and selecting, refining, judging and adapting movements (50). Also, the of sted document (1995) in identifying the aims of Physical

Education in Britain defines Physical Education as:

i. The development of the control of the body
ii. The improvement of physical skills
iii. Giving pupils the ability to make decisions and to apply their growing knowledge and understanding about the movement and the body in a variety of activities and contexts (51).

As can be seen, although Physical Education has been defined in different terms by different authors, there does seem to be a core element of agreement between them. However, for the purposes of this study, the definition offered by Rowntree (1981) will be employed as it incorporates the majority of elements listed above (52).

The definitions of the key terms offered thus far have been elicited from

the Western world. It is now important to review the implications of what has been stated so far for the case under investigation, in relation to the Arab world. Al-Hilaly (1992) defines Physical Education as systematic, civilised and determined activities for the purpose of recreation, health or for the achievement of skilful level, eminence and earning money (53). Also, Al-Hamahmy (1990) states that the correct meaning of Physical Education may be based on the following broad categories:

i. a series of artistic styles aiming at the acquisition of physical abilities and movement skills in addition to knowledge and attitudes
ii. a series of theories which aim at justifying and explaining the use of the artistic styles
iii. a series of values and ethics which are justified through aims and objectives and which are regarded as orientations of the type and size of learning (54).

As far as the case of Nepal is concerned, it may be stated that there are some general aims and objectives which underlie Physical Education. As is made clear in the Ministry of Education report (55, 56), there are a number of goals which govern the teaching of Physical Education in Nepalian state colleges.

Students should be able, through Physical Education, to achieve the following:

i. The development of the organic system through physical activities.
ii. The development of the neuro-muscular system particularly in its relation to control over fundamental skills.

iii. The development of desirable attitudes towards physical fitness and towards Physical Education, and

iv. The development of desirable social attitudes and conduct.

Thus, the goals of Physical Education are not simply confined to the building of the human physique, but are further extended to incorporate social values and ethics. On the basis of the discussion above, it can be seen that in both Nepal and other counties the aims and objectives of Physical Education are the same. However, while Physical Education is highly developed in the West and is characterised by an awareness of the process of activities involved, its counterpart in Nepal lacks such an awareness.

2.3. Section Two

2.3.1 The Measurement of Attitudes

The main purpose of this study was to measure the attitudes of college students and their parents to Physical Education in Nepal. It was therefore crucial to examine the literature on attitude measurement and to understand the problems which might be associated with the formulation of an effective measuring tool and the collection of the data.

At the outset it was found that there were few studies in Nepal which had been conducted on attitudes to Physical Education and it was necessary to widen the scope of the literature review in order to assimilate some further knowledge in relation to attitudes toward curriculum subjects.

The six common types of attitudinal scales are: the Thurstone scale, the Semantic Differential scale, the Forced-Choice Scale, Kenyon's scale, the Guttman scale and the Likert scale. Fishbein and Ajzen stated in 1975 that

attitude research consists of measuring and interpreting the full range of views, sentiments, opinions and beliefs that segments of the public may hold toward a certain object. It should be noted here that there are a number of methods that are used to determine attitudes depending mainly on self report techniques. In these methods the subject will react to stimulus statements which are believed to be symbolic representations of the attitude object (57).

During the late 1920s and early 1930s, many attitudinal scaling methods were developed which are still in use today. Thurstone (1928) produced a method which was designed to indicate with precision, the amount of divergence between respondents' attitudes (58). In this method, the investigator collected or constructed a large number of various scale items that had the potential to measure levels of interest. A large number of subjects served as judges and were expected to sort or rate the scale items. Through this process of sorting or rating of statements, the subjects indicated what best reflected to them the object being measured. If a scale item was not agreed upon by the judges, it was removed (59, 60). There were major drawbacks in Thurstone's method:

First, the views of the judges had no effect on the values of the items obtained from their judgements; and second, it was time-consuming in that this instrument took quite a long time to administer (61). This generally accounts for the reason why the Likert instrument has been regarded as a better substitute.

The Semantic Differential Scale (SDS) for attitude assessment involved the rating of concepts using bipolar adjectives with scales anchored at the extremes. Bipolar adjectives are opposite in meaning, such as good-bad,

strong-weak, and negative-positive. In the SDS method the subjects were asked to indicate on the bipolar continuum where they felt the object being measured was best described. The SDS method has been used extensively with younger children, because the bipolar adjectives can be matched to reading comprehension (62). Originally, when the semantic differential scale for attitude assessment was developed, the objects measured were stated in global, neutral terms. However, limiting the effectiveness of defming attitude objects in global terms, is the fact that the scales lack sensitivity for strong, behaviour predictions (63).

The second of the six common types of attitudinal scales is the Forced-Choice Scale method. In the Forced-Choice Scale method the subject is required to choose from two or more alternatives which appear equally favourable or unfavourable. Discrimination and preference values are determined, and the alternatives are combined in such a mariner that the values are equalised (64, 65).

The third attitudinal scale which is commonly used is Kenyon's Scale. Kenyon (1968) developed an attitude scale on the basis of schemes related to physical activity. Kenyon stated that his argument was based on the assumption that physical activity can be narrowed down to a set of specific components. He stated that the attitude of an individual towards Physical Education is dependent on a conceptual model whereby all physical activities are multidimensional and may be reduced to subdimensions, each related to a particular activity (66). These may be summarised as follows:

The first dimension is concerned with the social aspect of physical activity. According to Kenyon (ibid.) some individuals engage in physical activity because of a social redeeming quality. The second dimension is based on

the belief that some people, whether active or not, believe that physical activity has the capacity to develop personal health. The aim of physical activity as the pursuit of vertigo (thrills and excitement) is Kenyon's third dimension. In this context, individuals chose to participate in games and sport as a means of challenging danger. The fourth dimension is based on the idea that some people believe that some forms of physical activity are generally pleasing to the eye. The fifth dimension considers physical activity as catharsis. Physical activity becomes a process which relieves the body of disease caused by inactivity. This is often viewed as a major requirement to a satisfying life.

Finally, the sixth dimension views physical activity as an ascetic experience; it reveals that some people no longer enjoy sport when it becomes too highly organised and intensely competitive. The six dimensions are summarized below.

i. Physical activity as a social experience.
ii. Physical activity for health and fitness.
iii. Physical activity as pursuit of vertigo.
iv. Physical activity as an aesthetic experience.
v. Physical activity as catharsis.
vi. Physical activity as an ascetic experience (67).

The fourth attitudinal scale which was examined was Guttman's multidimensional scale (also called Cumulated scale). This is concerned with statements which are connected with a variety of dimensions relating to an attitude (68). Guttman scales tend to be similar to Thurstone scales, although they tend to be shorter and the scoring procedures are characterised as being simple. In Guttman's methodology, respondents are

asked to consider each item and to give their responses, usually by providing a check mark, regarding which items they favour most. The total score is usually the number of check marks which respondents give (69).

The last attitudinal scale examined was the Likert Scale. The Likert Scale is one of the most popular methods for assessing attitudes (70, 71). This scale indicates the extent to which someone agrees or disagrees with a particular statement. The scale has been designed to remove large numbers of judges and items, which are inherent in the Thurstone Scale, and which still generate an accurate attitudinal scale. Likert scales have been constructed with diverse numbers of steps. Usually, most Likert scales are constructed of five steps consisting of Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree (72, 73, 74 and 75). The Likert scale requires a numerical expression of an individual's degree of agreement or disagreement within a series of affective statements. Each of the six types of attitudinal scales carries attendant shortcomings, but as has been shown, the common feature of all six scales is that they attempt to allow an evaluation of the positive and negative attitudes of the subjects.

However, Fishbein and Ajzen (1975) contend that, for attitudes to be measured, most attitude scales need to be made up of several items which address various beliefs and /or intentions about an attitude object. Therefore, it is only when an 'attitude scale' has been carefully constructed from several well-chosen beliefs or intended items, that the scale would have a high correlation with other standard attitude measures. However, beyond this there are virtually no limitations on the kind of responses that can be considered. It is for the reasons stated above, of reliability and accuracy, that the researcher chose to use the Likert scale for this study.

Moreover, it is the scale most commonly used by those testing attitudes to Physical Education, as will be shown below (76).

2.4. Section Three

2.4.1 Previous Studies on Attitudes towards Physical Education

The third section of the review is centred on the two main contributors to the sample tested, the students and their parents. A review of the research concerned with students' attitudes to Physical Education is examined first, followed by a review of the research concerned with parent's attitudes and factors which might influence these attitudes. Initially the review concentrates on attitudes to Physical Education from an international perspective and continues with information specifically from the Arab world.

2.4.1.1 The International Perspective

Attitude scales or inventories, which have been discussed earlier, have been used to evaluate how students feel towards Physical Education. Numerous studies have reported that students generally have positive attitudes toward Physical Education as a high college activity course (77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89**,** 90, 91, 92, 93, 94 and 95). However, there are also a number of studies focused on students' attitudes which have reported differing views of Physical Education and physical activity based on gender and culture (96, 97, 98, 99,100, 101, 102, 103, 104, 105, 106, and 107). In addition, Brumbach and Cross (1965) also found that students who participated in high college athletic programmes or who attended a small college (enrolment under 300) were more likely to

have a healthy attitude towards Physical Education (108). A survey carried out by Sharpies (1969) on children's attitudes towards college activities, discovered that most children held favourable attitudes towards Physical Education. Sharpies (ibid.) examined the attitudes of 438 pupils drawn from four colleges towards five curriculum activities in: 1) Art, 2) Reading, 3) Writing, 4) Physical Education and 5) Mathematics. His results indicated that although different colleges associated favourable attitudes with different curriculum activities, in the case of Physical Education all the colleges and most of the pupils held favourable attitudes towards Physical Education. Sharpies concluded that the children in his sample valued Physical Education. Sharpies also concluded that involvement in Physical Education contributed to the development in children of a healthier lifestyle (109).

Kniveton (1969) published work on the attitudes of adolescents to aspects of their collegeing. This work was the result of the author's belief that valuable data could be obtained from the pupils themselves. The results suggested that adolescents' attitudes towards their collegeing were by no means unitary. Kniveton collected information from 192 males and 192 females aged 14-15 in British secondary colleges. Attitudes of the adolescents were examined concerning: their (1) liking for college, (2) interest in curriculum subjects, (3) life goals and (4) personality development. In so doing, he was able to analyse the influence of sex on attitude and concluded that males had more favourable attitudes than females in relation to (2) their interest in curriculum subjects and (4) personality development. Although the study was not concerned specifically with Physical Education, it is a good illustrative example that any analysis should include the perspective of the actors involved (110).

Dotson and Stanley (1972) studied the value which college students placed on physical activity using the Kenyon scale. Their findings indicated that students of gymnastics voiced the highest positive attitude, with students of badminton, archery, and bowling the lowest. They also found that a majority of the students valued physical activity as a means to pursue vertigo (thrills and excitement), whilst aesthetic experience was the lowest of the six values denoted by most students (111).

Figley (1985) conducted a similar study and used a sample of 88 female and 12 male college students enrolled in six separate courses in elementary college Physical Education. The main findings of this study were that curriculum, parent, atmosphere in the gymnasium, peer behaviour and student perception of self were all important determinants of positive attitudes towards Physical Education (112).

In a study conducted by Mathes and Battista (1985) college males and females reported some similar reasons for participating in physical activity, along with a competitive difference. Both sexes rated health and fitness benefits very highly, along with social interaction and gave these as important reasons for participating in physical activity. Males placed a greater importance on the competition motive than females. However, females rated competition above average in importance, but not as important as the motives of health, fitness and social experience (113).

Jones (1986-88) undertook a study in England to obtain information regarding children's attitudes towards Curriculum Physical Education. Jones carried out the study in five primary and middle colleges in the North East of England. His sample was taken from five local education authorities in the immediate vicinity of Newcastle-upon-Tyne. The

subjects were in the age range nine to twelve plus. In his pilot study the number of young children in the sample was 268. The method used was Wang's criteria for the selection of attitude scale items and 20 statements of attitude towards Curriculum Physical Education were included. The tests were recorded on audio-tape. Details of the pilot study were not available in the final report. 431 pupils of the same age were sampled in the main study. As stated earlier, an audio tape was used in the pilot study but in the final study the method of data collection used was the Likert attitude scale. 25 statements were given to the sample and the pupils were asked to rate their responses on a scale which ranged from, strongly disagree, disagree, undecided, to agree and finally strongly agree. The final report was published in 1988. The results showed detailed insight into the attitudes of the pupils questioned. It could be argued that this was due to the nature of the methods used. The results provided a picture of the attitudes of the correspondents to Physical Education and the value they associated with the subject. The main conclusion of the study was that pupils in this sample had positive attitudes to Physical Education. Jones also concluded that the test procedure and the method of data analysis had been effective (114).

In a study conducted by Rice (1988), it was found that students at the high college level had negative attitudes toward Physical Education. Accounts brought forth in this study by males and females were: "a need for a wide variety of activities to be offered", "lengthening year periods" "preference for team over individual sports" and "increased participation by physical educators with their years." Other important comments centred on quality and existence of facilities. Like most studies that have been conducted in the past, the students' attitudes towards Physical Education were recorded, but specific reasons leading to a positive or negative attitude were not

explained, and suggestions for a solution are non existent in this study(115).

Mowatt, DePauw, and Hulac (1988) undertook the task of investigating differences in attitudes toward physical activity by gender among college students. The 20 item questionnaire consisted of general attitude statements, which included statements describing how students viewed Physical Education as a curriculum subject, and statements describing how students perceived the benefits of exercise. Important fidings in this study suggested that both males and females believed that there were benefits in physical activity. Both males and females indicated a neutral attitude toward state college Physical Education, but they did affirm the importance of Physical Education years being offered. On average, females showed a more positive attitude towards physical activity than males (116).

In 1990 Scott and West completed a survey of pupils' attitudes to Physical Education in the Inner London Boroughs. The pupils in the survey were 111 primary (10-11 years) and 904 secondary pupils (13-14 years). The pupil sample was taken from 6 primary colleges and 6 secondary colleges. The researchers used a questionnaire method to collect the data. Unfortunately the researchers did not record which scale they used to judge pupils' attitudes. The results of the survey showed that pupils had favourable attitudes towards Physical Education and, thus, the researchers concluded that Physical Education should be compulsory in both primary and secondary colleges in Britain (117).

In 1991, Campbell carried out a study of female attitudes towards Physical Education and related activities among recently arrived and established Filipino female students at a major high college. The purpose of this study

was to examine and compare attitudes of "recently arrived" and "established" female students, as they pertain to Physical Education and related activities. The study population consisted of 39 secondary Filipino females born in the Philippines. The instrument used was a 42 item Likert scale survey. From the findings, the following conclusions were drawn:

"Recently arrived" Filipino female students appeared to: (1) prefer nonaggressive sports; (2) respond to exercise that improve balance; (3) identify with their family unit as their preferred advisor; (4) spend time on academic subjects rather than on Physical Education.

"Established" Filipino female students appeared to: (1) prefer aggressive and non-aggressive sports; (2) be willing to take part in physical activity; (3) like Physical Education as part of their college programme; (4) feel free to make their own decisions. Implications for Physical Education are that educators should be aware of the various ethnic backgrounds and cultural influences which exert different expectations in respect of physical involvement and achievement in students from other countries (118).

Luke and Sinclair (1990) studied the factors that help in developing positive and negative attitudes towards Physical Education. Their sample comprised 488 students from the eleventh year (15-16 year); 223 of them were male and 255 were female. The findings indicated that the most important factors in attitudes towards Physical Education were the content of the syllabus, and the parent’s behaviour towards both males and females. The students' attitudes were positive towards the subject of Physical Education (119).

Further, Coakley and White (1992) explored the dynamics of how young

people make decisions about their participation in sport. The methods they used were in-depth semi-structured interviews with 34 young males and 26 young females aged 13-23. The researchers chose their interviewees because half of them were actively involved in sports programmes and the other half were identified by parents and programme organisers as dropouts or nonparticipants. In their selection of the sample the researchers took into account equal numbers of males and females from a considerable number of racial and ethnic backgrounds. The findings of this study indicated that young women and men shared concern about their transition into adulthood and had common desires to develop and display personal competence and autonomy. However, these common concerns were significantly mediated by gender. Furthermore, gender differences were found in the ways sport experiences were defined and interpreted, in the ways that constraints related to money, parents and opposite-sex friends operated, and in the ways that past experiences in Physical Education and college sports were incorporated into current decision making about sport participation (120).

Goudas and Biddle (1993) conducted a study on pupil perceptions of enjoyment in Physical Education and used a sample of 254 (154 boys and 100 girls) year 8 and year 9 (aged 13 to 14 years) comprehensive college students.

Two of the colleges were located in small towns in the South West of England and the third was located in an East London borough. The researchers used an open-ended questionnaire technique and reached the conclusion that: fun, change in college work, and health and fitness are factors that make Physical Education an enjoyable subject. However, the

major reason both for satisfaction and dissatisfaction was the content of the lessons (121) and, in addition to this, their findings showed that boys rated games as more enjoyable than girls; they also stated that the reverse was true for individual activities. However, the researchers did not specify whether there was any relevant difference between the city and the small town in attitudinal variation.

Tannehill and Zakrajsek (1993) analysed students' attitudes towards Physical Education. Their study took a multicultural approach. The study specifically focused on student attitudes towards the goal of Physical Education. In addition, cultural issues were addressed. Tannehill and Zalcrajsek used the questionnaire method to collect their data. They used a Likert- type scale with 5 responses and open-ended questions. The sample students were 366 (80 males, 286 females) ranging in age from 11 to 19 years and of college year 6, up to 12. The ethnic population involved in the study included Asian Americans, African Americans, Hispanic Americans, and Anglo-Americans.

The aim of Tannehill and Zalcrajsek's study was to understand how important these students perceived Physical Education to be in relation to their total education. Their conclusions were that students in their sample had positive attitudes towards Physical Education. Another point of relevance to this study was that the students' responses reflected cultural differences. One point which needs to be clarified here is that the researchers did not give any information in relation to whether Arab students were included in the study or not. Some cultures indicated a poor response towards the importance of Physical Education, a factor which could be, in part, a focus of the present analysis (122).

Cavanaugh (1994) also carried out a study on student attitudes toward physical activities in "Physical Education Skill and Fitness for Life courses". The main aim of his study was to determine if attitudes toward physical activity differed between students who were enrolled in Physical Education Fitness for Life (FFL) and Physical Education Skill (PES) years. A second purpose of his study was to determine whether attitudes differed according to the variables of year, year rank and gender. Attitudes were measured using the Kenyon attitude scale. His sample included potential subjects (n = 722) who were yearified by year (FFL or PES), year rank (underyearman, upperyearman) and gender. Twenty subjects were randomly selected for each of the eight cells formed by these variables. An ANOVA (2 x 2 x 2), was applied to the total score and the six dimension scores of the ATPA DW. The alpha level for all statistical tests was .05. Few statistically significant differences in attitude toward physical activitywere found. Thus, the researcher concluded that attitudes toward physical activity, as measured by the ATPA DW, did not differ between groups formed by year, year rank, gender, year and year rank, or year, year rank and gender. Of particular importance to the present study is Cavanaugh's conclusion that there were sex differences among pupils in their attitudes toward Physical Education (123).

In 1994 Carlson carried out a study on why students hated, tolerated or loved gymnastics. The purpose of his study was to investigate secondary level students' attitudes toward Physical Education and to identify the variables which contributed to the formation of those attitudes. In addition, the link between the attitudes which students held toward Physical Education and their behaviour in Physical Education year was investigated. A survey given to (150) students was used as a screening device to select thirty-six participants.

Data were collected by: (a) conducting two group interviews with each of the student participants, (b) conducting stimulated recall sessions and individual interviews, (c) observing years, (d) videotaping years, and (e) interviewing each of the four parents who were conducting the observed years. The data were coded and analysed revealing differences and similarities between students who held varying attitudes toward Physical Education. Aspects of cultural, societal, and college contexts were found to be the major influences on students' attitudes toward Physical Education. The major influences within the cultural context were gender, an idolisation of elite sports persons and a compartmentalisation of the body and mind. Within the societal context, influential factors were family, the mass media, and the participants' sporting experience and skill level, peers, previous Physical Education experiences, and perception of fitness. These factors, he concluded, influenced the self concept and self esteem of the students. The most influential factor within the college context was the parent. Students stated that they expected (a) Physical Education to be fun, (b) Physical Education years to have few goals or challenges, (c) learning not to take place in Physical Education, and (d) Physical Education to be sport. Those expectations led many students to believe that Physical Education was not a "real" subject. This belief, together with the influential factors within the three contexts, affected the students' attitudes toward Physical Education. The findings of Carlson's (ibid.) study suggested that student behaviour often does indicate attitude. Students, however, could be influenced by certain situation pressures placing them under an obligation to act in a way contrary to their attitude (124).

Thomas (1994) carried out a case study of student attitudes toward intercollegiate athletics at California State University, Los Angeles. The

purposes of this study were: (1) to identify the attitudes of undergraduate students in three selected academic majors toward intercollegiate athletics at the University; (2) to examine the relationships between background characteristics and the attitudes toward intercollegiate athletics of undergraduate students in three selected academic majors; and (3) to construct a causal model of factors which might influence students' attitudes toward intercollegiate athletics in three selected academic majors.

A survey was completed by 304 undergraduate students, 78 majoring in mathematics, 118 majoring in Physical Education, and 108 majoring in sociology. The questionnaire consisted of 32 Likert scale items combined to obtain data in relation to six subscales and the total scale. The subscales were (a) Intellect and Athletics; (b) Athletes' Traits; (c) Morality of Athletics; (d) Lifestyle; (e) Tradition, College Sport, and College Life; and (f) The Business of Athletics. The study concluded that the attitudes of undergraduate students majoring in mathematics, Physical Education, and sociology at California State University were favourable toward intercollegiate athletics; that they do not differ on the basis of gender, perceived social year, religiosity, political affiliation, and satisfaction with the quality of the university's educational programmes; and that they differed on the basis of major, level of activity in high college sports, present level of activity in sports, family size, frequency of use of Physical Education and recreational facilities, perceived level of physical fitness, level of social activity at the university, and satisfaction with the quality of university social life (125).

Candelaria (1992) carried out a study on the attitudes of students and parents toward co-ed. ability grouping and traditional grouping of students

for instruction. The main aim of his study was to examine how random grouping of students RGS and co-ed. ability grouping students CAGS for instruction affected students' and parent's attitudes toward Physical Education. In his study it was hypothesised that positive attitudes in students and parents of CAGS would be found. Additionally, CAGS was hypothesised to be a more effective instructional environment and that it would create positive attitudes about student skills and fitness. The attitudes of 282 students and 4 parents were measured. The results of this study indicated that parents and students rated CAGS more positively. More specifically, parents perceived CAGS to be a better organisational structure, were more positive about their students' skill and fitness levels, and had better attitudes. Students' attitudes were more positive in CAGS, but the perception of their skill and fitness levels was not positive. Also this study suggested that CAGS enhances student and parent attitudes in Physical Education (126).

In 1992, Woods carried out a study on the development of an inventory to assess multicultural education attitudes, competencies, and knowledge of Physical Education professionals. The primary purpose of his study was to develop a reliable and valid instrument to assess the attributes of Physical Education professionals, concerning multicultural education. The secondary purpose was to assess the attitudes, competencies, and knowledge of the sample used to validate the instrument. Data were obtained through the administration of the multicultural attitudes, competencies, and knowledge from sixty-eight Physical Education professionals in the Milwaukee public college system. Unfortunately the researcher did not record which type of data collection he used to judge pupils' attitudes. An estimate of the instrument's general performance was

obtained through computation of the mean and 60 standard deviations of the sections of the instrument and its categories. In assessing the attitudes, competencies, and knowledge of the parents in the sample used to validate the inventory, the data were analysed in terms of percentage of total responses scored as correct. A large percentage of this group of Physical Educators expressed generally positive attitudes toward multicultural education and believed that Physical Education had a part in implementing multicultural educational practices and concepts. They rated themselves slightly above moderately competent in their ability to implement multicultural education in the gymnasium. Average scores on the knowledge section indicated that these parents were knowledgeable about multicultural goals and objectives, concepts and theories, and terminology (127). England and Rosenberg (1994) carried out a study on "Attitudes towards Physical Education". Their main focus was to understand the attitudes and see the impact which Physical Education might have on parents in terms of the sense of their work. The subjects were parents and students, and as they noted in their report, their objective was in part, to understand the attitudes of students and parents towards Physical Education programmes, and to see whether there was a need for improving facilities in Physical Education. An important facet of this study was that the researchers wanted to find out what the students thought about the importance of Physical Education. They used a questionnaire method for data collection in this study. A Likert-type scale was used with 5 responses ranging from definitely yes (1) to definitely no (5) and open-ended questions. The number of responses was 110. The students were questioned about what Physical Education should do, actually does, and what they liked and disliked about it. Their sample was 314 pupils aged 15 and 16

years (125 boys and 189 girls) and a parent sample of 139 whose age range was 35-44 years. The findings indicated that both girls and boys reported liking it because it was 'coeducational' (69%) and provided a variety of activities (68%). The researchers noted a major difference in gender where boys showed more frequently their liking for Physical Education because of perceived excellence in the activities. Also, when the students were asked about the importance they attached to Physical Education in their high college, 94 (31%) of these students indicated that Physical Education was very important. However, 50% of these students ranked Physical Education as less important than all other subjects. Boys in this sample ranked Physical Education as more important than music, whereas girls ranked music as more important. The results of this study are particularly interesting in relation to them present study since the results showed that the pupils had a negative attitude towards Physical Education whilst their parents had a positive attitude. The comments made by students revealed that many students were not comfortable and felt insecure in their learning and practising of physical skills. Most of the comments made in this sense, were advanced by females, who argued that, "I'm not good at basketball, and I hate playing in front of the guys", "Playing kickball inside with a bunch of guys, they made me feel stupid because they were by far more athletic", and that, "My parent discriminated against people who looked different or people who were not athletic", and, "We were playing a baseball game. I was up to bat, and I struck out, and everyone, including the parent, laughed at me because I couldn't hit the ball". It can be seen here that the reason behind such negative attitudes may be due to the influence of their parents on their students when they participate in Physical Education without regard for the students' needs (128).

Al-My (1994) carried out a study on the attitudes and personal fitness knowledge of elementary Physical Education parents in the US regarding health-related fitness. The main aim of his study was to determine whether a relationship existed between knowledge of, and attitudes toward, healthrelated fitness among elementary Physical Education parents. The relationship between teaching experience, age and participation, and attitudes toward health-related fitness among elementary Physical Education parents was studied. Additionally, the study sought to determine whether elementary Physical Education parents demonstrated a strong positive attitude toward health-related fitness and whether elementary Physical Education parents had a high level of knowledge regarding health-related fitness. Al-My (ibid.) used two instruments for this study. The first instrument, the (55-item) Personal Fitness Knowledge Inventory, was adapted by the researcher from an instrument designed by Rider, Imwold, and Johnson (1986). The second instrument (20 items) consisted of a four-point modified Likert response pattern ranging from strongly agree to strongly disagree and was designed to measure elementary-level Physical Education parent's attitudes. His sample consisted of 200 certified Physical Education parents selected randomly from a list of 1,817 names from the State of Florida Department of Education in Tallahassee. The researcher used descriptive statistics and a correlation coefficient to illustrate appropriate factors about the sample and to determine the relationship between parent knowledge and attitudes in relation to healthrelated fitness. He also used simple linear regressions to understand the nature of the relationship between parent's attitudes and their knowledge toward health-related fitness. He also examined the relationship between age, teaching experience, and participation among elementary Physical Education parents.

The findings of Al-Aly's (ibid.) study indicated a significant relationship, first, between parent's attitudes and their knowledge, second, between teaching experience, age and participation, and third attitudes regarding health-related fitness. Other findings of the study revealed that the parents who participated had positive attitudes and a high level of knowledge regarding health-related fitness (129).

Benn (1996) carried out a research project in the summer term of 1994 in Britain. She studied "Muslim Women and Physical Education in Initial Parent Training". Benn (ibid.) examined the relational dynamics influencing institutional and Physical Education course developments as female Muslim students studied on a 4-year primary initial parent training degree course. The study was carried out in Greenacres College, England. The researcher used three data collection techniques, namely, interview, observation and diary keeping. Benn (ibid.) interviewed 17 and observed 7 female students. The weakness of Benn's (ibid.) study was that it had too few respondents, and for the purpose of this study was carried out on Muslim women who lived in England, which is a different culture from Muslim women living in an Arab culture. The study had two main conclusions. Firstly, that there was a gradual unforeseen and unplanned process of negotiated accommodation as the management and staff responded to the expressed needs of the Muslim women whilst ensuring state requirements for parent training were met. Secondly, that there was a reciprocal shift in attitude towards Physical Education amongst the Muslim students. The latter conclusion of Bern's (ibid) study is relevant to the present study in that it indicates that there can be a shift in attitude experience among Arab people in relation to Physical Education. In addition, the study specialises in females, who are important in the present study (130).

Cale (1996a) in a review of parent's attitudes and views of health related exercise argued that "Parent's attitudes and views are also deemed important to the success of Health Related Exercise (HRE)" and cited the result of the survey conducted by the Physical Education Association (PEA) (1987) stating that health related fitness is the "second most important objective of Physical Education" (131). She also carried out another study on the assessment of the Physical activity levels of adolescent females. The purpose of her study was to provide an estimate of the activity levels of a random sample of 103 adolescent girls aged 11-14 selected from 12 different high colleges across central England. She used the technique of the interview questionnaire and came up with the finding that the levels of activity in girls were generally low. Her recommendation was that 'Fostering positive attitudes towards PE is therefore essential' (132) and that All adolescents should be physically active daily, or nearly everyday, as part of play, games, sports, work, transportation, recreation, Physical Education, or planned exercise, in the context of family, college, and community activities (133).

She also highlighted the importance of parents and the role they play in Physical Education: Physical Education parents can potentially have a strong influence over young people's physical activity behaviour (134).

Further, the curriculum, according to her, also influenced children's attitudes toward Physical Education: The curriculum has also been recognised as an important determinant of children's attitudes toward PE (Coaldey and White, 1992; Figley, 1985; Goudas and Biddle, 1993; Luke and Sinclair, 1991) (135).

Cale concluded by saying that: PE parents can do much to ensure a positive

atmosphere and supportive environment and to promote girls' perceived competence by the teaching philosophy, strategies and methods they employ" (136).

Cale's key points relating to health, the curriculum, and to parents play a major part in students' attitudes towards Physical Education. The present investigation has tried to examine the attitudes of parents and those of their students in Nepalian secondary colleges. Health, curriculum, enjoyment, participation, dissatisfaction, students' perceptions of their parents, culture, public relations and mass media have been investigated to see if they have any bearing on the attitudes of students towards Physical Education.

It may thus be concluded that the study of attitudes in Physical Education is of crucial importance, both to parents and their students. Examination of the attitudes of parents and students alike will make it possible to evaluate Physical Education in Nepal and to devise a better strategy to develop the status of Physical Education in Nepalian secondary colleges.

Salem (1977) assessed the attitudes of high college female students towards Physical Education, and the effect of variables such as age and parents' education on their attitudes. The researcher used both Kenyon's scale and the Semantic Differential scale. The sample was made up of 460 15-16 year old second year collegefemale students in Al-Jizah, Egypt. The results of the study showed that in general, the most important variable was the presence of positive attitudes among the sample towards sport activities. The study also showed that parents' education had a positive effect on the students' attitudes towards Physical Education, while age was not a factor which affected their attitudes (137).

Al-Theeb (1979) studied the attitudes of female students in the Department of Physical Education in Alexandria, Egypt, towards the swimming syllabus and its effect on their attitudes. The researcher used Kenyon's scale. The study covered 600 female students from Helwan University. The results showed that positive attitudes towards the swimming syllabus were decreasing, as a result of the way in which the syllabus was implemented by the parents and their approach to teaching (138).

Using her own scale, Yusuf (1980) at Ayn-Shams University in Egypt, carried out a study of 600 male and female students. The study showed that there were differences in the attitudes towards sport activity attributable to the sex factor, in that males tended to have a more positive attitude than females. The study also showed that the first year students had more positive attitudes towards Physical Education than those in the final year. It should be noted that the researcher failed to provide details of the scale she used (139).

Ratib (1982) in Al-Jizah Governorate in Egypt conducted a study using Kenyon's scale of the attitudes of high college male students towards Physical Education and sport activities. The sample included 666 male students. The results showed that first year students had a more positive attitude than all other students in the sample towards sport activity as a social experience.

However, the second and third year students had a more positive attitude towards physical education and sport activities with regard to health and fitness. There were no statistically significant differences between the three years (140).

Abd Al-Salam's (1982) study tried to discover the attitudes of students from Practical Studies Colleges and the Theoretical Studies Colleges towards sport activities. The researcher used his own scale and applied it to 791 male and female students in the second and third year at Cairo University in Egypt. The study revealed that in general, the male subjects of the sample had more positive attitudes towards sport activities than the female students. The study also showed that there were no statistically significant differences between the students of the Theoretical Colleges, either male or female, whereas, there were differences between male and female students in the Practical Colleges in that male students had a more positive attitude (141).

Mahmoud's 1983 study attempted to show the attitudes of athletic and nonathletic university students towards Physical Education. Mahn-mud used the Kenyon scale. The sample comprised 300 male and female students from the American University in Cairo, Egypt. The results of his study showed that there were no statistically significant differences between active and nonactive students, and that there were no effects on the attitudes of students from either social and economic levels or age. However, the attitudes of the subjects differed in terms of sex, where male students demonstrated a more positive attitude to sport practices than females (142).

Mufidi (1985), in a study conducted in Jordan, attempted to reveal whether parents of Physical Education in Government Institutes in the United Nations Relief Agency (UNRA) colleges, who had administrative and leadership qualifications, had any influence on students' attitudes towards sport activity. The study also attempted to reveal whether the type of

Institute influenced students' attitudes towards Physical Education. The sample comprised 12 male and female parents and 301 male and female students. The administrative leadership scale of the Physical Education parents was prepared by the researcher, while Kenyon's scale was used for the students. The study showed the presence of statistically significant differences in the students' attitudes in relation to the parent having administrative leadership qualifications. There were no significant differences in the students' attitudes with regard to the type of institute (143).

Mohammad (1988) conducted a study on the attitudes of females in the United Arab Emirates towards Physical Education and sport activities. The subjects of the sample were 500 female students with an average age of 17 to 18 years. The researcher used Kenyon's scale. The study indicated that students had positive attitudes towards Physical Education in five activities (the names of which the researcher did not provide), whilst their attitudes were neutral in field sport activity in terms of tension and risk (144).

At Qatar University, Derwesh and Al-Sawi (1990) made a study of students' views and opinions in respect of Physical Education and of the differences between these opinions among male and female students. The sample included 70 male and female students from the department of Physical Education. The study showed that the students' stances towards the parent preparation programme was that it needed to be changed and re-considered, and that female students were more sensitive to these problems than males. The results pointed to the students' desire to increase the practical material, training and activities, on campus and off campus, and to decrease the theoretical courses.

However, it can be seen that the sample size in this study was rather small and that the types of results the investigation brought about were therefore not very reliable. Further, there were no proper statistical processes involved in this study (145).

Magableh, Al-Jarrah, and Al-Sharideh (1994) at Yarmouk University, studied the attitudes of Physical Education students towards their subject. The main purpose of this study was to explore the effect of demographic variables such as a student's sex, academic level, place of living, parents' educational level, and family income to a student's attitudes towards Physical Education. The study sample consisted of 270 male and female students in the Physical Education Department; 223 of them were male and 47 were female. The questionnaire, consisting of 51 Lilcert scale items, was employed for the purpose of collecting the field data. The scale comprised five subscales.

Descriptive statistical techniques were used, namely, frequencies, T-test and one-way analysis of variance (ANOVA). The major findings of their study were as follows:

i. It was found that there were no significant differences between male and female students' attitudes towards Physical Education
ii. There were no significant differences between students' place of living and their attitudes towards Physical Education
iii. There were however, significant differences between students' membership of university teams and their attitudes towards Physical Education, in that students who were members of university teams had a more positive attitude

iv. There were significant differences between students' academic levels and their attitudes towards specialisation of Physical Education where students in the fourth year showed a more positive attitude

v. There were no significant differences between students' parents' education level and their attitudes towards Physical Education

vi. There were significant differences between students' family income and their attitudes in the area of Physical Education as a science among other fields of study (146).

The present investigation shares a few elements with the study referred to above. The points of similarity and of difference are outlined below:

Similarities:

i. Both used frequencies, the ANOVA variance analysis

ii. Both studies were concerned with attitudes to Physical Education

iii. Both investigations made use of the Likert scale of attitude measurement

Differences:

i. While the present study focused on secondary colleges in three locations the other investigation examined Physical Education Department students specialising in P.E.

ii. The sample size in the two studies differ; in the present investigation the sample included 1125 students and 148 parents, in the other study 270 students were studied

iii. The researcher's study involved secondary students and their parents, the other investigation involved students only

iv. The male/female ratio in this study is more equal

Thus, in respect of the study mentioned above, some interesting findings have been revealed, but a few observations are offered here, especially in relation to the present study. First, the study was carried out in the Physical Education

Department at Yarmouk University where the students who participated in the study specialised in Physical Education, there being no students who specialised in other subjects involved in the investigation. Second, the study focused on students' attitudes only and did not involve the parents. Third, the study was limited to one particular area, Irbid, and was not enlarged to include other areas. For example, and as Magableh, Al-Jarrah and El-Sharideh they admit, if the study were extended to the Departments of Physical Education in other places, for instance, and if the sample were larger, the results could have been different.

Al-Nahar (1995) in a study conducted in Jordan, looked at the importance of Physical Education for students and its position in relation to other subjects taught in colleges. The researcher developed a questionnaire based on ten subjects and asked the students of the first year to put these subjects in a list in descending order, according to their importance. The study sample was 473 (241 males and 232 females). The study showed that other subjects, such as science, mathematics and English were more important for male first yearrs, whereas Physical Education was rated in eighth position after consideration of all ten choices. Females, rated Physical Education first (147).

Al-Nahar (1995) also carried out a study on students' attitudes towards Physical Education. He prepared and distributed a questionnaire to over 318 first year male and female secondary students in the vicinity of greater Amman, in Jordan. The researcher employed a descriptive technique in the survey. Al-Nahar (ibid.) discovered that 63.5% of the students stated that Physical Education was unimportant, that one Physical Education year was insufficient and that students would like an increase in this number. This negative attitude was due to several factors. Firstly, some of the Physical Education parents were either absent from years or did not supervise their students while they practised. Secondly, the head parents usually scheduled Physical Education years at the end of the college day. Thirdly, the Ministry of Education did not include Physical Education years at all when evaluating the overall performance of the students (148). Whilst these are useful factors for the researcher to consider, it is very difficult to arrive at any conclusive evidence without adequate statistical evidence.

2.5. Summary

This chapter has examined some of the recent studies in both the Western world and Asian countries, on the attitudes of students and parents to Physical Education which are available on current information systems. The results of these studies show that attitude testing can give valuable insights into students' and parent's attitudes to Physical Education programmes. However, as has been shown, whilst some of these studies provide useful information, others do not have enough substance to add any additional depth to this field of study.

Additionally, there are gaps in the available literature. There is a paucity of research for instance, on parent's attitudes to Physical Education, on parent's and students' attitudes to Health Related programmes and no literature on the attitude of students and their parents to either Physical Education or Health Related programmes.

Attitude is an important variable that can bring about positive consequences if studied and analysed properly. Once an investigation of students' attitudes is collated accurately, better alternatives can be offered which could directly cause a change in the students' general performance and lifestyle both personally and academically.

As has been recorded in this chapter, a number of factors are observed to have a bearing on the tenability of attitudes. These variables may be summarized under the categories of those which range from gender, age, beliefs and activities to year rank, and those related to personal development, parent's behaviour, syllabus content, college environment, and culture.

Research has been conducted on students' attitudes towards Physical Education, as well as the effects of attitude on years, self-concept, and

social development. However, these studies fall short of giving detailed answers to such necessary questions as: Does the attitude of students toward Physical Education differ between college year? Is the attitude of students affected by developmental region? Which factors affect the attitudes of students towards Physical Education with particular reference to Nepal? Which factors affect the attitudes of both parents as well as students towards Physical Education?

The studies described in this chapter give an indication of how Physical Education is tackled and which factors can influence it. Therefore it would seem that there is a continuing need for attitude studies to be carried out, as these can provide a more accurate understanding of how students perceive their Physical Education programmes. The attitude of parents is also important.

It can thus be seen from the research included in this chapter that the researchers have come up with interesting, though sometimes differing, findings. The factors which the researchers have examined are various and numerous, as has been stated above, and different findings have been observed with respect to these factors. Sometimes, conflicting outcomes were reached on the same factor. For example, some authors highlight the importance of gender in students' attitudes towards Physical Education while some others deny such an impact. One important conclusion to be drawn is that a general variable which has an impact on the attitudes of students on Physical Education is the overall cultural background, including the family, college, year and personality. The concern of this study is to highlight the way in which attitudes towards Physical Education may be further investigated in Nepal. This will help Physical Educationists to gain more insight into better methods of developing Physical Education in higher education.

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CHAPTER - III

METHODOLOGY

A scientific study is conducted through an appropriate research methodology for which there is a need to follow some standard guidelines. It is accepted that procedures of determination of population, estimation of the characteristics of the population, selection of a representative sample, employment of appropriate sampling techniques, development and administration of the tools, scoring, tabulation and statistical treatment of the data constitute the methodology of research, which need to be precisely and accurately described by the researcher. In this chapter, the details of the method and procedure adopted in this study are described.

3.1 Research Design

Surveys are often used in educational research to describe attitudes, beliefs, and opinions. Surveys are also used to describe the frequency of demographic data. All of these areas are addressed in this study; therefore, Survey Method under Descriptive Method of Research was applied to complete the study.

3.2 Population

All the college students and their parents of Western Development Region, Central Development Region and Estern Development Regions of Nepal have constituted the population of the study.

3.3 The Research Aims

The main aim of this study was to carry out an investigation into the factors which affect Physical Education students' parents'attitudes towards Physical Education.The specific objectives in order of importance were:

i. To examine the factors which combine to form Nepales college students' attitudes to Physical Education
ii. To establish whether there were significant differences between male and female attitudes to Physical Education
iii. To establish whether there were significant attitudinal differences between Western Development Region, Central Development Region and Estern Development Region students
iv. To compare the attitudes of B.Ed. students
v. To look for correlations or significant differences between sex, Region and college year and
vi. To search out plausible explanations for negative or positive attitudes towards Physical Education.

A secondary but important parallel objective was to collect information on the attitudes of Physical Education parents to:

i. The stated objectives of the Physical Education curriculum
ii. The content of the Physical Education curriculum
iii. The professional status of Physical Education parents
iv. The role of the media in shaping attitudes to Physical Education.

To summarise, this study aimed to analyse the attitudes of students and parents to Physical Education in Nepal and to use these data to discover probable causal relationships.

The chosen needs were justified, but the elicitation of the needs required an appropriate research instrument. The following section will discuss the issue of choosing a suitable instrument for data-collection.

3.4 The Research Instruments

A reliable research implement was sought to assess attitudes. The literature revealed that there were a number of data gathering tools which could be used to collect information on attitudes.

Mackay and Mountford (1978) consider questionnaires and structure interviews to be the most appropriate methods of information gathering.There are basically two formal ways of gathering the necessary information: by a questionnaire to be completed by the learner or teacher, or by means of a structured interview (1).

Cohen and Manion (1989) agree and state that a questionnaire and interviews are the most common methods of data-collection when evaluating attitudes(2).

Robinson concurs: Several people advocate the administration of a questionnaire at the beginning of a course in order to estimate students' need and wants(3).

It is important to note here that educational researchers working in other fields of study also make similar statements relating to the collection of data on attitudes. Oppenheim (1966) for instance, states that:

There are numerous methods of data-collection in social research, from the lengthy, exploratory pilot interview, with its 'hidden agenda', to the impersonal mailed questionnaire and the analysis of documents (4).

It can be seen then that theorists agree that one or other or both of these methods can be used to collect data on attitudes. What must be taken into

consideration, however, is that the researcher, in designing a questionnaire, must determine from the outset the type of information which is required and ensure that the questions are structured so that the correct information is elicited. In other words, the researcher needs to know in advance what specific information he wants to elicit so that he may design his questions appropriately.

3.4.1 The Interview

The interview is defined by Borg (1981) as follows:

The interview is a form of measurement that is very common in descriptive research, such as survey, but can also be used to collect a variety of educational data in other types of research. This method is unique in that it involves the collection of data through direct verbal interaction between individuals (5).

Another defmition of the interview is that given by Cannel and Kahn (cited in Powney and Watts 1987), who view this research instrument as, a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description, prediction or explanation (6).

These definitions as well as others (7, 8, 9, 10) lay emphasis on the direct verbal interaction between individuals. Finally, as Gay (1976) suggests, 'the interview may also result in more accurate and honest responses since the interviewer can explain and clarify both the purpose of the research and individual questions' (11). In spite of the advantages the interview has over

other data collection instruments, it has limitations as a research tool. The very fact that it is based on direct verbal interaction may create subjectivity and bias which Brown (1988) refers to as the Hawthorne and Halo effect. He explains that the first type of effect would be found 'in people who are so pleased at being included in the study that the results of the investigation are more closely related to this pleasure than anything that actually occurs in the research'. As for the second type of effect, he says that 'it is due to the tendency among human beings to respond positively to a person they like'(12).

It should be added that there are other variables which Brown (1988) has termed the subject expectancy and the researcher expectancy. Briefly, the former attitude may be defined as the subjects' desire to help the researcher achieve his/her goals; the latter occurs when the researcher has expectations which may alter the result of the study (probably to his/her advantage) (13).

The main advantage of the interview is the direct interaction between interviewer and interviewee. This point can be contrasted with the indirectness of the questionnaire method in collecting information. The interviewer can adapt and clarify his question as appropriate. This point is a positive characteristic as it is possible for the interviewer and the interviewee to ask for further explanations.

However, the interview suffers a number of disadvantages such as its subjective nature. Borg '(1987) states that because of its subjectivity (direct 100 interaction between individuals) there are many potential sources of bias and distortion (14).

Hopkins (1985) believes that the interview is a time-consuming method which may be conducted with some form of recording equipment, with additional and attendant disadvantages (15).

The interview method of data collection was rejected because of these reasons and also for cultural reasons, in that a male researcher would not be allowed to interview unaccompanied females.

3.4.2 The Questionnaires

Evans (1978) defines a questionnaire as:

A series of questions dealing with some psychological, social, educational, etc. topic or topics, sent or given to a group of individuals, with the object of obtaining data with regard to some problems; sometimes employed for diagnostic purposes, or for assessing personality traits (16).

This definition is explicit. The next consideration however was to think how to construct such a questionnaire. Clearly the construction of such a tool is a time consuming process and many weeks of planning are required. As Oppenheim (1966) states:

It is clear that questionnaire construction is by no means the firststage in carrying out a survey. Many weeks of planning, reading, design, and exploratory pilot work will be needed before any sort of specification for a questionnaire can be determined. The specification will follow directly from the operational statement of the issues to be investigated and from the design that has been adopted. The questionnaire has a job to do: its function is measurement, and the specification should state the main variables to be measured (17).

This statement is supported by Cohen and Manion (18), Evans (19) and Youngman (20). Cohen and Manion (1989) suggest that there are three types of questionnaire:

i. mailed or postal questionnaires
ii. self-administered questionnaires
iii. group-administered questionnaires (21)

In this study, both self-administered and group-administered types were adopted for both the student questionnaire and the parent questionnaire. The reason for choosing the self- and group-administered questionnaire as opposed to the mailed questionnaire or the interview method, for instance, was basedon the following reasons:

i. by using types two and three (22), high response rates could be anticipated since the researcher could ensure that all questions were answered and that everyone would complete their questionnaire
ii. the researcher would be able to assist the respondents in understanding the questions asked
iii. checks could be made at the questionnaire site to ensure completion of all questions
iv. the size of the sample would be assured

The mailed questionnaire type of collection of data was rejected in this study, because it was thought that mailing through the postal system might delay or damage the questionnaire during distribution. Also, it was thought that the personality of the researcher and his style of conduct, could convince others to contribute to his work, but without influencing their responses. Thus, the questionnaires were delivered direct to the sample colleges by the researcher.

Oppenheim (1966) suggests that questionnaires show a minimum of bias if the researcher pays attention to the wording of his questions. He states that bias may occur in group-administered questionnaires if leading questions are included (23).

According to Cohen and Manion, (1994) leading questions are: questions which are worded (or their response categories presented) in such a way as to suggest to respondents that there is only one acceptable answer. For example: Do you prefer abstract, academic type-course, or down-to-earth, practical courses that have some pay- off in your day-to-day teaching... (24).

Furthermore, Cohen and Manion suggest that the questionnaire can frustrate the respondents if it contains open-ended questions, resulting in a situation where these questions may be left unanswered because they are too demanding in terms of time and effort:

The open-ended question is a less satisfactory way of eliciting information. Open-ended questions, moreover, are too demanding of most respondents' time (25).

In establishing the weakness of questionnaires in general, these points have been taken into account in this study to make the process of answering the questions as easy as possible and to guarantee a large response. In all questions, the respondents were only required to check one response to represent their opinion. Complex structures and abbreviations were avoided to guarantee accuracy in the information. For example, the questions do not include any double negative structures which could in themselves be difficult to understand and leading questions have been

avoided. The majority of the questions presented had scales, with each scale containing five items rather than three items, to provide the respondents with a wider choice. The five items were as follows strongly agree 1. agree 2. undecided 3. disagree 4. strongly disagree 5.

Respondents were requested to choose one of the above items. Researchers have suggested (26, 27 and 28) that such a technique helps the respondents in answering the questions and offers a coherent structure which can be easily analysed by the researcher.

In designing the questionnaires the following guidelines for writing effective questions and statements, (Babbie 1983) cited in McMillan and Schumacher (1989), were carefully observed. Double barrelled questions and long complicated items were avoided. Negative phrasing of questions was also avoided. An attempt was made to ensure all questions were relevant and were related to one another. The aim, in short, was to ensure clarity existed throughout the questionnaire (29).

The literature suggests that, to some extent, some of the problems of designing a questionnaire are not revealed until after the respondents have answered the questions. This is because the questionnaire designer may not discover in advance what can be easily understood by the respondents until he examines their responses and relates them to the questions set. This point was taken into account from the outset with the introduction of a Pilot Study. It was clearly necessary to test the validity of the questionnaire and to establish the degree to which the selected measurement tool measured what it needed to measure. A test which Borg (1987) considers to be essential in developing a measurement tool (30).

The questionnaire was also supported by a brief covering letter which aimed to assure the respondents about the confidentiality of their answers whilst at the same time motivating them to answer all the questions and briefing them about the purpose of the study and its importance.

Clearly a covering letter was of crucial importance and the advice of Mouly (1978) was valued on this issue:

The cover letter is also of crucial importance to success, since the investigator must depend on the printed words to sell his study. A good letter can make a real contribution to both the rate and the quality... The cover letter must be brief, courteous, and forceful in pointing out the significance of the study and the importance of the individual's participation (31).

The covering letter which was used in this study included all the necessary points outlined above including the name and address of the researcher, the name and the address of the sponsor and the name and address of The University of Durham where the researcher was studying.

In summary, five main reasons are given for the choice of a questionnaire as a research tool to obtain information from students and parents in this sample:

i. There were too many respondents in the sample for an interview procedure to be used to obtain representative and reliable data
ii. The collaboration of the respondents in such an activity was easily obtainable

iii. It was considered that the respondents would prefer to answer a questionnaire than deal with an interview

iv. The students could be requested to answer the questionnaires in their year from where their parents could ensure suitable monitoring procedures, and thereby ensure that there would be less wastage in terms of unreturned, incomplete or inaccurately filled in questionnaires

v. The culture meant that the male researcher could not sit freely with females for the purpose of interviews.

3.4.2.1 The Choice of Questionnaires

The questionnaire technique is a particularly quick method of conducting a study, comparatively speaking, whereas for example, observation is not (32).

In the words of Moser and Ka1ton (1971), a questionnaire takes little time to send out and even the bulk of the returns can be received in a short time (33).

The researcher has very little time to spend on it, but still requires a reasonably large amount of data to achieve success. It is partly for this reason that this study used the questionnaire technique in order to obtain adequate information within the time limit.

Apart from the time limit for data collection of only three months, two other reasons for choosing the questionnaire method for data collection in this study were, firstly, that the study subjects were too numerous to be observed in a particular situation at the same time, and secondly, the fact that the sample was to be collected from a wide developmental area of Nepal.

The questionnaire technique can sometimes avoid the problems associated with the use of the interview technique. For example, when information is requested verbally a considered opinion is not always forthcoming from some personality types. Equally some personalities need time to collect and refine their thoughts and attitudes.This was considered to be a probable scenario in this study.

Questionnaires can be filled in by the respondents in the absence of the researcher and can be easily administered to a large number of respondents simultaneously. The questionnaires can also be easily filled in and followed up. Moreover, it provides a suitable method for obtaining feedback and measuring attitudes.

Given the above information, two questionnaires were constructed. One for the students and the other for the parents. The rationale concerning this decision has already been stated, and is based on the consideration, as has already been suggested, of the size of the population to be studied, the type of data to be collected and the purpose of the whole study.

A questionnaire was developed which included most of the possible factors which might influence the development of Physical Education in Nepal. A review of the relevant literature (34, 35, 36 and 37) and in depth discussions with the individuals and scholars involved, allowed a comprehensive overview of Physical Education in Nepal to be completed, and suitable attitude statements to be formulated The questionnaire covered attitude statements related to the three major components of Physical Education: The curriculum, the parent, and the students.

3.4.3 The Design of the Questionnaires

The questionnaires contained different types of questions which would allow for an investigation into the attitudes of students and parents to Physical Education in Nepal. The researcher's experience, a number of relevant books, articles and other relevant studies were reviewed (e.g. 38, 39, 40, 41, 42, 43, 44, 45 and 46) evaluated and taken into consideration when formulating each question so that a refined and complete version could be constructed. A series of questions was collated: Some were taken from related research projects like Jones (1988), Shaw and Wright (1967), Alhassan (1985) and Goudas and Biddle (1993) particularly the questions relating to the Physical Education curriculum, health, participation and enjoyment (47, 48, 49 and 50). Others were formulated by the researcher and discussed with supervisor to arrive at questions which were neither ambiguous, misleading, nor unclear.

This was particularly true with reference to statements related to culture and religion where terms are inherently ambiguous. The discussion with the supervisors as well as with other experts in the area of language, translation and research have been of an immense help in eradicating ambiguous or unclear questions. The formulation of "new questions" was a necessary procedure because of the gaps which exist in the literature as was discussed in the review of the literature.

3.4.3.1 The Pilot Study

As stated earlier, a pilot study was carried out to determine the feasibility of the proposed research tool. Before the pilot study was tested in Nepal, a student questionnaire was developed in Nepali and this was validated by 20 students in Nepal.

The questionnaire tool was amended in line with the evaluations. The amended questionnaire and the un-piloted parent questionnaire were translated into Nepali and ten Professors in the departments of Physical Education, Education and Psychology from Tribhuwan University, Nepal, were asked for their comments and suggestions. In translating the questionnaires from English into Nepali it was important that the essential and crucial meaning was not destroyed.

The newly amended Nepali version of both questionnaires was both validated in Nepali. Having prepared the drafts of the questionnaires, it was decided to implement them in small-scale pilot studies so that a maximum response rate could be ensured. The questionnaires where given to (50) students (25 males and 25 females) and (20) parents (10 male and 10 female) selected randomly from different area in Nepal. These people were asked to answer all the questions, to write down any suggestions concerning the clarity of the questions and to measure the time needed to complete all the questionnaires. They were also asked about the clarity of the test items in relation to comprehension and understanding. The questionnaires were delivered directly to the random sample, by the researcher.

3.4.3.2 The Students' Questionnaire

The students' questionnaire was composed of two sections: I and II (see Appendix). Each section was intended to focus on a certain area to achieve an explicit purpose.

Section I contained general questions which could be answered easily as recommended by Educationists. This section contained seven statements

concerned with sex, age, region of college, type of college, father's occupation and place of residence (see Appendix). The purpose of this section was to provide the researcher and the readers of this study with a background of the students attending college in Nepal.

Section II was divided into four parts:

Part One (1) contained statements about students' attitudes to Physical Education. There were 42 (from 1-42) statements. These statements addressed different issues: health, participation, enjoyment, curriculum and dissatisfaction and were related to Physical Education. In the analysis section, data are grouped under these issues.

Part Two (2) contained statements about the students' attitudes in respect of their Physical Education teachers. These were numbered: 43, 44, 45, 46 and 47.

Part Three (3) contained questions about the students' attitudes to Physical Education in respect of culture, religion and parental opinion. These were numbered: 48, 49, 50, 51, 52, 53 and 54.

Part Four (4) contained questions about the perceived effect of the mass media on student attitudes to Physical Education. These were numbered; 55, 56, 57, 58, 59, 60 and 61.

3.4.3.3 The Parents' Questionnaire

The parents' questionnaire was also composed of two sections: I and II (see Appendix). Each section was intended to focus on a certain area to achieve a particular purpose:

Section I contained general questions which could be answered easily as had been recommended by Educationists. The section contained about sex, age, experience, qualifications, employer and current status (see Appendix).

Section II was divided into four parts:

Part One (1) contained questions about the parents' attitudes to objectives of Physical Education including the factors which must be carefully considered when planning realistic objectives in the development of Physical Education and sports programmes. These were numbered: 1, 2, 3, 4, 5, 6, 7, 8 and 9.

Part Two (2) contained questions about the parents' attitudes to the Physical Education curriculum and what respondents considered should be the content offered in colleges. These questions were numbered: 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 and 25.

Part Three (3) contained questions about the parents' attitudes to Physical Education. These were numbered: 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 and 37.

Part Four (4) contained questions about the possible effect of the mass media on parents' attitudes to Physical Education. These were numbered: 38, 39, 40, 41, 42, 43 and 44. It is worth reminding the reader that the respondents were asked to rate their answers on a five-point Likert scale to enable them to choose what best represented their opinion. The first forty two questions of the questionnaire which are related to the students' attitudes towards Physical Education, were not grouped at this stage under one category say for example, Physical Education and health, participation

etc. The purpose of doing this was that the researcher wanted to allow the respondents to express their real attitudes explictly and freely without giving them any hints or any direction to the answer. As I mentioned in part one, it was agreed that the questions would eventaully be grouped when the data was analysed. into the following five sub-headings: Physical Education and health, Physical Education in relation to participation, Physical Education in relation to enjoyment, Physical Education and curriculum and Physical Education and dissatisfaction.

3.5 The Procedure

The sample for this study consisted of all the college students in Nepal, (Western Development Region 400, Central Development Region 400 and Estern Development 500). The sample consisted of college students for males and females. The college were randomly selected from three development regions in Nepal.

The aim of random selection according to Bryman and Cramer (1990) is to draw out findings that can be generalised beyond the confines of those included in the study. They justify choosing such a method below:

Clearly some populations can be very large and it is unlikely that all of the units in a population can be included because of the considerable time and cost that such an exercise would entail (51).

Data for this study were obtained from three regions:

i. Western Development Region
ii. Central Development Region
iii. Eastern Development Region

The data were collected from February to May 2011. Questionnaires were distributed to an equal number of boys' and girls' in order to obtain representative information with regard to gender. Developmental areas were taken into consideration in order to maximize the heterogeneity of the sample. A total of 1500 questionnaires were distributed, 1,300 for the students and 200 for the parents. Finally, it is important to state here that at every stage of this study, the researcher was given every support needed in collecting the information. The distribution of the questionnaires by area is shown in below.

Table 3.1: Research Area, Students' Questionnaire Distribution and Return

Region	Number Of Questionnaires Distributed	Number Of Questionnaires returned
EDR	500	435
CDR	400	388
WDR	400	302
Total	1300	1125

Table 3.2: Research Area, Parents' Questionnaire Distribution and Return

Region	Number Of Questionnaires Distributed	Number Of Questionnaires returned
EDR	80	62
CDR	60	49
WDR	60	37
Total	200	148

The questionnaires were delivered to the colleges by the researcher (self delivery questionnaire) to ensure that all were received and in good condition.

Of the 1,300 questionnaires administered to students, the number returned was 1125. The age of the students ranged from 18-22 years. From the 200 questionnaires administered to the parents, 148 were returned. These figures show both the strength and the weakness of the questionnaire method. The weakness was that even though a self delivery group method had been thought to be infallible, some of the questionnaires were not returned.

The positive factor and the strength of the selected procedure was tha a high rate of return was in fact achieved, allowing satisfactory analysis of the results and a significant sample to allow some conclusions to be made. The returns also showed that the number of males and females who responded would allow gender differences and similarities to be examined, of 1125 questionnaires returned from the students 544 (48%) were male and 581 (51.6) were female. 148 parent questionnaires were returned, 90 (60.8%) from males and 58 (39.2%) from females.

3.6 Sampling and Sample

List of college of Nepal was drawn from University Grants Commission 2010.

3.7 Validity of the Questionnaire

The validity of the questionnaire was examined by consultation with senior professors of physical education, TG University, Meghalaya. The

questionnaire was further discussed with senior physical education experts in the Department of Physical Education, Techno-Global University, Meghalya. The questionnaire was further discussed in consultation with supervisor and necessary modification was made in the question items.

3.8 Reliability of the Questionnaire

The questionnaire developed and rectified through pre-testing procedure were printed and made ready for the reliability test. Because, reliability of the questionnaires was necessary for the consistency of the responses of the respondents. The test, re-test method was adopted to seek the reliability of the question. The test and re-test were conducted among 50 students and 20 parents .The scores of test and re-test of college principals were calculated and the correlation coefficient found between the scores of test and re-test was r = 0.97. So, the reliability of the questionnaire was good and it was printed for the final application for collecting the data.

3.9 Statistical Techniques

For statistical analysis of the data mean, standard deviation etc. were calculated.

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CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The main objective in the chapter is to present the results relating to student and parents attitudes towards Physical Education in Nepal. It should be noted that each returned questionnaire was checked for errors and integrity, before transferring the information to programme form to be fed into the computer.

4.2 The Population

Data collection for the study took place during the academic year 2011-12. The study sample consisted of students studying in colleges in different regions of Nepal, namely Eastern Development Region, Central Development Region and Western Development Region. Care was taken to ensure that the sample included similar numbers of males and females and the three different types of developmental regions were included to ensure the heterogeneity of the sample. All the colleges were randomly selected. Students were selected from the B.Ed.1st year, 2nd year and 3rd year. The parents sending their children in these same colleges formed the parent sample.

The specific objectives of this study in order of importance were:

i. To examine the factors which combine to form Nepales colleges students' attitudes to Physical Education
ii. To establish whether there are significant differences between male and female attitudes to Physical Education

iii. To establish whether there are significant attitudinal differences between Central Development Region, Estern Development and Western Development Region students
iv. To compare the attitudes of 1st years, 2nd year and 3rd year
v. To look for correlations or significant differences between sex, region and college year
vi. To search out plausible explanations for negative or positive attitudes towards Physical Education.

A secondary but important parallel objective was to collect information on the attitudes of Physical Education parents on:

i. The stated objectives of the Physical Education curriculum
ii. The content of the Physical Education curriculum
iii. The professional status of Physical Education
iv. The role of the media in shaping attitudes to Physical Education.

To summarise, this study aimed to analyse the attitudes of students and parents to Physical Education in Nepal and to use these data to search for probable causal relationships.

4.3 Section One

4.3.1 General Statistics

In examining the data collected in the research sample, the following independent variables were taken into consideration:

i. Sex

Table 4.1 shows the number of male and female students in the sample.

Table 4.1: Distribution of students with regard to sex

Variables	Value	Frequency	Percentage
Sex	Males	544	48.4
	Females	581	51.6
Total		**1125**	**100**

Table 4.2 shows the number of students in Eastern Development Region, Central Development Region and Western Development Region. As Eastern Development Region with a dense population, the figures below reflect this, with this Eastern Development Region containing the highest number of students involved in this study.

Table 4.2 Distribution of students with regard to Region

Region	Frequency	Percentage
EDR	435	38.7
CDR	388	34.5
WDR	302	26.8
Total	**1125**	**100**

Table 4.3: Illustrates the age distribution of the students. The highest percentage of students were in the 18-19 year age bracket

Age	Frequency	Percentage
18-19 years	420	37.3
20-21 years	351	31.2
22 years	354	31.5
Total	**1125**	**100**

Table 4.4 shows the number of students from each year involved in the sample.

Table 4.4: Distribution of students with regard to year

Year	Frequency	Percentage
1st year	420	37.3
2nd year	351	31.2
3rd year	354	31.5
	1125	**100**

4.4 Section Two

The results in this chapter are presented under the following major headings:

i. Students' attitudes to Physical Education.
ii. Students' attitudes to their parents' perceptions of Physical Education.
iii. The effect of culture on student attitudes to Physical Education

iv. The perceived effect of the mass media on student attitudes to Physical Education

4.4.1 Students' attitudes to Physical Education: Part 1

The students were given 42 statements and asked to record their responses on a five point scale: [Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree]. The 42 statements were divided under the following sub-headings:

i. Physical Education and health (questions 8, 9, 21, 39, 40, 41 and 42)
ii. Physical Education in relation to participation (questions 10, 12, 13, 18, 37 and 38)
iii. Physical Education in respect of enjoyment (questions 11, 22, 23, 25, 28, 29, 30 and 34)
iv. Physical Education and the curriculum (questions 1, 2, 3, 4, 5, 6, 7, 14, 15, 17, 19, 20, 31 and 36)
v. Physical Education and dissatisfaction (questions 16, 24, 26, 27, 32, 33 and 35)

This first section deals with the analysis of the students' attitudes towards Physical Education in relation to health. The attitude statements were measured and yearified as follows:

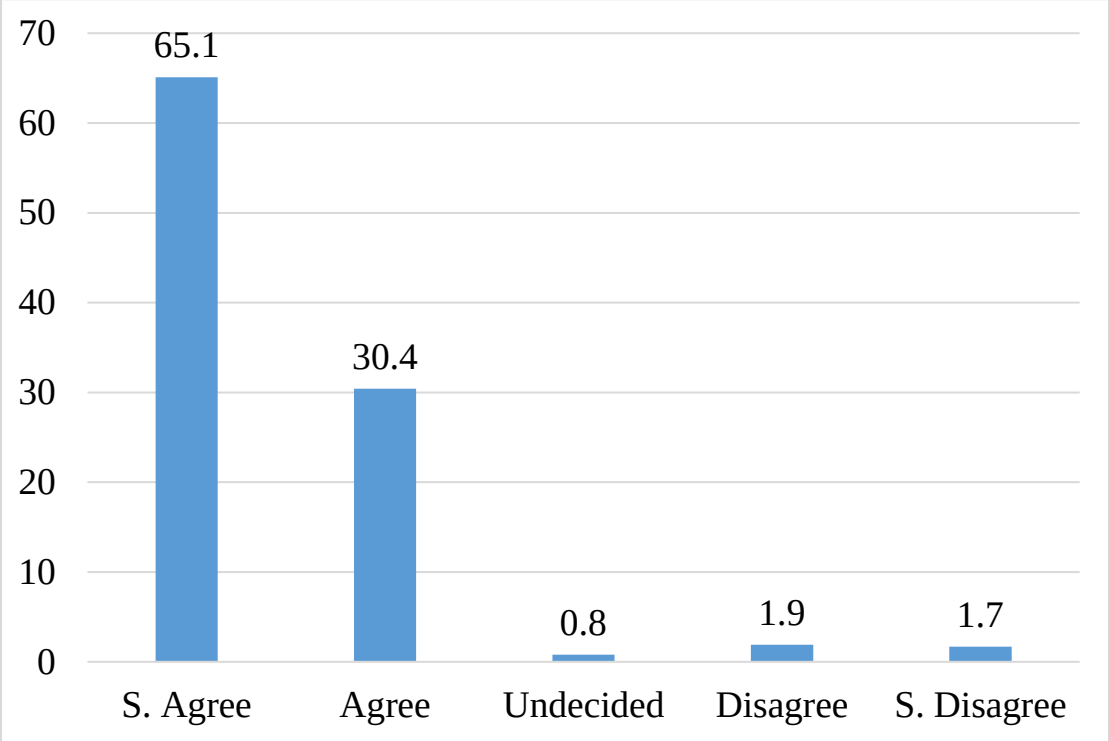
Table 4.5 explores the importance students place on health in relation to Physical Education, and the answers are ranked in order of importance.

Table 4.5: Students' Attitudes towards Physical Education with reference to Health

Statements	Mean	S.D.
8. Physical education is good because it keeps you fit and healthy	4.55	0.76
40. Physical activities are valuable for maintaining health	4.43	0.73
9. Physical education makes important contributions to mental health	4.37	0.87
41. Physical fitness is a most important aspect of life	4.24	0.96
21. Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living	4.14	0.85
42. Participation in physical activities is essential for all of us	3.94	1.10
39. Participation in physical education contributes to the promotion of emotional development	3.26	1.14

At the outset it must be stated that many of the 42 statements received positive responses. However, these seven responses which were health related, had particularly high ratings. The responses do however raise some interesting points in relation to how strongly the students felt about each item.

Fig. 4.1: Physical Education is good because it keeps you fit and healthy (Q8)



It is particularly interesting at this stage to note the differences in the students' attitudes to the role of Physical Education in relation to physical, mental and emotional well-being, (responses 8, 9 and 39). It appears that they do not value emotional well-being as highly as their mental or physical well-being. The responses will be discussed in greater detail in the discussion section. The information which follows is a graphic representation of the responses to statements 8, 9 and 39.

Fig. 4.2: Physical Education makes important contributions to mental health (Q9)

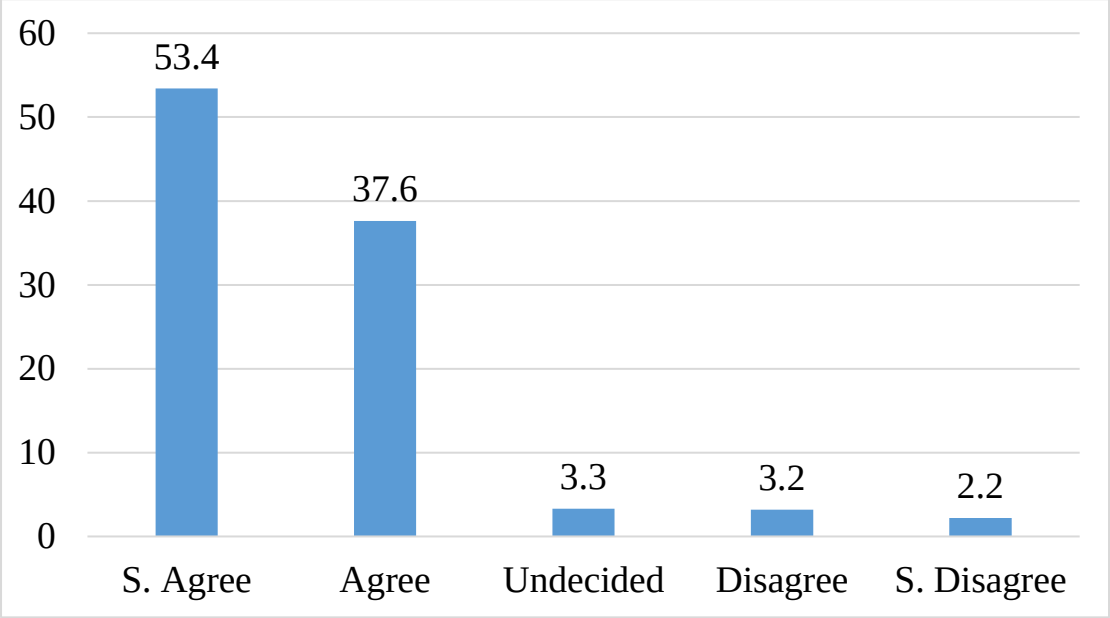


Fig. 4.3: Participation in Physical Education contributes to the promotion of emotional development (Q39)

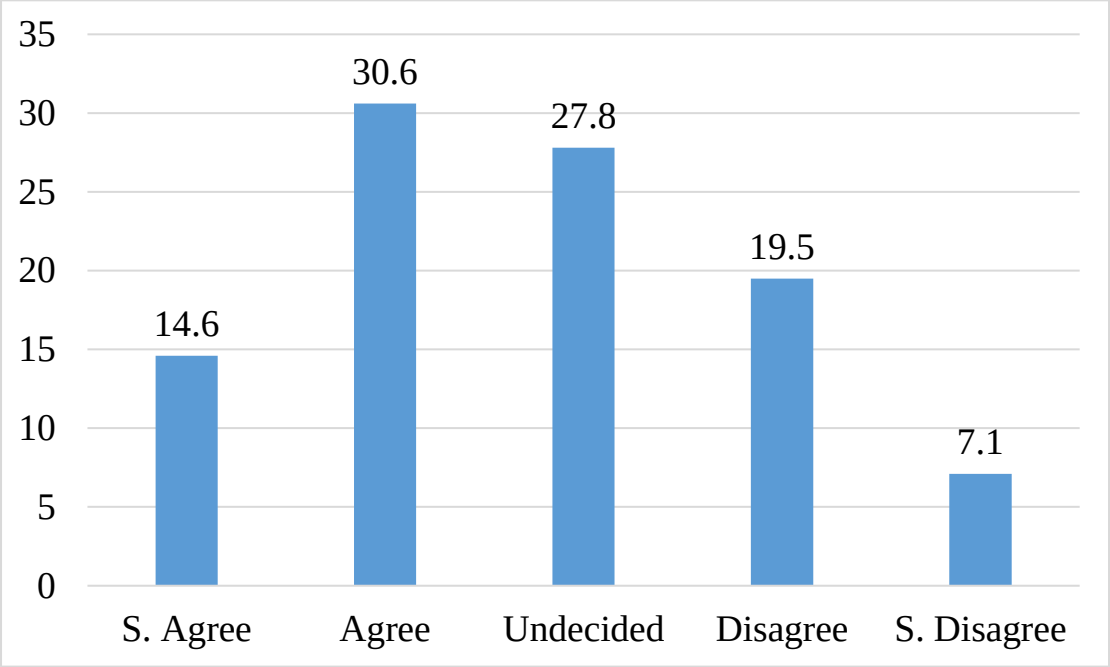


Table 4.6: Reliability Analysis of Health scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
8. Physical education is good because it keeps you fit and healthy	0.46	0.63
9. Physical education makes important contributions to mental health	0.43	0.64
21. Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living	0.38	0.66
40. Physical activities are valuable for maintaining health	0.47	0.63
41. Physical fitness is a most important aspect of life	0.38	0.65
42. Participation in physical activities is essential for all of us	0.42	0.65

Alpha = 0.69 Standardised item alpha = 0.70

Table 4.6 reports the results computed using the SPSS "Reliability" programme indicating Cronbach's Alpha score (Fitz-Gibbon 1978: 107, 110- 112) relating the consequent figure for each item to the summary Alpha figure in table 4.6. Where the Alpha value, if the item is deleted, is lower than Alpha, then that item is interpreted as being consistent with all other items in the scale in terms of what is being measured. Looking at Table 4.6, it can be seen that only 6 items show this consistency. After the

reliability test had been applied, it was found that deletion of statement 39 would increase the alpha level and it was therefore dropped. It is possible that item 39 did not fit into the scale due to a lack of clarity in the question or because it was the only item relating to "emotional" health.

Table 4.7: Students' Attitudes towards Physical Education in relation to health by Sex.

Sex	N	M	SD.
Male	544	4.26	0.56
Female	581	4.30	0.55

Table 4.7 shows that both male and female students have positive attitudes towards the health effect which they believe results from participation in Physical Education.

Table 4.8: Students' Attitudes towards Physical Education in relation to health by Region

Region	N	M	SD.
EDR	435	4.29	0.53
CDR	388	4.30	0.60
WDR	302	4.25	0.54

Table 4.8 shows that EDR, CDR and WDR students have similar positive attitudes towards the perception that participation in Physical Education has a health effect. The students from the CDR and EDR areas have slightly more positive attitudes than the WDR students.

Table 4.9: Students' Attitudes towards Physical Education in relation to Health by Year

Year	N	M	SD.
B.Ed.1st	420	4.22	0.54
B.Ed.2nd	351	4.31	0.56
B.Ed.3rd	354	4.32	0.56

Table 4.9 indicates that B.Ed.1st, B.Ed.2nd, and B.Ed.3rd year students have positive attitudes towards Physical Education in relation to health. B.Ed. 2nd and B.Ed. 3rd students have a more positive attitude than B.Ed.1st year students although the differences between the groups are relatively small.

Table 4.10: Students' Attitudes towards Physical Education in relation to health by Region and Sex

Sex	EDR		CDR		WDR	
	Number	Mean	Number	Mean	Number	Mean
Male	210	4.30	121	4.34	213	4.18
Female	225	4.27	367	2.28	89	4.42

Table 4.10 shows that female Western Development Region students have more positive attitudes than all other students in the sample.

Table 4.11: Students' Attitudes towards Physical Education in relation to health by Year and Sex

Sex	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Frequency	Mean	Frequency	Mean	Frequency	Mean
Male	209	4.26	146	4.29	189	4.25
Female	211	4.19	205	4.32	165	4.41

Table 4.11 shows that female students in B.Ed. 3rd year have more positive attitudes than male students although in the case of B.Ed. 1st and B.Ed.2nd the mean score are similar.

Table 4.12: Students' attitudes towards Physical Education in relation to health by year and region

Region	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	**Mean**	**Number**	**Mean**	**Number**	**Mean**
EDR	134	4.22	164	4.28	137	4.36
CDR	165	4.25	118	4.34	105	4.34
WDR	121	4.20	69	4.34	112	4.25

Finally, table 4.12 shows that Eastern Development Region, Central Development Region and Western Development Region students have positive attitudes towards Physical Education in all three years in relation to the health effect, although there is no consistent pattern.

A two-way analysis of variance was performed to test whether or not there were any significant differences between: Sex (males and females), Region (Eastern Development Region, Central Development Region and Western Development Region) and Year (B.Ed.1st, B.Ed.2nd and B.Ed.3rd

students). The results of this analysis are listed in Table 4.13 below, where the terms used have the following associated meaning: S refers to sex; Y refers to year; P refers to region/place; R refers to the interaction effect between sex and region; Y refers to the interaction effect between sex and year; and finally RY refers to the interaction effect between region and year. (Wherever these terms appear in the present study, they have the same meanings).

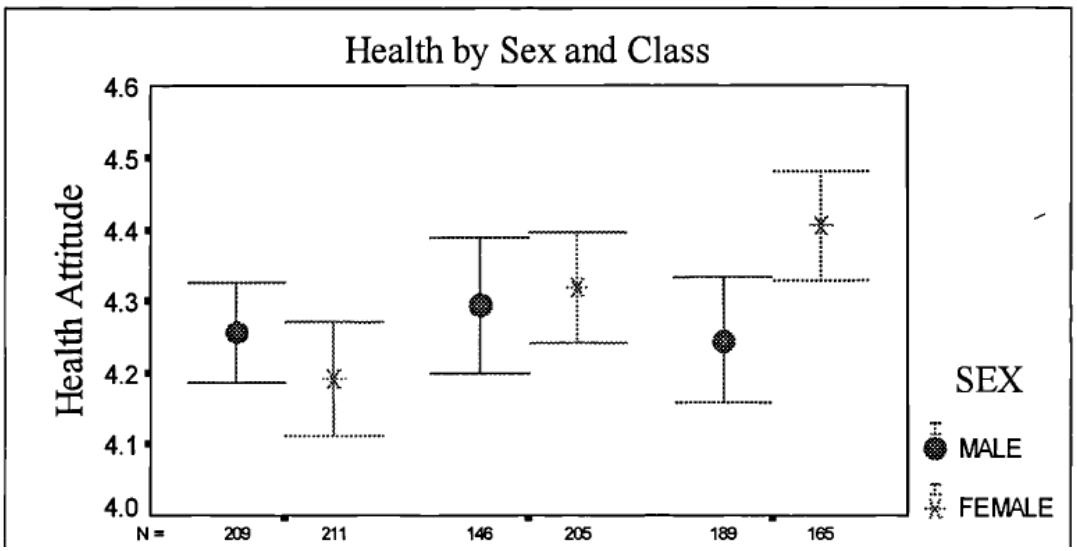
Table 4.13: Analysis of Variance for Health by Sex, Region and Year

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
Sex	0.340	1	0.340	1.095	0.296
Region	0.298	2	0.149	0.480	0.619
Year	2.203	2	1.102	3.550	0.029*
Sex/ Region	3.580	2	1.790	5.768	0.003*
Sex/ Region	2.377	2	1.188	3.830	0.022*
Region/Year	0.495	4	0.124	0.399	0.809
Explained	9.594	13	0.738	2.378	0.004
Residual	344.738	1111	0.310		
Total	354.332	1124	0.315		

An examination of Table 4.13, shows that there was a statistically significant difference in terms of interaction between sex and year ($P < 0.05$). Figure 4.4 shows the difference to be between B.Ed.3rd year students where female students have a more positive attitude than their

male counterparts (Mean = 4.41, 4.25 respectively). Also, as can be seen in the above table, there was a statistically significant difference in terms of interaction between sex and region (P <0.05), where females in the Western Development Region showed more positive attitudes than male Western Development Region students in relation to the health effect of participation in Physical Education lessons (Mean = 4.42, 4.18 respectively). Finally, there was a statistically significant difference between years with regard to health (P <0.05), where the B.Ed.2nd and B.Ed.3rd year students showed a more positive attitude than the B.Ed.1st students (Mean = 4.32, 4.31, 4.22 respectively). Regarding other main effects, there were no statistically significant differences.

Fig. 4.4: Health Attitude by Sex and Class



B.Ed. 1st B.Ed. 2nd B.Ed. 3rd

Level of Education

Fig. 4.5: Health Attitude by Sex and Place

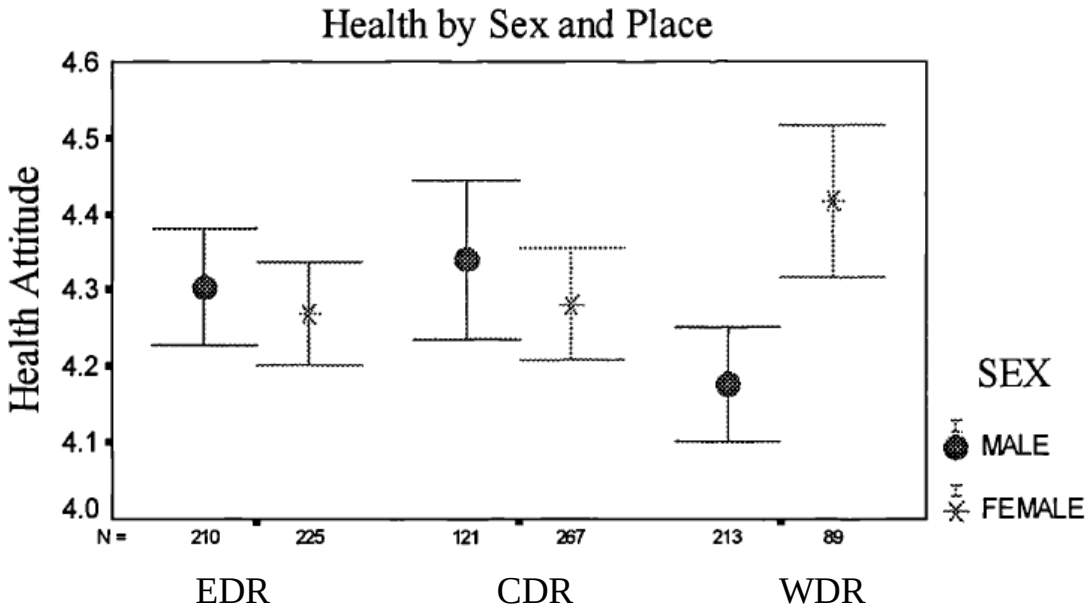
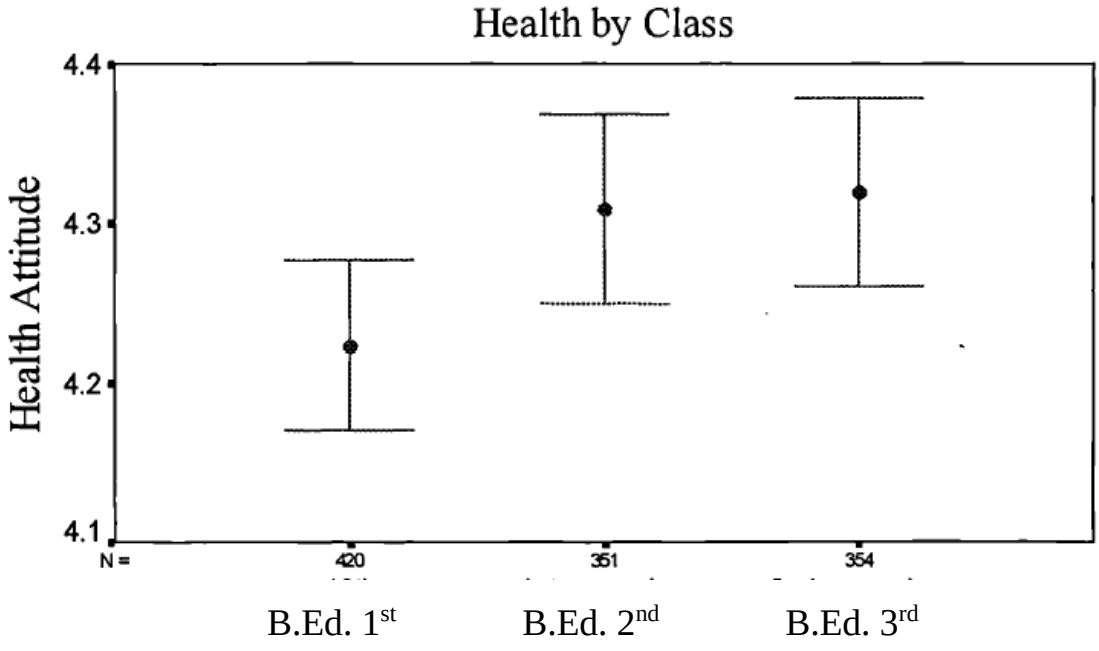


Fig. 4.6: Health Attitude by Class



This second section deals with the analysis of the students' attitudes

towards Physical Education in relation to participation. The attitude statements were measured and yearified as follows:

Table 4.14 demonstrates students' attitudes towards Physical Education in relation to participation.

Table 4.14: Students' Attitudes towards Physical Education in relation to Participation

Statements	Mean	S.D.
18. Working together in physical education activities gives people a better understanding of each other	4.10	0.88
10. Physical education offers training for leadership	4.10	1.00
12. There are many opportunities for the development of moral and ethical conduct in physical education	3.90	0.97
13. Physical education activities provide opportunities for satisfying social experiences	3.78	1.10
37. Girls should develop their physical abilities to the highest level	3.60	1.19
38. Vigorous physical activity works off harmful emotional tensions	3.43	1.13

Table 4.14 shows that the students have positive attitudes towards Physical Education with reference to participation. The table is constructed to illustrate the attitude statements ranked in order of importance. As can be seen, there are differences between these six items in terms of how strongly students feel about each statement. There would appear to be considerable agreement that Physical Education contributes positively to improving relationships and training for leadership. The findings from questions 18 and 10 are summarized in graph form below

Fig. 4.7: Working together in Physical Education activities gives people a better understanding of each other (Q18)

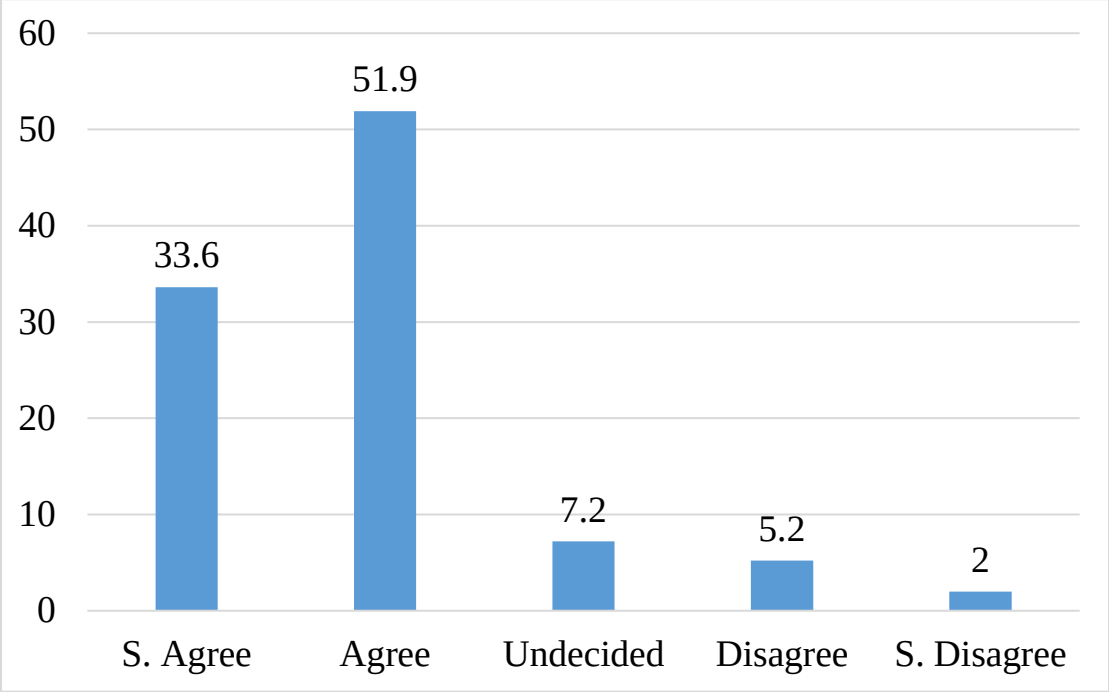


Fig. 4.8: Physical Education offers training for leadership (Q10)

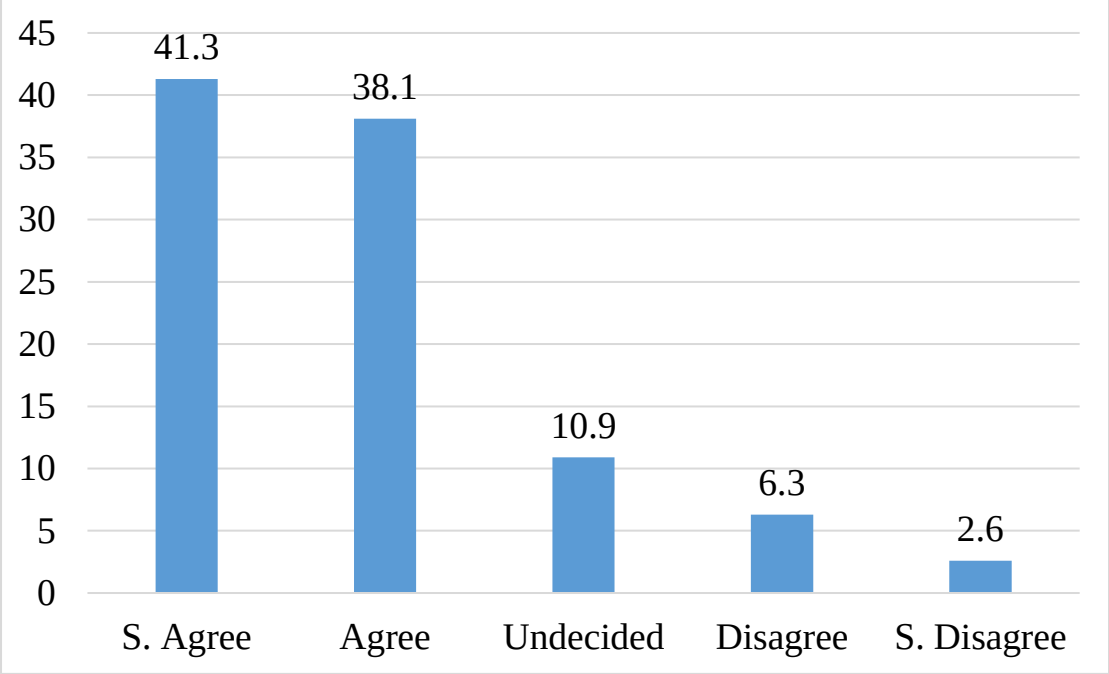


Table 4.15: Reliability Analysis of Participation scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
10. Physical education offers training for leadership	0.32	0.53
12. There are many opportunities for the development of moral and ethical conduct in physical education	3.39	0.50
13. Physical education activities provide opportunities for satisfying social experiences	0.37	0.50
18. Working together in physical education activities gives people a better understanding of each other	0.35	0.52
37. Girls should develop their physical abilities to the highest level	0.24	0.57
38. Vigorous physical activity works off harmful emotional tensions	0.24	0.56

Alpha = 0.58 Standardised item alpha = 0.59

Table 4.15 reports the results computed via the SPSS "Reliability" programme using Cronbach's Alpha score. From the above table, it can be seen that the 6 items are consistent with each other in terms of what is being measured.

Table 4.16: Students' Attitudes towards Physical Education in relation to Participation by Sex

Sex	N	M	SD.
Male	544	3.83	0.62
Female	581	3.81	0.58

Table 4.16 indicates that both male and female students have positive attitudes towards Physical Education in terms of participation.

Table 4.17: Students' Attitudes towards Physical Education in relation to Participation by Region

Region	N	M	SD
EDR	435	3.82	0.57
CDR	388	3.85	0.64
WDR	302	3.78	0.60

Table 4.17 also indicates that Estern Development, Central Development Region and Western Development Region students have positive attitudes towards Physical Education according to participation, however, there was little difference among the regions.

Table 4.18: Students' Attitudes towards Physical Education in relation to Participation by Year

Year	N	M	SD.
B.Ed.1st	420	3.74	0.63
B.Ed.2nd	351	3.83	0.59
B.Ed.3rd	354	3.90	0.57

Table 4.18 shows that B.Ed.1st year, 1st and 3rd year students have positive attitudes towards Physical Education with reference to participation, with 3rd year students having the most positive attitudes.

Table 4.19: Students' Attitudes towards Physical Education in relation to Participation by Region and Sex

Sex	EDR		CDR		WDR	
	Number	Mean	Number	Mean	Number	Mean
Male	210	3.86	121	3.93	213	3.72
Female	225	3.78	367	3.82	89	3.87

Table 4.19 shows that male Eastern Development Region and Central Development Region students have a more positive attitude than their female counterparts and yet, by contrast, female Western Development Region students have more positive attitudes than male Western Development Region students.

Table 4.20: Students' Attitudes towards Physical Education in relation to Participation by Year and Sex

Sex	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
Male	209	3.77	146	3.85	189	3.87
Female	211	3.72	205	3.82	165	3.93

Whilst table 4.20 shows that male students in B.Ed.1st and B.Ed.2nd years have slightly more positive attitudes than female B.Ed.1st and B.Ed.2nd years students, the table shows that female students in B.Ed.3rd year have more positive attitudes than all other students in the sample.

Table 4.21: Students' Attitudes towards Physical Education in relation to Participation by Year and Region

Region	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
EDR	134	3.75	164	3.79	137	3.93
CDR	165	3.76	118	3.87	105	3.99
WDR	121	3.71	69	3.89	112	3.78

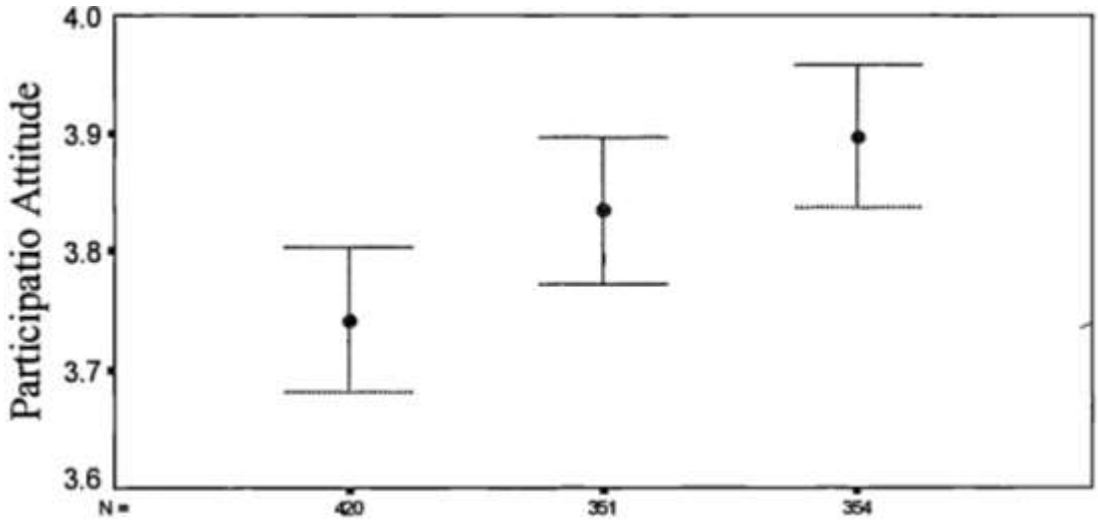
Table 4.21 illustrates that Central Development Region and Estern Development B.Ed.3rd year students have more positive attitudes than Western Development Region students. However, there is clearly no consistent pattern within these results, although taken as a whole, Central Development Region students seem to have the most positive attitude.

Table 4.22: Analysis of Variance for Participation by Sex, Region and Year

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
Sex	0.043	1	0.043	0.120	0.729
Region	1.291	2	0.646	1.784	0.168
Year	5.073	2	2.537	7.011	0.001*
Sex/ Region	1.937	2	0.968	2.677	0.069
Sex/ Region	0.217	2	0.109	0.300	0.741
Region/Year	1.200	4	0.300	0.829	0.507
Explained	10.840	13	0.834	2.305	0.005
Residual	401.959	1111	0.362		
Total	412.800	1124	0.367		

Data summarised in Table 4.22, shows that there was a statistically significant difference between years (P <0.05). Figure 4.9 shows that the B.Ed.3rd year students have a more positive attitude than the B.Ed.1st and B.Ed.2nd year students (M=3.90, 3.83, 3.74 respectively), with the difference between the B.Ed.3rd year and B.Ed.1st year students being the most marked. With regard to the other main effects there are no statistically significant differences.

Fig. 4.9: Participation by Class



This third section deals with the analysis of the students' attitudes towards Physical Education in relation to enjoyment.

Table 4.23 below outlines students' attitudes towards Physical Education with reference to enjoyment.

Table 4.23: Students' Attitudes towards Physical Education in relation to Enjoyment

Statements	Mean	S.D.
30. I like doing physical education and games because they are fun	4.10	1.03
11. Playing netball or football is very exciting when the scores get close	3.94	1.16
25. There is something interesting for every-one in physical education	3.93	0.95
23. I like physical education because I can compete against my friends	3.72	1.13
22. I like physical education because if you are good enough you can get into the college team	3.37	1.22
28. I would take part in physical education even ill did not have to	3.28	1.35
34. Girls look forward to their physical education years with enthusiasm	3.27	1.17
29. Even when I do not feel well, I do not want to miss physical education and games	3.09	1.34

Table 4.23 shows that all students have a positive attitude towards Physical Education with reference to enjoyment. The table presents the sample students' attitudes in order of importance. As can be seen, there are differences between these seven items in terms of how strongly students feel about each question. When considering these findings further in the discussion section, particular emphasis will be placed upon questions 30, 25 and 23 which deal with fun, excitement and competition. The findings from these questions are summarised in graph form below.

Fig. 4.10: I like doing Physical Education and games because they are fun (Q30)

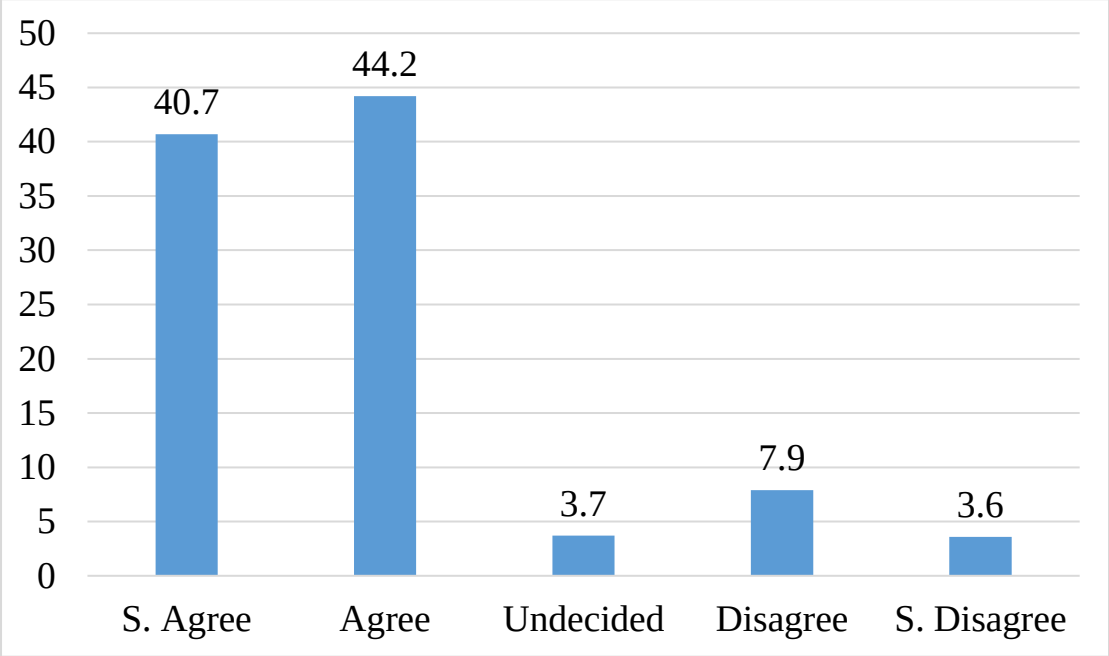


Fig. 4.11: There is something interesting for every-one in Physical Education (Q25)

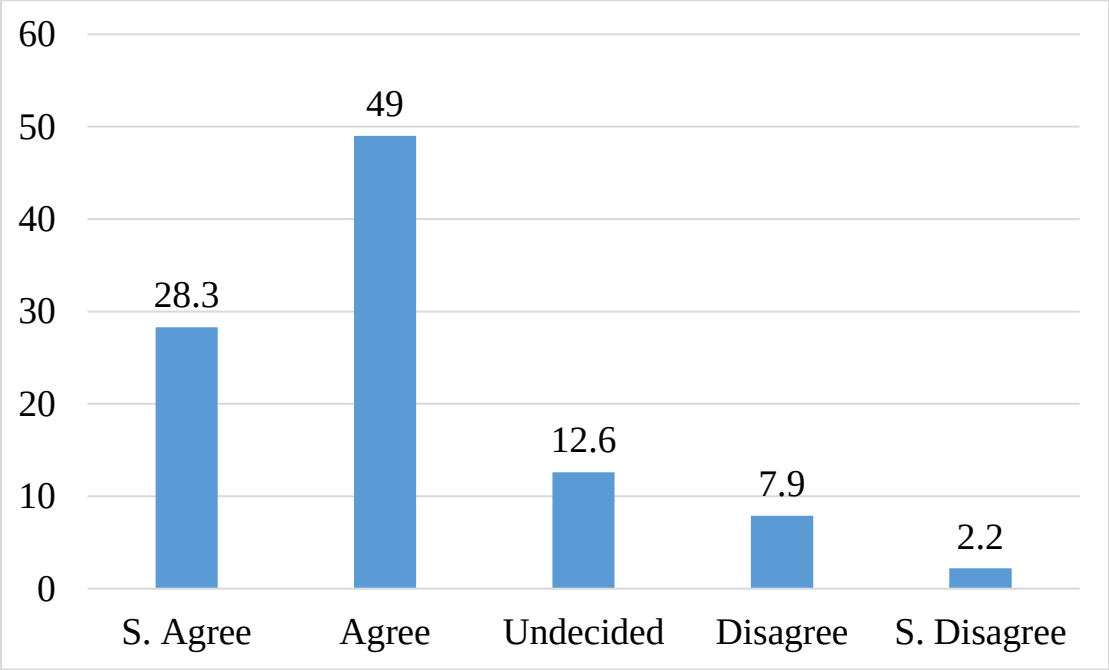


Fig. 4.12: I like Physical Education because I can compete against my friends (Q23)

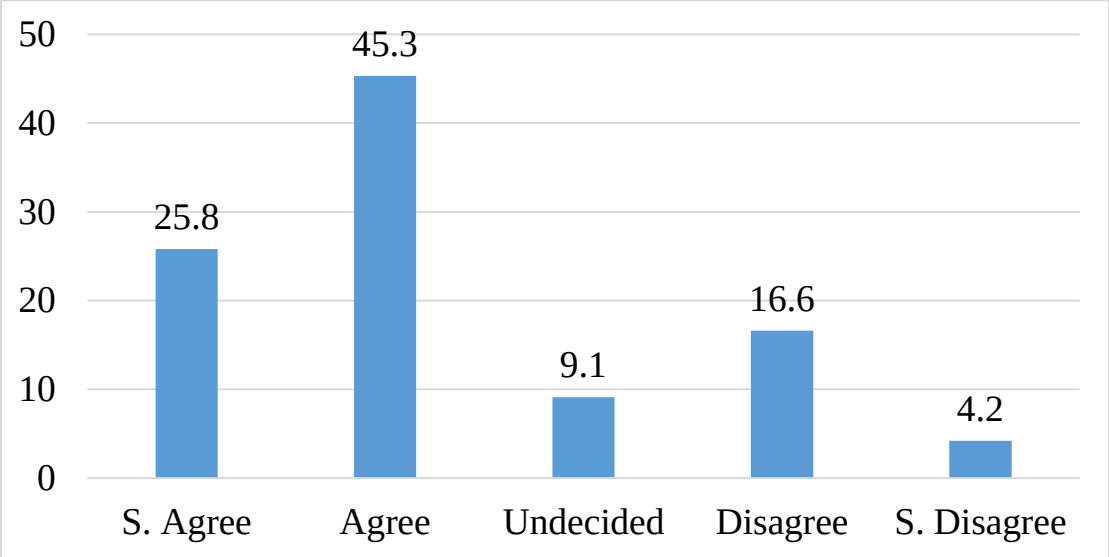


Table 4.24: Reliability Analysis of Enjoyment Scale

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
22. I like physical education because if you are good enough you can get into the college team	0.50	0.70
23. I like physical education because I can compete against my friends	0.45	0.72
25. There is something interesting for every-one in physical education	0.34	0.74
28. I would take part in physical education even ill did not have to	0.56	0.69
29. Even when I do not feel well, I do not want to miss physical education and games	0.51	0.70
30. I like doing physical education and games because they are fun	0.54	0.70

Alpha = 0.75 Standardised item alpha = 0.74

As with Tables 4.24, the results reported here were computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. From this table it can be seen that the 6 items are consistent with each other. However, after the reliability test had been applied, it was found that deletion of statements 11 and 34 would increase the alpha level and they were therefore dropped. It is possible that items 11 and 34 were dropped as they were centred upon specific regions within Physical Education namely games and the involvement of girls.

Table 4.25: Students' Attitudes towards Physical Education in relation to Enjoyment by Sex

Sex	N	M	SD.
Male	544	3.55	0.79
Female	581	3.62	0.78

Data summarised in Table 4.25 show that male and female students have positive attitudes towards Physical Education when considering enjoyment, with female students having a slightly more positive attitude than male students.

Table 4.26: Students' Attitudes towards Physical Education in relation to Enjoyment by Region

Region	N	M	SD.
EDR	435	3.52	0.73
CDR	388	3.66	0.83
WDR	302	3.58	0.79

Data summarised in Table 4.26 indicate that Eastern Development Region,

Central Development Region and Western Development Regions students have similar positive attitudes towards Physical Education but with students from the Central Development Region having the most positive attitudes with respect to enjoyment.

Table 4.27: Students Attitude Towards Physical Education in relation to Enjoyment by Year

Year	N	M	SD
B.Ed.1st	420	3.60	0.80
B.Ed.2nd	351	3.60	0.78
B.Ed.3rd	354	3.54	0.77

Table 4.27 indicates that B.Ed.1st, 2nd, and 3rd year students have positive attitudes towards Physical Education in relation to enjoyment.

Table 4.28: Students Attitude towards Physical Education in relation to Enjoyment by Region and Sex

Sex	EDR		CDR		WDR	
	Number	Mean	Number	Mean	Number	Mean
Male	210	3.58	121	3.65	213	3.46
Female	225	3.46	367	3.66	89	3.88

Table 4.28 shows that female Western Development Region students have the most positive attitude in the sample. Furthermore, Eastern Development Region male students have more positive attitudes than their female counterparts.

Table 4.29: Students' Attitudes towards Physical Education in relation to Enjoyment by Year and Sex

Sex	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
Male	209	3.63	146	3.55	189	3.46
Female	211	3.57	205	3.64	165	3.64

Data summarised in Table 4.29 show that female students in B.Ed.2nd and B.Ed.3rd years have more positive attitudes than male students.

Table 4.30: Students' Attitudes towards Physical Education in relation to Enjoyment by Year and Region

Region	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
EDR	134	3.53	164	3.52	137	3.50
CDR	165	3.69	118	3.64	105	3.63
WDR	121	3.57	69	3.64	112	3.51

Table 4.30 shows that Central Development Region B.Ed.1st and B.Ed.3rd year students have more positive attitudes than Eastern Development Region and Western Development Region students, but Western Development Region B.Ed.2nd year show a more positive attitude than all other groups.

Table 4.310: Analysis of Variance for Enjoyment by Sex, Region and Year

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
Sex	1.182	1	1.182	1.943	0.164
Region	3.556	2	1.778	2.923	0.054
Year	0.661	2	0.331	0.544	0.581
Sex/ Region	10.897	2	5.448	8.957	0.000*
Sex/ Region	4.562	2	2.281	3.750	0.024*
Region/Year	1.237	4	0.309	0.508	0.730
Explained	21.738	13	1.672	2.749	0.001
Residual	675.147	1110	0.608		
Total	696.884	1123	0.621		

An examination of Table 4.31, shows a significant difference in terms of interaction between sex and year (P <0.05). Figure 4.13 shows the difference to be between 3rd year students where female students have a more positive attitude than their male counterparts (Mean = 3.64, 3.46 respectively). Also, as can be seen in the above table, there was a statistically significant difference in terms of interaction between sex and region (P <0.05) as shown in Figure 4.14, where females in the Western Development Region showed more positive attitudes than male students (M= 3.88, 3.46 respectively). However, with regard to the other main effects, there were no statistically significant differences.

Fig. 4.13: Enjoyment by Sex and Class

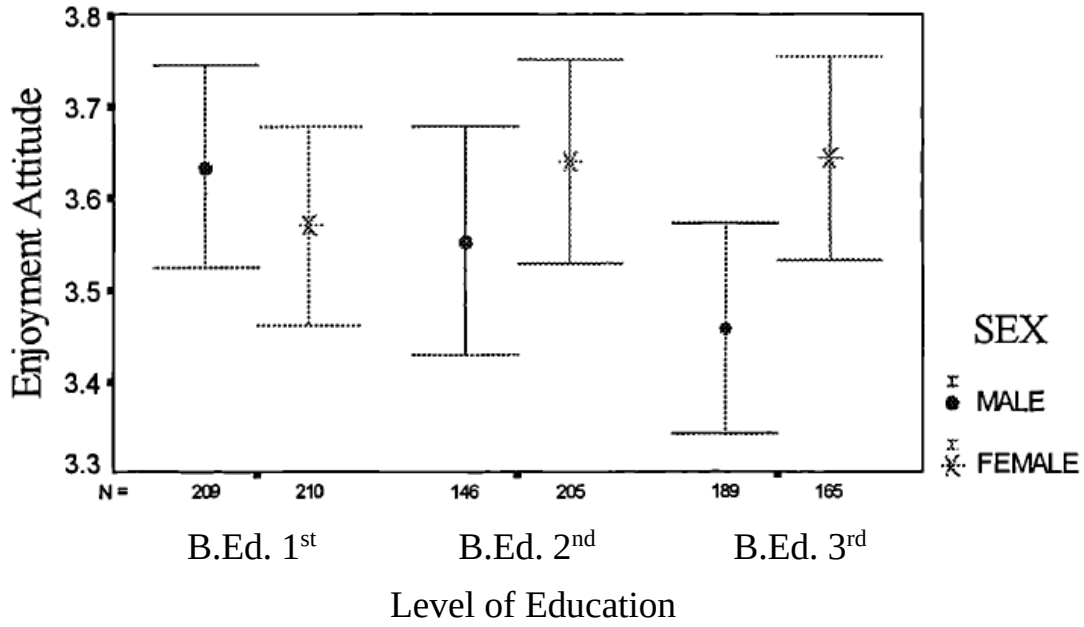


Fig. 4.14: Enjoyment by Sex and Region

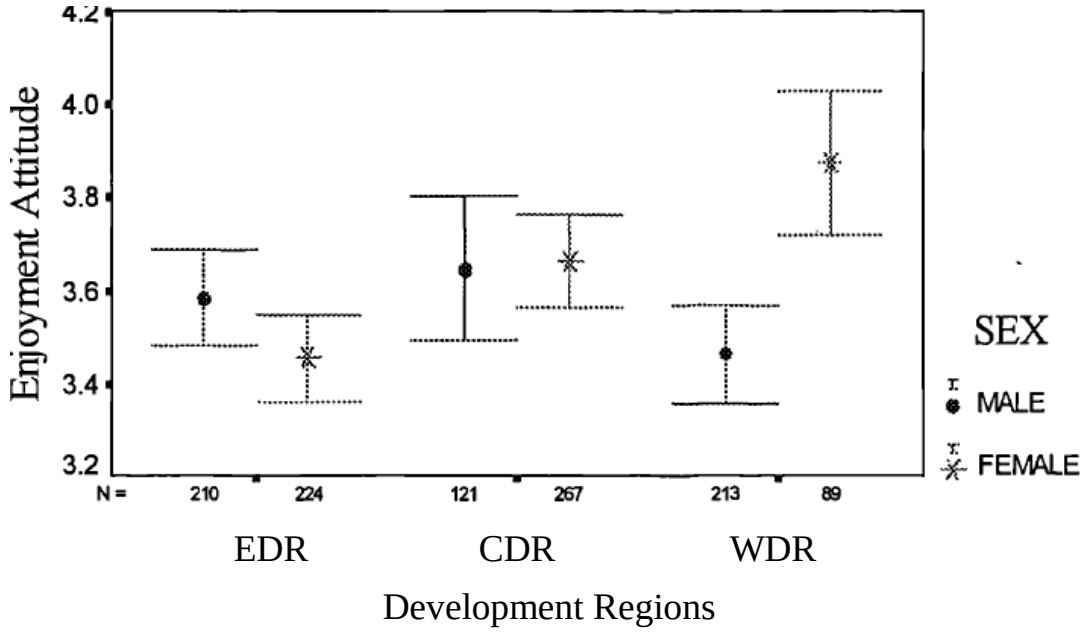


Table 4.32 below outlines students' attitudes towards Physical Education with reference to the curriculum.

Table 4.32: Students' Attitudes towards Physical Education with Reference to the Curriculum

Statements	Mean	S.D.
4. I wish we could choose what we do in physical education	4.04	1.05
36. Years in physical education are not fair to the non-athlete in comparison to the "natural athlete"	3.94	1.21
2. I do not go to college to do physical education but to learn more important subjects	3.74	1.27
19. More time should be given to physical education lessons	3.64	1.35
6. A curriculum which does not include physical education does not offer a complete education	3.63	1.24
7. Academic requirements for majors in physical education are not as difficult as other subjects	3.62	1.12
31. I prefer physical exercises which have beauty in movement such as dance and gynuiasfics	3.34	1.46
14. Physical education should be a requirement from elementary school through college	3.07	1.42
3. I find the activities in physical education boring because we always do the same thing	3.02	1.42
15. Physical education is one of the best lessons we have in college	2.97	1.26
17. There are a large variety of interesting activities offered in the physical education programme	2.84	1.33
5. I would rather do physical education than other college subjects	2.51	1.18
20. A physical education credit should be required for graduation from high college	2.07	1.31

Data summarised in table 4.32 shows that students have wide ranging views towards Physical Education with reference to the curriculum. The table is constructed to illustrate the attitude statements ranked in order of importance.

In particular, there would appear to be considerable agreement that students wish they could choose what they do in Physical Education, that years in Physical Education are not fair to the non-athlete, that students do not go to college to do Physical Education but to learn more important subjects, that more time should be given to Physical Education lessons and that Physical Education should be included in the curriculum to offer a complete education. The findings from questions 4, 36, 2, 19 and 6 are summarised in graph form below.

Fig. 4.15: I wish we could choose what we do in physical education (Q4)

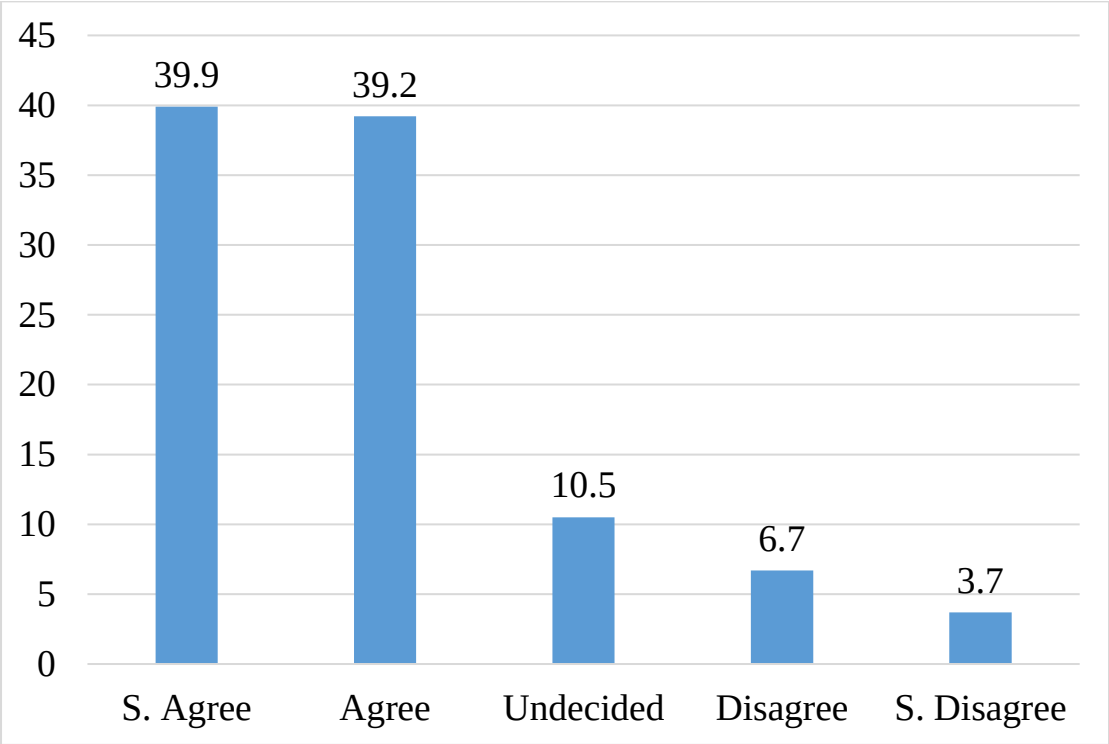


Fig. 4.16: Years in physical education are not fair to the non-athlete in comparison to the 'natural athlete' (Q36)

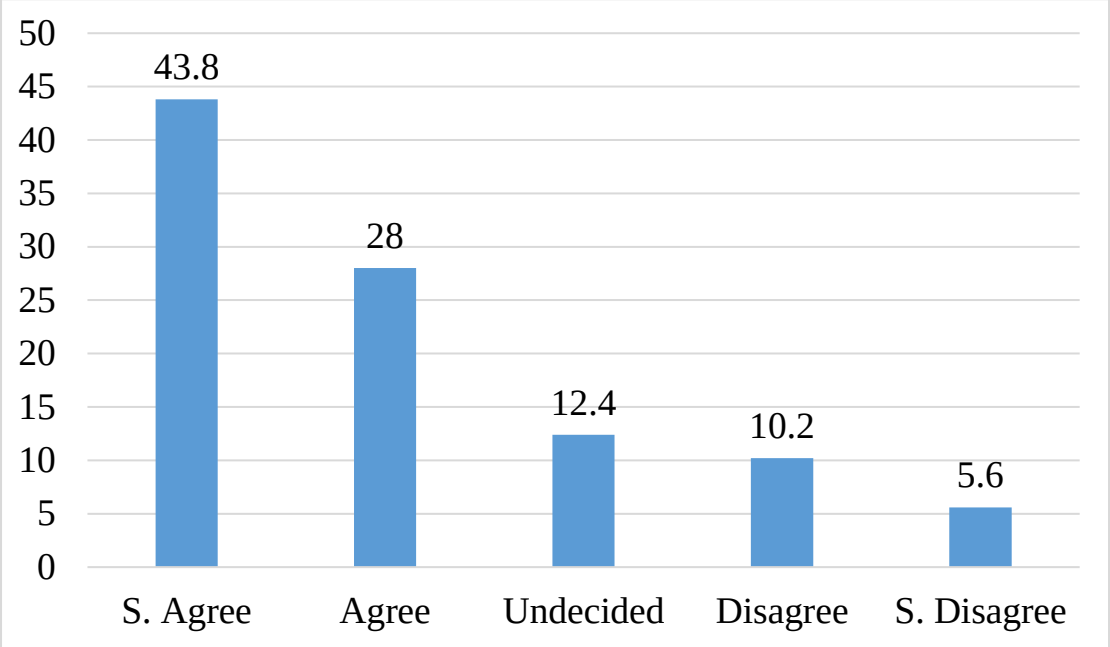


Fig. 4.17: I do not go to college to do physical education but to learn more important subjects (Q2)

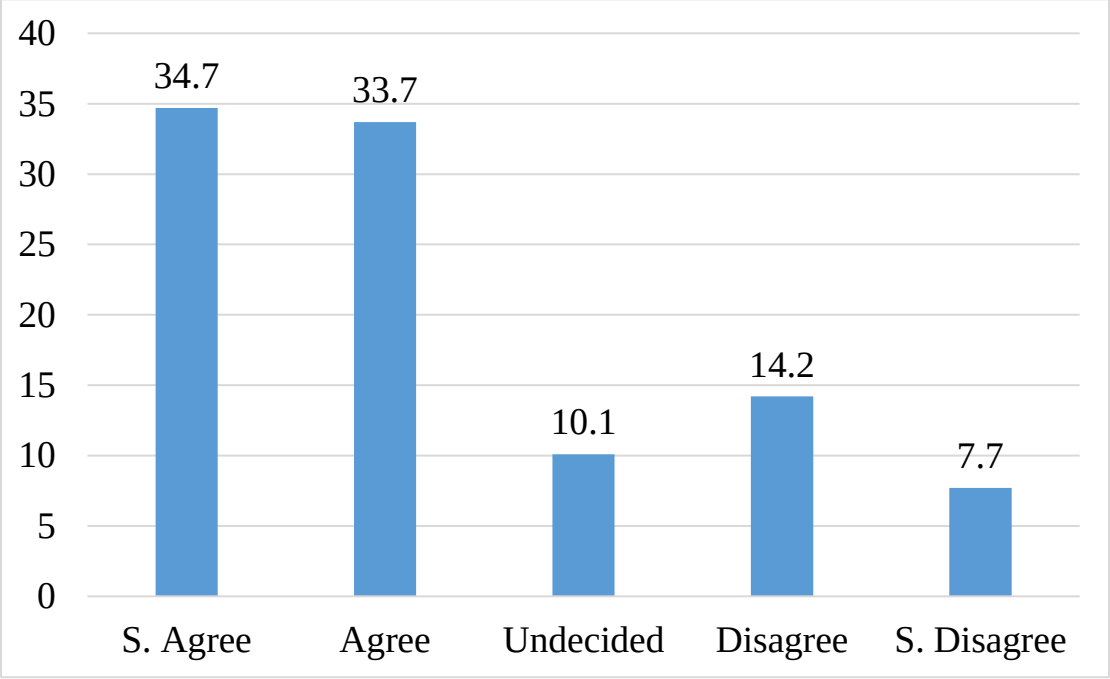


Fig. 4.18: More time should be given to Physical Education lessons (Q19)

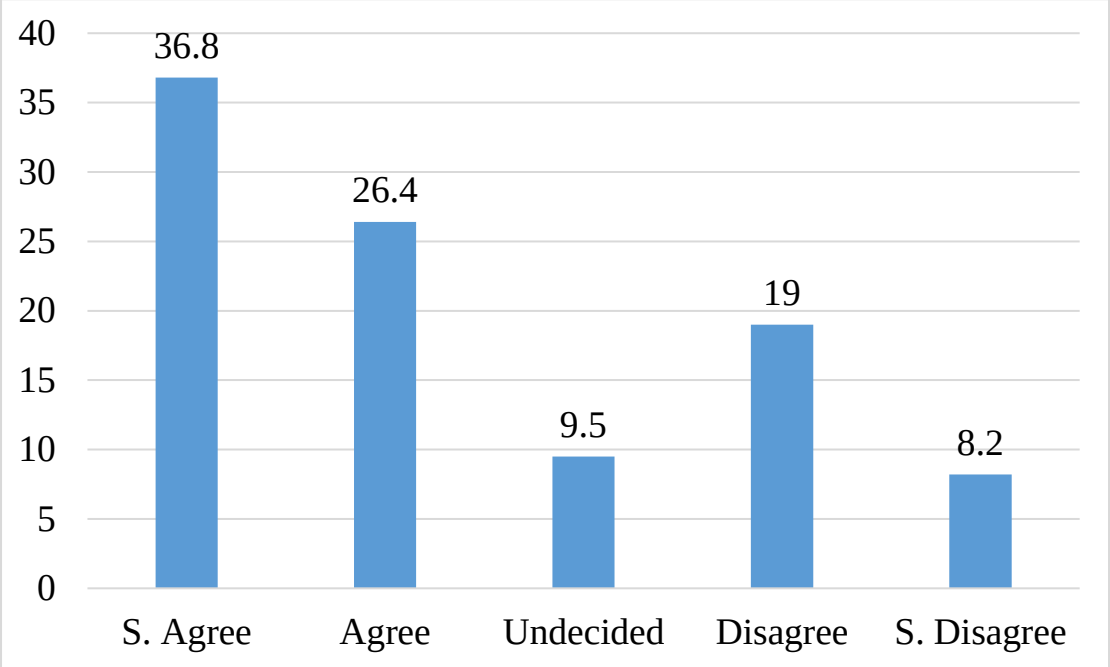


Fig. 4.19: A curriculum which does not include Physical Education does not offer a complete Education (Q6)

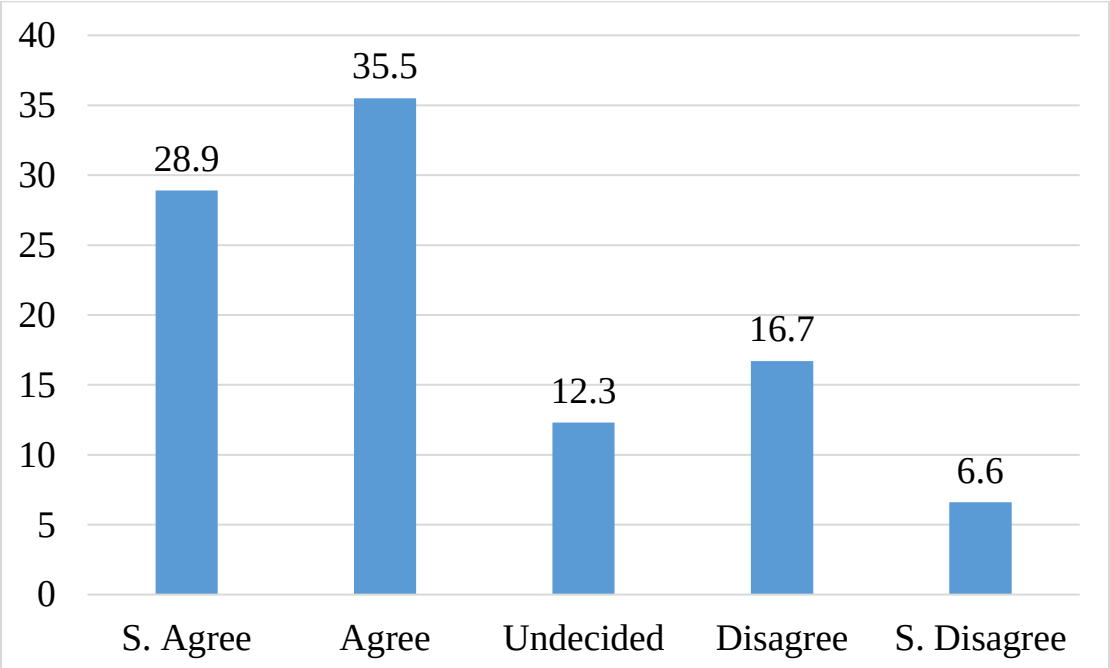


Table 4.33: Reliability Analysis of Curriculum Scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
5. I would rather do physical education than other college subjects	0.49	0.65
6. A curriculum which does not include physical education does not offer a complete education	0.34	0.69
14. Physical education should be a requirement from elementary school through college	0.42	0.67
15. Physical education. is one of the best lessons we have in college	0.54	0.63
19. More time should be given to physical education lessons	0.48	0.65
20. A physical education credit should be required for graduation from high college	0.35	0.69

Alpha = 0.70 Standardised item alpha = 0.70

Table 4.33 reports the results computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. Looking at Table 4.33, it can be seen that these 6 items are consistent with each other. However, after the reliability test had been applied, it was found that deletion of statements 2, 3, 4, 7, 17, 31 and 36 would increase the alpha level and they were therefore dropped from the initial analysis. However, whilst a number of the deleted statements were those in which respondents showed negative

attitudes to Physical Education, in relation to curriculum, responses 31 and 17 were positive. Response 31, which considered gymnastics and dance, was of particular interest and as such is considered separately.

The remaining responses, which all offered negative observation in respect of the curriculum are, with the exception of question 3, also worthy of further consideration and are examined at the end of this section on the curriculum. As with question 17, the responses in respect of question 3 are inconclusive and further observation is not felt to be appropriate.

Table 4.34: Students' Attitudes Towards the importance of Physical Education in relation to the Curriculum by Sex

Sex	N	M	SD
Male	544	2.87	0.85
Female	581	3.09	0.78

Data summarised in Table 4.34 show that overall student opinion as to the importance of Physical Education in relation to the curriculum, appear somewhat inconclusive. Interestingly, the data show that female students rate Physical Education more slightly more important than male students and this finding will be given further consideration in later discussion.

Table 4.35: Students' Attitudes Towards the importance of Physical Physical Education in relation to the Curriculum by Region

Region	N	M	SD
EDR	435	2.99	0.81
CDR	388	3.03	0.86
WDR	302	2.92	0.79

Data summarised in table 4.35 indicate that Eastern Development Region, Central Development Region and Western Development Region students have similar attitudes towards the importance of Physical Education in relation to the curriculum, with those in Central Development Regions being the most positive.

Table 4.36: Students' Attitudes Towards the importance of Physical Education in relation to the Curriculum by Year

Year	N	M	SD
B.Ed.1st	420	2.97	0.83
B.Ed.2nd	351	2.98	0.80
B.Ed.3rd	354	3.01	0.84

Table 4.36: indicates that B.Ed.1st, 1st, and 3rd year students are also all undecided as to the importance of Physical Education in relation to the curriculum.

Table 4.37: Students' Attitudes towards the importance of Physical Education in relation to the Curriculum by Region and Sex

Sex	EDR		CDR		WDR	
	Number	Mean	Number	Mean	Number	Mean
Male	210	2.91	121	2.92	213	2.81
Female	225	3.07	367	3.07	89	3.19

Table 4.37 shows that in Eastern Development Region and Central Development Regions, male and female responses reflect the overall pattern shown in table 4.34. In the Western Development Region male and female students are more extreme, with females attributing greater importance to Physical Education than males.

Table 4.38: Students' Attitudes Towards the importance of Physical Education in relation to the Curriculum by Year and Sex

Sex	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
Male	209	2.91	146	2.82	189	2.87
Female	211	3.02	205	3.09	165	3.17

Data summarised in Table 4.38 show that the difference between the attitudes of male and female students are greater for B.Ed.3rd and B.Ed.2nd years. Again, females rate higher than males in all groups.

Table 4.39: Students' Attitudes Towards the importance of Physical Education in relation to the Curriculum by Year and Region

Region	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
EDR	134	2.98	164	2.89	137	3.11
CDR	165	3.07	118	3.02	105	2.97
WDR	121	2.80	69	3.12	112	2.93

Table 4.39 again shows that there are clear differences between the patterns for the different years and regions. However, there appears to be no consistent pattern between the groups.

Table 4.40: Analysis of Variance for the importance of Physical Education in relation to the Curriculum by Sex, Region and Year

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
Sex	13.204	1	13.204	19.757	0.000*
Region	0.084	2	0.042	0.063	0.919
Year	0.815	2	0.408	0.610	0.543
Sex/Region	1.968	2	0.984	1.472	0.230
Sex/Year	3.833	2	1.917	2.868	0.057
Region/Year	7.009	4	1.752	2.622	0•034*
Explained	25.986	13	1.999	2.991	0.000
Residual	742.487	1111	0.668		
Total	768.473	1124	0.684		

From table 4.40, it is apparent that there was a statistically significant difference in terms of interaction between year and region (P <0.05). Figure 4.20 shows that of the B.Ed.1st year students, Central Development Region have the most positive attitude and the Western Development Region the least (M = 3.07, 2.98, 2.80 respectively). Of the B.Ed.2nd, Western Development Region are the most positive and Eastern Development Region the least (M = 3.12, 3.02, 2.89 respectively). Finally, of the B.Ed.3rd years, Central Development Region students have the most positive attitude and Western Development Region the least (M = 3.11, 2.97, 2.93 respectively). Also, as can be seen in the above table, there was a statistically significant difference by sex, (P < 0.05) (see Figure 4.21), where female students showed more positive attitudes than male students (M = 3.09, 2.82 respectively).

However, with regard to the other main effects, there were no statistically significant differences. The main findings from Table 4.40 are summarised in the graph below.

Fig. 4.20: Curriculum by Class and Region

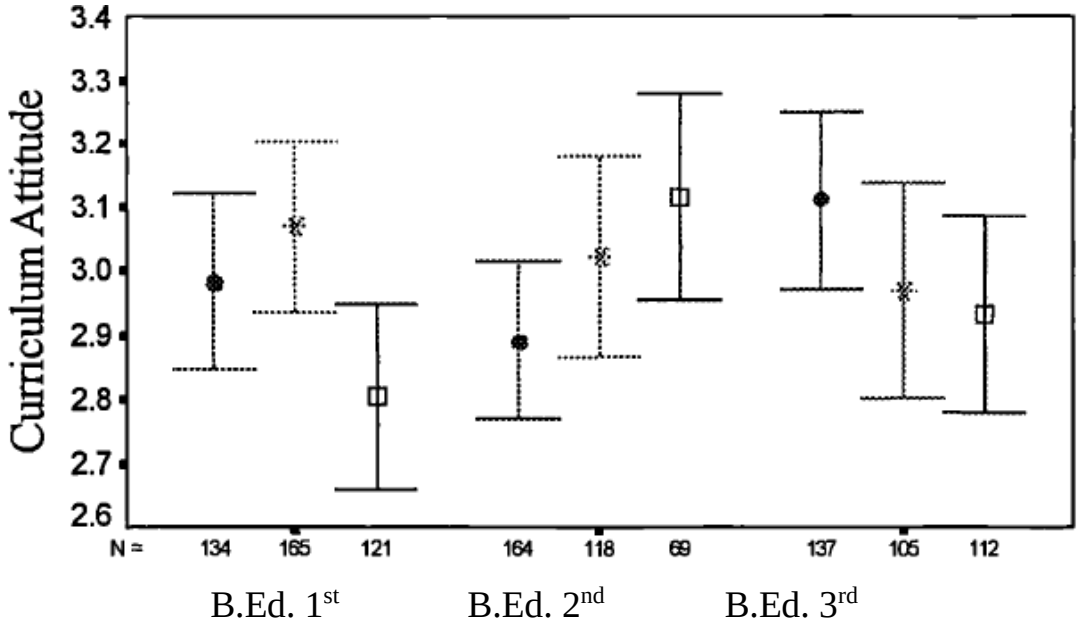
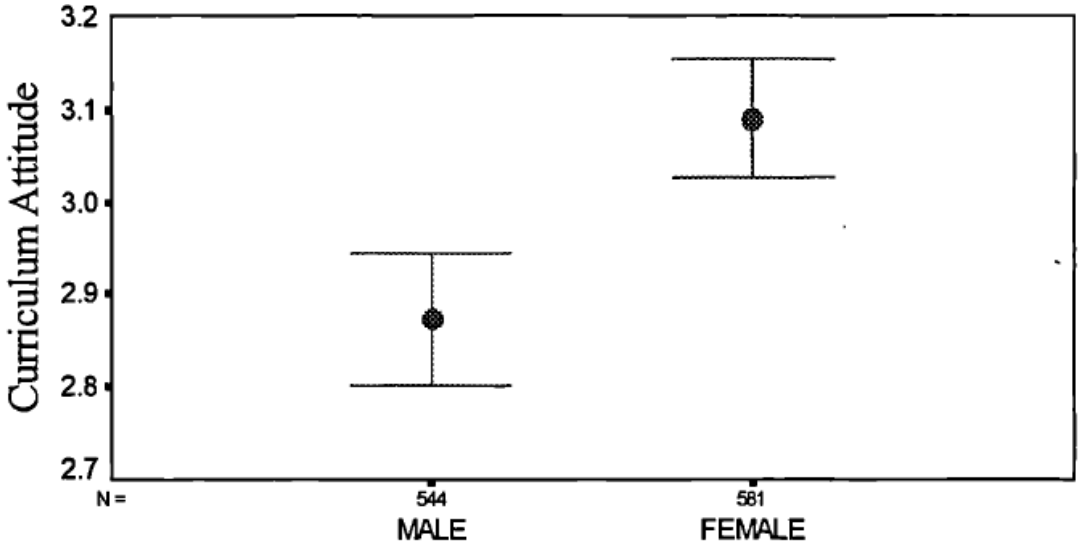


Fig. 4.21: Curriculum by Sex



Having considered the positive statements centred upon the curriculum which showed appropriate consistency using the Cronbach's Alpha score, further consideration is given here to question 31 which also received a positive response but did not correlate with the grouping above.

In considering questions on an individual basis in the remainder of this chapter, tests for significance were applied using a Mann-Witney U Test for pair wise comparisons (sex) and a Kruskal-Wallis Test where more than two variables were present (region and year).

However, the sex variable revealed interesting results, in that, against expectations, the male responses in respect of those who agreed or strongly agreed, turned out to be more positive than the female responses. The table below illustrates these findings.

Table 4.41: Q31. I prefer physical exercises which have beauty in movement such as dance and gymnastics. Crosstabulation, frequencies and percentage count by Sex

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
Male	157	148	36	110	89	540
%of total	29.1	27.4	6.7	20.4	16.5	48.4
Female	174	139	74	103	85	575
%of total	30.3	24.2	12.9	17.9	14.8	51.6
Column	331	287	110	213	174	1115
Total	29.7	25.7	9.9	19.1	15.6	100.0
Total	55.4%		9.9%	34.7%		100.0

Table 4.41 shows that 55.4% of the students agreed or strongly agreed with the statement. The percentage of male students who agreed or strongly

agreed with the statement is slightly higher (56.5%) than for female students (54.5%). It should be noted however that more male students disagreed or strongly disagreed with the statement (36.9%) than their female counterparts (32.7%). Those who were undecided were (6.7%) male students and (12.9%) female students.

The responses that follow all offer negative observations in respect of the curriculum and are worthy of further consideration. The responses, ranked in order of importance, relate to questions 4, 36, 2 and 7.

Q4. I wish we could choose what we do in physical education.

In applying the appropriate tests, there were found to be no significant differences between the groups when considering the variables sex, region and year in respect of responses to this question. Results showed that most of the students (79.1%) either agreed or strongly agreed with this item. The results of the tests are included in.

Q36. Years in physical education are not fair to the non-athlete in comparison to the 'natural athlete'.

As with question 4, there were no significant differences between the groups in their responses to this question. It is worth noting that 71.8% of the students agreed or strongly agreed with this statement.

Q2. I do not go to college to do physical education but to learn more important subjects.

Ones again, a large proportion of the responses either agreed or strongly agreed with this statement (68.4%). In applying the appropriate tests – there were found to be significant differences in respect of region and year. (Tables relating to sex are included in Appendix 9). The results of a Kruskal-Wallis

Test in respect of these two variables are shown in Tables 4.42, 4.43, 4.44 and 4.45 below.

Table 4.42 below indicates that 68.4% of the students agreed or strongly agreed with the statement, whilst only 21.6% disagreed or strongly disagreed. A further 10.1% could not make up their mind.

Table 4.42: Q2. I do not go to college to do physical education but to learn more important subjects. Crosstabulation, frequencies and percentage count by Region

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
EDR	137	170	35	64	25	413
%of total	31.8	39.4	8.1	14.8	5.8	38.8
CDR	120	115	44	67	37	383
%of total	31.3	30.0	11.5	17.5	9.7	34.5
WDR	128	89	33	27	20	297
%of total	43.1	30.0	11.1	9.1	6.7	26.7
Column	385	374	112	158	82	1111
Total	34.7	33.7	10.1	14.2	7.4	100.0
Total	68.4		10.1	21.6		

The Crosstabulation shows that the strength of opinion among students from both the Western Development Region (73.1%) and Eastern Development Region (71.2%) regions was similar. Whilst the majority of students from the Central Development Region also agreed with this statement, the strength of opinion was not as strong.

Table 4.43: Q2. I do not go to college to do physical education but to learn more important subjects. Kruskal-Wallis Test to determine the significance of the distribution of rating scale responses by Region

Variables	Chi-Square (Corrected for ties)	Significance
EDR CDR WDR	14.9865	0.000

A Kruskal-Wallis Test applied to the responses to this question (Table 4.43) shows a significant difference between the groups in respect of region ($P < 0.05$).

Table 4.44: Q2. I do not go to college to do physical education but to learn more important subjects. Crosstabulation, frequencies and percentage count by Years

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
B.Ed.1st	141	116	50	72	32	411
%of total	34.3	28.2	12.2	17.5	7.8	37.0
B.Ed.2nd	104	145	30	42	28	349
%of total	29.8	41.5	8.6	12.0	8.0	31.4
B.Ed.3rd	140	113	32	44	22	351
%of total	39.9	32.2	28.6	12.5	6.3	31.6
Column	385	374	112	158	82	1111
Total	34.7	33.7	10.1	14.2	7.4	100.0
Total	684		10.1	21.6		100.0

In considering the responses to this question in relation to year, a Crosstabulation shows that there are more students from the 3rd year (72.1%) and 2nd year (71.3%) who were in agreement with this statement, with less conviction being shown in the B.Ed.1st year (62.5%).

Table 4.45: Q2. I do not go to college to do physical education but to learn more important subjects. Kruskal-Wallis Test to determine the significance of the distribution of rating scale responses by Years.

Variables	Chi-Square (Corrected for ties)	Significance
B.Ed.1st B.Ed.2nd B.Ed.3rd	6.5803	0.0372

In applying a Kruskal-Wallis Test to the responses to this question, Table 4.45 indicates that the difference between the students in the three years is statistically significant ($P < 0.05$).

Q7. Academic requirements for majors in physical education are not as difficult as other subjects

As with questions 4 and 36, in applying the appropriate tests there were seen to be no significant differences between the groups in respect of this statement. It is worth noting that 64.3% of the students agreed or strongly agreed with this statement.

This fifth section deals with the analysis of the students' attitudes towards Physical Education in relation to dissatisfaction. The attitude statements were measured and yearified as follows.

Table 4.46 below outlines students' attitudes towards Physical Education with reference to dissatisfaction

Table 4.46: Students' Attitudes towards Physical Education with reference to Dissatisfaction

Statements	Mean	S.D.
32. I do not like playing games because they are too rough	2.09	1.14
24. I don't like sport at all because I feel a fool in my physical education kit	2.11	1.23
27. Sometimes I pretend to be ill so that I do not have to do physical education and games	2.18	1.29
1. Physical education is one of the worst lessons we have in college	2.20	1.27
35. It is silly for high college girls to waste time playing games	2.67	1.41
33. Physical education is not important because it does not lead to a job	2.74	1.33
16. Most girls and boys do not enjoy physical education years	3.00	1.32
26. I hate getting muddy in games	3.64	1.18

Data summarised in Table 4.46 indicate that in the main, students have positive attitudes towards Physical Education with reference to dissatisfaction. The lower the mean in this group, the more positive the attitude towards Physical Education. The responses show some interesting results in relation to how strongly the students felt about each item. It is particularly interesting at this stage to note the differences in the students' attitudes to the importance of Physical Education, playing games and liking sports, (responses 32, 24 and 27). The responses will be given further consideration in the discussion chapter, but these statements are summarised in graph form here.

Fig. 4.22: I do not like playing games because they are too rough (Q32)

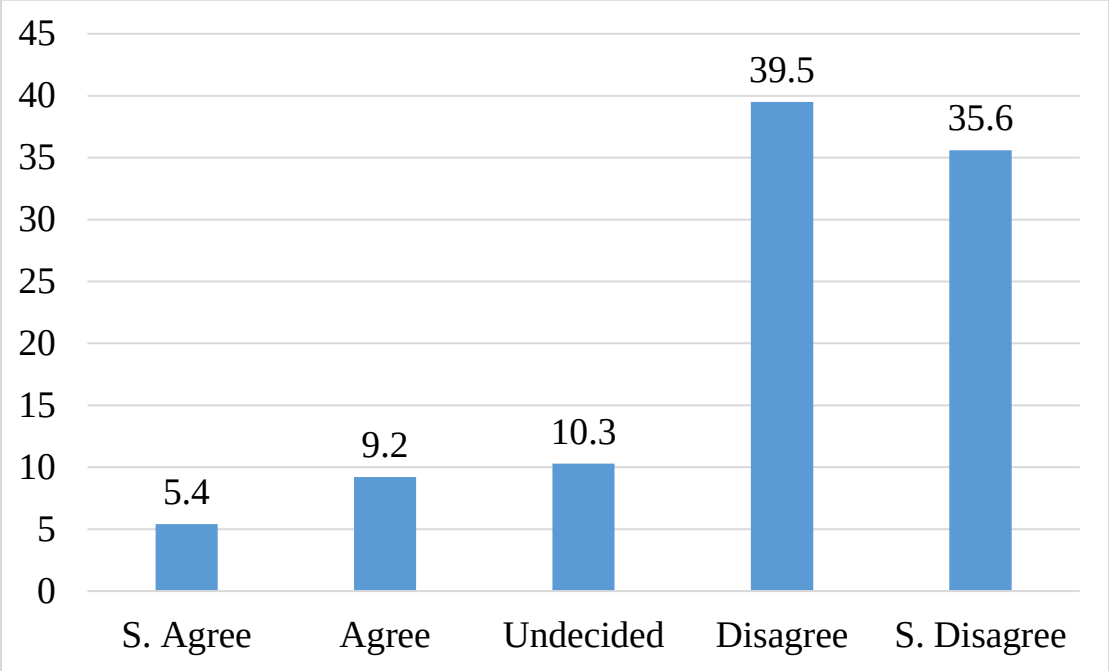


Fig. 4.23: I don't like sport at all because I feel a fool in my Physical Education kit (Q32)

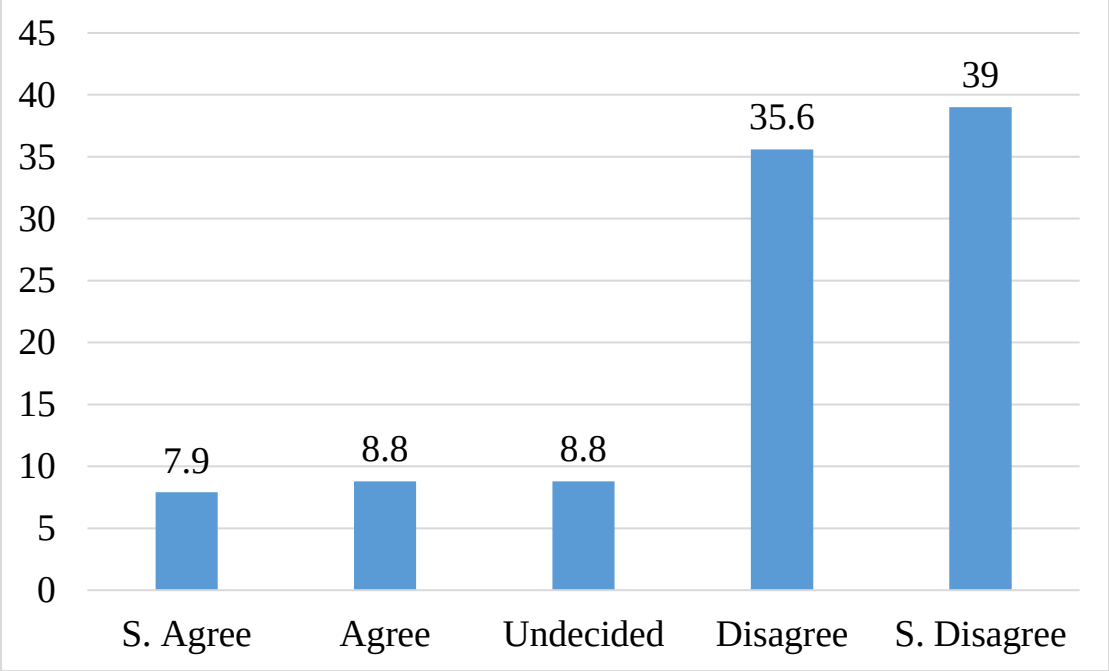


Fig. 4.24: Sometimes I pretend to be ill so that I do not have to do Physical Education and games (Q27)

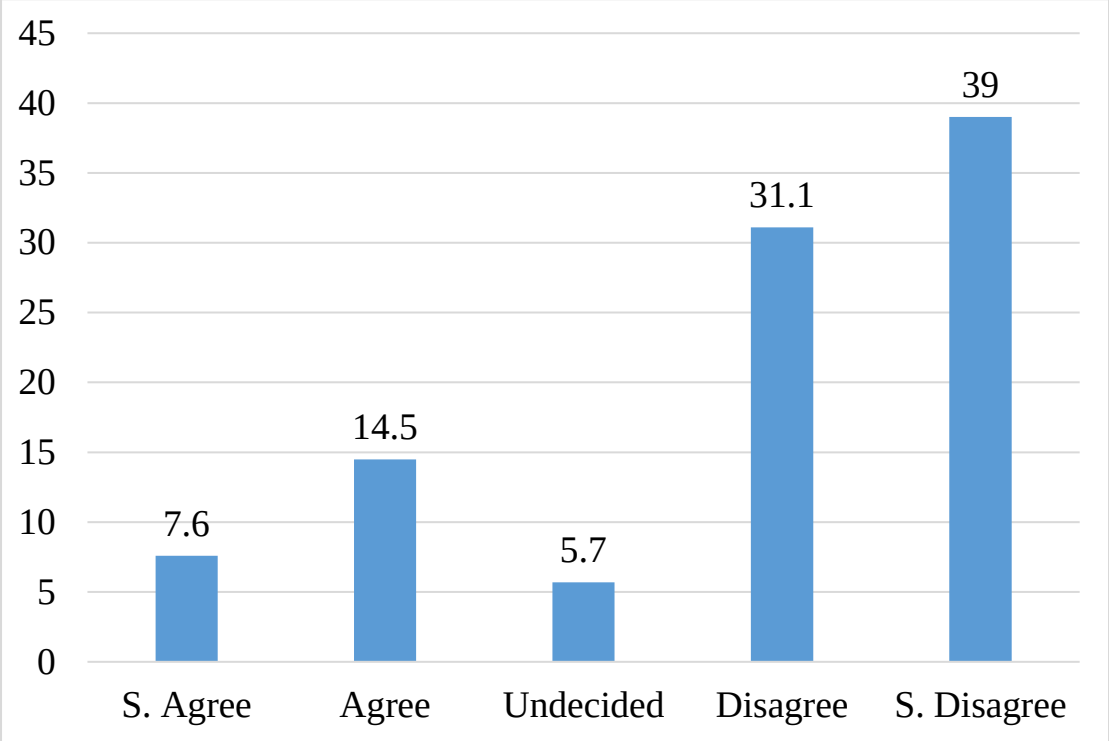


Table 4.47: Reliability Analysis of Dissatisfaction Scales

Statements	Corrected Item Total Correlation	Alpha If Item Deleted
1. Physical education is one of the worst lessons we have in school	0.35	0.63
16. Most girls and boys do not enjoy physical education classes	0.24	0.66
24. I don't like sport at all because I feel a fool in my physical education kit	0.40	0.62
27. Sometimes I pretend to be ill so that I do not have to do physical education and games	0.42	0.61
32. I do not like playing games because they are too rough	0.44	0.61
33. Physical education is not important because it does not lead to a job	0.41	0.61
35. It is silly for high school girls to waste time playing games	0.35	0.63

Alpha = 0.67 Standard item alpha = 0.67

Table 4.47 reports the results computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. From the above table, it can be seen that the 7 items are consistent with each other. However, after the reliability test had been applied, it was found that deletion of statement 26 would increase the alpha level and this statement was therefore dropped.

Table 4.48: Students' Attitudes towards Physical Education in relation to Dissatisfaction by Sex

Sex	N	M	SD.
Male	544	2.46	0.78
Female	581	2.40	0.69

Table 4.48 shows that all students have positive attitudes towards Physical Education with reference to the value of dissatisfaction, with female students having more positive attitudes than males.

Table 4.49: Students' Attitudes towards Physical Education in relation to Dissatisfaction by Region

Region	N	M	SD.
EDR	435	2.38	0.75
CDR	388	2.44	0.75
WDR	302	2.48	0.71

Table 4.49 shows that Eastern Development Region, Central Development Region and Western Development Region students have similar positive attitudes towards the perception of dissatisfaction in Physical Education, with the students from Eastern Development Region and Central Development Regions having a slightly more positive attitude.

Table 4.50: Students' Attitudes towards Physical Education in relation to Dissatisfaction by Year

Year	N	M	SD
B.Ed.1st	420	2.47	0.75
B.Ed.2nd	351	2.40	0.72
B.Ed.3rd	354	3.40	0.75

Table 4.50 indicates that B.Ed.2nd and B.Ed.3rd year students have more positive attitudes than B.Ed.1st year students.

Table 4.51: Students' Attitudes towards Physical Education in relation to Dissatisfaction by Region and Sex

Sex	EDR		CDR		WDR	
	Number	Mean	Number	Mean	Number	Mean
Male	210	2.34	121	2.51	213	2.54
Female	225	2.42	367	2.41	89	2.34

Table 4.51 shows that Eastern Development Region male students have a more positive attitude than their female counterparts, whilst in the case of Central Development Region and Western Development Region students, the females are more positive.

Table 4.52: Students' Attitudes towards Physical Education in relation to Dissatisfaction by Year and Sex

Sex	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
Male	209	2.43	146	2.46	189	2.48
Female	211	2.51	205	2.37	165	2.32

Table 4.52 shows that students have positive attitudes toward Physical Education according to dissatisfaction. The data show that female B.Ed.2nd and B.Ed.3rd students have more positive attitudes than male students, whilst interestingly, male B.Ed.1st year students have a more positive attitude than the females.

Table 4.53: Students' Attitudes towards Physical Education in relation to Dissatisfaction by Year and Region

Region	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
EDR	134	2.49	164	2.35	137	2.31
CDR	165	2.45	118	2.49	105	2.37
WDR	121	2.48	69	2.36	112	2.55

Table 4.53 shows that while in the main, students have positive attitudes towards Physical Education according to dissatisfaction, Central Development Region B.Ed.1st year students have more positive attitudes than Eastern Development Region and Western Development Region students. Eastern Development Region B.Ed.2nd and B.Ed.3rd year students have more positive attitudes than Central Development Region and Western Development Region students.

Table: 4.54: Analysis of Variance for Dissatisfaction by Sex, Region and Class

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
Sex	0.778	1	0.778	1.424	0.233
Region	1.479	2	0.740	1.354	0.259
Class	0.941	2	0.471	0.862	0.423
Sex/Region	3.711	2	1.856	3.397	0.034*
Sex/Class	3.177	2	1.589	2.909	0.055*
Region/Class	2.862	4	0.716	1.310	0.264
Explained	12.990	13	0.999	1.829	0.035
Residual	606.842	1111	0.546		
Total	619.831	1124	0.551		

Data summarised in Table 4.54 show a statistically significant difference in terms of interaction between sex and year ($P < 0.05$). Figure 4.25 shows the significant difference to be between male and female B.Ed.3rd year students, with the latter having the more positive attitude. Also, as can be seen in the above table, there was a statistically significant difference in terms of interaction between sex and region ($P < 0.05$). In Figure 4.26, the significant difference can be seen to be between male and female students in the Central Development Region, with the latter being more positive. However, with regard to the other main effects, there were no statistically significant differences. The findings from Table 4.54 are summarised in the graph below.

Fig. 4.25: Dissatisfaction by Sex and Class

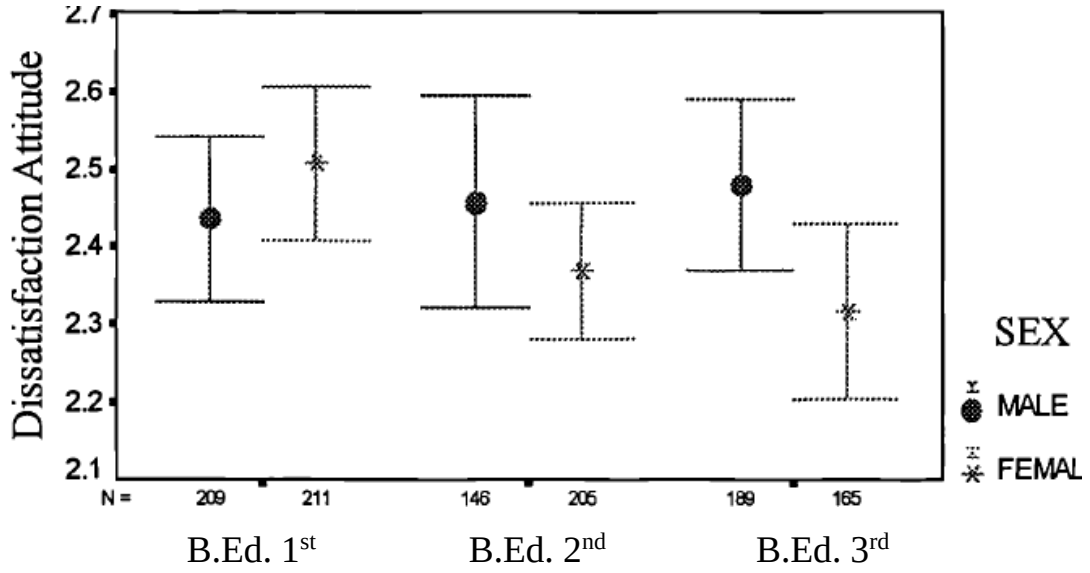
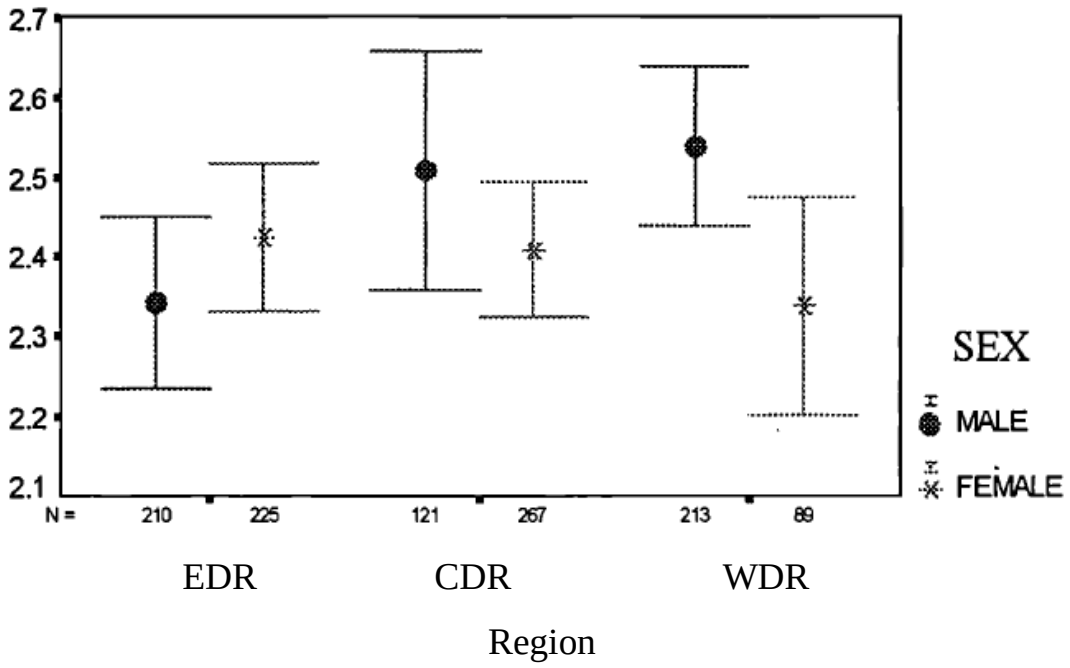


Fig. 4.26: Dissatisfaction by Sex and Region



4.2 Students' attitudes in respect of their Physical Education parents'

Part 2

The students were given five statements relating to their attitudes in respect of their Physical Education parents. They were asked to give their responses on the same five point scale as shown in part 1. These responses are presented in Table 4.55 below.

Table 4.55: Students' Attitudes in respect of their Physical Education teachers'

Statement	Mean	SD
46. Only the good pupils are picked for a school team by the physical education teacher	4.09	1.13
47. The physical education teacher should offer extra activities for all children	3.85	1.16
45. I like my physical education teacher	3.32	1.32
44. Physical education teachers are only concerned with muscle building	3.09	1.26
43. My physical education teacher does not treat people who are good at physical education differently from others	3.08	1.43

The table presents the sample students' attitudes in order of importance. As canbe seen, there are differences between these five items in terms of how strongly students feel about each question. When considering these findings further in the discussion section, particular emphasis will be placed on questions 46 and 47, which deal with extra curricular activities. The findings from these statements are summarised in the graphs below.

Fig. 4.27: Only the good pupils are picked for a school team by the Physical Education teacher

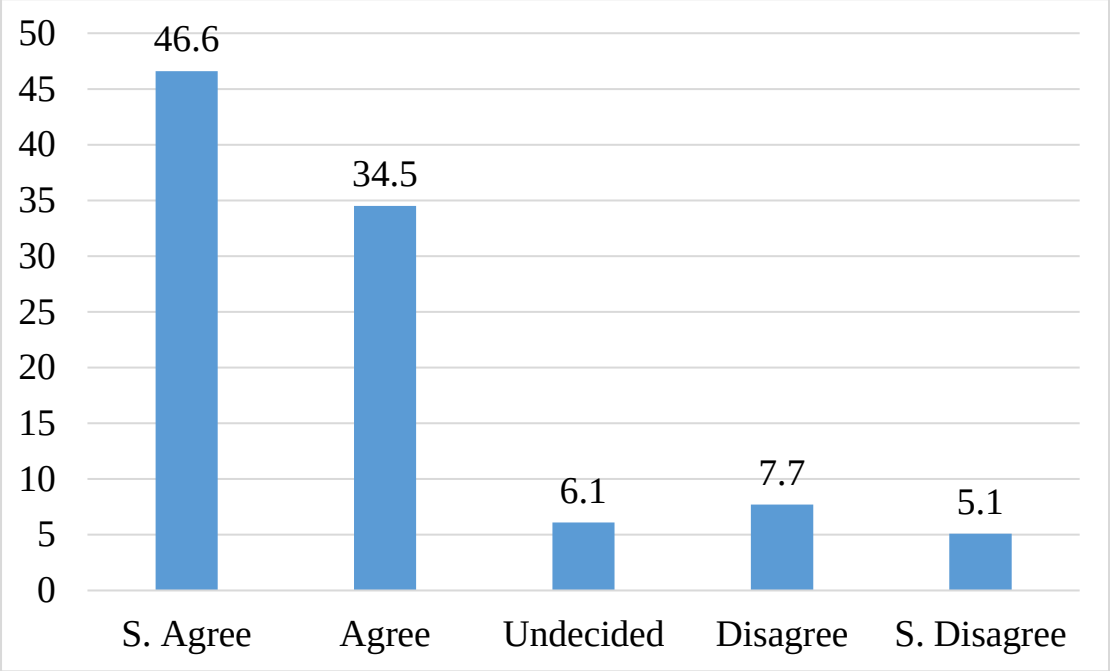
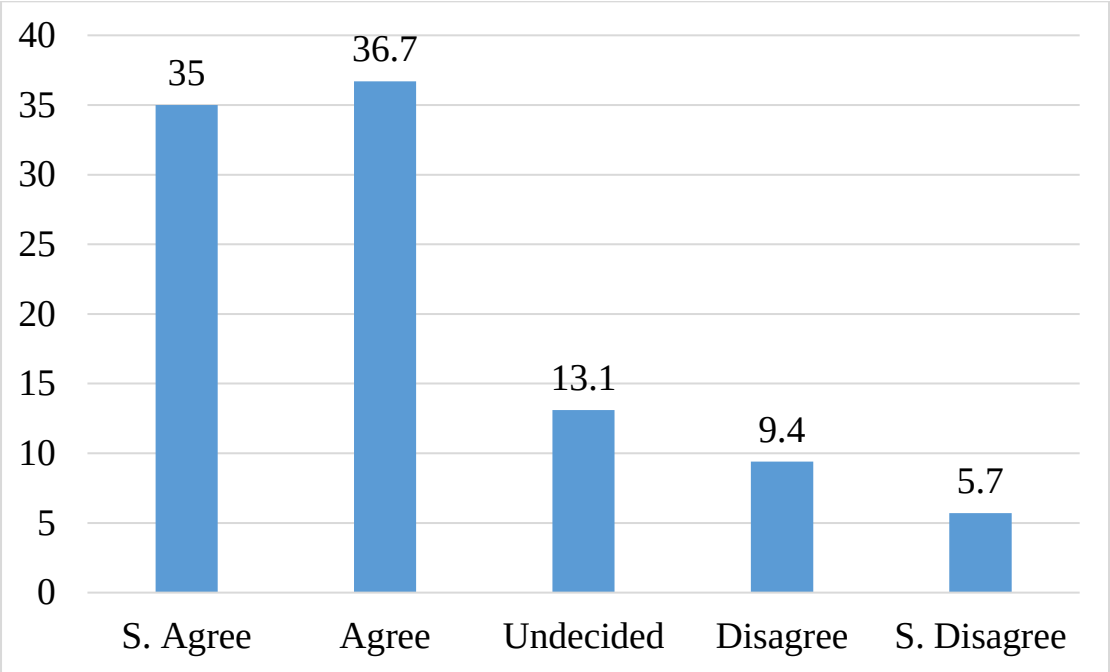


Fig. 4.28: The Physical Education Teacher should Offer Extra Activities for all children



The statements in Table 4.55, reflect both positive and negative observations. As with the previous section, each question will be considered separately and tests for significance will be applied using a Mann-Witney U Test for pair wise comparisons (sex) and a Kruskal-Wallis Test where more than two variables are present (region and year).

Q 46: Only the good pupils are picked for a college team by the physical education parent.

The results showed that most of the students (81.1%) either agreed or strongly agreed with this item. Also, in applying tests for significance, it was found that the variables of sex and region were not statistically significant. However, significant differences in respect of year were found. Tables 4.56 and 4.57 below shows these findings.

Table 4.56: Q46 Only the good pupils are picked for a college team by the physical education parent. Crosstabulation, frequencies and percentage count by Year

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
B.Ed.1st	181	139	26	40	31	417
% of total	43.4	33.3	6.2	**9.6**	7.4	37.4
B.Ed.2nd	182	113	19	29	6	349
% of total	52.1	32.4	5.4	8.3	1.7	31.3
B.Ed.3rd	156	132	23	17	20	348
% of total	44.8	37.9	6.6	4.9	5.7	31.2
Column	519	384	68	86	57	1114
Total	46.6	34.5	6.1	7.7	5.1	100.0
Total	811		6.1	12.8		100.0

In considering the responses to this question in relation to class, a Crosstabulation shows that there are more students from the 2nd year (84.5%) and 3rd year (82.7%) who were in agreement with the statement with less conviction being shown in the first year (76.7%).

Table 4.57: Q46 Only the good pupils are picked for a college team by the physical education parent. Kruskal-Wallis Test to determine the significance of the distribution of rating scale responses by Class.

Variables	Chi-Square (Corrected for ties)	Significance
B.Ed.1st year B.Ed.2nd year B.Ed.3rd year	9.5327	0.0085

In applying a Kruskal-Wallis Test to the responses to this question by class, Table 4.57 shows that there was a statistically significant ($P < 0.05$) difference between the students in the three classes.

Q47 The physical education teacher should offer extra activities for all children.

Once again, a large proportion of the responses either agreed or strongly agreed with this statement (71.7%). Those who strongly disagreed or just disagreed were only 15.1%. A further 13.1% could not make up their mind. In applying the appropriate tests, there was found to be a significant difference in respect of class.

The results of a Kruskal-Wallis Test in respect of class are shown in Tables 4.58 and 4.59 below.

Table 4.58: Q47 The physical education teacher should offer extra activities for all children. Crosstabulation, frequencies and percentage count by Class.

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
B.Ed.1st	128	148	67	42	32	417
%of total	30.7	35.5	16.1	10.1	7.7	37.4
B.Ed.2nd	135	119	41	37	17	349
%of total	38.7	34.1	11.7	10.6	4.9	31.3
B.Ed.3rd	128	143	38	26	15	350
%of total	36.6	40.9	10.9	7.4	4.3	31.4
Column	391	410	146	105	64	1116
Total	35.0	36.7	13.1	9.4	5.7	100.0
Total	717		13.1	15.1		100.0

In considering the responses to this question in relation to class a Crosstabulation shows that there are more students from the 3rd year(77.5%) and 2nd year(72.8%) who were in agreement with thisstatement, with fewer agreeing in the first year(66.2%).

Table 4.59: Q47 The physical education teacher should offer extra activities for all children. Kruskal-Wallis Test to determine the significance of the distribution of rating scale responses by Class.

Variables	Chi-Square (Corrected for ties)	Significance
B.Ed.1st year B.Ed.2nd year B.Ed.3rd year	10.3134	0.0058

In applying a Kruskal-Wallis Test to the responses to this question by class, yable 4.59 shows that the difference between the students in the three classes was statistically significant (P <0.05).

Q45 I like my physical education teacher.

In applying the appropriate tests to this question it was found that (53.4%) of the students either agreed or strongly agreed with the statement. Also, there were found to be significant differences in respect of sex and class. The results of a Mann-Witney U Test and a Kruskal-Wallis Test in respect of sex and class are shown in Tables 4.60, 4.61, 4.62 and 4.63 below.

Table 4.60: I like my physical education teacher (Q45)

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
Male	129	175	114	55	66	539
%of total	23.9	32.5	21.2	10.2	12.2	48.6
Female	95	193	116	64	102	570
%of total	16.7	33.9	20.4	11.2	17.9	51.4
Column	224	368	230	119	168	1109
Total	20.2	33.2	20.7	10.7	15.1	100.0
Total	53.4		20.7	25.8		100.0

Table 4.60 shows that the percentage of male students who agreed or strongly agreed with the statements is higher (56.4%) than the female students (50.6%). It should be noted however, that more female students disagreed or strongly disagreed with the statement (29.1%) than their male counterparts (22.4%). Those who were undecided were 21.2% of the male students and 20.4% of the female students.

Table 4.61: Q45 I like my physical education teacher. Mann-Witney U Test to determine the significance of the distribution of rating scale responses by Sex.

Variables	U Value	Significance
Male Female	13718.0	0.0016

In applying a Mann-Witless U Test to the responses to this question by sex. Table 4.61 shows that the difference between male and female students was statistically significant (P <0.05).

Table 4.62: Q45 I like my physical education teacher. Crosstabulation, frequencies and percentage count by Class

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
B.Ed.1st	100	149	72	36	56	413
% of total	24.2	36.1	17.4	8.7	13.6	37.2
B.Ed.2nd	67	118	83	40	39	347
% of total	19.3	34.0	23.9	11.5	11.2	31.3
B.Ed.3rd	57	101	75	43	73	349
% of total	16.3	28.9	21.5	12.3	20.9	31.5
Column	224	368	230	119	168	1109
Total	20.2	33.2	20.7	10.7	15.1	100.0
Total	53. 4		20.7	25.8		100.0

In considering the responses to this question in relation to class, a Crosstabulation shows that there are more students from the first year

(60.3%) and 2nd year (53.3%) who were in agreement with the statement, with less conviction being shown in the 3rd year (45.2%).

Table 4.63: Q45 I like my physical education teacher. Kruskal-Wallis Test to determine the significance of the distribution of rating scale responses by Class

Variables	Chi-Square (Corrected for ties)	Significance
B.Ed.1st year B.Ed.2nd year B.Ed.3rd year	19.1285	0.0001

In applying a Kruskal-Wallis Test to the responses to this question, Table 4.63 shows that the difference between the students in the three classes was statistically significant ($P < 0.05$).

Q44 Physical education parents are only concerned with muscle building.

In applying the appropriate tests to this question it was found that (39.5%) of the students either agreed or strongly agreed with the statement. Also, it was found that there was a statistically significant difference between male and female students in respect of this statement. The results of a Mann-Witriey U Test in respect of sex are shown in Tables 4.64 and 4.65 below.

Table 4.64: Physical education parents are only concerned with muscle building (Q44)

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
Male	96	109	104	171	62	542
% of total	17.7	20.1	19.2	31.5	11.4	48.6
Female	99	136	154	133	51	573
% of total	17.3	23.7	26.9	23.2	8.9	51.4
Column	195	245	258	304	113	1115
Total	17.5	22.0	23.1	27.3	10.1	100.0
Total	39.5		23.1	37.4		100.0

Table 4.64 shows that the percentage of female students who agreed or strongly agreed with the statements is higher (41%) than the male students (37.8%). It should be noted however that more male students disagreed or strongly disagreed with the statement (42.9%) than their female counterparts (32.1%). The figure for those who were undecided was particularly high in respect of this question (19.2% male, 26.9 % female).

Table 4.65: Q44 Physical education parents are only concerned with muscle building. Mann-Witness U Test to determine the significance of the distribution of rating scale responses by **Sex**

Variables	U Value	Significance
Male Female	143327.5	0.0225

In applying a Mann-Witness U Test to the responses to this question by

sex, Table 4.65 shows that the difference between male and female students was statistically significant (P <0.05).

Q43 My physical education dose not treat people who are good at physical education differently from others.

Finally, in applying the appropriate tests there were found to be no significant differences between the groups when considering the variables sex, region and class in respect of responses to this question.

4.3 Students' attitudes towards Physical Education in respect of culture, religion and parental opinion:

Part 3

This section deals with students' views concerning culture and religion in relation to Physical Education as well as students' views on how parents respond to Physical Education. The findings for this section will be presented in two tables. The first table shows to what extent religion, culture and parents encourage children to participate in Physical Education. The second table shows the parents' attitudes toward their children majoring in Physical Education.

Table 4.66: Below outlines students' attitudes towards Physical Education as affected by culture, religion and parents

Statements	Mean	S.D.
54. My Religion encourages participation in physical education	4.22	0.99
53. My culture encourages participation in physical education.	3.64	1.07
52. My parents think that physical education lessons are necessary for all pupils.	3.48	1.17
51. My parents are pleased when I participate in physical education.	3.26	1.25
50. My parents always encourage me to participate and study physical education.	2.81	1.39

Table 4.66 shows that, in the main, students have positive attitudes towards Physical Education in respect of culture, religion and parents. The table presents the sample students' views in order of importance. As can be seen once again however, there are differences between these five items in terms of how strongly students feel about each statement. When considering these findings further in the discussion section, particular emphasis will be placed upon statements 54, 53 and 52 which deal with religion, culture and Physical Education lessons. The findings from these statements are summarised in graph form below.

Fig. 4.29: My religion encourages participation in Physical Education (Q54)

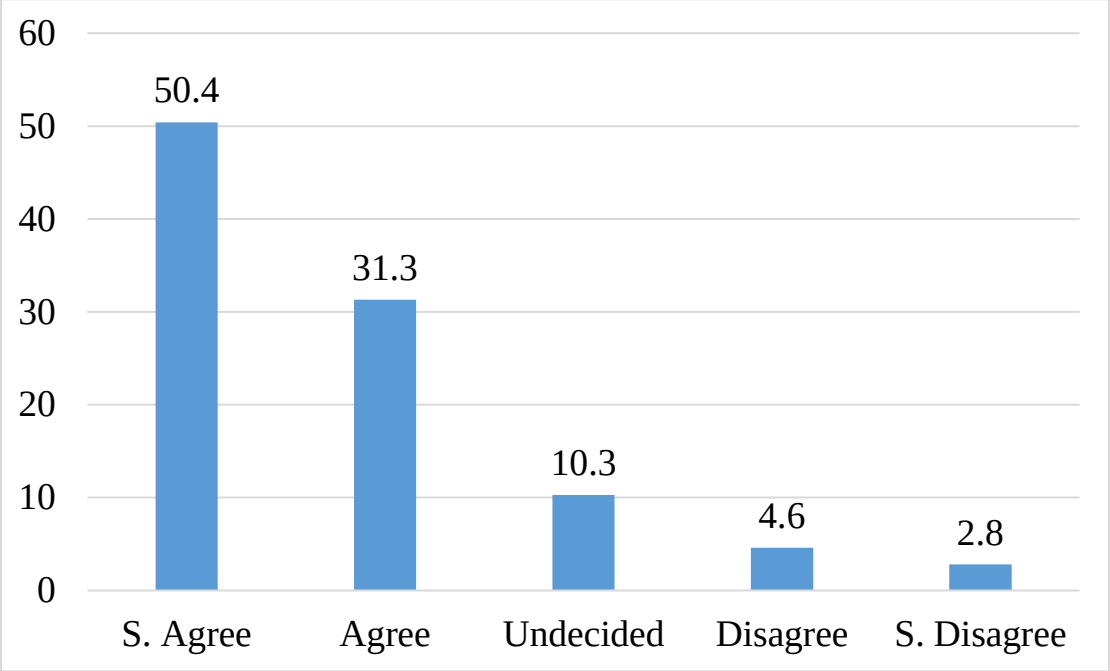


Fig. 4.30: My culture encourages participation in Physical Education (Q53)

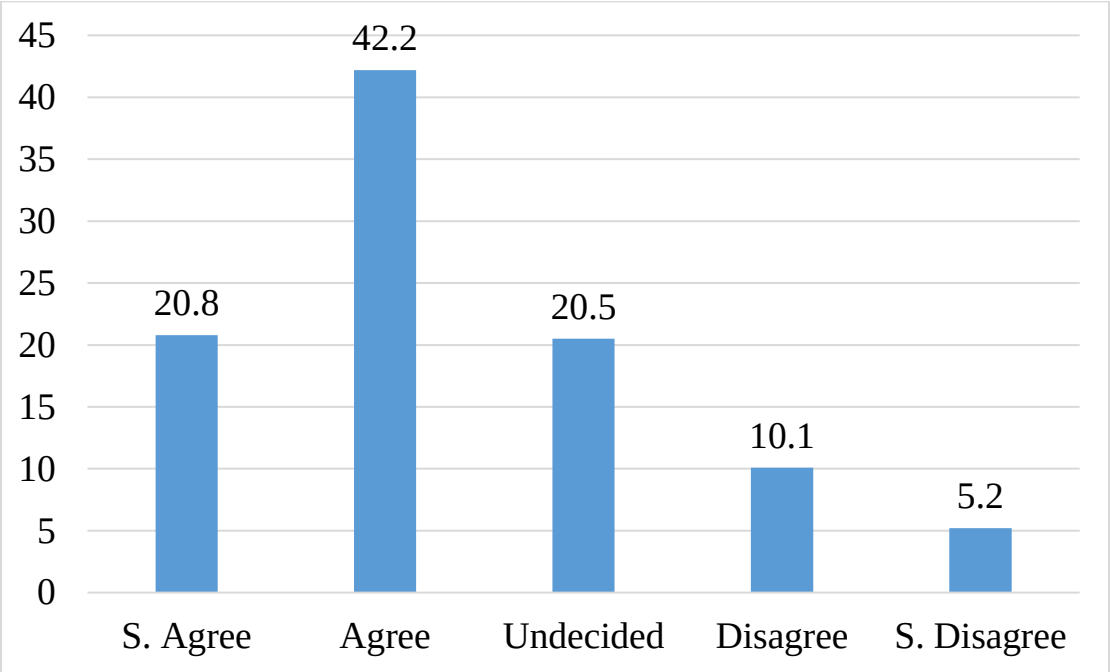


Fig. 4.31: My parents thaink that Physical Education lessons are necessary for all pupils (Q52)

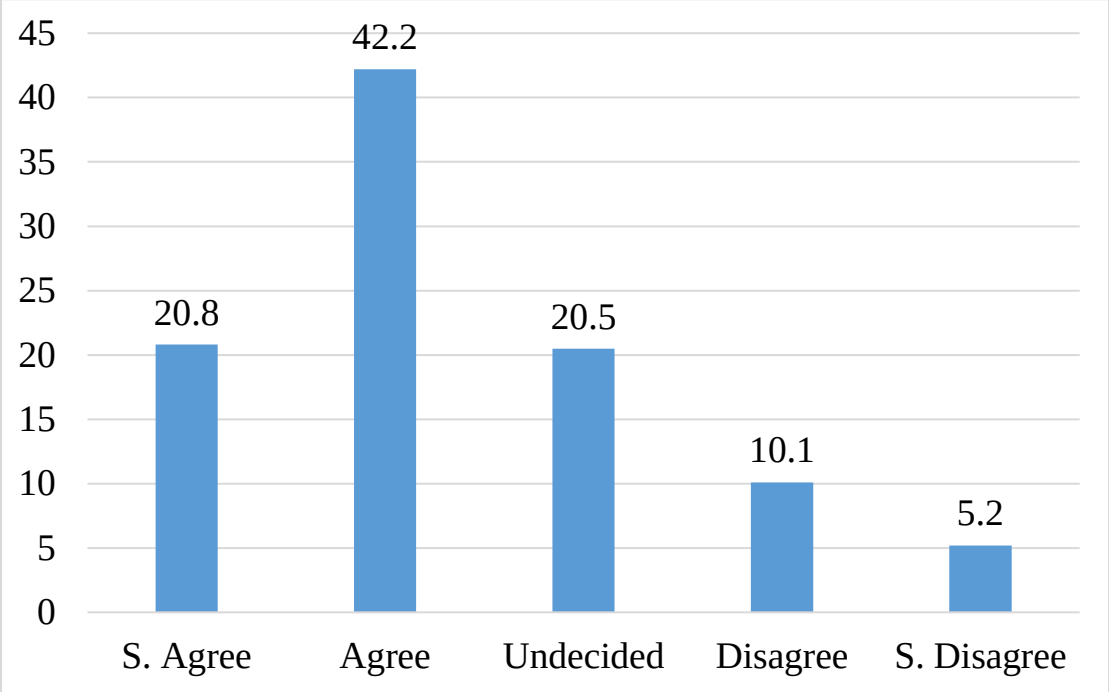


Table 4.67: Students' Views of Parental responses to Sons and Daughters Majoring in Physical Education

Statements	Mean	S.D.
48. Most parents would not approve of their daughters majoring in physical education	3.48	1.40
49. My parents would never want me to major in physical education.	3.30	1.43

Table 4.67 shows that students feel that their parents do not encourage them to major in Physical Education. The table presents the sample students' views of parental responses to sons and daughters majoring in Physical Education in order of importance. The findings from these statements are summarised in graph form below.

Fig. 4.32 Most parents would not approve of their daughters majoring in Physical Education (Q48)

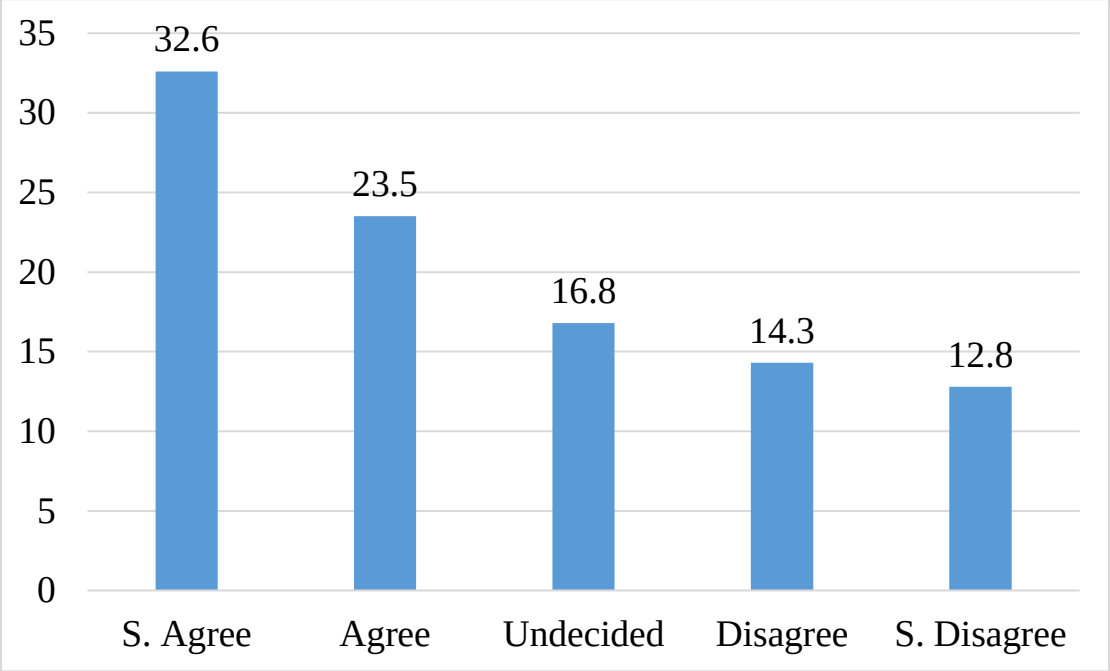


Fig. 4.33: My parents would never want me to major in Physical Education (Q49)

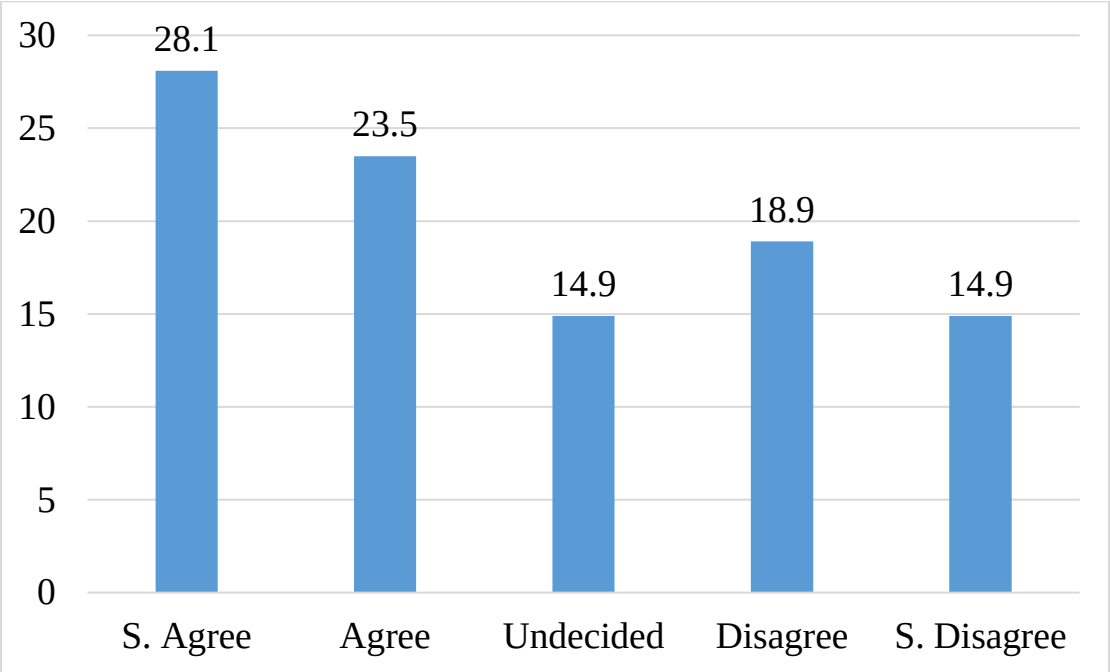


Table 4.68: Reliability Analysis of Culture, Religion and Parents scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
50. My parents always encourage me to participate and study physical education.	0.42	0.54
51. My parents are pleased when I participate in physical education.	0.54	0.47
52. My parents think that physical education lessons are necessary for all pupils.	0.50	0.50
53. My culture encourages participation in physical education.	0.21	0.60
54. My Religion encourages participation in physical education	0.20	0.61

Table 4.67 reports the results computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. Looking at Table 4.68, it can be seen that the 5 items are consistent with each other.

Table 4.69: Students' views as to the influence culture, religion and parents have on Physical Education by sex

Sex	N	M	SD
Male	544	3.44	0.79
Female	578	3.52	0.71

Table 4.69 shows that both male and female students have positive

attitudes, with female students having a slightly more positive attitude than malestudents.

Table 4.70: Students' Views as to the influence Culture, Religion and Parents have on Physical Education by Region

Region	N	M	SD
EDR	434	2.48	0.74
CDR	387	2.58	0.75
WDR	301	2.36	0.76

Table 4.70 shows that whilst all students have a positive attitude, students from the Central Development Region have a more positive attitude than those from the Western Development Region and Eastern Development Regions.

Table 4.71: Students' Views as to the influence Culture, Religion and Parents have on Physical Education by Class

Level	N	M	SD
B.Ed.1st	419	3.55	0.77
B.Ed.2nd	351	3.49	0.74
B.Ed.3rd	352	3.39	0.73

Table 4.71 indicates that 1st, 2nd and 3rd year students have positive attitudes, with 1st year students having the most positive attitudes.

Table 4.72: Students' Views as to the influence Culture, Religion and Parents have on Physical Education by Region and Sex

Sex	EDR		CDR		WDR	
	Number	Mean	Number	Mean	Number	Mean
Male	210	3.52	121	3.55	213	3.31
Female	224	3.44	266	3.59	88	3.49

Table 4.72 illustrates that female Central Development Region and Western Development Region students have a more positive attitude than male students. The data also show that male Eastern Development Region students have a more positive attitude than their female counterparts.

Table 4.73: Students' Views as to the influence Culture, Religion and Parents have on Physical Education by Class and Sex

Sex	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
Male	209	3.50	146	3.46	189	3.38
Female	210	3.60	205	3.51	163	3.40

Data summarised in Table 4.73 show that, in all years, female students have slightly more positive attitudes than the males.

Table 4.74: Students' Views as to the influence Culture, Religion and Parents have on Physical Education by Year and Region

Region	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
EDR	134	3.55	164	3.42	136	3.48
CDR	165	3.66	118	3.64	104	3.37
WDR	120	3.41	69	3.40	112	3.29

Table 4.74 shows that Eastern Development Region and Central Development Region 1st, 2nd and 3rd year students have more positive attitudes than Western Development Region students. However, Central Development Region students in the first year have the most positive attitude overall.

Table: 4.75: Analysis of Variance in respect of Culture, Religion and Parents in relation to Physical Education by Sex, Region and Class

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
Sex	1.381	1	1.381	2.450	0.118
Region	6.451	2	3.225	5.722	0.003*
Class	4.214	2	2.107	3.738	0.024*
Sex/Region	2.410	2	1.205	2.138	0.118
Sex/Class	0.086	2	0.043	0.076	0.927
Region/Class	3.624	4	0.906	1.607	0.170
Explained	18.518	13	1.424	2.527	0.002
Residual	624.530	1108	0.564		
Total	643.048	1121	0.574		

Data summarised in Table 4.75 show that there is a significant difference between region ($P < 0.05$) (see Figure 4.34), where students from the Central Development Region have a more positive attitude than those from the Eastern Development Region and Western Development Regions

(Mean = 3.58, 3.48, 3.36 respectively). Also, as can be seen in the above table, there was a significant difference between class (P <0.05), where students in the first year have a more positive attitude than 1st and 3rd year students (Mean = 3.55, 3.49, 3.39 respectively). However, with regard to the other main effects, there were no statistically significant differences. The key findings from Table 4.74 are summarised in graph formbelow.

Fig. 4.34: Influence of Culture, Religion and Parents by Region

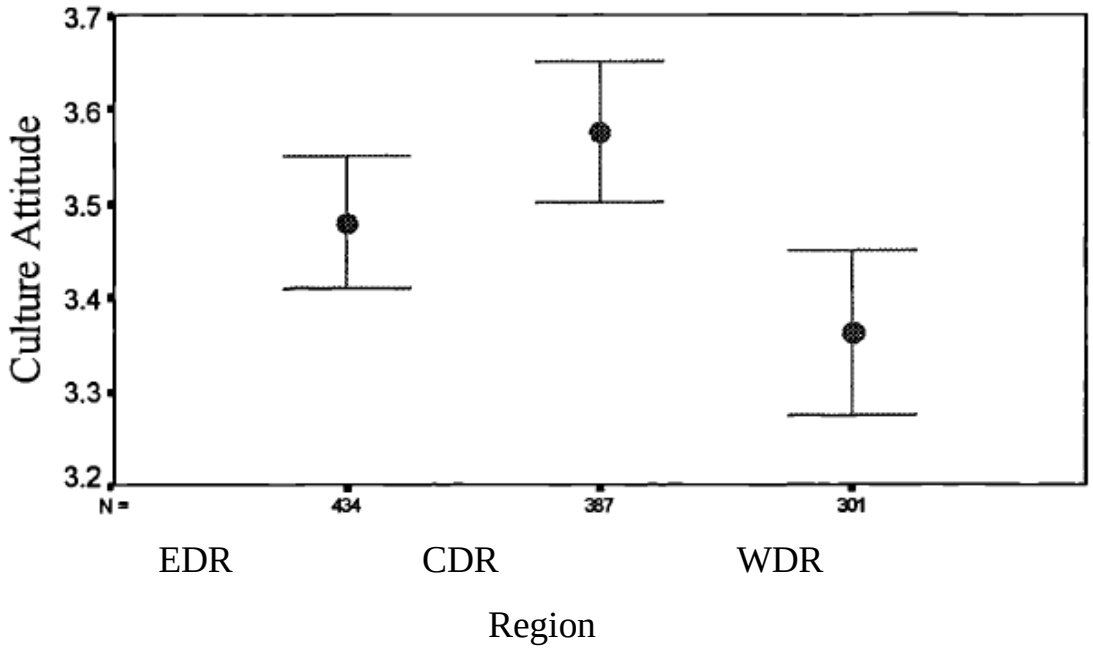
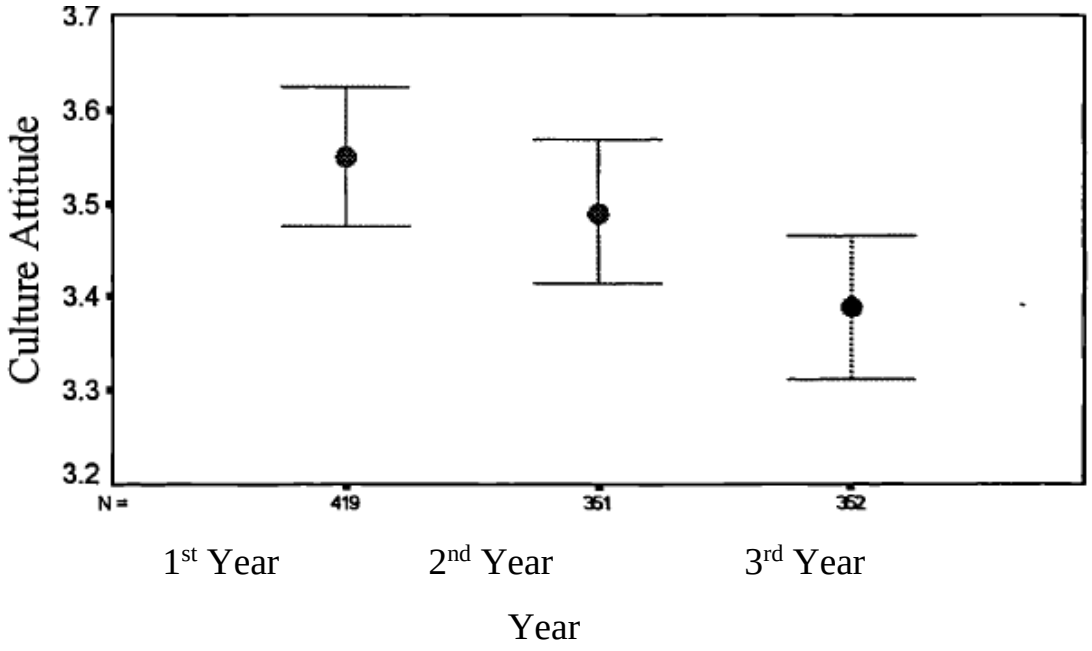


Fig. 4.35: Influence of Culture, Religion and Parents by Class



Having considered the positive statements with regard to the influence of culture, religion and parents on Physical Education, further consideration is given here to questions 48 and 49 which received a negative response from sons and daughters majoring in Physical Education.

Q48. Most parents would not approve of their daughter majoring in physical education.

In considering question 48, the results showed that most of the students (56.1%) either agreed or strongly agreed with this item. Also, it was found that there was a statistically significant difference when considering the variables of sex and class. The results of a Mann-Witney U Test and Kruskal-Wallis Test in respect of sex and class are shown in Tables 4.76, 4.77, 4.78 and 4.79 below.

Table 4.76: Q48. Most parents would not approve of their daughter majoring in physical education. Cross tabulation, frequencies and percentage count by Sex

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
Male	161	136	81	95	71	544
% of total	29.6	25.0	14.9	17	13.1	48.5
Female	205	128	107	65	73	578
% of total	35.5	22.1	18.5	11.2	12.6	51.5
Column	366	264	188	160	144	1122
Total	32.6	23.5	16.8	14.3	12.8	100.0
Total	56.1		16.8	27.1		100.0

Table 4.76 shows that the percentage of female students who agreed or strongly agreed with the statements is slightly higher (57.6%) than the male students (54.6%). It should be noted however, that more male students disagreed or strongly disagreed with the statement (30.1%) than their female counterparts (23.8%). Those who were undecided were 14.9% of the male students and 18.5% of the female students.

Table 4.77: Q48. Most parents would not approve of their daughter majoring in physical education. Mann-Witney U Test to determine the significance of the distribution of rating scale responses by Sex

Variables	U Value	Significance
Male Female	146705.0	0.0459

In applying a Mann-Witness U Test to the responses to this question by sex, Table 4.77 shows that the difference between male and female students was statistically significant (P <0.05).

Table 4.78: Q48. Most parents would not approve of their daughter majoring in physical education. Crosstabulation, frequencies and percentage count by Class

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
B.Ed.1st	116	92	76	70	65	419
% total	27.7	22.0	18.1	16.7	15.5	37.3
B.Ed.2nd	118	91	62	44	36	351
% of total	33.6	25.9	17.7	12.5	10.3	31.3
B.Ed.3rd	132	81	50	46	43	352
% total	37.5	23.0	14.2	13.1	12.2	31.4
Column	366	264	188	160	144	1122
Total	32.6	23.5	16.8	14.3	12.8	100.0
Total	56 1		16.8	27.1		100.0

In considering the responses to this question in relation to class, a Crosstabulation shows that there are more students from the 3rd year (60.5%) and 2nd year (59.50) who were in agreement with this statement, with less conviction being shown in the first year (49.7%)

Table 4.79: Q48. Most parents would not approve of their daughter majoring in physical education. Kruskal-Wallis test to determine the significance of the distribution of rating scale responses by class.

Variables	Chi-Square (Corrected for ties)	Significance
B.Ed.1st year B.Ed.2nd year B.Ed.3rd year	12.7252	0.0017

In applying a Kruskal-Wallis test to the responses to this question, table 4.79 shows that the difference between the students in the three classes was statistically significant ($p<0.05$).

Q49. My parents would never want me to major in physical education.

Once again, a large proportion of the responses either agreed or strongly agreed with this statement (51.3%). In applying the appropriate tests there were found to be significant differences in respect of place and class. The results of a kruskal-wallis test in respect of place and are shown in tables 4.80, 4.81, 4.82 and 4.83 below.

Table 4.80: My parents would never want me to major in physical education. Crosstabulation, frequencies and percentage countby Place (Q49)

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
EDR	133	108	50	85	57	433
% of total	30.7	24.9	11.5	19.6	13.2	38.9
CDR	94	88	58	76	67	383
% of total	24.5	23.0	15.1	19.8	17.5	34.4
WDR	86	63	58	49	42	298
% of total	28.9	21.1	19.5	16.4	14.1	26.8
Column	313	259	166	210	166	1114
Total	28.1	23.2	14.9	18.9	14.9	100.0
Total	**51.3**		**14.9**	**33.8**		**100.0**

The Crosstabulation shows that strength of opinion among students from both the Eastern Development Region (55.6%) and the Western Development Region (50.0%) regions was similar. Whilst the majority of students from the Central Development Region also agreed with this statement, the strength of opinion was not as strong.

Table 4.81: Q49. My parents would never want me to major in physical education. Kruskal-Wallis Test to determine the significance of the distribution of rating scale responses by Place

Variables	Chi-Square (Corrected for ties)	Significance
EDR CDR WDR	5.6932	0.0580

In applying a Kruskal-Wallis Test to the responses to this question, Table 4.81 shows that the difference between the students in the three places was statistically significant (P <0.05).

Table 4.82: My parents would never want me to major in physical education (Q49)

Variable	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Row Total
B.Ed.1st	95	91	70	87	72	415
% of total	22.9	21.9	16.9	21.0	17.3	37.3
B.Ed.2nd	103	80	59	59	48	349
% of total	29.5	22.9	16.9	16.9	13.8	31.3
B.Ed.3rd	115	88	37	64	46	350
% of total	32.9	25.1	10.6	18.3	13.1	31.4
Column	313	259	166	210	166	
Total	28.1	23.2	14.9	18.9	14.9	
Total	51 3		14.9	33.8		100.0

In considering the responses to this question in relation to class, a Crosstabulation shows that there are more students from the 3rd year

(58.0%) and 2nd year (52.4%) who were in agreement with this statement, with less conviction being shown in first year (44.8%).

Table 4.83: My parents would never want me to major in physical education (Q49)

Variables	Chi-Square (Corrected for ties)	Significance
B.Ed.1st year B.Ed.2nd year B.Ed.3rd year	12.5927	0.0018

In applying a Kruskal-Wallis Test to the responses to this question by class, Table 4.83 shows that the difference between the students in the three classes is statistically significant ($P < 0.05$).

4.4 The perceived effect of the mass media on student attitudes to Physical Education

Part 4

The findings for this section will be presented in two tables. The first table shows to what extent the Nepales students feel they should be informed by the mass media about the objectives of Physical Education and sport programmes, and the role that Physical Education and sports programming can play in maintaining good health. The second table shows, in order of importance, how Nepales students rate the usefulness of the different media outlets in informing them about college Physical Education programmes.

Table 4.84: Students' attitudes towards the need to be informed about the objectives of Physical Education and sports programmes

Statements	Mean	S.D.
56. The role that physical education and sports programme can play in maintaining good health	4.32	0.81
55. The objectives of physical education and sport programmes	4.26	0.89

Table 4.84 shows that all students have positive attitudes in terms of their perception of the importance of being kept informed about Physical Education. The table presents the sample students' attitudes in order of importance. The findings from these statements are summarised in graph form below.

Fig. 4.36: Q56. The role that Physical Education and sports programme can play in maintaining good health

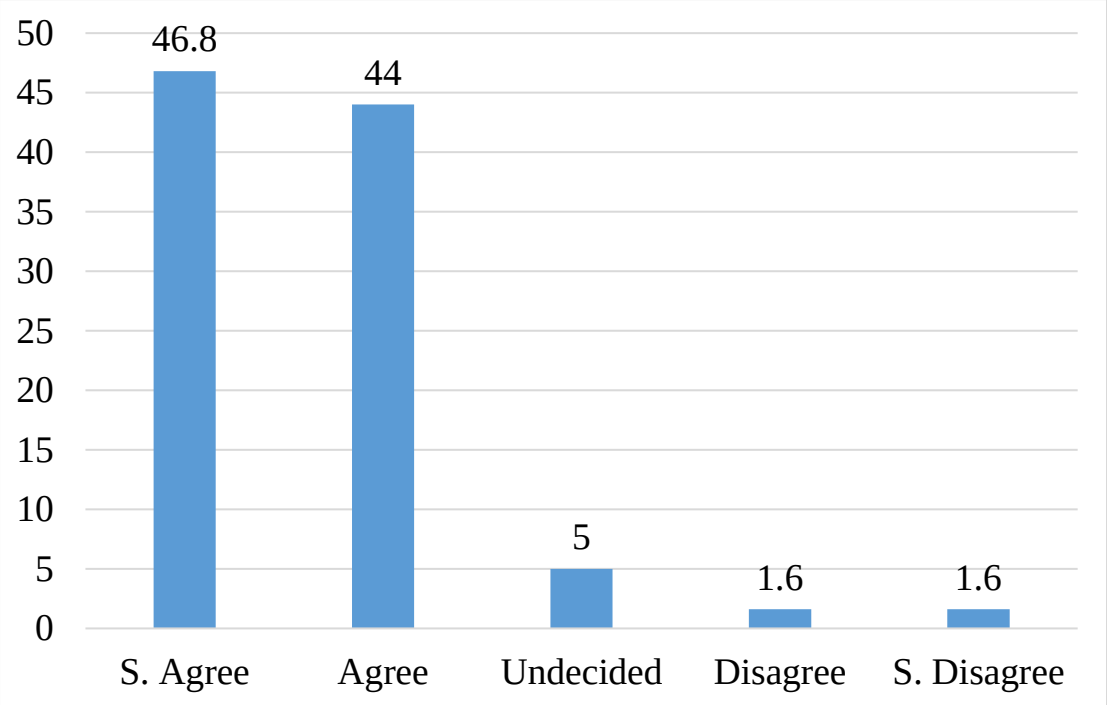


Fig. 4.37: Q55. The objectives of Physical Education and sports programme

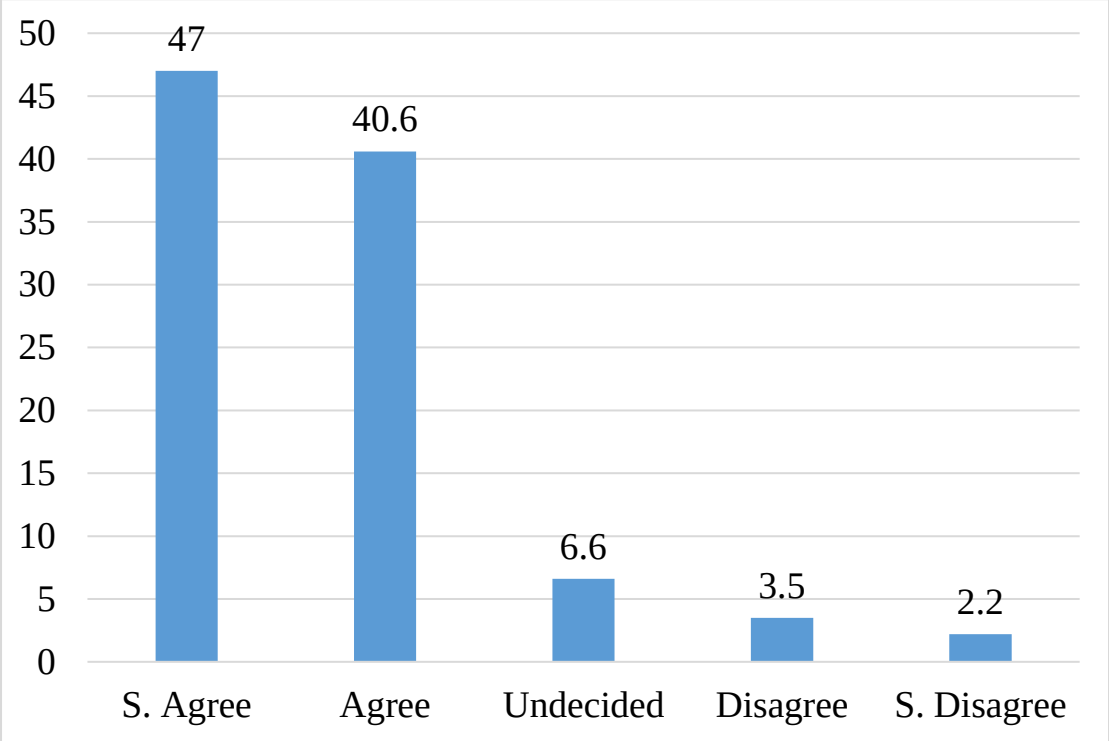


Table 4.85: Students' attitudes in relation to the usefulness of the mass media in offering information about Physical Education

Statements	Mean	SD
59. Television	4.55	0.83
57. Newspapers and magazines	4.31	0.88
58. Radio	4.06	1.04
60. Brochures and pamphlets	3.53	1.19
61. Lectures, conferences, and special programmes	3.49	1.33

Table 4.85 indicates that all students believe that Physical Education can be affected by the mass media. The table presents the sample students' attitudes in order of importance. As can be seen once again however, there

are differences between these five items in terms of how strongly students felt about each statement. When considering these findings further in the discussion section, particular emphasis will be placed upon statements 59, 57 and 58. The findings from these statements are summarised in graph form below.

Fig. 4.38: Q59 Television

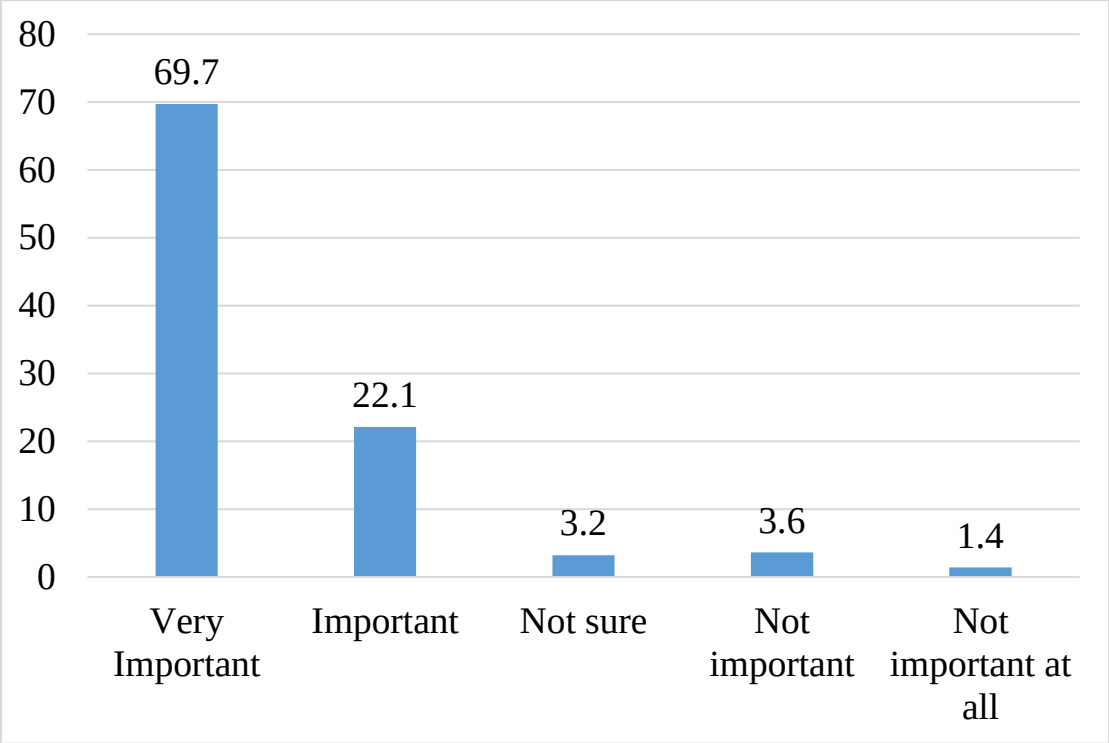


Fig. 4.39: Q57 Newspapers and magazines

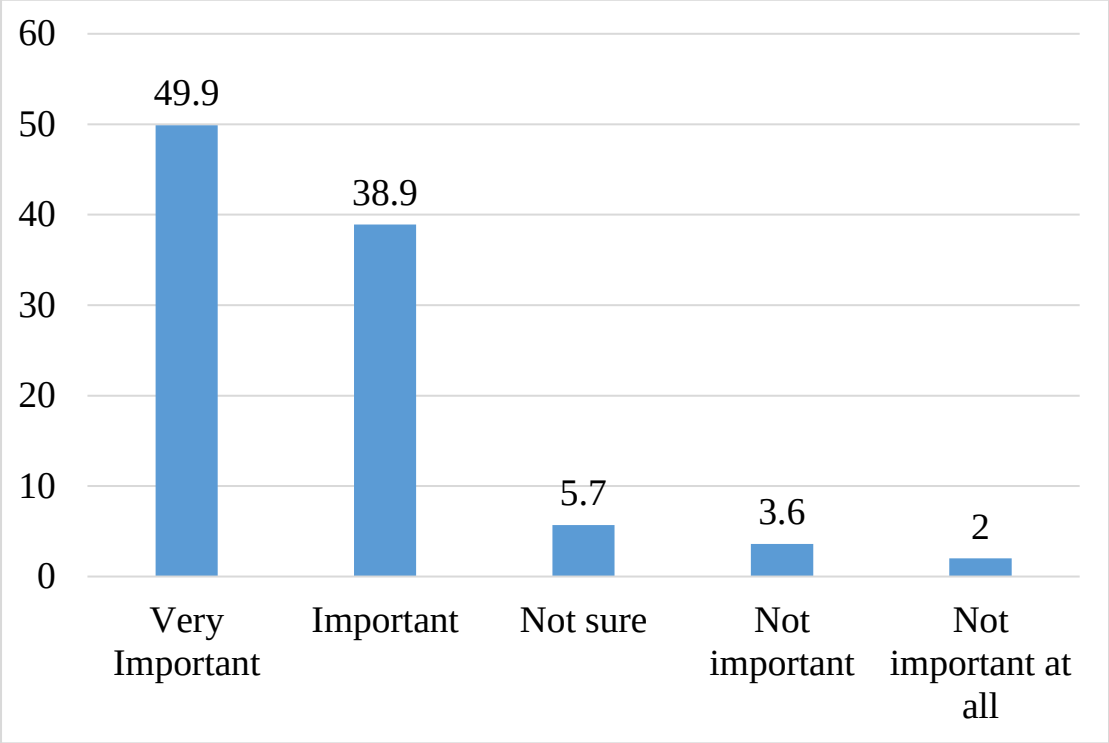


Fig. 4.40: Radio (Q58)

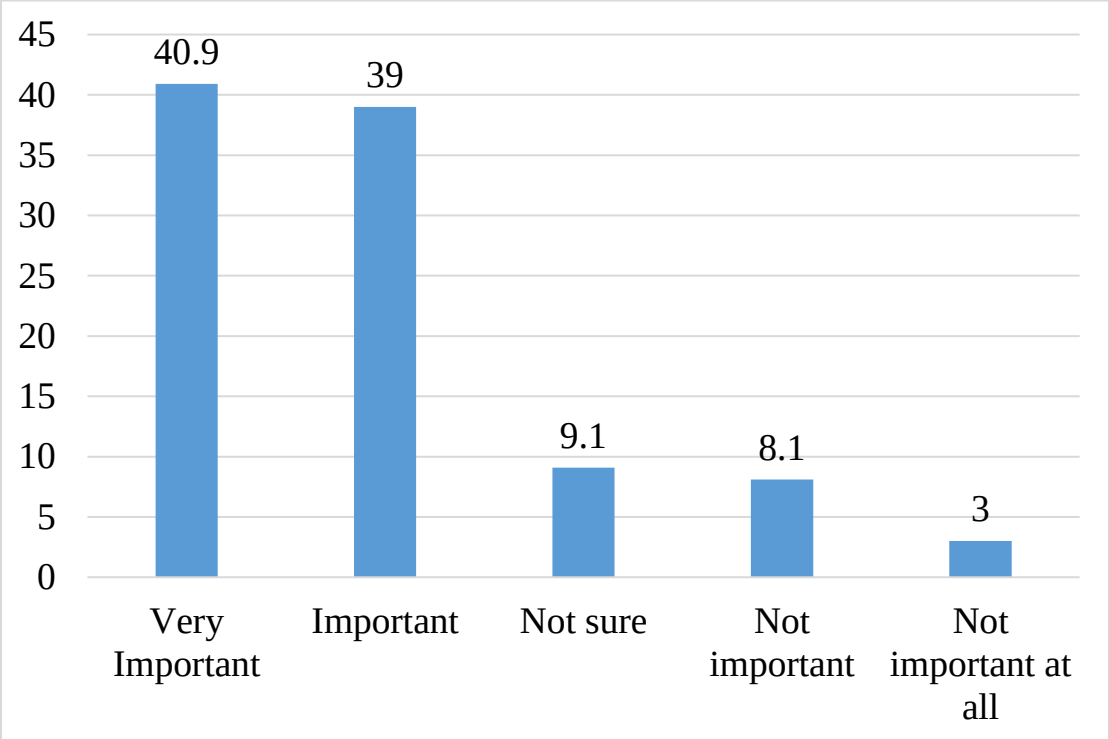


Table: 4.86: Reliability Analysis of the mass media scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
55. the objectives of physical education and sport programme	0.40	0.64
56. the role that physical education and sports programme can play in maintaining good health	0.44	0.64
57. newspapers and magazines	0.38	0.65
58. radio	0.38	0.65
59. television	0.3 1	0.66
60. brochures and pamphlets	0.44	0.63
61. lectures, conferences, and special programmes	0.41	0.64

Table 4.86 reports the results computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. Looking at Table 4.87, it can be seen that the seven items are consistent with each other in terms of what is being measured.

Table: 4.87: Students' Attitudes towards the need to be informed about objectives and sports programmes within Physical Education and the influence of the mass media by Sex

Sex	N	M	SD
Male	541	4.11	0.55
Female	578	4.05	0.63

Table 4.87 shows that male and female students have positive attitudes in these regions.

Table 4.88: Students' Attitudes towards the need to be informed about objectives and sports programmes within Physical Education and the influence of the mass media by Region

Region	N	M	SD.
EDR	433	4.10	0.52
CDR	385	4.05	0.69
WDR	301	4.07	0.55

Table 4.88 shows that Eastern Development Region, Central Development Region and Western Development Region students have similar positive attitudes towards Physical Education in respect of these areas, with the students from the Eastern Development Region having a slightly more positive attitude than those from the Western Development Region and Central Development Regions.

Table 4.89: Students' Attitudes towards the need to be informed about objectives and sports programmes within Physical Education and the influence of the mass media by Class

Class	N	M	SD
B.Ed.1st	419	4.05	0.62
B.Ed.2nd	348	4.08	0.61
B.Ed.3rd	352	4.11	0.54

Table 4.89 indicates that first year, 1st, and 3rd year students have positive attitudes towards Physical Education in relation to these regions, although 3rd year students have the most positive attitude overall.

Table 4.90: Students' Attitudes towards the need to be informed about objectives and sports programmes within Physical Education and the influence of the mass media by Sex and Place

Sex	Estern Development		CDR		WDR	
	Number	Mean	Number	Mean	Number	Mean
Male	209	4.13	119	4.15	213	4.06
Female	224	4.08	266	4.01	88	4.11

Table 4.90 illustrates that male Eastern Development Region and Central Development Region students have a more positive attitude than females. Interestingly however, the data also show female Western Development Region students having a more positive attitude than male Western Development Region students.

Table 4.91: Students' Attitudes towards the need to be informed about objectives and sports programmes within Physical Education and the influence of the mass media by Sex and Class

Sex	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
Male	209	4.11	143	4.10	189	4.11
Female	210	3.99	205	4.07	163	4.11

Table 4.91 shows that male first year and 2nd year students have more positive attitudes than the female students, with male and female 3rd year students having similar positive attitudes.

Table 4.92: Students' Attitudes towards need to be informed about objectives and sports programmes within Physical Education and the influence of mass media by Class and Place

Region	B.Ed.1st		B.Ed.2nd		B.Ed.3rd	
	Number	Mean	Number	Mean	Number	Mean
EDR	134	4.07	163	4.10	136	4.15
CDR	165	4.00	116	4.07	104	4.12
WDR	120	4.10	69	4.05	112	4.05

Table 4.92 shows that WDR first year students have more positive attitudes than Eastern Development Region and Central Development Region students. Eastern Development Region 1st and 3rd year students have more positive attitudes than Central Development Region and Western Development Region students, and 3rd year students in the Eastern Development Region have the most positive attitude of all. Thus, there seems to be little consistency in these results.

Table 4.93: Analysis of Variance for the sports programmes and the influence of mass media by Sex, Place and Class

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
SEX	0.848	1	0.848	2.377	0.123
PLACE	0.520	2	0.260	0.729	0.483
CLASS	0.650	2	0.325	0.912	0.402
Sex/Place	1.291	2	0.646	1.810	0.164
Sex/Class	0.337	2	0.168	0.472	0.624
Place/Class	0.597	4	0.149	0.419	0.795
Explained	4.688	13	0.361	1.011	0.438
Residual	394.082	1105	0.357		
Tota	398.770	1118	0.357		

Data summarised in this table show that there are no significant differences among them (P <0.05).

Attitudes of Physical Education Parents

a) Sex

In considering the sample of parents who responded to the questionnaire, Table 4.95 shows the number of male and female parents in the sample.

Table 4.94: Distribution of Parents with regard to Sex

Sex	**Frequency**	**Percentage**
Males	90	60.8
Females	58	39.2
Total	148	100

Table 4.95: Parents' Attitudes towards Physical Education Objectives

Physical Education should:	Mean	SD
2. meet the present needs of students	4.54	0.61
1. serve the needs of the community and the nation	4.41	0.71
6. consider the indoor and the outdoor Physical Education facilities	4.40	0.65
9. list the objectives in Physical Education which are achievable	4.34	0.65
3. consider the amount of money allocated in the national budget for physical education	4.31	0.80
4. consider the type of professional preparation of Physical Education teachers	4.29	0.69
7. consider the quantity of appropriate equipment	4.28	0.66
8. consider the quality of appropriate equipment	4.19	0.78
5. consider the current physical fitness and skill level of the students	4.12	-0.82

Data summarised in Table 4.95 show that all parents have positive attitudes towards the nine Physical Education objectives. It is worth noting that the strongest level of agreement is centred upon meeting the needs of the students, the community and the nation. The findings from the first two statements 2 and 1 are summarised in graph form below.

Fig. 4.41: Meeting the present needs of students (Q2)

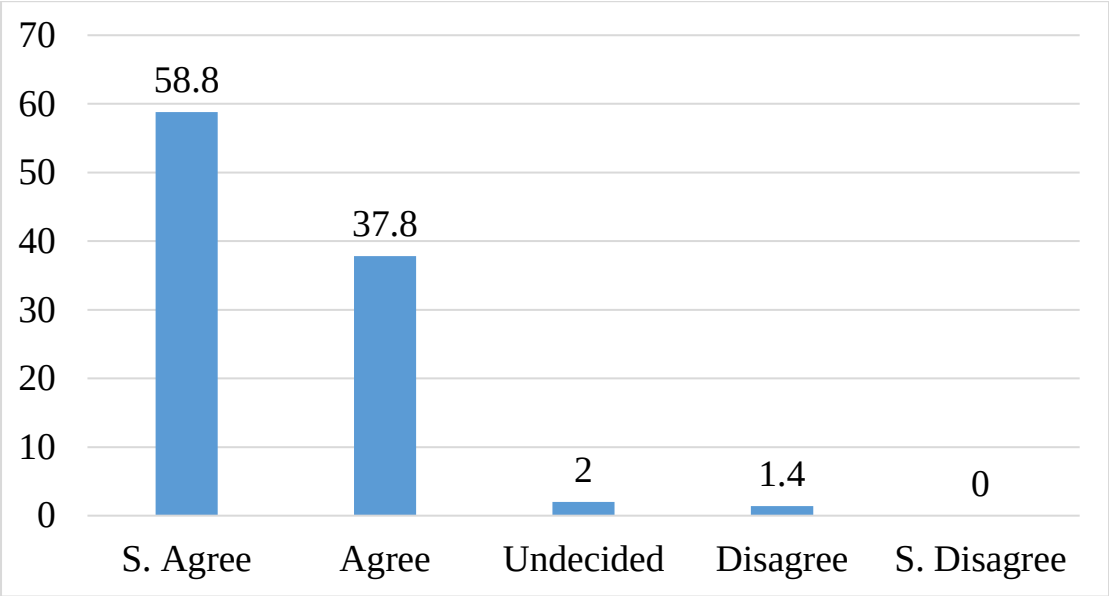


Fig. 4.42: Saving the needs of community and the nation (Q1)

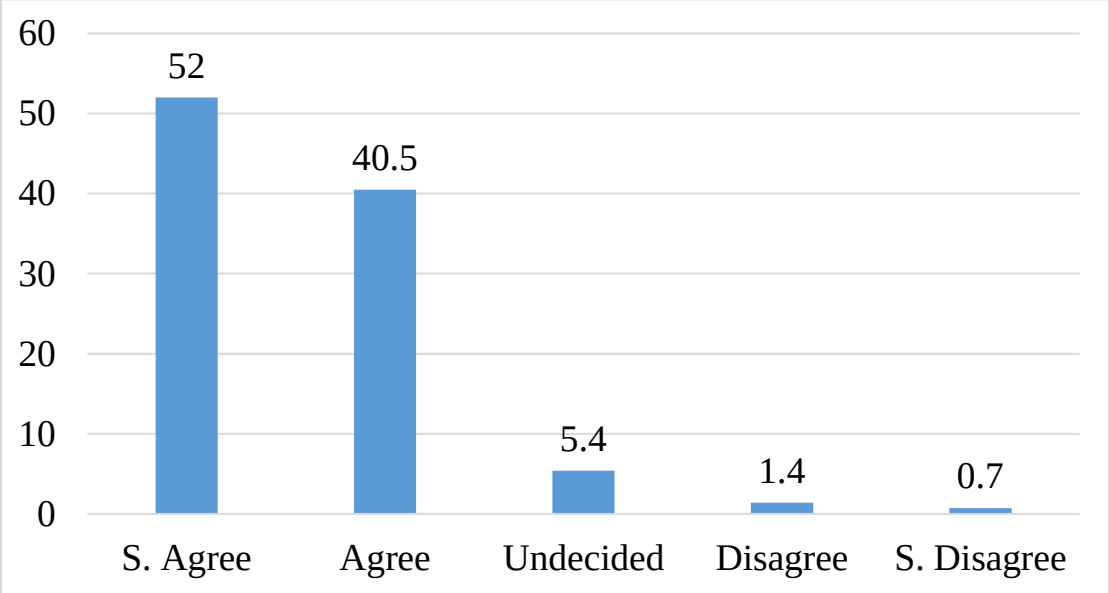


Table 4.96: Reliability Analysis of Physical Education Objectives scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
1. serve the needs of the community and the nation	0.23	0.69
2. meet the present needs of students	0.35	0.67
3. consider the amount of money allocated in the national budget for physical education	0.35	0.67
4. consider the type of professional preparation of Physical Education teachers	0.34	0.67
5. consider the current physical fitness and skill level of the students	0.28	0.68
6. consider the indoor and the outdoor Physical Education facilities	0.48	0.64
7. consider the quantity of appropriate equipment	0.50	0.64
8. consider the quality of appropriate equipment	0.38	0.66
9. list the objectives in Physical Education which are achievable	0.41	0.66

Table 4.96 reports the results computed using the SPSS "Reliability" programme indicating Cronbach's Alpha score (Fitz-Gibbon 1978: 107, 110- 112) relating the consequent figure for each item to the summary Alpha figure in Table 4.96. If the item is deleted, where the Alpha value is lower than Alpha, then that item is interpreted as being consistent with all other items in the scale in terms of what is being measured. Looking at Table 4.96, it can be seen that the 9 items show this consistency.

Table 4.97: Parents' Attitudes towards Objectives of Physical Education

Sex	N	M	SD
Male	90	4.29	0.35
Female	58	4.38	0.42

Taking all the objectives together, Table 4.97 shows that both male and female parents have positive attitudes towards Physical Education with female parents being marginally more positive.

Table 4.98: Analysis of Variance for Physical Education Objectives by Sex and Qualification

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
SEX	0.317	1	0.317	2.494	0.117
Experience	0.361	2	0.180	1.419	0.246
Qualification	1.051	2	0.525	4.134	0.018*
Sex/ Experience	2.460	2	1.230	9.676	0.000*
Sex/ Qualification	0.330	2	0.165	1.297	0.277
Experience / Qualification	0.630	4	0.158	1.240	0.297
Explained	4.869	13	0.375	2.947	0.001
Residual	17.030	134	0.127		
Total	21.899	147	0.149		

An examination of Table 4.98, shows that there was a statistically significant difference in terms of interaction between sex ($P< 0.05$), with female parents showing a more positive attitude than male parents (M = 4.44, 4.08 respectively). Also, as can be seen in the above table, there was a significant difference between parents' qualification ($P< 0.05$), where S.L.C. and Illiterate parents showed a more positive attitude than Intermediate + Bachelor parents (M 4.37, 4.33, 4.06 respectively).

However, it is acknowledged that the Intermediate and Bachelor cohort is considerably smaller than the other two. Regarding the other main effects, there were no statistically significant differences.

Table 4.99: Parents' Attitudes Towards the Physical Education Curriculum

The Physical Education curriculum should:	Mean	SD
10. provide experiences which promote the normal physical growth and development of students	4.68	0.52
13. provide experiences aimed at developing self-confidence	4.68	0.53
14. provide experiences to develop leadership ability	4.59	0.55
19. provide for individual differences in the abilities of the students	4.58	0.60
11. encourage students to continue to participate in outside school programmes of physical education	4.58	0.57
21. enable students to derive enjoyment from participation in the programme	4.54	0.53
18. increase the student's knowledge in appropriate health habits and life styles	4.53	0.56
17. improve the cardiorespiratory endurance of students	4.45	0.62
15. develop student's effective movement skills	4.43	0.58
22. help students to find release from tensions and frustrations	4.34	0.63
12. encourage students to continue to participate in physical activities throughout their adult lives	4.33	0.62
20. consider the preferences of students in selecting physical education activities for the programme	4.33	0.66
16. develop student's knowledge and skills in life-time physical recreational activities	4.31	0.53
25. take into account the activities offered in elementary and preparatory schools	4.10	0.66
24. concentrate on team sports as the main activity	3.69	1.11
23. concentrate on individual sports as the main activity	3.42	1.11

Data summarised in Table 4.99 show that all parents have positive attitudes towards the Physical Education curriculum. There would appear to be considerable agreement that Physical Education should:

- provide experiences which promote normal physical growth and development of students.
- provide experiences aimed at developing self-confidence.
- provide experiences to develop leadership ability.
- provide for individual differences in the abilities of the students.
- encourage students to continue to participate in outside college programmes of Physical Education.
- enable students to derive enjoyment from participation in the programme
- increase students' knowledge in appropriate health habits.

The findings from statements 10, 13, 14, 19, 11, 21 and 18 are summarised in graph form below.

Fig. 4.43: Provide experiences which promote the normal physical growth and development of students (Q10)

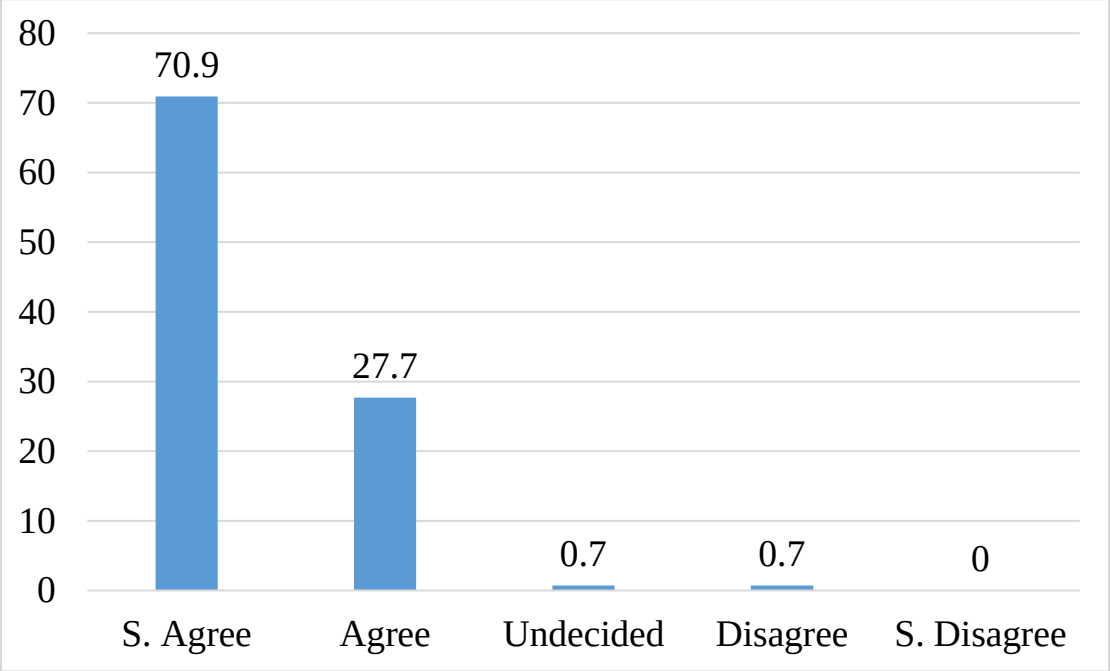


Fig. 4.44: Provide experiences to develop leadership ability (Q14)

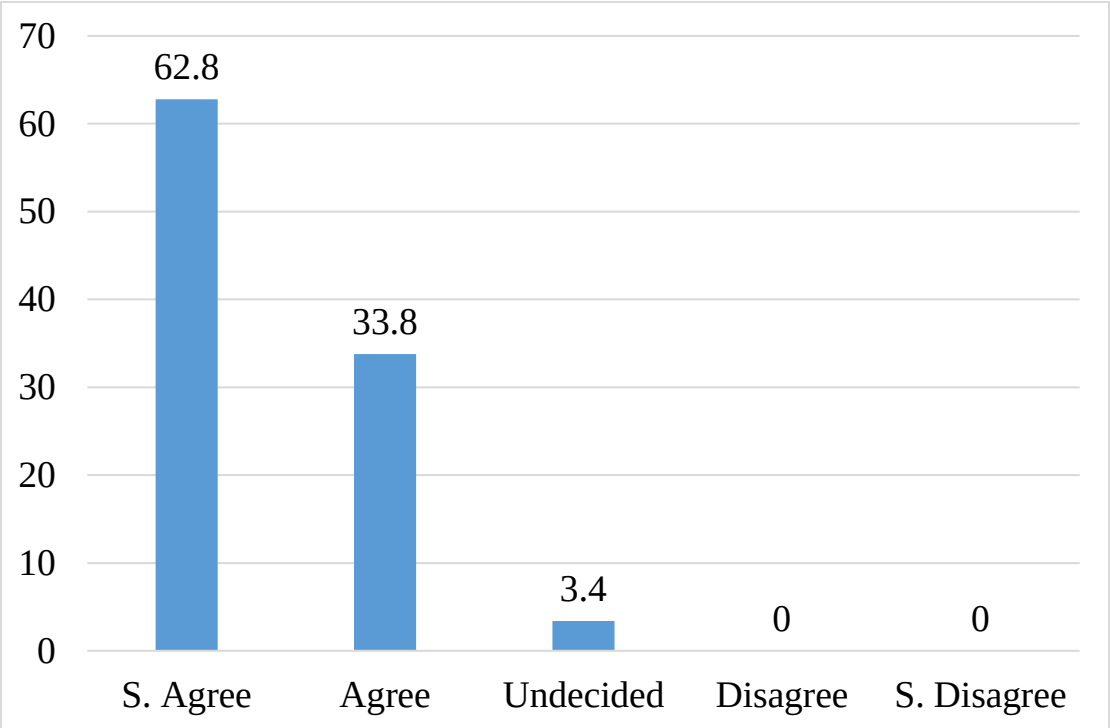


Fig. 4.45: Provide for individual differences in the abilities of the students (Q19)

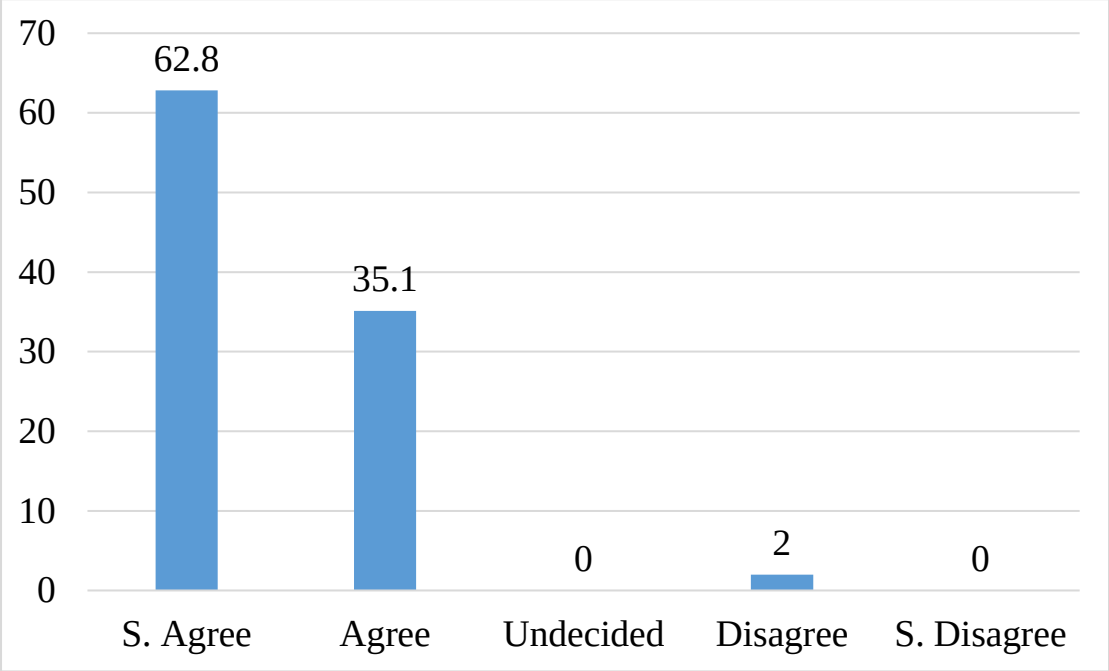


Fig. 4.46: Encourage students to continue to participate in physical activities throughout their adult lives (Q11)

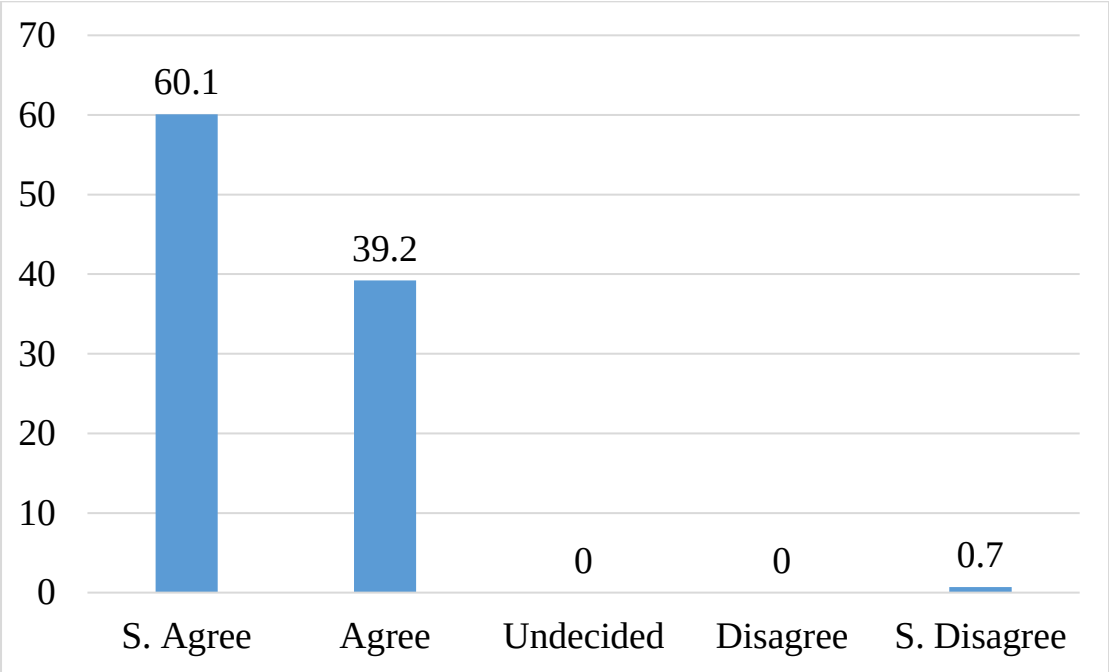


Fig. 4.47: Enable students to derive enjoyment from participation in the programme (Q21)

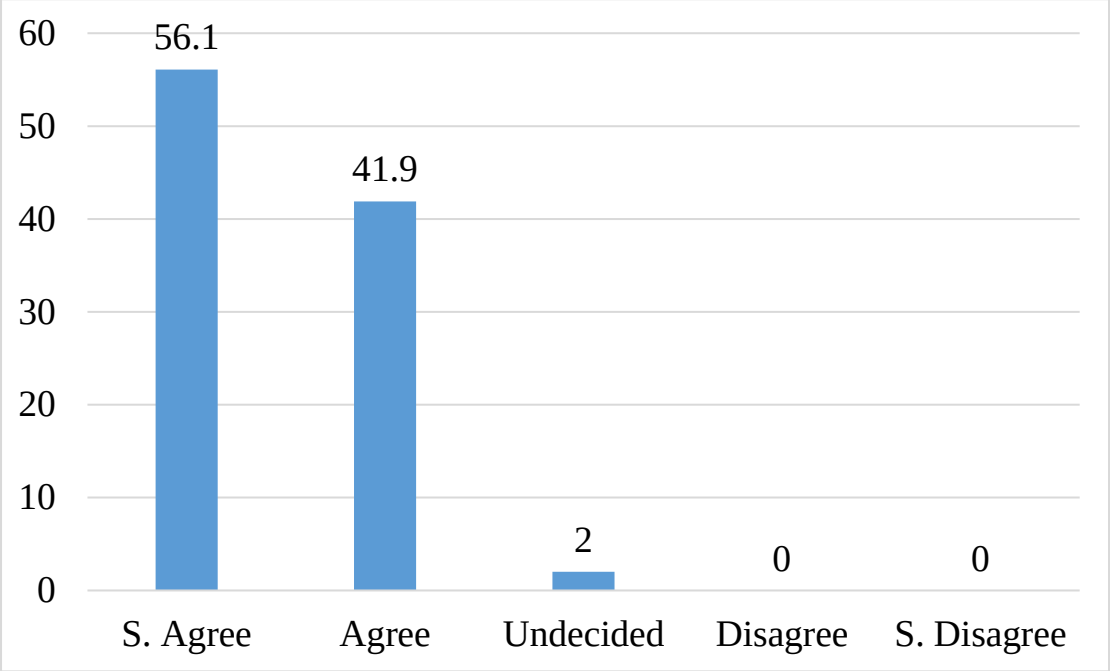


Fig. 4.48: Increase the student's knowledge in appropriate health habits and life styles (Q18)

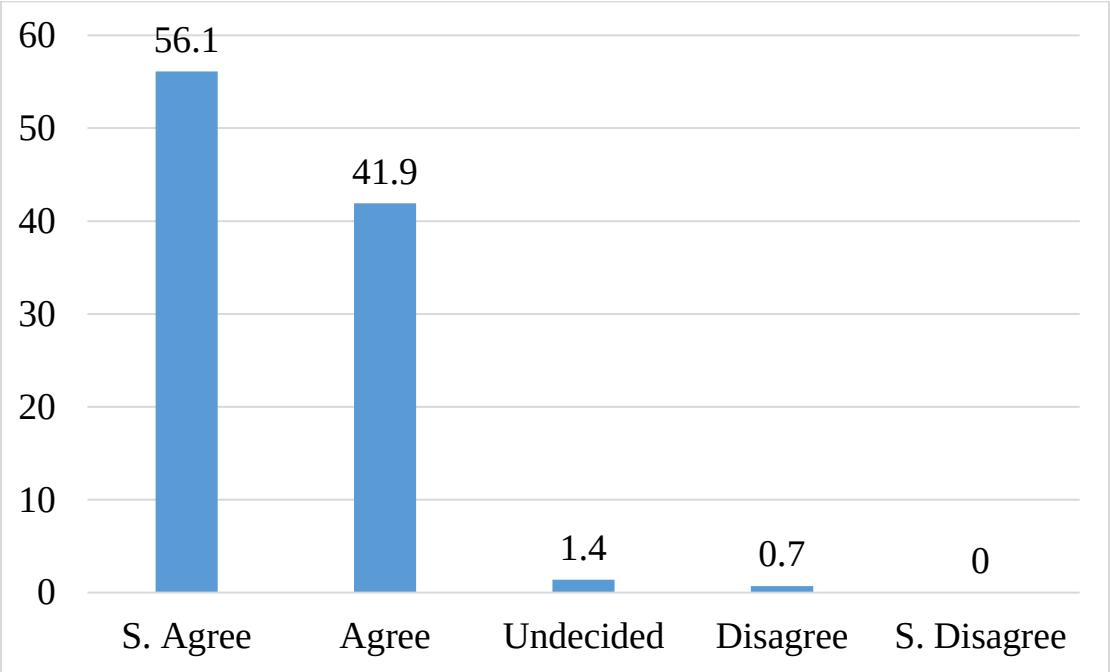


Table 4.100: Reliability Analysis of Physical Education Curriculum Scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
10. provide experiences which promote the normal physical growth and development of students	0.47	0.77
11. encourage students to continue to participate in outside school programmes of physical education	0.45	0.77
12. encourage students to continue to participate in physical activities throughout their adult lives	0.42	0.77
13. provide experiences aimed at developing self-confidence	0.51	0.77
14. provide experiences to develop leadership ability	0.47	0.77
15. develop student's effective movement skills	0.37	0.77
16. develop student's knowledge and skills in life-time physical recreational activities	0.40	0.77
17. improve the cardiorespiratory endurance of students	0.54	0.76
18. increase the student's knowledge in appropriate health habits and life styles	0.38	0.77
19. provide for individual differences in the abilities of the students	0.29	0.78
20. consider the preferences of students in selecting physical education activities for the programme	0.31	0.78
21. enable students to derive enjoyment from participation in the programme	0.40	0.77
22. help students to find release from tensions and frustrations	0.42	0.77
23. concentrate on individual sports as the main activity	0.36	0.78
24. concentrate on team sports as the main activity	0.32	0.79
25. take into account the activities offered in elementary and preparatory schools.	0.32	0.78

Table 4.100 reports the results computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. From the above table, it can be seen that the 16 items are consistent with each other in terms of what is being measured.

Table 4.101: Analysis of Variance for the Physical Education Curriculum by Sex, Qualification and Experience

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
SEX	0.005	1	0.005	0.045	0.832
Experience	0.453	2	0.227	2.241	0.110
Qualification	0.707	2	0.354	3.497	0.033*
Sex/ Experience	0.506	2	0.253	2.501	0.086
Sex/ Qualification	0.008	2	0.004	0.040	0.961
Experience / Qualification	0.680	4	0.170	1.681	0.158
Explained	2.648	13	0.204	2.014	0.024
Residual	13.552	134	0.101		
Total	16.200	147	0.110		

Data summarised in Table 4.101 show that there was a significant difference between parents' qualifications (P< 0.05), where S.L.C. and Illiterate parents showed more positive attitudes than Intermediate + Bachelor parents (M = 4.40, 4.34, 4.16 respectively). Again, it should be noted that the Intermediate + Bachelor is far smaller than the other two groups. With regard to the other main effects, there were no statistically significant differences.

Table 4.102: Physical Education as perceived by Parents

	Mean	SD
27. Physical Education should be a compulsory requirement from elementary school through high school	4.48	0.83
26. Physical Education provides an outlet for suppressed emotions	4.27	0.74
36. Physical Education should provide students in elementary, preparatory and secondary schools with physical activity at least twice a week	4.24	1.04
37. There should be more Physical Education lessons for each student each week	4.13	1.21
29. A Physical Education credit should be required for graduation from high school	3.91	1.15
32. Physical Education teachers are not given the same respect by the public that other teachers receive	3.35	1.35
28. It should not be necessary for a woman to be a college graduate to teach Physical Education	3.26	1.24
35. Women who teach Physical Education are not popular socially	3.22	1.25
30. Salaries of Physical Education teachers should not be as high as the salaries of those who teach academic courses.	2.58	1.33
31. Physical Education teachers are only concerned with muscle building	2.33	1.05
34. There is no need to be concerned over the present shortage of women Physical Education teachers	2.30	1.09
33. Physical Education teachers should only be required to complete a two year college course	1.99	0.95

Data summarised in Table 4.102 indicate that parents, in the main, have positive attitudes towards Physical Education. As can be seen once again however, there are differences between these 12 items in terms of how

strongly parents feel about each statement. There would appear to be considerable agreement that Physical Education should be a compulsory requirement from elementary school through college, that Physical Education provides an outlet for suppressed emotion, that students in elementary, preparatory and secondary colleges should take part in physical activity at least twice a week and that there should be more Physical Education lessons for each student each week. The findings from statements 27, 26, 36 and 37 are summarised in graph form below.

Fig. 4.49: Physical Education should be a compulsory requirement from elementary school through high school (Q27)

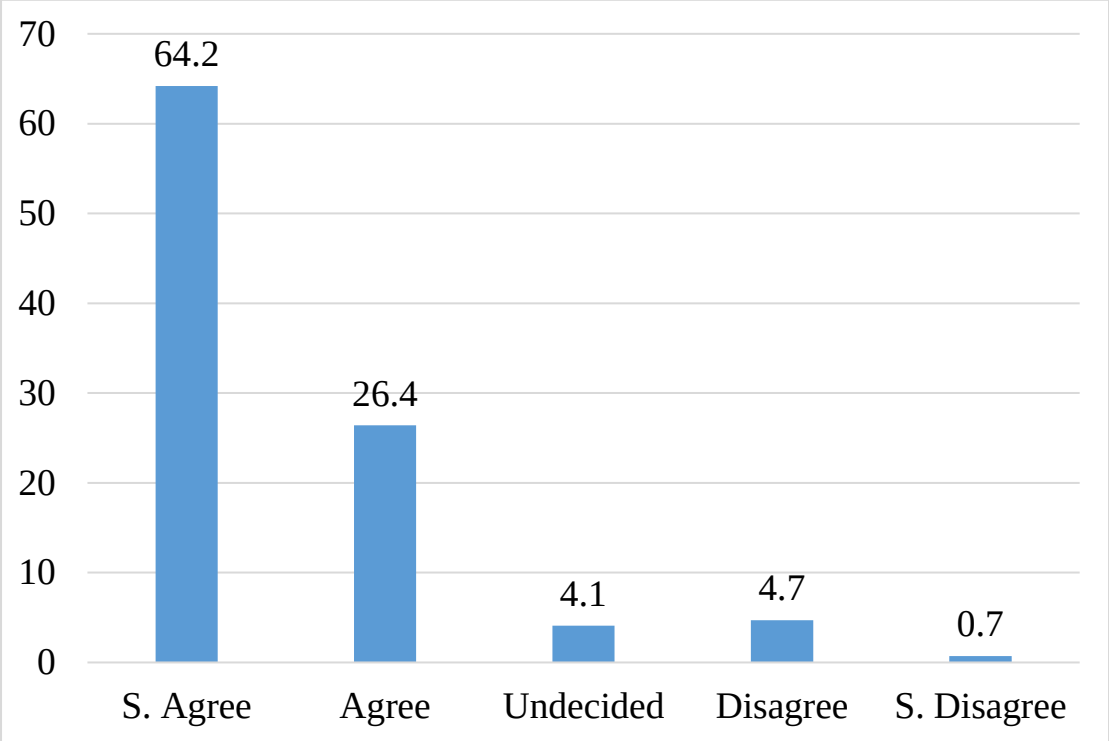


Fig. 4.50: Physical Education provides an outlet for suppressed emotions

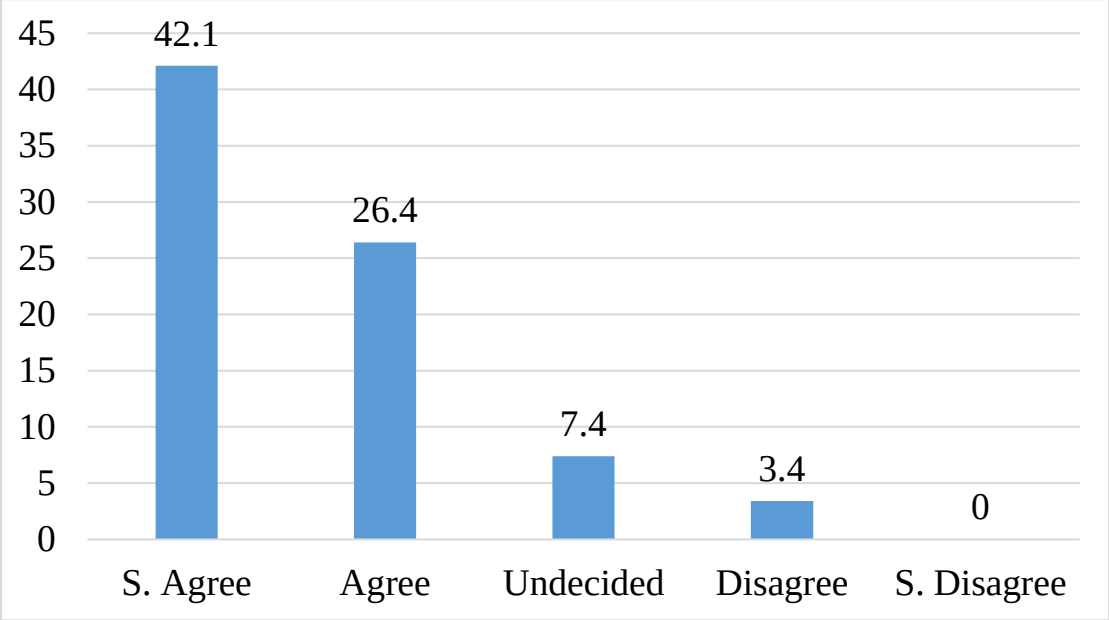


Fig. 4.51: Physical Education should provide students in elementary, preparatory and secondary schools with physical activity at least twice a week (Q36)

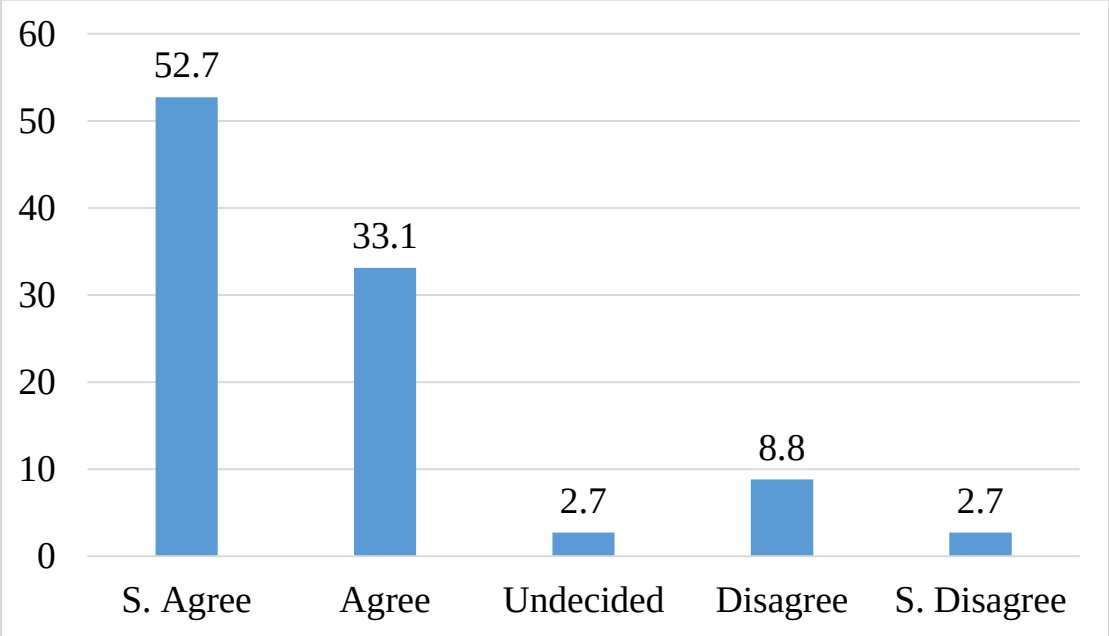


Fig. 4.52: There should be more physical Education Lessons for each student each week (Q37)

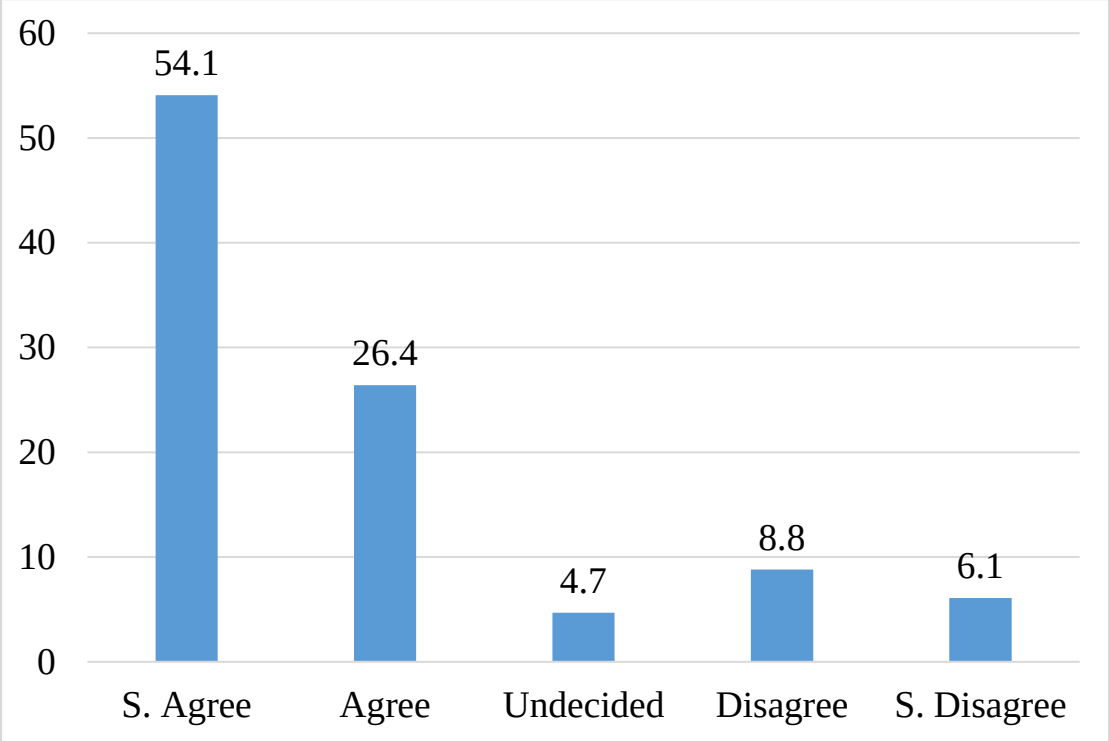


Table 4.103: Reliability Analysis for Parents' Perception of Physical Education scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
26. Physical Education provides an outlet for suppressed emotions	0.19	0.61
27. Physical Education should be a compulsory requirement from elementary school through high school	0.25	0.60
28. It should not be necessary for a woman to be a college graduate to teach Physical Education	0.26	0.60
29. A Physical Education credit should be required for graduation from high school	0.24	0.60
30. Salaries of Physical Education teachers should not be as high as the salaries of those who teach academic courses	0.27	0.60
31. Physical Education teachers are only concerned with muscle building	0.43	0.57
33. Physical Education teachers should only be required to complete a two year college course	0.29	0.59
34. There is no need to be concerned over the present shortage of women Physical Education teachers	0.21	0.61
35. Women who teach Physical Education are not popular socially	0.29	0.59
36. Physical Education should provide students in elementary, preparatory and secondary schools with physical activity at least twice a week	0.33	0.59
37. There should be more Physical Education lessons for each student each week	0.36	0.58

As in Tables 4.96 and 4.100, the results reported here were computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. From

this table it can be seen that the 11 items show consistency with each other. However, after the reliability test had been applied, it was found that deletion of statement 32 would increase the alpha level and it was therefore dropped.

Table 4.104: Analysis of Variance for Parents' Perception of Physical Education by Sex, Qualification and Experience.

Main Effects	**Sum of Squares (SS)**	**Degree of Freedom (DF)**	**Variance Estimate (MS)**	**F-Ratio (F)**	**Sig of** F
SEX	2.782	1	2.782	13.046	0.000*
Experience	0.301	2	0.151	0.707	0.495
Qualification	0.447	2	0.223	1.047	0.354
Sex/ Experience	1.205	2	0.602	2.824	0.063
Sex/ Qualification	1.192	2	0.596	2.795	0.065
Experience / Qualification	1.427	4	0.357	1.673	0.160
Explained	7.429	13	0.571	2.679	0.002
Residual	28.581	134	0.213		
Total	36.010	147	0.245		

Data summarised in Table 4.104 show that there was a significant difference between sex (P <0.05). With regard to the other main effects there were no statistically significant differences amongst them.

The perceived effect of the mass media on parent's attitudes to

Physical Education

The findings for this section will be presented in two tables. The first table shows to what extent the Nepales parents feel they should be informed by the mass media about the objectives of Physical Education and sport programmes, and the role that Physical Education and sports programming can play in maintaining good health. The second table shows, in order of importance, how Nepales parents rate the usefulness of the different media outlets in informing them about college Physical Education programmes.

Table 4.105: Parents' Attitudes towards the need to be informed about the objectives of Physical Education and sports programmes

Statements	**Mean**	SD
39. the role that Physical Education and sports programme can play in maintaining good health	4.58	0.60
38. the objectives of Physical Education and sport programme	4.54	0.63

Table 4.105 shows that all parents have positive attitudes in relation to their perception of the importance of being informed about Physical Education by the mass media. The table presents the sample parents' attitudes in order of importance. The findings from these statements are summarised in graph form below.

Fig. 4.53: The role that Physical Education and sports programme can play in maintaining good health (Q39)

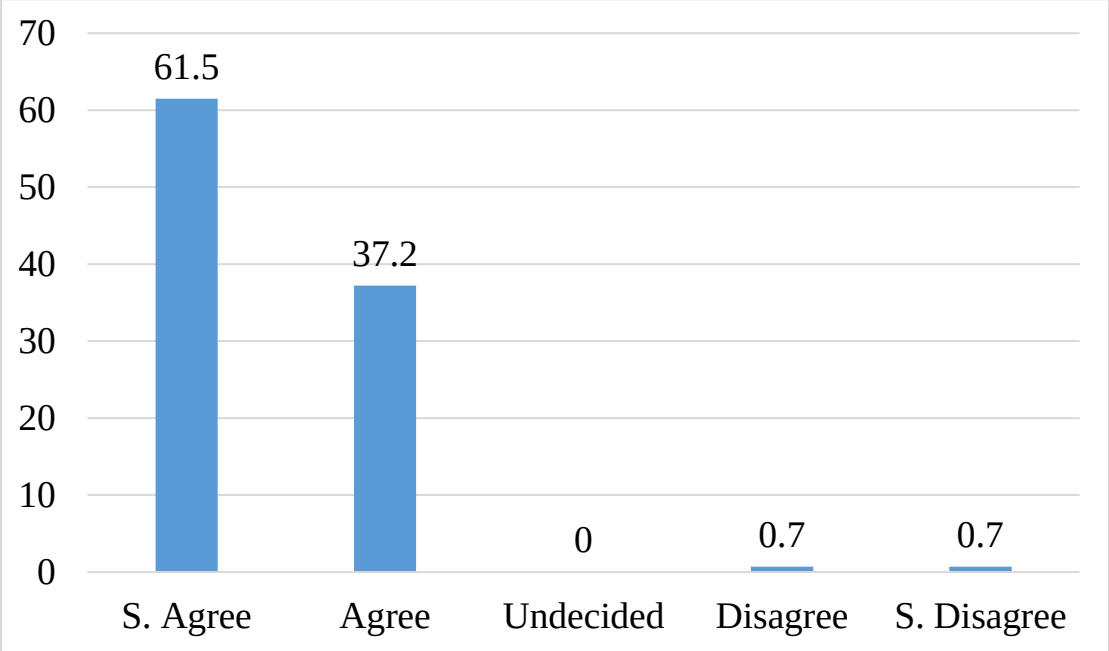


Fig. 4.54: The objectives of Physical Education and sports programme (Q38)

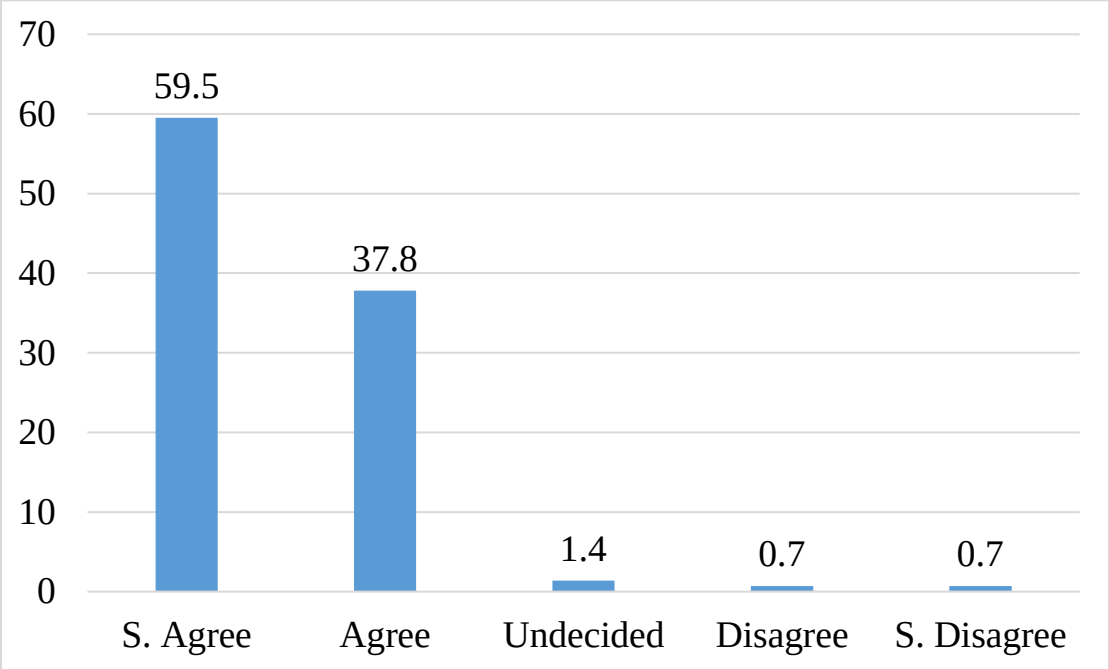


Table 4.106: Parents' Attitudes in relation to the usefulness of the mass media in offering information about Physical Education

42. television	**4.88**	0.34
40. newspapers and magazines	4.71	0.48
41. radio	4.51	0.64
44. lectures, conferences, and special programmes	4.39	0.72
43. brochures and pamphlets	4.20	0.81

Table 4.106 indicates that all parents regard the mass media as useful in offering information about Physical Education. The table is constructed to illustrate the attitude statements ranked in order of importance. There would appear to be considerable agreement that the Nepales parents feel they should be informed about college Physical Education programmes by television, newspapers and magazines, radio and lectures, conferences and special programmes. The findings from these statements are summarised in graph form below.

Fig. 4.55: Television (Q42)

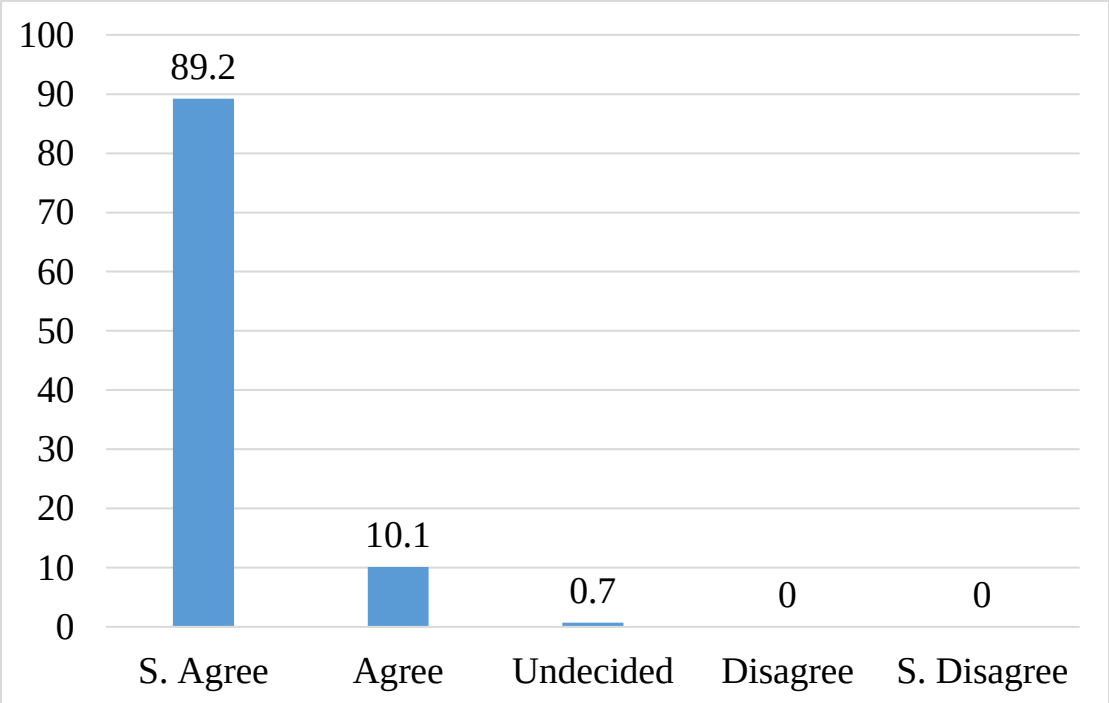


Fig. 4.56: Newspapers and magazines (Q40)

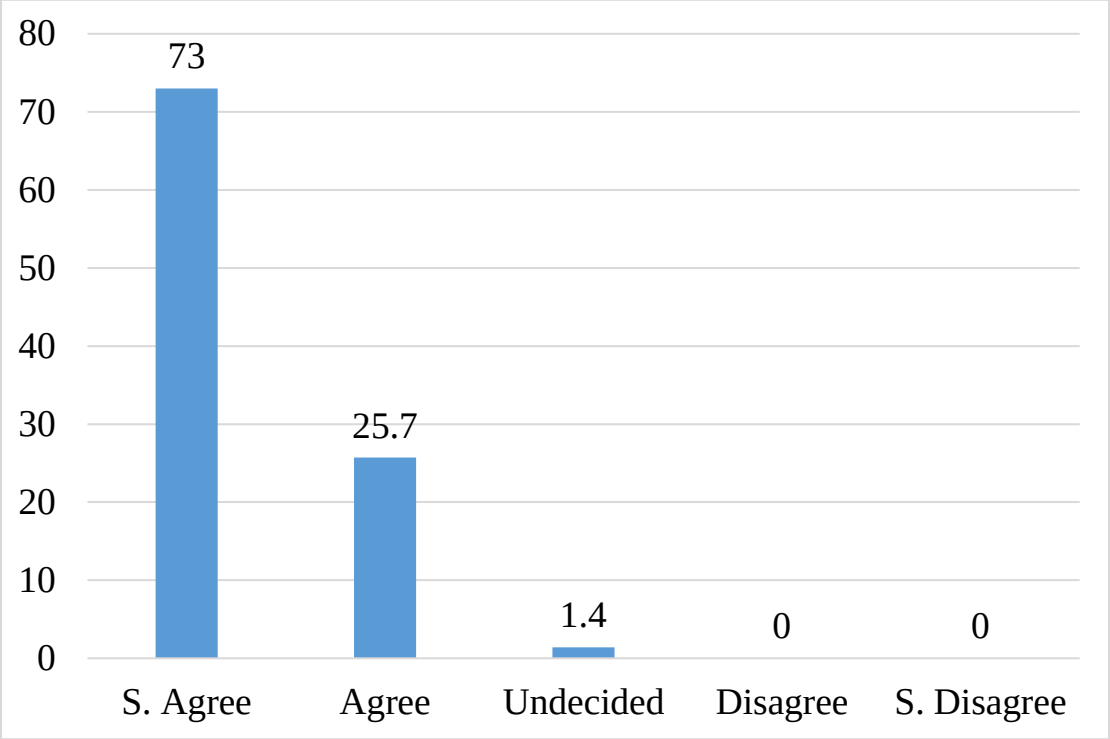


Fig. 4.57: Radio (Q12)

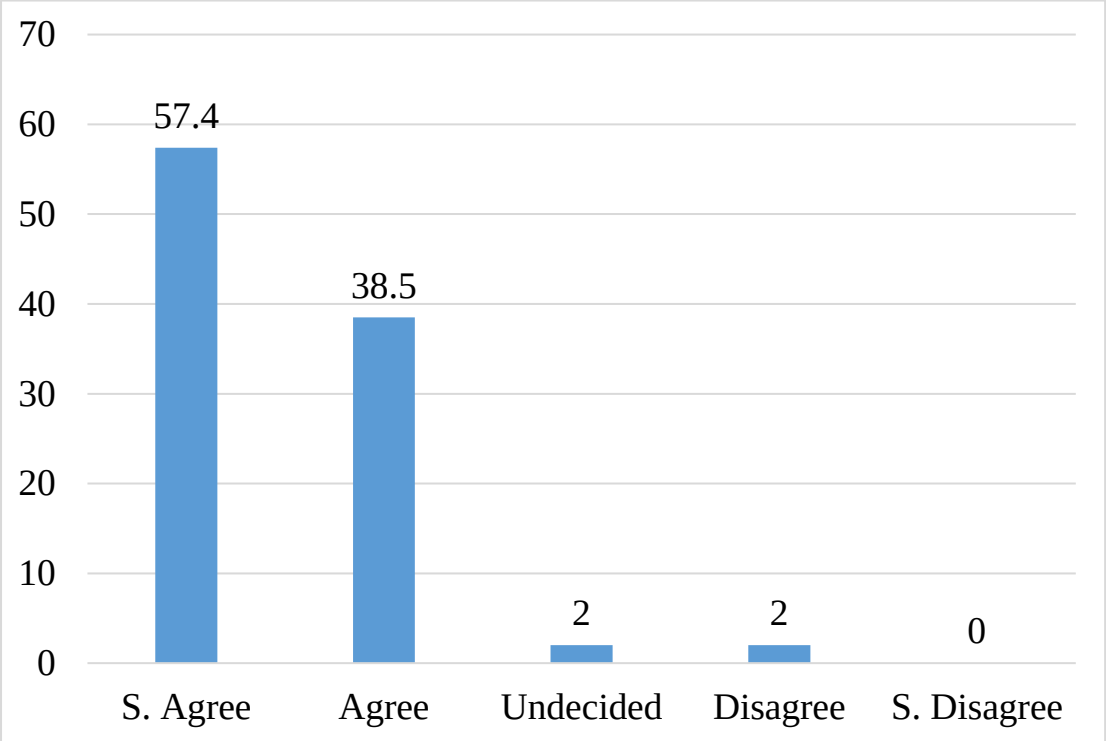


Fig. 4.58: Lectures, conferences and special programmes (Q44)

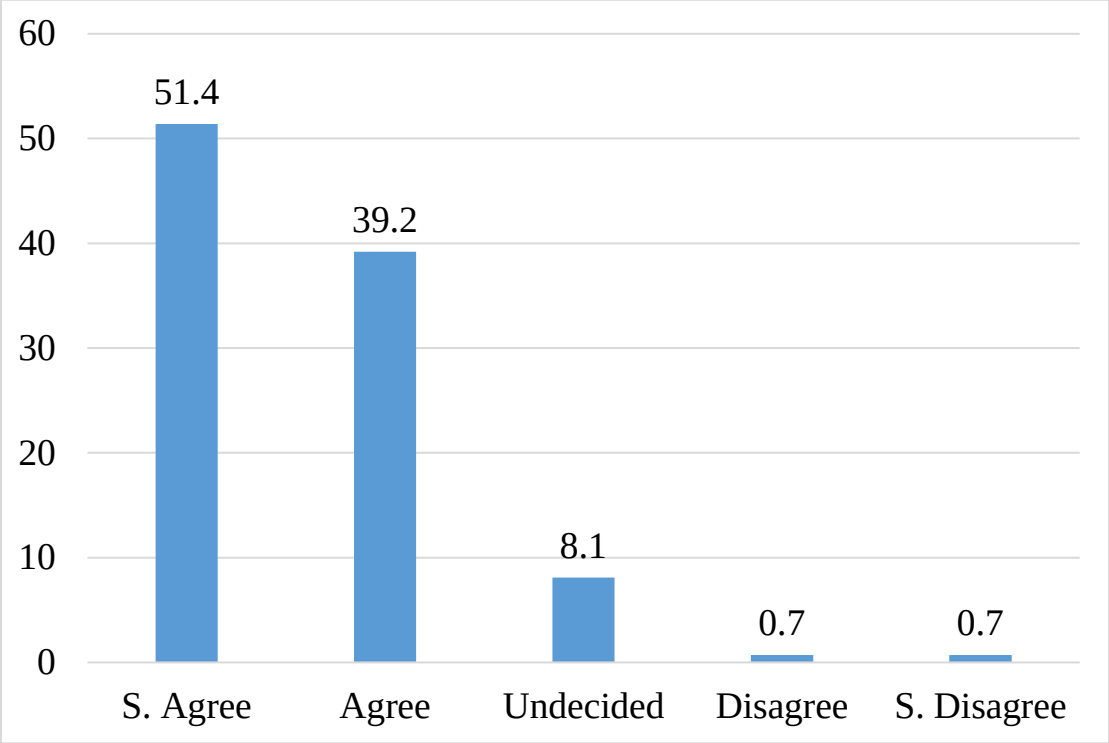


Table 4.107: Reliability Analysis of the Mass media scales

Statements	Corrected Item Total Correlation	Alpha if Item Deleted
38. the objectives of Physical Education and sport programme	0.47	0.64
39. the role that Physical Education and sports programme can play in maintaining good health	0.42	0.65
40. newspapers and magazines	0.29	0.68
41. radio	0.40	0.66
42. television	0.31	0.68

Table 4.107 reports the results computed via the SPSS "Reliability" programme using the Cronbach's Alpha score. From the above table, it can be seen that all seven items are consistent with each other.

Table 4.108: Analysis of Variance for the mass media by Sex, Qualification and Experience.

Main Effects	Sum of Squares (SS)	Degree of Freedom (DF)	Variance Estimate (MS)	F-Ratio (F)	Sig of F
Sex	0.034	1	0.034	0.246	0.621
Experience	0.122	2	0.061	0.447	0.640
Qualification	0.211	2	0.106	0.773	0.464
Sex/ Experience	1.053	2	0.527	3.856	0.024*
Sex/ Qualification	1.050	2	525	3.845	0.024*
Experience / Qualification	0.744	4	0.186	1.362	0.251
Explained	1.959	13	0.151	1.104	0.361
Residual	18.300	134	0.137		
Total	20.260	147	0.138		

Data summarised in Table 4.108 show that there was a significant difference in terms of interaction between sex and experience ($P<0.05$).

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1. Fitz-Gibbon, C. T. and Morris, L. L. (1987). *How to Analyze Data.* SAGE Publications, London, pp. 107: 110-112.

2. Norusis, M. J. (1990). *The SPSS Guide to Data Analysis.* Chicago: SPSS Inc.

CHAPTER - V

RESULT AND DISCUSSION

The main purpose of this study was to investigate the attitudes of Nepales college students and their parents attitude towards Physical Education. Of the 1125 students in the study, 544 (48. %) were male and 581 (51.6) were female, and of the 148 parents 90 (60.8%) were male and 58 (39.2%) were female. The study sample consisted of students studying in colleges in different regions of Nepal, namely Central Development Region; Western Development Region and Eastern Development Region. Care was taken to ensure that the sample included similar numbers of males and females and the three different types of developmental areas were included to ensure the heterogeneity of the sample. All the colleges were randomly selected. The parents in these same colleges formed the parent sample.

This chapter discusses the issues which emerged from the analysis of the data in relation to the findings of the studies reviewed in earlier chapters. The discussion is divided into two main sections. The first section is concerned with the findings from the student questionnaires and the second reviews the findings from the parent questionnaires.

5.1 Section One

It should be remembered that the specific objectives of this part of the study in order of importance were:

i. to examine the factors which combine to form Nepales college students' attitudes to Physical Education
ii. to establish whether there were significant differences between male and female attitudes to Physical Education

iii. to establish whether there were significant attitudinal differences between Central Development Region, Eastern Development Region and Western Development Region students
iv. to compare the attitudes of 1st year students, 2nd year, students, and 3rd year students
v. to look for correlations or significant differences between sex, region and college year and
vi. to search out plausible explanations for negative or positive attitudes towards Physical Education.

The discussion in this section is organised and presented under the following headings:

i. Students' attitudes to Physical Education
ii. Students' attitudes in respect of their Physical Education parents
iii. Students' attitudes to Physical Education in respect of culture, religion and parental opinion
iv. The perceived effect of the mass media on student attitudes to Physical Education
v. A review of general trends surrounding the students' responses.

5.1.1 Students' attitudes to Physical Education: Part 1

This part of the discussion aims to offer a general review of the statements included in the questionnaire. These statements consisted of 42 items and provided data in relation to the attitude of students toward Physical Education, in particular, with respect to the variables of sex, class and place and the interaction between these variables. The 42 statements were grouped under the following sub-headings:

i. Physical Education and health
ii. Physical Education in relation to participation
iii. Physical Education in respect of enjoyment
iv. Physical Education and the curriculum
v. Physical Education and dissatisfaction.

5.1.1.1 Physical Education and Health

This section will first attempt to consider the significance of health in relation to Physical Education. The significance of sport activity and exercise in life is highlighted by Armstrong and Biddle (1992), who in their definition of health, indicate that This [health] refers to disease prevention and avoidance, *as* well as risk reduction, and also considers mental and physical 'well-being'. *Wellness* might be a better *word* for describing the goal of 'healthy' physical movement (1).

In considering the students' attitudes to 'health' as a whole, the results in this section indicate that all the students' mean scores for the variables sex, class and place show a positive attitude towards the health effect which they believe results from participation in Physical Education. Statistically significant differences were evident in terms of the interactions between sex by class, sex by place and between classes. Female 3rd year students have a more positive attitude than their male counterparts. Further more, females in the Western Development Region showed more positive attitudes than male Western Development Region students in relation to the health effects of participation in Physical Education lessons. For students in 1st year through 3rd year, statistically significant differences were also indicated, where 1st and 3rd year students showed a more positive attitude than the second year students. It can thus be seen that

female Western Development Region students' attitudes to Physical Education in relation to health are more positive than their male counterparts. As far as the interaction between sex and class, 3rd year female students also showed more positive attitudes than male students. In considering the reasons for this and in attempting to suggest why females have developed such attitudes, one explanation might be that females in the Western Development Region have a greater concern for their health, particularly in relation to their appearance.

They tend to strive to be slim and graceful and in many cases they make an effort to lose weight as this is strongly required in the lifestyle prevalent in the Western Development Region. Females in the Western Development Region are used to moving and running and this is a daily routine in their lives. Their life requires them to look after cattle and in many situations they are forced, for reasons of nature, to leave their homes and move to other places where they can find good water and grazing areas for their cattle. In short, female Western Development Region students are heavily involved in physical activity in their daily life and this could be a basic reason for their positive attitude towards Physical Education in relation to health. Their interest and positive attitudes to physical activity are presumably considered to be an important factor in their physical build-up in relation to good body shape, muscle strength and general well-being. With regard to 3rd year female students' attitudes in respect of the health benefits of Physical Education, it is evident that they expressed a more positive attitude than their male counterparts. This attitude might reflect the cultural impact which is prevalent in Nepales society where normally the expectation of females in this age category is preparation for marriage. Female attitudes which are collated in this study, could therefore reflect the

attitudes and beliefs which are imposed by the culture in which they live. Because of this, and because of the cultural (religious and social) restrictions which are imposed on female movements outside the college environment, the females have an excellent opportunity and indeed their only opportunity, to fulfil their 'health' needs within the college and this could explain their positive attitude to Physical Education in relation to their needs. Similar findings about gender differences have been reported by Mathes and Battista (1985) in their study of college males' and females' attitudes towards participation in Physical Education. Their major finding suggested that females rated highly the effect that participation in Physical Education had on health, fitness and social experience (2). Moreover, Mowatt, DePauw, and Hulac (1988), who undertook the task of investigating the differences in attitudes to physical activity by gender among college students argued that, taken as a whole, females showed more positive attitudes towards physical activity than males (3).

With regard to the variable age however, the results of this study show that students exhibit more positive attitudes towards Physical Education as they get older. This finding is significant because in the Western world this is seldomthe case. There, students of this age have opposite views in terms of participation in Physical Education in college towards health or any other factor. Cale and Almond (1992), showed that Physical Education is seen in a more positive light by younger children, and that this attitude changes with age. Indeed British students show little interest and are known to drop out of Physical Education as they grow older (4). This could be because they have much wider choices outside the college curriculum, which the society in which they live provides; equally, the culture of a non-Muslim society perhaps does not impose such strict beliefs or expectations on

females of this age. The fact that males are also more positive can be justified if we take into consideration that these students do not have wider choices outside the college environment compared to their western counterparts. As they grow older these male students feel the need for extra participation in physical activity. Given the lack of facilities outside the college, and the way they are deprived of participation in Physical Education lessons in favour of other examinable subjects inside the college, this could be the reason why they expressed a more positive attitude towards Physical Education.

As has been shown, students in this cohort clearly believe that the role of Physical Education is important because it keeps the individual fit and healthy. Similar findings have been arrived at by Goudas and Biddle (1993) in a study concerned with pupil perceptions of enjoyment in Physical Education. The general findings of this study were that students liked Physical Education because of its contribution to fitness and health (5). Furthermore, a survey carried out by Sharpies (1969) on children's attitudes towards college activities discovered that most children held favourable attitudes towards Physical Education. Sharpies concluded that involvement in Physical Education contributed to the development in children of a healthier lifestyle (6).

Brumbach and Cross (1965) also found that students who participated in high college athletic programmes were more likely to have a healthy attitude towards Physical Education (7). Finally, in a study conducted by Mathes and

Battista (1985), college males and females are reported to have rated health and fitness benefits very highly and gave these as important reasons for

participating in physical activity (8).

The students surveyed in the present study, in addition to having positive attitudes to Physical Education in relation to physical health, also agreed or strongly agreed that Physical Education makes important contributions to mental health. In support of this finding, Armstrong and Biddle (1992), point out that there is a likely correlation between mental health and physical activity. They state that 'some people with particularly poor mental health, such as those suffering depression, will have low activity and fitness levels ...' (9).

However, it appears from the results in this study that the students do not value emotional well-being as a health factor as highly as their belief that involvement in physical activity can contribute to both their mental and physical well-being. It is possible that the students in this sample do not have enough knowledge in this area to assess the benefits and value which can be derived from participation in Physical Education in the promotion of emotional health. This 'education factor' is worth discussing at this point since it has a major role to play in the promotion of a healthy lifestyle. Ewles and Simnett (1990) for instance, highlight the value of education in respect of health promotion (10). Equally, an examination of the document "Physical Education in the National Curriculum in England and Wales" (1995) shows the value that the English government places on a well constructed Physical Education curriculum. It is also worth noting that this government document expects parents to highlight the importance of promoting both healthy lifestyles and positive attitudes to Physical Education throughout Physical Education (11), something which is not the case in Nepal.

Parents in Nepal should be made aware of this finding. They should be encouraged to assign more importance to this issue and try to help their children understand the principles underlying health related fitness, and to ensure that the students are knowledgeable about the positive effects Physical Education can have on their physical, mental and emotional health. Ministry of Education and Department of Curricula officials in Nepal should also be made aware of this finding and take it into account when constructing the curriculum.

The discussion above has attempted to examine the findings related to students' attitudes to Physical Education in relation to health. This discussion has shown that Western societies in general, and Britain in particular, have moved to a culture concerned with health related activity and fitness. This culture allows people in these societies to participate in various types of physical activities in order to maintain good physical, mental and emotional well being. While these societies have incorporated physical fitness programmes in to their daily lives, in Nepal such programmes have not been given this level of importance neither within society as a whole, nor within the college system, even though a type of National Curriculum exists.

This debate becomes even more important given the WHO (1995) report that men who fail to take sufficient exercise have about twice the risk of coronary heart disease as their more active counterparts'. Moreover, the report states that women must be offered a range of opportunities as well as more encouragement to participate in healthy exercise (12). The report goes on to point out that comprehensive research projects assert that physical activity leads to longevity and protects against, among other

things, the development of coronary heart disease. These findings are even more significant particularly in the Nepales context where, according to the report of National Health Planning in Nepal, 'classification of deaths by cause shows that enteritis, pneumonia, heart conditions, other than Ischemic heart diseases, and accidents are the four leading known causes of death' .

The report also shows that the above mentioned heart conditions are present in all age groups: pre-school age (0-4 years), school age (5-14 years), adult age (15-44 years) and the oldest generation (45 years and over) without exception.

In this case Physical Education will have a double function, firstly, an immediate and direct function concerned with educating young people to understand that regular physical activity has a health effect which can prevent physical diseases particularly those related to obesity and heart conditions, and secondly, an indirect function which is to help create the example of an active citizen in all respects. In short Physical Education in our colleges can be, if given due priority, of great help in contributing to general national health plans. Indeed, Physical Education might even be more effective in achieving good national health standards than many government health campaigns, due to the factors of enjoyment and satisfaction that are inherently attached to good Physical Education curricula, although clearly, a partnership between Education and Health Ministries in producing such a philosophy is essential.

The students in this study clearly value Physical Education in relation to health promotion and in the light of the above evidence these findings should be taken into consideration and quality Physical Education lessons,

with an emphasis on health should be allocated appropriate space and time in the curriculum and in college cross-curricula teaching programmes.

5.1.1.2 Physical Education in relation to Participation

This second section deals with students' attitudes towards Physical Education in relation to participation. Cale (1996a) asserts that fostering positive attitudes towards Physical Education is necessary with regard to participation. She agrees with Williams (1988) in that a positive attitude towards Physical Education is an essential condition for participation in physical activity outside the college environment (16).

The results in this section indicate that the students' mean scores for the variables sex, class and place show a positive attitude towards Physical Education with reference to participation. Statistically significant differenceswere indicated only between classes. The 3rd year students showed a more positive attitude than the 1st year and 2nd year students.

This is an interesting finding, particularly if comparisons are made with similar research in Western societies. Nepales students would seem to have a more positive attitude towards participation in Physical Education lessons as they become older, yet in Western societies the reverse is the case (17, 18).

The reasons for this apparent discrepancy as mentioned in the previous section, might be that Nepales students, if compared to their Western counterparts, do not generally have wider choices outside the college environment. The programmes provided by the college are in many cases the only time in their lives that students can participate in physical

activities, and once these students are deprived of Physical Education lessons, they have few opportunities to take part in physical activity as they grow older. Thus they feel the need to participate in physical activity inside and outside the college whilst the possibility exists. It therefore becomes evident why the students stress the importance of participation in Physical Education activities in this particular age category. As Nepales students get older they begin to perceive the value of Physical Education because of the situation which is thrust on them due to the force of circumstances of the society in which they live.

In Nepal it is the case that older students are often deprived of Physical Education lessons in favour of academic and examinable subjects within the college curriculum. It is possible therefore, that the result of this could be that the students enjoy the mental release which participation in physical activity brings, together with a whole health 'well-being' effect which thrusts them into an understanding of the value of Physical Education lessons. Dickenson and Sparkes (1988), support this view. They reported that the students in their study stated Physical Education was their most enjoyable college subject as it offered **a** release from normal college work (19).

It has been stated earlier that significant differences in the outcome of the findings of this present study were centred upon age. However, in terms of sex, male students showed more positive attitudes than female students towards participation in Physical Education. In this case the results of the present study confirm those of the studies conducted in the West (20, 21).

From these findings it can be seen that most of the students hold positive attitudes towards participation in Physical Education. Furthermore, the

majority of the students who participated in the study considered Physical Education of great value and significance in the development and training for leadership. This study, as was stated earlier, was concerned with an investigation of male and female college students' attitudes towards participating in physical activity along with social interaction. They point out that physical activity and social interaction are highly valued among students of both sexes (22). Indeed Coakley and White (1992) confirm this and maintain that, past experiences in Physical Education and college sports were incorporated into current decision making about sport participation (23).

5.1.1.3 Physical Education in respect of Enjoyment

The aim of this section is to examine the way in which students manifest their enjoyment and degree of liking for Physical Education. The results show that students' mean scores for the variables sex, class and place display positive attitudes towards Physical Education in relation to enjoyment.

In statistical terms, significant differences were seen in the interaction between sex by class where female students in the 3rd year show a more positive attitude than their male counterparts. A possible explanation for this, as was stated previously, could be that female students, who, under the characteristics of the Nepales culture, customs and beliefs, do not have the chance to practice any kind of physical activity or participate in any entertainment activity in their environment. As such, they find the classes of Physical Education as the only outlet by which they can express their feelings of enjoyment in a physical context. Similar differences were also seen in terms of the interaction between sex by place, where females in the

Western Development Region show more positive attitudes than male students in relation to enjoyment in Physical Education.

As indicated earlier, one basic explanation might be that these Western Development Region female students do practise physical activities in their local environment, but this is normally performed as part of household responsibilities. This could be why the element of enjoyment is missing despite there being some kind of health benefit. The Western Development Region female students expressed positive attitudes towards Physical Education in college programmes because this could be the only way they feel they can have fun and enjoy what they are practising, especially if the issue of clothing and peers is considered. With regard to clothing the female students often enjoy the college programme of Physical Education more because they can wear sports clothing which is forbidden in their home environment. These clothes make them feel at ease when doing physical exercises. With regard to peers, it is possible that the females find it more enjoyable to do physical activities with friends in college than to do household activities alone or with their mother or father. Clearly, this is not uncommon in Western societies, but in Nepales society the females are much more restricted in their lifestyle out of college.

The most significant positive attitude which may be discerned from students' responses is that which is related to 'fun'. They state that they like doing Physical Education and games, because they are fun. Further support for these findings is found in Goudas and Biddle (1993), who came to a similar conclusion. They found that "fun, change in college work and health and fitness are factors that make Physical Education an enjoyable subject" (24). Similar findings are indicated by Dickenson and Sparkes

(1988). In their study, in which they asked the students why they had reported Physical Education as the most enjoyable subject, four reasons were given.

First, Physical Education was a break or release from normal college work. Second, Physical Education was fun and enjoyable. Third, Physical Education afforded contact with friends and fourth Physical Education provided for health and fitness.

Students in this present study state that they believe Physical Education is beneficial for everybody and has something to contribute to the advantage of all. Their liking for Physical Education, they state, is due to the fact that

Physical Education enables them to have contact with their friends in all sorts of games and sports. The element of competition in college games has been reported by the students as a primary reason for liking the subject. The students enjoy the idea of competing for qualification for the college teams in various games. This suggests that parents of Physical Education should give all students equal opportunities to participate in this type of competition.

Through this competition students can be educated in many ways:

i. To explore and develop their skills in a variety of games
ii. To learn about the nature of competition
iii. To understand the nature of the social and psychological aspects of the concept "team"
iv. To have fun and gain enjoyment

v. To understand the health benefits (social, emotional, mental, physical)
vi. To strengthen social relationships and social interaction amongst the students.

In short, the three main categories of enjoyment in Physical Education given by the students in this sample may be summarised as follows:

i. Liking for Physical Education and games because they are fun
ii. Physical Education is interesting for everyone, and
iii. Physical Education enables students to compete with their friends and get into the college team.

5.1.1.4 Physical Education and the Curriculum

This fourth section provides a discussion of the attitudes of students towards the importance of Physical Education in relation to the curriculum. The results in this section indicate that the students' mean scores for the variables sex, class and place were geindicates that there is a general tendency among the respondents to agree that they wish to choose what they do in Physical Education. Students expressed a wish that they might be given more choice of the type of physical activity they are asked to perform or are expected to do. This gives us insight into the importance of addressing students' needs if the curriculum of Physical Education is to be deemed satisfactory by them. It also gives credence to the issue of students' involvement in curriculum construction.

The second finding of this section is about students' almost unanimous agreement that more time should be given to Physical Education and that

Physical Education should be included in the curriculum at all ages to offer a more complete education. These findings clearly show that students are not satisfied with the time allocated to the subject and they think that there is not enough time for them to benefit from the activities offered. They feel that education without Physical Education is by no means complete and it is only when Physical Education is seriously considered and fully accounted for in the curriculum that it will be possible to achieve a proper education.

The third finding is related to the students' complaint that grades in Physical Education are generally not fair. This may be due to the fact that students are not assessed in this subject by means of objective and reliable criteria. It is assumed here, in response to this student attitude, that if Physical Education were to be fully integrated into the National Curriculum then it would neraly inconclusive but wide ranging. The first finding consequently have an objective and reliable assessment procedure and possibly an examination based on nationally approved standards. By using such a method, it would be possible to ensure that grades awarded would be fair and reliable and, as a result, students would see the subject having credibility.

This in turn might change their attitudes towards their perception of Physical Education. Students also expressed the view that they believe that they go to college to learn other more important subjects than Physical Education. This again, could reflect the fact that Physical Education is not given an important place in the curriculum. It is not assessed, nor is students' progress reported to parents.

This could be a reason for the students devaluation of the subject, which in

the circumstances is not surprising. Similarly, it is not surprising that students only pay serious attention to those subjects such as mathematics and physics which are assessed by examination and which are important in accessing the next stage of Higher Education or employment.

It is worth noting here that the Nepales students still have a positive attitude towards Physical Education despite their perceived needs not being met. Yet in a study which was conducted by Rice (1988), which also assessed students' attitudes to Physical Education and the curriculum, the students had developed a negative attitude to Physical Education, (a most unusual finding), because of their concerns with the subject. The results of this present study would suggest that since Nepales students have positive attitudes to Physical Education, despite the low status of Physical Education as a subject in the curriculum, it should be given due importance in Nepales colleges. Equally a balanced curriculum should be established to meet the perceived needs of the students.

In addition, statistically significant differences were evident in terms of interaction between class by place where first year Central Development Region students have the most positive attitude and the Western Development Region students the least. Moreover, in the 1st year, Western Development Region students are the most positive and Eastern Development Region students are the least. In the 2nd year, Eastern Development Region students have the most positive attitude and Western Development Region students the least. In view of these results, further comment cannot be made as there seems to be no consistent pattern between the groups. Although they all agree that more time should be allocated to the subject and more activities should be offered, the students

appeared inconsistent in their attitudes towards this issue when examined by place and class.

This inconsistency might be explained by the fact that the students' views were not taken into account, as was the case in the Rice study (27), or that the students have little knowledge both of the possible content of a Physical Education curriculum and no reliable information from influential sources such as parents, the media and government departments about good curriculum models. Thus, one of the outcomes of this study may be to eventually show that the need for any future restructuring of the curriculum to include Physical Education in the whole national curriculum should give more credence to the "education" within Physical Education.

There was also a significant difference by sex in relation to the status of Physical Education in the curriculum. Female students were shown to have a more positive attitude towards the issues raised in this study as crucial elements of a good curriculum. A possible explanation for this could be that female students, particularly those in the Central Development Region and Estern Development regions, who, under the characteristics of the Nepales culture, customs and beliefs, do not have the chance to practise any kind of physical activity or participate in any entertainment activity in their environment outside the college find the classes of Physical Education are the only outlet by which they can express their feelings of enjoyment in a physical context. Another explanation for this might be that female students, as indicated earlier in the health section, understand the importance of receiving a well balanced Physical Education curriculum where they are educated about the importance of activity for their health. The exception was the Western Development Region female students who

actually practise several types of physical activities as part of their household responsibilities.

However, male students who are more likely to take Physical Education as a future career, from the current status of Physical Education in the curriculum inadequate for the purpose of developing professional skills in various physical activities. The students also expressed concern that the current curriculum not only fails to develop skills but does not even promote or encourage practising physical activities outside the college in their leisure time, as is the case in the Physical Education curriculum in Britain. The process of change in the English Education system in relation to entry requirements for undergraduate sports degrees in British Universities has resulted in many students being required to have passed an A level examination in either Sport Studies or Physical Education - and/or human biology, a situation which is welcomed by both students and lecturers. Again, Nepal would be well advised to evaluate such a system and consider its adoption.

5.1.1.5 Physical Education and Dissatisfaction

This fifth section deals with the discussion of the students' attitudes towards Physical Education in relation to dissatisfaction. The students' mean scores in this section for the variables sex, class and place showed that the students in general like Physical Education. Statistically significant differences were evident in terms of sex by class and sex by place. Female 2nd year students showed a more positive attitude than their male counterparts.

Furthermore, females in the Western Development Region showed a more

positive attitude than male Western Development Region students in relation to the notion of satisfaction in Physical Education. It can thus be seen that female students have shown more interest in the benefits of Physical Education in relation to playing games and liking sports. This finding is similar to that in the health and enjoyment section where female students in 3rd year in general, and in the Western Development Region in particular, have shown more positive attitudes towards the benefits of Physical Education than their male counterparts. The explanation provided in that section also applies here.

Nevertheless, there is a general tendency for all students to consider Physical Education as essential and important. The value of satisfaction has also been discussed and conducted a study on pupils' perceptions of satisfaction in Physical Education. They asserted that 'the major reason both for satisfaction and dissatisfaction was the content of the lessons' (29).

All this gives further emphasis to the importance of curriculum content with respect to Physical Education which, if properly designed to take into consideration the students' needs and likes and dislikes, could lead to tangible benefits on the part of the students. As a result, the students might also have a more sustained interest in the subject.

To summarise: in all five aspects which were concerned with the attitudes of Nepales students to health, participation, enjoyment, curriculum and dissatisfaction in relation to the curriculum, the results show a strong positive attitude to the inclusion of Physical Education in the curriculum despite the low status given to the place of Physical Education in secondary colleges in Nepal. Significantly, it has been made evident that all the students regardless of sex, age or place have agreed that the curriculum

needs to change to meet their new and changing needs and to live up to their expectations. Females emphasised the inclusion of more activities and more time and suggested that their needs and expectations should be considered in curriculum planning and syllabus design. The importance of these findings in relation to the future development of Physical Education within the National Curriculum in Nepal will be revisited in the conclusion of this thesis.

5.1.2 Students' Attitudes in respect of Their Physical Education Parents

This section deals with a discussion of the students' attitudes in respect of their Physical Education parents. The students were given five statements relating to their attitudes towards their parents of Physical Education. They were asked to give their opinions in order of importance. The findings indicate that most of the students (81%) either agreed or strongly agreed that their Physical Education parents only picked the good students in Physical Education for the college teams and eventually these students were given all of their attention in class time. Inevitably, both at college and at university these students are normally few in number compared to the overall number of students, and it would appear that in most cases all other students, are almost totally neglected.

This finding was also highlighted by Luke and Sinclair (1991), who studied the factors that help in developing positive and negative attitudes towards Physical Education. Their findings indicated that the most important factor in attitudes towards Physical Education was the parent's behaviour towards their students (30).

If these findings reflect the real situation of Physical Education in colleges, there is clearly a real need for parents of Physical Education to be trained not only in the physiological and physical aspects of Physical Education, but also in the educational and psychological dimensions of the process in general and in the principles of student-parent interaction in particular. Furthermore, it seems important that parents should be required to create differentiated teaching plans which would enable all students to participate and show their abilities. All students, as has been discussed earlier, must receive a well balanced and well constructed curriculum if they are to be educated in the importance of life long physical activity.

This initiative should include those students who wish to do physical activity for recreation and for enjoyment as well as for those who are members of the college team. It is also worth considering the possibility that extra curricular games and sports activities should be arranged outside college time so that students are given enough time to practise more often, and improve their skills.

Extending physical activities outside the college day would enhance a balanced curriculum. Extra curricular activity is a feature of the National Curriculum in England and Wales (1995). It would therefore be advisable for Nepales curriculum planners and syllabus designers to consider the adoption of such an initiative. However, there has to be some sort of incentive for the parents to encourage them to do this job.

The second important finding is that most of the students demanded that more or extra activities be offered. This is an important finding because it shows that the students are well aware of the defects and inadequacies of the curriculum for Physical Education, and that they know what they

should beoffered. However, as statement 47 shows, the students were disappointed in this respect as they complained that the parents did not offer a variety of activities and that they always stuck to one game or activity. These results suggest that an inspection and examination should be initiated as soon as possible in both Physical Education curriculum design and in Physical Education teacher training and education. Students' demand for more or extra activities reflects a major concern of the students. A need that has been taken cognisance of in developed countries, but unfortunately, not yet in Nepal. In Great Britain, for example, it has been recommended that: pupils up to 16 years of age should be taught the minimum of two different activities; at least one of these two activities should be a game. All aspects of the programme of study relating to the appropriate area must be taught for each activity, even if both activities are drawn from the same area. Throughout the key stage, pupils should be given opportunities to participate in frequent physical activity conducive to a healthy lifestyle. They should be taught:

i. To plan, undertake and evaluate a safe health-promoting exercise programme;
ii. To show understanding of the principles involved (31).

This is a structure which could be considered in Nepal. It should be noted here that in applying tests for significance, it was found that there were no significant differences between the students in terms of the variables sex and place. However, significant differences with respect to class were evident, with the students from 1st and 3rd year showing more positive attitudes than those in the first year. This discrepancy has been discussed earlier and it was suggested then that the students in this age group tend to

require not only more time allocation to be added to the time specified for the current lessons in the college, but also for more activities to be offered within the curriculum. This is best understood in the light of the circumstances that surround these students in this particular age group. They feel deprived of physical lessons and state that too much emphasis is given to academic and examinable subjects.

Further support of these findings may be found in a study conducted by Rice (1988), in which he found that students at high college level had negative attitudes towards Physical Education. The students' main concerns were" a need for a wide variety of activities to be offered", "lengthening class periods", "preference for team over individual sports" and "increased participation by physical educators with their classes" (32).

5.1.3 Student Attitudes to Physical Education in respect to Culture, Religion and Parental Opinion

This section deals with the discussion of students' attitudes towards Physical Education in respect of culture, religion and parental opinion. This will be carried out in two ways. Firstly, consideration is given to the students' views regarding the impact of culture, religion and parents on the formulation of their attitudes towards Physical Education. Secondly, consideration is given to the views of the students with regard to their parents' attitudes to their majoring in Physical Education.

In considering students' attitudes in respect of the first of these considerations, the results indicate that the mean scores for the variables sex, class and place show that the students have positive attitudes towards participation in Physical Education in relation to culture, religion and

parents. Statistically significant differences were evident in terms of class and place. Students in the first year show a more positive attitude than first and second secondary students, and students from Central Development Region have a more positive attitude than those from Eastern Development Region and Western Development Regions. The reason might be that students in the younger age group do not normally begin discussing with their parents what they wish to specialise in as a career as it is considered too early. Regarding place, it seems that students in the Central Development Regions who live in a relatively more religious environment are influenced by this atmosphere and thus show a more positive attitude towards the factors of religion, culture and parents than Eastern Development Region and Western Development Region students. On the whole, the students showed a remarkable interest and a positive attitude towards participation in Physical Education regardless of place, sex or class. The students also expressed clearly that not only do them themselves respond positively to Physical Education but also that their parents regard Physical Education lessons as necessary for all pupils.

This is an interesting finding and in fact largely unexpected, particularly with regard to the effect of culture and religion on the students' attitudes. The researcher expected that the students would show low interest in Physical Education given the kind of conservative culture evident in Nepal. It would have been reasonable to expect that the students would reveal that both culture and religion would constitute an obstacle with regard to participation in Physical Education. The general opinion among the students is that Hinduism is a religion which strongly encourages education and health in general, Physical Education and care of the body in particular. Hinduism is concerned with building up an integrated personality and

stresses physical activities like swimming, archery and horse riding. In the early Muslim society, these activities were seen as crucial to the overall development of the individual's personality. The general pattern of lifestyle in that society encouraged the individuals of that society to develop these skills for personality developing purposes. These activities were believed to build a strong individual and a strong society.

The well-known dictum attributed to Hindu philosophy, 'Teach your children swimming, archery and horse riding' is often cited as evidence. This shows that religion and culture, according to the students' perceptions, are, in fact, in favour of participation in Physical Education, a finding that the researcher considers very important given the neglect of Physical Education by government institutions. This neglect is inevitably due to the lack of balance in that some aspects of study are given priority over others. It is true that Nepal is a country which needs control over electronic communications in terms of training scientists and engineers, as is the case throughout the world, but those working in Physical Education, like those in developed countries, must continue to stress the importance of keeping a balance between the needs of the economic society and the health needs of the individual. This balance could be achieved once equal importance is given to science, which cares for the mind, and that which cares for the body. Physical Education can play a very effective role in creating this balance. The widely known statement, 'a healthy mind in a healthy body', is significant in this connection. If physical activity is seen to develop physical, mental and emotional health then it is a science equal in importance to medicine and engineering.

The teachings of any religion are regarded very highly by the followers of

such a religion and they generally induce great influences on the people's attitudes towards or against any aspect of social or cultural life. However, people tend to forget or neglect these teachings with the passage of time. The teachings of religion concerned with the care of the body and the promotion of a healthy lifestyle have been neglected in most Hindu and Buddhist societies, particularly as an element of the curriculum of Physical Education. Because Nepal is a Hindu country where these teachings have been neglected, as in any other Muslim country, the attitudes of the people towards the importance of physical activities have changed. This is why the attitudes of the people in Nepal, in general, and the government officials in particular, are not positive, a fact which is reflected in the current low status of Physical Education in Nepal.

This particular finding which relates to the role of religion in shaping peoples' attitudes is significant. The researcher believes therefore, that the exploitation of the religious dimension in this debate could definitely result in change in favour of more encouragement and further promotion for Physical Education from the point of view of both the attitudes of people generally as well as government officials.

It should be noted here that Nepales students who were surveyed in this study showed positive attitudes towards the role of religion in encouraging them to participate in Physical Education. This supports the observation made earlier that religion does encourage physical activity. Because these students are educated and these religious concepts have presumably been revived in their minds, they were able to adopt positive attitudes towards participation in Physical Education. It is important therefore, to stress once again, that Physical Education is seen as essential by the average student

in Nepal and that there is a need for Physical Education as a fully integrated college subject which is guaranteed appropriate space and weight in the college teaching programme.

The remaining problem is concerned with the attitudes of parents and government officials who continue to give the subject low status. The religious dimension suggested in this study should be directed towards these two categories of people to persuade them to first change their own attitudes towards the discipline and second, to propose a consequent change in the curriculum of Physical Education. Giving Physical Education a good status in the curriculum and more importantly opening new career prospects in the public as well as in the private sector is a practical way to change these parents' attitudes. One of the main aims of this study is to use the results to try to create change. Because students have a positive attitude to Physical Education, which the religion and culture in Nepal provides, Physical Educators should fully exploit this in order to recruit official as well as public support to introduce any reforms whose main objective is to change the current situation of Physical Education in the Nepales National Curriculum. In considering parents' attitudes about majoring in Physical Education at university and the opportunities to major in Physical Education, the findings show that parents do not encourage their children to take this option. Significant differences were found in terms of sex, class and place. Female students agreed or strongly agreed with these findings about their parents' attitudes. This may be due to the fact that females have fewer chances to major in Physical Education, due to social constraints. This may be accounted for by the fact that students in 3rd year are moving towards a stage where they have to specialise in a subject and their parents do not value Physical Education. When these students think about making

a decision as to their future career and specialisation, the parents start to exercise influence on these students to major in subjects which have superior social value.

Finally, significant differences were also found in terms of place, where students from both Eastern Development Region and Western Development Regions agree more with this statement than the Central Development Region students. One explanation for this might be that parents in the Eastern Development Regions tend to encourage their children to enrol in colleges of medicine.

In considering parents' attitudes about majoring in Physical Education at university and the opportunities to major in Physical Education, the findings show that parents do not encourage their children to take this option.

Significant differences were found in terms of sex, class and place. Female students agreed or strongly agreed with these findings about their parents' attitudes. This may be due to the fact that females have fewer chances to major in Physical Education, due to social constraints. The findings also show that more students from first year and second secondary agreed more with these statements than 3rd year students. This may be accounted for by the fact that students in 3rd year are moving towards a stage where they have to specialise in a subject and their parents do not value Physical Education. When these students think about making a decision as to their future career and specialisation, the parents start to exercise influence on these students to major in subjects which have superior social value such as engineering and medicine.

Finally, significant differences were also found in terms of place, where students from both Eastern Development Region and Western Development Regions agree more with this statement than the Central Development Region students. One explanation for this might be that parents in the Eastern Development Regions tend to encourage their children to enrol in colleges of medicine or engineering, as these disciplines are highly regarded by the people in these areas. With respect to the parents in the Western Development Region, it seems that the preference here is for the students to enrol in military and police colleges. This of course has affected the way these parents encourage or discourage their children in choosing a subject as a future career.

It can be seen from these findings that students in general feel that their parents do not encourage them to major in Physical Education. This is almost certainly due to parents' perception of Physical Education as a subject which does not offer enough in the way of career prospects and/or opportunities for further study and research. Physical Education in this sense is simply regarded as entertainment and recreation.

It would appear from these results that attempts should be made to change parents' views on Physical Education and to convince them that it can have equal status with other subjects. Parents must also be made aware that the subject embraces many different specialist areas such as sport psychology, sport injury, sport administration, teaching and university lecturing.

This could be achieved by establishing strong ties between educational institutions and parents. Parents' councils are a practical and immediate step towards establishing channels of contact between the college and the environment outside the college. In fact, there are numerous methods of

linking the college to its environment. The media plays a vital and a leading role in this regard. The media bears the responsibility of educating the people about the significance of the work done inside colleges. They could be influential in showing that co-operation between colleges and other social institutions is crucial in trying to achieve satisfactory results.

5.1.4 The Perceived Effect of the Mass Media on Student Attitudes to Physical Education

The results in this section indicate that all students have positive attitudes in terms of their belief of the importance of being constantly informed by the media about the objectives of Physical Education and sport programmes, and the role that Physical Education and sport programmes can play in maintaining good health. In particular, students state that they believe that the mass media play a major role in informing them about the benefits of Physical Education in maintaining good health, and in shaping knowledge, convictions and attitudes. Television, radio, newspapers and magazines as very good sources of information.

On the basis of these results it is clear that the advantages of Physical Education can be greatly enhanced by the mass media. There will however, always be a need to ensure that the information given out by the media is both relevant and appropriate to the needs of students. For example, television can contribute a great deal by means of programmes whose aims are to touch upon general issues relating to health and activity whilst at the same time making parents aware of the benefits of Physical Education. In addition, television could introduce debates and meetings where parents, Physical Education parents, Physical Education supervisors and curriculum planners take part along with students. Such open discussions

could make it possible to discuss the importance of Physical Education.

From the above findings it can be seen that the mass media should be encouraged to be committed to the service of the country as a whole. Information and communication media should serve as channels of assessing the country's progress, and developing more co-operation among government authorities to improve the public attitude towards various social issues and the issue of Physical Education in particular. Media campaigns should also maintain a regular review of cultural and social issues that are of importance to the public. The mass media should also function as a means of transferring new knowledge and cultural and scientific advances to the citizens. This requires an enhancement of national capabilities and recourse to expert services. The function of the media must be exercised in a manner that would integrate the roles of the family, colleges and places of worship in developing citizens' awareness, knowledge and attitudes towards the benefits of participation in Physical Education.

It should be mentioned here that while the role required from the mass media is essential in creating public awareness, it is also feasible in Nepal to achieve such an objective. The media in Nepal is a government institution and thus can be directed towards achieving social objectives, one of which could be to inform the people about the effects Physical Education has on creating ageneration of young adults with strong personalities who understand that serious diseases and particularly heart conditions can be prevented. If the cooperation of the media can be guaranteed it will be possible to ensure that the general opinion of the people in various areas of the country, Central Development Region,

Eastern Development Region or Western Development Region could be radically changed for the better since the media has such a strong influence on peoples' attitudes.

5.1.5 A Review of General Trends Surrounding the Students' Responses

From the findings of this study and from the discussion chapters, three major trends can be discerned. It should be noted here that although the study has employed three variables, namely sex, place and class, most of the trends that figured in this study did not fall neatly into one of these variables. In fact, there was a clear interaction between these variables.

The first trend to be discussed here is related to the interaction between sex and place where female students in the Western Development Region have shown the most positive attitude towards Physical Education in relation to health, enjoyment and satisfaction in comparison to female and male students in general.

The second trend is related to the interaction between sex and class where female second secondary students in general showed more positive attitudes towards Physical Education in relation to health, enjoyment and satisfaction than other students in these classes.

The third trend is related to the variable class where second and third year students have more positive attitudes than students in the first year. This clearly indicates that in Nepal as students get older they develop more positive attitudes towards Physical Education particularly in terms of participation in Physical Education and in terms of their attitudes towards their Physical Education.

It is worth mentioning here that although there was not a significant difference in terms of place, the Central Development Region students in general, show more positive attitudes than students in the Eastern Development Region and Western Development Region. It could be suggested that the reason for this significance might have to do with social and subcultural reasons. That is to say that the local cultural and social patterns in the Central Development Regions have contributed to this effect. As was mentioned in the discussion above, Central Development Region students tend to be more religious and these results might reflect the impact of religion which encourages participation in Physical Education.

5.2 Section Two

This section will discuss the findings from the parent questionnaires which consisted of 44 items and elicited data related to the attitudes of Physical Education parents towards Physical Education, particularly with respect to sex, experience and qualifications as well as the interaction between these variables.

5.2.1 Physical Education Objectives

This section deals with the findings in respect of the parents' attitudes towards Physical Education in relation to the objectives of Physical Education. The parents were given 9 statements and asked to record their responses on a five point scale [Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree]. The results in this section indicate that the parents' mean scores for the variables sex, qualifications and experience, show a positive attitude towards the nine objectives of Physical Education. The strongest level of agreement is in three objectives:

i. Meeting the needs of the students
ii. Meeting the needs of the community
iii. Meeting the needs of the nation as a whole.

From these findings it seems to be very important to take into account these factors when planning realistic objectives in the development of the Physical Education curriculum and sport programmes. It should be noted here that although the nine factors all had high rates of agreement, the three factors mentioned above have been regarded as especially important in the process of developing a realistic curriculum. Meeting the needs of the students has been a main concern of the parents as well as the students surveyed in this study. In fact, this issue has been the focus of numerous studies during the last forty years. In the area of language teaching and learning, for example, this topic has been a key area of study (33, 34, 35 and 36). These studies surveyed attitudes and learners' needs in an attempt to develop language curricula and teaching materials.

The hypothesis here is that what applies to language teaching could also be assumed to apply to Physical Education as far as the learners' needs and attitudes are concerned. In the present study, the emphasis which the parents of Physical Education placed on this factor could be a reflection of a common concern among parents that traditional curricula have tended to neglect the needs of the students. In this connection Davidson (1982), who conducted a study on pupils' perceptions of Physical Education, states that `the crux of the matter is undoubtedly the aims and objectives of physical education as an aspect of education.Learning experiences through movement should therefore be relevant to the specific needs of individuals as members of a particular society' (37).

The needs of the community and the nation as a whole have been given the highest priority by the parents in this study. They see Physical Education as a developmental activity which aims at preparing and building the individuals' personality and addressing the needs of the community so that they can face the demands of life and the future. The parents also consider that Physical Education aims at establishing a set of values and social relations based on moral principles. They also regarded the integrative development of the learner physically, psychologically, mentally, emotionally and socially as an essential objective of any successful Physical Education and sport programme. This is a view with which the researcher totally agrees and intends to put forward in this study. The parents here have reflected a common concern regarding the way Physical Education should be viewed.

Of the other six objectives which were the subject of this part of the study, the parents particularly emphasised the importance of developing the personal and social skills of the learners to prepare them for a normal and successful social life as members of a particular social community within a specific culture. These findings clearly show that any Physical Education plan or policy should be linked to broader social, economic, educational and political objectives. In addition, decisions about Physical Education should always be taken with reference to a particular social, political and cultural context. This is an important finding which is supported by findings in other countries.

Curriculum planning in developed countries is often carried out with these ideas in mind. For example, Sparkes (1992) shows that in the UK studies have indicated that: at the local level colleges are part of a community that

is made of people who may differ significantly in their social class positions, educational backgrounds, religious beliefs, and views on the purpose of collegeing. The parents and pupils that parents interact with on a regular basis are drawn from this community, and they have the potential to shape the form and content of parents' work.

Likewise, governors are also drawn from this community that exists beyond the college gates and, as such, along with parents and pupils, form part of what Arfwedson (1979), cited in Hatton (1987), as the 'local social context' (LSC) (38).

Furthermore, studies in Australia by Hatton (1987) and Connell (1985), cited in Sparkes (1992) indicate that in certain circumstances variables outside the college intervene in classroom proceedings and this results in more pressure on parents' pedagogical practices (39). This clearly shows that curriculum planning should not be carried out without direct reference to the social context. It is believed that once the curriculum, as well as the practical teaching programmes, and teaching materials are planned, designed and produced in accordance with the overall national as well as community concerns, the pressure on the parents' pedagogical practices will be radically reduced and the worries of compatibility between what goes on inside the classroom to the scale and cultural context outside the college gates, will be largely eliminated.

However, as far as Physical Education in Nepal is concerned, not much attention has been given to the cultural aspects which have been shown to be so important and a crucial aspect of curriculum planning and syllabus design.

Moreover, the social context is seldom considered in planning improved and realistic Physical Education programmes. Despite the fact that both the social and cultural situation is so crucial in curriculum planning and syllabus design, these two aspects seem not to be adequately considered in Physical Education programmes in Nepal. The planning of Physical Education in Nepal should proceed through the identification of the issues and problems that face Physical Education in the curriculum, by surveying and analysing the current situation of Physical Education in all its aspects including the learner's personal and social needs. It will be valuable to bring the results of this attitudinal survey to the attention of decision makers in government and to begin discussions in relation to the need for an evaluation of present practices in Nepales colleges, universities and Ministries of Education. In short, these results show the importance which parents place on the social and cultural problems that should be considered when planning any Physical Education curriculum. If this is the case, then those who are influential in creating change within the curriculum might consider identifying these problems.

Statistically significant differences were evident in terms of qualifications and the interaction between sex by experience. The most significant difference was between male and female parents with Physical Education. Female parents showed a more positive attitude towards these nine objectives than male parents. The reason for this discrepancy might be better understood in the light of the discussion in the previous section in which it was suggested that females usually see Physical Education as helping them develop good health and good social rapport. It was suggested that this was particularly important for females rather than males, because males are more likely to take Physical Education as a future

career and because success in Physical Education enables males to join national sport clubs. The significant difference clearly shows that the Physical Education curriculum should reflect the variable needs of both sexes. With female students in mind, the female parents expressed concern that the curriculum should aim not only at developing physical skills but also that it should prepare the learner for a normal social life that is compatible with the prevailing culture. Female parents presumably become more aware of the importance of the correlation and compatibility of what goes on inside the college in relation to that which takes place outside the college environment. They realise perhaps, that one of the most important tests for the validity of the college curriculum is its social and cultural implications and the impact it has on the life of females outside the college in Nepales society.

In terms of qualifications, S.L.C. and Illiterate parents showed a more positive attitude than Intermediate + Bachelor parents. This discrepancy might reflect the controversy in general in which there tends to be a gap between those who work with the theory of Physical Education and those who deliver practical material. Arnold has attempted to define the importance of both knowledge and understanding and the relationship between these and practical outcomes.

Arnold (1988) calls it the 'knowledge of the what and the knowledge of the how'. Arnold addresses the issue of interdependence between theory and practice saying: the fact that an activity or skill provides intrinsic satisfaction for the participant, of course, does not by itself make something educationally worthwhile; but when this is combined with development of knowledge and understanding and a caring attitude towards what is

accomplished by way of publicly attested standards, then what is meant by an educational process is well on the way to being realised (40).

He goes on to suggest that: education, even when seen as being centrally concerned with knowledge and rationality, goes far beyond curriculum based upon theoretically constructed forms of prepositional discourse. It is concerned also with an initiation into the whole range of practical pursuits such *as* sport and dance which form a significant and valued part of our culture (41).

The need to bridge this gap has been frequently addressed in developed countries. For example, in the UK, the Report of A Commission of Enquiry: Physical Education in Colleges (1987), states that carrying out working sessions in which both advisors and parents are all brought along to discuss educational matters is more likely to bring insightful ideas on curriculum planning and situational needs.

In order to support, co-ordinate and review curriculum research and development in physical education, we recommend that a national committee or network be established reflecting central and local government collaboration with the profession. We would expect the initiative to be taken by the Department of Education and Science in consultation with the profession (42).

It could be argued that the S.L.C. and Illiterate parents showed more concern about the applicability of more involved in the practical situation than those Bachelor and Intermediate parents who are often remote from the 'chalk face' and might not be sensitive to the changing needs and requirements of the students' situation. One interpretation of this

discrepancy could be that the practitioners (S.L.C. and Illiterate parents) are expressing discontent with the current situation of Physical Education, particularly in respect of the objectives identified for Physical Education, which are no longer realistic in their view.

This finding might be a message that these practitioners understand the needs of the learners, the needs of the community and the needs of the nation. In addition their message is that their experience and the skills they have developed through time, qualify them to be at least partners in the decision making process if not the main decision makers in any matter related to the objectives of Physical Education that should be incorporated in the Physical Education curriculum. It is also possible that this attitude questionnaire has given them an opportunity to suggest that their views have not been considered in the process of curriculum design. The parent's views, particularly in relation to the social and personal needs of students studying Physical Education in the curriculum, clearly indicate the dissatisfaction they feel in relation to the present curriculum which they seem to allege to be alien to them. Interestingly, the theorists do not miss the opportunity to express caution about the demands for change which the practitioners are insisting upon. It can be seen that the gap between theory and practice in Physical Education needs to be bridged and a reconciliation has to be brought about. Clearly, it would be unwise to suggest that Physical Education activities in college, which are delivered by practitioners, should not be based on theoretical knowledge about the learner as a human being, as a member of a social community and as a member of the broader cultural context, but equally the theory should not be developed without having feedback from the practical situation. It is worth stating here as part of the discussion that the findings in this study show that all parents have agreed that these objectives are very important

and must be taken into account when planning and designing realistic and appropriate syllabuses and teaching materials as well as actual teaching programmes for Physical Education.

One important aspect of the delivery of a successful Physical Education curriculum is the training which parents receive.

5.2.2 The Curriculum of Physical Education

The main aim of this section is to examine the parents' attitudes in respect of the curriculum for Physical Education. The results of this section show that all the parents' mean scores for the variables sex, experience and qualifications show a positive attitude towards the Physical Education curriculum. There would appear to be considerable agreement among all the parents that Physical Education should:

i. Provide experiences which promote normal physical growth and development of students
ii. Provide experiences aimed at developing self confidence
iii. Provide experiences to develop leadership ability
iv. Provide for individual differences in the abilities of the students
v. Encourage the students to continue to participate in extra-curricular programmes of Physical Education
vi. Enable students to derive enjoyment from participation in these programmes
vii. Increase students' knowledge in appropriate health habits.

It goes without saying that the views expressed by the parents are important and these are the same views held by the researcher. Examining the parents' responses, it appears that these views have reflected a common concern in

educational circles. The arguments that are going on nowadays in these circles are centred upon giving the learner's needs more space in the curriculum and in the teaching programme and in giving the learner greater autonomy and greater individuality. I think if we, in Nepal, consider these crucial aspects of curriculum planning we will achieve a realistic and modern curriculum that accomplishes the desired objectives of education and the objectives of Physical Education in particular.

Statistically significant differences were evident in terms of parents' qualifications. Once again the S.L.C. and Illiterate parents showed a more positive attitude towards the objectives of the curriculum of Physical Education than Intermediate and Bachelor parents. The reasons for this difference are almost certainly similar to those given in section one in which the discrepancy was justified by the fact that the overwhelming majority of parents in the sample in this study were Illiterate and S.L.C. parents. Furthermore, it was argued that only the S.L.C. and Illiterate parents were still in touch with the actual practice of Physical Education. This could account for the reason that their attitudes expressed more concern and more positive support for both the objectives in the last section and the curriculum in this section.

As was suggested earlier, it is hoped that the result of this study will provide a research base, which could bring together both practical and theoretical issues identified, in order to suggest a reform programme which could create and introduce effective changes to the current status of the Physical Education curriculum in Nepal.

One point which should be mentioned here is that the parents' beliefs, concerning the content of the curriculum, gave strong support to the

findings in the students' part of the study in which the students expressed their dissatisfaction with the content of the current curriculum of Physical Education. This in turn gives further support to the suggestion above concerned with the need for reform. Luke and Sinclair (1991) also support the concerns identified in this study. They studied the factors that help in developing positive and negative attitudes towards Physical Education. Their findings indicated that the most important factors in attitudes towards Physical Education were the content of the syllabus (45). In this connection, the parents also voiced the need for the curriculum to go beyond the teaching and learning environment to include the social and cultural context outside the college. They maintained that the curriculum should promote and nurture the natural growth and development of students' self confidence.

It should once again be stressed that the parents' attitudes towards the content of the curriculum of Physical Education discussed here have reflected more or less similar concerns to those revealed by students in the previous section.

This leads to the conclusion that if the parents' ideas were incorporated in curriculum planning and syllabus design, the parents' attitudes towards Physical Education would change for the better and as the parents' attitudes changed the students' attitudes would be also more likely to change. These findings are supported by Figley (1985), who conducted a study on male and female college students' attitudes towards Physical Education.

Among his main findings were that the parents' attitude towards Physical Education, was one of the important determinants of positive attitudes towards Physical Education (46).

Furthermore, Cale (1996a) in a review of parents' attitudes and views of health related exercise, argued that 'parents' attitudes and views are deemed important to the success of Health Related Exercise (HRE)' (47). She also carried out another study (1996b) on the assessment of the physical activity levels of adolescent females. She highlighted the importance of parents and the role they play in Physical Education, 'Physical Education parents can potentially have a strong influence over young people's physical activity behaviour'. Further, the curriculum, according to her, also influences children's attitudes towards Physical Education: "the curriculum has also been recognised as an important determinant of children's attitudes toward PE" (48).

5.2.3 Physical Education as Perceived by Parents

This section deals with the findings from the parents' attitudes towards Physical Education. The parents were given 12 statements concerning their perceptions of Physical Education and were asked to give their responses using the same five point scale as shown in section one. The results in this section indicate that the majority of parents have positive attitudes towards Physical Education.

There is considerable agreement in other parts of the world that Physical Education should be a compulsory requirement from elementary school through college. In a study conducted by Scott and West (1990) on pupils' attitudes towards Physical Education in an Inner London Borough, the results showed that pupils had favourable attitudes towards Physical Education and the researchers concluded that Physical Education should be compulsory in both primary and secondary colleges in Britain (49). The results of the above study assert the importance of Physical Education from the point of view of students.

The second finding in this section indicates that parents agree that Physical Education provides an outlet for suppressed emotions. This concurs with the students' belief that participation in Physical Education is considered to be an outlet for suppressed emotions.

The parents also agreed that students in pre-primary, primary, secondary and colleges should take part in physical activities at least twice a week. This demand has been voiced by both the parents and the students, in that the time allocated is not enough, and that it should be increased and extra lessons should be added to allow more contact between parents and students, and for students to have adequate regular training. These findings have been voiced and given further support in the report of the Department of National Heritage in Great Britain (1995) which recommends that Physical Education should be given at least two hours a week (50).

Significant differences were evident in relation to time for physical activity in terms of sex where male parents show a more positive attitude than female parents. This discrepancy might be attributed to the fact that male parents who are directly involved with male students feel that their students need more time to be allocated to Physical Education lessons as they tend to demand practice in various games and activities. Clearly, it would be the case that it would be difficult to fulfil this demand at the present time given the shortage of time allocated to the lessons in current college time tables.

Female parents whose students showed satisfaction with the amount of activities provided, responded accordingly and did not demand that changes be made. However, male parents whose students expressed dissatisfaction with the time allocated to Physical Education lessons and the type and range of activities offered, demanded more changes in the

curriculum especially with reference to these two areas. There is also another possibility worthy of consideration in that the size of the sample in this study shows that the number of male parents surveyed almost doubled the number of female parents and this fact may have had a bearing on this finding.

5.2.4 The Possible Effect of Mass Media on Parents Attitudes to Physical Education

The results in this section indicate that all parents have positive attitudes in terms of their belief in the importance of being constantly informed by the media about the objectives of Physical Education and sport programmes, and the role that Physical Education and sport programmes can play in maintaining good health. Parents state that the mass media can play a major role in informing the populace about the benefits of Physical Education in maintaining good health. Parents name television, newspapers and magazines, radio, lectures, conferences, and special programmes as very good sources of information.

Thus, on the basis of these results it is clear that the advantages of Physical Education can be greatly enhanced via the mass media, particularly television, radio, newspapers, lectures and conferences. There will always be a need however, to ensure that the information given out by the media is both relevant and appropriate to the needs of parents, students and the general public. For example, television can contribute a great deal by means of programmes whose aim is to touch upon general issues relating to health related activity whilst at the same time making parents aware of the benefits of Physical Education.

One issue which is particularly important in planning successful media

programmes is to involve religious leaders in these programmes. The culture prevalent in Nepal is one driven by religion. It is crucially important, therefore, to include religious leaders in any mass media presentation if it is to be credibly received.

It is believed that the influence of parents on the attitudes the students have about Physical Education is enormous and this was confirmed by the results of this study. It is known that the overwhelming majority of parents in Nepal do not want their children taking Physical Education as a career. This reflects the low regard these parents have for Physical Education.

Any mass media presentation could do exceptionally well if it directed messages to parents to inform them about the benefits of Physical Education.

In addition, television could include debates and meetings where parents, religious leaders, Physical Education parents, Physical Education supervisors and curriculum planners could all take part along with the students. Such open discussions would make it possible to discuss the importance of Physical Education and show that it can be included in the curriculum without detriment to other subjects. From the above discussion it can be seen that both parents and their students strongly agree that the mass media can play an important role in developingPhysical Education and sport programmes inside and outside of college.

Furthermore, it has been emphasised that the media could have an effect in mobilising public support as well as official awareness concerning Physical Education. More than that, the media, it is believed, could play a vital role in the process of evaluation. The feedback, as the outcome of debates and discussions, could contribute directly to the assessment

process of the curriculum and college programmes and activities. At the same time, this media information service might ensure a continuous evaluation process by which officials, as well as the public, will come to know more about Physical Education in the outside world and thus become able to make rational comparisons in relation to Physical Education in Nepal.

Although all parents have high positive attitudes regarding the influence of the mass media and the role it plays, statistically significant differences were evident in terms of interaction between sex by experience, and sex by qualification. Female parents have more positive attitudes than male parents. However, it is worth stressing the role of culture in this respect. Cultural values in Nepal are largely conservative particularly those related to women's participation in outdoor life. Female parents here have shown more positive attitudes toward the need for more involvement of the mass media in creating new social models and new cultural patterns regarding women's freedom. This is probably why they expressed the view that a big responsibility lies with the mass media in conveying these ideas and those related to Physical Education in particular to the parents. In addition to the factors of culture, religion and parents in connection with this discrepancy, it should again be noted that the factor concerned with the size of the sample might be a reason for this discrepancy.

The role of culture, society, parents, and mass media in forming attitudes towards Physical Education is an issue that has been emphasised by other studies. For example, in 1994 Carlson carried out a study on why students hate, tolerate, or love gymnastics. The purpose of his study was to investigate secondary level students' attitudes toward Physical Education and to identify the variables which contribute to the formation of those

attitudes. Aspects of cultural, societal, and college contexts were found to be the major influences on students' attitudes toward Physical Education. The major influences within the cultural context were gender, an idolisation of elite sports persons and a compartmentalisation of the body and mind. Within the societal context, influential factors were family, mass media, and the participants' sporting experience and skill level, peers, previous Physical Education experiences, and perception of fitness. These factors, he concluded, influenced the self concept and self esteem of the students. The most influential factor within the college context, however, was the parent (51).

5.2.5 A Review of General Trends Surrounding the Parents' Responses

From the above overview of this discussion it can be clearly seen that there is one main central trend. The trend which emerges is related to the variable of qualification, where S.L.C. and Illiterate parents show more positive attitudes towards Physical Education in terms of objectives and curriculum than Intermediate and Bachelor parents.

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CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This study has given clear insights into the field of the study of attitudes of students and their parents to Physical Education programmes. It has also given useful insights about the attitudes which the students and their parents have about the importance of being educated, through the Physical Eduation programmes, about health and life-long physical activity. But perhaps one of the most important contributions which this study has provided is a comprehensive examination of females' attitudes to the importance of taking part in regular Physical Education programmes during their college years. In relation to this it is worth repeating that the attitude of Nepales College students differ from their Western sisters in that their interest in Physical Education does not decline as they become older.

The findings of this study show that both parents and their students in general have positive attitudes towards Physical Education. The most significant findings of this study were those relating to students' attitudes towards Physical Education and health, their attitudes towards the content of the Physical Education curriculum and their attitudes towards their parents' views regarding the low status of Physical Education. With regard to the students' attitudes towards Physical Education in relation to health, the study shows that the students in this study clearly value Physical Education in relation to health promotion. They believe that the role of Physical Education is important because it keeps the individual fit and healthy.

This finding is further made significant if one takes into account the facts, voiced in a number of other studies (Ewles and Simnett 1990, Armstrong and

Biddle 1992, World Health Organisation 1995) reviewed in the course of the discussion chapter, that Physical Education assists in the prevention of a number of diseases, most notably those relating to heart disease (1, 2 and 3). These findings are of crucial importance to the Economic and Social Development Plan (1997) which, as stated earlier, shows that the majority of the Nepales population is young, with over 67.6% being below adulthood (4). If Nepal is to make progress with public health in the future it will be partly through the maintenance of a well structured curriculum for Physical Education ensuring the establishment of good health habits and lifestyles which would continue with these students even after leaving college. In short, Physical Education in Nepales colleges could play a crucial role, if given priority and due importance, in contributing to national health plans. With these points in mind the following observations and recommendations are made.

i. Physical Education lessons with an emphasis on health should be given appropriate consideration in the National Curriculum, and space and time in college timetables. Parents should be encouraged to assign more importance to health issues in their teaching and try to help their studen also ensure that students are knowledgeable about the positive effects Physical Education can have on their physical, mental and emotional health.

ii. Students of all ages should be provided with better facilities. This could be achieved by:
    - providing colleges with track and field areas as these are seen as essential to college sport programmes
    - providing colleges with at least one court for basketball or volleyball

- providing colleges with at least one football playground.

iii. Students should be encouraged to increase habitual activity gradually, aiming to carry out at least thirty minutes of enjoyable physical activity daily, where these activities take place in the college environment. They should be done under the supervision of a well trained instructor with advice from qualified physicians. In addition, gymnasiums should be established so that students have the chance to participate in physical exercise outside the college and develop healthy lifestyles.

iv. Females must be given a variety of opportunities and should be offered more encouragement to engage in physical activity. If women are made aware of the benefits of physical activity and are convinced of its value they are more likely to pass this knowledge on to their children. Although the responsibility for personal health ultimately lies with the individual and to some extent the family, government action is also required to create a social and physical environment that is beneficial to the adoption and maintenance of physically active lifestyles. Ideally, the promotion of physical activity must be part of a public policy.

v. The Ministry of Education and Department of Curricula officials in Nepal should be made aware of the findings of this study and should take practical steps to incorporate these health related aspects of Physical Education into the curriculum.

vi. The Department of Health need to be made aware that most of its national health plans can be successfully achieved through colleges and that students at colleges should be the main target of all future health initiatives.

In the light of the points made above, the first step should be to establish a joint working party made up of the Ministry of Education and the Ministry of Health to consider how best to develop an appropriate programme. The fact that a high percentage of individuals in Nepal suffer from heart conditions, posits a great responsibility on both of these parties. It is assumed here that none of these parties could do any better alone and that only through cooperation and close contact can health concerns be appropriately addressed.

In considering all of these groups, there will be a need to educate and in some cases re-educate physicians, other health professionals and parents at all levels in the need to promote physical activity, so that they can offer informed advice to parents and pupils.

In summarising this section it is worth concluding the following:

i. Daily physical activity should be accepted as the cornerstone of a healthy lifestyle
ii. Physical activity should be reintegrated into the routine of everyday living
iii. Raising the physical activity levels of individuals and improving overall health will improve lifestyles and increase life expectancy.

With respect to the students' attitudes towards the curriculum, the students clearly expressed the view that the curriculum is lacking in many areas, the major shortcoming being that it does not reflect, in any way, the needs and expectations of the students. Students would clearly like more freedom of choice in the type of physical activity they are asked to take part. This gives us insight into the importance of addressing students' needs if the curriculum of Physical Education is to be deemed appropriate for them. It

also gives credence to the need for student involvement in curriculum construction.

The following proposals are offered as a possible way forward:

i. Students expressed the view that more time be added to Physical Education lessons. It is recommended therefore that the time given to Physical Education should be increased to three lessons per week. It is believed that once Physical Education is accepted as an important subject then allocating adequate or more time to it in the college timetable will not lead to any conflict for the college programme as a whole.

ii. Students asked for more freedom in choosing what activities they take part in. Students should be given the chance to have a variety of options available to them instead of sticking to one particular game or activity. The results showed that the majority of the students preferred physical exercise which involved skill in movement such as dancing and gymnastics. The Physical Education curriculum in developed countries, particularly in Britain, shows a considerable variation in the type and amount of physical activities offered to the students. With this in mind, it is recommended for Nepales educational authorities to consider the adoption of some aspects of the British Curriculum of Physical Education as a remedy for the defects of the current curriculum. Reference here is being made to those aspects of the British Curriculum where a procedure has been adopted to offer a variety of choices for the student. It is possible that the Nepales Ministry of Education could consider a similar system.

iii. Students maintained that Physical Education, although very important for health and developing personality, had no credence in the college programme and the educational system in general, and that they went to college to learn subjects that were academically more important. In the light of these statements more weight should be given to the subject and this could be achieved by:

- producing textbooks especially designed for Physical Education
- devising evaluation techniques compatible with the nature of the subject
- establishing objective criteria for assessment
- retraining Physical Education teachers in specific areas of their subject
- providing training in educational and psychological aspects of parent student interaction.

It is believed that only through taking these steps will Physical Education be able to attain academic credence in the educational system. The training programme should be carried out basically by the Ministry of Education and with the co-operation of the universities in the country, to bring together both theory and practice. The lecturers in the universities should do the training and the Ministry of Education should provide the funds. In fact, this procedure already exists in other subjects and training for Physical Education parents should now be included.

iv. Parents should start using detailed programmed plans which address 'differentiation' in the syllabus to match different abilities, so that each student can work at their own level while the parent gives equal amounts of time to each group. All students should be given the

chance to participate and show their ability and those with low performance levels should also be given the opportunity to improve and develop their skills. Once again this proposal will have implications for the training of both present and future parents. With regard to present parents, in-service training programmes will be enough to enable them to deal with students' individual differences in a more appropriate way. For future, introducing appropriate teaching materials, different teaching styles and courses relating to the psychology of the learner should be included in the teaching programmes in colleges where they are preparing for their degrees.

v. Teachers should consider those students who wish to do physical activity for recreation, enjoyment or those who are members of the college team.

This might be better achieved by organising sporting activities and games outside college time so that students are given additional time to practise and improve their skills. Extending physical activities outside the college could enhance a balanced curriculum if the time in college is seen as insufficient to give all students at all levels enough training to develop their skills. It would therefore be advisable for Nepales curriculum planners and syllabus designers to consider the adoption of this initiative. However, there has to be some sort of incentive for the parents to encourage them to do this job.

Teachers need to be given additional financial support to enable them to spend more time with the students outside the college and as such it is recommended that they are paid for these duties.

vi. Research should be carried out to investigate thoroughly the issue of developing a more modern and progressive curriculum for Physical

Education in the Nepales educational system. In view of these findings, it is recommended that research be carried out to identify students' curriculum needs. Parents and educators in Nepal need to understand that the student is the first and ultimate objective of the educational process.

In considering parents' attitudes about majoring in Physical Education at university, the findings show that parents do not encourage their children to take this option. When students think about making a decision as to their future career, parents encourage their children to major in subjects which have a superior social value such as engineering or medicine. Parents, with the passage of time, have developed negative attitudes towards Physical Education, and should be made aware of the value of Physical Education as a subject of study, together with its value in terms of the mental, emotional and physical well being of their children. This could be achieved by:

- Establishing strong ties between educational institutions and parents. Parents' councils are a practical and immediate step towards establishing channels of contact between the college and the environment outside the college.
- Parents should play an important role in increasing public awareness of the importance of sport both in colleges and in the community as part of the general development of society.
- The media should play a vital and leading role in educating the people about the significance of the work done inside the college and that co-operation between the college and other social institutions is required to achieve satisfactory results. The role required from the media as far as Physical Education is concerned

is to revive the religious dimension outlined earlier, not only among the students but more importantly among the general public. This will have the effect of increasing the importance of Physical Education as a subject. Having considered issues relating to health, the curriculum, the status of Physical Education and parental influence, this section will conclude with a brief review of the impact that religion, culture and the media can have on these four areas. With regard to the role of religion, culture and the mass media on Physical Education, the findings of this study show that students are generally of the view that they each play an important role in changing public opinion regarding Physical Education.

The teachings of any religion are given great importance by the followers of that religion and these teachings generally induce great influence on the people's attitudes towards or against any aspect of social or cultural life. The researcher therefore believes that the exploitation of the religious dimension will greatly enhance the standing of Physical Education from the point of view of both people in general and government officials. The researcher therefore proposes the following recommendations:

- The religious dimension should be used to persuade the people and government officials to first change their own attitudes towards the discipline and secondly, to propose changes in the curriculum of Physical Education. One of the main recommendations of this study is to emphasise that if it is intended to introduce positive change in the status of Physical Education and to improve performance in this discipline, then Physical Education should be seen as part of our religious teachings. The positive attitude

towards Physical Education that religion and culture in Nepal provides, should be fully exploited in order to recruit official as well as public support to introduce much needed reforms. With respect to the role perceived of the media in improving attitudes towards Physical Education, both students and their parents have expressed a positive attitudes to its involvement in this respect. In particular, students state that they believe that the mass media plays a major role in informing them about the benefits of Physical Education in maintaining good health, and in shaping knowledge, convictions and attitudes.

The media could have a snowball effect in mobilising public support and raising official awareness of the importance of Physical Education. More than that, the media is believed to play a vital role in the process of evaluation as the feedback from debates and discussions feeds directly into the assessment process of the curriculum and college programmes and activities. From the findings of this study it is recommended that:

- The media should serve as channels for assessing the country's progress, and enlist more co-operation between government authorities to improve public attitudes towards various social issues in general and the issue of Physical Education in particular.
- The media should function as a means of transferring new knowledge and cultural and scientific advances to the citizens. This will require an enhancement of national capabilities and increased resources. Physical Education is seen to be a crucial aspect of Nepales cultural and social life that should be encouraged through

the media. The media can have a leading role in changing people's attitudes and beliefs.

- It is further recommended that the mass media should have a formative role in shaping students' attitudes. One function of the media is to integrate the roles of the family, colleges and places of worship in developing students' awareness, knowledge and attitudes towards the benefits of participation in Physical Education. It is perceived that the media could accomplish the duty it is set to do, if and only if, the religious dimension is incorporated in their campaigns. The inclusion of this essential aspect of people's cultural and social life could create a snowball effect in changing people's attitudes towards Physical Education. Finally, it should be made clear that any Physical Education plan that is at odds with the prevailing social or political climate, or which runs counter to the feelings and attitudes of interested people, is unlikely to succeed. Therefore, involvement of the learner in particular and people who are concerned with Physical Education in general, is a prerequisite for future successful Physical Education planning. Moreover, badly implemented proposals for change in Physical Education may lead to conflict. These plans need to be carefully introduced over time and much attention needs to be given to the concerns of those whom the plan most closely affects.

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APPENDICES

APPENDIX- I

MAP OF NEPAL

APPENDIX – II

Dear student,

This questionnaire is part of a research process which aims to collect data concerning the college students' attitudes towards Physical Education in Nepal.

The collection of this data is solely for academic and research purposes. Your honest and accurate answers will be greatly appreciated by the researcher in conducting this research. It will be of great help if you answer all the questions as indicated.

Your answers will be treated as confidential and no individual will be identified in the research. Note also that the answers will not be used for any purpose other than the research.

Each item in this questionnaire has five responses. Could you please tick the response you think is most appropriate?

If you have any comments to add please do not hesitate to do so.Your suggestions on the questionnaire will be of great help.

Shyam Prasad Sedai
The researcher

Students' Questionnaire

Section I

Please write in the appropriate response to each of the seven questions that describe you or your position.

1. Gender
   A. Male
   B. Female
2. Present age.
   A. (Years)
3. Name of college.
   A.
4. College Year
   A. First
   B. Second
   C. Third
5. Type of College
   A.Public
   B. Government
   C.Private
6. Father's occupation
   A.
7. Place of residence
   A. Eastern Development Region
   B. Central Development Region
   C. Western Development Region

Opinions about Physical Education and Sport Programmes

Section: II

Directions: A five-point scale is provided for responding to the statements listed below. For each statement tick () the one response which best represents your opinion.

Students' Attitudes to Physical Education

Part: 1

Statements	**SA**	**A**	**UN**	**DA**	**SD**
1. Physical education is one of the worst lessons we have in school					
2. I do not go to school to do physical education but to learn more important subjects					
3. I find the activities in physical education boring because we always do the same thing					
4. I wish we could choose what we do in physical education and games					
5. I would rather do physical education than other school subjects					
6. A curriculum which does not include physical education does not offer a complete education					
7. Academic requirements for majors in physical education are not as difficult *as* other subjects					

8. Physical education is good because it keeps you fit and healthily					
9. Physical education makes important contributions to mental health					
10. Physical education offers training for leadership					
11. Playing netball or football is very exciting when the scores get close					
12. There are many opportunities for the development of moral and ethical conduct in physical education					
13. Physical education activities provide opportunities for satisfying social experiences					
14. Physical education should be a requirement from elementary school through high school					
15. Physical education is one of the best lessons which we have in school					
16. Most girls and boys do not enjoy physical education classes					
17 There are a large variety of interesting activities offered in the physical education programme					
18. Working together in physical education activities gives people a better understanding of each other					
19. More time should be given to physical education lessons					

20. A physical education credit should be required for graduation from high school					
21. Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living					
22. I like physical education because if you are good enough you can get into the school team					
23. I like physical education because I can compete against my friends					
24. I don't like sport at all because I feel a fool in my physical education kit					
25. There is something interesting for every-one in physical education					
26. I hate getting muddy in games					
27. Sometimes I pretend to be ill so that I do not have to do physical education and games					
28. I would take part in physical education even if I did not have to					
29. Even when I do not feel well, I do not want to miss physical education and games					
30. I like doing physical education and games because they are fun					
31. I prefer physical exercises which have beauty in movement such *as* dance and gymnastics					

32. I do not like playing games because they are too rough					
33. Physical education is not important because it does not lead to a job					
34. Girls look forward to their physical education classes with enthusiasm					
35. It is silly for high school girls to waste time playing games					
36. Grades in physical education are not fair to the non-athlete in comparison to the "natural athlete"					
37. Girls should develop their physical abilities to the highest level					
38. Vigorous physical activity works off harmful emotional tensions					
39. Participation in physical education contributes to the promotion of emotional development					
40. Physical activities are valuable for maintaining Health					
41. Physical fitness is a most important aspect of life					
42. Participation in physical activities is essential for all of us					

Students' attitudes in respect of their Physical Education teachers : Part 2					
43. My physical education teacher does not treat people who are good at physical education differently from others					
44. Physical education teachers are only concerned with muscle building					
45. I like my physical education teacher					
46. Only the good pupils are picked for a school team by the physical education teacher					
47. The physical education teacher should offer extra activities for all children.					
Student attitudes to Physical Education in respect of culture, religion and parental opinion : part 3					
48. Most parents would not approve of their daughters majoring in physical education					
49. My parents would never want me to major in physical education					
50. My parents always encourage me to participate and study physical education					
51. My parents are pleased when I participate in physical education					
52. My parents think that physical education lessons are necessary for all pupils					
53. My culture encourages participation in physical education					

54. My Religion encourages participation in physical education					
The perceived effect of the Mass media on student attitudes to Physical Education : part 4					
55. the objectives of physical education and sport programme					
56. the role that physical education and sports programmes can play in maintaining good Health					

Please rate the usefulness of the following for informing the Nepalese people about physical education programmes

Statements	Very Import	Import	Not Sure	Not Important	Not Important at all
57. newspapers and magazines					
58. radio					
59. television					
60. brochures and pamphlets					
61. lectures, conferences, and special programmes					

APPENDIX - III

Dear Parent,

This questionnaire is part of a research process which aims to collect data concerning the Physical Education parents' attitudes towards Physical Education as a profession in Nepal.

The collection of this data is solely for academic and research purposes. Your honest and accurate answers will be greatly appreciated by the researcher in conducting this research. It will be of great help if you answer all the questions as indicated.

Your answers will be treated as confidential and no individual will be identified in the research. Note also that the answers will not be used for any purpose other than the research.

Each item in this questionnaire has five responses. Could you please tick the response you think is most appropriate?

If you have any comments to add please do not hesitate to do so. Your suggestions on the questionnaire will be of great help.

Shyam Prasad Sedai

The researcher

Parents' Questionnaire

Section - I

Please write an appropriate response to each of the six questions that describe you or your position.

1. Gender.

   A. Male

   B. Female

2. Present age.

   A. (years)

3. Who is your employer?

   ……..

4. What is your current position?

   ……..

5. How many years of working experience have you?

   ……..

6. Please write the educational degree which you have attained

   ……..

Opinions about Physical Education and Sports Programmes

Section: II

Directions: A five-point scale is provided for responding to the statements listed below. For each statement tick () the one response which best represents your opinion.

Physical Education Objectives

Part: 1

In planning realistic objectives in the development of physical education and sports programmes, each of the following factors were considered:

Physical Education should:	**SA**	**A**	**UN**	**DA**	**SD**
1. serve the needs of the community and the nation					
2. meet the present needs of students					
3. consider the amount of money allocated in the national budget for physical education					
4. consider the type of professional preparation of Physical Education teachers					
5. consider the current physical fitness and skill level of the students					
6. consider the indoor and the outdoor Physical Education facilities					
7. consider the quantity of appropriate equipment					

8. consider the quality of appropriate equipment					
9. list the objectives in Physical Education which are achievable					
The Physical Education Curriculum : Part 2					
10. provide experiences which promote the normal physical growth and development of students					
11. encourage students to continue to participate outside school programmes of physical education					
12. encourage students to continue to participate in physical activities throughout their adult lives					
13. provide experiences aimed at developing self-confidence					
14. provide experiences to develop leadership ability					
15. develop student's effective movement skills					
16. develop student's knowledge and skills in lifetime physical recreational activities					
17. improve the cardiorespiratory endurance of Students					
18. increase the student's knowledge in appropriate health habits and life styles					
19. provide for individual differences in the abilities of the students					

20. consider the preferences of students in selecting physical education activities for the programme					
21. enable students to derive enjoyment from participation in the programme					
22. help students to find release from tensions and frustrations					
23. concentrate on individual sports as the main activity					
24. concentrate on team sports as the main activity					
25. take into account the activities offered in elementary and preparatory schools					
Physical Education as perceived by parents: Part 3					
26. Physical education provides an outlet for suppressed emotions					
27. Physical education should be a compulsory requirement from elementary school through high school					
28. It should not be necessary for a woman to be a college graduate to teach physical education					
29. A physical education credit should be required for graduation from high school					
30. Salaries of physical education teachers should not be as high as the salaries of those who teach academic courses					

31. Physical education teachers are only concerned with muscle building.					
32. Physical education teachers are not given the same respect by the public that other teachers receive					
33. Physical education teachers should only be required to complete a two year college courses					
34. There is no need to be concerned over the present shortage of women physical education teachers					
35. Women who teach physical education are not popular socially					
36. Physical education should provide students in elementary, preparatory and secondary schools with physical activity at least twice a week.					
37. There should be more physical education lessons for each student each week					
The possible effect of the mass media on parents attitudes to Physical Education :Part 4					
38. the objectives of physical education and sport programmes					
39. the role that physical education and sports progranunes can play in maintaining good health					

Please rate the usefulness of the following for informing the Nepalese people about physical education programmes					
Statements	Very Important	Import	Not Sure	Not Important	Not Important at all
40. newspapers and magazines					
41. radio					
42. television					
43. brochures and pamphlets					
44. lectures, conferences, and special programmes					