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# Inner-city physical education activity interests of sixth grade boys and girls

Nelson Griffin III  
*Ithaca College*

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INNER-CITY PHYSICAL EDUCATION ACTIVITY  
INTERESTS OF SIXTH GRADE  
BOYS AND GIRLS

by  
Nelson Griffin III

An Abstract  
of a project submitted in partial fulfillment  
of the requirements for the degree of  
Master of Science in the School  
of Health, Physical Education  
and Recreation at  
Ithaca College

December 1980

Project Advisor: Dr. Victor Mancini

## Abstract

This study had two major purposes: first, to determine the physical education activity interests of inner-city sixth grade boys and sixth grade girls; secondly, to develop guidelines, based upon the interests of these pupils, for a physical education curriculum for sixth grade children. Based upon a review of the research and conceptual literature surrounding the problem, the following objectives for this study were formulated: (a) What are the inner-city physical education activity interests of sixth grade boys? (b) What are the inner-city physical education activity interests of sixth grade girls? (c) How do sixth grade boys, as opposed to girls, differ in their interests toward inner-city physical education activities? (d) Based upon pupil interests, what guidelines should be utilized in the development of an inner-city physical education curriculum for sixth grade boys and girls?

Subjects for this study were 100 elementary school sixth grade boys and girls of the Schenectady Public School District, Schenectady, New York. Of the 100 subjects, 10 boys and 10 girls were chosen randomly from each of the five elementary schools. All of the children received instruction in physical education from a certified physical education teacher. The questionnaire included a list of 102 activities, methods, and techniques covering a wide

range of experiences in physical education. The first 66 items of the questionnaire were concerned with physical education activities and the responses to these items were based upon their being either "Very Important," "Important," or "Not at all Important," to the individual completing the questionnaire. The last 36 items of the survey instrument included methods and techniques related to physical education activities. The individuals' reaction to these items were based upon a "Yes," "Sometimes," or "No" response.


The questionnaire was administered under controlled conditions in May, 1976, to each sixth grade pupil participating in the study. The investigator gave verbal directions for answering the questionnaire, and each child independently responded to each item on the questionnaire.

Each of the items on the questionnaire was scored separately for boys and girls. A descriptive analysis was made of the data by comparing frequencies for each response. The percentage of boys and the percentage of girls responding to each activity were also computed and presented in tabular form.

The results of the questionnaire showed specific activity interests which were important and were not important to sixth grade boys and sixth grade girls. Having time for physical education activities both during and after school, helping to plan the physical education program, working with teachers and students in a democratic way, and providing competitive activities for all children

were important to both sixth grade boys and sixth grade girls. The activity that was rated as the most important of all activities by both boys and girls was outdoor activities such as ice skating, hiking, horseback riding, and bicycling. Sixth grade boys rated combative activities, such as boxing and wrestling, and weight-lifting activities as being important, while sixth grade girls selected social dance and square dance as being important; based upon these interests, guidelines were presented for utilization in the development of a physical education curriculum for sixth grade boys and girls.

Within the limitations of this study it was concluded that both boys and girls believed that time for physical activity, both during and after school, was important. They also desired to be involved in the planning of the physical education program. Both boys and girls believed that competitive activities should be available to all members of the class rather than provided for only the highly skilled. Swimming was noted by both boys and girls as the most important of all physical education activities. Additionally, boys favored combative and weight lifting activities while girls liked social and square dancing.



INNER-CITY PHYSICAL EDUCATION ACTIVITY  
INTERESTS OF SIXTH GRADE BOYS AND GIRLS

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A Research Project Presented to the Faculty  
of the School of Health, Physical  
Education and Recreation  
Ithaca College

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In Partial Fulfillment of the  
Requirement for the Degree  
Master of Science

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by  
Nelson Griffin III  
December 1980



Ithaca College  
School of Health, Physical Education and Recreation  
Ithaca, New York

CERTIFICATE OF APPROVAL

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MASTER OF SCIENCE RESEARCH PROJECT

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This is to certify that the Research Project of

Nelson Griffin III

submitted in partial fulfillment of the requirements  
for the degree of Master of Science in the School of  
Health, Physical Education, and Recreation at Ithaca  
College has been approved.

Research Project  
Advisor:

Candidate:

Chairman, Graduate  
Program in Physical  
Education:

Director of Graduate  
Studies:

Date:

Dec. 31, 1980

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The City of Schenectady elementary school physical education teachers and pupils whose combined efforts made it possible to collect the data necessary to complete the study.

My wife Brenda for her assistance, confidence, and understanding.



## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS .....	ii
LIST OF TABLES .....	vi
Chapter	
1. INTRODUCTION .....	1
Scope of Problem .....	3
Statement of Problem .....	3
Hypothesis .....	4
Assumptions of Study .....	4
Definition of Terms .....	4
Delimitations of Study .....	5
Limitations of Study .....	6
2. REVIEW OF RELATED LITERATURE .....	7
Special Problems of Inner-City School Children .....	7
Physical Education Activity Needs and Interests of Inner-City School Children .....	11
Inner-City Elementary Physical Education Curriculum .....	14
Summary .....	17
3. METHODS AND PROCEDURES .....	18
Selection of Subjects .....	18

	Page
Testing Instrument .....	19
Method of Data Collection .....	20
Scoring of Data .....	21
Treatment of Data .....	21
Summary .....	22
4. ANALYSIS OF DATA .....	23
Time for Activity Interest of Boys .....	23
Pupil Planning Interests of Boys .....	25
Democratic Standards Interests of Boys ....	25
Competition Interests of Boys .....	28
Physical Education Activity Interests of Boys .....	30
Time for Activity Interests of Girls .....	30
Pupil Planning Interests of Girls .....	33
Democratic Standards Interests of Girls ...	33
Competition Interests of Girls .....	36
Physical Education Activity Interests of Girls .....	37
Differences in Activity Interests of Boys and Girls .....	37
Physical Education Curriculum Guidelines .....	41
Summary .....	44
5. DISCUSSION OF RESULTS .....	45
Time for Activity Interests of Boys and Girls .....	45
Pupil Planning Interests of Boys and Girls .....	46

	Page
Democratic Standards Interests of Boys and Girls .....	48
Competition Interests of Boys and Girls ...	48
Physical Education Activity Interests of Boys and Girls .....	50
Differences in Activity Interests of Boys and Girls .....	51
6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY .....	53
Summary .....	53
Conclusions .....	54
Recommendations for Further Research .....	55
APPENDICES .....	57
A. TABLE 1. ITEM CATEGORIES AND RESPONSES ON CURRICULUM GUIDE QUESTIONNAIRE .....	58
B. INNER-CITY ACTIVITY INTEREST QUESTIONNAIRE ..	60
BIBLIOGRAPHY .....	66

## LIST OF TABLES

TABLE	Page
1. Time for Activity Interest of Sixth Grade Boys .....	24
2. Planning Interests of Sixth Grade Boys .....	26
3. Democratic Standards Interests of Sixth Grade Boys .....	27
4. Competition Interests of Sixth Grade Boys ...	29
5. Activity Interests of Sixth Grade Boys .....	31
6. Time for Activity Interests of Sixth Grade Girls .....	32
7. Planning Interests of Sixth Grade Girls .....	34
8. Democratic Standards Interests of Sixth Grade Girls .....	35
9. Competition Interests of Sixth Grade Girls ..	37
10. Activity Interests of Sixth Grade Girls .....	39
11. Differences in Most Important Activity Interests of Sixth Grade Boys and Girls ...	40
12. Differences in Least Important Activity Interests of Sixth Grade Boys and Girls ...	42

## Chapter 1

### INTRODUCTION

The total educational experience of each child is the primary consideration in planning the school curriculum. More today than ever before, a constructive emphasis in curriculum development should be placed upon satisfying the interest and needs of each child. Needs are often reflected through understanding one's interests and provide a guidance in better understanding the child's growth and developmental processes. In order to provide sound learning experiences, it is necessary to know each child's interests and needs as well as to understanding the way the child grows and develops (57).

Urban education, focusing upon the inadequate education of essentially poor and minority children, aims to discover workable solutions through the manipulation of political, social, and economic forces affecting inner cities - forces that have produced the depressed neighborhood, discrimination, inequality, indifference, and dehumanized people "holed-up" in an inhuman push-button jungle (31:94).

Educators first must understand racism in America and the fallacies that stereotype people on a basis of heredity rather than environment. Education should be different. Willgoose (31) and other educators (12, 13, 16, 23, 24, 27) verify how middle-class programs and values

frequently fail to succeed with children of low socioeconomic background. Willgoose (31:94) stated:

Also, the myth that Blacks are inherently unable to take advantage of schooling has led to a wide variety of programs that are based on the proposition that ghetto children are 'disadvantaged' and therefore need 'compensatory' or 'catch-up' programs. The difficulty here is not that the children are disadvantaged; they certainly are. The real difficulty lies with the teachers who assume lower expectations and, thereby lower educational results. In short, there may be pathological problems at home and in the community, but these are frequently exceeded by the social pathology in the school system.

In the trends of today's education, there are a variety of ways in which to meet the needs of inner-city boys and girls. An ideal way is through physical education activities. In this respect, physical education may make a contribution as part of the total school program. Willgoose (31) believes physical education has reached a level of sophistication in which a great deal of thought and consideration should take place in order to have a well-designed continual experience for the learner of physical education.

Physical education, through the medium of movement, in the elementary school is the subject through which children gain progressional fundamentals of activities, neuromuscular skills, intellectual skills, social skills, and values (57). In addition, Rosenstein (57) wrote that primary grade children should be taught basic movement experiences and be given the opportunity to develop motor

skills. In the intermediate grades, boys and girls should be given the chance to apply these skills through participation in a wide variety of physical activities.

Most physical education curricula which have included pupil interests as part of the planning process have been at the secondary level. The interest of elementary school pupils should also be utilized in planning a curriculum for intermediate grade children.

#### Scope of Problem

The purpose of this study was to determine physical education activity interests and develop guidelines for a physical education curriculum for inner-city sixth grade children. The subjects used in this study were selected from 320 sixth grade boys and girls from five elementary schools within the City School District of Schenectady, New York. Of this population a random sample of 50 boys and 50 girls were selected to participate in this study. The mean age of the boys was 11.8 years, and the girls was 11.5 years. A questionnaire was administered verbally by the investigator, and each child responded independently. The results of the questionnaires were tabulated.

#### Statement of Problem

The purpose of this research project was to determine the inner-city physical education activity interests

of inner-city boys and girls and to develop guidelines based upon the interests of these pupils for sixth grade physical education curriculum.

### Hypothesis

There will be no significant difference of physical education activity interest between inner-city sixth grade boys and girls.

### Assumptions of Study

For the purpose of this study, the following assumptions were made:

1. Every individual participating in the study completed the questionnaire to the best of his or her ability.
2. The questionnaire itself would produce valid data.

### Definition of Terms

To better interpret this study the following terms were defined:

1. Activities - Activities are those formal and informal play experiences that require the active participation of the individual.
2. Curriculum - The curriculum is the organized learning experiences offered in a school with the learner as the focal point.



3. Inner-City/Educationally Deprived Child - This is a child who is behind in school. He is not doing the schoolwork expected of children his age because of economic, social, linguistic, or cultural problems.

4. Inner-City Schools - Inner-city schools refer to those schools enrolling large numbers of low income children of all races.

5. Interests - Interests are feelings of wanting to know, do, or take part in something.

6. Physical Education Curriculum - The physical education curriculum is a systematic progression of activities and experiences in physical education designed to meet the developmental needs and interests of individuals.

7. Pupil - A pupil is a child who is learning in school and is being taught by a teacher.

8. Questionnaire - A set of questions for obtaining statistically useful information from individuals.

#### Delimitations of Study

The delimitations of this research included the following:

1. The inner-city activity interest questionnaire was the only instrument used to assess the interests toward physical education activities.
2. The study involved only sixth grade boys and girls.

3. Only elementary inner-city, Title I schools in the Schenectady Public School District, Schenectady, New York, were included in the study.

#### Limitations of Study

This study had the following limitations:

1. The results related to interest may only be valid when the inner-city activity interest questionnaire is used to measure interest in physical education activities.
2. The results may only apply to sixth grade boys and girls from the Schenectady Public School District, Schenectady, New York.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The review of related literature for this study includes a review of the research and conceptual literature concerning the problem area. The first section of the chapter concerns some specific and unique problems faced by inner-city elementary children. The second section of the chapter focuses on a discussion of the physical education activity interest of inner-city elementary school children. The third section deals with a discussion of the inner-city physical education curriculum in the elementary school.

#### Special Problems of Inner-City School Children

The special problems of schools in inner-city areas have been a result of specific characteristics of cities. First, there has been high population density and geographic fragmentation into groups homogeneous in social class, race, age, or in style of life. This fragmentation has worked against one of the explicit goals of public education in America, that of socially integrating society (34). In addition, the fragmentation of ethnic and economic groups into different schools in cities has created another difficulty in learning itself.

In homogeneous schools, where children come from very similar backgrounds, the process of children learning from other children is sharply curtailed. The consequence is not only a reinforcement of social segregation through the schools, but also reinforcement of academic differences by economic, ethnic, and racial groups (34:6-7).

Another difficulty has what Coleman (34:6-7) termed "sorting and matching problems." In cities where there has been high density of high occupational mobility, the children often have not been able to follow their fathers' occupation and workplace. Thus, there have been many jobs and many children but few matchups.

Finally, the size of the school system itself has been a problem. Even in medium-sized cities, school systems have been large administrative bureaucracies. The size of the city seemed to correlate with the extent of the organizational difficulties of the school system (34). The defects found within large school systems, many of which have been designed to perform functions no longer relevant to the times, tend to filter down through the ranks and have been associated with the ills of the students and teachers. Because these school systems inevitably function as a monopoly, they have traditionally lacked the force to reform themselves (34).

Research (16, 27, 46) has shown that within various ethnic groups relative strengths and weaknesses in different attributes remain constant when these groups experience unique circumstances influencing their life style.

For example, Jews were shown to be higher in verbal ability than space conceptualization. A reversal in the same study was shown to be true for Blacks and Chinese, high in space conceptualization and low in verbal ability.

All this points to the fact that in studying learner needs, the teacher should take into account the various ethnic groups in the inner-city as a pattern of experiences and not a contemptible set of circumstances the children should be anxious to escape. The teacher should accept their language, dress, and values as a means of helping them to explore the meaning of their own lives (46).

Recognition of individual differences among these children is essential. The inner-city teacher must become a psychologist in order to be able to discriminate between the different characteristics of the inner-city child. He must be careful not to lump all these children together as one type, for the vast differences between these children and the implications of these differences is the key to accurate educational diagnosis and prescription. He should learn to recognize the frames of reference his students use in approaching important aspects of reality such as interpersonal relations, education, officialdom, work, and the family (46).

Finally, the inner-city teacher must also recognize the fact that not all children in the inner-city neighborhood come from depressed families; there again, there are many individual differences. He must be able to determine

and recognize those students who have made a poor adjustment (too aggressive or too withdrawn) from those who have adjusted very well (27).

As was previously mentioned, the dynamics existing in the community are not solely responsible for the major failures in inner city schools. However, they do play a significant role in the child's life and consequent behavior. According to the psychologist Piaget, "The development of intelligence is substantially influenced by environmental conditions" (9:7-8).

The good inner-city teacher has realized and taken into account the fact that many of his children are in day-to-day contact with undesirable images; have little or no personal belongings; are in constant contact with loud and unfocused noises in their surroundings; are often unstable as a result of frequent changes of fathers, as well as homes, teachers, within the same school year; face littered streets; and have apathetic and hostile parents (27).

The unfamiliarity with school and its expectations due to the limited educational tradition of low socioeconomic groups has been an important factor. Parents have been unable to transfer aspirations to children. They often failed to exhibit the traditional values of the school - cleanliness, punctuality, orderliness. Thus, the children have lacked the skills and habits necessary to meet the expectations of conduct in school. They have come to school deficient in the cognitive processes--thinking,

language skills, and reading. Their sensory discrimination has been inadequately developed. This lack of skills has often resulted in "negative behavior," as perceived by the teacher (9). "Children who have experienced little except deprivation and violence see themselves as others see them" (5:94).

Inner-city children have expressed their alienation from the school and society it represents by lethargic and listless behavior. They have frequently transgressed against the moral codes of society, showing little effort to learn.

Goldberg (13:232) contended that respect for the student in this situation is of primary importance. In describing a successful, seemingly middle class teacher she stated:

...he sees them quite realistically as different from his children and his neighbors' children, but like all children, coping in their own way with the trials and frustrations of growing up and, unlike middle class children, struggling to survive in the ruthless world of their peers, confused by the conflicting demands of the two cultures in which they live--the one of the home and the street and the neighborhood, the other of the school and the society that maintains it (13:232).

#### Physical Education Activity Needs and Interests of Inner-City Elementary School Children

The needs and interest of inner-city school children can be classified as physical, social, and intellectual. Physical education can offer an abundance of learn-

ing experiences that certainly contribute toward the development of physical, social, emotional, and intellectual growth (23). Activities that are diversified, comprehensive, and relevant motivate inner-city students to participate due to their natural interests and talents in sports and games and their need to exhaust stored-up energy in pleasurable and gratifying ventures. Many of the learning experiences can be a carry-over outside of school (23).

Witty et al. (61) studied the attitudes, hobbies, and interests of elementary school pupils in grades three through nine. With respect to physical activity interest his findings showed that boys participated in baseball and football, swimming, and bicycling, while the girls enjoyed skating, jumping rope, building snowmen, and riding on sleds. He also found limited participation in activities related to fishing, hunting, hiking, and other activities related to outdoor participation.

Schroeder (58) hypothesized, following his study of relationship between social acceptance, motor performance, and intelligence to children's activity choices, that the sex of the child was one of the most important factors in the selection of activities. Lehman and Witty (19) conducted a series of studies to determine children's interests in play activities at all ages. They found that younger subjects engaged in a larger number of play activities than the older ones and observed that sex differences in play interests appeared to have been overestimated by most



researchers.

The New York State Education Department (28) conducted a comprehensive survey of the physical education activity interests of children nine through 12 years of age. The results of this study showed that swimming was the activity most important to all boys and girls. Nearly half of the boys thought rhythms and social dance were important, but these activities undoubtedly ranked higher, among the girls. The findings also indicated that both boys and girls desired competition but they wanted a variety of activities in which to participate.

Ridini and Madden (23) cited how inner-city students have had a greater need for school-sponsored physical activities as opposed to suburban students who receive leisure pursuits that are not school-sponsored. Physical educators should be familiar with the reliance and support experiences that meet the needs and interests of inner-city students.

A great deal of inner-city students who have witnessed defeat and failure in most endeavors have received some degree of success in physical education. The feeling of accomplishment has motivated students to work on success in other academic disciplines in hopes of improving their status. Some have seen athletics as a vehicle of escape from the ghetto after completing their education. Through

that very thought reality has resulted, and the excellent rapport between physical educators and students also has allowed individualized counseling and guidelines for students who have a dire need for adult encouragement.

#### Inner-City Elementary Physical Education Curriculum

Educator Bain (32) from the University of Houston cited how the physical education curriculum was an overall plan for the total physical education program which was designed to guide professionals in conducting activities for a specific group of students. The curriculum focused on the program content in terms of its objectives and activities. Curriculum designers made decisions about (1) scope - what content was included; (2) structure - how content was clustered into units; and (3) sequence - how content was ordered. Curriculum theory provided system assistance for these decisions.

The important implication of developmental theory as a basis for physical education curriculum was that the scope and the structure of the program differed at various age levels. Elementary school physical education emphasized fundamental skill development which included units such as locomotion, non-locomotion, manipulation, rhythm, balancing, etc. Perceptual-motor development theory added units on such topics as body awareness, laterality, and directionality.

Attempts had been made to identify individuals'

motives or purposes for participation in activity. These motives or purposes can serve as a foundation for curriculum design. The following examples attempt to identify certain motives or purposes for participation. Kenyon (40) used factor analysis procedures to identify six types of perceived instrumental values of participation in physical activities: social, health and fitness, vertigo, aesthetic, catharsis, and ascetic. Because each of these motives had varying importance for different individuals, a curriculum based on this scheme would provide a variety of activities related to each of the perceived values.

A second example of a theory based upon the individual's purposes for participating in physical activity is the purpose-process curriculum framework developed by Jewett (15). The theory illustrated that human beings share a common set of purposes toward movement participation, and physical education programs must provide experiences relating to all of these purposes. The program was designed and structured with widespread areas delineated by the purpose categories.

In a study conducted by Taylor (47), he explained one approach to systematically designing and promoting physical education curriculum. The project included the North Chicago Public Schools, Elementary District 64 and the University of Illinois, Urbana-Champaign (UIUC) Depart-

ment of Physical Education. The urban school student population was generally from a low socioeconomic level and was equal regarding racial composition - 46% black, 47% white, and 7% other racial ethnic groups.

Charles Thomas, superintendent of district 64, who was overseeing the project, insisted that the physical education programming be professionally designed and taught to meet the growth and development needs of all pupils.

The collaboration had a maintenance goal which believed that the project would improve physical education practices and programming. The specific objectives were as follows:

1. To develop an exemplary physical education curriculum for the district's K-8 grade pupils.
2. To establish a teacher center where physical education personnel could develop and disseminate their own school materials, activities, and programs.
3. To create a field-based teacher education pre-service and inservice program.
4. To organize a community involvement program to increase community and parent input into physical education.

The important requirement for all objectives was that they be visible to anyone when accomplished (47).

Finally, a group of educators consisting of a principal, a classroom teacher, a physical educator, a university person, and a parent were involved in this study. First, each familiarized himself with the cur-

rent district physical education practices, and then developed and used a questionnaire to survey the opinions of selected personnel at different grade levels regarding the elementary physical education curriculum.

The open-ended questionnaire was distributed to kindergarten teachers, teachers in each of the 1st to 6th grades, and school principals. The teachers were selected from different schools at each level. The questionnaire items can be summarized under six main categories. These categories and corresponding responses are outlined in Table 1 (47:32; Table 1 can be seen in Appendix A).

### Summary

It was pointed out in Chapter 2 that environmental conditions within the Inner-City influenced the development of intelligence. Less than favorable conditions were shown to exist within the school system itself, the family, and neighborhood.

The importance of a physical education program to inner-city children is based on the interest of the children. Basketball, track and field, exercise to music, and volleyball have been developed from the activity interest investigation. Discussion focused on theories and analyses which go into constructing an elementary physical education curriculum based on research. The inner-city physical education curriculum based on a Chicago Inner-City School's curriculum study listed specific objectives which applied to the inner-city child.

## Chapter 3

### METHODS AND PROCEDURES

This chapter will contain: (a) selection of subjects, (b) testing instruments, (c) method of data collection, (d) scoring of data, (e) treatment of data, and (f) summary.

#### Selection of Subjects

The population consisted of 320 sixth grade boys and girls. From this population the random sample consisted of 100 sixth grade boys and girls in the five elementary Title I schools (inner-city) of the Schenectady Public School District, Schenectady, New York. The school district is located in the city of Schenectady.

Sixth graders were selected because the investigator felt that pupils of this grade had been exposed to and familiarized with a larger variety of physical education activities than any other elementary grade level. The familiarity in physical education activities made it easier for the pupils to reply better to the questionnaire when expressing their activity interest.

After surveying 320 sixth grade students from five different elementary schools, 20 students' (10 boys and 10

girls) responses were selected from each of the five schools, totaling 100 subjects (50 boys and 50 girls). This was done by obtaining each individual school's sixth grade class register, then randomly selecting 10 boys and 10 girls' names off this list. Instruction of physical education was presented to all the children by a certified physical education teacher.

### Testing Instrument

The administration of an inner-city activity interest questionnaire was the instrument used to obtain the activity interests of boys and girls. The Bureau of Research of the New York State Education Department in 1953 developed a questionnaire which was used in a comprehensive study of the physical education activity interests of elementary school children in New York State (29). The researcher made some revisions in the questionnaire to relate it to suggested inner-city activity interests. When the questionnaire was developed, validity and reliability coefficients were computed. The data were no longer available because the Bureau does not maintain statistical records for more than a 10-year period. The investigator had a personal interview with Dr. Charles Armstrong, a former research associate in the State Department, who assisted in the development of the questionnaire. Dr. Armstrong substantiated the fact that acceptable validity and reliability coefficients were established for the ques-

tionnaire (57).

This instrument was chosen because it was one of the few questionnaires, based upon a review of the research and conceptual literature, which had established validity and reliability (57). Another reason for its selection was that it was the best questionnaire currently available to obtain the specific data necessary for this type of research. The investigator had to make some revisions in order to relate it to the inner-city physical education program.

The questionnaire (Appendix B) included a list of 102 activities, methods, and techniques and covered a wide range of experiences in physical education. The first 66 items of the questionnaire were concerned with physical education activities and the responses to these items were based upon their being either "Very Important," "Important," or "Not at all Important" to the individual completing the questionnaire. The last 36 items of the survey instrument included methods and techniques related to physical education activities. The individual's reaction to these items was based upon a "Yes," "Sometimes," or "No" response.

#### Method of Data Collection

The investigator met with the Department Chairman of Pupils' Services and each of the principals of the five elementary schools in the Schenectady Public School



District and explained the purpose of the study. All of the principals gave their approval to conduct the investigation.

The questionnaire was administered in May, 1976, to each sixth grade pupil participating in the investigation. The researcher met with each group of pupils in each school and explained the purpose of the study. The boys and girls were given verbal directions for answering the questionnaire. Each statement comprising the questionnaire was read aloud to each group to assist in the clarification of any items. The investigator also read the entire questionnaire aloud while the students followed along, and each child independently responded to each item.

#### Scoring of Data

The responses to each of the items on the questionnaire were hand scored by the investigator. The activities were scored separately for boys and girls. Each of the six response columns, "Very Important," "Important," "Not at all Important," "Yes," "Sometimes," and "No," were tallied individually.

#### Treatment of Data

A descriptive analysis was made of these data by comparing the frequencies for each response. The percentage of boys and the percentage of girls responding to each activity was also computed and presented in tabular

form. Those activities in the columns marked "Very Important," "Important," and "Yes" were considered as the activities the child liked. The activities included in the columns "Not at all Important," and "No" were interpreted as the activities the child did not like.

### Summary

The groups of subjects chosen from the sixth grade classes were from the five elementary schools from within the Schenectady Public School District. Of the 100 subjects, 50 were boys and 50 were girls. Ten boys and 10 girls were chosen randomly, from each of the five schools' sixth grade class register. Instruction of physical education was presented to all the children from a certified physical education teacher. The administration of a questionnaire was the instrument used to obtain the activity interests of the boys and girls. The responses from the questionnaire were hand scored by the investigator. A descriptive analysis was the tool used to analyze the data collected, and the percentages of responses of each activity were computed and presented in tabular form.

## Chapter 4

### ANALYSIS OF DATA

This chapter contains the results of the responses of the boys and girls to the physical education interest questionnaire. The findings presented include the physical education activity interests of inner-city sixth grade boys and girls in the Schenectady Public School District, Schenectady, New York. The results are organized on the basis of five general areas and are presented separately for boys and girls. The five areas include (1) time for activities, (2) pupil planning, (3) democratic standards, (4) competition, (5) program activities, and (6) summary.

The difference between the activity interests of sixth grade boys and girls will also be presented. Finally, guidelines for the development of inner-city elementary physical education curricula will be established.

#### Time for Activity Interests of Boys

Table 1 shows the time for activity interests of sixth grade boys. Forty-four of the 50 respondents (88%) stated that it was important to them to have time during school for playing games. Three of the 50 boys (6%) stated that it was not important to them to have time

Table 1

## Time for Activity Interests of Sixth Grade Boys

Item	Yes	Response	
		Sometimes	No
To have time during school for playing games	44 (88%)	3 (6%)	3 (6%)
To have time after school for playing games	38 (76%)	10 (20%)	2 (4%)

during school for playing games. Thirty-eight of the 50 boys (76%) rated time after school for playing games important. Two of the 50 boys (4%) rated time after school for playing games as not important.

#### Pupil Planning Interests of Boys

Table 2 shows the planning interests of sixth grade boys. Thirty-nine of the 50 boys (78%) wanted to be able to organize their own games. One of the 50 boys (2%) did not think that organizing his own games was important. Thirty-one of the 50 boys (62%) desired to have some say about planning games to be played or activities for the day. Three of the 50 boys (6%) did not think that having some say about planning games or activities was important. Thirty-two of the 50 boys (64%) stated that it was important to have time during school with a teacher whose special job was to teach games and other skills. Six of the 50 boys (12%) did not think it was important to have a teacher whose special job was to teach games, other skills, methods, and techniques.

#### Democratic Standards Interests of Boys

Table 3 presents the democratic standards interests of sixth grade boys. Forty-one of the 50 boys (82%) placed an important value on getting along well with their friends. Nine of the 50 boys (18%) did not think it was important to get along well with their friends.

Table 2

## Planning Interests of Sixth Grade Boys

Item	<u>Response</u>		
	Yes	Sometimes	No
To be able to organize your own games	39 (78%)	10 (20%)	1 (2%)
To have some say about planning games to be played or activities for the day	31 (62%)	16 (32%)	3 (6%)
To have a teacher help with after school games	12 (24%)	28 (56%)	10 (20%)
To have time during school with a teacher whose special job was to teach games and other skills	32 (64%)	12 (24%)	6 (12%)

Table 3

Democratic Standards Interests  
of Sixth Grade Boys

Item	Response		
	Yes	Sometimes	No
To control your temper	33 (66%)	13 (26%)	4 (8%)
To get along well with your friends	41 (82%)	9 (18%)	0 (0%)
To have everyone in your class take turns being captain	26 (52%)	14 (28%)	10 (20%)
To have everyone in your class on a team	27 (54%)	16 (32%)	7 (14%)
To be able to apologize when you make a mistake that hurts someone else or your team	39 (78%)	8 (16%)	3 (6%)
To make up after a fight	28 (56%)	18 (36%)	4 (8%)
To have your classroom teacher play games with you	29 (58%)	12 (24%)	9 (18%)

Twenty-six of the 50 boys (52%) indicated that everyone in the class should have the opportunity of being captain, while 10 of the 50 boys (20%) did not think that each classmate in the class should take turns being captain. Thirty-nine of the 50 boys (78%) stated that it was important to be able to apologize when you make a mistake that hurts someone else or your team. Three of the 50 boys (6%) did not think it was important to apologize when you make a mistake. Twenty-eight of the 50 boys (56%) placed importance on making up after a fight, while four of the 50 boys (8%) rated making up after a fight as not being important.

#### Competition Interests of Boys

Table 4 shows the competition interests of sixth grade boys. Twenty-seven of the 50 boys (54%) stated that it was important to have everyone in the class on a team, while 28 of the 50 boys (56%) stated that it was not important to have everyone in the class on a team. Twenty-six of the 50 boys (52%) indicated that it was important to take turns being captain. Twenty-nine of the 50 boys (58%) believed that it was not important to have only the best players be captain. Thirty-nine of the 50 boys (78%) were in favor of organizing their own games. Four of the 50 boys did not think it was important to organize their own games. Forty of the 50 boys (80%) rated planning good plays in a game



Table 4

## Competition Interests of Sixth Grade Boys

Item	<u>Response</u>		
	Yes	Sometimes	No
To have everyone in your class on a team	27 (54%)	16 (32%)	7 (14%)
To have only the best on a team	5 (10%)	17 (34%)	28 (56%)
To have everyone in your class take turns being captain	26 (52%)	14 (28%)	10 (20%)
To have only the best be captain	5 (10%)	16 (32%)	29 (58%)
To be able to organize your own games	39 (78%)	10 (20%)	1 (2%)
To plan good plays in a game	40 (80%)	10 (20%)	0 (0%)
To be on the winning team	30 (60%)	12 (24%)	8 (16%)

as being important. None of the 50 boys (0%) did not think planning good plays in a game was important.

#### Physical Education Activity Interests of Boys

Table 5 presents the physical education activity interests of sixth grade boys. Activities which boys identified as being important to them included: (1) games such as prisoners' ball, flag football, basketball, softball, soccer, floor hockey, and volleyball; (2) individual activities such as track and field, high jumping, throwing a baseball for accuracy, exercising to music, catching a ball well, shooting baskets, Rochester basketball, ice skating, gymnastics, and bicycling; (3) combative activity such as martial arts and wrestling; and (4) swimming. Basketball was selected as the most important of all activities by 43 of the 50 boys (86%).

#### Time for Activity Interests of Girls

Table 6 presents the time for activity interests of sixth grade girls. Forty-two of the 50 girls (84%) stated that it was important to have time during school for playing games. Seven of the 50 girls (14%) believed having time during school for playing games was important some of the time. Thirty-eight of the 50 girls (76%) indicated that it was important to have time after school for playing games. One of the 50 girls (2%) rated having time after school for playing games as not being

Table 5

## Activity Interests of Sixth Grade Boys

Item	Response		
	Very Important	Important	Not Important
Flag football	28 (56%)	14 (28%)	8 (16%)
Basketball	43 (86%)	5 (10%)	2 (4%)
Softball	30 (60%)	14 (28%)	6 (12%)
Soccer	29 (58%)	16 (32%)	5 (10%)
Kickball	26 (52%)	21 (42%)	3 (6%)
Volleyball	32 (64%)	15 (30%)	3 (6%)
Track and Field	37 (74%)	7 (14%)	6 (12%)
High jumping	28 (56%)	18 (36%)	4 (8%)
Throw a baseball accurately	30 (60%)	12 (24%)	8 (16%)
Rochester Basketball	36 (72%)	10 (20%)	4 (8%)
Catch a ball well	33 (66%)	11 (22%)	6 (12%)
Shoot baskets	40 (80%)	7 (14%)	3 (6%)
Exercise to music	42 (84%)	5 (10%)	3 (6%)
Ice skating	21 (42%)	24 (48%)	5 (10%)
Floor hockey	39 (78%)	7 (14%)	4 (8%)
Prisoners' ball	26 (52%)	18 (36%)	6 (12%)
Bicycling	21 (42%)	12 (24%)	7 (14%)
Gymnastics	28 (56%)	14 (28%)	8 (16%)
Wrestling	25 (50%)	14 (28%)	11 (22%)
Swimming	20 (40%)	23 (46%)	7 (14%)

Table 6

## Time for Activity Interests of Sixth Grade Girls

Item	<u>Response</u>		
	Yes	Sometimes	No
To have time during school for playing games	42 (84%)	7 (14%)	1 (2%)
To have time after school for playing games	38 (76%)	11 (22%)	1 (2%)

important.

#### Pupil Planning Interests of Girls

Table 7 includes the planning interests of sixth grade girls. Thirty-eight of the 50 girls (76%) desired to organize their own games. Ten of the 50 girls (20%) rated organizing their own games as being important some of the time. Thirty-three of the 50 respondents (66%) believed it was important to have some say about planning games to be played or activities for the day. Five of the 50 girls (10%) did not think it was important to have some say about planning games or activities. Thirty-eight of the 50 girls (76%) responded that it was important to have time during school with a teacher whose special job was to teach games and other skills. Three of the 50 girls (6%) did not rate having a teacher whose special job was to teach games and other skills as important.

#### Democratic Standards Interests of Girls

Table 8 shows the democratic standards interests of sixth grade girls. Thirty-nine of the 50 respondents (78%) stated that it was important to control your temper. Three of the 50 girls (6%) did not rate controlling your temper as being important. Forty-six of the 50 girls (92%) believed it was important to get along well with your friends. None of the 50 girls thought it was not important to get along well with your friends. Thirty-four

Table 7

## Planning Interests of Sixth Grade Girls

Item	Yes	Response	
		Sometimes	No
To be able to organize your own games	38 (76%)	10 (20%)	2 (4%)
To have some say about planning games to be played or activities for the day	33 (66%)	12 (24%)	5 (10%)
To have a teacher help with after school games	26 (52%)	13 (26%)	11 (22%)
To have time during school with a teacher whose special job was to teach games and other skills	38 (76%)	9 (18%)	3 (6%)

Table 8

Democratic Standards Interests  
of Sixth Grade Girls

Item	Response		
	Yes	Sometimes	No
To control your temper	39 (78%)	8 (16%)	3 (6%)
To get along well with your friends	46 (92%)	4 (8%)	0 (0%)
To have everyone in your class take turns being captain	34 (68%)	13 (26%)	3 (6%)
To have everyone in your class on a team	25 (50%)	20 (40%)	5 (10%)
To be able to apologize when you make a mistake that hurts someone else or your team	41 (82%)	8 (16%)	1 (2%)
To make up after a fight	36 (72%)	11 (22%)	3 (6%)
To have your classroom teacher play games with you	33 (66%)	13 (26%)	4 (8%)

of the 50 respondents (68%) stated it was important to have everyone in the class take turns at being captain, while three of the 50 girls (6%) did not believe that it was important to have everyone in the class take turns being captain. Forty-one of the 50 girls (82%) believed that it was important to be able to apologize when you make a mistake that hurts someone else or your team. One of the 50 girls (2%) did not rate apologizing when you make a mistake that hurts someone else as being important. Thirty-six of the 50 girls (72%) believed making up after a fight was important, while 11 of the 50 girls (22%) rated making up after a fight as being important some of the time.

#### Competition Interests of Girls

Table 9 presents the competition interests of sixth grade girls. Twenty-one of the 50 girls (42%) stated that it was important to have everyone in the class on a team, while seven of the 50 girls (14%) stated that it was not important to have only the best players on a team. Twenty-nine of the 50 girls (58%) believed that it was important to take turns being captain, while four of the 50 girls (8%) thought that it was not important to have only the best players be captain. Thirty-three of the 50 girls (66%) rated organizing their own games as being important. Fifteen of the 50 girls (30%) stated that organizing their own games was important some of the



Table 9

## Competition Interests of Sixth Grade Girls

Item	Response		
	Yes	Sometimes	No
To have everyone in your class on a team	21 (42%)	28 (56%)	1 (2%)
To have only the best on a team	7 (14%)	16 (32%)	27 (54%)
To have everyone in your class take turns being captain	29 (58%)	17 (34%)	4 (8%)
To have only the best be captain	3 (6%)	12 (24%)	35 (70%)
To be able to organize your own games	33 (66%)	15 (30%)	2 (4%)
To plan good plays in a game	38 (76%)	10 (20%)	2 (4%)
To be on the winning team	27 (54%)	20 (40%)	3 (6%)

time. Thirty-eight of the 50 girls (76%) believed that planning good plays in a game was important. Two of the 50 girls (4%) did not rate planning good plays in a game as being important.

#### Physical Education Activity Interests of Girls

Table 10 presents the activity interests of sixth grade girls. Physical education activities which girls rated as being important to them included: (1) games such as basketball, softball, soccer, floor hockey, kickball, prisoners' ball, and volleyball; (2) individual activities such as gymnastics, track and field, high jumping, dancing/rhythms, exercise to music, catching a ball well, shooting baskets, ice skating, jumping rope, bicycling, and roller skating; and (3) swimming. Volleyball was rated as the most important of all activities by 42 of the 50 girls (84%).

#### Differences in Activity Interests of Boys and Girls

Table 11 shows those activities in which sixth grade boys and girls differed in rating physical education activities as being most important. Boys rated basketball, softball, soccer, floor hockey, volleyball, track and field, exercise to music, and shooting baskets as being most important to them. Those activities which girls selected as being most important included basketball, volleyball, floor hockey, exercise to music, track and

Table 10

## Activity Interests of Sixth Grade Girls

Item	Response		
	Very Important	Important	Not Important
Basketball	34 (68%)	9 (18%)	7 (14%)
Softball	24 (48%)	21 (42%)	5 (10%)
Soccer	19 (38%)	28 (56%)	3 (6%)
Floor hockey	35 (70%)	12 (24%)	3 (6%)
Volleyball	42 (84%)	7 (14%)	1 (2%)
Gymnastics	41 (82%)	7 (14%)	2 (4%)
Track and field	36 (72%)	8 (16%)	6 (12%)
High jumping	33 (66%)	10 (20%)	7 (14%)
Kickball	28 (56%)	17 (34%)	5 (10%)
Exercise to music	40 (80%)	9 (18%)	1 (2%)
Catch a ball well	26 (52%)	18 (36%)	6 (12%)
Dancing/Rhythms	27 (54%)	13 (26%)	10 (20%)
Shoot baskets	31 (62%)	12 (24%)	7 (14%)
Ice skating	32 (64%)	15 (30%)	3 (6%)
Jumping rope	25 (50%)	15 (30%)	5 (10%)
Prisoners' ball	27 (54%)	20 (40%)	3 (6%)
Bicycling	24 (48%)	13 (26%)	13 (26%)
Roller skating	23 (46%)	14 (28%)	13 (26%)
Swimming	19 (38%)	29 (58%)	2 (4%)

Table 11

Differences in Most Important Activity Interests  
of Sixth Grade Boys And Girls

Item	Boys		Girls	
	<u>Response</u>		<u>Response</u>	
	Very Important	Important	Very Important	Important
Basketball	43 (86%)	5 (10%)	34 (68%)	9 (18%)
Softball	30 (60%)	14 (28%)	24 (48%)	21 (42%)
Soccer	29 (58%)	16 (32%)	19 (38%)	28 (56%)
Swimming	16 (32%)	32 (64%)	19 (38%)	29 (58%)
Ice Skating	21 (42%)	24 (48%)	32 (64%)	15 (30%)
Floor Hockey	39 (78%)	7 (14%)	35 (70%)	12 (24%)
Exercise to music	42 (84%)	5 (10%)	40 (80%)	9 (18%)
Bicycling	21 (42%)	12 (24%)	24 (48%)	13 (26%)
Track and field	37 (74%)	7 (14%)	36 (72%)	8 (16%)
Volleyball	32 (64%)	12 (24%)	42 (84%)	7 (14%)
Kickball	26 (52%)	21 (42%)	28 (56%)	17 (34%)
Shoot baskets	40 (80%)	7 (14%)	31 (62%)	12 (24%)

field, ice skating, shooting baskets and kickball.

Table 12 presents those activities in which boys and girls differed in rating physical education activities as being not important to them. Boys rated activities such as playing jacks, playing hopscotch, skipping, playing simple running games and quiet games, social dance, square dance, and marching drills as not being important to them. Those activities which girls selected as not being important included playing jacks, skipping, playing hopscotch, playing simple running games and quiet games, weightlifting, boxing, wrestling, and marching drills.

#### Physical Education Curriculum Guidelines

The questionnaire indicated specific activity interests which were and were not important to sixth grade boys and girls. The following guidelines are presented, based on these specific activity interests, for use in the formation of a physical education curriculum for sixth grade boys and girls in the Schenectady Public School District, Schenectady, New York.

1. Any pupil involved in physical education should have the opportunity to receive adequate instructional time in physical education, both during and after school, and on weekends.

2. Instruction in physical education should be provided by a physical education teacher whose special job was to teach games, skills, methods, and techniques.

Table 12

Differences in Least Important Activity Interests  
of Sixth Grade Boys and Girls

Item	Boys		Girls	
	Response Not Important	Item	Response Not Important	Item
Play jacks	48 (96%)	Play jacks	36 (72%)	
Play hopscotch	44 (88%)	Skipping	39 (78%)	
Skipping	40 (80%)	Play hopscotch	31 (62%)	
Red light game	37 (74%)	Hill dill game	43 (86%)	
Hill dill game	40 (80%)	Simon says game	41 (82%)	
Simon says game	36 (72%)	Weightlifting	48 (96%)	
Actions to music	38 (76%)	Boxing	35 (70%)	
Social dance	35 (70%)	Wrestling	44 (88%)	
Square dance	42 (84%)	Flag football	40 (80%)	
Marching drills	39 (78%)			

3. Adequate indoor and outdoor facilities should be provided to conduct a comprehensive program of physical education activities for all boys and girls. Included in these facilities should be a gymnasium and also adequate space for playing fields.

4. A diversified program of activities should be provided in the physical education curriculum, including games, personal achievement activities, rhythms, and dance.

5. Opportunity should be provided for pupils to participate in physical education activities that relate to their environment, and possess lifetime values, in which they are seldom involved. Such activities include badminton, tennis, roller skating, bicycling, horseback riding, ice skating, hiking, and swimming.

6. Awareness and exposure to junior high and high school physical education activities and events which gives them something to look forward should be provided.

7. Opportunity should be provided for boys and girls to plan and conduct their own physical education activities.

8. Leadership opportunities should be provided for boys and girls in physical education through elected or appointed positions of responsibility.

9. Rules relative to sportsmanship, teamwork, fair play, etc. should be adapted to the activities within the physical education curriculum to provide greater opportunity for boys and girls to achieve success and satisfaction.

10. The organization and conduct of competitive activities should permit opportunity for pupil planning, selection of teams and captains, officiating and unlimited substitution of players.

#### Summary

The results of the responses of the boys and girls from the inner-city physical education questionnaire used to implement this study were discussed. The five areas included: (1) time for activities, (2) pupil planning, (3) democratic standards, (4) competition, and (5) program activities. The difference between activity interests was also discussed with a guideline for the development of inner-city elementary physical education curricula. It should be noted that boys and girls wanted to be involved in making decisions regarding their overall physical education program.

The experimenter found that time allotment for games to be played during school hours was very important to boys and girls.



## Chapter 5

### DISCUSSION OF RESULTS

This chapter includes a discussion and interpretation of the results of this investigation. The areas included in the discussion of interests are time for activity, pupil planning, democratic standards, competition, physical education activities and differences in activity of sixth grade boys and girls. The interpretation of the results included studies which support and differ from the findings of this investigation.

#### Time for Activity Interests of Boys and Girls

The investigation pointed out that allowing for physical education activities both during and after school was important to both sixth grade boys and sixth grade girls. It appears that the physical activity needs of children at this age level could not be fulfilled during recess or outside the school day. These findings agreed with the results of the New York State Education Department's investigation (29), which stated that it was necessary that time be provided for instruction in the skills, methods, techniques, and knowledges of a variety of activities that were important to children at this age

level.

Rarick (43:8) stated in regard to time for physical activity: "Observations of pre-adolescent school age children indicate that they need four to five hours of physical activity each day." Johnson (38), when comparing three and two day a week class instruction in his study of the effects of daily physical education, found a significant increase in activity skills and physical fitness levels of students participating in daily physical education classes. The results of Hanson's study (52) also showed that a five day a week program of physical education was more effective than a three day a week program for elementary school children in developing physical fitness. Educators also noticed that with an increase in physical education time allotment the students' academics improved, which also kept down discipline problems, too.

From the above studies, it appears that time for physical activity is important in the growth and development of elementary school children. It is also apparent that daily physical education classes provide greater opportunity to achieve program objectives and goals.

#### Pupil Planning Interests of Boys and Girls

The results also pointed out that it was important to both sixth grade boys and sixth grade girls to participate in the planning of their own physical education program. Thus, it could be implied that teachers should

provide greater opportunity for children to participate in the planning of physical education activities that will be used in the program. These results agreed with the findings of the New York State Education Department's study (29) which showed that, when children are permitted to have more opportunity to plan their own activities, improvement in physical education skills and understanding should be greater.

The findings of this investigation also showed that it was important to children to have a teacher whose special job was to teach games and motor skills. These findings agreed with the results of studies by Workman (49) and Yeatts and Gordon (50). Workman's findings (49) showed that elementary school children, under the direction and guidance of a specialist in physical education, performed significantly better in motor skills than those children taught physical education by a classroom teacher. The results of Yeatts and Gordon's investigation (50) expressed that children taught by a physical education specialist had a higher fitness level and a better self-image than those children who were taught physical education by a classroom teacher. Dauer (7:5), emphasizing the importance of elementary school children being taught by a physical education teacher, stated: "there is recognition that quality programs are possible only with quality teaching by specially trained instructors." Hutchinson (14:24), also agreeing with the importance of having specialists

teach physical education in the elementary school, stated: "Every effort should be made to provide elementary school children with specialists in physical education who can teach a broad and diversified program."

#### Democratic Standards Interests of Boys and Girls

The investigation further noted that democratic standards were important to both sixth grade boys and sixth grade girls. To control tempers, to get along well with others, to take turns being captain, to be able to apologize when a mistake hurts someone else, and to make up after a fight were the types of democratic standards that the children established themselves. These findings also appear to coincide with the idealism of this age level with respect to democracy in life. The results of this research study were similar to the findings of the New York State Education Department's study (29). Larson (18:140), concerning the importance of democratic standards, stated: "Physical activity and sports contain all the elements of democratic human relations. Within this framework one has freedom to develop physically, mentally, emotionally, and socially."

#### Competition Interests of Boys and Girls

The type of competition important to sixth grade boys and girls was indicated in this study's findings. Important competitive aspects included: having everyone

in the class on a team rather than only the best players; taking turns being captain; being able to organize their own games; planning good plays and being on the winning team some of the time. From these interests it appears that competitive activities should be made available to all sixth grade boys and sixth grade girls and not limited to only the well skilled in highly organized games. These findings were the same as the results of the New York State Education Department's study (29).

Oberteuffer and Ulrich (21:286) supported this finding when they stated: "If the development of competitive athletics in lower schools retards the growth of a broad and comprehensive physical education program then the movement must be contrary to the best interests of American youth."

Bucher and Reade (3) believed that children are not developed emotionally, physically, or psychologically to sustain the stress and strain of interscholastic competition. It was their contention that programs be planned on a wide basis to include participation of all children. Their position appears to substantiate the findings of this investigation.

The members of the American Academy of Pediatrics (1) believe that unless a school or community can provide exemplary supervision, both medically and educationally, it should not undertake a program of competitive sports, especially collision sports at the pre-adolescent level.

Research studies and conceptual literature presented above seems to agree with the competition interests of the boys and girls in this investigation.

#### Physical Education Activity Interests of Boys and Girls

The results of this study showed that the sixth grade boys rated basketball and the girls rated volleyball as the most important of all physical education activities. Swimming was selected as the most important activity in the New York State Education Department's study (29).

The findings in this study also agree with the results of LaPorte's investigation (17). LaPorte (17), in a curriculum study of physical education, found that swimming was evaluated as the activity which made the greatest contribution to the physical, social, and psychological needs of children.

It appears, therefore, that the importance of swimming as a physical education activity may be due to its contribution to the development of physical fitness, as well as its value as a survival skill and as a lifetime sport.

There were a number of similarities in the individual, dual, and team activities that were important to both sixth grade boys and sixth grade girls. This finding may have been due to the fact that activities such as gymnastics, track and field, floor hockey, and volleyball were taught on a coeducational basis during physical education

classes.

Outdoor activities such as ice skating, softball, track and field, and bicycling were important to sixth grade boys and sixth grade girls. These types of activities were provided for boys and girls as part of the extra class program, and this may have contributed to their interest in these activities. Also, the expansion of outdoor education in the elementary school curriculum is another factor that may have stimulated an interest in these outdoor activities. These findings differed from the results of the Witty et al. (61) study. They found that elementary school children had limited interest in activities related to outdoor participation.

#### Differences in Activity Interests of Boys and Girls

The investigation showed that sixth grade boys' and sixth grade girls' activity interest differed in respect to activities involving combatives and weightlifting. Sixth grade boys rated flag football, wrestling, and weightlifting as being important to them, while sixth grade girls selected flag football, wrestling, and weightlifting as not being important. It appears that these results were due to flag football, wrestling, and weightlifting being traditionally male oriented activities. Usually, boys are provided with the opportunity to participate in these activities.

Although sixth grade boys rated boxing as being

important to them, it was omitted from the physical education class. The exclusion of boxing from the program supported the position of members of the American Academy of Pediatricians (1). They believe that boxing does not have a place in programs of elementary school age children because its goal is injury, and because the educational benefits attributed to it can be realized through other sports.

The results of this study further showed that both social dance and square dance were not important to sixth grade boys while sixth grade girls rated social dance and square dance as being important to them. Dance is generally considered to be a feminine activity by most boys at this age, while girls of this age usually enjoy dancing. This social relationship may have contributed to the negative and positive reactions of the boys and girls, respectively, concerning these activities. These findings differed to some degree from the findings of the New York State Education Department's study (29), which showed that nearly one-half of the boys and most of the girls rated social dance and square dance as important activities. Perhaps changing social values regarding appropriate behavior for males and females were responsible for the difference in results.



## Chapter 6

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

#### Summary

This study had two major purposes. The first purpose was to determine the physical education activity interests of sixth grade boys and girls; secondly, to develop guidelines, based upon the interests of these pupils, for a physical education curriculum for sixth grade children.

The subjects of this study were 100 sixth grade boys (N=50) and girls (N=50) who were chosen randomly from each of the five elementary schools in the Schenectady Public School District, Schenectady, New York.

Activity interests of the boys and girls were obtained through the administration of a questionnaire. The questionnaire was developed by the Bureau of Research of the New York State Education Department.

The responses to each item on the questionnaire were scored separately for the boys and for the girls. A descriptive analysis was made of these data by comparing the frequencies for each response. The percentage of boys

and the percentage of girls responding to each activity. were also computed and presented in tabular form.

The questionnaire results indicated specific activity interests which were important and were not important to sixth grade boys and girls. Having time for physical education activities, helping to plan the physical education program, working with teachers and students in a democratic way, and providing competitive activities for all children were important to sixth grade boys and girls. Both boys and girls rated basketball and gymnastics as the most important of all activities. Outdoor activities such as ice skating, track and field, and bicycling were also important to both boys and girls. Sixth grade boys rated combative and weightlifting activities as being important, while sixth grade girls rated combative and weightlifting activities as not being important. Sixth grade girls selected social dance and square dance as being important, while social dance and square dance were not considered important to sixth grade boys. Based upon these interests, guidelines were presented for utilization in the development of a physical education curriculum for sixth grade boys and girls.

### Conclusions

Within the limitations of this study, the following conclusions were drawn:

1. Time for physical education activity, both

during and after school, was important to both boys and girls.

2. The opportunity to become involved in the planning of the physical education program was important to both boys and girls.

3. It was important to both boys and girls to have competitive activities that were available to all members of the class and not limited to the highly skilled in organized games.

4. The opportunity to work with teachers and other students in a democratic way was important to both boys and girls.

5. Basketball and gymnastics were considered the most important of all physical education activities by both boys and girls, respectively.

6. Outdoor activities with lifetime value were important to both boys and girls.

7. Weightlifting did not seem to be important to girls.

8. Social dance and square dance were important to girls but not boys.

#### Recommendations for Further Study

After completing this study, the investigator presents the following recommendations for further study:

1. Studies should be conducted to determine the physical skills, physical activity levels, and abilities

of elementary school students and their relationships to their interest in physical education activities.

2. Studies should be conducted to determine the relationship between parental and community interest and student interest in physical education activities.

3. Long-range studies should be conducted to determine the relationship between student interest in elementary school physical education activities and secondary school physical education activities.

4. More research of inner-city elementary physical education programs should be conducted.

APPENDICES

APPENDIX A

Table 1

ITEM CATEGORIES AND RESPONSES  
ON CURRICULUM GUIDE QUESTIONNAIRE

I Desired Phil- osophy & Goals	II Desired Physi- cal Education Content	III Desired Means of Pupil Evaluation
<ul style="list-style-type: none"> <li>-Participation</li> <li>-Sportsmanship</li> <li>-Development of motor skills</li> <li>-Enjoyment through physical activity</li> <li>-Learn group social skills</li> <li>-Physical fitness</li> <li>-Learn game skills</li> <li>-Learn sport rules</li> </ul>	<ul style="list-style-type: none"> <li>-Group activities</li> <li>-Learn transferable skills from grade to grade</li> <li>-Movement education</li> <li>-Tumbling; gymnastics</li> <li>-Relay games</li> <li>-Rhythm activities</li> <li>-Games with rules</li> <li>-Low organized &amp; high organized games</li> <li>-Physical fitness testing</li> </ul>	<ul style="list-style-type: none"> <li>-Pass/Fail</li> <li>-Narrative describing improvement or needed improvement</li> <li>-Based on pupil attitudes</li> <li>-Based on pupil participation</li> <li>-Based on pupil enthusiasm</li> <li>-Satisfactory/Unsatisfactory</li> <li>-Sportsmanship</li> <li>-Skill test scores</li> </ul>

Table 1 (continued)

IV Opinion on Meaning of PE to pupils	V State of PE in District 64	VI Desirable Direction
<ul style="list-style-type: none"> <li>-Break from classroom activity</li> <li>-Time for fun</li> <li>-All play; no work</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of substitutes for absent PE teachers</li> <li>-Little coordination of PE program between grades</li> <li>-Space and scheduling problems</li> <li>-Classroom teachers lack of fundamental knowledge in PE</li> <li>-Lack of playground equipment</li> <li>-Excellent physical education teachers</li> <li>-Kids sometimes too "hyper" upon returning from PE</li> <li>-No district PE curriculum guide to follow</li> </ul>	<ul style="list-style-type: none"> <li>-Development of a PE curriculum handbook for classroom teachers</li> <li>-More PE activities</li> <li>-More time for PE</li> <li>-More equipment</li> <li>-More substitute teachers for PE</li> <li>-PE workshops for classroom teachers</li> <li>-PE materials &amp; resources made available to classroom teachers</li> </ul>

## APPENDIX B

### INNER-CITY ACTIVITY INTEREST QUESTIONNAIRE

#### WHAT DO YOU LIKE TO DO?

To the boys and girls answering the questions:

In order to make good school programs for boys and girls, it is important to know about the things you want to learn. The answers to these questions will help us know some of the things which are important to you. Will you follow the directions carefully?

1. Read each question. If your teacher reads the questions aloud, read with him silently.
2. After reading each question, put a check in the column which tells how important the activity is to you.
3. The first two questions are samples. They have been done for you to show how to mark yours.
4. On the line at the bottom of this page, write your age and grade. Then check the word GIRL or BOY depending upon which you are. You do not need to sign your name.

Age \_\_\_\_\_ Grade \_\_\_\_\_ Boy \_\_\_\_\_ Girl \_\_\_\_\_

#### PART I

Here is a long list of things which can be done in the gym or out of doors. Some of them you probably like to do, others you don't. There may be some on the list you have never heard of. As you read each activity on the list, mark it in this way:

VERY IMPORTANT. There will be some activities that mean a lot to you. Perhaps you do them very well and have a lot of fun doing them. Perhaps you do not do them well or don't even know how to do them, but want very much to learn because they are things your friends do well. Whatever the reason, you are telling the person who is reading your answers that here are the activities most important to you.



IMPORTANT. There are probably some things you like to do that still are not quite as important as the ones described above. Perhaps there are some you want to learn, but not quite as badly as the ones described above. They are activities you mark important.

NOT AT ALL IMPORTANT. There are probably some activities that you are asked to do and that you do very well, but still to you, they don't matter very much. Perhaps there are others that don't matter to you. They are activities you mark not at all important.

How important is it to you to know how to:

	Important	Important	Not at all Important
1. Play flag football?			
2. Play touch football?			
3. Play basketball?			
4. Play jacks?			
5. Jump rope?			
6. Play softball?			
7. Play kickball?			
8. Do African dance?			
9. Skip?			
10. Play track & field?			
11. Do a high jump?			
12. Throw a baseball far?			
13. Throw a baseball accurately?			
14. Walk on stilts?			
15. Walk on the balance beam?			
16. Play tether ball?			
17. Shoot a bow and arrow?			
18. Social dance?			
19. Do actions to music, as in rhythms?			
20. Play soccer?			
21. Play Rochester basketball?			
22. Do tricks on the flying rings?			
23. Play hopscotch?			
24. Play badminton?			
25. Play tennis?			
26. Have a good posture?			
27. Catch a ball well?			
28. Gymnastics?			
29. Chin yourself several times?			
30. Punt a soccer ball?			
31. Punt a football?			
32. Play volleyball?			
33. Do square dancing?			
34. Exercise to music?			
35. Do folk dances?			
36. Do a head stand?			
37. Do a hand stand?			
38. Do a cartwheel?			
39. Do stunts?			
40. Swim?			

	Important	Important	Not at all Important
41. Ice skate?			
42. Hike a long distance?			
43. Ride horseback?			
44. Ride a bicycle?			
45. Roller skate?			
46. Play floor hockey?			
47. Wrestle?			
48. Pitch horseshoes?			
49. Play on the jungle gym?			
50. Do tricks on physical educator?			
51. Do a long jump?			
52. Shoot baskets?			
53. Play sideline soccer?			
54. Play prisoners' ball?			
55. Play running games like tag?			
56. Play running games like red light?			
57. Play running games like hill dill?			
58. Play quiet games like Simon Says?			
59. Play safely?			
60. Control your temper?			
61. Plan good plays in a game?			
62. Plan different positions?			
63. Explain plays clearly?			
64. Practice skills you need in games?			
65. Have marching skills?			
66. Know how to referee?			
67. Run cross country?			

## PART II

Is it important to you:

	Yes	Sometimes	No
1. To be a captain?			
2. To be a good captain when you are one?			
3. To be a good team member?			
4. To get along well with friends?			

	Yes	Sometimes	No
5. To be on the winning team?			
6. To have your teacher choose captains?			
7. To have your class vote on captains?			
8. To have everyone in your class take turns being captain?			
9. To have only "the best" be captain?			
10. To have everyone in the class on a team?			
11. To have only "the best" on a team?			
12. To have boys & girls on the same team?			
13. To have boys & girls on separate teams?			
14. To be able to organize your own games?			
15. To have some say about planning games to be played or activities for the day?			
16. To be able to apologize when you make a mistake that hurts someone else or your team?			
17. To make up after a fight?			
18. To have your classroom teacher play games with you?			
19. To have equipment at school you can borrow for games at noon or after school?			
20. To have equipment at school to use during school hours?			
21. To know rules for games?			
22. To know the history of games?			
23. To know how to take care of equipment?			
24. To have time during school for playing games?			
25. To have time after school for playing games?			
26. To have space after school for playing games?			
27. To have a teacher help with after school games?			
28. To have time during school with a teacher whose special job is to teach games and other skills?			
29. To see other teams play the games you like?			

	Yes	Sometimes	No
30. To see movies about the games you like? (Movies in school to teach you about the games.)			
31. To be in the Leaders' Corp Club?			
32. To help instruct the 3rd and 4th grade students?			
33. To be on an after school sports team?			
34. To keep your gymnasium clean?			
35. Help set-up and put away equipment before and after classes?			
36. To lead the class in exercises?			

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