

PARENTAL ATTITUDES OF SONS WITH DIFFERING
LEVELS OF PHYSICAL ABILITY

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DEDICATION

I would like to dedicate this thesis to my wife, Esther, whose love, patience and understanding have helped me accomplish my goals.

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Chapter 1

INTRODUCTION

The family is one of the earliest influences upon the behavior of children. The family assigns a child a role, rewards or punishes him for certain types of behavior, and molds his values. Also, it has been said that the attitudes of parents are fostered on their offspring. From this, it would seem safe to assume that the attitudes of parents toward physical activity and the value of specific tasks are passed on to the child. Cratty states:

Children's achievement in motor tasks has been found to be influenced by parental attitudes toward the child's efforts, the goals parents set for their children, and the parents' general feeling about their children (9:105).

Cratty also points out that the family's feelings about physical activity seem to influence vigorous participation of the child, more than such factors as economic level, race, and so forth (9:105).

PROBLEM STATEMENT

The purpose of this study was to investigate the attitudes of parents whose sons were rated high in physical ability and the attitudes of parents whose sons were rated low in physical ability toward physical activity. More specifically, it was the purpose of this study to:

(1) determine if the attitudes of the fathers of the sons rated high in physical ability differed from the attitudes of the fathers of the sons rated low in physical ability, and (2) determine if the attitudes of the

mothers of sons rated high in physical ability differed from the attitudes of the mothers of sons rated low in physical ability.

DEFINITION OF TERMS

ATPA Scale. The ATPA scale is the abbreviation used in this study for the Attitude Toward Physical Activity scale developed by Kenyon (14, 15). This scale was used in determining the attitudes of the parents toward physical activity.

Group I Fathers. Group I Fathers are the fathers of the eighth grade boys who were rated high in physical ability during the 1972-1973 school term at Manhattan Junior High School in Manhattan, Kansas.

Group I Mothers. Group I Mothers are the mothers of the eighth grade boys who were rated high in physical ability during the 1972-1973 school term at Manhattan Junior High School in Manhattan, Kansas.

Group II Fathers. Group II Fathers are the fathers of the eighth grade boys who were rated low in physical ability during the 1972-1973 school term at Manhattan Junior High School in Manhattan, Kansas.

Group II Mothers. Group II Mothers are the mothers of the eighth grade boys who were rated low in physical ability during the 1972-1973 school term at Manhattan Junior High School in Manhattan, Kansas.

Parental Attitudes. Parental attitudes are the attitudes of the parents of this study as measured by the ATPA scale by Kenyon (14, 15).

LIMITATIONS OF THE STUDY

This study had several limitations. They were the following.

1. A difference may occur between what an individual considers his own attitude to be and his actual behavior. An individual responding to a questionnaire may indicate that he views the

benefits of physical activity to be of extreme importance; however, it is possible that he may not actively participate in activity himself and may not actively encourage his children to participate in physical activity.

2. The subject may not fully understand the meaning of the statements of the ATPA scale.
3. Both the father and mother were asked to respond to the attitude scale. Two scales were sent to each set of parents and in a few cases only one response was returned to the investigator. The physical performance of the son may be influenced by the attitude of the parent who did not respond.
4. The parents of this study were selected by having the eighth grade boys physical education teacher subjectively rate the eighth grade class into three groups according to their physical ability. The parents of fifty-two boys in the top one-third of the class and the parents of forty-six boys in the lower one-third of the class were asked to participate in the study.

DELIMITATIONS

Parents of the boys in the eighth grade physical education class of Manhattan Junior High School in Manhattan, Kansas were asked to participate in this study. Group I consisted of fifty-two sets of parents whose sons were rated high in physical ability. Group II consisted of forty-six sets of parents whose sons were rated low in physical ability. The Attitude Toward Physical Activity Scale developed by Kenyon was employed as the instrument to measure the attitudes of the parents toward physical activity.

SIGNIFICANCE OF THE STUDY

If the attitudes of the parents toward physical activity and the physical performance of their sons are found to be related, the physical educator cannot ignore the fact but must deal with it. Parents must be made aware of the important contributions physical education can make to the development of the individual. They must be made aware that they can aid in developing a favorable attitude in their children toward physical activity and should use every means available in this development.

Not only must parents be made aware of the importance of physical education, but the students also must be made aware of this concept. Ray states:

Often students are not aware of the values of a course in physical education. Teachers become so involved in the mechanics of teaching that they fail to stress the important underlying aspects of the subject. Perhaps there should be greater emphasis in professional preparation courses on the importance of fostering the right attitude toward physical education. Teachers should attempt to develop in their students a favorable attitude, so that these students, as future parents, may influence their own children more favorably regarding the concomitant learning and values in physical education (Ray, 19:9).

A physical educator entering a community for the first time should determine what the prevailing attitude of the community is toward physical education. Kelly (13:86) suggests that parental attitudes are the result of what they understand the program to be like, and their understanding is frequently limited to the reports of their children and to sports page reporting. If the physical educator finds that the attitudes of the community are extremely negative toward physical education, it is his responsibility to try to change these attitudes. He must educate the students in the classroom of the importance of physical activity and stress that this can be carried over throughout

one's life. Parents also must be educated and this can be accomplished through the various communicative media available in the community.

Attitudes can also be utilized as an aid in the planning of the physical education program. From attitudes an educator can determine what areas of physical education the people feel are important. From this a program can be planned stressing these areas of interest and incorporate plans to stir up more interest in areas that are low. Kelly (13:86) states that to determine the success a program is achieving, an educator should measure attitudes.

Possessing skill alone may not guarantee active participation by the individual in later life. People will participate in activities which they enjoy and are successful in doing and those activities which are popular with their peer groups. If educators want carry-over to occur, they must not only teach the skills involved but also the carry-over attitudes stressing the value of activity in later life. The very nature of physical education offers many opportunities for the teaching of worth-while attitudes because most of the activities involved in the program are in themselves pleasing to the learner. Through constant effort, the physical educator can aid the individual in acquiring a desirable attitude toward playing the game, giving his best, and admitting and analyzing failure and success.

This writer feels that Carr (6:187) presents the best summary for studying attitudes. She states:

For the sake of better guidance of students in physical education classes, it would seem advisable for teachers to make themselves aware of the attitudes of their students. If undesirable attitudes are obstacles to learning, it would follow that the removal of those obstacles should facilitate learning. Students who will be handicapped by poor attitudes should be helped just

as the students who are physically handicapped are helped (Carr, 6:187).

If the attitudes of parents are fostered onto their children, then the parental attitudes need to be studied and changed if found unfavorable. The physical educator needs to take advantage of every opportunity to foster favorable attitudes of both parents and students.

Chapter 2

REVIEW OF LITERATURE

The Definition of Attitude

The attitudes that an individual has toward himself, others, school, home and so forth influence the manner in which a child behaves in situations that are of interest to the physical educator. These attitudes of the student markedly affect his learning of all subject matter (Blount and Klausmeier, 4:101).

Before discussion may be continued, it is necessary to define attitudes. Attitudes are usually referred to as the sum total of an individual's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic (Thurstone and Chave, 23:6-7). Mathews (16:298) supports this definition also by considering an attitude to be a mood or a feeling toward a person, group, object, situation, or value. He further states that the attitude may manifest itself in a type of behavior corresponding to the feeling or conviction evoked by the stimulus (Mathews, 16:298).

In his discussion about traits and attitudes, Allport (1:293-294) states that traits as well as attitudes are forms of readiness for response, are individualized, and can guide the course of behavior. He continues by saying, "Both may be regarded as biophysical in nature, combining, in any proportion, the fruits of heredity and the fruits of learning" (Allport, 1:293). Allport does, however, make three distinctions between the two.

1. . . . an attitude has a well-defined object of reference, either material or conceptual; whereas traits have no such definite reference to objects.
2. . . . attitudes may be specific as well as general; whereas a trait may be only general.
3. The term attitude . . . usually signifies the acceptance or rejection of the object or concept of value to which it is related. Ordinarily attitudes are favorable or unfavorable, well-disposed or ill-disposed; they lead one to approach or withdraw, to affirm or negate. Traits as a rule have no such clear-cut direction (Allport, 1:293-294).

Allport (1:294) also mentions that when an individual's disposition is aroused by a well-defined class of stimuli, or bound to an object or value, and when the individual feels a definite attraction or repulsion toward these stimuli, then attitude should be employed.

Sherif and Cantril (22:5) define attitude to be

. . . an established readiness which has a subject-object relationship of highly variable contents, which is learned (formed), which has affective properties with various degrees of motivational components, which may refer to whatever stimuli are encompassed in the subject-object relationship, and which determines that an individual will react to a stimulus in a selective way.

Once these attitudes have been formed, they serve as an anchorage to structure or modify succeeding responses or experiences.

In differentiating between opinion and attitude McNemar (17:289) supports the definition of Sherif and Cantril. He defines an attitude to be a state of readiness or a tendency to act or react in a certain manner. He then defines an opinion to be the verbal expression of an attitude.

Sherif and Cantril (22:17) further state that an attitude is among the psychological components of an individual which determine how he shall react. This reaction is not in a passive or neutral way, but in a selective and characteristic way, especially in relation to

certain specific stimulus situations. Attitudes along with other psychological factors aid in determining the individual's selective reaction to his environment.

Not all states of readiness of an individual qualify as an attitude. In dealing with cases of readiness which are labeled as attitudes, however, there are five criteria found in these cases. First, attitudes imply a subject-object relationship. These attitudes are related to definite stimulus or stimuli situations. These stimuli may be objects, persons, groups of people, institutions, concepts, values, or norms. Second, attitudes are formed. Attitudes are formed in relation to these particular objects when likes and dislikes have become more or less fixated. Third, attitudes have affective properties of varying degrees. The affective properties may be of motivational (instinctual) origins or of nonmotivational (noninstinctual) sources. Examples of affective properties of attitudes which are of motivational origins are hunger and sex. Nonmotivational sources are due to the fact that these attitudes are formed in relation to social values or norms. Fourth, attitudes are more or less enduring states of readiness. Some states of readiness are only momentary. An example of this momentary state would be if an individual is very hungry, he will snatch a loaf of bread and eat it. Once his hunger is satisfied, he would put the bread aside. An attitude is an enduring state of readiness. Using the example of hunger, a much preferred food will be well-liked even after the point of satiation has been reached. And finally, attitudes range in the number and variety of stimuli to which they are referred. Attitudes are developed as a consequence of experience. They also involve a cognitive component. The nature of the

source of the attitude and the relationship the individual makes between an attitude and the stimulus situation he confronts will determine the extent or range of stimuli to which an individual will relate an attitude (Sherif and Cantril, 22:19-23).

Kenyon, whose attitude scale was used in this study states that an attitude ". . . is held to be a latent or nonobservable, complex, but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular object, whether it be concrete or abstract" (Kenyon, 15:567).

Attitudes and Physical Education

Studies in the area of attitudes and physical education have been conducted by various methods and with various purposes behind the studies. These studies vary from determining attitudes of students toward physical education classes to determining attitudes of students in relationship to their success in physical education.

Bullock and Alden (5:60) conducted a study to determine what the students' attitudes really were and then to determine what conditions brought about these attitudes. This was done by the questionnaire method. Some of the factors that were found affecting attitudes in their study were the lack of opportunity to play with other children in childhood, the training of physical education teachers, and the variety of subject matter and the opportunity to select courses.

Another type of study was conducted by Blanchard. He attempted to evaluate the activity aspect of the health education program in the elementary schools of Detroit in terms of its appeal to the boys and girls. He employed a questionnaire to determine the best liked and

least liked activities, and then rank ordered the activities by grades for liked best and liked least activities (Blanchard, 3).

Hazelton and Piper (12) studied social values as judged by attitudes. They used a questionnaire to estimate the differences, if any, in the students taking team game activities and those students taking individual sports in respect to social traits.

Dawley (10) used a paper-pencil test to determine the relationship between actual behavior to situations in physical education of children in elementary school and how they say they would react to similar situations. She employed anecdotal records of observed behavior and the responses of a paper-pencil problem-solving test of similar situations.

Moore (18) employed a different technique in her study of the attitudes of college women toward physical activity as a means of recreation. To discover the basic attitudes, practices and the causes for them, Moore employed an interview technique. She felt this method would be the most reliable even though the number of individuals studied would be fewer than the number that could be reached by a questionnaire. She felt, however, that the better understanding and added information obtained in the interview would more than compensate for the lack in the number of individuals.

Other studies in the area of attitudes and physical education have been conducted in relation to attitudes and success in physical education. These studies have been conducted to determine the relationship between the attitudes of individuals who are successful in areas of physical education and the attitudes of individuals who are unsuccessful in areas of physical education.

Carr (6:176) conducted a study to determine the relationship between success in physical education and the selected attitudes of high school freshman girls. She used an attitude rating scale related to physical education and concluded that the attitudes of these girls did influence their success in physical education. She found in her study that the attitudes of the successful group was significantly different from the attitudes of the unsuccessful group as related to physical education. She states that motor ability, attitudes, and intelligence were found to be effective factors in determining success in physical education.

Another study in this area was conducted by Vincent. In her study, she attempted to determine the attitude of college women and also the relationship of these attitudes and the success of these women in a variety of physical education activities. She used the Wear Attitude Inventory to measure the attitudes toward physical education. The final grades received in the activity courses were used to determine the success of the women. As a result of her study, Vincent found that college women had a favorable attitude toward physical activity. She also found a significant relationship between the attitudes expressed by the women and their success in physical education with the higher significance accruing to the subjects expressing more favorable attitudes (Vincent, 24:130).

Other attitudinal studies have been conducted. These have been in the areas of sportsmanship, athletic competition, women's athletics, elementary athletics, and attitudes toward physical education of two different age groups, to mention a few.

Parental Attitudes and Physical Education

Attitudes do not just happen, they are learned. Attitudes are acquired through experiences which have a pronounced affective component (Blair, et. al., 2:202). These authors continue by saying that the process of imitation is the process by which attitudes are transmitted more than any other form of learning and many of these have early origins in life. They state that:

The parent's revulsion, bodily posture, and facial grimaces toward an object such as a kind of food, or an animal, may be transmitted directly to the child who may even ape the same overt symptoms of avoidance. Others spring from modeling behavior and identification within the peer group in later childhood and adolescence (Blair, et. al, 2:202).

Rice (21:224) suggests that attitudes seem to be the results of all of the influences with which the learner comes into contact. A parent controls goals that the child desires, including power over the child and other people, mastery over the environment, and love (Blount and Klausmeier, 4:102).

Cratty (7:207-211) conducted a study on the athletic and physical experiences of fathers and sons who participated in physical fitness testing at Pomona College, 1925-1959. As a follow up to this investigation, he sent a questionnaire to the subjects to evaluate their opinions of physical education and to assess other factors which may have influenced performance on the tests. From this investigation, Cratty found that the fathers seemed to be more critical toward physical education than did their sons. This difference he indicated was probably due to the fact that the sons were participating in physical education activities that they enjoyed, but whether they were receiving the type of program they needed was questionable as a result of the

ability scores obtained in this study. Cratty, however, does recommend further studies in this area.

Ray summarizes Allport as follows:

There are combinations of conditions which influence the formation of attitudes. According to Allport, attitudes are formed through the integration of specific responses to similar types of experiences. The segregating of these responses provides attitudes that will direct the individual's desired conduct. A single traumatic experience has the power to form an individual's permanent attitude. Attitudes are also formed through the imitation of attitudes already held by parents, teachers, and peers (Ray, 20:12).

Bryant J. Cratty (8) has written a book entitled Psychology and Physical Activity. One of the chapters in this book is "The Family and the Child" in which Cratty examines some of the parental influences which relate to the movement behavior of their children. The extent of opportunity and the experiences in expressing aggression a child has had directly relates to the manner in which hostilities are released in sports. If these experiences were unpleasant, it was later reflected in the disinclination to compete vigorously in athletics. This type of individual seems afraid of channeling his aggression in an all-out manner in competition and does not fully extend himself in sports. An example of this are athletes who reach a point of imminent victory and then withdraw and accept defeat (Cratty, 8:63).

Another parental influence related to activity is the type and opportunity of play.

Some mothers restrict the child's movements to within a short distance of the home, while others permit more freedom of movement. Some parents check frequently concerning their child's whereabouts; on the other hand, others exert no such control. It has also been found that, within the home, differences in parental controls are apparent concerning the amount of physical activity permitted. Some parents do not permit any vigorous activity in the home, others specify that only certain places in the home shall be used

as indoor gymnasia, whereas others permit rather free movements within the home. It is difficult to believe that these do not directly influence the child's attitudes toward physical activity, and, similarly, development of perceptual-motor attributes on the part of the children involved (Cratty, 8:64).

Bullock (5:63) supports this idea in her study. One of the factors affecting the attitude of freshman girls toward physical education was the lack of opportunity to play with other children in childhood.

Also, the tactile communication between mother and child, in the form of caressing, for example, influences in a positive way the motor development of the child. Cratty (8:65) suggests that the helpful parent-child play with their young can produce children who are better equipped with physical skills. The absence of this maternal attention before six months of age has been demonstrated to produce in later adolescence lethargic behavior, some perceptual disturbances, and generally apathetic social behavior. Cratty mentions that physical educators can contribute to the development of physical attributes of infants and children by providing motor activity programs for parents and infants to engage in during the first few months of life. These programs should prove beneficial for both parent and child who would not naturally engage in play activities together.

Cratty (8:67-68) also makes mention of the presence of play equipment provided by the family. He states that the mere presence of play equipment does not seem to have measurable influence upon the level of activity exhibited by the children. The presence of others who help form positive or negative attitudes about the use of the equipment is more important than the presence of the equipment. Also, the way in which status can be gained through the use of the equipment is also influential to the physical development of the children.

Ray (19) conducted a study concerning the attitudes of high school girls and their parents toward physical education. She used the American Association of Health, Physical Education and Recreation Youth Fitness Test to determine the high and low physical fitness groups. The Wear Physical Education Attitude Inventory was administered to the parents of these two groups. The conclusion of her study states:

The parents of students in the High Physical Fitness Group scored significantly higher (beyond the .01 level of confidence) on the total Wear Attitude Inventory than did the parents of students in the Low Physical Fitness Group. . . . The contributions of a physical education class were viewed more favorably by parents whose daughters achieved high physical fitness scores than by parents whose daughters were less physically fit (Ray, 19: 101-102).

The preceding pages have made mention of the various influences of the family on the attitudes of children and their physical development. However, Cratty (9:105) suggests the need for further research concerning the relationship between attitudes of parents toward physical activity and the performance and capacity levels of their children. The studies in this area have been limited.

Attitude Toward Physical Activity Scale

The ATPA scale was developed by Kenyon. He (14:97) defines physical activity as denoting "organized, (structured), nonutilitarian (in an occupational or maintenance sense), gross human movement, usually manifested in active games, sports, calisthenics, and dance." It was postulated that different classes of physical activities were perceived to provide different sources of satisfaction. The ATPA scale was constructed to characterize the values of physical activity into six subdomains. The first of these subdomains is the participation in physical activity as a social experience. Physical activity as social

experience is characterized by those activities with the primary purpose of providing a medium for social intercourse such as meeting new people or to perpetuate existing relationships. The second subdomain is physical activity for health and fitness. Participation in calisthenics and other conditioning exercises along with many other similarly oriented activities characterizes physical activity for its contribution to the improvement of an individual's health and fitness. The third subdomain is physical activity as the pursuit of vertigo. These are physical experiences which provide, at some risk to the participant but with the participant remaining in control, an element of thrill through the medium of speed, acceleration, sudden change of direction, or exposure to dangerous situations. However, the participant usually approaches vertigo without actually achieving it, therefore the experience becomes one of the pursuit of vertigo. Fourth in the subdomains of physical activity is physical activity as an aesthetic experience. In this situation, physical activity is characterized as having aesthetic value for the individual. This is to say that physical activities possess beauty or certain artistic qualities. Catharsis is the fifth subdomain of physical activity. This is the conception that physical activity provides a release of tension precipitated by frustration through some vicarious means. The catharsis hypothesis states that the reduction in tension is achieved by expressing hostility and aggression by either attacking the instigator directly or by venting one's hostilities through some equivalent form of aggressive behavior. The final subdomain is that of physical activity being an ascetic experience. Here, activity is characterized as involving long, strenuous and often painful training and stiff competition demanding a deferment of many gratifications for

the participant (Kenyon, 14:98-101).

This scale was constructed in an attempt to overcome three main shortcomings of other techniques employed to determine attitudes toward physical activity. First, insufficient attention has been given to the characterization of physical activity in its broadest sense. Usually, inquiry has been limited to restricted domains such as physical education, team game competition, or sports. Second, instruments have seldom been based upon appropriate test construction procedures. Third, where scaling procedures have been employed, the multidimensionality of the domain in question was not brought into account (Kenyon, 15:568).

The ATPA scale was administered to samples between 200 and 360 in number for both sexes to determine reliability and validity of the scale. Based on Hoyt's procedures, it was found that the reliability of the scale for both men and women was lowest for the "social experience" scale (.72 and .72 respectively), and was highest for the "pursuit of vertigo" scale (.89 and .86 respectively) (Kenyon, 15:572). Examination of the data showed considerable stability. Therefore Kenyon developed a moderately reliable and valid scale consisting of a relatively small number of items for each subdomain of physical activity.

Summary

Attitudes are the sum total of an individual's inclinations and feelings, prejudice and bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic. An attitude is a state of readiness or a tendency to act or react in a certain manner. It is a relatively stable behavioral disposition reflecting direction and intensity of feeling toward an object, whether it be concrete or abstract.

Many methods and purposes have been employed to study attitudes in relation to physical education. The most widely used method employed is the questionnaire type test. Also, a relationship has been found between one's attitudes and his success in physical education.

Attitudes are formed as a result of all the influences with which the learner comes into contact. The family seems to exert a great deal of influence on its children which relates to their movement behavior. A more favorable attitude toward physical education was found in parents whose daughters scored high on a physical fitness test than in parents whose daughters scored low on the physical fitness test.

The ATPA scale is a moderately reliable and valid means of measuring the subdomains of physical activity.

The review of literature points to the fact that much research has been conducted in the area of attitudes and physical education. However, very little research has been conducted in the area of parental attitudes and the performance level of their children. Therefore, there is a definite need for research in this area and this is the reason this study was undertaken. The need is further supported by Cratty who includes on a list of needed research: "2. The relationship between attitudes of parents toward physical activity and the performance and capacity levels of their children" (Cratty, 9:105).

Chapter 3

PROCEDURES

Before this investigation could be started, preliminary steps had to be taken to assure all people concerned that the rights and welfare of the individuals involved in the study would be protected. This was accomplished by obtaining the signatures (Appendix A) of this investigator's major professor, Dean of the College of Education at Kansas State University, and the Superintendent of Schools in Manhattan, Kansas. These signatures were attached to a proposal which contained the purpose of this study and a brief description of the procedures which were employed in this study. Once these procedures had met the satisfaction of those involved, then the study could proceed.

SELECTION OF SUBJECTS

This investigator spoke with the assistant principal of the Manhattan Junior High School to request permission to enter the school and to speak with the eighth grade boys' physical education teacher. The teacher was asked to subjectively rank the eighth grade boys' physical education class from good students to poor students according to their physical ability. The teacher then selected from this group fifty-two boys from the top of the class and forty-six boys from the bottom of the class, producing a total of ninety-eight students. The rating of the subjects was based upon how well a student excelled in physical activity. The class was divided in half. The teacher then

selected students who excelled in both skill and attitude performance and students who were poor in both skill and attitude performance. Those who excelled in both skill and attitude performance were placed in the high ability group. Those who did not excel in both skill and attitude performance were placed in the low ability group. The parents of these students served as subjects for this study. Group I consisted of the fathers and mothers of the fifty-two boys who ranked high in physical ability and Group II consisted of the fathers and mothers of the forty-six boys who ranked low in physical ability. Names and addresses of these parents were obtained from the record files in the principal's office in order to mail the questionnaire to them.

METHOD

The Attitude Toward Physical Activity Scale Form DM for men and Form DW for women, developed by Kenyon (14, 15), was utilized to determine the attitudes of both the fathers and mothers toward physical activity. The ATPA scale consists of the following six subdomains which characterize physical activity as: (1) providing a medium for social intercourse (social); (2) contributing to the improvement of an individual's health and physical fitness (health and physical fitness); (3) providing, at some risk to the participant, an element of thrill or excitement (pursuit of vertigo); (4) possessing beauty or certain artistic qualities (aesthetic); (5) providing a release of tensions precipitated by frustration through some vicarious means (catharsis); and (6) involving long, strenuous and often painful training and stiff competition (ascetic).

The ATPA scale along with directions, a cover letter, two

answer sheets (one for each form of the scale), and a self-addressed, stamped envelope (see Appendix B) was mailed to each of the parents. To aid in securing as many responses as possible, two additional steps were taken. First, a reminder postcard (Appendix C) was sent three weeks after the initial mailing of the materials to all parents who had not yet returned their responses. And second, ten days after the mailing of the reminder cards, a phone call was made to the remainder of the parents who still had not made a response. From the total ninety-eight parents, thirty-one fathers and thirty-two mothers responded to form Group I and nineteen fathers and nineteen mothers responded to form Group II. It is necessary to remember that participation in this study was on a voluntary basis, meaning that the parents were not required to answer the questionnaire.

The original names of the students and parents were placed on a master sheet. A number was given to each student. This number was placed on the corresponding answer sheets of the attitude scale sent to the parents. The purpose of this was (1) to be certain all responses were received, (2) to be certain of the sex of the responder for proper analysis, (3) for follow up purpose if the responses are incorrectly or incompletely answered, and (4) to be certain parent's responses are in proper group for analysis.

TREATMENT OF THE DATA

After the responses were returned, the answer sheets were scored in the following manner. The ATPA scale contains statements stressing the various subdomains of activity. The parents were to give their opinion of the statement by circling one of the seven responses available.

These were "Very Strongly Agree," "Strongly Agree," "Agree," "Undecided," "Disagree," "Strongly Disagree," or "Very Strongly Disagree." These responses were given a point value ranging from one to seven according to the score sheets (Appendixes D and E) prepared for these scales. The six subdomains of the scale for the fathers have ten statements that refer to them except for catharsis, which has nine statements. This means that for five out of the six subdomains, a score can be achieved ranging from a low of ten to a high of seventy. The catharsis subdomain has a range of nine for a low score and a high of sixty-three.

The pursuit of vertigo, aesthetic, and catharsis subdomains of the scale for the mothers have nine statements that refer to them; thus a possible score can be achieved ranging from a low of nine to a high of sixty-three in each of these subdomains. The ascetic and social subdomains have eight statements referring to them with a possible score ranging from a low of eight to a high of fifty-six. The health and physical fitness subdomain has eleven statements with a range of a low of eleven and a high of seventy-seven.

A score in each of the six subdomains was obtained by adding the numbers circled by the parents of the statements pertaining to that domain (see Appendixes D and E). This was done for all the parents and for all the subdomains. The higher the score obtained indicates a more favorable attitude.

The raw scores (Appendix F) were punched onto computer cards. As a result of the differences of Form DM and Form DW of the ATPA scale, the data obtained from the fathers and mothers had to be treated separately. In other words, Group I Fathers and Group II Fathers were treated separately from Group I Mothers and Group II Mothers. No

statistical comparison can be made between total Group I and total Group II.

The computer was programed to run a one-way analysis of variance on the scores obtained from the fathers. This was utilized to determine if a difference existed between the attitudes of Group I Fathers and the attitudes of Group II Fathers in each of the six subdomains of the ATPA scale described earlier.

The computer was also programed to run a one-way analysis of variance on the scores obtained from the mothers. This again determined if the attitudes of Group I Mothers differed from the attitudes of Group II Mothers toward the six subdomains of the ATPA scale.

An F-ratio at the .05 level was used to determine if the differences of means of Group I Fathers and Group II Fathers were significant and, also, to determine if the differences of means of Group I Mothers and Group II Mothers were significant.

Chapter 4

RESULTS AND DISCUSSION

A one-way analysis of variance was utilized to determine if a significant difference existed between the attitudes of the fathers of sons rated high in physical ability and the attitudes of the fathers of sons rated low in physical ability toward physical activity. Also, a one-way analysis of variance was utilized to determine if a significant difference existed between the attitudes of the mothers of sons rated high in physical ability and the attitudes of the mothers of sons rated low in physical ability toward physical activity. The following pages present the results and discussion of the computations for each group.

Table 1 on page 26 presents a summary of a one-way analysis of variance and means for the fathers' scores of the six subdomains of the ATPA scale. The table shows that there is no significant difference between the attitudes of Group I Fathers and Group II Fathers in any of the six subdomains of the ATPA scale. This seems to indicate that there are apparently other factors which may influence the physical performance of these boys. If the attitudes of these boys influence their performance in physical education, it would appear that their attitudes were acquired from some other source than their fathers. Also, it may be possible that a father may view the attributes of physical activity as being important; however, he may not actively participate in activity himself and may not actively encourage his son to participate in physical

Table 1
Summary of One-Way Analysis of Variance and Means for Father Scores of ATPA Scale

		Mean Squares					
Source	Degrees Freedom	Pursuit Vertigo	Ascetic	Aesthetic	Catharsis	Health Physical Fitness	Social
Group	1	12.143	173.586	240.981	1.137	38.803	122.194
Error	48	75.137	130.837	84.673	81.477	83.462	52.446
Means							
Group I		33.226	36.839	39.161	37.742	39.290	38.516
Group II		32.211	33.000	43.684	38.053	41.105	41.737

* Significant at .05 level ($F = 4.04$)

activity. In other words, a difference may exist between the attitudes of the father and the actual behavior of the father. It may also be possible that parental attitudes may not influence the performance of their sons at all; the sons may acquire their attitudes elsewhere.

These are a few suggestions why there was not a significant difference in the attitudes of Group I Fathers and Group II Fathers. However, it was not the intent of this study to determine why these differences did or did not occur; rather, the intent was to determine if they existed.

Table 2 on page 28 presents a summary of a one-way analysis of variance and means for the scores of the mothers obtained from the ATPA scale. The table shows that the only significant difference that exists between Group I Mothers and Group II Mothers occurred in the aesthetic subdomain. The table shows that Group II Mothers scored significantly higher on the aesthetic subdomain than did Group I Mothers. Group I Mothers may not put much emphasis on the aesthetic subdomain because their sons are coordinated and can perform properly the skills involved in activity. Group II Mothers may feel that this area is important because they may want their sons to perform properly and to be coordinated. This may also be a result of the attitudes of these mothers which were obtained from their parents. However, this investigator suggests that research be conducted in this area to determine why this difference occurred.

Statistically no comparison can be made between fathers and mothers or between total Group I with total Group II. This is a result of the differences between Form DM and Form DW of the ATPA scale. However, it was of interest to this investigator to make a general

Table 2
Summary of One-Way Analysis of Variance and Means for Mother Scores of ATPA Scale

		Mean Squares					
Source	Degrees Freedom	Pursuit Vertigo	Ascetic	Aesthetic	Catharsis	Health Physical Fitness	Social
Group	1	0.356	9.544	369.306*	46.750	12.158	26.941
Error	49	45.354	37.424	52.125	49.985	46.751	35.326
Means							
Group I		26.594	28.000	30.750	37.125	46.938	31.813
Group II		26.421	27.105	36.316	39.105	47.947	33.316

* Significant at .05 level ($F = 4.04$)

association among the parents. This was accomplished by converting mean scores into percentages. The means of each parent group for a subdomain were divided by the possible score of that subdomain resulting in a percentage score for each parent group. This was continued for each of the six subdomains of the ATPA scale.

Figure 1 on page 30 presents a graph of the percentage scores of the parents on the ATPA scale. The figure seems to indicate that all parents seem to have a more favorable attitude toward the aesthetic, catharsis, health and physical fitness, and social subdomains than the pursuit of vertigo and ascetic subdomains. It is this writer's opinion that this may be the result of the physical education program placing more emphasis on these four areas than on the other two, thus resulting in a more favorable attitude.

The figure also illustrates that in these same four subdomains it would appear that Group II has a more favorable attitude than Group I. However, it must be kept in mind that these differences between the groups were not studied in this investigation and therefore comment cannot be made as to the significance of these differences.

A point of question worth mentioning which might have had an effect on the results of this study is that there was a discrepancy between the number of responses returned by each group. Sixty percent of Group I responded but only forty percent of Group II responded to the questionnaire. No explanation is offered for the discrepancy.

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH DIAGRAMS
THAT ARE CROOKED
COMPARED TO THE
REST OF THE
INFORMATION ON
THE PAGE.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**

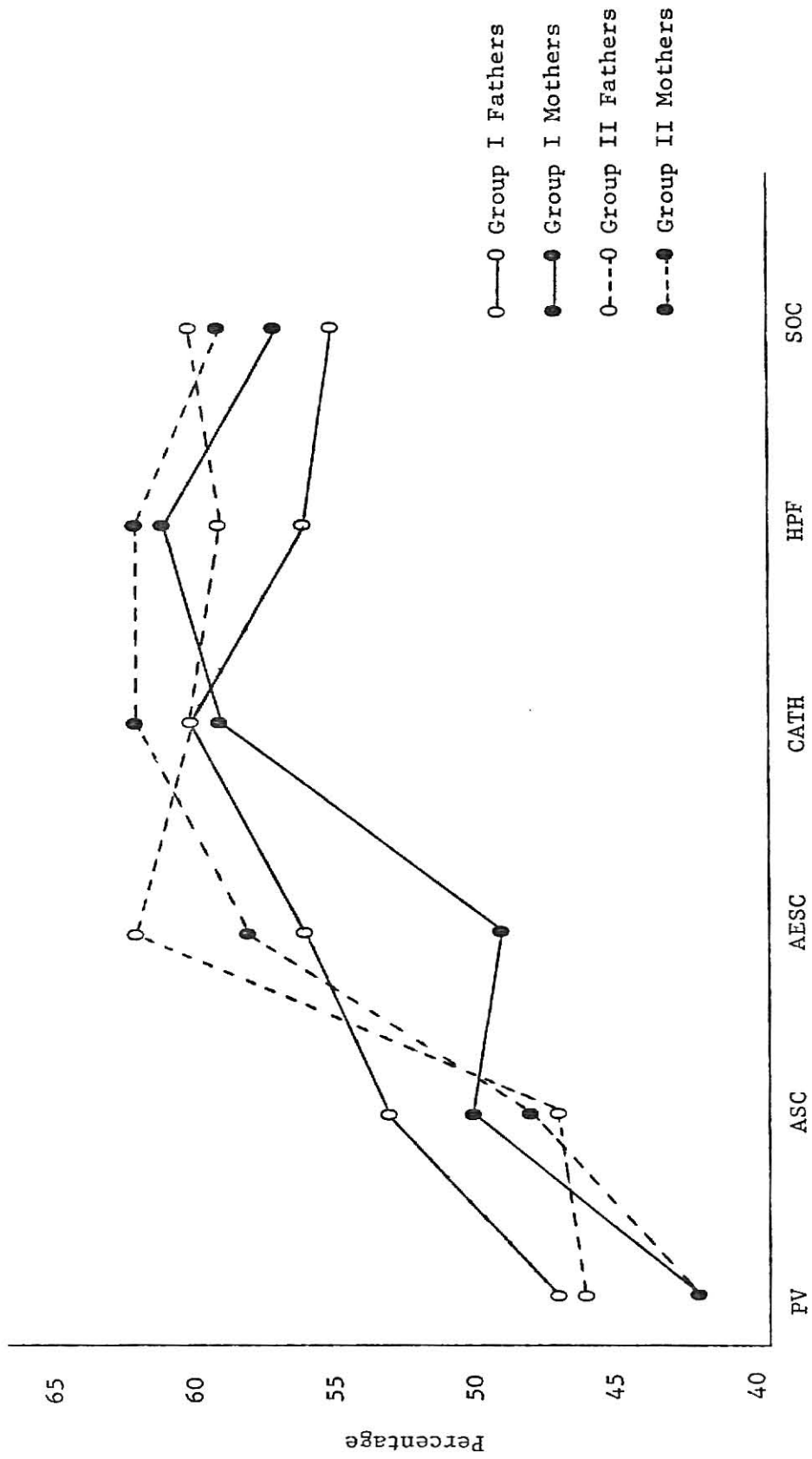


Figure 1
Percentage Scores of Parents on the ATPA Scale

Chapter 5

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the attitudes of parents whose sons were rated high in physical ability and the attitudes of parents whose sons were rated low in physical ability toward physical activity. More specifically, it was the purpose of this study to:

(1) determine if the attitudes of the fathers of the sons rated high in physical ability differed from the attitudes of the fathers of the sons rated low in physical ability, and (2) determine if the attitudes of the mothers of sons rated high in physical ability differed from the mothers of sons rated low in physical ability toward physical activity.

Group I consisted of thirty-one fathers and thirty-two mothers whose sons were rated high in physical ability. Group II consisted of nineteen fathers and nineteen mothers whose sons were rated low in physical ability. The ATPA scale developed by Kenyon was utilized to determine the attitudes of the parents toward physical activity. The ATPA scale (Form DM and Form DW) was mailed to the parents and the responses scored accordingly. A one-way analysis of variance was computed to determine the F-ratios between Group I Fathers and Group II Fathers and between Group I Mothers and Group II Mothers. The .05 level of significance was employed for the critical F.

The results of this study indicate that there was not a significant difference between the attitudes of Group I Fathers and Group II Fathers in any of the six subdomains of the ATPA scale. Also, it was

found that the only significant difference between the attitudes of Group I Mothers and Group II Mothers occurred in the aesthetic subdomain in which case Group II Mothers scored significantly higher than did Group I Mothers.

CONCLUSIONS

On the basis of the results of this study, the following conclusions can be drawn:

1. Within the limits of this study it would appear that the attitudes of fathers of sons rated high in physical ability do not differ from the attitudes of fathers of sons rated low in physical ability toward physical activity as measured by the ATPA scale.
2. Within the limits of this study it would appear that the attitudes of mothers of sons rated high in physical ability do not differ from the attitudes of mothers of sons rated low in physical ability except in the aesthetic subdomain of the ATPA scale.

RECOMMENDATIONS FOR FURTHER STUDIES

On the basis of the conclusions the following are recommended for further study:

1. Research is needed to determine the attitudes of boys to see if they are consistent with the attitudes of the parents.
2. Research is needed to determine why Group II Mothers scored significantly higher than did Group I Mothers on the aesthetic subdomain.

3. This study should be repeated using a larger sampling of subjects.
4. This study should be repeated at various age levels of children to ascertain whether parental attitudes toward physical activity remain constant.

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APPENDIX A. Approval Letter and Thesis Proposal

March 28, 1973

Dear Sirs:

I would like to submit the attached proposal for clearance to do research in the public schools. The expected time of completion will be September 1, 1973.

Sincerely,

David E. Eustice

Approved by:

_____ Major Professor

_____ Dean of College of Education

_____ Superintendent of Schools

PARENTAL ATTITUDES OF SONS WITH DIFFERING LEVELS OF PHYSICAL ABILITY

The purpose of this study is to determine the relationship between the attitudes of parents whose son performs well in physical education and the attitudes of parents whose son performs poorly in physical education toward physical activity.

PROCEDURES

The investigator would see the eighth grade physical education teacher at Manhattan Junior High School, to have him rank the class subjectively from top to bottom according to physical ability. This ranking would be done in thirds, top third, middle third and bottom third. The subjects for the study will then be the parents of fifty students from the top one third and the parents of fifty students from the bottom one third of the class. The Attitude Toward Physical Activity (ATPA) Scale developed by Gerald Kenyon will be used to determine their attitudes.

The ATPA Scale and score sheet, along with directions and a cover letter explaining what the investigator is trying to do, will be sent to each of the one hundred sets of parents. A self-addressed stamped envelope will be enclosed to return the material to the researcher. The scales will then be scored and the relationship between the two groups will be determined by using the Fisher t score at the .05 level of confidence.

The names of the students will be listed on a master sheet and have a coded number beside each name. These numbers will be placed

on the answer sheet for that child's parents. The parents and students will then be identifiable to the investigator during the study for the following reasons.

1. need names to be sure to get all responses back,
2. to be sure of the sex of the responder so that the proper form of the test has been completed,
3. to follow up if incorrectly or incompletely filled out,
4. to be sure parent's responses are in proper group for analysis.

However, the names, numbers, or classification of the students or parents will not be revealed in the data when writing the thesis (or to any other individual). They will be referred to only as Group I and Group II. Therefore the identity and classification of all parents and students will be known only to the primary researcher and this private information will be destroyed at the completion of the study.

APPENDIX B. Letter to Parents and ATPA Scale

Dear Parents,

My name is David Eustice. I am a graduate student in the Department of Health, Physical Education, and Recreation at Kansas State University. I am presently collecting data for my master's thesis which is part of the requirements to receive a Master's Degree.

For my topic, I have selected to determine the relationship of parental attitudes toward physical activity and the performance of their children in physical education. In other words, the purpose of this study is to determine if the attitudes of the parents have any reflection on the performance of their sons in physical education.

Please find enclosed with this letter two ATPA Scales and two answer sheets. One form and answer sheet is for the fathers to fill out (Form DM-MEN) and one form and answer sheet is for the mothers to fill out (Form DW-WOMEN). Please read the instructions carefully and answer all statements according to your own personal opinion.

You and this information will be identifiable to only me so that I may make certain that these scales are filled out properly and that I may follow up with non-respondents. Your name or your son's name and classification will not be identified in writing the thesis or to any other individual.

Remember, the significance of this study will be determined only by your personal opinion to each statement. When you have completed the scale please put both scales and both answer sheets in the enclosed envelope and send them back to me by April 18, 1973.

Participation in this study is on a volunteer basis only. If you do not wish to participate, please send all materials back to me immediately. However, your time and cooperation would be greatly appreciated. If you have any questions, please feel free to contact me at 537-1131.

Thank you.

David E. Eustice
818 Bluemont Avenue
Manhattan, Kansas 66502

ATPA SCALES: FORM DM-MEN

INTRODUCTION

The following is part of a research project designed to ascertain opinions of parents toward physical activity to determine if these opinions have any reflection on the performance of their sons in physical education. We are asking you to express what you think or feel about each. The best answer is YOUR PERSONAL OPINION. Many different and opposing points of view are presented; you may find yourself agreeing strongly with some of the statements and disagreeing just as strongly with others.

INSTRUCTIONS

1. Express your agreement or disagreement by circling the appropriate symbols on the answer sheet, according to the following:

VSA: VERY STRONGLY AGREE	D: DISAGREE
SA: STRONGLY AGREE	SD: STRONGLY DISAGREE
A: AGREE	VSD: VERY STRONGLY DISAGREE
U: UNDECIDED	

FOR EXAMPLE, IF YOU STRONGLY DISAGREE WITH A STATEMENT YOU CIRCLE THE SYMBOL SD AS FOLLOWS:

VSA SA A U D SD VSD A. The United Nations should be abolished.

2. You should rarely need to use U (undecided).
3. Work independently of others.
4. Do not spend too much time on any one statement; try to respond, then go on to the next.
5. Respond to ALL statements.

IMPORTANT

1. Respond to the statements IN THE ORDER GIVEN. (Do not go on to page 2 until you have finished page 1, etc.)
2. The significance of this research depends upon the degree to which you express YOUR OWN OPINION.

Form DM (MEN)

1. I would gladly put in the necessary years of daily hard training for the chance to try out for the U.S. Olympic Team.
2. I would prefer quiet activities like swimming or tossing a ball around rather than such activities as automobile or speedboat racing.
3. Among desirable forms of physical activity are those that show the beauty and form of human movement, such as modern dance and water ballet.
4. I prefer those sports which require very hard training and involve intense competition such as interscholastic and intercollegiate athletics.
5. A happy life does not require regular participation in physical activity.
6. The risk of injury would be well worth it when you consider the thrills that come from engaging in such activities as mountain climbing and bobsledding.
7. It is important that everyone belong to at least one group that plays games together.
8. Of all physical activities, those whose purpose is primarily to develop physical fitness, would not be my first choice.
9. Among the best physical activities are those which represent a personal challenge, such as skiing, mountain climbing, or heavy weather sailing.
10. I would get by far more satisfaction from games requiring long and careful preparation and involving stiff competition against a strong opposition.
11. The degree of beauty and grace of movement found in sports is sometimes less than claimed.
12. Almost the only satisfactory way to relieve severe emotional strain is through some form of physical activity.
13. I would usually choose strenuous physical activity over light physical activity, if given the choice.
14. Physical education programs should place a little more emphasis upon the beauty found in human motion.
15. There are better ways of relieving the pressures of today's living than having to engage in or watch physical activity.

16. Frequent participation in dangerous sports and physical activities are all right for other people but ordinarily they are not for me.
17. I like to engage in socially oriented physical activities.
18. A large part of our daily lives must be committed to vigorous exercise.
19. I am not in the least interested in those physical activities whose sole purpose is to depict human motion as something beautiful.
20. Colleges should sponsor many more physical activities of a social nature.
21. Being strong and highly fit is not the most important thing in my life.
22. The least desirable physical activities are those providing a sense of danger and risk of injury such as skiing on steep slopes, mountain climbing, or parachute jumping.
23. For a healthy mind in a healthy body the only place to begin is through participation in sports and physical activities every day.
24. A sport is sometimes spoiled if allowed to become too highly organized and keenly competitive.
25. The time spent doing daily calisthenics should probably be used more profitably in other ways.
26. I enjoy sports mostly because they give me a chance to meet new people.
27. Practically the only way to relieve frustrations and pent-up emotions is through some form of physical activity.
28. Given a choice, I would prefer motor boat racing or running rapids in a canoe rather than one of the quieter forms of boating.
29. Strength and physical stamina are the most important pre-requisites to a full life.
30. Of all the kinds of physical activities, I dislike the most those requiring a lot of socializing.
31. The most enjoyable forms of physical activity are games and sports engaged in on the spur of the moment, rather than those requiring long periods of training.
32. One of the things I like most in sports is the great variety of ways human movement can be shown to be beautiful.
33. Most intellectual activities are often just as refreshing as physical activities.

34. Physical activities that are purely for social purposes, like college dances, are sometimes a waste of time.
35. I am given great pleasure when I see the form and beauty of human motion.
36. I believe calisthenics are among the less desirable forms of physical activity.
37. The self-denial and sacrifice needed for success in today's international competition may soon become too much to ask of a thirteen or fourteen year old.
38. People should spend twenty to thirty minutes a day doing vigorous calisthenics.
39. Too much attention is paid to those physical activities that try to portray human movement as an art form.
40. Sports are fun to watch and to engage in, only if they are not taken too seriously, nor demand too much time and energy.
41. Of all physical activities, my first choice would be those whose purpose is primarily to develop and maintain physical fitness.
42. If I had to choose between "still-water" canoeing and "rapids" canoeing, "still-water" canoeing would be the better alternative.
43. Watching athletes becoming completely absorbed in their sport nearly always provides me with a welcome escape from the many demands of present-day life.
44. Participating in games and sports can sometimes spoil good friendships.
45. The idea that every human movement is beautiful is absurd.
46. Physical activities having a strong element of daring or requiring one to take chances are highly desirable.
47. I could easily spend an hour watching the graceful and well coordinated movements of a figure skater or modern dancer.
48. There are better ways of getting to know people than through games and sports.
49. The fun is sometimes taken out of sports and games when they become too highly organized, overly competitive, and too demanding of the participant.
50. Among the best forms of physical activity are those which use the body as an instrument of expression.

51. Since competition is fundamental to American society, sports and athletics need to be much more demanding and competitive than at present.
52. The best thing about games and sports is that they give people confidence in social situations.
53. One of the best forms of physical activity is that which provides a thrilling sense of danger such as sailing in heavy weather or canoeing on river rapids.
54. Regular physical activity is the major pre-requisite to a satisfying life.
55. Vigorous daily exercises are absolutely necessary to maintain one's general health.
56. One of the most desirable forms of physical activity is social dancing.
57. In this country there is sometimes too much emphasis on striving to be successful in sports.
58. I would enjoy engaging in those games and sports requiring, to a large extent, the defiance of danger.
59. Most people could live happy lives without depending upon frequent watching or participating in physical games and exercise.

ATPA SCALES: FORM DM-MEN

ANSWER SHEET

1.	VSA	SA	A	U	D	SD	VSD	31.	VSA	SA	A	U	D	SD	VSD
2.	VSA	SA	A	U	D	SD	VSD	32.	VSA	SA	A	U	D	SD	VSD
3.	VSA	SA	A	U	D	SD	VSD	33.	VSA	SA	A	U	D	SD	VSD
4.	VSA	SA	A	U	D	SD	VSD	34.	VSA	SA	A	U	D	SD	VSD
5.	VSA	SA	A	U	D	SD	VSD	35.	VSA	SA	A	U	D	SD	VSD
6.	VSA	SA	A	U	D	SD	VSD	36.	VSA	SA	A	U	D	SD	VSD
7.	VSA	SA	A	U	D	SD	VSD	37.	VSA	SA	A	U	D	SD	VSD
8.	VSA	SA	A	U	D	SD	VSD	38.	VSA	SA	A	U	D	SD	VSD
9.	VSA	SA	A	U	D	SD	VSD	39.	VSA	SA	A	U	D	SD	VSD
10.	VSA	SA	A	U	D	SD	VSD	40.	VSA	SA	A	U	D	SD	VSD
11.	VSA	SA	A	U	D	SD	VSD	41.	VSA	SA	A	U	D	SD	VSD
12.	VSA	SA	A	U	D	SD	VSD	42.	VSA	SA	A	U	D	SD	VSD
13.	VSA	SA	A	U	D	SD	VSD	43.	VSA	SA	A	U	D	SD	VSD
14.	VSA	SA	A	U	D	SD	VSD	44.	VSA	SA	A	U	D	SD	VSD
15.	VSA	SA	A	U	D	SD	VSD	45.	VSA	SA	A	U	D	SD	VSD
16.	VSA	SA	A	U	D	SD	VSD	46.	VSA	SA	A	U	D	SD	VSD
17.	VSA	SA	A	U	D	SD	VSD	47.	VSA	SA	A	U	D	SD	VSD
18.	VSA	SA	A	U	D	SD	VSD	48.	VSA	SA	A	U	D	SD	VSD
19.	VSA	SA	A	U	D	SD	VSD	49.	VSA	SA	A	U	D	SD	VSD
20.	VSA	SA	A	U	D	SD	VSD	50.	VSA	SA	A	U	D	SD	VSD
21.	VSA	SA	A	U	D	SD	VSD	51.	VSA	SA	A	U	D	SD	VSD
22.	VSA	SA	A	U	D	SD	VSD	52.	VSA	SA	A	U	D	SD	VSD
23.	VSA	SA	A	U	D	SD	VSD	53.	VSA	SA	A	U	D	SD	VSD
24.	VSA	SA	A	U	D	SD	VSD	54.	VSA	SA	A	U	D	SD	VSD
25.	VSA	SA	A	U	D	SD	VSD	55.	VSA	SA	A	U	D	SD	VSD
26.	VSA	SA	A	U	D	SD	VSD	56.	VSA	SA	A	U	D	SD	VSD
27.	VSA	SA	A	U	D	SD	VSD	57.	VSA	SA	A	U	D	SD	VSD
28.	VSA	SA	A	U	D	SD	VSD	58.	VSA	SA	A	U	D	SD	VSD
29.	VSA	SA	A	U	D	SD	VSD	59.	VSA	SA	A	U	D	SD	VSD
30.	VSA	SA	A	U	D	SD	VSD								

ATPA SCALES: FORM DW-WOMEN

INTRODUCTION

The following is part of a research project designed to ascertain opinions of parents toward physical activity to determine if these opinions have any reflection on the performance of their sons in physical education. We are asking you to express what you think or feel about each. The best answer is YOUR PERSONAL OPINION. Many different and opposing points of view are presented; you may find yourself agreeing strongly with some of the statements and disagreeing just as strongly with others.

INSTRUCTIONS

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SA: STRONGLY AGREE	SD: STRONGLY DISAGREE
A: AGREE	VSD: VERY STRONGLY DISAGREE
U: UNDECIDED	

FOR EXAMPLE, IF YOU STRONGLY DISAGREE WITH A STATEMENT YOU CIRCLE THE SYMBOL SD AS FOLLOWS:

VSA SA A U D SD VSD A. The United Nations should be abolished.

2. You should rarely need to use U (undecided).
3. Work independently of others.
4. Do not spend too much time on any one statement; try to respond, then go on to the next.
5. Respond to ALL statements.

IMPORTANT

1. Respond to the statements IN THE ORDER GIVEN. (Do not go on to page 2 until you have finished page 1, etc.)
2. The significance of this research depends upon the degree to which you express YOUR OWN OPINION.

1. I would prefer quiet activities like swimming or golf, rather than such activities as water skiing or sail boat racing.
2. I would gladly put up with the hard training necessary for the chance to try out for the U.S. Olympic team.
3. The most important value of physical activity is the beauty found in skilled movement.
4. Physical education programs stress vigorous exercise since it contributes most to physical fitness.
5. The years of strenuous daily training necessary to prepare for today's international competition is asking a lot of today's young women.
6. The need for much higher levels of physical fitness has been established beyond all doubt.
7. Among the best physical activities are those which represent a personal challenge, such as skiing, mountain climbing, or heavy weather sailing.
8. Among the most desirable forms of physical activity are those which present the beauty of human movement such as modern dance and water ballet.
9. I would get by far the most satisfaction from games requiring long and careful preparation and involving stiff competition against a strong opposition.
10. Of all physical activities, those whose purpose is primarily to develop physical fitness, would not be my first choice.
11. The best way to become more socially desirable is to participate in group physical activities.
12. Almost the only satisfactory way to relieve severe emotional strain is through some form of physical activity.
13. Frequent participation in dangerous sports and physical activities are all right for other people but ordinarily they are not for me.
14. Physical education programs should place much more emphasis upon the beauty found in human movement.
15. If given a choice, I sometimes would choose strenuous rather than light physical activity.
16. There are better ways of relieving the pressures of today's living than having to engage in or watch physical activity.
17. I like to engage in socially oriented physical activities.

18. A part of our daily lives must be committed to vigorous exercise.
19. I am not particularly interested in those physical activities whose sole purpose is to depict human motion as something beautiful.
20. Colleges should sponsor many more physical activities of a social nature.
21. For a healthy mind in a healthy body the only place to begin is through participation in sports and physical activities every day.
22. The least desirable physical activities are those providing a sense of danger and risk of injury such as skiing on steep slopes, mountain climbing, or parachute jumping.
23. Being physically fit is not the most important goal in my life.
24. A sport is sometimes spoiled if allowed to become too highly organized and keenly competitive.
25. I enjoy sports mostly because they give me a chance to meet new people.
26. Practically the only way to relieve frustrations and pent-up emotions is through some form of physical activity.
27. The time spent doing daily calisthenics could probably be used more profitably in other ways.
28. Given a choice, I would prefer motor boat racing or running rapids in a canoe rather than one of the quieter forms of boating.
29. Of all the kinds of physical activities, I don't particularly care for those requiring a lot of socializing.
30. One of the things I like most in sports is the great variety of ways human movement can be shown to be beautiful.
31. Most intellectual activities are often just as refreshing as physical activities.
32. Strength and physical stamina are the most important pre-requisites to a full life.
33. Physical activities that are purely for social purposes, like college dances, are sometimes a waste of time.
34. The self-denial and sacrifice needed for success in today's international competition may soon become too much to ask of a 13 or 14 year old girl.
35. I am given unlimited pleasure when I see the form and beauty of human motion.

36. I believe calisthenics are among the less desirable forms of physical activity.
37. Watching athletes becoming completely absorbed in their sport nearly always provides me with a welcome escape from the many demands of present-day life.
38. If I had to choose between "still-water" canoeing and "rapids" canoeing, "still-water" canoeing would usually be my choice.
39. There are better ways of getting to know people than through games and sport.
40. People should spend twenty to thirty minutes a day doing vigorous calisthenics.
41. There is sometimes an over-emphasis upon those physical activities that attempt to portray human movement as an art form.
42. Physical activities having an element of daring or requiring one to take chances are desirable.
43. Since competition is a fundamental characteristic of American society, highly competitive athletics and games should be encouraged for all.
44. A happy life does not require regular participation in physical activity.
45. The best form of physical activity is when the body is used as an instrument of expression.
46. Sports are fun to watch and to engage in, only if they are not taken too seriously, nor demand too much time and energy.
47. Calisthenics taken regularly are among the best forms of exercise.
48. I could spend many hours watching the graceful and well coordinated movements of the figure skater or modern dancer.
49. The best thing about games and sports is that they give people more confidence in social situations.
50. Among the best forms of physical activity are those providing thrills such as sailing in heavy weather or canoeing on river rapids.
51. Regular physical activity is the major pre-requisite to a satisfying life.
52. In this country there is sometimes too much emphasis on striving to be successful in sports.

53. I would enjoy engaging in those games and sports that require a defiance of danger.
54. Most people could live happy lives without depending upon frequent watching or participating in physical games and exercises.

ATPA SCALES: FORM DW-WOMEN

ANSWER SHEET

1.	VSA	SA	A	U	D	SD	VSD	28.	VSA	SA	A	U	D	SD	VSD
2.	VSA	SA	A	U	D	SD	VSD	29.	VSA	SA	A	U	D	SD	VSD
3.	VSA	SA	A	U	D	SD	VSD	30.	VSA	SA	A	U	D	SD	VSD
4.	VSA	SA	A	U	D	SD	VSD	31.	VSA	SA	A	U	D	SD	VSD
5.	VSA	SA	A	U	D	SD	VSD	32.	VSA	SA	A	U	D	SD	VSD
6.	VSA	SA	A	U	D	SD	VSD	33.	VSA	SA	A	U	D	SD	VSD
7.	VSA	SA	A	U	D	SD	VSD	34.	VSA	SA	A	U	D	SD	VSD
8.	VSA	SA	A	U	D	SD	VSD	35.	VSA	SA	A	U	D	SD	VSD
9.	VSA	SA	A	U	D	SD	VSD	36.	VSA	SA	A	U	D	SD	VSD
10.	VSA	SA	A	U	D	SD	VSD	37.	VSA	SA	A	U	D	SD	VSD
11.	VSA	SA	A	U	D	SD	VSD	38.	VSA	SA	A	U	D	SD	VSD
12.	VSA	SA	A	U	D	SD	VSD	39.	VSA	SA	A	U	D	SD	VSD
13.	VSA	SA	A	U	D	SD	VSD	40.	VSA	SA	A	U	D	SD	VSD
14.	VSA	SA	A	U	D	SD	VSD	41.	VSA	SA	A	U	D	SD	VSD
15.	VSA	SA	A	U	D	SD	VSD	42.	VSA	SA	A	U	D	SD	VSD
16.	VSA	SA	A	U	D	SD	VSD	43.	VSA	SA	A	U	D	SD	VSD
17.	VSA	SA	A	U	D	SD	VSD	44.	VSA	SA	A	U	D	SD	VSD
18.	VSA	SA	A	U	D	SD	VSD	45.	VSA	SA	A	U	D	SD	VSD
19.	VSA	SA	A	U	D	SD	VSD	46.	VSA	SA	A	U	D	SD	VSD
20.	VSA	SA	A	U	D	SD	VSD	47.	VSA	SA	A	U	D	SD	VSD
21.	VSA	SA	A	U	D	SD	VSD	48.	VSA	SA	A	U	D	SD	VSD
22.	VSA	SA	A	U	D	SD	VSD	49.	VSA	SA	A	U	D	SD	VSD
23.	VSA	SA	A	U	D	SD	VSD	50.	VSA	SA	A	U	D	SD	VSD
24.	VSA	SA	A	U	D	SD	VSD	51.	VSA	SA	A	U	D	SD	VSD
25.	VSA	SA	A	U	D	SD	VSD	52.	VSA	SA	A	U	D	SD	VSD
26.	VSA	SA	A	U	D	SD	VSD	53.	VSA	SA	A	U	D	SD	VSD
27.	VSA	SA	A	U	D	SD	VSD	54.	VSA	SA	A	U	D	SD	VSD

APPENDIX C. Reminder Card

Dear Parents,

This is just a reminder asking you to fill out the questionnaire I sent to you on April 12, 1973 for my Master's thesis. I realize that this is a busy time of year for everyone, but it would be greatly appreciated if you would take a few minutes and answer the questionnaire and send it back to me as quickly as possible.

If you have already mailed it, please disregard this notice.

Thank you,

APPENDIX D. Kenyon ATPA Score Sheet for Form DM (Men)

VSA = 7	VSD = 7
1, 3, 4, 6, 7, 9, 10,	Others
12, 13, 14, 17, 18,	
20, 23, 26, 27, 28, 29,	
32, 35, 38,	
41, 43, 46, 47,	
50, 51, 52, 53, 54, 55, 56, 58.	

PV	2, 6, 9, 16, 22, 28, 42, 46, 53, 58
ASC	1, 4, 10, 24, 31, 37, 40, 49, 51, 57
AESC	3, 11, 14, 19, 32, 35, 39, 45, 47, 50
CATH	5, 12, 15, 23, 27, 33, 43, 54, 59
HPE	8, 13, 18, 21, 25, 29, 36, 38, 41, 55
S	7, 17, 20, 26, 30, 34, 44, 48, 52, 56

APPENDIX E. Kenyon ATPA Score Sheet for Form DW (Women)

VSA = 7	VSD = 7
2, 3, 4, 6, 7, 8, 9, 11, 12, 14, 15, 17, 18, 20, 21, 25, 26, 28, 30, 32, 35, 37, 40, 42, 43, 45, 47, 48, 49, 50, 51, 53.	Others

PV 1, 7, 13, 22, 28, 38, 42, 50, 53
 ASC 2, 5, 9, 24, 34, 43, 46, 52
 AESC 3, 8, 14, 19, 30, 35, 41, 45, 48
 CATH 12, 16, 21, 26, 31, 37, 44, 51, 54
 HPE 4, 6, 10, 15, 18, 23, 27, 32, 36, 40, 47
 S 11, 17, 20, 25, 29, 33, 39, 49

APPENDIX F. Raw Scores

Group I Fathers (1)

PV	ASC	AESC	Cath	HPE	S
33	36	47	46	49	53
32	23	47	30	31	36
22	49	42	41	44	40
40	34	34	38	36	40
20	24	24	35	33	32
46	51	40	42	41	46
34	53	45	55	54	37
52	43	49	43	45	47
52	28	26	40	45	31
31	28	23	31	39	38
24	46	37	50	44	40
31	33	45	39	42	36
21	29	44	36	40	30
21	17	40	27	28	38
33	23	50	30	38	43
33	29	33	32	31	33
39	62	45	32	39	40
31	50	40	55	58	51
30	36	34	37	40	34
32	37	34	37	29	39
52	59	60	29	40	36
31	45	35	43	33	34
36	40	43	30	38	46
28	31	34	33	36	31
25	13	53	27	24	30
28	33	34	28	39	37
53	64	17	45	53	35
24	37	24	39	43	29
36	35	44	43	40	44
31	30	43	46	34	47
29	24	48	31	32	41

Group I Mothers (2)

PV	ASC	AESC	Cath	HPE	S
26	30	36	40	57	30
33	30	30	44	43	26
27	23	31	31	39	38
28	26	25	37	50	32
22	24	35	30	41	34
29	29	37	41	53	32
19	32	28	42	54	42
30	30	14	53	55	28
28	28	28	35	56	36
15	20	17	24	53	21
31	28	44	49	52	29
24	24	27	36	54	31
35	29	30	50	58	30
37	25	28	39	34	22
22	40	33	29	54	28
26	34	39	36	40	31
37	30	35	38	49	28
29	32	27	29	40	32
27	26	25	41	58	36
33	32	37	34	46	38
17	21	33	35	44	36
19	24	39	30	37	35
20	25	35	38	47	37
16	32	23	38	37	42
23	39	41	44	54	32
33	21	33	44	42	31
25	30	31	32	44	23
31	25	29	28	46	31
22	32	42	37	44	38
20	27	29	43	33	38
40	24	31	31	44	24
27	24	12	30	44	27

Group II Fathers (1)

PV	ASC	AESC	Cath	HPE	S
39	40	46	35	47	51
36	22	32	28	28	30
48	51	61	57	66	51
33	37	61	19	39	38
32	36	43	50	42	58
33	40	46	38	56	54
32	32	51	40	36	41
26	23	36	48	34	31
44	22	36	29	48	38
30	32	44	41	40	43
32	45	44	49	44	34
21	21	38	22	17	29
38	34	36	34	32	36
29	45	51	41	49	48
32	35	32	33	41	38
19	28	40	45	42	43
31	28	40	45	52	37
22	24	44	21	27	40
35	32	49	48	41	53

Group II Mothers (2)

PV	ASC	AESC	Cath	HPE	S
30	25	28	37	43	27
27	40	45	41	54	39
26	11	35	26	38	25
32	33	47	48	55	40
23	41	40	42	49	33
30	30	42	46	53	33
33	36	39	37	47	34
32	29	41	42	49	32
27	32	29	30	46	26
15	27	30	44	52	43
15	18	33	29	52	34
33	21	37	35	48	29
39	32	42	48	52	47
32	31	28	40	56	29
24	23	39	46	50	42
11	17	41	51	51	36
28	24	40	40	42	33
26	26	33	33	38	21
19	19	21	28	36	30

PARENTAL ATTITUDES OF SONS WITH DIFFERING
LEVELS OF PHYSICAL ABILITY

by

DAVID EDWARD EUSTICE

B.S., Olivet Nazarene College, 1971

AN ABSTRACT OF A MASTER'S THESIS

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requirements of the degree

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Manhattan, Kansas

1973

It was the purpose of this study to: (1) determine if the attitudes of the fathers of the sons rated high in physical ability differed from the attitudes of the fathers of the sons rated low in physical ability, and (2) determine if the attitudes of the mothers of sons rated high in physical ability differed from the attitudes of the mothers of sons rated low in physical ability. The subjects were the parents of the boys (rated high or low in physical ability) selected by the eighth grade physical education teacher of Manhattan Junior High School, Manhattan, Kansas. The Attitude Toward Physical Activity scale developed by Kenyon was utilized to determine the attitudes of the parents. This was mailed to the parents who responded and returned it to the investigator by mail. Group I consisted of thirty-one fathers and thirty-two mothers of high physical ability sons and Group II consisted of nineteen fathers and nineteen mothers of low physical ability sons. A one-way analysis of variance was computed on the data to ascertain the F-ratios between Group I Fathers and Group II Fathers and between Group I Mothers and Group II Mothers. Significance was determined at the .05 level. Results of this study pointed out that no significant difference existed between Group I Fathers and Group II Fathers in any of the six subdomains of the ATPA scale. Also, the only significant difference between Group I Mothers and Group II Mothers occurred in the aesthetic subdomain in which case Group II Mothers scored significantly higher than did Group I Mothers. On the basis of the results of this study, the following conclusions were drawn:

(1) within the limits of this study it would appear that the attitudes of fathers whose sons rated high in physical ability do not differ

from the attitudes of fathers whose sons rated low in physical ability toward physical activity as measured by the ATPA scale, and (2) within the limits of this study it would appear that the attitudes of mothers whose sons rated high in physical ability do not differ from the attitudes of mothers whose sons rated low in physical ability except in the aesthetic subdomain of the ATPA scale.