

Commissioned by PE Section, Curriculum Development Institute,
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Summer School for PE Teachers 2011 (Conference)

Poster Presentation:
**Secondary School Female Students' Attitude
Towards School Physical Education
in Hong Kong**

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Venue : Yan Chai Hospital Wong Wha San Secondary School

Introduction

☑ **Background information**

- Students' motivations toward PE drop
- A common phenomenon that is happening around the world
e.g. U.S.A., Taiwan, Hong Kong

☑ **Purposes**

- To investigate the females students' attitude toward PE in Hong Kong secondary school
- Different grade levels (junior and senior form)
 - Different skill levels (high skilled students and low skilled students).

☑ **Significance**

- For students
- For PE Teachers
- For schools

Review of literature

- ✓ Why we need to investigate students' attitude
- ✓ The concept of attitude
- ✓ Factors that influence students' regarding participation in Physical Education
- ✓ Attitude

Beliefs about people and things

→ intentions

→ actions

Individuals tend to behave in accordance with their own attitudes (Cooper & Croyle, 1984)

- ✓ Assumption:

Student beliefs and attitudes impact their behaviors positive attitude toward PE → more likely to participate in PE at school, and vice versa

- ✓ Facts: students' participation in PE ↓ as age / grade in school ↑

- ✓ So what?

Why do students select not to enroll in physical education classes?

∴ ↓ in students' attitudes toward PE?

Factors affecting students' attitude toward PE

☑ Teacher style

Attitude & personality; interaction; instructional strategy

☑ Student characteristics

Perceived competence & ability; Peer influence

☑ Content of curriculum

Purposes & Activities

☑ Classroom environment

Atmosphere; Nature of the class; Student grouping & Students' experience

☑ So what?

∴ Studies usually focus on students by comparing the differences between boys' and girls' attitudes

↓motivation among female students with ages

fun and enjoyment →major factors affecting students participations

∴ Found out

The major factors influencing female students' participation in PE

The difference on attitude towards physical education between the female students with different grade levels (junior form and senior form female students)

Methodology

Procedures	Reflective journals	Focus group interviews
	<input checked="" type="checkbox"/> Explained the purpose of the research <input checked="" type="checkbox"/> Encouraged to write and speak freely and openly <input checked="" type="checkbox"/> Translated from English into Chinese	
Participants	<input checked="" type="checkbox"/> Two S.2 females classes <input checked="" type="checkbox"/> Two S.4 females classes	<input checked="" type="checkbox"/> Four S.2 female students <input checked="" type="checkbox"/> Four S.4 female students
Venue	<input checked="" type="checkbox"/> Own classrooms	<input checked="" type="checkbox"/> Study room
Duration	<input checked="" type="checkbox"/> Finished within 10-15mins <input checked="" type="checkbox"/> Received within 1 week	<input checked="" type="checkbox"/> Finished within 30–75mins
PROCESS		<input checked="" type="checkbox"/> Tape-recorded and notes were taken during the interview <input checked="" type="checkbox"/> Language used: Cantonese <input checked="" type="checkbox"/> Translated into English ASAP

Methodology (con't)

☑ Data analysis

Transcription

Open and axial coding:

Putting the statements of similar manner and meaning into the same category

Induction:

Process of drawing themes and commonalities from all data source

☑ Trustworthiness of Data

Generated through triangulating multiple data sources (Patton, 1990)

Use of multiple data collection methods

Cross-data validity checks

Results, Discussions and Implications

Theme 1: Female students' attitudes towards PE

☑ **Do you think physical education is important to you? Why?**

☑ **Results of reflective journals:**

N=84

Important: 90% (N=76)

Not important: 7% (N=6)

No comments: 3% (N=2)

☑ **Positive responses:**

Good for them

(healthy and stress release)

The only way to do exercise

Like a specific sport

(e.g. basketball, volleyball)

☑ **Negative response:**

Boring

Do not have strength in sports

Do more exercise will build up muscle and

They do not like it

☑ **Good for them
(healthy and stress release)**

H1: A time to **do more exercise** for keeping our body health

H2: A **buffer time** for me to relax / When I didn't get high mark in my test and examination, they wouldn't allow me to join sport activities anymore unless I met their expectation

L1: I don't run in my free time. It gives me **time to do exercise** to keep fit. / It's the time for me to **release pressure** the pressure from my study and my parent.

L2: My parent forced me to practice piano. They said if I didn't practice it, I couldn't dance anymore

L3: I seldom do exercise after school or in my leisure time. PE lessons become the **only chance** for me to play sports.

Theme 1:Female students' attitudes towards PE (con't)

☑ **Learning something**
(improve skills, acquire new knowledge and skills)

Mentioned most by junior form interviewees

Learn more knowledge and motor skills of different kinds of sports

e.g. Handball, athletics (long jump, high jump, hurdles), rope skipping, rugby, 12-minutes-run, forward roll

☑ **Learning environment**

Better than seating in classroom

L4: Sitting in classroom is very **boring**

H4: Sitting in classroom makes me **get bored** and **fall asleep**. However, I can play freely in the PE lesson.

L3: It's **meaningless** to me sitting in the classroom because I don't know what the teacher is talking about. I **feel helpless** and totally **get loss** in the classroom. However, it's easy for me to understand what I'm doing in the PE lesson because of the clear demonstration done by the teacher.

Theme 1:Female students' attitudes towards PE (con't)

☑ If Physical Education lesson is no longer a compulsory subject, will you keep participate in Physical Education lesson?

☑ All interviewees responded positively

☑ **Reasons:**

L3: It **sets me free** from the stressed classroom and pressure. You don't need to have any books to read and any assignments to do.

L4: **Die** of boredom

H3: I don't find it's **meaningful** for me to sit in the classroom. **No more boredom** in the school life if I have PE lesson.

☑ **Discussions and implications**

Both junior and senior form girls, no matter their skill levels, have positive attitudes toward PE.

→ participate actively in PE

→ did not decline with their age levels found in other related studies

→ value of PE ?

Theme 1:Female students' attitudes towards PE (con't)

Value of PE

☑ IMPORTANT TO HEALTH

Rarely did exercise /
participate in other sport activities
outside of school

→ PE lesson become the only way for
them to do exercise

☑ IMPORTANT TO RELAXATION

Pressure from study

→ HKDSE IN 2012

→ Spend more time on getting use to the
new academic system, learning new
subjects, adapting to the new marking
scheme

Pressure from parents

→ Parents' demand and expectation on
academic performance

→ Do not appreciate their dedication to
sports

Theme 2: Factors influencing female students' attitudes

Factor 1: Teacher personality and teaching strategies

☑ Can you describe your physical education teacher in terms of personality and teaching style?

☑ Teacher personality ---
Results of reflective journals (overall):

N=84

Multiple answers

Nice

Optimistic

Supportive

Encouraging

A role model

No negative response

☑ Effects

Help to promote the well-relationship with students

Help to build up a relaxing atmosphere during the lesson

☑ Do you like your physical education teacher?

☑ How your Physical Education teachers influence your participation in Physical Education lesson?

☑ Examples :

L2: I don't like running but Miss Chan always **cheered me up by shouting**. "Tracy, keeps going!!! You can do it!!! Look forward !!!" Besides, she kept **giving me big hands** when I was running. It made me felt that I was not running alone.

H2: When we have competition, she must **the one who shouted the loudest** among tea4m. We lost the game, she gave us **encouragements**. She is my **role model** too. I try to be **positive** and **supportive** among my classmates.

H1: She is my **role model** too. She is not keen on cross country run but she always **runs with us**.

Factor 1: Teacher personality and teaching strategies (con't)

☑ Results of reflective journals (junior):

What kind of a sense of humor

☑ Can you describe the most impressed moment with your physical education teacher?

☑ Examples

L4: She has a **sense of humor**. It matches the atmosphere of PE lessons. It should be **happy** and **relax**.

L3: Because of her **sense of humor**, we can **feel free to talk** to her without any hesitation. However, other subject teachers are too serious and too strict. I don't love this kind of teachers.

☑ Results of reflective journals (senior):

Genuinely cared and respected students' needs and wishes

☑ Examples

H1: Sometimes, she would **recognize** we were unhappy during the lesson and she would **talk to us after the lesson**.

H2: She **spends so much time on us even after the lesson**. Talking to her and share my feeling with her is the most impressed moment with her. It's because she **knows my feeling**, she **know how to comfort me**. She **cares** me very much.

Factor 1: Teacher personality and teaching strategies (con't)

☑ Teaching strategies ---

Results of reflective journals (overall):

Teaches clearly (explain first and demonstrate then)

Teaches patiently (especially to low skilled students)

Funny

☑ Examples

L2: She demonstrate to show us how to perform better. Her demonstration is very **funny**. It can attract students to involve more in the lesson.

H3: She **showed** me how to breathe in order to run easily.

H4: Even we couldn't finish a task at once, she would teach us **patiently** by doing the demonstration once again and again until we could do it by ourselves. If we have tired a number of times and still couldn't finish the task, she would **show her understanding** for our ability and **give her pleasure** to our participation and willingness to learn.

☑ Discussions and implications

Attitude development could be changed based on situational context such as a particular teacher or the class environment (Aicinena, 1991).

→ supportive, optimistic, encouraging, caring, kind, nice, role model, a sense of humor

→ Role of PE teachers in the process of attitude modification for students

→ positive attitude toward PE

Factor 2: Peer influence

☑ **Do you think your classmate may affect your participation in physical education class? Why?**

☑ **Results of reflective journals:**

N=84

Agree: 72% (N=60)

Not agree: 20% (N=17)

No comments: 8% (N=11)

☑ **Reasons**

Following their classmates and friends

Playing sports with friends would not feel boring

→ A kind of motivation that pushing one to involve more in the PE lesson

☑ **Examples**

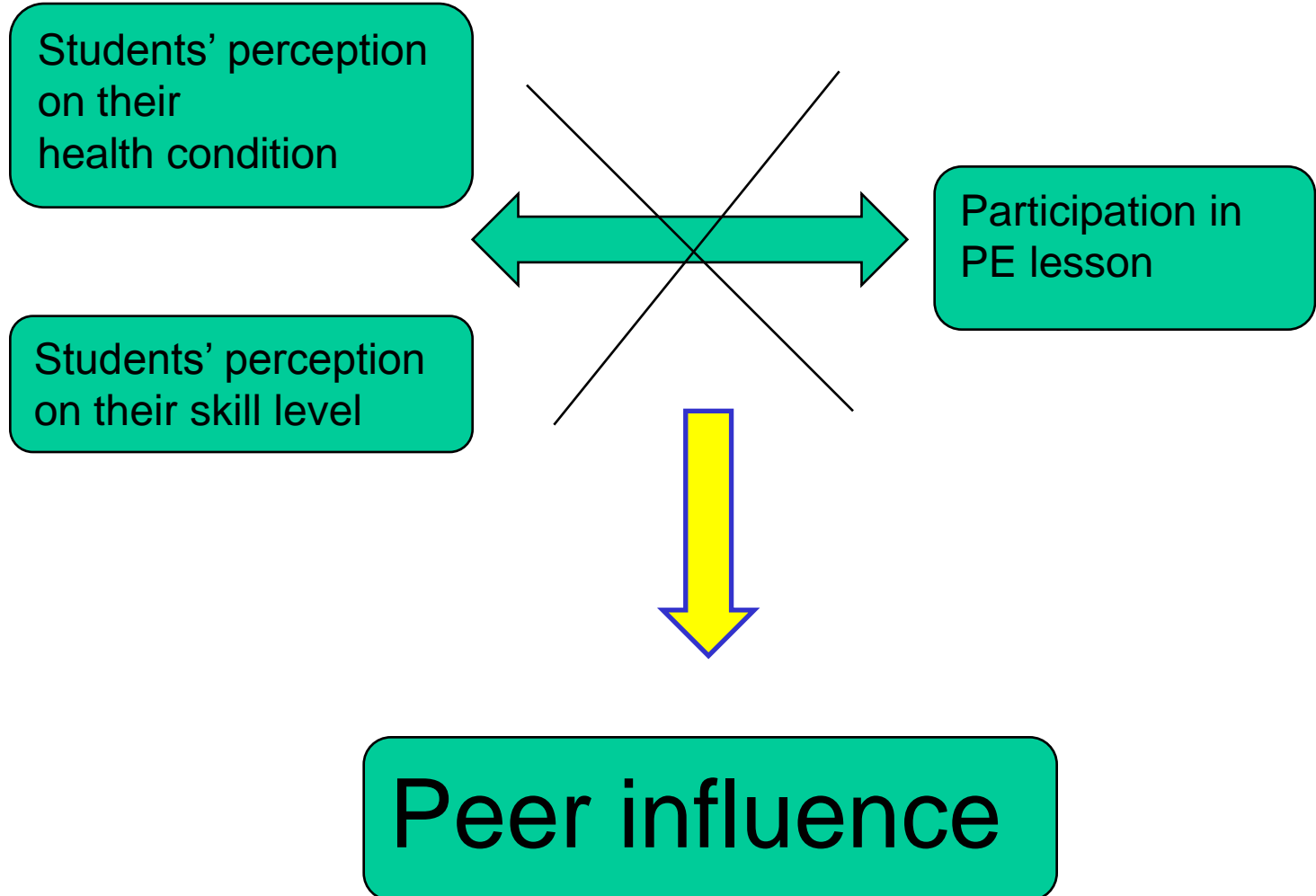
L3: I seldom play sports by myself because it is very boring. If I **play sports with my friends, even the sport I don't like**, I'll keep playing it.

L4: If no friends play with me, my **willingness** to participate in the lesson is less.

L2: When I saw my friends were playing so happy, I would want to join the game even I felt sick in the lesson. Friends can **make me involve more** in the lesson and the game.

L1: If my friends didn't join the game, I will not join either because I **feel bored without them**.

Students' perceptions and peer influence



Factor 3: Physical Education Curriculum

☑ **What do you **like most** about Physical Education? Why?**

☑ **Answers**

L1: Gymnastics.

L2: Dancing.

L3: Group activities.

L4: Playing volleyball.

H1: No specific items that I like most.

H2: No specific items that I like most.

H3: No specific items that I like most.

H4: No specific items that I like most.

☑ **Discussions and implications**

Low skilled students:

looking for skill improvement

High skilled students:

enjoying the PE lesson

☑ **What do you **dislike most** about Physical Education?**

☑ **Answers**

L1: Shot put.

L2: Gymnastics.

L3: Warm up.

L4: Running.

H1: Gymnastics.

H2: Gymnastics.

H3: No specific items that I like most.

H4: Running.

☑ **Discussions and implications**

Gymnastics and running become the most unfavorable sports among female students

∴ individual sports ?

Factor 3: Physical Education Curriculum (con't)

- ☑ If you have the chance to **choose** the sports you can learn in the lesson, what kinds of sports you will prefer to learn in the lesson? Why?

- ☑ **Answers**

L1: Swimming.
L2: Swimming.
L3: Swimming.
L4: Swimming.
H2: Ice-rolling, golf, bowling, water polo and other sports that we cannot learn in school.
H3: No specific items that I prefer to learn. The most important to me is I can move and play in the lesson.
H4: Playing badminton.

- ☑ **Discussions and implications**

Senior : need for more variety / out of school
Junior: learning skills / enhance skill levels

- ☑ If you have the chance to **eliminate** the sports you can learn in the lesson, what kinds of sport you will delete? Why?

- ☑ **Answers**

L2: Gymnastics.
L3: Gymnastics. Too individual and lack of interaction with classmates.
L4: Running. It is a must in every lesson and lack of fun.
H1: Gymnastics.
H2: Gymnastics.
H3: Gymnastics.
H4: Gymnastics. Too difficult to learn the skills and cannot get any achievement.

- ☑ **Discussions and implications**

∴ individual sports
→ group activities ↓
→ Participation in lessons ↓

Theme 3: Suggestions for improving the PE curriculum

✓ **How you **change** the physical education curriculum to make you participate in the physical education lesson more? Why?**

✓ **The most three common answers**

More time for group activities
(free activities, ball games, competition)

Increase the time of each lesson
(e.g. 2 hours for double lessons)

More variety of sports for learning

✓ **Discussions and implications**

Use time more efficiently.

A broader base than the traditional individual and team sport curriculum.

Cooperate with different sport associations.

✓ **Do you **satisfy** with the content of Physical Education?**

✓ **Positive answers from junior form girls:**

L3: I have tried many different sports that I rarely played when I was a primary student.

L4: The sports I learn now are much challenging than that in primary school.

H3: Same idea with L4. I get a sense of accomplishment.

H4: I get the chance to learn different sports and it change my misunderstanding on some sports.

✓ **Discussions and implications**

Junior: learning skills / enhance skill levels

Theme 3: Suggestions for improving the PE curriculum

☑ If you were the Physical Education teacher, what would you **do to improve** the Physical Education lesson?

☑ **Answers**

L1: I **would not** teach the same sports or related skills more than 3 weeks / no more than 6 lessons ; I will arrange some lessons **outside of school**, e.g. bicycling, swimming and canoeing.

L2: **No more running**. Shall we have other activities to replace running that can help us to warm up but with **more fun**?

H2: I would **teach** sports that were **not included in our current curriculum**. For example, tennis, squash, rugby, golf and so on.

☑ **Discussions and implications**

Junior: quite satisfied with the current PE curriculum when compared that in primary level

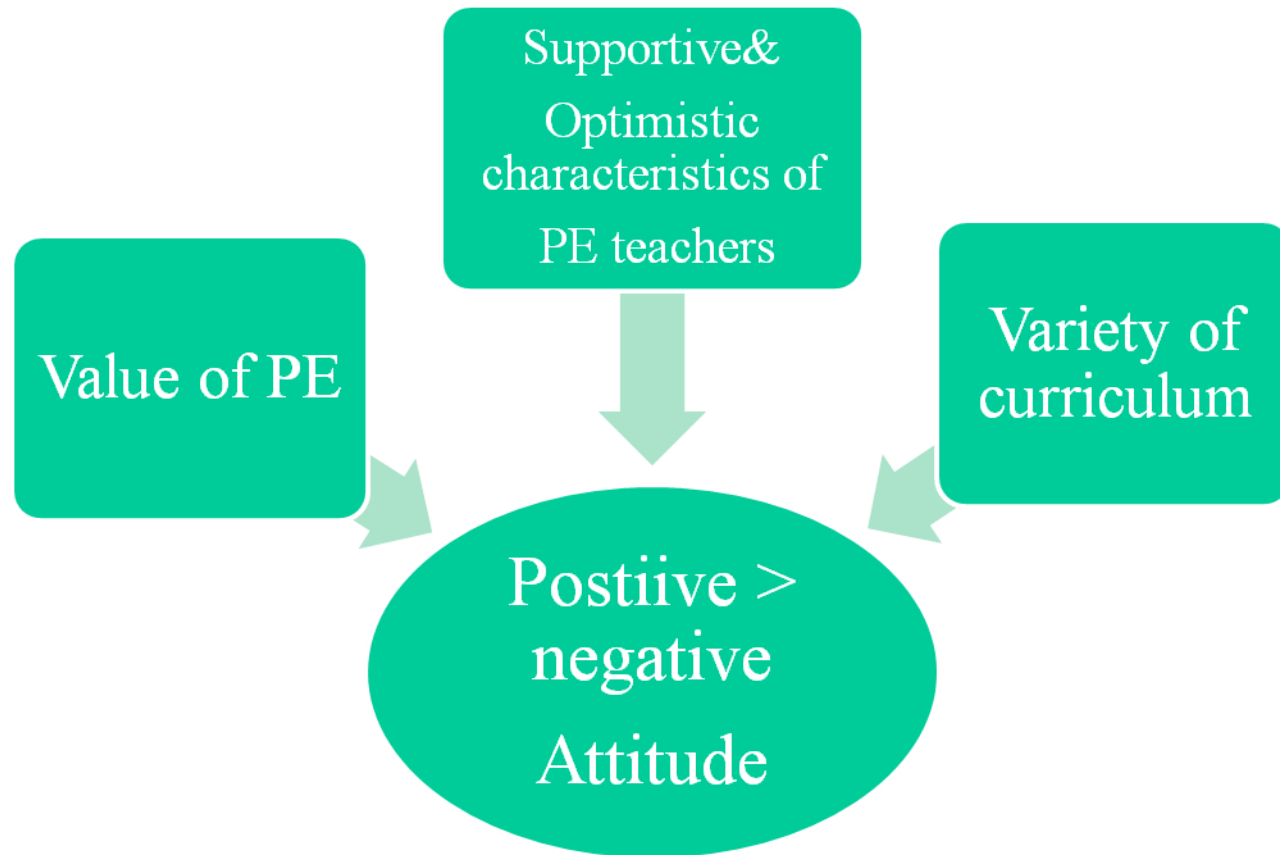
- Learned more different sports and related skills
- Challenges
- A sense of accomplishment
- Meaningful experience
- Positive attitude toward PE
- Participation in lessons ↑

Senior: stressed the need for more variety

- Enjoyable PE lessons
- Participation in lessons ↑

PE teachers: design personally meaningful activities to students

Conclusion



Reference

- Aicinena, S. (1991). The teacher and student attitudes toward physical education. *Physical Educator*, 48(1), 28-32.
- Cooper, J., & Croyle, R. T. (1984). Attitudes and attitude change. *Annual Review of Psychology*, 35, 395-426.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, Calif.: Sage Publications.