

UNDERSTANDING FRESHMEN STUDENTS' ATTITUDES TOWARD PHYSICAL EDUCATION AT NAVAL STATE UNIVERSITY

Lucas Brown¹, Olivia Green²

^{*1} Teacher, Western Biliran High School for the Arts and Culture, Almeria, Biliran Philippines

^{*2} Asst. Prof. III, College of Education, Biliran Province State University, Naval, Biliran Philippines

ABSTRACT

This generally aimed to find out freshman students' attitudes towards Physical Education in Naval State University.

The study used the descriptive method of research using the standardized questionnaire as the basic instrument in gathering the data. As to age, most of students who take up Physical Education subject are belonged to the lowest age group.

The students had very positive attitudes towards physical which indicates that the students had a positive response towards physical education activities. Both males and females have a positive response towards Physical Education in terms of Perception on Physical Education Activities. On the academic performance of freshmen students' in physical education for the first and second semester, the respondents got the outstanding academic performance rating of 1.0- 1.5.

There is no significant relationship between the profile of the freshman students and their academic performance. There is a significant relationship between the attitudes towards Physical Education and academic performance of the students.

The perception on physical education activities and academic performance of the freshmen students are significantly related, the hypotheses were rejected and therefore significant.

It is highly recommended to conduct the same nature of study to other school since this is only limited to Naval State University.

KEYWORDS: attitude, Physical Education, academic performance, freshmen

1. INTRODUCTION

Physical Education – a Preview Evolution of human life started with the movement. Human beings have been very active and creative by nature and physical activity has been part of their life all along since evaluation. For primitive man, search for food and shelter was the first physical activity and was necessitated by his instinct for survival. Physical activity was also the first mode of communication. It was also a means of expression. As human beings evolved culturally, emotionally, and socially, physical activity also evolved. As the society became more and more complex leading towards the modern age, physically activity came to be recognized as an organized and supervised form of education and was termed as physical education.

Physical Education today has the potential of contributing to the enhancement of positive lifestyle changes which ultimately look to the better quality of life. This means that through physical education, the individual can acquire sufficient knowledge and understanding, activity skills, and desirable attitudes that will eventually contribute to the well- being. It provides educational experiences that are movement based and that contribute to a student's comprehensive health status as well as other areas of academic performance and achievement.

Education Commission (2010- 20013) emphasized that physical education activities and sports do contribute not only to physical fitness and health but also to physical efficiency, mental alertness and development of certain qualities like perseverance, team spirit and many other values of life processes and high achievements.

Physical Education has a special significance, unique role and has made unlimited contribution in the modern age as it caters to the biological, sociological, and psychological necessities of the man. Physical Education is of great value for the man not only for his present but also for his future. Emphasizing the need and importance of physical education, Rousseau said, "it is the sound constitution of the body that makes the operation of mind easy and certain.

Physical education has not been exempt from this reform at the national level. In 2008, the National Association for Sport and Physical Education (NASPE) defined a physically educated person as one who has "the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity" (p. 11) and subsequently developed content standards for physical education. Since that time, individual states have developed standards in health and physical education. This may be viewed as an attempt to combat the sedentary lifestyles plaguing many of our youth by providing knowledge and skills that will influence students' decisions to pursue an active lifestyle. The development of the content standards may also suggest that physical education is being viewed as an important means in promoting health and wellness that may, in turn, influence students to lead physically active

lifestyles. The State of Lucknow is in the process of adopting content standards for physical education that have not been implemented statewide. Past practice in Lucknow schools has been to offer a sport based curriculum. The new content standards are intended to shift the focus to more of a fitness based curriculum. Because of these efforts it is important to investigate the attitudes of Lucknow high school students regarding their preference for a sport based model or a fitness based model.

Physical Education provides awareness and learning attitude for Physical, Mental, Social, Emotional and Spiritual development of human personality. These are the conceptualized and thought through an integrated approach to ensure that each and every individuals achieve a healthy active life style include a sense of well-being.

The importance of physical education and its activities was recognized by Plato when he said “Lack of activity destroys the good conditions of every human being while movement and methodical physical exercise save it and preserve it”. When human movement is combined with the universal drive of play, the combination forms is one of the most powerful education media on the physical education.

Strand and Scantling (2011) pointed out that people express their beliefs and attitudes daily through behaviors and language. In Physical Education, obtaining students’ insight into their beliefs is a critical source for understanding their attitudes and their interests and involvement toward their PE program (Strand and Scantling, 2011).

Attitudes develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Ajzen, 2012). In other words, the student's attitude toward a particular subject in school can be shaped by his/her perception of the teacher or instructional setting. Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity (Silverman and Subramanian, 20013). Hence, there is the need to study the students' attitudes toward their physical education programs in Naval State University? This may be viewed as an attempt to combat the sedentary lifestyles plaguing many of our youth by providing knowledge and skills that will influence their decisions to pursue an active lifestyle. It is important to examine the student attitudes toward their curriculum as they can have a large impact on the success of a class.

Studies have examined attitudes and perceptions of students of Naval State University toward physical education. However, only a limited number of recent studies have been conducted that assess Freshmen College students’ attitudes and their perceptions toward physical education. There are several variables that influence college students’ attitudes towards physical education. Examined college students’ negative attitudes toward physical education and found out that some students did not feel physical education filled a need in their lives and consequently did not find it valuable. A lack of student input gave some students a feeling of powerlessness thereby making them feel as though they did not have any control over what happened in the gymnasium. This finding concurs with who hypothesized teachers who allow some input into classroom decisions while maintaining control of instructional processes may foster positive attitudes toward physical education. Finally, Carlson (2010) concluded students who were less skilled felt isolated from their peers because they were not readily included in team activities or they were ridiculed for their lack of skill. Tannehill et al. (2012) also found that students with negative attitudes felt uncomfortable or unsafe learning and practicing physical skills. These students did not participate in class or they used strategies to avoid conflict with the teacher. These attitudes were the same regardless of gender.

According to F.S Freeman (13), “An attitude is a dispositional readiness to response to certain situations, persons or objects in a consistent manner, which has been learned and has become one’s typical mode of response.

A study of Ferguson, et. al. (2014) specifies that if physical education programs are designed to promote students attitudes, they can increase their perception about the importance of physical activity and the need to exercise through physical education programs. Physical education teachers are considered to be an important part of this relationship due to their contact with the students. They can plan a pleasant learning environment that can affect student’s attitudes towards physical activity. Student’s attitudes towards physical education activities connote a subjective or mental state of preparation for action. Student’s attitudes depend on their belief and influence their behavior. Attitudes are literary mental postures and guides for conduct to which each new experience is referred before a response is made.

Physical education activities in school and colleges play an important role in the promotion of regular involvement in physical activities that also help in promoting healthy lifestyle in the coming years of their life (Christodoulidis, 2001). The engagement of the students in Physical Activities (PA) in the early stage not only developed their physique but also inculcate positive attitude toward these activities. One of the primary goals of physical education is to promote positive attitudes among the students that encourage life time Physical Activity.

Hence it is necessary to know the students attitudes towards Physical Activity, if the students have positive attitude toward Physical Activity, then it is assumed that they will further participate in these activities in their coming practical life. Engagement in Physical Activity not only developed physique but it also help in shaping the body and maintain good health that is essential for the future life to come. Participation in these activities helps the students to gain cognitive and kinesthetic skills in physical education programs (Milli, 2007). Adolescence is the time when personal limits are explored and lifetime attitudes and habits shaped. If positive

attitudes toward physical education and physical activity are not promoted in the formative school years, they may never be adopted (Stelzer, 2004). As Morgan, (211) reported that a large part of the attitudes of an individual shapes in the period between the ages of 12 and 30 and they changes slightly after this period. The attitudes of an adolescent are the ones which are not strongly adopted and changeable.

Keeping in view the important of attitude in personal life, the researcher intends to explore the attitude of the students' toward Physical Education Activity.

2. OBJECTIVES OF THE STUDY

This study generally aimed to find out freshmen students' attitudes towards Physical Education in Naval State University.

Specifically, this study seeks to answer the following:

1. To determine the profile of the students in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 civil status
 - 1.4 course and year
2. Find out the freshmen students' attitude towards physical education;
3. Determine the students' perception on physical education activities;
4. Ascertain the academic performance of freshmen students' in physical education;
5. Find out the significant relationship between the profile of freshmen students' and the academic performance of students in physical education.
6. Find out the significant relationship between the academic performance of freshmen students' in physical education and their attitudes towards physical education.
7. Find out the academic performance of freshmen students in physical education and their perception on physical education activities.
8. Design a development plan for the physical education activities.

Hypotheses

H₀₁: There is no significant relationship between the profile of freshmen students' and the academic performance of students in physical education.

H₀₂: There is no significant relationship between the academic performance of freshmen students' in physical education and students' attitude towards physical education.

H₀₃: There is no significant relationship between the academic performance of freshmen students' in physical education and students' perception in physical education activities.

3. THEORETICAL AND CONCEPTUAL FRAMEWORK

The study is anchored on the following theoretical and conceptual framework as its main and strong foundation in the course of the proceedings.

Theoretical framework. Gardner theory of multiple intelligence (MI) states that students are all able to know the world through language, logical mathematical analysis, spatial representation, musical thinking, and the use of body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves (Gardner, 2013).

The theory of Gardner on bodily kinesthetic intelligence, this area has to do with bodily movement, in theory people have bodily-kinesthetic intelligence should learn better by involving muscular movement, i.e., getting up and moving around into the learning experience, and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general, they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily- kinesthetic intelligence seem to use what might be term muscle memory. They remember things through their body such as verbal memory or images.

This theory proves that people are born with fixed amount of intelligence. Human beings have all of the intelligence, but each person has a unique combination, intelligence level does not change our lifetime.

Conceptual framework. Physical Education activities, by its very nature, go well beyond the bodily-kinesthetic intelligence. Therefore, physical education teachers have a golden opportunity to engage our students other intelligence in a variety of exciting ways that fit very naturally within the framework of our curriculum, and that the main concern of this study is to determine the student's attitudes towards physical education activities.

The illustration of the conceptual framework of the study is presented in Figure 1.

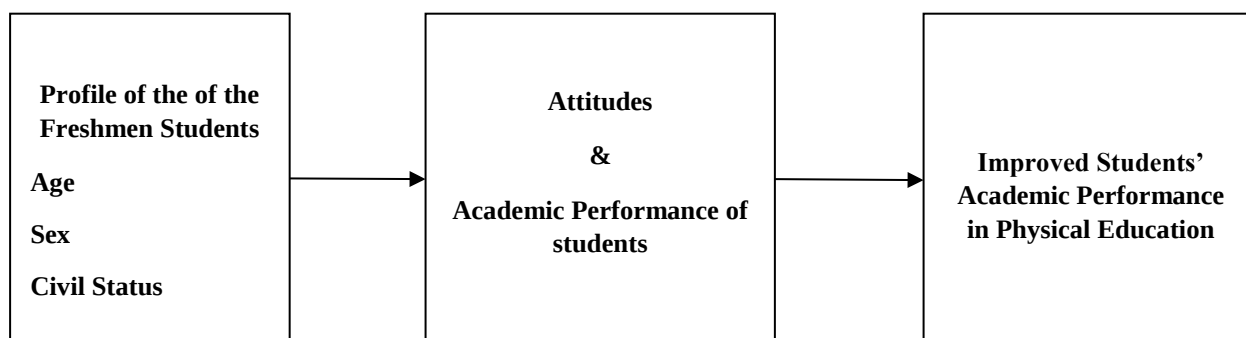


Figure 1. The Conceptual Framework of the Study

4. METHODOLOGY

The study utilized the descriptive survey as defined by McAshan as “One tool that is directed towards the gathering of factual information regarding the current condition”. As data were gathered, they were processed using some statistical techniques to arrive at reliable conclusions.

Naval State University was the setting of this study. This study was conducted in the four (4) colleges at the main campus of Naval State University Naval, Biliran. The colleges included: College of Education, College of Engineering, College of Tourism, and the College of Industrial Information and Communication Technology who has a the same descriptive title for the first and second semester in Physical Education subject.

The respondents of this study were the first year college students taking up Physical Education 111(Physical Fitness and Gymnastics) and Physical Education 112(Fundamentals of Rhythmic Activities) for the first and second semester SY 2012- 2013. The researcher randomly selected the first year students which constituted the 30% of the population as the researcher’s respondents.

Table 1
Population Distribution of the Respondents

College	No. of Population per College	Total Respondents
COE	111	33
COED	411	122
CICT	120	36
TOURISM	123	37
Total	765	228

The study utilized a standardized survey questionnaire. The instruments was composed of three (3) parts, part I covered the profile of the respondents, part II, dealt with the attitudes of the respondents towards physical education activities, part III, the perception of the respondents towards physical education activities and the academic grades of Physical Education enrolled during SY. 2012- 2013, first and second semester.

5. RESULTS AND DISCUSSION

Profile of the Students

This portion presents the analysis and interpretation of the academic profile in terms of age, sex, and civil status of the students. This is presented in Table 2.

Table 2
Profile of the Respondents

Variables	f	%
Age		
35-39	1	0.44
30-34	0	0
25-29	7	3.1
20-24	49	21.5
15-19	171	75.0

Total	228	100
Sex		
Male	86	38
Female	142	62
Total	228	100
Civil Status		
Single	224	2
Married	4	98
Total	228	100

Age. As shown in the table, out of 228 students, 171 or 78 percent belonged to 15-19 age group, 1 or 0.44 percent belonged to 35- 39 age group. This finding implies that most of students who take up PE subject is belonged to the lowest age group.

Sex. As shown in the same table, 86 or 36 percent were observed under the male category, while 142 or 62 percent were female. This implies that majority of those who are taking Physical Education I & II were female.

Civil status. As shown in the same table, this is categorized as single or married. As reflected in the table, 4 or 2 percent are married, 224 or 98 percent are single, this indicates that majority of the students who are enrolled in Physical Education I & II subject are single.

Students' Attitudes Towards Physical Education

The table reflects the Students' Attitudes towards Physical Education in Naval State University. This is presented in Table3.

Table 3
Students' Attitudes Towards Physical Education.

Indicators	WM	Description
1. I am really good at the activities in physical education class	4.53	Very positive
2. Good friendship could developed through participation in competitive sports and games	4.10	Positive
3. I am satisfied with my PE class	4.30	Very Positive
4. I believe that PE subject provides opportunities for learning	4.48	Very Positive
5. I feel that PE improves my attentiveness in academic class	4.19	Positive
6. I like PE because it helps develop personal discipline	4.43	Very Positive
7. Regular physical activity offered in PE classes is a major pre-requisite to a satisfying life	4.15	Positive
8. I enjoy PE because of the varied physical activities I can participate in.	4.35	Very Positive
9. My PE teacher has enthusiasm in teaching the subject	4.28	Very Positive
10. I experience enjoyment in PE classes	4.29	Very Positive
11. I am given the help I need by my PE teacher to improve my ability to play	4.48	Very Positive
12. PE should remain in the curriculum because of its physical, mental, and emotional contribution to a person	4.29	Very Positive
13. I can use my knowledge in PE when I finish my course	4.39	Very Positive
14. I believe that PE will enrich my life	4.04	Positive
15. The two hours a week of physical activity is not enough for my health	3.59	Positive
16. I am interested in PE because I am naturally inclined to dancing	3.72	Positive
17. I like PE because it prevents me from hypo kinetic diseases	3.79	Positive
18. I feel that PE is relevant to my degree	3.77	Positive
19. PE provides situations for the formation of attitudes which will make me a better citizen	3.97	Positive

20. Good teachers can do with limited facilities and equipment as still teach well	4.11	Positive
21. My teacher in PE is easy to talk with	4.21	Very Positive
22. As a student, being strong and highly fit is the most important thing in my life	4.34	Very Positive
23. I like PE because it helps me to stay away from destructive habits	4.15	Positive
24. I like PE subject because I am good in ball games	3.53	Positive
25. I dislikes PE subject because I am forced to do activities that I hate most	2.83	Moderately Positive
26. I hate to attend PE classes because I do not want to exert to much effort	2.51	Negative
27. Skill in active sports and games offered in PE classes is necessary for leading the fullest kind of life	4.05	Positive
28. Most intellectual activities are just as refreshing as physical activities offered in PE course	3.95	Positive
29. I like to attend PE classes even when I am wearing school uniform	3.51	Positive
30. I prefer early morning schedules of PE activities that are strenuous	3.83	Positive
31. My PE teacher embarrasses me when I make a mistake in executing the exercise	2.79	Moderately Positive
32. I like PE because I am good in sports	3.64	Positive
33. I like to participate in PE because equipment and facilities are always new	3.23	Moderately Positive
34. I like to attend PE class even if it is held outside the arts center when there are important people, meetings or programs that would come up	3.67	Positive
35. I participate in the PE activities not because I like them, but because of the grade I expect to get from attending the course	3.61	Positive
36. PE provides nothing which would be of value to students after graduation	2.90	Moderately Positive
37. Because of the high cost of equipment and materials, a school can push through their PE program without the necessary equipment's for the students to use	3.45	Positive
38. I feel that teachers in PE follow their personal feeling in grading their students	3.50	Positive
39. I feel that the time spent in doing PE activities could be profitably spent in other ways	3.41	Positive
40. Anybody can handle PE activities such as exercise and games to have a healthy body without attending PE classes	3.99	Positive
41. I feel confident that I can be good in any activity in PE class	3.99	Positive
42. I am able to meet the challenge of performing well in PE class	4.05	Positive
43. I am better than most of the other students in physical education class1	3.41	Positive
44. The information s and skills I learn in PE class are useful to me	4.19	Positive
45. It is important to me to participate in physical education	4.39	Very Positive
AWM	3.87	Positive

As reflected in the table, 13 out of 45 students' attitudes had a very positive implication with a mean value of 4.53 percent, 27 or 4.19 percent fall on positive, followed by 4 or 3.23 percent belonged to moderately positive and 1 or 2.51 percent belonged to negative implication.

The total average weighted mean of 3.87 of student attitudes towards physical education indicates that the students had a positive response towards physical education activities because they are young and active.

The students liked Physical Education subject because they believe that they are really good in the different activities in Physical Education class. Furthermore, the students were also positive because they are able to meet the challenge of performing well in PE class. Moreover, they were moderately positive that they like to participate PE because of the equipment's and facilities are always new.

Students' Perception on Physical Education Activities

Table 4 presents the Ten (10) questions regarding on the Perception on Physical Education Activities

Table 4
Students' Perception on Physical Education Activities

Physical Activities	Male		Female	
	WM	Description	WM	Description
1. Fun	4.17	Strongly Agree	4.58	Strongly Agree
2. Competitive	4.02	Strongly Agree	4.29	Strongly Agree
3. Safe	3.73	Agree	4.16	Agree
4. Make me feel self- conscious	3.64	Agree	3.68	Agree
5. Make me feel comfortable	3.70	Agree	4.08	Strongly Agree
6. Mostly for boys	3.06	Agree	3.04	Agree
7. Mostly for girls	3.06	Agree	3.13	Agree
8. Too masculine	3.13	Agree	3.06	Agree
9. Too feminine	2.91	Undecided	3.06	Agree
10. Boring	1.60	Strongly Disagree	1.92	Strongly Disagree
Total	3.30	Positive	3.50	Positive

As gleaned from the foregoing table, the total lowest mean score is 1.60 for the male students and 3.50 for the female students, which the students felt boring in the Physical Education class. The highest mean score is 4.17 for the male students and 4.58 for the female students, were they find the Physical Education is fun. Furthermore, the overall mean score of the male students is 3.30 and 3.50 for the female students. It only depicts a clear finding that both male and female students had a positive response towards Physical Education in terms of Perception on Physical Education Activities.

Academic Performance of Freshmen Students in Physical Education

Presented in the table is the Academic Performance of Freshmen Students' in Physical Education for the First and Second Semester SY. 2012- 2013.

Table 5
Academic Performance of Freshmen Students in Physical Education

Rating	Semester			
	2012 First	%	2013 Second	%
1.0 - 1.5 (Outstanding)	158	69.3	88	38.6
1.6 - 2.5 (Good)	40	17.5	77	33.8
2.6 - 2.9 (Fair)	24	10.5	37	16.2
3.0 (Poor)	2	0.9	15	6.6
3.1- 4.0 (Conditional)	4	1.8	11	4.8
5.0 (Failed)	0	0	0	0
Total	228	100.0	218	100.0

As shown in Table 4, 158 or 69.3 percent of the respondents got the outstanding academic performance rating of 1.0- 1.5 for the first semester, 88 or 38.6 percent for the second semester. 4 or 1.8 percent and 11 or 4.8 percent fall on 3.0 for the first and second semester who got the Poor academic performance rating of the respondents.

This finding implies that most of the students from first and second semesters got the outstanding academic performance rating in Physical Education classes.

Relationship of Variables

The relationship of variables is presented on Tables 6, 7 and 8.

Table 6

Relationship between the Profiles of the Freshmen Students' and their Academic Performance

Variables	r	CT	TV	Decision
Age and Academic Performance	.59	1.12	2.571	Ho accepted
Sex and Academic Performance	.67	1.57		Ho accepted
Civil status and Academic Performance	.38	.72		Ho accepted

$\alpha = .05$

df = 5

As shown in Table 6, the result shows the relationship between the profile of the freshman students and their academic performance. The computed t-values were lesser than the table value of 2.571 at (α) = 0.05. The hypotheses were accepted or there is no significant relationship between the profile of the freshman students and their academic performance. This means that the profile of the freshman students does not affect the academic performance.

Table 7
Relationship between the Attitudes Towards Physical Education and Academic Performance of the Students

Variables	r	CT	TV	Decision
Attitudes Towards Physical Education and Academic Performance	.79	2.68	2.571	Ho rejected

$\alpha = .05$

df = 5

As provided in the table, the data show the attitudes towards Physical Education and academic performance of the students. The computed t-value was greater than the table value of 2.571 at (α) = 0.05. The hypothesis was rejected or there is a significant relationship between the attitudes towards Physical Education and academic performance of the students. This means that the attitudes towards Physical Education influence the academic performance of the students.

Table 8
Relationship between the Perception on Physical Education Activities and Academic Performance of the students

Variables	r	CT	TV	Decision
Gender Appropriateness				
Male	.78	2.18	2.571	Ho rejected
Female	.82	2.54		Ho rejected
Both Male and Female and Academic Performance	-.96	5.93		Ho rejected

$\alpha = .05$

df = 5

As illustrated in the table, the perceptions and academic performance of the freshmen students were significantly related having an ($r=0.78$, $r=.82$ and $r=.96$), ($cv=2.18$, $cv=2.54$, and $cv=5.93$) and ($t\text{-value}= 2.571$). Results reveal that the students' perceptions towards physical education activities affect the performance of the freshmen students. Thus, the hypotheses that there are no significant relationship between the perception and academic performance of the freshmen students were rejected and therefore significant.

6. CONCLUSION

After a thorough analysis of the findings of the study, the following conclusions are drawn:

Most of students belonged to the younger age group, which indicates that Physical Education 111 (Physical Fitness and Gymnastics) & 112 (Fundamentals of Rhythmic Activities) subject were taken mostly of the freshmen students who had an age of 15- 19 years old.

The students had very positive attitudes towards physical education which indicates that the students had a positive response towards physical education activities. It only indicates that the Physical Education students'

positive attitudes towards physical education are a good indicator that they will develop a healthy lifestyle not only in college but through a lifetime.

Both male and female students have a positive response towards Physical Education in terms on their perceptions on Physical Education Activities.

On the academic performance of freshmen students' in physical education for the first and second semester, the respondents got the outstanding academic performance rating of 1.0- 1.5 which imply that majority of the students excel in the Physical Education class.

There was no significant relationship between the profile of the freshman students' and their academic performance

There was a significant relationship between the attitudes towards Physical Education and academic performance of the students.

The students' perception on physical education activity and academic performance of the freshmen students were significantly related, the hypotheses were rejected and therefore significant.

7. RECOMMENDATIONS

Based on the conclusions, the following recommendation is hereby forwarded:

1. Physical Education teachers should give more physical activities that are of interest to the students to make them more active and participative so as bring it out the best and improved performance.
2. The department of Physical Education and Music must continue to encourage each student to participate the different physical activities like the different physical exercise, group games and sports and rhythmic activities to enhance in its students the development of desirable attitude towards the Physical Education program and must maintain among them a healthy lifestyle.
3. An intensive supervision must be done to Physical Education classes to ensure maximum participation of students in physical activities.
4. Multiple teaching strategies are recommended to be applied to meet the needs of diverse learners (Zeng et al., 2010).
5. Students' cultural background and gender characteristics must be taken into consideration when planning for their lessons or programs.
6. It is highly recommended to conduct the same nature of study to other school since this is only limited to Naval State University.

REFERENCES

- [1] Ajzen, I. (2012). Attitudes, personality and behavior. Chicago: Dorsey Press.
- [2] Birtwistle, GE, & Brodie, DA (1991). Children's attitudes towards activity and perceptions of physical education. Health Education Research
- [3] Carlson, T. B. (2011) We hate gym: Student alienation from physical education. Journal of Teaching in Physical Education.
- [4] Colgate, T. (2012) Issues. Journal of Physical Education, Recreation and Dance.
- [5] Colley, A., Berman, E. & Van Millingen, L. (2013) Age and Gender Differences in Young People's Perceptions of Sport Participants, Journal of Applied Social Psychology.
- [6] Chung, M. and D. A. Philips, 2012. The relationship between attitudes toward physical education and leisure- time exercise in high school students. Phys. Education.
- [7] Eagley, A. (2013). Sex Differences in Social Behavior: A social role interpretation. Hillsdale, NJ: Lawrence Earlbaum.
- [8] Ferguson, K. J., Yesalis, C. E., Pomrehn, P. R., & Kirkpatrick, M. B. (2009). Attitudes, knowledge, and beliefs as predictors of exercise intent and behavior in school children. *Journal of School Health*.
- [9] Folsom- Meek, S. L. (2012). A comparison of upper elementary school children's attitudes toward physical activity. Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance. Indianapolis, April (ERIC Document Reproduction Service).
- [10] Gardner, Howard (2011) Frames of Minds: The Theory of Multiple Intelligences, New York, NY Basic Book.
- [11] Greenwood, M. and J. Stillwell, 2001. Activity preferences of middle school physical education students. Phys. Educ.,
- [12] Hagger, M., L. Cale and L. Almond, 2013. The importance of children's attitudes towards physical activity. Eur. Phys. Educ. Rev.
- [13] Milli Eğitim Bakanlığı İlköğretim (2007) Genel Müdürlüğü. İlköğretim Beden Eğitimi Dersi (1 - 8. Sınıf) Öğretim Programı ve Kılavuzu. Ankara: Devlet Kitapları Müdürlüğü.
- [14] Rikard, G. L. and D. Vanville, 2009. High school student attitudes about physical education. Sport Educ.

- [15] Rink, J., 2006. Teaching Physical Education for Learning. 6th Edn., McGraw-Hill, New York, ISBN: 0073376523.
- [16] Sallis, J.F., J.J. Prochaska and W.C. Taylor, 2000. A review of correlates of physical activity of children and adolescents. Med. Sci. Sports Exercise.
- [17] Scully, D., and Clarky, J. (2012). Gender issues in sports participation. In J. Kremer, K. Trew, and S. Ogle (Eds.), Young people involvement in sport (pp. 25-56). London, UK: Routledge.
- [18] Solmon, M. A. 2003. Student Issues in Physical Education: Attitudes, Cognition, and Motivation. In: Student Learning in Physical Education: Applying Research to Enhance Instruction, Silverman, S.J. and C.D. Ennis, (Eds). Human Kinetics, Champaign, ISBN: 073604275X.
- [19] Sanes, Ludabella Aurora C. Students Attitudes Towards Physical Education Activity., www.Isu.edu.ph/institutional_research_office/publications/vol.14
- [20] Siedentop, D., 2008. Introduction to Physical Education, Fitness and Sport. 7th Edn., McGraw-Hill, Boston, ISBN: 0073376515, pp: 448.
- [21] Silverman, S. & Subramanian, P. (2013). Student attitude toward physical education and physical activity: A review of measurement issues and outcomes. Journal of Teaching in Physical Education.
- [22] Stelzer J, Ernest JM, Fenster M.J, Langford, G. (2004) "Attitudes toward physical education: A study of high school students from four countries-Austria, Czech Republic, England, and USA" Coll Student J, 38.
- [23] Stewart, M.J., Green, S.R., & Huelskamp, J. (2013). Secondary student attitudes toward physical education. The Physical Educator.
- [24] Tannehill, D., & Zakrajsek, D. (2011). Student attitudes towards physical education: A multicultural study. Journal of Teaching in Physical Education.