

Rowan University

Rowan Digital Works

Theses and Dissertations

4-30-2003

Students' perceptions of the effectiveness of selective physical education

June Cioffi
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Educational Leadership Commons](#)

Recommended Citation

Cioffi, June, "Students' perceptions of the effectiveness of selective physical education" (2003). *Theses and Dissertations*. 1271.

<https://rdw.rowan.edu/etd/1271>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

Students' Perceptions of the
Effectiveness of Selective Physical Education

By
June Cioffi

A Thesis

Submitted in partial fulfillment of the requirement of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 1, 2003

Approved by _____
Professor

Date Approved April 30, 2003

Abstract

June Cioffi

Students' Perceptions of the
Effectiveness Of Selective
Physical Education
2003
Dr. Robert Kern
Educational Leadership

Whether to require physical education for graduation has always been a topic of discussion among school officials. Engaged in the ongoing process of educational improvement, educational facilitators and curriculum coordinators increasingly are looking at physical education classes. One of the major objectives of physical education is to promote a lifelong involvement in physical activity.

Timber Creek Regional High School offers a selective physical education program to assist student performance and participation. Selective physical education is the next alternative to improving the atmosphere for students as well as serving as a driving force in keeping students on track and effectively participating in class.

This study is to determine whether the responses to the students' surveys will view selective physical education as positive and empowering, or negative and meaningless using quantitative research.

Mini-Abstract

June Cioffi

Students' Perceptions of the
Effectiveness Of Selective
Physical Education
2003
Dr. Robert Kern
Educational Leadership

Timber Creek Regional High School offers a selective physical education program to assist student performance and participation. Selective physical education is the next alternative to improving the atmosphere for students as well as serving as a driving force in keeping students on track and effectively participating in class.

This study is to determine whether the responses to the students' surveys will view selective physical education as positive and empowering, or negative and meaningless using quantitative research.

Acknowledgements

The support and encouragement of others were essential to the completion of this project. It is with heartfelt gratitude that the intern extends these words of appreciation.

First and foremost, I want to thank my parents, William and Joan Cioffi for providing me with the opportunities to be successful in life. I am forever grateful that you both have instilled in me a sense of pride, strength, and leadership. You both have always been a stabilizing force in my life.

My sisters and brother, especially Diane and Renee, without your patience, sacrifices, support, and understanding I would not have been able to complete this project. May each of you feel a sense of accomplishment that comes with hard work and perseverance.

Salvatore Lopresti, whose faith and love are constant. Thanks for being there to listen, encourage, and support.

Robert Milavsky, Vice-Principal, friend and mentor, for his expertise, guidance, and advise during this internship. I will forever be grateful for all you have done for me over the years. I would not be where I am today without you.

Timber Creek Regional High School Board of Education, administration, and faculty for providing the setting and opportunity to research such an important project. Especially Diane Nelson and Beth Petite, my dear friends, for their loyalty and support.

A special thanks is extended to Dr. Robert Kern, University Mentor, for his direction, patience, and guidance throughout this internship.

Table of Contents

	Page
Acknowledgements	ii
List of Tables	iv
Chapter 1 Introduction	1
Chapter 2 Review of Literature	11
Chapter 3 Design of the Study	15
Chapter 4 Presentation of the Research Findings	19
Chapter 5 Conclusions, Implications and Further Study	25
References	29
Appendix A Selective Physical Education Survey	31
Appendix B Physical Education Course Schedule	33
Biographical Data	38

List of Tables

	Page
Table 1 Bellmawr Borough Change in Student and Senior Population	4
Table 2 Runnemede Borough Change in Student and Senior Population	5
Table 3 Gloucester Township Change in Student and Senior Population	6
Table 4 Ethnic Diversity	7
Table 5 Median Family Incomes	8
Table 6 1989 Census of Employment Percentages	8
Table 7 Activity Choice	20
Table 8 Participation in Physical Education	21
Table 9 Physical Education Grades	21
Table 10 Activity Interest	22
Table 11 Friends in Activity	22
Table 12 Behavior	23
Table 13 Expectations	23

Chapter 1

Introduction

Focus of Study

Whether to require physical education for graduation has always been a topic of discussion among school officials. Because of this uncertainty, physical education teachers had to develop a plan for instilling greater student interest in physical education.

Selective physical education is the next alternative to improving the atmosphere for students as well as serving as a driving force in keeping students on track and effectively participating in class. Selective physical education allows students to choose the activities they wish to participate in regardless of gender or grade. The purpose of this study is to determine the effectiveness of the selective physical education program at Timber Creek Regional High School. The intern seeks to answer the question, “Does selective physical education result in better student performance, higher grades, and increased levels of participation?” The intern’s goal is to assess the current selective physical education program through quantitative research and determine its effectiveness.

Purpose of Study

The purpose of this study is to determine whether the responses to the students’ surveys will view selective physical education as positive and empowering, or negative and meaningless using quantitative research. Using surveys, the intern will investigate students’ perceptions of the current selective physical education program and generate results based upon student responses from a variety of questions. After the students’ successfully complete the Likert Scale surveys, the intern will analyze and interpret the

data, which was collected to amend the selective physical education program. Based on the findings from the selective physical education surveys, new procedures and practices will be implemented to enhance the current program. The newly evaluated procedure will determine the effectiveness of the physical education program.

Definitions

Action Research: any systematic inquiry conducted by researchers in the teaching/learning environment, to gather information about the ways their schools operate, how they teach, and how well their students learn.

Hypothesis: a statement the researcher makes that predicts what will happen or explains the outcome of the study.

Likert scale: asks students to respond to a series of statements.

Quantitative research: focuses on controlling a small number of variables to determine cause-effect relationships and/or the strength of those relationships.

Reliability: the consistency that the data measures what it is attempting to measure over a period of time.

Validity: how the data collected accurately gauge what we are trying to measure.

Variables: the factors that affect the outcome of a particular study.

Limitations of the Study

The study was conducted during the 2002-2003 school year at Timber Creek Regional High School in Gloucester Township, New Jersey. A survey in the format of a Likert scale was administered during the first marking period of the school year. The student body at Timber Creek Regional High School consists of approximately 1,200 students in grades ninth through twelfth. The intern sampled approximately 150 student's grades tenth through twelfth during the first marking period.

There are many limitations to this study that could affect the outcome regarding the results of the study. First, the students may not read the questions thoroughly resulting in a skewed perception. Secondly, if the students feel they answer the questions honestly and openly it would affect their grade. Since the survey is only being distributed to a portion of the student body, the conclusions cannot be generalized to include all students' views on selective physical education. Finally, the surveys are open to subjectivity due in part to the evaluator.

Setting of the Study

The Black Horse Pike Regional School District is comprised of three municipalities: Bellmawr Borough, Runnemede Borough, and Gloucester Township. These three municipalities form the northeast corner of Camden County. These communities are located just a few miles from the Delaware River. This area was among the earliest settled in Colonial Southern New Jersey because of the easy availability by water for transportation.

Bellmawr Borough, Runnemede Borough and Gloucester Township were once part of the "Irish Tenths," an arbitrary division of the land during the early colonial times running from the Delaware River to the Atlantic Ocean. This area was particularly important because Gloucester Township's community of Chews Landing was at the headwaters of a navigable stream flowing west to the Atlantic Ocean near what is now Atlantic City. Consequently, one of the earliest settlements in New Jersey grew in this spot. On the other hand, Bellmawr and Runnemede were part of the Old Center Township until 1929. They became independent boroughs following an action of the New Jersey Legislature.

During the late 18th century the area consisted of a dozen huge farms. In the 1920's improvements to the Black Horse through Bellmawr, Runnemede and Gloucester Township provided a direct link between Philadelphia and Atlantic City. Many families began to settle in the area and communities began to grow. Eventually, construction brought the New Jersey Turnpike, bridges, freeway system, and rail lines.

Bellmawr covers approximately 3.02 square miles of land area. At its peak in 1970, Bellmawr's population totaled 15,618. In the last two decades the population has declined to 12,603. Even with two decades of decline Bellmawr is estimated to be the tenth most populous municipality in Camden County. The largest population shift has been accompanied by the nature of the population.

In 1970 the median age was 25.5 with 28% of the population being school-aged and 4% over 65 years old. By 1990 the median age was 35.5. The school-aged population shown in Table 1 dropped to 16% and 10% of the population was over 65 years old.

Table 1
Bellmawr Borough Change in Student and Senior Population

Population Percent	1970	1990
School Aged	28	16
Senior Citizen	4	10

The town of Bellmawr is predominately Caucasian. As illustrated in Table 4, in 1989 African Americans totaled 0.9%; Hispanic Americans totaled 1.6% and other races 1.4% of the population. The number of households in the Borough of Bellmawr was 4,679 with

59% owned by married couples. The average household contained 2.5 persons. At the time of the 1990 census, the housing in Bellmawr consisted of 2,981 single family detached houses, 800 single family attached units, 975 multi-family units, and 33 other units. Housing growth is limited in Bellmawr Borough because of the lack of vacant land. An average of six building permits were issued per year prior to 1990.

Runnemede Borough has Bellmawr on the north and Gloucester Township on the south. Runnemede is 2.0 square miles and is the smallest of the three towns that make up the Black Horse Pike Regional School District. In 1950 the population consisted of 4,127 residents. The population continued to climb until the 1970's when it reached its highest population 10,475. Since that time the population has decreased to 8,930 residents. This decrease occurred at the same time as Bellmawr's decline.

As with Bellmawr Borough the change in population of Runnemede Borough was accompanied by a change in the age characteristics. During the 1970's the average age was 27 and 25% of the population was school-aged the senior citizens totaled 6%. By the 1990 census Runnemede's median age of 34 increased seven years. As illustrated in Table 2, school-aged children totaled 16% and senior citizens more than doubled to 14%.

Table 2

Runnemede Borough Change in Student and Senior Population

Population Percent	1970	1990
School Aged	25	16
Senior Citizen	6	14

The ethnic makeup of Runnemedede resembles the town of Bellmawr with 95.9% of the population white and 2.7% of the population African American (see Table 4). There are 3,420 households in Runnemedede. The housing trend in Runnemedede reflects a stable community because of the lack of developable land.

Gloucester Township is the southernmost of the towns. The township consists of 23.14 square miles of land. The area of Gloucester Township is 4.6 times the combined land area of Bellmawr and Runnemedede and is the fourth largest municipality in Camden County. According to the 1950 census, the population of Gloucester Township consisted of 7,984 residents. With continual development and growth, Gloucester Township has 58,004 residents. This is 2.7 times the combined rate of Bellmawr and Runnemedede.

Gloucester Township’s population has also experienced the same aging characteristics as Bellmawr and Runnemedede but to a lesser degree. In 1970 the median age of Gloucester Township was 28 by 1990 the median age increased a few tenths to 28.3. The school-aged population decreased from 26.3% in 1970 to 21.7% in 1990. Senior citizen levels shown in Table 3 decreased from 7.1% in 1970 to 6.7% in 1990.

Table 3

Gloucester Township Change in Student and Senior Population

Population Percent	1970	1990
School Aged	26.3	21.7
Senior Citizen	7.1	6.7

The housing trend in Gloucester Township directly reflects the population increase. In 1970 there were 7,323 households in the township. By 1990 that number exploded to 19,893 households. During the 1990's the housing and population growth has slowed because of the scarcity of land. The racial makeup of Gloucester Township shown in Table 4 is 91.2% Caucasian, 6.1% African American and 2.7% other races.

Table 4

Ethnic Diversity

Regional Sending District	Bellmawr	Runnemede	Gloucester Township
Caucasian	97.7	95.9	91.2
African American	0.9	2.7	6.1
Other Races	1.4	1.4	2.7

Triton Regional High School draws students from Bellmawr, and Runnemede. Highland Regional High School and Timber Creek Regional High School draw students from Gloucester Township. The median family income for Bellmawr was \$20,797 in 1979 and increased to 39,253 when the last census was conducted in 1989 a percentage change of 88.7%. Runnemede's median family income went from \$19,697 in 1979 to \$39,370 in 1989 a percentage change of 99.9%. Gloucester Township's median family income went from \$22,638 in 1979 to \$45,694 in 1989 as shown in Table 5, a percentage change of 101.8%.

Table 5

Median Family Income

Monetary Income	1979	1989
Bellmawr	20,797	39,253
Runnemedede	19,697	39,370
Gloucester Township	22,638	45,694

Unemployment percentages in the three districts are comparable. Bellmawr has the highest unemployment percentage at 5.2%. Gloucester Township is the second highest at 5.1% and Runnemedede has an unemployment percentage of 4.8%. The three communities in the Black Horse Pike Regional School District are all below the Camden County unemployment percentages from the 1989 census as shown in Table 6 and pertain to all people ages 16 and over.

Table 6

1989 Census of Employment Percentages

Unemployment Percentages	1989
Bellmawr	5.2
Runnemedede	4.8
Gloucester Township	5.1

After receiving voter approval in a special election in September 1998, the Black Horse Pike School District proceeded with plans to add a third high school to its district due to two high schools already overcrowded with students. Timber Creek High School is the result of a successful building project launched to end the overcrowding and staggered sessions in the district. Timber Creek High School officially opened its doors in September of 2001 housing 900 ninth through eleventh graders.

Bellmawr, Runnemede, and Gloucester Township form the Black Horse Pike Regional School District. The district provides education to grades 9 through 12. Each of the three towns has their own school district for grades K through 8.

Significance of the Study

This study is of significance because it has helped to bring about answers regarding selective physical education and its ability or inability to generate student productiveness in physical education classes. As a result of students having failed their physical education classes, teachers felt the need for a change to occur. Cicciarella (2000) notes, "If no one is prohibited or discouraged from any part of the array of elective offerings, then every pupil will have the same opportunities, in this case exactly the same opportunities. I find this highly desirable." Most often if students find activities they enjoy, they are apt to perform better and possibly carry that on for future types of physical activity.

This research will determine if the inclusion of selective physical education will result in better student performances, higher grades, or more productive physical education classes.

However, the determination could result in the inability for students to choose a sport they desire, decreased student performance, or less productive classes.

Organization of the Study

This chapter examines the school district in which the intern was involved during her internship. By gaining knowledge and understanding of the community, school district, school, staff, and students; the research undertaken by the intern became easier to develop and implement.

The remainder of this study will be organized as follows: Chapter 2 will focus on a review of the literature, Chapter 3 the design of the study, Chapter 4 the presentation of the research findings, and Chapter 5 the conclusion and implications of the study.

Chapter 2

Review of Literature

The intern selected literature that discussed a number of different areas dealing with physical education. All of the articles correlated to the topic of selective physical education. In particular, one article focused on gender balance; an issue that physical education teachers deal with on a daily basis. If one defines “gender balance” as approximately equal numbers of males and females in classes, then it is obvious that the only way to maintain balance in an “elective” program is to offer only courses that appeal more or less equally to male and female students. The result of this approach will inevitably be a program with more limited opportunities for everyone because any activity that appeals differently according to gender will be excluded (Murraray, Maschke, Docheff, and Cicciarella 2000). At Timber Creek every student has an equal opportunity to select each and every activity offered. Murraray et al. (2000) also states, “If no one is prohibited or discouraged from any part of the array of elective offerings, then every pupil will have the same opportunities, in this case exactly the same opportunities. I find this highly desirable.” Although Murraray, et al. (2000) focuses more on gender, it is similar to this research because it also deals with effective participation of all students. Another way to maintain gender balance is to conduct a student survey to determine the interest of male and female students. Through this survey, teachers can design a curriculum around interests that appeal to both male and female students (Humphries, Ashy 2000).

One of the major objectives of physical education is to promote a lifelong involvement in physical activity. Yet a recent report from the Surgeon General, U.S. Department of

Health and Human Services, indicated that 25% of adults do not participate regularly in physical activity. In addition, the physical activity of American youth ages 12-21 shows a steady decline (Parr, Olsin 1998). When selecting the activities to be offered to the students, our department tries to focus on activities that can carry over into lifelong physical activities. Most often if students find activities they enjoy, they are apt to perform better and possibly carry that on for future types of physical activity. For example, with a modern dance class offered the 4th marking period of the 2000 school year at Highland High School, approximately 27 students, 25 females and 2 males selected that activity. There was a female teacher that has a specialty in dance and a number of students were interested in participating in that activity. A simple questionnaire was distributed to upperclassmen in 2nd and 3rd period physical education classes asking if dance were offered would they choose it? Enough students responded positively so the class was offered 2nd period. The two male students' who chose the dance class did not feel inferior even though the gender was not "balanced".

Murray, et al. (2000) found it important to promote all classes and use a simple "sign up" for the activity that interest them. At Timber Creek High School the assigned teacher on their schedule meets with the students and distributes the sign-up card.

The card has all pertinent information about the student i.e. identification number, name, grade, and telephone number. The students are called by grade alphabetically to pick the activity they want for the marking period.

Each marking period the classes rotate as to who selects first. Curriculum choices focus on activities that are liked and well known such as football, basketball,

volleyball, weight training, and softball (Hedlund, Keinman, Davis, and Colgate 1999).

In each department meeting our staff discusses activities, which are most popular with the students. We offer activities according to the season and availability of field space and equipment. For example, offerings in the fall would consist of flag football, soccer, weight training, fitness, golf, tennis, and field hockey. In the winter months, we are unable to use the outside facilities so the offerings change. Second and third marking periods the department offers weight training, volleyball, indoor games, table tennis, basketball, and badminton. When the weather becomes warmer, usually during the fourth marking period, we offer activities similar to the fall listings.

According to the Cognitive Evaluation Theory (CET), a humanistic theory of intrinsic motivation, it is possible to have students who respond in such a positive manner to our physical education lessons. The basic premise of CET is that children will be intrinsically motivated to participate in an activity if: they believe they have some control over it, feel a sense of relatedness to it, and lastly feel good about themselves while engaging in it (Deci & Ryan, 1985 and Mandigo, Holt, 2000).

Sherman (2000) notes all students to complete a questionnaire at the end of the spring semester. The first section of the questionnaire asked simple questions about the age, grade, and gender of the student. The second section asked the students to numerically rate their levels of skill, fitness, effort, and enjoyment in physical education class. The third section consisted of a series of preference statements regarding coeducational and same sex physical education.

The intern's literature review focused on gender in physical education classes. Many professors and students have researched whether or not coeducational classes have an

effect on performance. As mentioned earlier, the modern dance class offered previously had a positive effect on many of the students. They were able to have input on the offerings and selections, which made their performances and overall grade higher. In their studies of gender balance and coeducational classes, Murraray, et al. (2000) and Sherman, (2000) both used input from the students through a questionnaire or survey. The quantitative research in the interns study has provided insight as to how well the selective program is working at Timber Creek High School.

Chapter 3

Design of Study

General Description of the Research Design

The research investigation took place during the months of September 2002 through May of 2003 at Timber Creek Regional High School in Gloucester Township, New Jersey. The intern met the objectives of her investigation by conducting a literature review, personal interviews, and surveys. The objective of the research identified the direct correlation between a selective physical education program and student performance.

Description of the Development and Design

A review of documents included an analysis of marking period grades and an analysis of 150 student surveys. Personal interviews were conducted by scheduling department meetings with the Health and Physical Education staff to identify attitudes and opinions on the selective physical education program. All of the research methodologies provided the intern with a description of the selective physical education program at Timber Creek High School.

The intern first began the research by developing the survey instrument consisting of seven questions geared towards getting the Timber Creek High School level students responses to their feelings about selective physical education. The survey consisted of a Likert scale with the students being asked to respond *strongly agree, agree, disagree, or strongly disagree* to each question. The survey also asked the students to identify their grade level and gender. The questions the students' were asked to respond to were as follows:

1. There are lots of activities to choose in the selective process.
2. My participation in daily physical education activities has improved as a result of selective physical education.
3. I think my physical education grade will improve as a result of selective physical education.
4. I chose my activity because I am interested in it.
5. I chose my activity because my friends chose it.
6. I've noticed an overall improvement in the behavior of my peers as a result of selective physical education.
7. The activities I selected satisfy my expectations for physical education.

The various selective physical education activities offered to the students at Timber Creek High School exhibited many of the characteristics for a successful selective physical education program. The investigation revealed the existence of a well thought out, innovation physical education program. The students were given a multitude of activities to grow and perform at their own level of learning. Additionally, the students had an opportunity to voice their opinions about the types of activities that they desired.

The existence of positive physical education classes, as a means to improve students' performance in physical education, was a reflection of recommendations found in the literature. However, the investigation did identify a lack in gender equity. Most often, the females choose more recreational types of activities, while the male students choose more team oriented sports. This in turn created a separation in the co-educational classes that were so strongly desired in previous years.

Description of Sample and Technique

The researcher planned to use the data gathered during the investigation to build the idea, which will be to improve, expand, or dissolve the selective physical education program at Timber Creek High School. All interventions are focused towards improving the existing physical education program. The process objectives were scheduled and achieved in an effort to improve student performance in physical education class.

Once the school year began, the students were placed in appropriate classes the project began to take shape with the administration of a survey to the population of 150 male and female students in grades tenth through twelfth in physical education classes at Timber Creek High School. There were five classes with approximately thirty students in each class.

Data Collection Approach

On December 13, 2002 the intern distributed the surveys to the five physical education classes. Each participant was given a set of questions from the Selective Physical Education Survey (Appendix A). The surveys took approximately 10 minutes to complete. Once the surveys were returned to the intern, she compiled a complete list of the survey results, along with the actual surveys, and student report card grades. These results were disseminated to the physical education staff.

Data Analysis Plan

The project proposal had two objectives. First, it would determine the students' perceptions of the selective physical education program at Timber Creek High School, which would demonstrate an increase in their performance during physical education.

The second objective was that students in grades tenth through twelfth could expand their choices of activities in physical education class.

To accomplish the objectives set forth by the intern, there were several process objectives, which took place. To meet the objective to increase student participation the eight physical education teachers in the department chose the activities they opted to teach. Each student selected the activities they desired to participate in for the marking period. From the sign-up cards a class roster was generate by each teacher for every class period. The student perceptions' of selective physical education was determined by the results of the surveys. These results have a direct impact on the future of the selective physical education program at Timber Creek High School.

The intern complied and analyzed the data collected to include an investigation of each question on the survey. Each question was critiqued by the responses of strongly agree, agree, disagree, or strongly disagree.

Chapter 4

Presentation of Research Findings

This chapter analyzed the data that was collected during student surveys on selective physical education. The format of the survey was reviewed in the previous chapters. The surveys revealed that the students' perceptions of selective physical education at Timber Creek High School were relatively positive with regards to the program implementation.

The most significant question the intern wanted to research was the variety of activities that were offered to the students. If the students' do not feel there is an abundance of activities to choose from, they are less likely to have an overall higher performance. The amounts of physical education activities offered to the students vary each quarter depending upon several circumstances. During the course of the school year two or three teachers are required to teach health, and this limits physical education activities. Also, during the second and third quarters the physical education activities are confined to the indoor facilities and space becomes limited.

The variety of physical education activities shown in Table 7 reveal that 60% of the students strongly agree or agree that there are many activities to choose in the selective process, while 40% disagreed or strongly disagreed.

Table 7

There are a Number of Activities to Choose in the Selective Physical Education Process

Response	Frequency	Percent
Strongly Agree	15	10.0
Agree	75	50.0
Disagree	40	26.7
Strongly Disagree	20	13.3

This result indicates that a majority of the students feel that there are a variety of activities to choose in the selective process. The survey was given during the second quarters when the activity selection was limited. The intern feels that student responses of agree and strongly agree would increase if the survey were given during the first or fourth quarters where activity selection is greater (Appendix B 1-4). The intern feels Selective Physical Education will improve the atmosphere for students as well as serve as a driving force in keeping students focused and task oriented when participating in class.

Participation of physical education activities shown in Table 8 reveal that 63.4% of the students strongly agree or agree that participation in daily physical education activities has improved as a result of selective physical education while 36.7% of the students disagreed or strongly disagreed with that opinion.

Table 8

Participation in Physical Education Improve as a Result of the Selection Process

Response	Frequency	Percent
Strongly Agree	10	6.7
Agree	85	56.7
Disagree	45	30.0
Strongly Disagree	10	6.7

Along with improving their daily participation students felt that their physical education grade would be affected as shown in Table 9, which reveals that 76.7% of the students strongly agreed or agreed while 23.3% of the students disagreed.

Table 9

Physical Education Grades Improve as a Result of Selective Physical Education

Response	Frequency	Percent
Strongly Agree	25	16.7
Agree	90	60.0
Disagree	35	23.3

Tables 10 and 11 reveal why students chose certain activities. The intern was concerned with students' interest in their physical education activity as well as why they selected their activity. 80% of the students strongly agreed or agreed that they chose the activity because of interest, while 90% of the students strongly agreed or agreed they chose the activity because of their friends. Regardless of why they choose their activity, students having a choice indicated positive results.

Table 10

Students Chose Activities Because of Interest

Response	Frequency	Percent
Strongly Agree	25	16.7
Agree	95	63.3
Disagree	20	13.3
Strongly Disagree	10	6.7

Table 11

Students Chose Activities Because Friends Choice

Response	Frequency	Percent
Strongly Agree	30	20.0
Agree	105	70.0
Disagree	10	6.7
Strongly Disagree	5	3.3

The intern noticed that survey question number 6 regarding peer behavior might not be as conclusive as possible because of the clarity of the question. While surveys were being returned, some students indicated that they were confused by the question and unsure on how to respond. The intern has reported the results in Table 12, but no conclusion was made.

Table 12

Behavior of Peers as a Result of the Selective Process

Response	Frequency	Percent
Strongly Agree	15	10.0
Agree	60	40.0
Disagree	65	43.3
Strongly Disagree	10	6.7

The intern correlates improved participation, and improved grades with a satisfaction of the students' expectation in the physical education activity. Survey question number 7 was asked to reveal if this is true, the results are shown in Table 13 suggest 86.7% of the students strongly agreed or agreed with physical education selection satisfying their expectation for physical education class, while only 13.4 % disagreed or strongly disagreed.

Table 13

Activities Selected Satisfy Expectations of Physical Education

Response	Frequency	Percent
Strongly Agree	45	30.0
Agree	85	56.7
Disagree	10	6.7
Strongly Disagree	10	6.7

The students surveyed were tenth through twelfth graders at Timber Creek High School, totaling 150 students; 77 of which were female, and 73 were male. After careful review of the survey results, selective physical education appears to be a positive addition to the physical education program at Timber Creek High School. It is hoped that this program will be continued for the upcoming school year.

Chapter 5

Conclusions, Implications and Further Study

Conclusions

A review of the results of the project was conducted in March 2003. The purpose was to identify the students' perceptions of selective physical education.

The intern found the major conclusions from the student surveys, to center upon the need to provide a wide variety of student offerings for physical education. The conclusions of the project, as a whole, provide data which emphasize the need for selective physical education at Timber Creek High School. As a future administrative leader, the intern realizes that it is her educational responsibility to communicate with others concerning the instructional needs for the physical education students at Timber Creek High School. The researcher has requested and has been granted permission from the administration to instruct members of the health and physical education department regarding future scheduling needs of the department. Initially, the health and physical education teachers will receive current student statistics and then a turnkey style of leadership will be facilitated to extract the programming concepts to other educational departments. Extending the intern's leadership responsibilities beyond one year benefits students and educators in an attempt to continue success.

The intern has exhibited numerous dimensions of leadership characteristics throughout the practicum. The intern was most successful in the leadership dimension of organization. Correspondence, surveys, and timelines were clearly delineated by the intern, in addition to providing guidance and assistance to the staff when requested or needed.

The individual leadership dimensions of the researcher have shown strength and skill as she effectively facilitated the needs of each individual during the pursuit of completing the planned physical education activities. A demonstration of strong initiative has also been a dimension demonstrated by the researcher as she guided the teachers and students through the scheduling process. The intern exhibited flexibility and persistence in acquiring and reviewing all feedback from the surveys.

The intern used effective written and oral communication skills to inform the teachers, administration, and students of the ongoing developments and outcomes of the project. The intern met formally and informally, on a daily basis, with the health and physical education department in an attempt to meet their individual needs and address any areas of concern regarding their instructional program. The physical education staff and administration define success of the program through student participation, positive attributes developed toward the activities planned, and marking period grades. The overall experience that was displayed toward the selective physical education program was overwhelmingly positive. The students experienced success in their desired activities evident by their positive attitude, ownership in the decision-making process, and final product; their grade.

The major contribution that led to the success of this project were the student's ability to select a course offering that was interesting to them as well as meaningful to their learning process. When students have a stake in the decision-making of their own education, opportunities for success is heightened.

The researcher was interactive with the health and physical education staff, and students during the practicum. The continuation of the planned intervention will further

expand and strengthen these leadership dimensions of the researcher and contribute to the development of other leadership attributes. The researcher intends to focus on ongoing improvements and refinements of all leadership dimensions in the areas of scheduling, organization, communication, task orientation, and interpersonal qualities.

Implications

Collaboration and personal interaction is the key to educational enhancement. The intern involved the health and physical education staff in the planning and scheduling process of the project. There were individuals, who assisted beyond the expected level of interaction, and those who made their own ideas or suggestions in quieter ways. Overall the intern found the organization to be positively susceptible to the creation and operation of the project.

A list of activities to be conducted during the practicum include: a review of the teachers grade book to identify an increase in student performance, analyzing the data from the surveys collected, and development of new proposals based upon the results. There will be a session of peer collaboration among the health and physical education teachers to discuss areas of interest and concern regarding the selection of physical education activities. An evaluation form will be completed and submitted to the researcher following each session. Also, there will be a meeting conducted with the curriculum coordinator to discuss topics of interest from a curriculum standpoint.

These sessions will be evaluated by each participant on the designated evaluation form provided by the researcher. The intern further recommended that the physical education

program offered to the students at Timber Creek High School, implement the following changes to meet the educational needs of the students enrolled in these programs.

Further Study

Program outcomes will be shared with administration and a recommendation as to continue with the selective physical education program will be presented. Developmental activities will be designed and conducted with Highland and Triton High School's physical education supervisors and instructors to implement a sound selective physical education program.

To accomplish these objectives the intern will create a liaison committee, which will be in contact with the physical education members on a monthly basis. This time will be utilized to monitor the programs progress and to address any questions, concerns, or challenges found by the instructors. The researcher will also serve as a mentor between the staff and the liaison committee conducting the program implementation. Further studies will focus upon the benefit of the physical education students, will be conducted and the researcher continues to acquire materials and keep teachers informed of the arrival of new research and literature. The ongoing intervention will require the researcher to be visible, interactive with staff, and to observe the students and staff in the three settings.

References

References

Greenwood Parr, M. & Oslin, J. (February 1998). Promoting lifelong involvement through physical activity. Journal of Physical Education, Recreation & Dance. 69, 72-76.

Hedlund, R., & Keinman, I., & Davis, K. and Colgate, T. (January 1999). Putting theory into practice: How cognitive evaluation theory can help us motivate children in physical activity environments. Journal of Physical Education, Recreation & Dance. 71, 11-13.

Humphries, C., & Ashy, M., (April 2000). The games students play: Selecting and teaching activities. Journal of Physical Education, Recreation & Dance. 71, p.13-14.

Murrary, S., & Maschke, B., & Docheff, D., and Ciccarella, C., (February 2000). How can you have an elective physical education program and maintain gender balance within the class? Journal of Physical Education, Recreation & Dance. 71, 11-12.

Sherman, N., (January 2000). How do adolescents perceive coeducational and same-sex physical education classes? Journal of Physical Education, Recreation & Dance. 71, 9.

Appendix A

Selective Physical Education Survey

Selective Physical Education Survey

Directions: Please respond to the questions below by placing an X in the column that best describes your answer. Return the questionnaire to your physical education teacher. Thank you for your cooperation.

<i>QUESTIONS</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. There are lots of activities to choose in the selective process.			
2. My participation in daily physical education activities has improved as a result of selective physical education.			
3. I think my physical education grade will improve as a result of selective physical education.			
4. I chose my activity because I am interested in it.			
5. I chose my activity because my friends chose it too.			
6. I've noticed an overall improvement in the behavior of my peers as a result of selective physical education.			
7. The activities I selected satisfy my expectations for physical education.			

Directions: Please mark an X next to your appropriate gender and grade.

1. ___ Male

2. ___ 10th ___ 11th ___ 12th

___ Female

Appendix B

Physical Education Course Schedule

TIMBER CREEK HEALTH AND PHYSICAL EDUCATION

1ST MARKING PERIOD

2002-2003

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
#1	Health II	Health II				Health II	Health II	
#2	PE 4 Tennis/Golf	PE 4 Tennis/Golf	Health IV		PE 4 Tennis/Golf	PE 4 Tennis/Golf		
#3	PE 1 Soc/SB	PE 1 Soc/SB		PE 1 Soc/SB			PE 1 Soc/SB	PE 1 Soc/SB
#4		PE 1 SB/Tennis	PE 4 Tennis/Golf		PE 1 SB/Tennis		PE 4 Tennis/Golf	PE 4 Tennis/Golf
#5	PE 1 FF/Soc	PE 2 FF/Soc		PE 1 FF/Soc		PE 1 FF/Soc	PE 2 FF/Soc	SP ED FF/Soc
#6	PE 3 SB/Tennis		PE 1 SB/Tennis			PE 3 SB/Tennis	PE 3 SB/Tennis	PE 3 SB/Tennis
#7	PE 3 UF/Stx Lax		PE 3 UF/Stx Lax	PE 3 UF/StxLax	PE 3 UF/Stx Lax			PE 3 UF/Stx Lax
#8		PE 2 Wt. training	PE 2 Wt. training			Health II	Health II	Health II

FITNESS DAYS

MON-WED

TUES-THURS

1
2
3
4

5
6
7
8

TIMBER CREEK HEALTH AND PHYSICAL EDUCATION

2nd MARKING PERIOD

2002-2003

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
#1	PE 2 VB/TT	PE 2 VB/TT	PE 4 Wt. training			PE 2 VB/TT	PE 2 VB/TT	
#2	PE 4 Wt. training	PE 4 Wt. training	AD Duty	AD Duty	PE 4 Wt. training	PE 4 Wt. training		
#3	PE 1 BB/Ind. games	PE 1 BB/Ind. games		PE 1 BB/Ind. games			PE 1 BB/Ind. games	PE 1 BB/Ind. games
#4		PE 1 Ind.soc/VB	PE 4 Ind.soc/VB		PE 1 Ind. soc/VB		PE 4 Wt. training	PE 4 Wt. training
#5	Health I	Health I		PE 1 Wt.training		Health I	Health I	Health Sp Ed
#6	Health III		Health I			Health III	Health III	Health III
#7	PE 3 Ind. soc/VB		PE 3 VB/TT	PE 3 VB/TT	PE 3 VB/TT			PE 3 VB/TT
#8		Health II	Health II			PE 2 Ind. soc/VB	PE 2 Ind.soc/VB	PE 2 Ind. soc/VB

Square Dancing TUES-THURS

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Main	NM/PF	NM/PF	NM/KM/BP	SJ/RM/BP	PF/KM/BP	NM/PF/AT	NM/SJ	SJ/BP
Aux.	SJ/BP	SJ/KM					KM/AT	KM/AT

TIMBER CREEK HEALTH AND PHYSICAL EDUCATION

3rd MARKING PERIOD

2002-2003

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
#1	PE 2 Wt. training	PE 2 Wt. training	PE 4 Ind games/VB			PE 2 Wt. training	PE 2 Wt. Training	
#2	Health IV	Health IV			Health IV	Health IV		
#3	PE 1 VB/TT	PE 1 VB/TT		Health I			PE 1 VB/TT	PE 1 VB/TT
#4		Health I	Health IV		Health I		Health IV	Health IV
#5	PE 1 Ind.games/VB	PE 2 Ind.games/VB		Health I		PE 1 Ind.games/VB	PE 2 Ind.games/VB	SP ED BB/Ind.games
#6	PE 3 TT/Bad.		PE 1 TT/Bad.			PE 3 TT/Bad.	PE 3 TT/Bad.	PE 3 TT/Bad.
#7	Health III		Health III	Health III	Health III			Health III
#8		PE 2 BB/Ind.games	PE 2 BB/Ind.games			PE 2 BB/Ind.games	PE 2 BB/Ind.games	PE 2 BB/Ind.games

Fitness Days

Tues-Thurs.

1st half of M.P. - Fitness Circuit

2nd half of M.P. – Relays/Abs/Jump rope

TIMBER CREEK HEALTH AND PHYSICAL EDUCATION

4th MARKING PERIOD

2002-2003

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
#1	PE 2 BB/FF	PE 2 BB/FF	PE 4 BB/FF			PE 2 BB/FF	PE 2 BB/FF	
#2	PE 4 SB/Soc	PE 4 SB/Soc			PE 4 SB/Soc	PE 4 SB/Soc		
#3	Health I	Health I		PE 1 SB/FF			Health I	Health I
#4		PE 1 UF/Stx	PE 4 UF/Stx		PE 1 UF/Stx		PE 4 UF/Stx	PE 4 UF/Stx
#5	PE 1 UF/Tennis	PE 2 UF/Tennis		PE 1 UF/Tennis		PE 1 UF/Tennis	PE 2 UF/Tennis	SP ED UF/Tennis
#6	PE 3 FF/WT		PE 1 FF/WT			PE 3 FF/WT	PE 3 FF/WT	PE 3 FF/WT
#7	PE 3 Wt. Train. Ind. Games		PE 3 Wt. Train. Ind. Games	PE 3 Wt. Train. Ind. Games	PE 3 Wt. Train. Ind. Games			PE 3 Wt. Train. Ind. Games
#8		PE 2 Tennis/SB	PE 2 Tennis/SB			PE 2 Tennis/SB	PE 2 Tennis/SB	PE 2 Tennis/SB

Fitness Days

Tues-Thurs

1
2
3
4

Mon-Wed

5
6
7
8

Biographical Data

Name	June Cioffi
High School	Glassboro High School Glassboro, New Jersey
Undergraduate	Bachelor of Arts Health and Physical Education Rowan University Glassboro, New Jersey
Graduate	Masters of Arts Educational Administration Rowan University Glassboro, New Jersey
Present Occupation	Black Horse Pike School District Timber Creek High School Director of Athletics Supervisor of Health/Physical Education