

THE EFFECT OF PHYSICAL EDUCATION UPON  
CITIZENSHIP HABITS AND ATTITUDES OF  
ELEMENTARY SCHOOL STUDENTS

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A Thesis

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by

David Eugene Baker

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Approved for the Major Department

*James C. Muller*

Approved for the Graduate Council

*Freeman Hayes*

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

In the past quarter of a century, citizenship education has received the attention of many thoughtful educators. The strains imposed on our society by the events preceding and following World War II caused increased concern by legislators, educators and laymen for the civic education of the youth of our nation. This concern is demonstrated, in part, by serious efforts to improve citizenship education through major investigations and projects.

The education of intelligence is relatively easy. But the formation of moral, esthetic, and religious activities is very difficult. The influence of environment on these aspects of consciousness is much more subtle. No one can learn to distinguish right from wrong, and beauty from vulgarity, by taking a course of lectures. Morality, art, and religion are not taught like grammar, mathematics and history. To feel and to know are two profoundly different mental states.

#### .I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the effects of a physical

education program upon citizenship habits and attitudes as held by elementary school students.

Statement of the hypothesis. It was the hypothesis of the study that elementary school students in a well organized physical education program would develop better attitudes of good citizenship, sportsmanship, and good character development than those elementary school students not participating in an organized physical education program.

Importance of the study. This research study is concerned with how a physical education program affects good citizenship habits and attitudes in elementary school students. Three important factors justifying physical education are the following:

1. Life depends upon the fulfillment of basic physical needs (good food, fresh air, protection from disease, sufficient exercise and outdoor play, balance relaxation and rest).
2. Physical needs cannot be fulfilled in and of themselves: children need good food, yet if they are tense, anxious, excited, they cannot eat. To help children grow, one must also recognize that basic social and emotional needs must be met.
3. The intelligent cooperation upon which the success of a democracy depends must be learned in the school. Democracy involves a way of living together which demands

thinking about social problems, choosing between alternatives, reaching conclusions.<sup>1</sup>

The third factor listed above is the one aspect of physical education that needs a closer look. There should be more effort on the part of physical education to result in the development of better social growth in elementary school students.

Limitations of the study. This study was limited to boys and girls in the sixth grade from the elementary schools of two communities. A cross section of students from all economic levels was used in this study. Four hundred thirty-two students from both communities' school systems took part in the study. One school system had an organized physical education program, the other system did not. This study took place during the second semester of the 1968-69 school year. The citizenship test was given to the students at the beginning of the second semester 1969.

## II. DEFINITIONS OF TERMS USED

Physical education. Physical education in this study will be defined as an integral part of the total

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<sup>1</sup>Charles C. Cowell, Philosophy and Principles of Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 22.



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education process and has as its aim the development of physically, mentally, emotionally, and socially fit citizenship through the medium of physical activities which have been selected with a view to realizing the outcomes.<sup>2</sup>

Citizenship. The improving of moral character or habits of the individual member of society and changing for the better the relations existing between different persons and classes and institutions in society.<sup>3</sup>

Attitude. A relatively stable learned emotion-alized predisposition to respond in some consistent way toward one or a group of objects, persons or situations.<sup>4</sup>

Habits. A usual way of doing something when natural desires are guided to appropriate acts.<sup>5</sup>

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<sup>2</sup>Charles A. Bucher, "Definitions of Physical Education," Charles G. Cowell, Philosophy and Principles of Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 32.

<sup>3</sup>Jeremian W. Jenks, Training for Citizenship, Second Year-Book for 1896 of the National Herbert Society, p. 176.

<sup>4</sup>Floyd L. Ruch, Psychology and Life (Fair Lawn, New Jersey: Scott, Foresman and Company, 1961), p. 88.

<sup>5</sup>John MacCunn, The Making of Character (New York: The Macmillan Company, 1954), p. 39.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

There has been much written in regard to citizenship habits and attitudes of elementary school students, and many authoritative opinions on the development of the vital area of child growth. The first half of this chapter will be concerned with authoritative statements, and the second half with related review of research.

#### I. AUTHORITYTATIVE STATEMENTS

On playgrounds and athletic fields, the rich and the poor, the Catholic, Protestant, and Jew, and boys and girls of various races, creeds and colors play side by side without question, in common unity in common cause for a common benefit. Physical education and athletics, more than any other areas of education, provide opportunities for "moral spine-stiffening" of youth to face up to and surmount the many challenges to our democratic ideal and leadership.

Democracy is a code of living and an attitude of mind. Although not a technique, democracy calls for certain techniques. Individually, it represents learned behaviors and these behaviors become the criteria of democracy.

Physical educators judge it daily in the gymnasium or on the playground by the following simple test:

1. Taking turns and sharing.
2. Being a "good sport."
3. Faithfulness in adversity--no "fair weather friendship."
4. "Playing the game."
5. Working for "the good of the team."
6. Not "letting the other fellow down."
7. Giving more than one gets--not for oneself, but for an ideal, or for one's school, city or nation.
8. Obeying the "rules of the game"--being a decent law-abiding citizen.

Dual functions through physical education are, first, to instill democracy's ideals in the minds and spirits of our pupil-citizen, and, second, to help spell out these ideals and principles in practice, to show how they are used in social thought and action, and to provide experiences in using them in the gymnasium, on the playground, and on the athletic field.<sup>6</sup>

Plato sensed these possibilities when he said:

The play of children has the mightiest influence on the maintenance of law--from the first years of childhood their plays ought to be subject to laws

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<sup>6</sup>Cowell, op. cit., p. 26.

for if they are arbitrary and lawless, how can children ever become virtuous men, abiding by law?"

Plato once said that "play is the child's chief business in life." It would be extremely difficult to disagree with such a statement. Play constitutes the largest single activity in which children and youth participate when left to their own devices.

The aim of Aristotle's educational plan indicates its view regarding play and morals when he says that the purposes of play are:

. . . to develop the individual's health of mind and body, to acquaint him with his responsibility to his family, to equip him as a useful citizen, to enable him to use his leisure time profitably, to strengthen his moral character, and to discipline his mental abilities.<sup>7</sup>

The purpose of education, according to Aristotle, was then to produce the complete citizen, properly balanced as to his physical, mental, and social powers.

About physical education, Aristotle concluded:

"It is an admitted principle, that gymnastic exercises should be employed in education."<sup>8</sup>

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<sup>7</sup>R. C. Lodge, *Plato's Theory of Education* (New York: W. and J. Mackay and Company, 1950), pp. 185-88.

<sup>8</sup>Richard Mckeon, *The Basic Work of Aristotle* (New York: Random House, 1941), p. 1309.

<sup>9</sup>Ibid.

The function of physical education is to develop not only muscles and other organs, but to stimulate growth and development of the individual as a personality with respect to appropriate social and psychological outcomes as well. Physical education develops a wide range of attributes such as muscular strength, good body mechanics, ability to resist fatigue, flexibility, and agility. It provides situations demanding judgements in time and space and gradually more complicated game situations. Physical education provides activities involving grace and rhythm and reaction time as well as a wide range of individual, dual and team game skills conducive to participation and its resultant benefits. Physical education contributes to the realization of the democratic ideals in the daily life of pupils in the gymnasium and on the playing fields. Physical education fosters healthy social growth by providing friendly and sociable contacts by means of games, sports, camping and related activities. Physical education encourages close cooperation with the general health and guidance service within the school for well-coordinated programs to achieve optimum health, both mental and physical, for each child.<sup>8</sup>

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<sup>8</sup>Cowell, op. cit., pp. 28-31.

Physical education is basic education--that which is fundamental or essential. Heart, lungs, and other vital organs owe their development and power to demands and stimuli of the muscular system. Likewise, the muscular system is the key to the development of the brain and central nervous system as well. So important was arboreal life and the use of the hand as factors in the development of the cortex that Tilney, a famous neurologist, refers to the brain as a "hand-made organ."

The essential difference between man and the lesser animal is that he strives to change his environment and to build a different kind of work to meet his particular needs, whereas other forms of life, in the course of evolution, adapt themselves to their surroundings. If education is world building, physical education must share responsibility for the values it instills in youth in the present "struggle for men's minds." Wayman states:

Our boys and girls need to acquire skills and technique, but even more important than skills are habits and attitudes and appreciations. They should be the by-product of the field of play and of physical education and recreation when sports and games and physical activities are wisely chosen, wisely organized, and administered.<sup>9</sup>

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<sup>9</sup>Agnes R. Wayman, A Modern Philosophy of Physical Education (Philadelphia: W. C. Saunders Company, 1930), p. 69.

Ideals and attitudes evolve progressively with the experiences which create them. Cowell and Hazelton state,

Democratic behavior in a citizen can not be produced by merely giving him information about social and political processes; we do not teach children to be courteous by having them memorize "rules."

The only effective training for citizenship is a democracy, and practice in democratic living. This training for living in a democracy and good physical education as exemplified by carefully organized programs are one and the same process.<sup>10</sup>

While attitudes may be considered tendencies which guide our perception and learning, values are the goals toward which action is desired. Gabriel contends,

Ideals are "traits" which become "objectives of desire." In this sense, values always color attitudes and attitudes always color values. Philosophy is the chief source of direction but also it represents the value system by which events are interpreted on the track, field, floor or in the swimming pool--everywhere--and by which we direct our action. Because values are beliefs they serve to inspire the member of society to act in the approved way. Because values are ideal pictures, they provide a means of judging the quality of actual behavior. In this role they become standards.<sup>11</sup>

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<sup>10</sup>Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Inc., 1955), p. 51.

<sup>11</sup>Ralph H. Gabriel, Traditional Values in American Life, U.S. National Commission of UNESCO (New York: Harcourt, Brace and World, 1960).



Since values are the greatest motivating factors in human life, teachers and pupils must agree on what values are of most worth.

The rules of games represent mores (folkways considered conducive to the welfare of society), and the morality of each player is judged by the degree to which his behavior conforms to rules. A value system is a derivative of the code of rules by which a game is played.

1. It supplies the individual with a sense of purpose and direction.
2. It gives the group a common orientation and supplies the basic of individual action and of unified, collective action.
3. It serves as the basis for judging the behavior of individuals.
4. It enables the individual to know what to expect of others as well as how to conduct himself.
5. It fixes the sense for right and wrong, fair and foul, desirable and undesirable, moral and immoral.<sup>12</sup>

The deep-lying mores of society are, in a sense, the rules of the larger game of society by which citizens are to be judged good or bad.

Culture is the cement which holds people together by common ideals, customs, traditions, and standards.

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<sup>12</sup>Othanel Smith, William O. Standley, and J. Harlan Shores, Fundamentals of Curriculum Development (Yonkers, N.Y.: World Book Company, 1950), pp. 89-90.

In America, games and sports furnish a strong, common cultural interest, representing an integrating force, vital and important to the American way of life--our culture. This is, of course, true in many other countries. The function of education is to improve the culture. Cultures are changing by changing the value systems--the philosophies of large enough segments of individuals to swing the culture in a new direction. The school performs an important social function as an agency for identifying and transmitting values.

## II. REVIEW OF RELATED RESEARCH

Exum<sup>13</sup> conducted a study on the contribution of physical education activities for the development of democratic leadership abilities. Samplings were taken from large groups of authoritative writers in exploring the definitive components of democratic leadership. The second part of the study involved the establishment of evaluative criteria according to the definitive components of democratic leadership. Exum's study revealed that:

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<sup>13</sup>William Exum, "The Contribution of Physical Education Activities for the Development of Democratic Leadership Abilities," Doctoral Dissertation, New York University, 1957, pp. 247-53.

1. Physical education activities vary in their education potential for developing democratic leadership.
2. A certain number of physical education activities rate consistently high in potential for developing democratic leadership ability. There should be formed a basis for program adaptation.
3. Professional leadership is of importance in the development of democratic leadership abilities as the selection of high potential activities is not enough.
4. Many activities are as valuable as others in terms of their potential, and a reference to the rating tables should enable professional leadership to select those activities best suited to meet group or individual needs.

In a study by McAfee,<sup>14</sup> sportsmanship attitudes of 857 sixth, seventh, and eighth grade boys were investigated by means of a twenty item Sportsmanship Preference Record. A significant difference at the five per cent level of confidence between the sportsmanship attitudes of sixth, seventh, and eighth grade boys was found. On a retest after six months, a reliability coefficient of .80 was found between the results of the original testing and the results of the retest. A correlation of .53 was found between the physical education teacher's evaluation of the boys' sportsmanship attitudes and the test results.

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<sup>14</sup>Robert McAfee, "Sportsmanship Attitudes of Sixth, Seventh and Eighth Grade Boys," Research Quarterly, March 1955, p. 121.

McAfee concluded that, since the sportsmanship attitudes became progressively lower from the sixth through the eighth grades, sportsmanship objectives were not being accomplished.

An initial investigation concerning sportsmanship attitudes in certain sports situations was conducted by Kistler.<sup>15</sup> In this study a random sample of three hundred men and 114 women enrolled in basic physical education classes were administered a sports situation questionnaire based on the critical incident technique. The subjects were asked if they approved of the behavior of participants as described in ten specific sports situations. They were also asked to state why they approved or disapproved in each instance. In the instructions given, the individuals were also told that in most instances the behavior described represented practices employed for the purpose of gaining advantage and that in most cases the behavior violated the spirit of the rules of the sport concerned, if not the actual letter of the rule. Based on the analysis of the data the following generalizations were presented.

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<sup>15</sup>Joy W. Kistler, "Attitudes Expressed About Behavior Demonstrated in Certain Specific Situations Occuring In Sports," College Physical Education Association Proceedings, 1957, p. 55.

1. Approximately one-third of the men approved of actual deception to gain an advantage over an opponent.
2. More than half of the men approved of the practice of deliberately taking advantage of an official when it would benefit him or be to his own advantage.
3. Over two-thirds of the men disapproved of action on the part of a participant to "even up" for a decision which an official makes against his opponent that he has good reason to believe is wrong.
4. Three-fourths of the women indicated that a player has no responsibility to report to the official that she touched the net on a play in a volleyball game when it was apparent the official did not see the action.
5. About one-third of the men approved of "putting the pressure on the official by booing, razzing, and/or buzzing him."
6. Approximately three-fourths of the men approved of tactics designed to "upset" an opponent and throw him off his game if it can be accomplished within the letter of the rules.
7. One-fourth of the women did not think a spectator at a football game should refrain from making noise so that the opposing team can hear their signal.
8. Athletes have a poorer attitude about sportsmanship as defined in this study than those who have not participated in varsity athletics at the high school level.

The above statement is based on the fact that on nine of the ten items of the study, the percentage of men who had experience on varsity teams at the high school level and who recorded undesirable attitudes was appreciably higher than that of the non-athletic group so responding.

Another study employing a different testing technique seems to support Kistler's findings. Booth<sup>16</sup> used the Minnesota Multiphasic Personality Inventory (M.M.P.I.) to compare the attitudes of: 1) Freshman and upper class athletes and non-athletes, 2) Freshman and varsity athletes who participated in only team sports as compared to freshman and varsity athletes who participated in only individual sports. Using a Grinnell College sample group that consisted of sixty-three freshman and seventy-eight varsity athletes and seventy-one freshman and seventy-four upper class non-athletes, Booth reaches these conclusions:

1. As measured by the M.M.P.I., the attitudes of the athletes were significantly worse than the non-athletes.
2. The attitudes of the athletes who participated in individual sports was significantly better than the athletes who participated in team sports.
3. The attitudes of the athletes in varsity team sports was significantly worse than the freshman athletes in team sports.

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<sup>16</sup>E. G. Booth, "Personality Traits of Athletes as Measured by the M.M.P.I.," Research Quarterly (May, 1958), pp. 127-38.

Whittle,<sup>17</sup> in attempting to measure the effects of elementary school physical education upon some aspects of physical development, motor fitness, motor educability, body flexibility, muscular explosive power, and the personality of twelve-year-old boys, approached the problem from the following point of view: The data were collected for the study during the month of May, 1956, in the state of Oregon. The investigation was concerned with data collected from two different kinds of physical education programs. The programs were classified by means of modified forms of La Porte's Elementary School Score Card. Schools scoring twenty-six and lower out of sixty possible were placed in the poor category, while schools evaluated from thirty-eight points upward were classified in the good programs. The conclusions that appeared valid as a result of this study of certain effects of physical education upon twelve-year-old boys are as follows:

In Whittle's study, the two groups of eighty-one boys each who participated in good and poor elementary school physical education for a period of three years

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<sup>17</sup>Douglas H. Whittle, "The Effects of Elementary Physical Education Upon Some Aspects of Physical Development, Motor Educability, Body Flexibility, Muscular Explosive Power, and the Personality of Twelve-Year-Old Boys." Doctoral dissertation, The University of Oregon, 1956, pp. 114-16.

were found to be essentially alike in the maturity element of chronological age, skeletal age, weight, height, Wetzel development level, and McCloy's Classification Index I. However, there was a difference between test batteries and effective means, age twelve years. The basic superior performance of boys from the good program was attributed to their participation in this type of physical education during their elementary school years.

The improvement of social maturity and personality was not established in this study as a consequence of participation in good physical activity. Conclusions on the findings are withheld until such time as other tests and techniques for evaluating such adjustment are applied to the problem.

Briddulph<sup>18</sup> conducted a survey to investigate what effect athletic participation has on the personal and social adjustment of high school boys. Briddulph used 461 sophomore and junior boys from two Salt Lake City, Utah, high schools as his subjects. Placing the boys into an athletically superior and a low group by use of the California Classification Test, he then administered a test for personal adjustment and a test

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<sup>18</sup>Lowell G. Briddulph, "Athletic Achievement and the Personal and Social Adjustment of High School Boys," Research Quarterly (March, 1954), pp. 1-7.



for social adjustment. Results of the test led Briddulph to these conclusions:

1. The superior athletic group showed a greater score on the personal adjustment test.
2. The superior athletic group did not show a greater score on the social adjustment test.
3. The superior athletic group made higher grades and possessed a two and one-half point higher average on I.Q. Test.
4. Athletic achievement is a big factor in the personal adjustment of high school boys. Every attempt should be made to help all boys participate in athletics of some nature.

Bowers<sup>19</sup> made an investigation of sportsmanship attitudes held by adolescent boys. The purpose of this study was to survey sportsmanship attitudes of adolescent boys in certain sports situations by means of a questionnaire and to further compare within the sample the attitude of former participants in varsity athletics in high school to non-participants.

Bowers constructed a ten item sportsmanship questionnaire utilizing the critical incident technique. In each item an action attributed to the reader in a certain sports situation was described. The respondent was then asked to rate the action attributed to him in the statement

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<sup>19</sup>Louis E. Bowers, "An Investigation of Sportsmanship Attitudes Held by Adolescent Boys," (Unpublished Psychology Research Paper, L.S.U., Baton Rouge, Louisiana, January, 1964.).

as being either highly desirable, desirable, undesirable, or highly undesirable. The individual was also given an opportunity to state that he held no opinion concerning the action desired. The results of the study reveal that on questions number one, eight, and nine the attitude responses of the two groups differed significantly. The questions were concerned with faking an injury in order to stop the clock in a football game, throwing high and inside to a batter in order to back him away from the plate, and legally but intentionally injuring the star quarterback of the opposing team. The athletic experience group tended to rate each of the above mentioned actions as being more desirable than the non-athletic experience group rated them.

Each of the three actions do, however, have a common quality of being borderline rule violations and could easily be interpreted as "good strategy" by an individual wishing to do so. Implications here are that participation in varsity athletics in high school does not appreciably change sportsmanship attitudes in certain sport situations as compared to non-participation.

### III. SUMMARY

The implications of the previous research show that some studies indicated a problem in citizenship habits and attitudes of elementary school students.

By using similar methods and procedures as revealed in the research, enough information was obtained to measure the citizenship habits and attitudes of elementary school boys and girls.

## CHAPTER III

### PROCEDURE

#### I. INTRODUCTION

The purpose of this study was to investigate the effects of an organized physical education program upon citizenship habits and attitudes of elementary school students. A thirty item questionnaire utilizing the situation incident technique was constructed and administered to two separate school systems. One school system had an organized physical education program while the second group represented the school system not offering physical education within the school program.

#### II. SUBJECTS

The 432 subjects for this study were from two eastern Kansas communities similar in economic and vocational development. For the school not providing organized physical education 206 boys and girls from grade six were administered the citizenship questionnaire. The 226 subjects attending the schools providing the physical education experiences were also males and females in the sixth grade and were administered the same citizenship questionnaire.

The schools used in this study were from four different geographic locations in each community, giving the investigator a cross section of students from all social and economic levels. No control over learning and economic levels was attempted in the study.

### III. TESTING DEVICE

A questionnaire containing thirty situations occurring in sports and daily life was formulated using the critical incident technique. This technique was devised originally by Haskins<sup>20</sup> and has demonstrated effective results. The test questions involved situations occurring in sports that hinged on rule infractions or situations that would help gain an advantage over an opponent. These situations also included incidents in everyday living. The investigator used questions from Haskins' test in constructing the citizenship questionnaire, because an adequate instrument for measuring citizenship habits and attitudes of sixth graders was not available.

The citizenship questionnaire was given to professionals in the fields of physical education, education,

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<sup>20</sup>Mary Jane Haskins, "Problem Solving Test For Sportsmanship," Research Quarterly (December, 1960), pp. 601-6.

elementary education, psychology and guidance for evaluation and suggestions. After revision of the original questionnaire and again subjecting it to a second critical evaluation by the panel, the questionnaire was termed recommended for use in the study.

The questionnaire was entitled "Citizenship Test For Elementary School Students" in order to help disguise its exact purpose. Each student had a separate answer sheet, a sheet of questions, and a pencil to mark out response.

#### IV. TESTING PROCEDURES

Requested permission for the use of the sixth graders in each school system was granted by the school board of each community. In the month of March, 1969, the citizenship questionnaire was administered to a total of 432 girls and boys from two different communities. The investigator administered the citizenship questionnaire to a total of nine elementary schools in two communities. The questionnaire was administered during the physical education period in the five schools with a daily organized physical education program. The test was administered to the students without organized physical education at the convenience of each elementary school participating in the study. The questionnaire

took approximately twelve to fifteen minutes to administer. The students were allowed more time if needed. The investigator explained all the directions and details of the citizenship test, and answered all questions asked by the students concerning the citizenship test at all of the testing sites. Listed in the Appendix (page 40) are the instructions given for the questionnaire and the questions asked on the citizenship test. The decision for each question required the use of each individual's ethical judgement. The individual had the choice of agreeing or disagreeing with each specific statement.

## CHAPTER IV

### ANALYSIS OF DATA

#### I. INTRODUCTION

There were three statistical computations completed for this study of the effects of physical education upon citizenship habits and attitudes of elementary school children. The three computations were: (1) the t test for significance of the difference between the means of the two groups, (2) the analysis of variance for all the sub-groups, and (3) the analysis of the questions by percentages.

#### II. SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE TWO GROUPS

The major purpose of this study was to investigate the effects of physical education upon elementary school children's citizenship habits and attitudes. To accomplish this portion of the study the t test for the significance of the difference between the groups was completed. The data used for this purpose were the mean scores of the citizenship test. Table I (page 27) gives the complete details.



TABLE I  
SIGNIFICANCE OF THE DIFFERENCE  
BETWEEN THE TWO GROUPS

Group	N	Mean	Mean Diff.	<u>t</u>	SE Diff.
I Physical Education	206	26.01	00.07	.16	———
II Non-physical Education	226	26.08			

\* To be significant at the .05 level with 432 df = 1.65

\*\* To be significant at the .01 level with 431 df = 2.59

The mean for group I, or the group of subjects having physical education on a regularly planned basis, was 26.01, whereas the group not having any regularly organized physical education program was a 26.08. The very small difference logically resulted in a non-significant  $t$  of .16. To be significant at the .05 level with 432 degrees of freedom a 1.65 was necessary.

### III. ANALYSIS OF VARIANCE FOR ALL SUB-GROUPS ON THE QUESTIONNAIRE MEAN SCORE

When there are more than two groups in the experimental design and the investigator wishes to identify the difference which may exist between the groups, analysis of variance is frequently used. The final outcome of this statistical procedure is an F ratio.

As can be seen by Table II (page 29) the outcome for F was .79. This was not significant at the .05 level. To be significant at this level the value of F would have had to be equal to, or greater than, 1.96. With the non-significant F the investigator knows that there is not a large enough variance between the groups to have a difference between the groups.

TABLE II  
ANALYSIS OF VARIANCE FOR ALL SUB-GROUPS  
ON THE QUESTIONNAIRE MEAN SCORE

Source of Variance	DF	Sum of Sq.	Mean Sq.	F	P
Between Group	8	106.42	13.30		
				.79	—
Within Group	423	7079.56	16.74		
Total	431	7185.98			

At the .05 level of probability and with 8 and 431 degree of freedom 1.96 necessary to be significant.

At the .01 level of probability and with 8 and 431 degree of freedom 2.36 necessary to be significant.

#### IV. ANALYSIS OF INDIVIDUAL MEAN SCORES OF THE NINE GROUPS TESTED

For an analysis of this section the students were placed into one of nine groups. The first five groups, A through A-4, represented the groups with daily organized physical education. Groups B through B-3 represented the groups without a daily organized physical education program. Table III (page 31) shows the results for each group.

The highest average score on the citizenship questionnaire was 26.80. This average score was group B of the non-physical education group. The highest score of the physical education group was 26.40. The lowest score of the non-physical education group was B-1 with a score of 25.13. The lowest score of the physical education group was 25.61 in group A-1, leaving a difference of .48 between the lowest score of group A as compared to the lowest score of group B. Although students were told that there were no right or wrong answers, the investigator made value judgement on the responses that were given for each question. "I should be honest, but not in everything," was question 21 on the questionnaire. The investigator felt that children should be honest in all things and the correct response recorded on the

TABLE III  
 INDIVIDUAL MEAN SCORES OF THE NINE TESTED GROUPS  
 ON THE CITIZENSHIP TEST

Group	N	Mean
Physical Education		
A	57	26.40
A-1	48	25.61
A-2	42	25.81
A-3	29	25.93
A-4	25	26.35
Non Physical Education		
B	68	26.80
B-1	53	25.13
B-2	55	26.16
B-3	46	26.02

A = Group with physical education

B = Non-physical education

answer sheet for question 21 should be "disagree." To further understand the results of the investigation, on six of the thirty items asked on the questionnaire, both groups A and B scores were identical in percentage correct and incorrect. The results of the study reveal that on questions 7 and 30 the attitude responses of the two groups differed significantly. Question number 7 read "I may cross the street when the light is red if there are no cars coming." Ninety-four per cent of the group with daily organized physical education responded that it was not all right to cross the street when the light was red even though there were no cars coming. Eighty-four per cent of the students not participating in daily physical education responded it was not all right to cross the street when the light was red and no cars were coming. Ten per cent more of the students with physical education answered question 7 correctly. Question 30 read "If I hit a softball, and ran all the way to second base, and the other team told me I missed first base, I should return to first." Seventy-four per cent of the students without physical education responded that one should return to first when the other team said he had missed the base. Only 61 per cent of the physical education group felt one should return to first base when the other team said he missed the base.

Question number 5 states, "If one team plays unfair and rough, my team must play the same way in order to win." In the physical education group 90 per cent agreed to play rough and unfair in order to win, and 87 per cent of the non physical education group said they would play rough and unfair in order to win. The investigator's evaluation for this question was "disagree." Three per cent more of the physical education group answered incorrectly.

Implications here are that participation in physical education does not appreciably change sportsmanship habits and attitudes of sixth graders in certain sports and daily life situations as compared to non-participation in physical education.

## V. DISCUSSION

The finding that the differences in responses were not significant in the two groups compared should be carefully examined. First, the school system used in the study with physical education initiated the physical education program in the fall of 1968 for grades four, five and six, which may not have been a long enough time for the full influence upon the children. Second, physical education does not have the same meaning to all people, and it is hard for most individuals to understand that rules of games and

"rules of the road" may equal one and the same thing. The methods, techniques and information brought into the teaching situation with reference to activities outside the realm of physical education may also influence the responses students may give.

The studies reviewed indicate that there are a large number of factors that may influence citizenship habits and attitudes of sixth grade boys and girls. A definition of citizenship habits and attitudes has been presented as the basis of the formulation of the citizenship questionnaire and used as a frame of reference to those not familiar with sports and incidents in daily life activity. The difference being compared in this study, namely physical education participation or non-physical education participation, is the most logical variable associated with good citizenship habits and attitudes.



## CHAPTER V

### THE FINDINGS AND CONCLUSIONS

#### I. SUMMARY

The purpose of this study was to determine the effect of physical education upon citizenship habits and attitudes of elementary school children. A thirty item citizenship questionnaire was administered to a total of 432 elementary school students. Two hundred six students participated in daily organized physical education, 226 students did not participate in daily organized physical education. The citizenship questionnaire was administered to the students early in the second semester of 1969. The data were divided into two groups: Group A, the group with physical education, and Group B, the group without physical education. The data were presented to the computer at Kansas State Teachers College where an I.B.M. computer was employed to compile the mean scores for each group. The initial and final mean scores were subjected to the t test to find the value of t in order to determine if there was or was not a significant difference between the two groups, physical education and non-physical education.

## II. FINDINGS

In the findings of this study, the citizenship habits and attitudes of elementary school students participating in physical education as compared to students not participating in physical education are as follows:

1. The citizenship habits and attitudes of the physical education group did not differ significantly from the non-physical education group.
2. Neither group had a tendency to take advantage of "borderline" situations occurring in sports and daily life.

## III. RECOMMENDATIONS

The findings of this study shed some light in understanding citizenship habits and attitudes of elementary school students. However, further study should be conducted in the following related areas:

1. A study should be conducted with the same experimental design at a school providing

- a physical education program for a long period of time.
2. A study should be conducted with more discriminate questions.
  3. A tool or instrument should be devised to measure citizenship habits and attitudes of elementary school students.
  4. A survey should be conducted to determine the effect of physical education upon citizenship habits and attitudes of athletes as compared to non-athletes.

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APPENDIX

## CITIZENSHIP TEST FOR ELEMENTARY SCHOOL STUDENTS

DIRECTIONS:

1. Do not put your name on the answer sheet.
2. Do not put your name on the test.
3. Read each question carefully.
4. On the answer sheet do one of the following things:
  - A. Blacken the number (0) if you disagree with the question.
  - B. Blacken the number (1) if you agree with the question.
5. Put only one mark for each question.
6. Do not write on the test.

1. I have found that honesty is the best policy.
2. If I find that I do not succeed at first, I should try again.
3. Playing in games helps to prepare me for daily living.
4. If I am hungry, it is all right to take food from the store.
5. If one team plays unfair and rough, my team must play the same way in order to win.
6. By following the rules I have more fun playing games.
7. I may cross the street when the light is red if there are no cars coming.
8. By playing games I learn to control my temper.
9. Games make it easy to get acquainted with new boys and girls.



10. I should always brag when my team wins the game.
11. I am prepared for daily living better by winning and losing games.
12. It is all right to cheat in a game if you don't get caught.
13. I respect any boy or girl who has skill, whether they be on my team or the other team.
14. I should be a good sport not only on the field, but wherever I go.
15. I should give up when faced with difficulty.
16. A ball team is made up with boys and girls, and each team member should be working for himself.
17. Playing games helps me to accept the rule of everybody in the game.
18. If I buy some candy for 25 cents and give the clerk 25 cents and receive change, I should not return the change.
19. Quick decisions made in a ball game can aid in making a quick decision in daily life.
20. I should maintain self-control at all times during and after a ball game.
21. I should be honest, but not in everything.
22. By playing games with other people I can learn how to behave when going other places.
23. When waiting in line for a drink, if I am bigger and older than the one in front of me, I have the right to push that person aside and get my drink first.
24. I should work hard at some tasks, but not at others.
25. On the way home from school Bill and John are fighting, the best thing for me to do is to tell them to fight until someone wins.

26. I should always work and play to the best of my ability.
27. Playing games teaches me to get along with other people in the game, and in daily living.
28. I should cheer good play and good sportsmanship whether displayed on my team or the opponent's team.
29. Games played on the playground help develop me as a good leader and follower.
30. If I hit a softball, and ran all the way to second, and the other team told me I missed first base, I should return to first.