

**Principals' Attitudes Towards Physical
Education & Sport in School**

**Patrick P. C. Chan, Cho - Yim Lo
Hong Kong Baptist College**

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PRINCIPALS' ATTITUDES TOWARDS PHYSICAL EDUCATION AND SPORT IN SCHOOL

I. Introduction

In the past, Western scholars like Socrates, Plato, Aristotle, J.A. Comenius, J. Milton, J. Locke and Jean Jacques Rousseau all shown positive attitudes towards physical education and sport. They also acknowledged the positive value of physical education in education. Similarly, Chinese principals or scholars like Confucius, Gu Ting-Lim (顧亭林), Huang Li-Zhou (黃黎洲) and Yan Hsi-Tsai (顏習齋) all supported that physical education should play an important role in education and students should participate in sports activities (Van Dalen and Bennett, 1971; Ng, 1981).

In Hong Kong, regardless of the differences between Western and Eastern cultural orientation with respect to curricula design, physical education is an academic subject in primary and secondary schools, with the objective of education through physical. Sports activities, such as ball games, track and field, swimming, dance, gymnastics, etc., are also media through which educational goals of physical education are achieved.

Many of Hong Kong's professional educators and school principals were brought up in Hong Kong, a place where the Western and Chinese cultures meet. Nevertheless, their educational backgrounds were influenced by a distorted British educational system which puts much emphasis on academic achievement and only limited attention has been placed on availability of time for sports (Fu and Poon, 1992). During their Form Five or Form Seven of school days, as a result of the

local competitive examination system , students were, in most cases, forced to give up sport so that they could have time to prepare for the Certificate of Education and/or Advanced Level Examinations.

The singular emphasis on scholastic achievement might affect students value system. It is not until the last few years, there were noticeable changes in attitudes concerning physical education and sports development in the Territory. The establishment of the Hong Kong Sports Development Board, the introduction of physical education as an examination subject to be included as a part of Hong Kong Certificate of Education Examination, and the launching of the first full time degree course in physical education and recreation studies in the government funded Hong Kong Baptist College are all landmark changes.

The principal, as a leader of a school, plays an important role in formulating education goals of the school which in turn affect the quality of physical education program and extra-curricular sport activities of that school. The principal also has considerable influence on the attitude of both teachers and students towards sports (Lai., 1991). He/she may act according to his/her past experiences, ideas, likes, dislikes or changes towards physical education and sport (Johnson and Nelson, 1986). However, research or survey associated with the attitude of principal is scarcely done in Hong Kong. Whether in general principals have positive or negative attitudes toward physical education are little known.

Therefore, in this study, we wish to find out who are less willing to commit themselves to physical education and sport in primary and secondary schools? Is it age of the principal that makes the difference? Is it the level of the schooling that makes the difference? Obviously students in secondary schools are at developmental and maturation stage that physical exercises are considered more important, along with the proper diet and guidance. School children on the primary level are less visible in terms of their need for exercise and sports since their play activities are physical in any case. Again, we ask questions about the gender differences of responding principals. We are curious if female principals are less, or more, committed to physical education philosophy, and are more willing or less willing to commit resources to physical education. Finally, we are naturally curious to find out if private schools have a different philosophy with respect to physical education and sport as compared to government owned or aided schools. For these reasons, the aim of this study is to investigate attitudes of school principals towards physical education and sport in Hong Kong's primary and secondary schools. Specifically, we wish to find out if differences exist with respect to the following situations:

1. The attitudes between primary and secondary school principals towards physical education and sport.
2. The attitudes of school principals towards physical education and sport in different types of schools.

3. The attitude towards physical education and sport in school between male and female principals.
4. The attitude of principals of different age cohorts towards physical education and sport.

Furthermore, we wish to find out if there is a relationship between attitude of principals towards physical education and sport, and the actual expenditure in physical education and sport.

II. Literature Review

In order to have positive development of physical education and sport in schools, the support of the principal is extremely important. The principal is the person to set the tone in the school. He/she also has considerable influence on the attitude of both teachers and students towards physical education and sport. The following review of literature consists of four sections: (1) the role of principal, (2) early advocacy for physical education and sport for students, (3) principals' attitudes towards physical education and sport, and (4) the use of measurement scales in attitude elicitation.

The Role of Principal

School is a social system with belief patterns, authority structures, organization goals and communication networks. In this social system, principals may take many different roles, which are appropriate to the operation of the institution (Mc Clearly and Thompson, 1977).

Roe and Drake (1980), Sergioranni (1991), Ubben and Hughes (1987) reported that principals played a critical role in school's effectiveness. According to Hughes, there are five functions which shape the role behavior of the principals. "The functions are the school and community relations, staff development, student development, educational program development and business and building management. The principal is at the centre of these functions trying to meet the needs all of the forces within the school." (Hughes, 1980)

Sergiovanni (1991) gives seven-folded classifications of administrative processes of the principals. These are: planning,

decision making, organizing, coordinating, communicating, influencing and evaluation. The most important one is to identify specific objectives and devise means, select objectives and means, and decide content of these programs.

Early Advocacy for Physical Education and Sport for Students

Long before Christ was born, in Xia Dynasty (夏朝, 2100-1600 B.C.), formal learning was already well established in China. During that time, dance, archery (射), and Charioterring (御) were popular sport in school.

Van Dalen and Bennett (1971) and Ng (1987) translated parts of description from the Book of Rites (禮記) as the following: "At thirteen years of age, the boys and girls do the "Cho (勺)" Dance, when they are fifteen, they do the "Siang (象)" Dance and learn archery, charioterring". These sports activities were required education subjects in schools of Zhou Dynasty (周朝, 1066-221 B.C.) with educational goals to promote better moral virtue, character, discipline and physical improvement (Ng, 1986).

Today, surprisingly, these old Chinese educational goals which attained through the physical activities are still the goals or objectives of physical education and sport in the West. Physical educators, Williams and Brownele (1948), and Bloomfield (1991), stressed in their writing that the objectives of physical education and sport should contain physical development, character and personality development and sport skill acquirement.

Famous Chinese educators like Confucius, Yan Hsi-Tsai and Huang Li-Zhou, strongly advocated the inclusion of sports in the daily curriculum. Confucius thought a whole person's education should include sports like archery and Charioterring; whereas, Yan and Huang urged students to participate sports activities to improve their spirit and body (Ng, 1981). The strong positive attitudes towards physical education and sport paralleled those Western schoolmasters or educators; men like John Locke, Richard Mulcaster, John Comenius, and Jean Jacques Rousseau.

John Locke, the famous educator of the seventeenth century, wrote the book Some Thoughts Concerning Education. Locke gave his view on the aim of education : first, vigor of body; second, virtue in soul; third, knowledge or mental acquisitions. His first concern, is for the body and the opening paragraph of his book is, "A sound mind is a sound body, is a short but full description of a happy state in this world".

Both schoolmasters Mulcaster and Comenius were advocates and writers on physical education. In Mulcaster's English writing, there were forty-five "positions" and more than half of them dealt with physical and moral training through games and exercises. As for physical education, Comenius was quoted to have said: gymnastics and games, running, jumping, wrestling and ball playing were to be encouraged in school (Rice and Hutchison, 1952).

French educator, Rousseau in his famous book "Emile", suggested that "naturally" learns in education was very important

to children. Furthermore, he said, "In order to learn to think, we must then exercise our limbs, our senses, and our organs which are the instruments of our intelligence".

Principals' Attitudes Towards Physical Education and Sport

The principal is involved in the curriculum and is recognized as a decision maker in school programs. Physical education is a component of the school curriculum, the attitudes of the principals towards physical education and sport are deemed important. It has been reported that secondary school principals, in general, seemed to be unconcerned about physical education programs (Siedentop, 1987). Barros (1982) and Sum (1992) indicated that principals who had participated in physical education also had a more positive attitude towards physical education in school and it in turn had influenced the success or failure of the school's physical education program.

Cruse (1978) and Sum (1992) believed that attitudes of principals may determine whether a physical education program would be implemented and remained in the curriculum, or would be neglected, reduced in status, and subsequently eliminated from the curriculum. Thus, principals' attitude would have considerable influence on the physical education program. A survey of literature revealed, however, that there has been only limited research on principals' attitude towards physical education and sport in Hong Kong's school.

Among available studies elsewhere, Sum (1992) reported that principals who believed physical education is important to the secondary school education. Sum's study was consistent with previous studies (Ziatz, 1973; Barros, 1982) which described

various populations, including principal, teacher and student, supported physical education in the schools. These populations also believed physical education should be included in the school curriculum. Moreover, principals also believed that the time of the students spent in physical education class was worthwhile.

Sum (1992) reported that the majority of secondary school principals believed that improved primary school physical education programs would also contribute to secondary school physical education programs. Sum believed that specific funding for primary school physical education specialist was needed. However, more than half of the secondary school principals in Hong Kong doubted primary school physical education specialists are necessary or essential. Although principals' attitudes were limited to secondary schools and the sample size was only 10, principals' attitudes towards physical education is an important issue to be clearly understood.

Attitudes Measurement Scale

According to Zimbardo and Esbesen (1970) "The first major technique of attitude measurement was developed by Thurstone, in 1929, in his study of attitudes towards religion" . The Thurstone scale was made up of approximately twenty independent statements of beliefs about a particular problem. Each statement has a value that was numerically based on it's position on a continuum. The individual's attitude on the problem was evaluated by having him/her check on those statements with which the individual agreed. The score was the mean value of those statements he/she has checked. The distinguishing feature of a

Thurstone scale was that the intervals between the statements were approximately equal.

The Likert method of the measuring attitudes has been more widely used than any other method (Thornburg, 1986). The Likert scale was made up of a set of belief statements concerning some issues. However, in contrast to the Thurstone scale, an individual's attitude was measured by asking him/her to indicate the extent of his/her agreement or disagreement with each item. This was accomplished by having the individual rated each item on a five point scale of responses (strongly agree, agree, undecided, disagree and strongly disagree). An individual's attitude score was the sum of his/her individual ratings. The items in the scale are considered to be highly related with a common attitude. Zimbardo and Esbesen (1970) explained that it is assumed that each statement used in the Likert scale is a linear function of the same attitude dimension. Individuals with different points of view should respond to those items presented differently which should lead to different ratings and different scores (Thornburg, 1986).

III. Methodology

The subjects for this research include 1113 primary and 573 secondary school principals, which would cover the whole population (all existing primary and secondary schools in Hong Kong). Before sending out the formal questionnaire to the principals, a pilot study through face-to-face or telephone interview was done in order to clarify and modify the unclear wordings in questions that were identified in the questionnaire. Five principals, including two from primary and three from secondary schools participated to the pilot study. As a result, four unclear questions were revised. With the assistance of Hong Kong Education Department and Hong Kong Sports Development Board, a total of 1686 questionnaires, including 1113 copies of Chinese version (see Appendix I) for primary and 573 copies of English version (see Appendix II) for secondary schools were mailed to principals in September, 1992.

A total of 815 responses were returned by mail, which constituted a response rate of 48%. T-tests, analyses of variance and Chi Square Tests were used to analyse the data via the Statistical Package for Social Science (SPSS) .

IV. Results

Basic general information are shown listed in Table I. The findings which linked with sport facilities, number of physical education teaching section, total expenditure on physical education and sport, and difficulties encountered in organizing sport programs in school are shown in Table II. Attitude responses are shown in Table III. The Likert 5 point scale indicated, "agree strongly", "agree somewhat", "undecided/no opinion", "disagree somewhat", and "disagree strongly" with 1 to 5, respectively. The results that showed the degree intensity of principals' attitude towards physical education and sport in school were 1.98 ± 0.312 , which means that the responses of principals attitudes scores were between "agree somewhat" and "agree strongly".

By using the t-test, it was found that there exists no significant differences (Table IV) in principals' attitude towards physical education and sport in school between male and female principals ($t=1.91$, $df=786$, $P<0.057$). However, there was significant difference (Table V) between primary and secondary school principals' attitude scores ($t=2.98$, $df=813$, $P<0.03$). Moreover, there was no significant difference (Table VI) between the attitude scores among government, government subsidized/aided and private schools principals ($F=0.63$, $df=2,805$, $p<0.54$). There were also no significant attitudinal difference (Table VII) among principals of eight different age groups ($F=1.33$, $df=7, 803$, $p<0.23$). Furthermore, there was no association (Table VIII) between principals' attitudes and school expenditures on physical education and sports programs ($r=0.041$, $p<0.26$).

V. Conclusion

In a Chinese society of Hong Kong, it is not surprising to find that the attitude scores of school principals are favourable towards physical education and sport. It is clear that in Western and Chinese history, sports and physical education have always been an academic subject in schools. Physical education has its own educational goals. Many earlier noted educators were pioneers and promoters to implement physical education and sport programs in school.

Hong Kong's primary and secondary schools principals are professional educators, they might share the same views and philosophy of pioneers in education, men like Confucius, Yan Hsi Tsai, John Locke, Mulcaster, Comenius and Rousseau. In this study, a positive attitude towards physical education and sport expressed by local professional educators was not at all surprising, especially, they agreed strongly in such statements like: "Physical Education should be a required academic subject (71.8%)"; "Physical education has its own educational goals (79.8%)"; "Physical education and sport are good and beneficial to the development of human body (85.2%)"; "When it become necessary to cut programs, physical education should not be one of the subjects to go (57.9%)"; and "Like to see outside agencies organizing more sport-related activities for students (40.5%)".

To conclude, it was encouraging to note that attitudes of school principals were not affected by age, sex, or the types of schools (government, government subsidized/aided and private).

However, attitudes of primary principals (N=555) were more favourable than those of secondary principals (N=260). The result of the study apparently led us to believe that there is a potential to further develop better physical education and sports programs in Hong Kong's schools.

VI. Recommendations

1. There should be special seminars and/or workshops for school principals to share ideas on physical education and sport in school. Moreover, guidance from the professionals would help them in implementing the physical education program and sports activities more effectively and efficiently.
2. School principals are encouraged to participate in sports, as participants and/or spectators. They are the best role models for students.
3. The Urban Council/Regional Councils and the Education Department should coordinate the dual usage of school and community sports facilities. Schools should also have a high priority, even after school hours, in booking facilities. On the other hand, schools with good sports facilities are encouraged to volunteer their facilities as the venues for inter-school sports competitions.
4. The Hong Kong sports Developing Board and local physical education professionals should coordinate the two School Sports Associations and various national sports associations to conduct systematic training programs (with different skill levels and/or age groups) on various sports, so as to provide a broad base for training as well as for physical recreational purpose.
5. A proper channel for recruiting elite athletes from local school teams are encouraged.
6. At least two senior posts in each school should be allocated to the Panel Chairperson of Physical Education subjects and Coordinator of extra-curricular activities.
7. It is advisable that Physical Education teachers should have a degree in Physical Education or related fields.
8. Extra resources should be available to employ outside coaches in organizing sport-related activities and/or to provide allowances for Physical Education staff working on Sundays and Public Holidays.
9. It is recommended that in-depth research on the difficulties encountered in implementing physical education and sports programs in local schools should be conducted.
10. Comparative study of the principals' attitudes towards physical education and sport in school from the other three small dragons, i.e. Taiwan, Singapore and South Korea is encouraged.

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AND SPORT IN SCHOOL**

Total Number of Questionnaires Sent = 1686 (1113 Primary + 573 Secondary)
 Total Number of Completed Questionnaires Collected = 815
 Response Rate = 48%

Table I: Background Information

1. Categories

Primary	Secondary
555 68.1%	260 31.9%

Location

Hong Kong Island	Kowloon	New Territories
151 18.5%	260 31.9%	403 49.4%

(Not ascertained : 1, 0.1%)

2. Size

>2000 Students	1000to1999	500to999	300to499	<300 Students
7 0.9%	270 33.1%	293 36%	91 11.2%	148 18.2%

(Not ascertained : 6, 0.7%)

3. Type

Government	Gov't Subsidized/Aided	Private
65 8%	698 85.6%	45 5.5%

(Not ascertained : 7, 0.9%)

4. Religious Background

Yes	No
443 54.4%	368 45.2%

(Not ascertained : 4, 0.5%)

5. System

Whole Day	A.M.	P.M.
332 40.7%	198 24.3%	186 22.8%

(Not ascertained : 99, 12.1%)

Number of Class

< 11	11 to 20	21 to 30	31 to 40	> 40
144 17.7%	191 23.4%	347 42.6%	63 7.7%	19 2.3%

(Not ascertained : 51, 6.3%)

6. Number of P.E. Staff

1	2	3	4	5	6
64 7.9%	178 21.8%	160 19.6%	116 14.2%	108 13.3%	68 8.3%

7	8	9	10	>10
41 5%	13 1.6%	7 0.9%	8 1%	17 2%

(Not ascertained : 35, 4.3%)

7. Age of Principal

< 30	31 to 35	36 to 40	41 to 45
6 0.7%	34 4.2%	70 8.6%	199 24.4%

46 to 50	51 to 55	56 to 60	> 60
189 23.2%	213 26.1%	82 10.1%	18 2.2%

(Not ascertained : 4, 0.5%)

8. Gender of Principal

Male	Female
536 65.8%	252 30.9%

(Not ascertained : 27, 3.3%)

Table IA: LOCATION, SIZE, TYPE, DAY by SCHOOL

	Primary	Secondary
Location		
H.K Island	93 (16.8%)	58 (22.3%)
KLN	169 (30.5%)	91 (35.0%)
N.T	292 (52.7%)	111 (42.7%)
Size		
> 2000	5 (0.9%)	2 (0.8%)
1000 to 1999	103 (18.8%)	167 (64.2)
500 to 999	237 (43.2%)	56 (21.5%)
300 to 499	82 (14.9%)	9 (3.5%)
< 300	122 (22.2%)	26 (10.0%)
Type		
Government	37 (6.7%)	28 (10.9%)
Gov't subsidized/aid	484 (88.0%)	214 (82.9%)
Private	29 (5.3%)	16 (6.2%)
Day		
Whole day	103 (21.2%)	229 (99.6%)
A.M	198 (40.7%)	0 (0.0%)
P.M	185 (38.1%)	1 (0.4%)

Note: all the percentage are the valid percentage.

Table II

The findings which linked with sport facilities, number of physical education teaching section, total expenditure on physical education and sport, and difficulties encountered in organizing sports programs in school.

1. Sports facilities are adequate

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
30 3.7%	281 34.5%	80 9.8%	305 37.4%	116 14.2%

Mean 3.241

(Not ascertained : 3, 0.4%)

2. Depend on public facilities

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
137 16.8%	311 38.2%	93 11.4%	230 28.2%	39 4.8%

Mean 2.658

(Not ascertained : 5, 0.6%)

3. School sports facilities should be made available for public use outside school hours

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
35 4.3%	97 11.9%	94 11.5%	258 31.7%	328 40.2%

Mean 3.920

(Not ascertained : 3, 0.4%)

4. Cycle

Per Week	Per 6 days	Per 7 days
200 24.5%	92 11.3%	7 0.9%

(Not ascertained : 516, 63.3%)

Average Number of Teaching Sessions

< 19	20 to 25	26 to 30	31 to 35	> 36
172 21.1%	28 3.4%	165 20.2%	417 51.2%	15 1.8%

(Not ascertained : 18, 2.2%)

5. Expenditure

<\$2000 \$2000to\$4999 \$5000to\$7999 \$8000to\$10999 \$11000to\$13999

123 15.1%	180 22.1%	123 15.1%	93 11.4%	65 8%
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\$14000to\$16999 \$17000to\$19999 \$20000to\$24999 >\$25000

44 5.4%	38 4.7%	39 4.8%	80 9.8%
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(Not ascertained : 30, 3.7%)

6. % of Expenditure

0 to 2% 3 to 5% 6 to 8% 9 to 11%

146 17.9%	175 21.5%	130 16%	124 15.2%
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12 to 14 % 15 to 17% 18 to 20 % > 20%

73 9%	33 4%	26 3.2%	20 2.5%
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(Not ascertained : 88, 10.8%)

7. The Major Difficulties Encountered in Organizing Sport Program

Difficulties	Frequency	Percentage
Insufficient support from Gov't	225	28.2%
Insufficient PE staff	562	70.3%
Insufficient space	646	80.9%
Insufficient facilities	468	58.6%
Parents pressure	172	21.5%
Objections from non-PE staff	61	7.6%
Low student participation	178	22.3%
Insufficient funding	325	40.7%
Others	44	5.5%

8. Investment

Too high About right Too low

6 0.7%	635 77.9%	160 19.6%
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(Not ascertained : 14, 1.7%)

Table III:

Principals' Attitudes Towards Physical Education and Sport in School.

1. Physical Education (PE) should be a required academic subject

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
582 71.8%	168 20.6%	31 3.8%	23 2.8%	8 1%

Mean 1.408

(Not ascertained : 3, 0.4%)

2. PE has its own educational goal

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
650 79.8%	156 19.1%	6 0.7%	2 0.2%	1 0.1%

Mean 1.214

(Not ascertained : 1, 0.1%)

3. PE teacher should have a degree in PE

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
221 27.1%	372 45.6%	144 17.7%	63 7.7%	12 1.5%

Mean 2.105

(Not ascertained : 3, 0.4%)

4. PE and Sport has its own definition

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
138 16.9%	404 49.6%	241 29.6%	22 2.7%	2 0.2%

Mean 2.190

(Not ascertained : 8, 1%)

5. PE program is necessary to attain the educational goal

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
291 35.7%	435 53.4%	72 8.8%	12 1.5%	0 0%

Mean 1.759

(Not ascertained : 5, 0.6%)

6. PE and Sport are good and beneficial to human body

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
693 85%	118 14.5%	1 0.1%	1 0.1%	0 0%

Mean 1.151

(Not ascertained : 2, 0.2%)

7. Students who participate regularly in sport are generally more satisfied with school life

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
329 40.4%	370 45.4%	85 10.4%	27 3.3%	3 0.4%

Mean 1.778

(Not ascertained : 1, 0.1%)

*8. There are declining opportunities for competitive sport

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
88 10.8%	344 42.2%	147 18%	197 24.2%	36 4.4%

Mean 2.691

(Not ascertained : 3, 0.4%)

9. It is counter-productive when a sport has become too competitive

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
212 26%	376 46.1%	121 14.8%	93 11.4%	12 1.5%

Mean 2.161

(Not ascertained : 1, 0.1%)

*10. The term "sport culture" is vague

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
97 11.9%	339 41.6%	335 41.1%	34 4.2%	4 0.5%

Mean 2.393

(Not ascertained : 6, 0.7%)

11. Like to have more elite athletes

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
149 18.3%	403 49.4%	166 20.4%	82 10.1%	12 1.5%

Mean 2.267

(Not ascertained : 3, 0.4%)

(-)12. Not much of a participant in any sport

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
18 2.2%	164 20.1%	102 12.5%	348 42.7%	182 22.3%

Mean 3.629

(Not ascertained : 1, 0.1%)

(-)13. Sport may do more harm than good to the human body

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
9 1.1%	10 1.2%	20 2.5%	266 32.6%	507 62.2%

Mean 4.542

(Not ascertained : 3, 0.4%)

(-)14. PE may be one of subjects to cut

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
23 2.8%	27 3.3%	59 7.2%	232 28.5%	472 57.9%

Mean 4.357

(Not ascertained : 2, 0.2%)

15. Like to have a few very strong sports teams

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
152 18.7%	383 47%	172 21.1%	85 10.4%	19 2.3%

Mean 2.305

(Not ascertained : 4, 0.5%)

*16. Clear separation between community sports and school sports

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
79 9.7%	377 46.3%	219 26.9%	113 13.9%	20 2.5%

Mean 2.527

(Not ascertained : 7, 0.9%)

17. Like to engage in sports as a participant

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
118 14.5%	415 50.9%	192 23.6%	78 9.6%	7 0.9%

Mean 2.310

(Not ascertained : 5, 0.6%)

18. Normally a spectator in sports

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
94 11.5%	403 49.4%	126 15.5%	152 18.7%	34 4.2%

Mean 2.541

(Not ascertained : 6, 0.7%)

19. Physically strong and fit is very important

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
330 40.5%	337 46.3%	74 9.1%	24 2.9%	7 0.9%

Mean 1.770

(Not ascertained : 3, 0.4%)

(-)20. Human movement in sport is "beautiful" is absurd

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
20 2.5%	110 13.5%	226 27.7%	279 34.2%	173 21.2%

Mean 3.588

(Not ascertained : 7, 0.9%)

24. Non-PE trained teachers to supplement PE staff

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
159 19.5%	416 51%	63 7.7%	117 14.4%	57 7%

Mean 2.381

(Not ascertained : 3, 0.4%)

25. Panel chairperson of PE subjects should be a senior post person

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
161 19.8%	293 36%	185 22.7%	138 16.9%	35 4.3%

Mean 2.499

(Not ascertained : 3, 0.4%)

26. Sports activities handled by PE trained staff

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
362 44.4%	329 40.4%	42 5.2%	69 8.5%	10 1.2%

Mean 1.813

(Not ascertained : 3, 0.4%)

27. Employ outside agencies/coaches in organizing sport-related activities

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
169 20.7%	398 48.8%	142 17.4%	82 10.1%	20 2.5%

Mean 2.243

(Not ascertained : 4, 0.5%)

28. Like to see outside agencies organizing more sport-related activities for students

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
330 40.5%	397 48.7%	64 7.9%	17 2.1%	3 0.4%

Mean 1.725

(Not ascertained : 4, 0.4%)

*29. PE subject will be more important in secondary school, if PE is included as HKCEE subjects
(For Secondary Schools Only)

Agree Strongly	Agree Somewhat	Undecided/ No Opinion	Disagree Somewhat	Disagree Strongly
43 16.3%	91 34.5%	70 26.5%	49 18.6%	9 3.4%

Mean 2.580

(Not ascertained : 2, 0.8%)

Note: (-) Negative Statement

* Statement not counted on Average Attitude Score

Table IV:

T-test for different attitudes towards physical education and sport in school between male and female principals.

Groups	Number	Mean	T-Value	s.d	d.f	2-tail test P
Male	536	1.96	-1.91	.308	786	.057
Female	252	2.01		.323		

Significance level (two-tailed test)

**** p<.001 *** P<.005 ** P<.01 * P<.05

Table V:

T-test for the different attitudes between the primary and secondary school principals towards physical education and sport in school.

Groups	Number	Mean	T-Value	s.d	d.f	2-tail test P
Primary	555	1.96	-2.98	.321	813	.003***
Secondary	260	2.02		.286		

Table VI:

One way Anova for different attitudes among school principals towards physical education and sport in different types of school.

Groups	Number	Mean	s.d	d.f	F ratio	F prob
Government	65	1.97	.312	807	.6244	.5359
Govt' sub/aid	698	1.97	.310			
Private	45	2.03	.331			
Total	808	1.98	.311			

Table VII:

Principals' Attitudes Towards Physical Education and Sport among the eight different age groups.

Group	Age	Count	Mean	S.D.
1	Below 30	6	2.11	0.09
2	31-35	34	2.02	0.38
3	36-40	70	1.95	0.31
4	41-45	199	2.01	0.31
5	46-50	189	1.98	0.28
6	51-55	213	1.96	0.33
7	56-60	82	1.98	0.32
8	Over 60	18	1.83	0.30
Total		811	1.98	0.31

Table VIII:

Regression for the relation between the attitudes of the principals towards physical education and sport and the expenditure in Physical Education and sports related activities.

Variables	Multiple R	R square	B	d.f	F	signif F
Avescale	.041	.002	-.005	783	1.30	.254
Expend						

Table VIIIA:

Expenditure in Physical Education and sports related activities by SCHOOL, TYPE, DAY.

Expenditure	P	S	G	G.S/A	PR	W.H	H.D
< \$2000	117 22.0%	6 2.4%	16 25.4%	101 15.0%	4 9.5%	38 11.9%	72 19.5%
\$2000-4999	161 30.3%	19 7.5%	14 22.2%	155 23.0%	10 23.8%	43 13.4%	111 30.0%
\$5000-7999	101 19.0%	22 8.7%	10 15.9%	106 15.8%	6 14.3%	39 12.2%	71 19.1%
\$8000-10999	52 9.8%	41 16.2%	8 12.7%	78 11.6%	4 9.5%	43 13.4%	37 10.0%
\$11000-13999	37 7.0%	28 11.1%	4 6.3%	59 8.8%	2 4.8%	33 10.3%	28 7.6%
\$14000-16999	17 3.2%	27 10.7%	1 1.6%	40 5.9%	3 7.1%	25 7.8%	16 4.3%
\$17000-19999	15 2.8%	23 9.1%	2 3.2%	34 5.1%	2 4.8%	20 6.3%	11 3.0%
\$20000-24999	16 3.0%	23 9.1%	2 3.2%	33 4.9%	4 9.5%	27 8.4%	12 3.2%
>\$25000	16 3.0%	64 25.3%	6 9.5%	67 10.0%	7 16.7%	52 16.3%	12 3.2%

Note: P=primary S=secondary
 G=government G.S/A=government subsidized/aid PR=private
 W.H=whole day H.D=half day
 all the percentage are the valid percentage

校長對學校體育與運動的意見調查

(香港，一九九二年)

香港康體發展局為了深入了解校長對本港中小學之學校體育與運動的觀點和意見，現正進行一項問卷調查，故懇請 台端撥冗回答以下的問題。調查之結果將純以統計的形式發表，個人以及學校資料將絕對保密，故請勿在問卷上填上台端之姓名及學校的名字。當 台端寄回問卷時，我們將會立即把信封毀滅。承蒙合作，不勝感激。

* 刪去不適用者

備註：問卷中之體育科或體育課程一詞是指本港中小學之正規課程。

運動一詞泛指所有身體活動（例如遊戲、田徑、足球、校隊訓練等）。

第一部份：一般資料（請圈上/填上適當的答案）。

1. 貴校位於：

香港島	1
九龍	2
新界	3

2. 貴校學生人數為：

多於2000	1
在1000至1999之間	2
在500至999之間	3
在300至499之間	4
少於300	5

3. 貴校屬於：

官立學校	1
*政府津貼/資助學校	2
*私立學校(買位/非買位)	3
其他(請註明) _____	4

4. 貴校是否有宗教背景：有 1 沒有 2

5. 貴校一共有多少班 *(全日制/上午/下午)： _____

6. 貴校一共有多少位體育科教職員： _____

7. 你的年齡是：

30歲以下	1	46-50歲	5
31-35歲	2	51-55歲	6
36-40歲	3	56-60歲	7
41-45歲	4	60歲以上	8

8. 你的性別是：男 1 女 2

第二部份甲：請圈出你對下列問題同意的程度（適用於1至28題）。請注意：

	1 非常同意	2 基本上同意	3 無意見	4 基本上不同意	5 非常不同意
				非常同意	非常不同意
1. 體育科應該成為所有學校的必修科目。	1	2	3	4	5
2. 體育具有其本身的教育目標。	1	2	3	4	5
3. 體育科教師必須具備體育學位或有關學歷。	1	2	3	4	5
4. 在香港的歷史和文化背景下，體育與運動各具有其獨特之定義。	1	2	3	4	5
5. 體育課程必須達至與貴校相符之教育目標。	1	2	3	4	5
6. 體育與運動對人體發展具有益處。	1	2	3	4	5
7. 經常參與運動的學生，通常會較滿意學校的生活。	1	2	3	4	5
8. 在學校中，競技性運動比賽的機會越來越少。	1	2	3	4	5
9. 從教育的角度來看，當一項運動變得過份競技性時，將會產生反效果。	1	2	3	4	5
10. 在香港，「運動文化」(Sport Culture)一詞是模糊不清，並可以從不同角度去理解的。	1	2	3	4	5
11. 我希望本校有更多的運動精英。	1	2	3	4	5
12. 我並不十分積極參與各項運動。	1	2	3	4	5
13. 運動對人體的影響，害處多於益處。	1	2	3	4	5
14. 當學校有必要刪減科目時，體育科將會是被刪減的科目之一。	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 15. 我希望本校擁有數支強大的運動隊伍。 | 1 | 2 | 3 | 4 | 5 |
| 16. 從管理和活動策劃之角度來看，社區運動和學校運動應具有明顯的分別。 | 1 | 2 | 3 | 4 | 5 |
| 17. 我希望成為一位運動參與者。 | 1 | 2 | 3 | 4 | 5 |
| 18. 我經常以觀眾的身份參與我所喜愛的運動。 | 1 | 2 | 3 | 4 | 5 |
| 19. 對我來說，我一直認為身體的強壯與健美是非常重要的。 | 1 | 2 | 3 | 4 | 5 |
| 20. 認為運動中每一個人體動作都是「優美」的概念是荒謬的。 | 1 | 2 | 3 | 4 | 5 |
| 21. 本校的運動設施是足夠的。 | 1 | 2 | 3 | 4 | 5 |
| 22. 有關本校之運動項目，極需依賴公共運動設施。 | 1 | 2 | 3 | 4 | 5 |
| 23. 在課餘時間，學校的運動設施應可讓公眾使用。 | 1 | 2 | 3 | 4 | 5 |
| 24. 我贊成未受體育訓練的老師協助體育老師組織一些與運動有關的課外活動及／或訓練校隊。 | 1 | 2 | 3 | 4 | 5 |
| 25. 體育科主任應該由高職位的教師擔任（例如：高級學位教師或高級副教席）。 | 1 | 2 | 3 | 4 | 5 |
| 26. 體育活動應該由受過體育訓練的教職員負責。 | 1 | 2 | 3 | 4 | 5 |
| 27. 我贊成聘請校外機構或教練去組織與運動有關的活動及／或訓練校隊。 | 1 | 2 | 3 | 4 | 5 |
| 28. 我希望校外機構（例如：市政局及區域市政局、體育總會）能為學生組織更多與運動有關的活動。 | 1 | 2 | 3 | 4 | 5 |
| 29. （貴校為小學者，無須回答此問題）
倘若體育科為貴校中五會考科目之一，該科在貴校被重視的程度將會提高。 | 1 | 2 | 3 | 4 | 5 |

第二部份乙：請圈上適當的答案。

30. 本校每位體育科教師平均*(每星期/每六日循環制/每七日循環制)的教學堂數(包括體育科和其他科目)為：

- | | |
|---------|---|
| 19或少於19 | 1 |
| 20-25 | 2 |
| 26-30 | 3 |
| 31-35 | 4 |
| 多於36 | 5 |

31. 上年度本校在運動與體育活動方面的支出是(包括器材，租借場地費用，校隊津貼等，教職員薪金不計在內)：

- | | |
|-------------------|---|
| 少於2,000元 | 1 |
| 2,000元 - 4,999元 | 2 |
| 5,000元 - 7,999元 | 3 |
| 8,000元 - 10,999元 | 4 |
| 11,000元 - 13,999元 | 5 |
| 14,000元 - 16,999元 | 6 |
| 17,000元 - 19,999元 | 7 |
| 20,000元 - 24,999元 | 8 |
| 多於25,000元 | 9 |

32. 上述的支出佔本校總預算(教職員薪金不計在內)：

- | | | | |
|-------|---|--------|---|
| 0-2% | 1 | 12-14% | 5 |
| 3-5% | 2 | 15-17% | 6 |
| 6-8% | 3 | 18-20% | 7 |
| 9-11% | 4 | 多於20% | 8 |

33. 本校在組織與運動有關之活動所遇到的一些主要困難是(可選擇多項)：

- | | |
|---------------|---|
| 政府的支持不足 | 1 |
| 體育科教職員不足 | 2 |
| 運動場地不足 | 3 |
| 運動設施不足(器材) | 4 |
| 家長的壓力 | 5 |
| 受到非體育科教職員的反對 | 6 |
| 學生參與程度低 | 7 |
| 資金不足 | 8 |
| 其他(請註明) _____ | 9 |

34. 我認為本校在投資和花費於體育及運動項目的程度是：

- | | |
|----|---|
| 太高 | 1 |
| 一般 | 2 |
| 太低 | 3 |

Principals' Attitudes Towards Physical Education and Sport in Schools

(Hong Kong, 1992)

The Hong Kong Sports Development Board is interested in seeking principals' opinion and views about physical education and sports activities in primary and secondary schools in the Territory. Though it is entirely voluntary on your part to answer the following questions, it is our wish that you give us your answers to these questions. Results of the study will be made public only in statistical forms, and will not reveal the identity of any individuals or schools. Please do not put down your name, or the name of your school on the form. When you return the questionnaire to the sender's address, we will destroy the envelope immediately the contents are pulled out. Thank you for your cooperation.

- NOTE: 1. THE TERM OF PE SUBJECT OR PE PROGRAM INDICATES HERE AS A FORMAL SUBJECT TAUGHT IN SCHOOL.
 2. SPORT INDICATES ANY PHYSICAL ACTIVITY (eg. games, track and field, soccer, school team training, etc.).

* Delete as appropriate

PART I. GENERAL INFORMATION. (Please circle / fill in the answers).

- | | | |
|------------------------------------|---|---|
| 1. The location of your school is: | Hong Kong Island | 1 |
| | Kowloon | 2 |
| | New Territories | 3 |
| 2. The size of your school is: | More than 2,000 students | 1 |
| | Between 1,000 to 1,999 | 2 |
| | Between 500 to 999 | 3 |
| | Between 300 to 499 | 4 |
| | Less than 300 students | 5 |
| 3. Type of your school: | Government | 1 |
| | * Gov't subsidized/aided | 2 |
| | * Private (bought place/non bought place) | 3 |
| | Others (Please specify) | 4 |
-
4. Your school has a religious background: Yes 1 No 2
5. The total number of classes in your school *(whole day/A.M/P.M) is _____
6. The total number of PE staff in your school is _____
- | | | | | |
|-----------------|----------|---|---------|---|
| 7. Your age is: | Below 30 | 1 | 46-50 | 5 |
| | 31-35 | 2 | 51-55 | 6 |
| | 36-40 | 3 | 56-60 | 7 |
| | 41-45 | 4 | Over 60 | 8 |
8. Your gender is: Male 1 Female 2

PART II A. THE FOLLOWING ARE STATEMENTS WHICH WILL REQUIRE YOU TO INDICATE WHETHER YOU AGREE OR DISAGREE WITH THE STATEMENT (FOR NO.1-28). PLEASE NOTE THAT:

	1	2	3	4	5
	Agree strongly	Agree somewhat	Undecided/ no opinion	Disagree somewhat	Disagree strongly
			Agree strongly		Disagree strongly
1. Physical Education (PE) should be a required academic subject in all schools.	1	2	3	4	5
2. Physical Education has its own educational goal.	1	2	3	4	5
3. PE teacher should have a degree in PE or allied fields.	1	2	3	4	5
4. Given the history and culture in Hong Kong, it is acceptable that PE and Sport have their own definition.	1	2	3	4	5
5. PE program is necessary to attain the educational goals of your school.	1	2	3	4	5
6. PE and Sport are good and beneficial to the development of human body.	1	2	3	4	5
7. Students who participate regularly in sport are generally more satisfied with school life.	1	2	3	4	5
8. There are declining opportunities for competitive sport in schools.	1	2	3	4	5
9. From the view of education, it is counter-productive when a sport has become too competitive.	1	2	3	4	5
10. In Hong Kong, the term "sport culture" is vague and can be interpreted in any way by anybody.	1	2	3	4	5
11. I would like to have more elite athletes in my school.	1	2	3	4	5
12. I am not much of a participant in any sport.	1	2	3	4	5
13. Sport may do more harm than good to the human body.	1	2	3	4	5
14. When it becomes necessary to cut programs, PE should be one of the subjects to go.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 15. I would like to have a few very strong sports teams in our school. | 1 | 2 | 3 | 4 | 5 |
| 16. There should be a clear separation between community sports activities and school sports in management and in programming. | 1 | 2 | 3 | 4 | 5 |
| 17. I would like to engage in sports as a participant. | 1 | 2 | 3 | 4 | 5 |
| 18. I am normally a spectator as far as sports is concerned. | 1 | 2 | 3 | 4 | 5 |
| 19. As far as I am concerned, being physically strong and fit is very important. | 1 | 2 | 3 | 4 | 5 |
| 20. The idea that every human movement in sport is "beautiful" is absurd. | 1 | 2 | 3 | 4 | 5 |
| 21. Sports facilities are adequate in our school. | 1 | 2 | 3 | 4 | 5 |
| 22. We depend on public sports facilities to support our sports activities. | 1 | 2 | 3 | 4 | 5 |
| 23. School sports facilities should be made available for public use outside school hours. | 1 | 2 | 3 | 4 | 5 |
| 24. I support to have non-PE trained teachers to supplement PE staff in organizing sport-related extra-curricular activities and/or training of school sports team. | 1 | 2 | 3 | 4 | 5 |
| 25. The panel chairperson of PE subjects should be a senior post person (eg., SAM, SGM). | 1 | 2 | 3 | 4 | 5 |
| 26. Sports activities should always be handled by PE trained staff. | 1 | 2 | 3 | 4 | 5 |
| 27. I support to employ outside agencies/ coaches in organizing sport-related activities and /or training of school sports team. | 1 | 2 | 3 | 4 | 5 |
| 28. I would like to see outside agencies (eg. Municipal Council, National Sport Associations) organizing more sport-related activities for students. | 1 | 2 | 3 | 4 | 5 |
| 29. (Applied to secondary schools only) PE subject will be more important if your school included PE as one of the HK Certificate of Education Examination subjects. | 1 | 2 | 3 | 4 | 5 |

PART II B. Please circle the appropriate answer.

30. The average number of teaching sessions *(per week /per 6 days cycle/ per 7 days cycle) for each PE teacher (including PE and other subjects) in your school is:

19 or less	1
20-25	2
26-30	3
31-35	4
over 36	5

31. Last year the total expenditure (excluding all staff salaries) on PE and sports related activities in our school is about (including equipment, hiring charge for venue, school sports team allowance, etc.):

Less than \$2,000	1
\$2,000 - \$4,999	2
\$5,000 - \$7,999	3
\$8,000 - \$10,999	4
\$11,000 - \$13,999	5
\$14,000 - \$16,999	6
\$17,000 - \$19,999	7
\$20,000 - \$24,999	8
Over \$25,000	9

32. The percentage of the above mentioned sports and PE programs in the total budget (excluding all staff salaries) is about:

0-2%	1	12-14%	5
3-5%	2	15-17%	6
6-8%	3	18-20%	7
9-11%	4	over 20%	8

33. Some of the major difficulties encountered in organizing sports programs in our schools are (circle as many as applied):

Insufficient support from government	1
Insufficient PE staff	2
Insufficient space (venue)	3
Insufficient facilities (equipment)	4
Parents pressure	5
Objections from non-PE staff	6
Low student participation	7
Insufficient funding	8
Others (please specify)	9

34. As far as I am concerned, investment and contribution to the PE and sports programs in our school is:

too high	1
about right	2
too low	3

END

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