

A COMPARISON OF ATTITUDES OF PARENTS OF
SIXTH GRADE CHILDREN TOWARD ELEMENTARY
PHYSICAL EDUCATION AND ELEMENTARY
ATHLETIC COMPETITION

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The study was designed to determine and compare the attitudes toward elementary physical education and elementary athletic competition of parents of sixth grade students enrolled in five elementary schools in Arlington, Texas, during the 1970-1971 school year.

Data for determining whether or not significant differences existed between the attitudes of mothers of daughters, mothers of sons, fathers of daughters, and fathers of sons toward elementary physical education and elementary athletic competition were obtained from the administration of the Bowman Parent Attitude Inventory for measuring attitude toward elementary physical education and the Scott Attitude Scale for measuring attitude toward elementary athletic competition.

Eight hundred and thirty-eight questionnaires were distributed to the parents of 419 sixth grade students from five elementary schools in Arlington, Texas. The 380 parents returning questionnaires were asked to select one of five opinions in response to each statement as follows: (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, and (5) strongly disagree. The subjects' attitude scores were

determined by the total assessed point value, ranging from one point for the least favorable response to five points for the most favorable response.

Fisher's t test was used to determine whether or not significant differences existed between the four groups of parents. An analysis of variance was utilized to ascertain whether one group of parents was more negative or positive toward elementary physical education and elementary athletic competition. The relationship between the two tests was calculated by means of the Pearson Product-Moment Zero Order Method of Correlation.

The findings revealed no significant difference in the attitudes of the parent groups toward elementary physical education and elementary athletic competition, with the exception of one parent group. The statistically significant difference appeared between the attitudes of mothers of sons and mothers of daughters in the area of elementary athletic competition. There was no significant difference, however, in their attitudes toward elementary physical education.

An analysis of the data revealed that there was a positive correlation between the Bowman Elementary Physical Education and the Scott Elementary Athletic Competition Questionnaires. However, neither can be used as a predictive measure.

Based upon the results of this study the following conclusions appear to be justified:

1. Mothers of sixth grade girls possess a positive attitude toward elementary physical education.

2. The attitudes of mothers of sixth grade girls toward elementary athletic competition were positive but not as positive as their attitudes toward elementary physical education.

3. Mothers of sixth grade boys possess a positive attitude toward elementary physical education but they were not as positive as the attitudes of mothers of sixth grade girls.

4. Mothers of sons possess a positive attitude toward elementary athletic competition but they responded negatively more often to questions in this area than did the mothers of daughters, fathers of daughters, and fathers of sons.

5. Fathers of sixth grade girls possess positive attitudes toward elementary physical education.

6. Fathers of sixth grade girls possess positive attitudes toward elementary athletic competition.

7. The fathers of sixth grade boys possess a positive attitude toward elementary physical education.

8. The fathers of sixth grade boys possess a positive attitude toward elementary athletic competition for their sons. *J. C.*

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CHAPTER I

INTRODUCTION

The study of attitude and the role it plays in the learning process has been of major interest to psychologists for many years. Attitude may be defined as abstract concepts which express the feelings, or ideas one may have about something as a result of past experiences; or as a result of imaginative likes or dislikes (3, p. 296). Breer and Locke (2, p. 37) define attitude as a generic term for an individual's cognitive, cathectic, and evaluative orientations toward objects in his environment.

In the learning process, according to Mursell (6, p. 235), attitudes are acquired by the coordination or integration of many similar experiences. If a whole series of experiences in a school all point in the same direction, a child may discover that he likes mathematics, or dislikes playing team games. Since attitudes may be developed by situations outside the school, such as physical factors (skin color, abnormalities), home influences (parents, sibling), and social influences (friends, associates), it can be seen that these attitudes brought into the classroom can play an important role in the accelerating or retarding of learning.

A great deal has been written concerning causes for certain attitude formations and at what stage these attitudes are formed. A survey made by a panel of psychologists (1, p. 101) in attempting to understand the factors which underlie the development and change of attitudes has found that the things people come to see and feel, the risks they take, and the agreements they reach with one another are strongly influenced by the behavior of those around them as well as by their environment.

According to Lambert and Lambert, "most basic attitudes are learned in infancy, through interactions of an approach-avoidance nature with our parents" (5, p. 61). Rosen and D'Andrade (7) found through research that early parental influences had an effect upon the aspiration level of the child, while Sutton-Smith and Roberts (9) found that the manner in which children were reared by their parents had an effect upon the types of games and activities the children participated in upon entering school.

Therefore, there appears to be general agreement that an individual's attitude is determined to some degree by the attitudes of his parents, his cultural background, and his past experiences. If this is true, the attitudes of the parents toward the physical education program can often determine the cooperation or lack of cooperation and the success or lack of success of the child in the program. By better understanding the attitudes of the parents toward the

elementary physical education program, many of the problems and misunderstandings caused by the program might be alleviated. Hence, a more beneficial program could be developed for the students.

Is too much emphasis being placed on physical activities in the elementary school? Do strenuous activities cause too much wear and tear on clothing? Do parents feel that physical education at the elementary level causes unnecessary injuries? Do parents approve of elementary athletic competition? Do parents feel that elementary physical education or elementary athletic competition is more important to the development of their children? The results of this study will answer some of these questions which will in turn aid in a better understanding of the views of parents toward elementary physical education and elementary athletic competition. This better understanding and better communication with parents should aid in the development of programs which will more adequately meet the needs of the students.

Statement of Problem

The problem of this study was to investigate the attitudes of parents of students in the Arlington Independent School District toward elementary physical education and elementary athletic competition during the 1970-1971 school year.

Purposes of the Study

The purposes of this study were as follows:

1. To determine the attitudes of mothers of sixth grade girls toward elementary physical education for girls.
2. To determine the attitudes of mothers of sixth grade girls toward athletic competition for girls.
3. To determine the attitudes of mothers of sixth grade boys toward elementary physical education of boys.
4. To determine the attitudes of mothers of sixth grade boys toward athletic competition for boys.
5. To determine the attitudes of fathers of sixth grade girls toward elementary physical education for girls.
6. To determine the attitudes of fathers of sixth grade girls toward athletic competition for girls.
7. To determine the attitudes of fathers of sixth grade boys toward elementary physical education for boys.
8. To determine the attitudes of fathers of sixth grade boys toward athletic competition for boys.

Definition of Terms

The following terms and definitions are pertinent to this study:

1. Attitude: "The ideas or feelings one may have about something as a result of past experiences, or as a result of imaginative likes or dislikes" (3, p. 296).

2. Elementary Physical Education Program: The elementary physical education program consists of those physical activities which occur during the regularly scheduled physical education class (4, p. 49).

3. Elementary Athletic Competition: "A program which follows a regular schedule of games with other schools in the city which culminate in a championship play-off" (8, p. 353).

Limitation of Study

This study was limited to the parents of students who were enrolled in the sixth grade in the Arlington Independent School District during the 1970-1971 school year.

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CHAPTER II

REVIEW OF LITERATURE

The literature reviewed in this chapter was chosen primarily because of its relationship to the investigation. Research studies concerning attitude, attitude toward physical education and attitude toward athletic competition were reviewed at all educational levels. This revealed that numerous studies have been conducted to determine the attitude of high school and college students toward physical education, physical activity, and athletic competition. However, a very few studies have dealt primarily with the areas of attitude toward elementary physical education and athletic competition.

Since this study deals exclusively with attitudes toward elementary physical education and athletic competition, those studies which have dealt with high school and college have been omitted. Due to the sparseness of studies dealing with elementary physical education and athletic competition, studies concerning parental influence on attitude development will be included. Those studies dealing with parent influence on attitude development will be considered first.

Rosen and D'Andrade (7) in their research study attempted to determine the origin of achievement or motivation of an

individual in relationship to his membership in two important groups: the family and the social class.) A set of experimental task situations was given to forty families consisting of the parents and their sons, from which could be derived objective measures of the parents' response to their son as he engaged in achievement behavior. (The results showed that early parental influences had a definite effect upon the aspiration level of the child.)

Sutton-Smith and Roberts (12) conducted a cross-cultural study consisting of 111 societies to determine which relationship can be established between child-training techniques and the types of games children play and cultural forms. The results of the study showed that games of strategy were related to cultural complexity; games of chance to the belief in supernatural beings; and games of physical skill to the environmental setting.

(Zeller (13) attempted to measure parental attitudes toward physical education and to determine if any relationship existed between parental attitude and physical performance of their children. The data were collected by the use of a battery of perceptual-motor tests, a standardized physical education attitude inventory, and an experimental questionnaire designed by Zeller. (Results of the study revealed that parental attitudes toward physical education, parental participation in physical activity, student participation in

physical activity, and student perceptual motor skills tend to be highly correlated and consistent within families.)

Bowman (1), using a valid attitude questionnaire of her own, attempted to determine the relationship between student and parent attitudes and skills of fifth grade children. It was concluded that no consistent pattern of relationship existed between attitudes of parents and the scores of pupils in motor performance, and activity inventories.

In 1956 Skubic (10) developed a questionnaire designed to determine the attitudes of parents and players toward Little and Middle League Competitive baseball. The questionnaire was sent to 145 parents of boys who were participating in Little and Middle League baseball that summer. Eighty-five of the questionnaires were returned.

Results of the study concluded that a majority of the parents participating in the program felt that Little League and Middle League baseball had a positive effect upon the health and welfare of the players. Parents were disturbed, however, because some boys were not given a chance to play in games even though they came regularly for practices. They also felt that more selection should be used in the recruiting of officials, managers, and coaches.

(Scott (9), using a revision of the McCue scale for measuring attitude toward athletic competition, compared the attitudes of three selected populations--parents, teachers

and administrators--toward intensive competition in team games at the elementary school level.] A total of 1,099 subjects from seven states within the Central District of the American Association for Health, Physical Education and Recreation responded to the scale.

[It was concluded that a majority of all their populations marking the scale tended to be favorable in their attitudes toward intensive competition at the elementary school level.] Of the three groups, [parents were found to be more favorable in their attitudes toward intensive competition than were administrators and teachers.]

Skubic (11) used the Galvanic Skin Response Test in an attempt to determine the emotional responses of seventy-five boys who participated in Little League Baseball, fifty boys who were members of Middle League teams, and eighty boys who did not play on an organized team. The purposes of the experiment was to measure the emotional change of boys who participated in League Baseball and to compare the results of the tests with those of the boys who participated in softball competition in physical education classes.

The results, if the Galvanic Skin Response Test can be taken as a valid measure of emotional excitement at this age level, revealed that the youngsters were no more stimulated by competition in league games than they were by competition in physical education class.

In the 1950's several articles (3, 4, 5, 6) were written by individuals and groups which presented the pros and cons of athletic competition at the elementary school level. There is general agreement among parents, educators, physicians, recreation leaders, and other thinking people that athletic competition does have a place in the upper elementary school grades and should be developed through the regular physical education programs where it can be supervised by qualified individuals. This does not mean that parents would be eliminated from the administration of the program but they would be under the close guidance and supervision of qualified individuals.

These authors further agreed that athletic competition for the elementary child should not be highly organized as if it were on an adult level, and that all high pressure elements should be avoided. This would include such things as league championships, tournaments, frequent contests, long seasons, travel beyond the immediate neighborhood, and parental pressure. They agreed that athletic competition at this age level should give every child the opportunity to have instruction, to learn skills, and to enjoy the thrills of athletics.

In an article by Schwentley (8) it is brought to the attention of educators that Little League as it is organized today, with its farm teams, all-star teams, and world series, is creating too much pressure and tension on participating

youngsters. } He implies that this pressure is coming not only from the present organizational structure of Little League but from normally quiet parents who transform into wild individuals while watching their children play in games, and from unqualified coaches. He suggests that it is time for educators to reexamine the desirability of intraschool athletics at the elementary level to ascertain if this type program would not better serve the needs of the elementary children.

Bugg (2) postulates that despite the many questions surrounding elementary athletic competition, it is growing rapidly throughout the United States. He recommends the adoption of views expressed by such organizations as the American Academy of Pediatrics, the American Medical Association's Committee on Medical Aspects of Sports, and the American Association of Health, Physical Education and Recreation, which urge that the health and recreational values rather than the competitiveness in elementary athletic competition be stressed. He further recommends that high-pressure contests, including play-offs and all-star contests, excessive publicity, pep squads, victory celebrations, and exploitation of children in any form should be eliminated from all elementary athletic programs.

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CHAPTER III

PROCEDURES FOR DEVELOPMENT OF THE STUDY

The problem of this study was to investigate the attitudes of parents of sixth grade students in the Arlington Independent School District toward elementary physical education and elementary athletic competition during the 1970-1971 school year.

Selection of Subjects

The subjects in this study were the parents of 419 sixth grade students from five elementary schools in Arlington, Texas. The parents of sixth grade students were chosen for two reasons: (1) it was felt that they would have more knowledge of elementary physical education since their children had participated in the program for at least three years; (2) prior to 1970-1971, specialized elementary physical education programs did not start until the fourth grade; therefore, parents of students in other grade levels would be limited in their information concerning the program.

Selection of Instrument

The selection of the instrument was governed by the objectives of the study and a review of literature. The selection was limited due to the sparseness of studies completed in

the areas of attitude toward elementary physical education and elementary athletic competition. The criteria used for the selection of the instrument were validity, reliability, and objectivity.

The instruments selected for the study were Bowman's (1) Parent Inventory for measuring attitude toward physical education and Scott's (2) Attitude Inventory for measuring attitude toward athletic competition.

Description of Selected Instruments

The questionnaire was divided into two parts. Part I consisted of general information about the respondent. Listed below are the areas of information requested of the respondent:

1. General information, including sex of parent completing the form, occupation, sex of child in the sixth grade, number of children in the family, and the number of children currently attending school.

2. Educational background, including high school attended, and college or trade school attended, when attended, major subject, and degree.

3. The types of physical activity participated in during high school, college, and at the present time.

Part II consisted of the elementary physical education and elementary athletic competition questionnaires. Bowman's (1) Parent Inventory consisted of twenty statements which

dealt with parent attitude toward physical education as an activity.

A revised form of the Scott (2) Attitude Inventory for measuring attitude toward athletic competition was used. The revision was felt necessary due to the extensive length and apparent irrelevancy of some items in the original questionnaire. A panel of four persons-- a parent, a Little League Coach, a college teacher, and an elementary physical education teacher--determined the choice of questions for the revision.

The Likert-type response was used, allowing the respondents a choice of five alternatives for expressing their opinion regarding the items. The choices were (a) strongly agree, (b) agree, (c) no opinion, (d) disagree, and (e) strongly disagree. The scoring of the inventories was based upon the weights of 1, 2, 3, 4, 5, or 5, 4, 3, 2, 1 depending on whether the items were negative or positive. (Facsimilies of the questionnaires may be found in Appendix B.)

General Procedures in Administration of Questionnaire

The Assistant Superintendent of Education in Arlington, Texas was contacted for the purpose of obtaining permission to distribute the questionnaire through the Arlington schools. After permission was secured, a visit was made

to the principals of the five schools involved in the investigation. The questionnaires, with a letter of introduction to the parents, were delivered to each principal, with a sheet of written directions for each homeroom teacher to follow in distributing the questionnaires. (A copy of the letter of introduction to the parents may be found in Appendix A.)

The students were instructed to deliver the questionnaires at the same time report cards were being issued, which was the fourth six weeks reporting period of the 1970-1971 school year. The directions requested that the questionnaires be returned to the homeroom teacher within a week. Approximately three weeks after the original forms were sent home, a follow-up letter was sent to the parents due to the small percentage of returns. (A copy of the follow-up letter may be found in Appendix C.)

Treatment of Data

Eight hundred and thirty-eight questionnaires were distributed to the parents of 419 sixth grade students from five elementary schools in Arlington, Texas. The questionnaires were selected to determine parent attitudes toward elementary physical education and elementary athletic competition. The data for the 380 parents who completed the questionnaires were recorded in terms of raw scores.

Statistical data were calculated through the use of means, standard deviations, and t tests. The t ratios were

computed to ascertain whether a difference between them occurred at the 5 per cent level of confidence.

An analysis of variance was utilized to determine whether one group of parent's attitudes was more positive or negative. Relationships between the groups of parents were calculated by means of the Pearson Product-Moment Zero Order method of correlation.

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CHAPTER IV

FINDINGS

This chapter presents an analysis and interpretation of the findings of the study. The findings were derived statistically by an IBM 1620 computer from the data collected. Bowman's Parent Inventory for measuring attitude toward elementary physical education and Scott's Attitude Inventory for measuring attitude toward elementary athletic competition were distributed to the 838 parents of 419 sixth grade students from five elementary schools in Arlington, Texas during the 1970-1971 school year. The questionnaires were administered in an effort to determine parent attitude toward elementary physical education and elementary athletic competition. The 380 parents returning questionnaires were asked to select one of five opinions in response to each statement, as follows: (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, and (5) strongly disagree. Each choice was given a value ranging from one point for the least favorable response to five points for the most favorable response. The subjects' attitude scores were determined by the total assessed point values.

Fisher's t test was used to determine whether or not significant differences in attitudes existed between the four

groups of parents. An analysis of variance was utilized to ascertain whether one group of parent attitudes was more negative or positive toward elementary athletic competition and elementary physical education than the other group. The relationship between the two tests was calculated by means of the Pearson Product-Moment Zero Order Method of Correlation.

Table I presents the difference between the attitudes of mothers of daughters and fathers of daughters for the elementary physical education and elementary athletic competition questionnaires. The t test was used to determine whether or not significant differences in attitudes existed between the two groups of parents.

TABLE I
DIFFERENCE BETWEEN THE MEANS FOR MOTHERS OF DAUGHTERS
AND FATHERS OF DAUGHTERS ON THE BOWMAN ELEMENTARY
PHYSICAL EDUCATION AND SCOTT ELEMENTARY
ATHLETIC COMPETITION QUESTIONNAIRES

Questionnaire	Mothers of Girls (N=107)		Fathers of Girls (N=82)		Diff	<u>t</u>
	Mean	SD	Mean	SD		
Bowman Elementary Physical Education	78.91	8.42	77.71	8.61	1.20	.92
Scott Elementary Athletic Com- petition	90.30	10.30	91.24	10.22	.94	-0.57

A t of 1.98 was required to be statistically significant at the .05 level of confidence (3, pp. 183-193). The results revealed that there was no significant difference between the attitudes of mothers of daughters and fathers of daughters on either the elementary physical education or the elementary athletic competition questionnaires.

Table II presents the difference between the attitudes of mothers of sons and fathers of sons for the Bowman Elementary Physical Education questionnaire and the Scott Elementary Athletic Competition questionnaire. The t test was used to determine whether or not the difference was statistically significant.

TABLE II
DIFFERENCE BETWEEN THE MEANS FOR MOTHERS OF SONS
AND FATHERS OF SONS ON THE BOWMAN ELEMENTARY
PHYSICAL EDUCATION AND SCOTT ELEMENTARY
ATHLETIC COMPETITION QUESTIONNAIRES

Questionnaire	Mothers of Boys (N=105)		Fathers of Boys (N=86)		Diff	t
	Mean	SD	Mean	SD		
Bowman Elementary Physical Education	77.18	9.61	77.80	9.78	-.62	-.048
Scott Elementary Athletic Com- petition	87.13	11.68	89.37	12.52	-2.34	-1.430

A t of 1.98 was required to be statistically significant at the .05 level of confidence. The results revealed that there was no significant difference between the attitudes of mothers of sons and fathers of sons on either the Elementary Physical Education or the Elementary Athletic Competition questionnaires.

Table III represents a comparison between the parent groups, using an analysis of variance. An F ratio of 3.89 was necessary for significance at the .05 level of confidence (3, pp. 284-300). The source of variation, degrees of freedom, sum of squares, and F ratio for the parent groups on the Bowman Elementary Physical Education questionnaire are presented in Table III. There were no statistically significant differences between the parent groups.

TABLE III
SUMMARY TABLE FOR ANALYSIS OF VARIANCE OF THE
PARENT GROUPS ON THE BOWMAN ELEMENTARY
PHYSICAL EDUCATION QUESTIONNAIRE

Source of Variation	df	SS	Mean Square	F
Mothers and Fathers of Sons and Daughters	1	7.82	7.82	0.09
Parents of Sons and Daughters	1	62.28	62.28	0.79
Interaction Effects	1	77.64	77.64	0.99
Within Groups	376	29495.24	78.44
Total	379	29642.98

Table IV presents the difference between the attitudes of fathers of sons and fathers of daughters on the Bowman Elementary Physical Education questionnaire and the Scott Elementary Athletic Competition questionnaire. The t test was used to determine whether or not the difference between means of the two questionnaires was statistically significant between the two groups of parents.

TABLE IV

DIFFERENCE BETWEEN THE MEANS FOR FATHERS OF SONS AND FATHERS OF DAUGHTERS ON THE BOWMAN ELEMENTARY PHYSICAL EDUCATION AND THE SCOTT ELEMENTARY ATHLETIC COMPETITION QUESTIONNAIRES

Questionnaire	Fathers of Boys (N=86)		Fathers of Girls (N=82)		Diff	t
	Mean	SD	Mean	SD		
Bowman Elementary Physical Education	77.80	9.78	77.71	8.61	.90	.069
Scott Elementary Athletic Competition	89.47	12.52	91.24	10.22	1.87	1.03

A t of 1.98 was required to be statistically significant at the .05 level of confidence. The results revealed that no significant difference existed between the attitudes of fathers of sons and fathers of daughters on either the Elementary Physical Education or the Elementary Athletic Competition questionnaires.

Table V presents the difference between the attitudes of mothers of sons and mothers of daughters derived from the Bowman Elementary Physical Education and the Scott Elementary Athletic Competition questionnaires. The t test was used to determine whether or not the difference between means of the two questionnaires was statistically significant between the two groups of parents.

TABLE V
DIFFERENCE BETWEEN THE MEANS FOR MOTHERS OF SONS AND MOTHERS OF DAUGHTERS ON THE BOWMAN ELEMENTARY PHYSICAL EDUCATION AND THE SCOTT ELEMENTARY ATHLETIC COMPETITION QUESTIONNAIRES

Questionnaire	Mothers of Boys (N=105)		Mothers of Girls (N=107)		Diff	<u>t</u>
	Mean	SD	Mean	SD		
Bowman Elementary Physical Education	77.18	8.61	78.91	8.42	1.73	1.41
Scott Elementary Athletic Competition	87.12	11.68	90.20	10.29	2.17	2.05*

*Significant at the .05 level of confidence.

A t of 1.97 was required to be statistically significant at the .05 level of confidence. The results showed that there was no significant difference between the attitudes of mothers of sons and mothers of daughters toward elementary physical education. The results revealed that there was a significant

difference in attitudes of mothers of daughters and mothers of sons toward elementary athletic competition.

Table IV represents a comparison between the parent groups by an analysis of variance. An F ratio of 3.89 was necessary for significance at the .05 level of confidence. The source of variation, degree of freedom, sum of squares, and F ratio for the parent groups on the Scott Elementary Athletic Competition questionnaire are presented in Table VI. There was no significant difference between attitudes of mothers of boys and girls and fathers of boys and girls toward elementary athletic competition. There was a significant difference between the attitudes of fathers and mothers of boys and the attitudes of fathers and mothers of boys toward elementary athletic competition.

TABLE VI

SUMMARY TABLE FOR ANALYSIS OF VARIANCE OF THE
PARENT GROUPS ON THE SCOTT ELEMENTARY
ATHLETIC COMPETITION QUESTIONNAIRE

Source of Variance	df	SS	Mean Square	F
Mothers and Fathers of Sons and Daughters	1	251.48	251.48	1.99
Parents of Sons and Daughters	1	572.66	572.66	4.54*
Interaction Effects	1	45.06	45.06	0.36
Within Groups	376	47417.08	126.11
Total	369	48286.28

*Significant at .05 level of confidence.

Table VII represents a summary of the general information received from the parents returning questionnaires. Since some parents did not complete all the questions included on the General Information Form, percentages were calculated to determine if there was any trend in the responses.

The relationship between the Bowman Elementary Physical Education and the Scott Elementary Athletic Competition questionnaires was calculated by means of the Pearson Product-Moment Zero Order Method of Correlation. The correlation coefficient was, .67 which, according to Garrett (2, p. 176), denotes a substantial or marked relationship between the two questionnaires.

Discussion of Findings

In comparing the attitudes of parents of sixth grade students in Arlington, Texas toward elementary physical education and elementary athletic competition, the findings revealed no significant difference in their attitudes toward elementary physical education and elementary athletic competition, with the exception of one parent group. The statistically significant difference appeared between the attitudes of mothers of sons and mothers of daughters in the area of elementary athletic competition. There was no significant difference, however, in their attitudes toward elementary physical education.

TABLE VII
SUMMARY OF PERSONAL INFORMATION OF 380 PARENTS RETURNING QUESTIONNAIRES

Questionnaire Item	Mothers of Girls (N=107)	Mothers of Boys (N=105)	Fathers of Girls (N=86)	Fathers of Boys	Parents Returning Forms (N=380)
Parents who attended college	21%	34%	59%	60%	44%
Parents who were college graduates	13%	18%	32%	37%	24%
Parents who participated in high school competition	61%	52%	84%	80%	68%
Parents who participated in college athletic competition	10%	17%	37%	39%	25%
Parents presently participating in some type of physical activity	39%	38%	52%	38%	44%
Children who have participated in elementary athletic competition	51%	79%	40%	73%	62%

The significant difference between these two groups might possibly be due to the fact there is little opportunity for girls in Arlington to participate in elementary athletic competition. Because of this, mothers of girls would have had less opportunity to see the effects that elementary athletic competition would have on their daughters. The mothers of boys, however, would have had many opportunities to form attitudes toward elementary athletic competition if their sons participated in any of the sports programs available to them during the year in Arlington. If their sons did not participate in the program, the mothers may have previously formed negative attitudes toward elementary athletic competition and for that reason not allowed their sons to play. However, this is an assumption.

An analysis of the data revealed that there was a positive correlation between the Bowman Elementary Physical Education questionnaire and the Scott Elementary Athletic Competition questionnaire. However, neither can be used as predictive measure.

Even though all parent groups responded positively to both elementary physical education and elementary athletic competition, there were questions that 20 per cent or more of the parents in one or more of the groups responded negatively. A great percentage of the four parent groups felt that children were likely to become injured in games involving team

play. The fathers of sons and daughters felt more strongly about this than mothers of sons and daughters.

The fathers of daughters felt that active games and contests caused too much wear and tear on clothing and that children who participated in games and sports were not necessarily less selfish than those who do not participate. All four parent groups responded less negatively to the questionnaire regarding elementary physical education than to the questionnaire on elementary athletic competition. The mothers of daughters were more positive in their attitudes toward elementary physical education than were mothers of sons, fathers of daughters, and fathers of sons.

All four parent groups expressed the belief that the excitement of the spectators is an emotional strain for many of the participants in elementary athletic competition. All four parent groups also strongly believe that some coaches will take the chance of playing a child without knowing the health status of the child.

Thirty per cent of the mothers of sons responded that they do not believe that elementary athletic competition teaches most individuals to win without boasting in public. All four parent groups believe that athletic competition gives many individuals a feeling of inferiority if beaten often. The mothers of sons felt more strongly about this statement than did the mothers of daughters, fathers of sons, and fathers of daughters.

The mothers of sons, mothers of daughters, and fathers of sons expressed the belief that athletic competition seldom helps to promote the whole program of physical education. The fathers of daughters showed more positive attitudes toward elementary athletic competition than did the other parent groups. The mothers of sons responded negatively more often to the athletic competition questions than did the mothers of daughters, fathers of sons, and fathers of daughters.

It was interesting to note that of those parents returning the questionnaires a large percentage had participated in some type of athletic competition during high school. This interest in physical activity may have been the reason that they completed and returned the questionnaire. However, this is an assumption.

The small percentage of questionnaires that were returned by the parents may reveal a general lack of concern on the part of parents toward both elementary physical education and elementary athletic programs. The small return may also have been in part due to the method used to distribute the questionnaires to the parents and the method used to have them returned to the homeroom teacher. It was hoped that since the children were given the questionnaires with their report cards, they would be taken home together; unfortunately, this did not prove true in all cases. However, these are assumptions.

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This chapter presents a summary of the problem, an analysis of the results, conclusions based on the results of the study, and recommendations based upon the results of the study.

The study was designed to determine and compare the attitudes toward elementary physical education and elementary athletic competition of parents of sixth grade students enrolled in five elementary schools in Arlington, Texas during the 1970-1971 school year.

Data for determining whether or not significant differences existed between the attitudes of mothers of daughters, mothers of sons, fathers of daughters, and fathers of sons toward elementary physical education and elementary athletic competition were obtained from the administration of the Bowman Parent Attitude Inventory for measuring attitude toward elementary physical education and the Scott Inventory for measuring attitude toward elementary athletic competition. An analysis of the scores revealed that the 380 parents who returned the questionnaires possess a positive attitude toward elementary physical education and elementary athletic competition.

Conclusions

Based upon the results of this study, the following conclusions appear to be justified:

1. Mothers of sixth grade girls possess a positive attitude toward elementary physical education.
2. The attitudes of mothers of sixth grade girls toward elementary athletic competition were positive but not as positive as their attitudes toward elementary physical education.
3. Mothers of sixth grade boys possess a positive attitude toward elementary physical education but they were not as positive as the attitudes of mothers of sixth grade girls.
4. Mothers of sons possess a positive attitude toward elementary athletic competition but they responded negatively more often to questions in this area than did the mothers of daughters, fathers of daughters and fathers of sons.
5. Fathers of sixth grade girls possess positive attitudes toward elementary physical education.
6. Fathers of sixth grade girls possess positive attitudes toward elementary athletic competition.
7. The fathers of sixth grade boys possess a positive attitude toward elementary physical education.
8. The fathers of sixth grade boys possess a positive attitude toward elementary athletic competition for their sons.

9. There is a positive relationship between the Bowman Elementary Physical Education inventory and the Scott Elementary Athletic Competition inventory, however, neither can be used as a predictive measure.

Recommendations

As a result of this study, the following recommendations seem appropriate:

1. A comparative study should be conducted between the parents of students in different grade levels.
2. A comparative study should be conducted between parents and their children utilizing two different grade levels.
3. A comparative study should be conducted between parents whose children participate in elementary athletic competition and parents whose children do not participate in elementary athletic competition.
4. A comparative study should be made between parents and children who participate in each type of athletic competition; such as, Little League, Football, Soccer, Swimming, Track, and Basketball.

APPENDIX A
FASCIMILE OF LETTER OF INTRODUCTION

737 Benge #541
Arlington, Texas
March 10, 1971

Dear Parent:

I hope you will agree with me that the education of your child is of utmost importance. The questionnaire enclosed in this letter is designed as an effort to help improve the physical education instruction that your child is receiving. The study is being conducted as a part of the requirements for the Master of Science Degree at North Texas State University; but, it is being undertaken with the welfare of your child as a major objective. It is hoped that the study will result in an improved physical education program for your child.

Your cooperation in answering the questions will be greatly appreciated. The information you supply will be kept confidential and the results of the study will be reported in terms of all parents surveyed. Please complete the forms as soon as possible and instruct your child to return them to his homeroom teacher.

Sincerely yours,

Carolyn Cobb

Enclosures (2)

APPENDIX B

FASCIMILE OF QUESTIONNAIRE

DIRECTIONS: Complete the form below and return with your questionnaire. No name is required and all information will remain confidential.

PART I

GENERAL INFORMATION

Parent filling out form _____ Mother _____ Father _____

Occupation _____

Sex of child in sixth grade _____ Male _____ Female _____

Number of children in family _____

Number of children currently attending school _____

EDUCATIONAL BACKGROUND

School	Date	Degree
--------	------	--------

Name of High School Attended: _____

Name of College(s) or Trade School Attended: _____

1. _____

2. _____

3. _____

Sports program or programs participated in during high school:

Varsity
 Intramural
 City Recreation Program

YMCA
 YWCA
 Others

Sports program or programs participated in during college:

- | | |
|--|---------------------------------|
| <input type="checkbox"/> Varsity | <input type="checkbox"/> YWCA |
| <input type="checkbox"/> Intramural | <input type="checkbox"/> YWCA |
| <input type="checkbox"/> City Recreation Program | <input type="checkbox"/> Others |

Do you participate in some type of physical activity at the present time? Yes No

If answer is yes, list activities:

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Is/has your child participated in any type of athletic competition? Yes No

The following statements represent the way some parents feel about physical education and athletic competition for their children. You are requested to mark whether you strongly agree, agree, are neutral, disagree, or strongly disagree with each statement. The statements are not intended to be either factual or non-factual. There is no correct answer. They are an attempt to find out how you feel.

Physical activities, in this case, means any active game, contest, sport, exercise, or rhythmic activity found in a physical education program.

Athletic competition, in this case, means a program which follows a regular schedule of games with other schools in the city which culminate in a championship play-off.

The paper is numbered for ease in working with the replies. No name is requested.

DIRECTIONS

1. Read the statement carefully.
2. Put a check (✓) in the column which indicated how much you agree or disagree with the statement.
3. Put down your first reaction and do not change your mark.
4. Do not discuss your answers with your husband or wife until after you have completed the survey. Do not change your answers.
5. If you have a son in the sixth grade answer how you feel about the statement as it applied to boys. If you have a daughter in the sixth grade, answer how you feel about the statement as it applied to girls.
6. Please mark how you really feel.
7. Mark every statement only once.
8. Return the completed form to school with your child as soon as possible.
9. Each parent is to fill out one general information sheet and one questionnaire.

PART II

BOWMAN'S PARENT PHYSICAL EDUCATION
ATTITUDE INVENTORY

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. Participation in physical activity as a child will build a strong body for future life.	---	---	---	---	---
2. Participation in physical activities does not contribute to mental well being.	---	---	---	---	---
3. An enthusiasm for life is developed through participation in games, sports, and physical activities.	---	---	---	---	---
4. Participation in games and sports encourages the proper care and respect for the body.	---	---	---	---	---
5. Group activities encourage undesirable fighting and bickering among children.	---	---	---	---	---
6. Children who participate in games and sports are less selfish than those who do not.	---	---	---	---	---
7. Activities should be encouraged because they help to develop a sense of balance and body control.	---	---	---	---	---
8. Participation in active games and contests causes too much wear and tear on clothing.	---	---	---	---	---
9. Participation in a variety of physical activities will help the child become a more resourceful adult.	---	---	---	---	---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
10. Participation in games and sports helps a child have a more outgoing personality.	---	---	---	---	---
11. Participation in physical activity contributes to good general appearance.	---	---	---	---	---
12. Participation in games and sports teaches a "win at all costs" attitude.	---	---	---	---	---
13. Playing games makes an important contribution to the physical growth of children.	---	---	---	---	---
✓ 14. Participation in games and sports teaches a child to be a good winner.	---	---	---	---	---
✓ 15. There is too much emphasis on physical activities rather than on other parts of the school work.	---	---	---	---	---
✓ 16. If one is in good health, physical exercise is not necessary	---	---	---	---	---
✓ 17. Participation in physical activity will help a child sleep better.	---	---	---	---	---
18. The kinds of activities children play will not help them in appreciating activity as an adult.	---	---	---	---	---
✓ 19. Children are likely to become injured in games involving team play.	---	---	---	---	---
20. The "give and take" a child experiences as a member of a team is a valuable learning experience.	---	---	---	---	---

SCOTT'S ATTITUDE SCALE FOR ELEMENTARY SCHOOL

ATHLETIC COMPETITION

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. Participation in athletic competi- tion gives most individuals a sense of good sportsmanship.	—	—	—	—	—
2. Participation in elementary school trains children to become better players for the high school inter- scholastic program.	—	—	—	—	—
3. Participation in elementary ath- letic competition develops physical fitness in most individuals.	—	—	—	—	—
4. Athletic competition in elementary school presents no greater danger of accidents than other phases of daily living.	—	—	—	—	—
5. Most participants in athletic competition are happier and better adjusted than non-participants.	—	—	—	—	—
6. Athletic competition encourages better performance from all chil- dren because everyone wants to "make the team."	—	—	—	—	—
7. After individuals have participated in athletic competition they are more likely to want to participate in sports for the rest of their lives.	—	—	—	—	—
8. Participation in athletics teaches most individuals to get along with people in the game situation and in many other aspects of life.	—	—	—	—	—

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
9. Winning and losing while participating in athletic competition helps to prepare most individuals for the competition they meet in daily living.	---	---	---	---	---
10. Athletic competition for elementary children is an illustration of the tendency to force children into adult patterns of behavior without concern for their emotion or physical development.	---	---	---	---	---
11. The experience of participating in athletic competition develops many individuals as leaders.	---	---	---	---	---
12. Athletic competition for elementary students is exploitation of children for the satisfaction of the adult audience.	---	---	---	---	---
13. The excitement of the spectators is an emotional strain for many of the participants in athletic competition.	---	---	---	---	---
14. The skilled person needs athletic competition in order to stimulate him to develop his physical skill still further.	---	---	---	---	---
15. Some coaches will take the chance of playing a child without knowing his health status.	---	---	---	---	---
16. Participation in athletic competition gives most individuals an enjoyment of participating in activity.	---	---	---	---	---

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
17. Participants in athletic competition tend to value accomplishment only if it is recognized publicly with prizes and similar awards.	—	—	—	—	—
18. Athletic competition promotes a desire for greater athletic skill in younger boys who admire well-known players.	—	—	—	—	—
19. Athletic competition seldom helps to promote the whole program of physical education.	—	—	—	—	—
20. Most highly skilled individuals get more fun from athletic competition than from any other type of physical activity.	—	—	—	—	—
21. Athletic competition stimulates most individuals to give their best possible performance.	—	—	—	—	—
22. Participation in athletic competition teaches most individuals to get along with people in the game situation and in many other aspects of life.	—	—	—	—	—
23. Athletic competition enables most individuals to work off emotional tension.	—	—	—	—	—
24. Athletic competition teaches most individuals to win without boasting in public.	—	—	—	—	—
25. Athletic competition gives many individuals a feel of inferiority if beaten often.	—	—	—	—	—

APPENDIX C

FASCIMILE OF FOLLOW-UP LETTER

737 Bengel #541
Arlington, Texas
April 28, 1971

Dear Parents,

With your child's last six weeks report card you received a questionnaire dealing with your attitude toward elementary physical education and elementary athletic competition. At that time the importance of the questionnaire was explained to you in an attached letter.

I'm sure many of you had planned on returning the questionnaire but with your busy schedules it just slipped your mind; unfortunately, not enough questionnaires have been returned for me to complete the study. It is still not too late for you to return it. If you have already thrown it away your child may obtain another copy from his homeroom teacher tomorrow.

Remember! This study is being done to improve your child's education. Please help -- Return your completed questionnaires as soon as possible.

To those parents who have already taken the time to fill out and return my questionnaire I can only say THANK YOU!

Sincerely yours,

Mrs. Carolyn Cobb

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