ATTITUDE OF SPECIALIST AND NON-SPECIALIST TEACHERS OF PHYSICAL EDUCATION TOWARD QUALITY DAILY PHYSICAL EDUCATION (QDPE) IN NEWFOUNDLAND AND LABRADOR

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BY

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Dedication

This study is dedicated to the blessed memory of my late father

Pa. Meshack Odenibi Odesina

Abstract

Quality Daily Physical Education (QDPE) is a school program introduced in Canada in 1987. The purpose of this study was to examine the attitude of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador between May-October 1994. It was designed to determine whether there was any difference between the attitude of specialist and non-specialist teachers of physical education and to compare the findings between male and female teachers at various school categories and regions.

The sample for the study was proportionally stratified from among the population of teachers of physical education in Newfoundland and Labrador. The basis used for this were mainly five regions, 33 different school boards and three school categories (i.e. primary/elementary, junior high school and senior high school). The number sampled was 56 physical education specialist and 37 non-specialist teachers of physical education. Responses to an attitude statement were scored on a 5 point modified Likert scale. The scores were coded and computed into SPSS-X program for analysis. Inferential statistics and one way analysis of variance (ANOVA) were used to analyze the data.

The research findings indicated that there were no significant differences between the attitudes of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador at alpha .05 level of significance. Comparative study of the

attitude of male specialist and female specialist teachers of physical education toward QDPE in Newfoundland and Labrador did not indicate any significant difference (alpha .05).

Although no statistical difference was found, female specialist teachers of physical education appeared to be more positive toward QDPE than male specialist teachers of physical education. There were significant differences : (i) among specialist and non-specialist teachers on statements related to "teachers in general" at regional levels and school categories, (ii) among specialist and non-specialist teachers on statements related to school administration at school categories and regional levels, (iii) male and female teachers on statements related to facilities and (iv) among specialist and non-specialist teachers on statements related to school boards at regional levels. However, the overall results indicated that teachers of physical education in Newfoundland and Labrador are undecided about the implementation of QDPE in Newfoundland and Labrador.

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CHAPTER I

INTRODUCTION

The Canadian Association for Health Physical Education and Recreation (CAHPER) (1989) reported that "Quality Daily Physical Education (QDPE) evolved from Vanves, France's Daily Physical Education of the fifties, where physicians and teachers worked together to find a better way of educating children through a proper balance of physical and intellectual activities" (p.33). It was also reported that students did their academic work in the mornings while the afternoons were devoted to physical activities, art, music and supervised study.

A full third of the weekly timetable was devoted to physical activities and the result of the study was impressive. Those that took one-third physical activities were reported to have better health, were less susceptible to stress, matured more quickly, were more independent, played better with others and were less aggressive. They also performed better academically.

Kirk (1989) stressed that:

> *The results from Vanves impressed researchers in a number of countries to have set out to conduct similar experiments in support of the French findings. In particular, these studies have attempted to show that Daily Physical Education improves fitness, reduces the risk of Coronary Heart Diseases, helps create positive attitudes to school and (at the least) does not obstruct academic performance (p. 24) .*

Since introduction of QDPE in Canada in 1987, the numbers of schools that offer its students QDPE are very few. Martens (1990) stated that "CAHPER, the national professional association, and local professionals in the field have together been responsible for the leadership given to the movement promoting QDPE in elementary and secondary schools" (p. xii).

Before QDPE can be implemented, there are specific standards set by CAHPER to be met. Robbins (1990) stated these to include:

> *Maximum active participation; a wide range of movement experiences; total fitness activities; qualified and competent teachers; adequate and appropriate equipment and facilities; principles of child growth and development as the program base; opportunities to develop positive attitudes vis-a-vis activity; and suitable competition (p.4).*

The reported benefits of QDPE include better academic performance, improvement of student's health and enhancement of student's development, socially, mentally and emotionally. Bamford (1994) stated that "Eleven schools have been recognized for their QDPE programs in Newfoundland and Labrador." With all these benefits, it is alarming that only eleven schools have implemented QDPE in Newfoundland and Labrador. The existing situation kindled an interest to probe teacher's attitude as one of the determining factors for the low implementation of QDPE in the province.

School boards influence the implementation of QDPE in any school if the requirements are satisfied. After reviewing the literature the

researcher discovered that there is a limited amount of substantive research on teacher's attitude toward QDPE.

The research attempts to understand and describe the attitudes of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador. In Australia where research of this nature was done by Kirk, Colquhoun and Gore (1988), they stated that "The presence of specialist physical education teachers in Queensland primary schools not only failed in many cases to facilitate the implementation of daily physical education, but instead actually undermined the program goals" (p. 9). It is essential to understand teacher's attitude so that QDPE may be devised keeping in mind student interest while at the same time, promoting health and fitness.

This study will attempt to ascertain the attitude of physical education teachers toward QDPE, which may in turn, be beneficial to Schools, the Department of Education, Schools boards and teachers of physical education in Newfoundland and Labrador. It may assist in developing a future approach to implementing QDPE.

Some of the approaches to implementing QDPE include (i) improving the quality of instruction which children receive in physical education, (ii) increasing the number, variety and type of activities in which children engage during physical education classes, (iii) maintaining and/or improving positive attitudes toward physical education on the part of the pupils, teachers, administrators and parents, (iv) ensuring full adoption of a QDPE program through the commitment of teachers and (v) increasing the time allotted to physical education i.e a daily class.

PURPOSE OF THE STUDY

Since the introduction of QDPE in 1987, the percentage of schools that have implemented the program in Canada is still low. For example in Newfoundland and Labrador the number of schools that implemented QDPE is only eleven out of 545 schools, or approximately 2%.

The outcome of the study could serve as a baseline for any future researcher in teacher attitude toward QDPE. It could also provide useful information to schools, Department of Education, Schools boards and teachers of physical education in Newfoundland and Labrador on attitude of specialist and non-specialist teachers of physical education toward QDPE.

STATEMENT OF THE PROBLEM

Major Hypotheses

(i) At least 60% of specialist teachers of physical education in Newfoundland and Labrador have a positive attitude toward QDPE.

(ii) At least 60% of non-specialist teachers of physical education in Newfoundland and Labrador do not have a positive attitude toward QDPE.

(iii) At least 60% of male specialist teachers of physical education in Newfoundland and Labrador have a positive attitude toward QDPE.

(iv) At least 60% of female specialist teachers of physical education in Newfoundland and Labrador have a positive attitude toward QDPE.

Null Hypotheses

(i) There is no difference between the attitude of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador.

(ii) There is no difference between the attitude of male specialist and female specialist teachers of physical education toward QDPE in Newfoundland and Labrador.

OPERATIONAL DEFINITION

Population:- All specialist and non-specialist teachers of physical education in Newfoundland and Labrador as reported by school principals.

Sample population:- 24.2% of the total population of specialist and non-specialist teachers of physical education in Newfoundland and Labrador that were selected for the study.

Definition of Attitude:- Many writers have attempted to define the concept of attitude and one of the widely accepted definitions of attitude was offered by Insko (1967) that "An attitude is a mental or neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations" (p.69). Fishbein and Ajzen (1975) expressed attitude as "A learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (p.10).

Hunkins, Ehman, Martorella, Hahn and Tucker (1977) defined attitude in terms of beliefs that:

An attitude... is an organization of several beliefs focused on a specific object (physical, or social, concrete, or abstract) or situation, predisposing one to respond in some preferential manner. Some of these beliefs about an object or situation concern matters of evaluation. An attitude is thus a package of beliefs consisting of inter-connected assertion to the effect that certain things about a specific object or situation are true or false, and other things about it are desirable or undesirable (p.56).

Another definition of attitude offered by Kahle (1984) stated:

Attitudes are adaptation abstractions or generalizations, about functioning in the environment, especially the social environment, that are expressed as predisposition to evaluate an object, concept or symbol. This abstraction process emerges continuously from assimilation, accommodation, and organization of environmental information by individuals, in order to promote interchanges between the individual's perspective, are favorable to preservation and optimal functioning (p.5).

Aicinena (1991) stated that "Attitudes may be thought of as a person's feelings, biases, notions, ideas, fears and convictions about any topics and that it is generally agreed that attitudes are acquired through positive experiences, negative experiences and modeling" (p. 28).

Thus, in simplified terms, attitude is a general and enduring favorable or unfavorable feeling about an object, concept or symbol.

Bulcock (1986) stated that the concept of attitude has four components:

> *There is a cognitive aspect in that attitudes are consciously held beliefs or opinions; there is an affective component in that attitudes are associated with feelings and emotion; there is an evaluative component since attitudes can be positive or negative and finally, there is a cognitive or dispositional component since attitudes imply disposition for actions (p. 15).*

Positive attitude:- (i) Positive attitude for a teacher is a score equal to or above eighty percent on the attitude survey.

(ii) Positive attitude for the group of teachers is a score equal to or above sixty percent on the attitude survey.

Negative attitude:- A score equal or less than forty percent on the attitude survey.

INSTRUMENT

The instrument used was a researcher-designed questionnaire designed to gather information on attitudes of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador. An item pool was compiled through a review of the related literature. Thirty-five items were chosen as the preliminary version of the instrument. Format for the instrument included a five-point modified Likert scale and demographic survey.

The instrument consisted of positive and negative attitudinal statements toward QDPE in Newfoundland and Labrador. The

Modified likert scale indicated the subject's extent of agreement or disagreement with the statements. Subjects were asked to respond to each statement by circling the answer that best represented their attitude about the statements. The five choices for the answers were: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The statements were structured to fall into nine categories namely: (i) personal attitude, (ii) teachers in general, (iii) school boards, (iv) facilities and equipment, (v) school administration, (vi) students, (vii) parents, (viii) resource materials and (ix) timetabling.

Analysis of the research allowed the researcher to quantify the level of attitude of the teachers. The bio-data questions provided demographic information about the subjects to distinguish from specialist/non-specialist, male/female, and school board for further analysis and cross-classification of the responses.

PILOT STUDY

A pilot study was conducted to standardize and validate the test procedure. Fifteen randomly selected physical education teachers in St. John's, three professors of physical education, and five graduate students of the School of Physical Education and Athletics were used for the pilot study in May 1994, to verify the format, grammar and content validity of the questionnaire. This acquainted the researcher with the administration procedures and the analysis requirements of the instrument.

The survey (see Appendix B) was mailed to the pilot sample with a feed back form (see Appendix A) in which teachers wrote their

suggestions and indicated statements that were problematic. Data obtained from the pilot study was used to assess the reliability of the instrument through item analysis using the Statistical Package for Social Sciences (SPSS-X) computer program. It was determined that only 31 statements out of the original 35 statements were appropriate.

Other suggestions from the pilot study were used for further revision of the survey. Modifications were made in the general format of the survey as well as rewording some items for clarification. The survey was validated with the help of one physical education professor and four physical education graduate students who were experienced teachers. Various suggestions on ways to improve the validity of the instrument were made, and these were implemented into the final draft of the instrument (see Appendix B).

DELIMITATIONS OF THE STUDY

The study was delimited to:

(i) Currently employed specialist and non-specialist teachers of physical education in Newfoundland and Labrador schools.

(ii) Subjects chosen for the study by proportional stratified sampling method considering their training (specialist/non-specialist), school category, school board, region and gender.

LIMITATIONS OF THE STUDY

Any conclusion or recommendation arising from the results of the study must be considered with regard to the following limitations:

(i) It was difficult to retrieve all the questionnaires back from the subjects. (30% return rate)

(ii) Subjects may not have completed the questionnaire sincerely.

(iii) Teacher's knowledge of QDPE varied.

(iv) The current cutbacks in education may have elicited a sense of cynicism among teachers.

(v) Increased demands on teachers may have had an effect on the level of support by teachers.

CHAPTER II

REVIEW OF THE LITERATURE

Movement is basic to human beings. Our daily activities involve moving from one place to another, but the scope and intensity of each individual's movement differs. When there is adequate physical activity, the mind can also function well. CAHPER (1989) recommends that "every elementary school child should have the opportunity in school to experience effective daily instruction in physical activity because sound physical education contributes significantly to the education of youth" (p.32). Besides France and Scotland, Australia has also implemented Daily Physical Education. Siedentop and Siedentop (1985) noted that:

> *South Australia developed a replication experiment in a local Adelaide school . . . The results were clear and confirmed the Vanves data. Hindmarsh students covered their academic work in less more (sic) self-confident, fitter, more skillful, more sociable and the obese became slimmer (pp. 41-42).*

Kirk (1989) also stated that:

> *In almost every study conducted on daily physical education in Australia, Canada, Scotland and France, researchers have monitored the effects of programs on the more obvious matter of fitness and skill development, and on academic performance, social skills and general indicators of health. The findings of these studies have generally supported the claim that doing physical education daily promotes fitness and skill development, provides a sense of physical well-being,*

develops positive, social relations among children and does not adversely affect academic performance (p.13).

Children are the leaders of tomorrow, and this is why it is important to design appropriate, regular activity which can ensure that today's children become healthy active adults of tomorrow.

Play is natural and important for children. Young children come to know and understand more about themselves as they learn and express feelings and ideas through movement. By the time children enter school, the beginnings of fundamental movement skills like running, jumping, skipping, throwing, catching and kicking have developed. Skillful movement is highly complex, and, like reading and writing, requires regular instruction and practice.

Physical Education Teachers, Principals, Parents and Students on QDPE

Simple movement skills which should be learned in early elementary school form the basis for more complex skills to be mastered as one gets older. Without teachers who are sensitive to students' needs and have the ability to teach and motivate them, we cannot realize these goals. Without committed teachers we cannot develop positive attitudes in our students towards physical activity and personal fitness.

Graham (1990) suggested to teachers to "create their own images for there are few teachers who make it extremely difficult to convince administrators and boards of education that there is a new and better physical education taught by contemporary, hardworking, caring

teachers"(p. 11). This indicates that teachers of physical education need to put more effort in discharging their duties. Bamford (1993) also supports this idea by stating that "One of the best ways for physical education teachers to promote the profession and increase the profile of the physical education program is to ensure a quality product" (p. 3). Ratliffe (1989) also stressed this point that "One of the most powerful strategies a teacher can use to gain support is to do an excellent job of teaching and let the program do the talking for him/her" (p.27).

In some cases physical education teachers can become more proactive by influencing events rather than responding to them after they have occurred. Becoming proactive requires opening up channels of communication with people, mainly the principal and colleagues from other departments who make decisions according to what they know and what they do not know about physical education in the school.

Quality programs occur as a result of good planning, and all good planning is based on awareness of program goals, accurate assessment of student needs and evaluation of the existing program. This was confirmed by Sommerville (1979) who stated that:

> *A quality program must have human resources, program resources and a well-structured planning process. You also need the committed help and support of board and administrating staff which they were fortunate to have in Waterloo County (p.10).*

Besides teachers, the principal's knowledge of QDPE influences the program. Ratliffe (1989) stated that "A principal's lack of specific knowledge about the physical education program has an impact on the school policy, budget and curriculum" (p. 26). Also, students who have good experiences and feel positive about physical education classes will keep going to the gymnasium.

Parents who see the positive benefits for their children will support and demand more of the same. Other teachers who observe the enthusiasm and sense the improved climate and positive atmosphere in their classrooms as a result of QDPE are going to support increased physical education time because they know that healthy students accomplish more in their classes.

Finally, principals who recognize the benefits for their school and students will respond favorably to requests for additional scheduling considerations.

QDPE In Canada

QDPE has become a key issue both provincially and nationally. A significant event was the national lobbying campaign that was launched to promote the program. Pate and Corbin (1987) wrote that: "Canada's QDPE started with an eight year study in Trois Rivieres, Quebec and students in grades two to six who received five extra hours of physical activity per week achieved higher marks than regular program students" (p. 446). QDPE in Trois-Rivieres was organized so that a substantial amount of curriculum time could be devoted to physical education without jeopardizing other subject's schedule. Canada has a

diversified system of education and this was clearly stated by Robbins (1990): "There are different educational philosophies across Canada" (p. 6).

Trottier (1987) stated that:

> *Physical education is taught primarily by physical education specialists at the secondary levels (grades 7 or 8 to 12). At the elementary levels, only Manitoba, Quebec, Newfoundland and Prince Edward Island use specialists, while in other provinces, physical education is taught by generalists or a mixture of generalists and specialists depending on the schools (p. 8).*

Holst (1992) supported this claim and wrote "Elementary physical education is generally taught by non-specialists in Canada" (p. 24). There is diversity in educational philosophies across Canada. Some provinces believe that the classroom teacher can best guide the total learning of the young child, while others believe that specific knowledge and skill are required for some parts of the curriculum.

Robbins (1987), in his results of a survey of schools that have implemented QDPE indicated, "that a key factor in the implementation and nurturing of the program was a committed individual" (p.12). Cooney, Bamford, Adams, and Dyck (1990) also pointed out that "lack of commitment by teachers to daily physical education is one of the barriers to its implementation" (p.32), which correspond to the findings of Hansen (1991) "that non-specialist teachers are apprehensive about teaching physical education"(p. 7).

In some Canadian school systems, for example in Quebec and British Columbia, physical education became compulsory while Alberta and Manitoba made it elective in grade 11. Robbins (1990) stated that "Alberta and Ontario have demonstrated that in some schools most of the obstacles facing the implementation can be removed through cooperation, compromise, patience, perseverance, enthusiasm and commitment of the teachers" (p. 7).

QDPE in Newfoundland and Labrador

Lush (1994) wrote "In October 1987, QDPE was introduced in Newfoundland and Labrador through the Minister Loyola Hearn, at the October Executive Meeting of the Canadian Council of Ministers of Education of Canada held in Toronto" (p. 8). He also stated: "Physical education programs in the province came under review and 'QDPE' was discussed for the first time at the Physical Education Special Interest Council conference in St. John's in November 1987" (p. 8).

He further noted that Marilyn Fradsham, the President of the Newfoundland and Labrador Teachers' Association for Physical Education Special Interest Council (1987) in her opening address stated "The sooner QDPE can be included in the Newfoundland and Labrador school system the better." The delegates at the conference endorsed the concept of QDPE and requested that the Council lobby other education agencies to gain their support.

With this, QDPE began across the province and schools started to receive recognition. Lush (1994) explained that, during the first year

of the award, 1988-89, eight schools received the QDPE Honor Award for coming very close to the full requirements of the award:

Glovertown Elementary School, Glovertown

Glovertown Secondary School, Glovertown

Seaman's Elementary School, Garnish

Leo Burke Academy, Bishops Falls

Goose High School, Goose Bay

MacDonald Drive Elementary School, St. John's

MacDonald Drive Junior High School, St. John's (pp.12-14)

After 1989, schools began to receive the actual QDPE School Recognition Award. Below is a list of schools who have won the award. It is important to note that some of these schools have won the award more than once, but only the first receiving of the award has been listed.

In 1989-90, four schools received the award:

Goose High School, Goose Bay

Robert Leckie Intermediate School, Goose Bay

Norris Arm Integrated, Norris Arm South

Lake Melville School, North West River.

In 1990-91, three schools received the award:

Amos Comenius School, Hopedale

Jens Haven Memorial School, Nain

Peacock Elementary School, Happy Valley.

In 1991-92, two schools received the award:

Howley Elementary School, Howley

John Christian Erhardt Memorial, Makkovik

Nicholl (1992) reported, "Newfoundland and Labrador were recognized as the province that has recorded the greatest number of award winning schools in Atlantic Canada with six schools" (p.12). The schools recognized then were:

Goose High School, Goose Bay

Howley Elementary School, Howley

John Christian Edhardt Memorial School, Makkovik

Lake Melville School, North West River

Norris Arm Integrated, Norris Arm and

Robert Leckie Intermediate School, Goose Bay.

In 1992-93, one school received the award:

St. Peter's All Grade School, Harbor Deep. Amongst all these schools, it is worth mentioning that John Christian Edhardt Memorial School in Makkovik does not have a gymnasium and was recognized for their strong and balanced PE program. Wood (1994) reported that eleven schools were recognized for QDPE award in 1993-94 in Newfoundland and Labrador. Bamford (1994) gave a breakdown of number of schools that have been recognized for their QDPE programs in Newfoundland and Labrador as follow:

1993-94	11
1992-93	1
1991-92	6
1990-91	3
1989-90	4
1988-89	0

1987-88 (pilot) 8

He stressed that the winning schools in 1993-94 included:

Amos Cormenius School, Hopedale

Goose High School, Goose Bay

Henry Gordon Academy, Cartwright

Ingornachoix Bay Elementary, Hawke's Bay

John Christian Erhardt Memorial, Makkaovik

Lake Melville, North West River

Peacock Elementary, Happy Valley

Pollard's Point, Pollard's Point

Robert Leckie Intermediate School, Goose Bay

Rocky Harbour Elementary, Rocky Harbour and

St. Peter's Academy, Benoit's Cove.

All these awards winning schools since 1987 are a small percentage of the total number of schools in the province where there are 545 schools. These account for only 2% of the total number of schools.

Reasons for QDPE

There are many reasons why people support QDPE. Green (1992) stated, "Administrators of schools offering QDPE agree that students have better self-esteem, increased attention spans, are more socially skilled, are more physically fit, perform better academically, are less susceptible to stress, are more independent, are less aggressive and are less susceptible to injury and illness" (p. 14).

Hansen (1991) also explained:

> *QDPE is the cure for physical illiteracy in Canada. Physical education is not just fitness or exercises designed to clear the cobwebs so that students can be fresh for academic subjects. Physical education is a total learning experience with benefits in all realms of living and growing (p. 9).*

CAHPER and Fitness Canada recommend that each child receive a minimum of 150 minutes of physical activity per week. Odesina (1993) found that in "Avalon Consolidated School Board schools, physical education is, on the average, 75 minutes per cycle in a six day cycle"(p. 30). This amounts to 25 minutes per day (in three days) of physical activity, compared with the 180 minutes of physical activity per cycle recommended by CAHPER.

Francis (1993) revealed that "In Howley Elementary School where QDPE has been implemented, student's timetable was altered permitting them to have at least 180 minutes of physical activity per cycle" (p.3). He stressed further that with minor modifications to existing physical activities, and by devising games of their own, it is possible for teachers to have an extensive repertoire of activities. Outdoor activities were incorporated into the physical education schedule as much as possible; snowshoeing, cross-country skiing and hiking were but a few of these. In essence some modifications and alteration of the school timetable will be essential before QDPE could be implemented in most schools.

Other sources revealed that small schools with small student populations were better able to implement QDPE.

Martens (1982) reported a:

> *study which began in Blanshard Elementary School in Victoria, British Columbia in October 1974. The aim was to incorporate in the curriculum an effective program of physical activities for approximately one third of the school day. Though some modifications took place to fit the local conditions (sic) (p. 50).*

Green (1990) stated in her survey that "5 days a week of physical education classes is the most popular amongst the students in Canada" (p. 23) while Samyn (1992) revealed that "a recent Gallup poll found that only 36.6 per cent of Canadian schools provide daily physical education for at least a portion of the student population" (p.17).

These statistics indicated that the total number of schools that implemented QDPE was low. Nevertheless, it is believed that QDPE has been implemented in some provinces and has focused on the approach used in Vanves at the initial stage.

In Nova Scotia, Curtis (1992) described how daily physical activity (DPA) was born with the establishment of a task force in October 1981, by the Minister of Education, Terence Donahue, and came to life fully in provincial classroom in the fall of 1985. The issue of QDPE can be said to be a provincial issue rather than a national issue from this perspective because of variations across Canada. This was also stated by Robbins (1990) that "Physical education in schools across Canada is describing physical education itself because everyone has some idea(s) about it and people see it through their own perspective" (p. 4).

Requirements and Nature of QDPE

QDPE requires an effective teacher. The teacher's knowledge, skill and attitude often determine the magnitude of gains in student learning. Department of Education (1994) defined QDPE as:

> *A balanced, planned and meaningful content which is sequentially and equitably taught to all students throughout the entire school year by competent and enthusiastic educators as a valued and integral part of the entire educational process (p. 97).*

The component of QDPE as defined by CAHPER entails many factors, each geared toward all round development of children in the school. The study in Australia focused on Daily Physical Education as a program in which students receive 15 minutes of fitness activities and a 30-45 minute skill's lesson each day in separate periods. The nature of these activities could be likened to aerobic endurance. Martens (1990) also claimed that:

> *Quality physical education is a program of wide range of movement experiences in games, gymnastics, dance, aquatics and outdoor recreation with sequential teaching of skills and concepts. It is organized on the basis of yearly, monthly and daily plans and taught by competent teachers so that all students may have the opportunity of reaching these objectives:*

- *developing efficient and effective motor skills*

- *developing and maintaining physical fitness*

- *developing positive attitudes toward interpersonal relationships and toward physical activity*

- *developing knowledge and understanding of factors involved in physical activity (pp. 27-28).*

QDPE should be the right of every student in every school in the country. According to CAHPER, "The need is obvious and the benefits are known." This phrase was explained by Green (1992) that:

> *Students who are happy, proud and confident have much better attitudes toward school and unquestionably perform better in all facets of school life. At the heart of these programs is the physical education program, a highly active, planned program of instruction and activity for all students on a daily basis throughout the entire school year (p. 15).*

Advantages of QDPE

The benefits of QDPE are obvious because its proper implementation would enhance the social, physical, mental and emotional status of students. Research has also shown that there are many other benefits of QDPE. A daily physical education program not only benefits an individual physically, but has a marked effect on health development. Ross (1992) supported this claim when he stated:

The benefits of compulsory daily physical education through all school learning are enormous. In addition to keeping children's weight down, and improving their outlook, energy and present health, there are many long-term benefits both for the kids and our health care system (p.11).

Health and Habits

Activities in which children are involved in PE are not meant solely for releasing energy and pent-up emotions, but also to allow them to socialize with others, and form good health habits, which may eventually reflect in their academics. Wilson (1987) stated:

Research justified having daily physical education, for example: physical activity restores calcium levels depleted by inactivity. Physical activity aids bone development which is crucial for young children if they are to reach their maximum growth potential (p.46).

Preventive

Other benefits of this program highlighted by Kirkey (1992) includes it's "leading to a lifelong habit that may ultimately prevent or delay a host of degenerative diseases including heart disease, the leading cause of death in Canada" (p. 19). This was emphasized by Robbins (1987) when reporting on various benefits of QDPE that "it include improved fitness and an increased knowledge and understanding of a healthy lifestyle"(p. 7). To this end, QDPE may be considered to be good preventive medicare.

QDPE focuses on the health development of Canadian youth since most of them are now involved in more sedentary activities. The development of technology is a factor that has contributed to this and the fact that they are less frequently engaged in adequate exercise could make their health deteriorate.

Overall Development

Sidney and DeMarco (1989) indicated that "Appropriate levels of physical activity and fitness are important in determining children's physical and mental status, optimizing their general development and in realizing their physical and intellectual potential" (p. 337). In essence, physical activities could aid their growth and mental alertness. Increased concentration would reflect on their studies as they would learn with ease. According to Green (1992):

> *Physical education offers the unique opportunity to simultaneously blend experiences in the intellectual, social, emotional, aesthetic and physical domains. The added dimension of movement further challenges the individual in his or her capacities in the intellectual, social, emotional and aesthetic domains (p. 15).*

Weiller and Richardson (1993) quoted the Council on Physical Education for Children (COPEC) description of a quality physical education program as "both developmentally and instructionally suitable for the particular children being served" (p. 133). From this perspective, schools stand as role models for the students. Therefore

the planning of the program should reflect the needs of the students, which would motivate students to be actively involved in the program.

Situation and Position of QDPE

Traditionally, most school systems expect classroom teachers to accept the role of supervising and teaching children on the playground in all primary elementary schools. This is possible where schools are served by generalist teachers who have some knowledge of physical education. Unfortunately, schools across Canada are experiencing a lack of trained physical education teachers. CAHPER (1988) reported that:

> *A cross-Canada study in 1985 found that less than half of all PE teachers surveyed had a degree in physical education or the equivalent and 19 per cent of them had taken no physical education courses whatsoever and that there has been a significant decline in the hiring of physical education consultants at the school board and ministry levels. In British Columbia, for example, there has been a cut from 33 to five consultants in the past five years; in Alberta, the number has dropped from 17 to eight. The Ministry of Education in Saskatchewan has been without a physical education consultant for six years (p. 32).*

This regional difference was also highlighted by MacKendrick (1991):

> *Since QDPE was instituted by CAHPER and Fitness Canada, awareness of QDPE is highest in Atlantic Canada (16.3%) and*

lowest in Quebec (5.2%). Ontarians and British Columbians were slightly above the national average in terms of awareness of the QDPE program with (11.7%) and (11.3%) respectively (p. 8).

This is a revelation of the state of physical education in various provinces and school boards across Canada. Problems range from cut-off to reluctancy of the school boards to hire more specialist teachers and consultants. The cut-off may be responsible for the reason why school boards are marginalizing the number of their staff.

Higgs, Anderson, Shelley, Quick, Noseworthy, Churchill, Lundrigan, Tobin and Drover (1987) stated that "Physical education teachers provide considerable additional programming to the school, in addition to their physical education teaching responsibilities" (p. 48). This assumption was equally stressed by Freeman (1977) that "Today's teachers are finding that they have increasingly heavy workloads, which makes doing a good job more difficult" (p. 249). Wood (1994) in his own words stated: "Newfoundland and Labrador has not had a PE consultant since 1991."

Teachers' Attitude toward QDPE

The QDPE Leaders Lobbying Kit (CAHPER) pointed out that in some cases teachers' are apprehensive and do not wish to teach Physical Education on a daily basis. Robbins (1990) also pointed out that "Negative teacher attitudes is one of the major barriers in the implementation of QDPE" (p. 6). Hansen (1991) identified "lack of teacher's commitment and specialists versus generalists debate to be

among seven barriers to the implementation of QDPE" (p. 7). Nevertheless, attitudes toward QDPE obviously depend upon individual philosophies, knowledge and administrative support.

How to Encourage Teachers

We have been facing the issue of generalists and specialists for quite a long time and the classroom teacher's role as a subject matter generalist has been debated for decades. Buschner (1990) stated that:

> *If classroom teachers are convinced of the value of well-conceived physical education programs, they will seek ways of implementing them. In many ways the classroom teachers are the ideal person to plan and teach their own physical education programs (p. 35).*

He continued to list authors like Christian, 1973; Cochrane, Wilkinson, and Furlow, 1982; Cross, 1980; Fabricus, 1965; Jackson and Randall, 1971; Pearson, 1958; Seagraves, 1979; who have written physical education texts primarily for classroom teachers. These were probably written to assist the non-specialist so that the lesson could be effectively taught. Their books were said to have included simple games, plays, sports and exercises. If this could be properly organized the approach of using classroom teachers for the implementation of QDPE would be least expensive.

Martens (1982) suggested that "A substantial amount of in-service work was necessary to upgrade the skills of generalists" (p. 56). This view was supported by Robbins (1987) who stated that:

> *It is clear that there is a need for a personal commitment from one individual who is prepared to devote time and energy to see the project through. Thorough planning and in-service work are essential if implementation is to be successful (p. 6).*

In some schools, workshops were organized in dance, gymnastics, badminton, team games and other activities. Both physical educators and classroom teachers are being encouraged in some schools to recognize their responsibility for supporting positive attitude toward physical activity. Martens (1990) commented upon this phenomenon stating that:

> *It is true that specialists have expertise in a wide range of activities, are committed to the values of physical education, know equipment, present a good role model, and so on. Classroom teachers often feel inadequate, may not have the background and the commitment to the value of physical education, but are interested in the all-round development of the children (p. 29).*

Commitment

Hansen (1991) highlighted the most frequently mentioned problems in the operation of a QDPE program to include "shortage of space, lack of variety in program and equipment and additional paperwork required" (p. 18). It should be noted however that space and equipment shortage problems existed before the implementation

of the program and that the introduction of QDPE only served to highlight or intensify these problems.

Curtis (1992) explained various experiences of some generalist teachers in relation to teaching of QDPE. He stated "some activities are beyond their capabilities, and generalists complained that program guides were not in hand while they agitated for more in-service before they can start the implementation of QDPE" (p.24).

Pate and Corbin (1987) suggested: "Teachers need of intensive skill training to involve all students in physical activity for most of the period" (p. 448). From this perspective, the involvement of classroom teachers in the implementation of QDPE would actually require adequate preparations ranging from organizing workshops, in-service training and getting them convinced. Most importantly, the inclusion of elementary physical education in teacher training curriculum may help overcome the barrier of negative attitude.

Odesina (1993) stated: "Most classroom teachers see QDPE as getting them involved in work outside their professional preparation, and if an alternative or negotiation could be made for the time, it would definitely go a long way in the implementation of QDPE" (p. 32).

Research by Quinet (1988) on the attitude of students toward sports in Pierre-de-Coubertin school revealed that the school's physical education program was a good example of daily physical education. He then concluded that "The teachers at Pierre-de-Coubertin school perceived themselves above all as educators, and secondly as physical educators which actually signifies their full support for QDPE" (p. 30).

If QDPE is not viewed as being beneficial to students only, but to teachers also, as in the case of Pierre-de-Coubertin, the involvement of teachers would definitely receive a consensus. One of the benefits stated by Green (1992) includes "feelings of positive self worth which have been shown to improve greatly when a person is involved in a regular program of physical activity" (p. 14).

The importance of QDPE is obvious and if it receives the blessings of the Canadian Federal government, making it compulsory in all schools, could be easily effected. Teaching of QDPE would eventually become the duty of all teachers. If physical education specialists could serve as the resource people to other teachers by providing in-service training, QDPE may find its place in all schools in Newfoundland and Labrador.

Math, Brenner and Wright (1975) survey of teacher's attitude toward physical education revealed that "Nearly all respondents (97%) feel that a daily physical activity's program is important, while 75% have observed positive effects on attitudes and agreed that physical activities are not done at the expense of other subject areas" (p. 35).

Beside all these, Grant (1990) stated: "The credibility of physical education varies dramatically among schools while the survival of the program depends primarily on the wisdom of those who teach it" (p.8).

Summary

Attitudes of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador have been the focus of this review. It appears there has been a dearth of research on this topic. There has been considerable research on the implementation of QDPE, from the time the program was first introduced in Canada (1987), to current research. Little or no concentration of research on teacher attitude toward QDPE has been completed.

Other factors that influence the implementation of QDPE have been considered. It is significant that the same approach used in France and Australia with some modifications by CAHPER is being used because of national policies and societal needs. QDPE helps to prepare school children for a better tomorrow. Formation of good and healthy lifestyle can be enhanced through appropriate, regular activity. This also, can help in building a strong healthy nation.

It is obvious that children spend most of their day time in school with teachers who are responsible for factors that can promote the complete growth of the students. Teachers' attitude toward QDPE can then influence the implementation of the program. With the provision of professional workshops, in-service programs and research of this nature, we should be able to draw inferences that allow us to make suggestions on how to successfully implement QDPE.

CHAPTER III

RESEARCH METHODOLOGY

RESEARCH DESIGN

The primary reason for the study was to understand the attitudes of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador during May - October 1994. Another reason for the study was to determine whether there is a similarity in the attitude of specialist and non-specialist teachers.

The third reason was to compare attitude between male and female physical education teachers to distinguish any similarities or differences. Quantitative research methodology was used to determine the attitudes of specialist and non-specialist physical education teachers in Newfoundland and Labrador. A questionnaire survey was designed and used to carry out the study.

INSTRUMENT USED

The instrument (see Appendix A) used was a researcher-designed questionnaire. Format for the 31-item instrument included a five-point modified Likert scale and demographic questions. Likert (1932) suggested various forms of scales for this type of research and of these, the researcher preferred a five-point scale for ease of understanding, computation and interpretation. The modified Likert scale indicates the subject's extent of agreement or disagreement with statements directly concerned with the attitude section of the instrument. The

demographic questions provided information about the subjects to assist in analysis.

The instrument consisted of positive and negative statements about attitude of specialist and non-specialist teachers of physical education toward QDPE. Subjects were asked to respond to each statement by circling the answer that best represented their attitude. The five choices for the answers were: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

SAMPLING METHOD

Population for the study included all specialist and non-specialist physical education teachers in Newfoundland and Labrador. The researcher had earlier requested the name of specialist and non-specialist teachers of physical education from principals of schools, and school boards in Newfoundland and Labrador. Response to the request yielded a total number of 204 specialist teachers and 209 non-specialist teachers. In all, 413 (specialist and non-specialist) teachers were identified in the population (Appendix C).

A proportional stratified sampling method was used to select 100 sample subjects for the study. The variables used to stratify the populations were: specialists/non-specialists, school board, category of school and gender of the teachers. The researcher used the SPSS-X statistical software program to select a total of 100 subjects for the study. The program deleted 24 coded data from the original 124 responses.

The selected sample was in proportion to the returns from each district and desired variables (Appendix D). The selection of the subjects took place immediately after October 31, 1994, the deadline set to receive the last survey. All surveys were mailed to teachers during the first week of September 1994. After a period of four weeks, a follow-up letter as well as another survey package was mailed to non-respondents.

Initial returns were high, with a high percentage of the responses being received within four weeks. The final surveys were received by the last week of October 1994, at which time there was a return rate of 30%. Teacher responses to the statements in the survey allowed the researcher to draw conclusions whether teachers viewed QDPE as positive, negative or neutral. The demographic data provided information about the subjects to distinguish from male/female, specialist/non-specialist, school board, and level for cross-classification of the surveys during analysis.

RESEARCH PROCEDURE

The study was designed to determine the attitude of specialist and non-specialist teachers of physical education in Newfoundland and Labrador toward QDPE. The survey consisted of 31 statements, randomly distributed as positive and negative statements on a 5 point Modified likert scale (Appendix E). Items dealt primarily with attitude of teachers toward QDPE in Newfoundland and Labrador. Other dimensions reflected attitude of teachers in general, parents, school administrators, students, school boards and other factors like

facilities, resource materials and time tabling. A score of 5 was awarded to the most positive response and a score of 1 for the least positive response. For the total number of teachers involved in the research, total scale scores and scores for each of the dimensions were generated as measures for data analysis (Appendix F).

Responses were received from 121 of the 413 teachers surveyed, representing a return rate of 29.1% initially. Attempts were made to effect a high percentage return of survey. After waiting for about five weeks, another set of surveys were mailed to those teachers who did not respond to the first survey. This second survey was mailed along with a letter of reminder. Fax messages were also sent to non-respondents after six weeks to supplement the letter of reminder and the second survey (Appendix G).

Another dimension was the inclusion of a reminder letter in the package for participants at PESIC conference (Appendix H). This conference was held between October 5th-7th, 1994 at Memorial University. These efforts subsequently brought about a response of three more subjects. A final total of 124 responses representing a return rate of 30% was received.

Out of the 413 surveys mailed out, 99 were mailed to Avalon region, 59 to Eastern region, 103 to Central region, 100 to Western region and 52 to Labrador. The breakdown of returned survey indicated a return of 38 from Avalon region, 20 from Eastern region, 29 from Central region, 24 from Western region and 13 from Labrador

Demographic information collected as part of each survey provided the variables by which attitude was analyzed. Of the 124 respondents,

76 (61.8%) were male and 45 (37.2%) were female. The specialist data showed a percentage of 56.9% while non-specialists were 43.1%.

STATISTICS USED

The analyses performed included descriptive statistics to determine the differences between the mean of each of the groups (specialist/non-specialist, male/female) and analysis of variance (ANOVA). This allowed comparison amongst subjects and the variables. Anova also helped to determine whether the difference between the means of the groups was statistically significant at .05 level.

The maximum possible score in the survey was 155 while the minimum possible score was thirty-one. The percentages of the score as well as the mean were calculated and used to describe the attitude of teachers. Any score at or above 124 (80%) or a mean of 4.0 was agreed by the researcher to indicate a positive attitude while a score equal to or less than 62 (40%), or a mean of 2.0 was agreed to indicate a negative attitude. Any score within the range of 63-123 was considered as a neutral or undecided attitude. Details of coding can be found in Appendix E.

Upon receipt of responses, the data was coded for statistical analysis. The demographic and attitude data collected was coded in an SPSS-X file using the VAX computer system of Memorial University's computer services. Using one-way analysis of variance (ANOVA) and cross-tabulations, demographic variables and attitudes were analyzed.

CHAPTER IV

RESULTS AND DISCUSSION

Descriptive and inferential statistics are presented as they pertain to research statements on various subscales. The SPSS-X program was used to analyze the data.

Statistical Analysis

The statistical analysis involved comparing the attitude scores of the respondents across different groups based on the independent variables. The independent variables used were: (i) gender, (ii) specialist or non-specialist teacher, (iii) region by district and (iv) category (level) of school. The dependent variables were attitude scores on nine subscales in which the statements were grouped. Separate analyses of variance procedures were conducted to compare the respondents mean scores on the survey.

To provide a broader analysis of results, statements were pulled together under related subscales: (i) personal attitude, (ii) teachers in general, (iii) school boards, (iv) facilities, (v) school administration, (vi) students, (vii) parents, (viii) resource materials and (ix) timetabling. It is important to mention that none of the respondents produced a mean or statement grouping of ≤ 2, which would denote a negative attitude. Mean attitude scores were obtained for the groups (i.e. specialist/non-specialist, male specialist/female specialist). A repeated measure's analysis of variance was conducted to determine the similarities and differences in the attitude mean. The means and

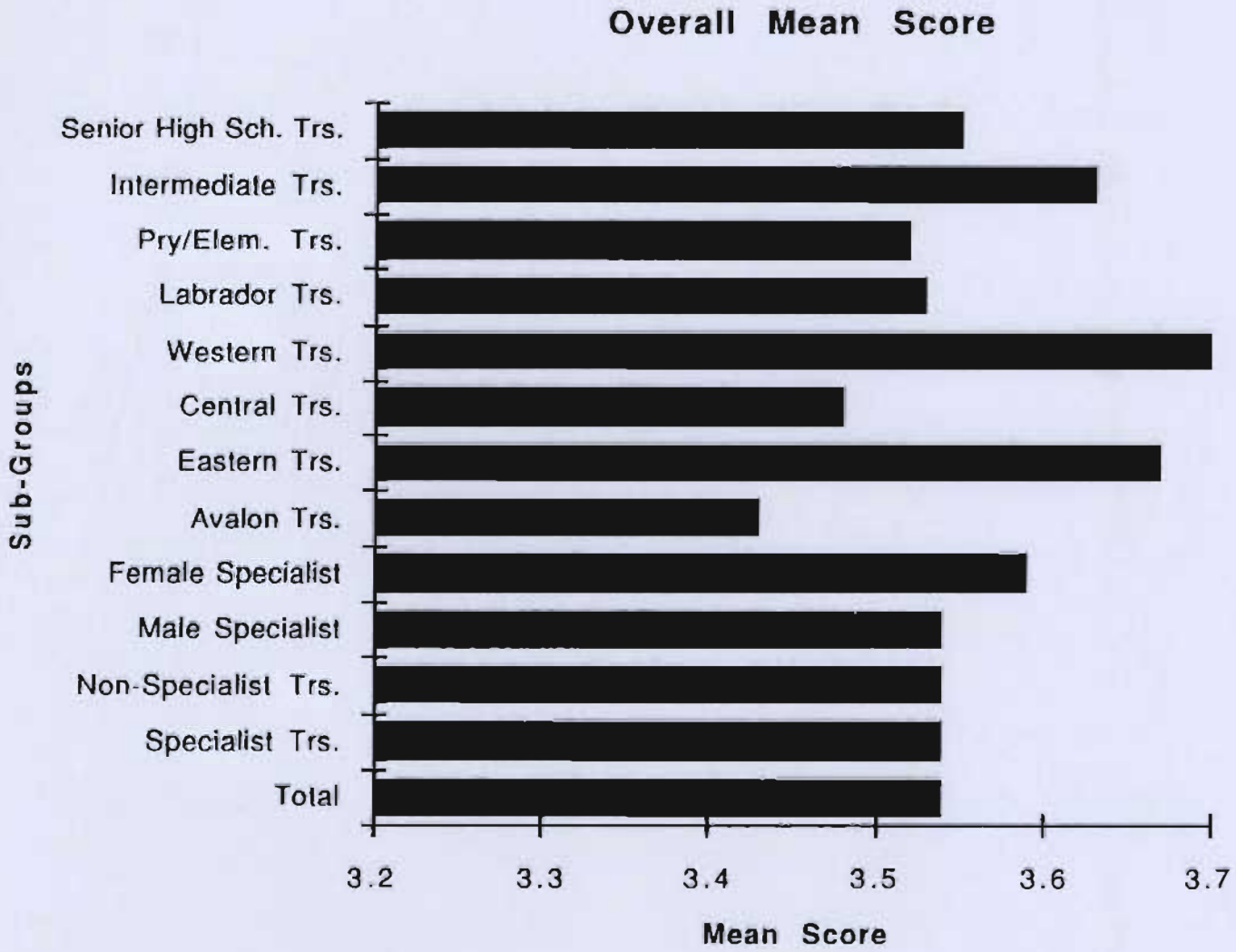
standard deviations of these groups on attitude scale are presented as follows.

Table 1

Means and standard deviation of groups on Attitude scale for Total score.

	MEAN	SD
TOTAL	109.83	12.10
MALE	110.44	9.70
FEMALE	107.92	16.20
SPECIALIST TEACHERS	109.85	9.80
MALE SPECIALIST TEACHERS	109.65	9.20
FEMALE SPECIALIST TEACHERS	111.17	14.58
NON-SPECIALIST TEACHERS	109.80	15.20
MALE NON-SPECIALIST TEACHERS	112.50	11.50
FEMALE NON-SPECIALIST TEACHERS	107.10	18.20
AVALON DISTRICT TEACHERS	106.21	9.73
EASTERN DISTRICT TEACHERS	113.64	9.49
CENTRAL DISTRICT TEACHERS	107.82	9.48
WESTERN DISTRICT TEACHERS	114.59	12.42
LABRADOR DISTRICT TEACHERS	109.38	17.80
PRIMARY/ELEMENTARY SCHOOL TEACHERS	109.00	12.50
JUNIOR HIGH SCHOOL TEACHERS	112.58	14.15
SENIOR HIGH SCHOOL TEACHERS	109.95	10.80

From Table 1 and the chart below, there was little difference between the means of the groups.



Specialist Teachers Attitude

The mean for specialist teachers attitude was 109.85 with a standard deviation of 9.80. The break down of the results indicated

that female specialist teacher's attitude toward QDPE tended to be more positive than that of male specialist teachers with a mean of 111.17 compared to 109.65. The standard deviation for female specialist teacher was 14.58 while that of male specialist teachers was 9.20.

Table II

Mean and Standard Deviation for Specialist Teachers on Total Score.

	Mean	SD
SPECIALIST TEACHERS	109.85	9.80
MALE SPECIALIST TEACHERS	109.65	9.20
FEMALE SPECIALIST TEACHERS	111.17	14.58

Non-specialist Teachers Attitude

The combined mean for non-specialist teachers was about the same. Specialist teachers had a mean of 109.85 while non-specialist teachers had a mean of 109.80 with a standard deviation of 15.20. The breakdown into gender categories indicated a mean of 112.50 for male non-specialist teachers with a standard deviation of 11.50. Female non-specialist teachers had a mean of 107.10 and a standard deviation of 18.20. This indicated that male non-specialist teachers were more positive in attitude toward QDPE than female non-specialist teachers.

Table III

Mean and Standard Deviation for Non-Specialist Teachers on Total Score.

	Mean	SD
NON-SPECIALIST TEACHERS	109.80	15.20
MALE NON-SPECIALIST TEACHERS	112.50	11.50
FEMALE NON-SPECIALIST TEACHERS	107.10	18.20

The balanced representation of the attitude of these groups led the researcher to run an Analysis of Variance (ANOVA) to determine if there were significant differences among various groups (specialist/non-specialist, male specialist and female specialist). The alpha was set at .05 but there was no significant difference between the means of any two groups.

At the .05 level at 1,74 degrees of freedom, the critical value of F was approximately 3.96. The calculated F-ratio of 0.003 did not exceed the critical value, and therefore the researcher accepted the null hypothesis that stated there was no difference between the attitudes of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador. Hypothesis One was thus rejected. The researcher concluded that the scores for the two groups were probably equal in the population.

To substantiate this finding, the researcher compared the attitude scores only to see whether it would reveal any significant difference.

The critical value was also approximately to 3.94. The calculated F-ratio of 2.639 did not exceed the critical value and was therefore

consistent with the previous finding that there was no significant difference between the attitudes of specialist and non-specialist teachers of physical education toward QDPE.

At the .05 level at 1,77 degrees of freedom the critical value of F was approximately 3.96. The calculated F-ratio of 0.294 did not exceed the critical value and therefore the finding revealed no significant difference between attitudes of male physical education teachers and female teachers of physical education toward QDPE in Newfoundland and Labrador.

Male Specialist and Female Specialist Teachers

The mean for female specialist teachers seems to be greater than that of male specialist teachers but there was no significant difference between the means of male specialist and female specialist. The researcher then accepted the null hypothesis that stated that there was no difference between the attitude of male specialist teachers and female specialist teachers of physical education toward QDPE.

Hypotheses three and four that stated that at least 60% of male specialist and female specialist teachers of physical education have a positive attitude toward QDPE were thus rejected. The researcher concluded that the scores for the two groups were probably equal in the population.

Attitude of Teachers by Region

Analysis by region indicated that the mean for teachers in Avalon region was 106.21 and standard deviation of 9.73 while the mean for teachers in the Eastern region was 113.64 and standard deviation of

9.49. Teachers in the Central region had a mean of 107.82 and standard deviation of 9.48. In the Western region the mean for the teachers was 114.59 while the standard deviation was 12.42. Teachers in Labrador region had a mean of 109.38 and standard deviation of 17.8.

Table IV

Mean and Standard Deviation for Teachers in Different Regions on Total Score.

	Mean	SD
AVALON DISTRICT TEACHERS	106.21	9.73
EASTERN DISTRICT TEACHERS	113.64	9.49
CENTRAL DISTRICT TEACHERS	107.82	9.48
WESTERN DISTRICT TEACHERS	114.59	12.42
LABRADOR DISTRICT TEACHERS	109.38	17.80

It was apparent that teachers in the Western region had the highest mean of 114.59 with a standard deviation of 12.42 indicating that the spread around the mean was second to the largest in regional analysis. It is convincing in this case that teachers in Western region had a slightly more positive attitude toward QDPE than other regions.

Although Avalon region recorded the lowest mean of 106.21 and standard deviation of 9.73, there was no statistical difference between it and the Western region (114.59). In conclusion the mean score of teachers varied by region somewhat, but remained in the neutral (or undecided) range.

Overall Attitude of Teachers by Category of School

Analysis of data by level revealed that primary/elementary school teachers had a mean of 109.00, Junior High School teachers had a mean of 112.58, and senior high school teachers had a mean of 109.95.

Table V

Mean and Standard Deviation for Teachers in Different School Categories on Total Score.

	Mean	SD
PRIMARY/ELEMENTARY SCHOOL TEACHERS	109.00	12.50
JUNIOR HIGH SCHOOL TEACHERS	112.58	14.15
SENIOR HIGH SCHOOL TEACHERS	109.95	10.80

Although the score for teachers in Junior High School seems to be slightly more positive, statistical analysis revealed no significant difference among the three groups. The degrees of freedom on Anova table were 2,75 with a critical value of approximately 3.11 and F-ratio of 0.378 which confirmed the non-significance.

Personal Attitude

These statements were related to personal attitude in which subjects were asked to respond to statements about their degree of support for QDPE, whether they were enthusiastic about the program and whether they perceived QDPE as being very important. Other questions inquired whether they were committed and interested in the program and whether they could use QDPE time for other

subjects. Other statements inquired whether they have time and were ready to put in extra time for QDPE. Their knowledge of QDPE was also asked and if they felt they could benefit personally and professionally from teaching QDPE and whether they could accept QDPE responsibility as part of their teaching load.

This is the presentation of statements on personal attitude on a five-point scale in the survey. Eastern region was the only region in which the mean on personal attitude was ≥4. Other groups had the following means: male teachers 3.94, female teachers 3.77, specialist teachers 3.92, non-specialist 3.86, teachers in Avalon region 3.8, Central region 3.92, Western region 3.96, Labrador region 3.81, Elementary school 3.79, Junior High School 3.99 and Senior high school 3.95 (Appendix F).

The interpretation of the mean score was that teachers in Eastern region were the only group of teachers that appeared to have a positive attitude toward QDPE as indicated by the results. Teachers in other groups showed means that were ≤4 but ≥3 which denotes a neutral attitude. Nevertheless, the differences between the means did not indicate any statistical difference.

Teachers In General

These statements inquired into whether QDPE should be taught by all teachers and whether they were satisfied by the type of in-service program organized for teachers on QDPE. It also sought information on teachers support at each school level and whether it meant more work for the teachers.

The means of various groups on a five-point scale ranged from 2.69 to 3.38 and their attitudes to those statements were neutral. This could be interpreted that teachers were not committed enough to QDPE which agrees with Hansen (1990) statement that "Lack of teacher commitment is a problem of QDPE" (p. 19). Findings here agrees with Grant (1990) who stated that "the survival of the program depends on the wisdom of those who teach it" which indicates that the neutral attitude of teachers could be a factor for the small increase in the number of schools that were recognized for the QDPE award.

Table VI

Anova Table for Specialist and Non-specialist Teachers on statements related to "Teachers in General."

Sum of Sq.	Df	Mean Sq	F-Ratio
40.563	1	40.563	7.3083
488.4259	88	5.5503	

Generally, a few of the respondents did not answer some of the questions in this category and subsequent categories. Analysis of specialist and non-specialist scores related to teachers in general subscores revealed some salient facts in their attitude. The degrees of freedom 1,88 had a critical value of approximately 3.94 and the F-ratio of 7.308 exceeds that value, indicating that there was a significant difference in the means of the two groups on questions related to "teachers in general" subscales (Table VI). These significant differences were also exposed in two other groups of school level and regions indicating that their attitude on statements related to

"teachers in general" varied. The critical value at school level was 3.09 and 2.46 at regional level.

Table VII

Anova Table for Specialist and Non-specialist Teachers on statements related to "Teachers in General" at School Levels.

Sum of Sq.	Df	Mean Sq	F-Ratio
71.8551	2	35.9276	7.0067
446.1004	87	5.1276	

Table VIII

Anova Table for Specialist and Non-specialist Teachers on scores related to "Teachers in General" at Regional Levels.

Sum of Sq.	Df	Mean Sq	F-Ratio
1166.1718	4	291.54	3.204
469.7865	91	5.1625	

The variations could then be summed up that there were significant differences in the mean scores of specialist and non-specialist teachers on statements related to "teachers in general" at both regional and school levels. Contrarily, there were no significant differences in the overall regional mean scores for the two groups. The degrees of freedom were 4,77 with a critical value of approximately 2.84 and F-ratio of 1.583.

School Boards

The statement inquired about the level of school boards support for QDPE and the responses to the statements were neutral because they were all ≤4. Some groups like the specialist teachers, teachers in the Avalon and Central regions had mean's that were ≤3. Their responses could be interpreted that QDPE is expensive to implement and that school boards may feel reluctant to implement it as perceived by the respondents. There were significant differences between specialist and non-specialist teachers, and at regional levels with critical values of 3.94 and 2.46 respectively.

Table IX

Anova Table for Specialist and Non-specialist Teachers on statements related to school boards.

Sum of Sq.	Df	Mean Sq	F-Ratio
6.6670	1	6.6670	6.1074
98.2460	90	1.0916	

Table X

Anova Table for Teachers scores on statements related to School boards at Regional Level.

Sum of Sq.	Df	Mean Sq	F-Ratio
17.1436	4	4.2859	4.1414
96.2441	93	1.0349	

This could be the reason or why Hansen (1990) stated that "Progress toward the implementation of QDPE has been slow in pace as far as school boards are concerned" (p.16).

Facilities

The statements here were inquiring whether there were adequate facilities and equipment for QDPE and enough space for QDPE in each school. Responses to the statements on facilities had the following means on a five-point scale: males 3.55, females 2.9, specialists 3.5, non-specialists 3.1, Avalon 2.9, Eastern 3.39, Central 3.52, Western 3.65, Labrador 3.15, Elementary school 3.56, Junior High School 3.37 and Senior High School 3.46 (Appendix F). From the means for these groups, it could be concluded that teachers were neutral in their response to statements that were related to facilities and there were significant differences between male and female teachers with a critical value of 3.94.

Table XI

Anova Table for Male and Female Teachers on statements related to Facilities.

Sum of Sq.	Df	Mean Sq	F-Ratio
37.9724	1	37.9724	8.9996
405.0582	96	4.2194	

The response agrees with Hansen (1990) who stated that "Lack of resources, facilities and equipment are problems of QDPE" (p. 19).

Robbins (1987) also identified facilities and equipment to be amongst the barriers to implementation of QDPE. He stated clearly that "Facilities in Canadian schools range from poor to excellent. In general, the facilities in secondary schools are better that those in elementary schools" (p.6). This confirmed the result found in school levels in which senior high schools scored the highest.

School Administrators

The statement here pertained to the degree at which there was administrator's support in each school. The mean for Labrador was the only one that was ≥4 indicating a positive attitude of school administrators in implementing QDPE. The means for other groups denoted a neutral attitude. The finding of the researcher agreed with Hansen (1990) that attitude toward QDPE could be influenced by administrative support. This was obvious in the case of Labrador which had the highest mean score of 4.15 on administrative support for QDPE.

The situation in Labrador agrees with Sommerville's (1979) submission that "A quality program needs the committed help and support of board and administrative staff" (p.9). It is in Labrador that schools have more QDPE recognition awards than any other region. However there was also a significant difference among specialist and non-specialist teachers in their responses to statements about school administrators with a critical value of 3.94.

Table XII

Anova Table for Specialist and Non-specialist Teachers on statements related to school administration.

Sum of Sq.	Df	Mean Sq	F-Ratio
11.3212	1	11.3212	11.8405
85.0964	89	0.9561	

The result of Anova revealed significant differences at regional and school levels with critical values of approximately 2.46 and 3.09 respectively.

Table XIII

Anova Table for Teachers on statements related to school administration at Regional levels.

Sum of Sq.	Df	Mean Sq	F-Ratio
19.3434	4	4.8359	5.5075
80.7803	92	0.8780	

Table XIV

Anova Table for Teachers on statements related to school administration at school levels.

Sum of Sq.	Df	Mean Sq	F-Ratio
7.9889	2	3.9945	4.1109
86.4785	89	0.9717	

Students

Statements in this category inquired: (i) whether students were enthusiastic about QDPE, (ii) whether QDPE satisfies students needs with it's activities and (iii) whether academic programs of children will suffer with QDPE. The mean score in the Eastern region was ≥4 indicating that the statements related to students received a positive attitude in the region. The implication of this was that students may embrace QDPE in Eastern region more than other regions. The mean of other groups and regions indicated a neutral attitude in regard to statements related to students. The Anova test did not reveal any significant difference in the response of teachers to statements related to students.

Parents

This statement was directly related to the degree to which parents support QDPE in each school. The responses from all groups based on a five-point scale were ≤4 which denotes a neutral attitude. However none of the means was ≤3. This seemed to be a uniform attitude on statements related to parents. If this were true, one could draw some inferences according to the findings of this study that parents were skeptical about QDPE across the province.

Resource Materials

These statements clarified whether resource materials influence teacher's attitude toward QDPE. Also, they inquired whether teachers

were aware of the availability of audio visual and other resource materials for QDPE, and whether there were enough textbooks for QDPE. Some of the means for the responses on a five-point scale were ≤3 among the groups and none were ≥4 indicating that attitude of teachers was neutral on statements related to resource materials. Non-availability of resource materials has been prominent. This agrees with the researcher's statement at the introductory section that there is need for more in-service and awareness on the part of teachers. Hansen (1990) also suggested that "Professional development sessions, workshops and interchanges among physical education specialists are examples of raising awareness and convincing people of the value of QDPE" (p16). Availability of variety of activities and materials are supposed to encourage the implementation of QDPE because teachers will have enough activities from the pool.

Timetabling

These statements inquired whether QDPE would take time away from other subjects and whether it would mean a reduction in academic time. The means for all statements related to timetabling were all ≤4 but ≥3 on a five-point scale which indicates a neutral attitude. However there was uniformity in the general response to statements. The response from Eastern region had the highest mean of 3.64 while the lowest was from the Central region which was 3.24. Since there was a neutral response to statements related to timetabling, one could correlate this finding with Francis' (1993) revelation that student's timetable may be altered to permit implementation of QDPE because respondents were not rigid in their

responses. Therefore timetables in schools can be assumed to be flexible enough to allow implementation of QDPE.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

The study was designed to determine the attitude of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador. In order to accomplish this main objective to study teachers attitude toward QDPE, thirty-one research statements were generated from researcher's own knowledge of and experience as a physical education specialist, and a comprehensive review of literature. The findings of the research indicated a similarity in the attitude of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador. Both specialist and non-specialist teachers were undecided in their support for QDPE.

Attitudes of male physical education specialist teachers and female physical education specialist teachers appeared to be similar and undecided about the value of QDPE in Newfoundland and Labrador. However, the research confirmed pertinent barriers to QDPE in Newfoundland and Labrador: lack of administrative and school board support for most regions, lack of adequate facilities, equipment and other resources, timetable difficulties, and there was also a lack of commitment and attitude by teachers because teachers were not strongly in support of QDPE.

Recommendations were made to effect a positive attitude toward QDPE and future research. The limitations of the research include, (i) difficulty in getting a comprehensive list of all teachers of physical education in Newfoundland and Labrador, (ii) difficulty in retrieving

the surveys from all the subjects, (iii) the current cutbacks in programs, and (iv) changes in recent education programs were all envisaged to have influenced teacher's attitude toward QDPE.

Conclusions

On the basis of the results of the study of the attitude of specialist teachers of physical education and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador, the following conclusions were made:

(i) There was no significant difference between the attitude of specialist and non-specialist teachers of physical education toward QDPE in Newfoundland and Labrador.

(ii) The attitude of female specialist teachers of physical education tended to be slightly but not significantly more positive than male specialist teachers of physical education toward QDPE.

(iii) Teachers in the Western Region appeared, overall, to have a more positive attitude toward QDPE than teachers in other region but less than significant.

(iv) Junior High School teachers tended to have a more positive attitude toward QDPE than teachers in Primary/Elementary and Senior High School.

(v) Labrador teachers felt more positively about administrative support than teachers in other regions.

(vi) Teacher response indicated that there are not enough resource materials in Newfoundland and Labrador schools for successful implementation of QDPE.

Since there was a fairly good return of survey mailed out, it is perhaps assumed that most teachers of physical education had a fair knowledge of QDPE but they have not developed a positive attitude toward QDPE. This assumed attitude was confirmed by the results of the research and general findings that specialist and non-specialist teachers of physical education were undecided about QDPE and that they do not fully support QDPE.

Another finding of the research was that administrative support can influence teacher's attitude toward QDPE. The attitude of administrators at all levels is most important, which conforms with Hayes (1988) that "The enthusiasm, motivation and organization skill of each school principal is vital to the program" (p.12).

In the long run, supportive attitudes held by administrators are much appreciated by teachers. There is a danger however, that the strength of administrative attitudes may overpower or ignore teacher attitudes. If a teacher is not supported by the administrator of a school, it may lead to resentment on the part of teachers which could influence teacher's lack of interest in the program.

Although statements on resource materials did not reveal any significant difference in the means, it is however believed that adequate resource materials can increase the probability of teachers developing a positive attitude. The resource materials in various schools need to be improved because the mean was not encouraging. If QDPE is to be properly implemented there is need for adequate

resource materials. Findings on resource materials agreed with the researcher's comment at the introductory stage, that there is a limited amount of substantive research on teacher's attitude.

From examinations of various surveys, it was apparent that some teachers were unclear concerning the definition of QDPE and what it entails. They thus found it difficult to complete the survey adequately. It was obvious that teachers' were undecided about QDPE. The outcome of this study comports with previous research findings on teacher's attitude towards physical education by Math, Brenner and Wright (1975) that teachers had a relatively negative attitude toward physical education in the Central area of North York Board of Education. However teachers in this study revealed a relatively promising attitude toward QDPE in the future.

Recommendations

The following recommendations were made based on the results of the study:

(i) It is recommended that in-service training be organized to inform teachers about QDPE.

(ii) Provision should be made to improve the resource materials and equipment in school to effect successful implementation of QDPE.

(iii) It is recommended that all teachers (specialist and non-specialist) be encouraged to be involved in the teaching of QDPE.

(iv) Further studies should be carried out to evaluate QDPE in the province.

QDPE currently represents the only means of assuring that virtually all children receive the movement experiences necessary for physically healthy lives and for acquiring knowledge, attitudes and skills which will enhance the quality of their lives. QDPE appears to be positively related to improved pupil behaviors, self image and academic performance.

If non-specialist teachers are to be required to teach the bulk of physical education classes, then a system of in-service education or professional development, together with appropriate inducements must be delivered to ensure that teachers acquire the necessary knowledge and attitude toward QDPE. If teachers feel more positive about what they are doing, they will probably put more effort into it, and will achieve more highly. If teachers can contribute to more positive attitudes to QDPE, the overall achievement of the program may be much improved.

It is indisputable that no single study can provide a panacea, but nevertheless, it is only through the accumulation of small portions of specific findings that contributions to knowledge can be made. Obviously, the knowledge and attitude of teachers toward QDPE are areas which will continue to demand careful study because of the importance of the program. However, the relatively low number of responses received from participatory teachers should not preclude other studies being conducted in the future.

It is hoped that the benefits of this research will emerge when the recommendations are put into practice. However the problems identified will need to be addressed if all teachers are to take an active part in QDPE. The researcher strongly recommends that the findings

of this study be reviewed carefully by the Department of Education, School of Physical Education and Athletics, the Physical Education Special Interest Council of the Newfoundland Teachers Association, School boards, principals and teachers of physical education (specialist and non-specialist) and that immediate steps be taken to address the problems outlined.

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APPENDICES

APPENDIX A

May 16th, 1994.

Dear Sir/Madam,

I am a graduate student at Memorial University of Newfoundland and I am preparing to conduct research concerning the Attitude of Physical Education Teachers toward Quality Daily Physical Education (QDPE) in Newfoundland and Labrador. In order to do so I need to validate my instrument of the research which is the attached survey.

Would you please indicate your degree of agreement with the statements in the survey and write your suggestions or anything that is not clear enough in the attached feed back form.

Kindly return the survey and feed back form to me at your earliest convenient time preferably May 25th.

Thank you for your time,

Sincerely,

_____

David Olufemi Odesina

(Graduate Student/Researcher)

FEED BACK FORM ON TEACHERS ATTITUDE TOWARD QUALITY DAILY PHYSICAL EDUCATION (QDPE) IN NEWFOUNDLAND AND LABRADOR.

Kindly respond to the following questions in the space provided below them.

(1) Are there statements that you do not understand? If so, which statements? Indicate by placing an asterisk besides the statement(s).

.....

.....

.....

(2) Are there statements difficult/clumsy to respond to? If so which statements

.....

.....

.....

(3) Are all statements appropriate in determining teachers' attitude toward Quality Daily Physical Education? If not, which statements are not?

.....

.....

.....

(4) Are there attitudes toward Quality Daily Physical Education which are not addressed by the survey? If so, what would you also include?

.....

.....

.....

(5) What are your opinions about the general structure of the survey?

.....

.....

.....

.....

Please write your general suggestions on anything you think should be added or statements that should be deleted or re-worded for clear understanding.

.....

.....

.....

.....

.....

Please return the completed feed back form in the self-addressed envelope by May 25th. Thank you.

APPENDIX B

Survey on: Attitude of Specialist and Non-Specialist Teachers of Physical Education Toward Quality Daily Physical Education in Newfoundland and Labrador

I am a graduate student at Memorial University of Newfoundland and I am contacting you because you have been selected to participate in a survey on Quality Daily Physical Education. In this survey, I am interested to know your attitudes concerning the following statements about Quality Daily Physical Education.

This survey can not take more than 15 minutes of your time and I would greatly appreciate your cooperation. Please mail the completed survey in the enclosed addressed envelope in one week. Thanks for being honest in your response and for the time taken.

Please circle or mark the response that corresponds with your attitude on each statement.

	Strongly Agree	Agree	Neutral Undecided	Disagree	Strongly Disagree
1) I support Quality Daily Physical Education.	( )	( )	( )	( )	( )
2) I am enthusiastic about Quality Daily Physical Education.	( )	( )	( )	( )	( )
3) Quality Daily Physical Education is very important.	( )	( )	( )	( )	( )
4) Quality Daily Physical Education is as important as other subjects.	( )	( )	( )	( )	( )
5) Quality Daily Physical Education would take time away from other subjects.	( )	( )	( )	( )	( )
6) Quality Daily Physical Education will mean a reduction in academic time.	( )	( )	( )	( )	( )
7) I am committed to Quality Daily Physical Education on a daily basis.	( )	( )	( )	( )	( )
8) I am apprehensive about having to teach Quality Daily Physical Education in addition to other subjects.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Neutral Undecided	Disagree	Strongly Disagree
9) I do not have opportunity to confer with other teachers on Quality Daily Physical Education.	( )	( )	( )	( )	( )
10) I can not use the time for Quality Daily Physical Education for other subjects.	( )	( )	( )	( )	( )
11) I have no interest in Quality Daily Physical Education.	( )	( )	( )	( )	( )
12) Resource materials influence my attitude as a teacher of Quality Daily Physical Education.	( )	( )	( )	( )	( )
13) I am not aware of the availability of audio visual and other resource materials for Quality Daily Physical Education.	( )	( )	( )	( )	( )
14) I have no time for Quality Daily Physical Education.	( )	( )	( )	( )	( )
15) I am ready to put in extra time for Quality Daily Physical Education.	( )	( )	( )	( )	( )
16) Quality Daily Physical Education should be taught by all teachers.	( )	( )	( )	( )	( )
17) I am satisfied by the type of in-service program organized for teachers on Quality Daily Physical Education.	( )	( )	( )	( )	( )
18) My school board supports Quality Daily Physical Education.	( )	( )	( )	( )	( )
19) There are adequate facilities and equipment for Quality Daily Physical Education in my school.	( )	( )	( )	( )	( )
20) Quality Daily Physical Education has administrative support in my school.	( )	( )	( )	( )	( )
21) There is enough space for Quality Daily Physical Education in my school.	( )	( )	( )	( )	( )
22) Quality Daily Physical Education has teachers support in my school.	( )	( )	( )	( )	( )

	Strongly Agree	Agree	Neutral Undecided	Disagree	Strongly Disagree
23) Students are enthusiastic about Quality Daily Physical Education.	( )	( )	( )	( )	( )
24) I have a good knowledge of Quality Daily Physical Education.	( )	( )	( )	( )	( )
25) Parents support Quality Daily Physical Education in my school.	( )	( )	( )	( )	( )
26) Quality Daily Physical Education satisfies children's needs with it's activities.	( )	( )	( )	( )	( )
27) There are enough textbooks and literature for Quality Daily Physical Education.	( )	( )	( )	( )	( )
28) Quality Daily Physical Education will mean more work for teachers.	( )	( )	( )	( )	( )
29) Academic program of children will suffer with Quality Daily Physical Education.	( )	( )	( )	( )	( )
30) I feel I will benefit personally and professionally from teaching Quality Daily Physical Education.	( )	( )	( )	( )	( )
31) I will accept Quality Daily Physical Education's responsibility as part of my teaching load.	( )	( )	( )	( )	( )

BIO-DATA

Please check the appropriate blank. Responses will be kept confidential and try to give detail information as honest as possible.

Male:- ( ) **Female:-** ( )

Degree:- (Gen. degree e.g. B.Ed.)..... (Phys. Ed. degree).....(M.P. E.).....

Major teaching subject:- ( )

Minor teaching subject:- ( )

Employment:

School.....

Town/City.....

School Board.....

Teaching Certificate/Grade.....

Teaching Experience:- (1-5yrs.) (6-10yrs.) (11-15yrs.) (16-20yrs.) (21 and more)

Category of School:- (Pry./Elementary)...(Jun. High Sch.)...(Sen. High Sch.)....

Thank you for completing the survey and kindly mail the survey as soon as possible. If you want to use fax, use: Attention David Olufemi Odesina (709) 737-3979.

APPENDIX C

School of Physical Education & Athletics
Memorial University of Newfoundland
St. John's NF
Canada. AIC 5S7

May 2nd, 1994

Dear Sir/ Madam,

I am a graduate student at Memorial University of Newfoundland and I am contacting you because I would want you to indicate the number of physical education teachers and the grades they are teaching in your school.

I am interested in collecting the statistics of physical education teachers in Newfoundland and Labrador. This is part of fulfillment for the degree of Master's of Physical Education and the responses would be kept anonymous.

I would greatly appreciate your cooperation. Please mail the completed survey in the enclosed addressed envelope by May 15th.

Thank you for your time.

Sincerely,

_____

Odesina, David Olufemi

School.....Phone#.....

Community.....Fax#.....

Principal.....

Please indicate name and grade taught by all teachers of physical education in your school.

Names	Specialist / Non-Specialist	Grades Taught
(1).....( )	( )	K 1 2 3 4 5 6 7 8 9 (I) (II) (III)
(2).....( )	( )	K 1 2 3 4 5 6 7 8 9 (I) (II) (III)
(3).....( )	( )	K 1 2 3 4 5 6 7 8 9 (I) (II) (III)
(4).....( )	( )	K 1 2 3 4 5 6 7 8 9 (I) (II) (III)
(5).....( )	( )	K 1 2 3 4 5 6 7 8 9 (I) (II) (III)

If teachers are more than five, their names and other information can be written at the bottom/back of the sheet.

NAMES	**SPECIALIST/NON-SPECIALIST**	**GRADES TAUGHT**
.....		
.....		
.....		
.....		
.....		

APPENDIX D: (Summary of Teachers Population Used for the Research)

	SPECIALIST	% OF TOTAL POPULATION	NON-SPECIALIST	% OF TOTAL POPULATION
MALE	42	42%	20	20%
FEMALE	16	16%	22	22%
TOTAL	58	58%	42	42%
AVALON DISTRICT				
MALE	9	9%	5	5%
FEMALE	3	3%	7	7%
TOTAL	12	12%	12	12%
EASTERN DISTRICT				
MALE	10	10%	-	0%
FEMALE	3	3%	1	1%
TOTAL	13	13%	1	1%
CENTRAL DISTRICT				
MALE	10	10%	8	8%
FEMALE	3	3%	4	4%
TOTAL	13	13%	12	12%
WESTERN DISTRICT				
MALE	8	8%	7	7%
FEMALE	5	5%	4	4%
TOTAL	13	13%	11	11%
LABRADOR DISTRICT				
MALE	4	4%	2	2%
FEMALE	3	3%	4	4%
TOTAL	7	7%	6	6%
PRY./ELEM. SCHOOL				
MALE	10	10%	10	10%
FEMALE	6	6%	12	12%
TOTAL	16	16%	22	22%
JNR. HIGH SCHOOL				
MALE	6	6%	6	6%
FEMALE	4	4%	5	5%
TOTAL	10	10%	11	11%
SNR. HIGH SCHOOL				
MALE	25	25%	6	6%
FEMALE	7	7%	3	3%
TOTAL	32	32%	9	9%

Note: Not all sample totals equal because of non-response item.

APPENDIX E

Key to the Survey

id 1-3, statements 1-5 = cells 5-9, statements 6-10 = cells 11-15, statements 11-15 = cells 17-21, statements 16-20 = cells 23-27, statements 21-25 = cells 29-33, statements 26-30 = cells 35-39, statements 31= cell 41.

Key to Statements (1-31) 5= Strongly Agree, 4= Agree, 3= Neutral/Undecided, 2= Disagree and 1= Strongly Disagree.

Missing Value (9) for responses except Cells 47-48 which is (99).

Gender 43, Degree 44, Maj. 45, Min. 46, Schl. Board 47-48, Region 50, Certificate 51, Experience 52 and Category of Schl. 53.

Demographics

Gender: Male= 1, Female= 2

Degree: Non-Specialist= 1, Specialist= 2

Major Teaching Subject: Physical Education=1, Mathematics= 2, Sciences 3, Social Studies= 4, French= 5, Language Arts= 6, Health= 7, Music= 8 and Not Applicable= 0.

Minor Teaching Subject: Physical Education=1, Mathematics= 2, Sciences 3, Social Studies= 4, French= 5, Language Arts= 6, Health= 7, Music= 8 and Not Applicable= 0.

School Boards: 1-33

Regions: Avalon=1, Eastern= 2, Central= 3, Western= 4 and Labrador= 5.

Teaching Certificate: IV= 1, V= 2, VI= 3 and VII= 4.

Teaching Experience: (1-5yrs.)=1, (6-10yrs.)= 2, (11-15yrs.)= 3, (16-20yrs.)= 4 and (21yrs. and more)= 5.

Category of School: Primary/Elementary= 1, Junior High School= 2 and Senior High= 3.

APPENDIX F

SUMMARY OF THE MEANS OF ITEMS BY SUBSCALES.

SUBSCALE	ITEM NUMBER	M	F	S	NS	AV	E	C	W	L	EL.	JHS	SHS
Personal Attitude	1,2,3,4,7,10, 11,14,15,24, 30,31	3.94	3.77	3.92	3.86	3.8	***4**	3.92	3.96	3.81	3.79	3.99	3.95
Teachers in general	16,17,22,28	2.93	3.1	2.87	3.21	3	3.08	2.69	3.27	2.98	3.11	3.38	2.78
School boards	18	3	3.4	2.9	3.44	2.9	3.14	2.7	3.8	3.4	3.4	3.33	2.9
Facilities	19,21	3.55	2.9	3.5	3.1	2.9	3.39	3.52	3.65	3.15	3.13	3.37	3.46
School Administrati-on	20	3.34	3.63	3.16	3.89	3	3.43	3.1	3.92	***4.15**	3.56	3.93	3.14
Students	23,26,29	3.9	3.89	3.95	3.85	3.8	***4.31**	3.76	3.93	3.79	3.95	3.84	3,9
Parents	25	3.18	3.25	3.16	3.28	3.2	3.36	3.09	3.29	3.15	3.35	3.27	3.12
Resource materials	12,13,27	3	2.95	2.98	3.01	2.9	3.19	2.88	3.1	2.97	3.01	3.07	2.93
Timetabling	5,6	3.33	3.49	3.45	3.26	3.4	3.64	3.24	3.44	3.38	3.32	3.43	3.42

Note : M = Male, F = Female, S = Specialist, NS = Non-Specialist,

Av. = Avalon District, E = Eastern District, C = Central District,

W = Western District, L = Labrador, El. = Primary/Elementary School,

JHS = Junior High School and SHS = Senior High School.

Note*: The asterisks represent positive attitude in response to attitudinal scale.

APPENDIX G

October 11, 1994.

REMINDER

Dear Colleagues,

I am taking this time to remind you of a survey mailed to you some time ago on "Attitude of Specialist and Non-Specialist Teachers of Physical Education Toward Quality Daily Physical Education in Newfoundland and Labrador."

Some teachers, among those that were selected for the study, have responded and mailed the survey back. If you have not done so, I would like to remind you of the survey, and to ask you to kindly complete the survey and return it to me as soon as possible.

Your time and cooperation toward the success of this research is greatly appreciated. Once again, thank you.

Sincerely,

_____

David Olufemi Odesina
(Grad. Student/Researcher)

APPENDIX H

Q D P E ?

(Quality Daily Physical Education)

Reminder !!!

Dear Colleagues,

Welcome to the PESIC conference. I am currently researching "Attitude of Specialist and Non-Specialist Teachers of Physical Education Toward Quality Daily Physical Education in Newfoundland and Labrador."

A survey for this study has been in the mail for some time. Some teachers, among those that were selected for the study, have responded and mailed the survey back. If you have not done so, I would like to remind you of the survey, and to ask you to kindly complete the survey and return it to me when you get back to your school.

If you have it with you, it would be appreciated if you can drop it at the Physical Education general office before leaving the conference.

Your time and cooperation toward the success of this research is greatly appreciated. Once again, thank you and have a nice stay in St. John's.

Sincerely,

_____

David Olufemi Odesina
(Grad. Student/Researcher)
October 7, 1994.

APPENDIX I: MEAN SCORES

	OVER ALL	SPECIALIST	NON-SPECIALIST	MALE SPECIALIST	FEMALE SPECIALIST
Q01	*4.54	*4.55	*4.5	*4.48	*4.79
Q02	*4.3	*4.27	*4.32	*4.21	*4.43
Q03	*4.5	*4.52	*4.46	*4.43	*4.79
Q04	*4.3	*4.45	*4.08	*4.36	*4.71
Q05	3.44	3.57	3.3	3.5	3.7
Q06	3.29	3.32	3.24	3.33	3.29
Q07	3.96	3.94	*4	3.9	*4.1
Q08	3.75	3.75	3.76	3.71	3.86
Q09	2.98	2.78	3.27	2.8	2.7
Q10	3.23	3.28	3.15	3.3	3.2
Q11	*4.5	*4.52	*4.5	*4.6	*4.7
Q12	3.46	3.3	3.73	3.2	3.6
Q13	2.77	2.93	2.54	3	2.7
Q14	3.96	3.98	3.92	*4	3.8
Q15	3.79	3.75	3.86	3.76	3.71
Q16	3.6	3.65	3.51	3.56	3.93
Q17	2.5	2.33	2.76	2.39	2.15
Q18	3.11	2.89	3.44	2.8	3.1
Q19	3.23	3.45	2.89	3.43	3.54
Q20	3.44	3.16	3.89	3.14	3.21
Q21	3.45	3.55	3.3	3.62	3.36
Q22	3.14	2.86	3.58	2.88	2.79
Q23	3.88	3.82	3.97	3.76	*4
Q24	3.26	3.88	3.08	3.2	3.86
Q25	3.21	3.2	3.3	3.2	3.1
Q26	3.86	3.93	3.76	3.98	3.79
Q27	2.76	2.73	2.81	2.69	2.86
Q28	2.85	2.73	3.03	2.67	2.93
Q29	3.98	*4.09	3.81	3.9	*4.6
Q30	3.97	*4.11	3.76	*4.1	*4.1
Q31	*4.06	*4.1	*4	*4.1	*4.1

Note: The asterisks represent positive attitude in response to attitudinal scale.