AN EVALUATION OF THE CURRICULUM
IN PHYSICAL EDUCATION
IN EIGHT SELECTED SECONDARY SCHOOLS
by
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B.P.E., University of British Columbia, 1967

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF PHYSICAL EDUCATION
in the School
of
Physical Education
and
Recreation

We accept this thesis as conforming to the
required standard

THE UNIVERSITY OF BRITISH COLUMBIA
June, 1969
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Department of Physical Education

The University of British Columbia
Vancouver 8, Canada

Date June 20, 1969
ABSTRACT

The hypothesis of this study was that the content of the curriculum affects the opinion of grade eight and grade eleven girls toward physical education. A successful curriculum should be built on the needs and interests of the students. It seems reasonable to suggest that if a person is more interested, she is likely to become more involved, and therefore is more likely to achieve the objectives of the program.

Structured interviews were held with ten teachers in seven different randomly selected schools. One class of grade eights and one class of grade elevens at each of the seven schools were given the statement "I Like the activities we do in physical education" and asked to place an "X" under the word or words that best expressed the way they felt. The choices offered were "always, almost always, sometimes, hardly ever, or never". The students' response had a value ranging from five (always) to one (never). The points for each class were added and then divided by the number of students in that class to give a class average. A class with an average of greater than three was considered to have a favorable opinion of physical education; those with an average of less than three, an unfavorable opinion.

Because so many variables were involved and because of the possible unreliability of student opinion, it was almost impossible to state conclusions with any certainty. However, it did appear that the secondary school students in Vancouver have a favorable opinion of physical education. It also seemed that the students' opinion was unaffected by either the teacher's years of training or by her years of experience. A further indication was that the more opportunity the students had to state their preferences for or to choose activities, the better was their opinion of the program.

All teachers expressed dissatisfaction with the present report
card as an indication for parents regarding the progress of their daughter in physical education.

It appeared that grade eleven teachers especially were breaking away from the traditional curriculum that was comprised mainly of team sports, and were trying to meet the needs and interests of their students.

One of the most interesting observations was that the smaller classes had a more favorable opinion of physical education than did the larger classes.

This study has just scratched the surface of some of the problems in curriculum evaluation, especially as it relates to student interests. If physical educators are ever going to satisfy their students' needs and interests on more than a trial and error basis, more research is needed.
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>II</td>
<td>Review of the Literature</td>
</tr>
<tr>
<td>III</td>
<td>Methods and Procedure</td>
</tr>
<tr>
<td>IV</td>
<td>Results and Discussion</td>
</tr>
<tr>
<td>V</td>
<td>Summary and Conclusions</td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
</tr>
<tr>
<td>Appendix A: Interviews</td>
<td>46</td>
</tr>
<tr>
<td>Appendix B: Raw Scores</td>
<td>47</td>
</tr>
</tbody>
</table>

**LIST OF TABLES**

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Results of the Questionnaire Regarding Student Opinion of Physical Education</td>
<td>14</td>
</tr>
<tr>
<td>II.</td>
<td>Relationship of Teachers' Years of Training to Grade Eight Students' Opinion of the Program</td>
<td>15</td>
</tr>
<tr>
<td>III.</td>
<td>Relationship of Teachers' Years of Training to Grade Eleven Students' Opinion of the Program</td>
<td>16</td>
</tr>
<tr>
<td>IV.</td>
<td>Relationship of Teachers' Years of Experience to Grade Eight Students' Opinion of the Program</td>
<td>18</td>
</tr>
<tr>
<td>V.</td>
<td>Relationship of Teachers' Years of Experience to Grade Eleven Students' Opinion of the Program</td>
<td>19</td>
</tr>
<tr>
<td>VI.</td>
<td>Relationship of Grade Eight Students' Opportunity to Choose Activities and Their Opinion of the Program</td>
<td>21</td>
</tr>
<tr>
<td>VII.</td>
<td>Relationship of Grade Eleven Students' Opportunity to Choose Activities and Their Opinion of the Program</td>
<td>22</td>
</tr>
<tr>
<td>VIII.</td>
<td>Grade Eight Physical Education Curriculum in the Seven Schools</td>
<td>25</td>
</tr>
<tr>
<td>IX.</td>
<td>Grade Eleven Physical Education Curriculum in the Seven Schools</td>
<td>26</td>
</tr>
<tr>
<td>X.</td>
<td>Relationship of Class Size to Student Opinion of Physical Education—Grade Eight</td>
<td>28</td>
</tr>
<tr>
<td>XI.</td>
<td>Relationship of Class Size to Student Opinion of Physical Education—Grade Eleven</td>
<td>29</td>
</tr>
</tbody>
</table>
CHAPTER I

STATEMENT OF THE PROBLEM

According to Nixon and Jewitt (1:22)

No public school curriculum should be a haphazard collection of traditional subject matter...No school is justified in repeating uncritically a curriculum established for a previous generation.

In the British Columbia school system, most disciplines have revised their courses of study and kept them up-to-date. However, the physical education course of study in British Columbia has not been revised for eight years. (2) Therefore, the teachers have had to devise their own curriculum or else have followed one that was established for a previous generation.

The hypothesis of this study was that the content of the curriculum influences the opinion of grade eight and grade eleven girls toward physical education. A successful curriculum should be built on the needs and interests of the students. It seems reasonable to suggest that if a person is more interested, she is likely to become more involved, and therefore is more likely to achieve the objectives of the program. Bucher, Koenig, and Barnhard (3:160) state:

Students in our schools who are exposed to physical education should be our best supporters...The experience they have in physical education will help to determine how much they will support these programs as adults.

If a student has a favorable opinion of physical education, she may be more likely, in later years, to give financial and moral support to the program and to continue participating in physical activities.

The study was limited to girls in grades eight and
eleven. These grades represented the first and last times 
physical education is required as a course in British Columbia 
secondary schools.

There was no control of the teachers' personalities as 
variables in the study. However, all physical education 
teachers should be able to provide a program of activities that 
is interesting to the students. No assumption was made that 
certain activities would be best for every school.

**Definition of Terms:** In the interests of consistency, 
the following terms have been defined and will be so used 
throughout the study.

course of study— the activities designated as suitable for 
use in secondary schools by the Department of Education, 
Province of British Columbia.

curriculum— the activities comprising the physical education 
program at each school. It should be noted that the 
curriculum does not always follow the course of study 
defined above.

physical education— the instructional (in class) program, 
not including intramurals or extramurals.

skills tests— an objective method of determining the student's 
ability to perform an activity skill.

subjective evaluation— a grade is assigned by the teacher 
based on her observation of students during the classes.
REFERENCES


CHAPTER II.

REVIEW OF THE LITERATURE

There appeared to be a definite lack of literature directly pertaining to the stated problem. However, literature was found that partially related to the problem. This literature was discussed under the following headings: curriculum evaluation, interests, attitudes, and individual differences.

Curriculum evaluation. According to Bucher, Koenig, and Barnhard (1:130)

Curriculum planning is a never-ending process. Continuous evaluation is necessary because every year brings changes in the profession of physical education, the community, the composition of the school, the facilities, equipment, the children, and in the teachers themselves.

In 1940 Baker (2:126) showed that constant evaluation was a necessity because girls did not prefer the same activities as girls of the previous decade. Baker wrote:

That team sports should be included in a program of physical education . . . has been taken for granted for many years. Most teachers are so sure that this experience should be imposed on students that it has become a routine at most institutions. . . . Contrary to expectations, girls in college do not engage in team sports unless forced to do so; and routine procedures developed to overcome this inertia effect no compromise between what is best and what girls prefer to do.

Thus, the girls were forced into participation in activities that they did not like.

Many physical educators advised against forcing uninteresting activities on students. Cowell and Hazelton (3:52) wrote that "a
good physical education program is based on the interests, needs, purposes, and capacities of the people it serves". If the girls were not interested in team sports, why were they included in the curriculum?

**Interests.** Various studies have been done regarding unfavorable aspects of physical education. As early as 1933 Bullock and Aldén (4:64) reported:

- Of the various subjective reasons given by the girls themselves for disliking physical education in high school, the following appear most frequently.
  1. Formal gymnastics 21.5%
  2. Lack of choice of activity 16.3%
  3. Physical education not interesting 16.3%

Apparently, the situation did not improve because over twenty years later, in 1956, Squires (5:2) reported that of the three major influences on unfavorable attitudes toward physical education, one was "a dislike of having to do some of the activities in the program". The boys did not like all the activities in which they were required to participate. They simply were not interested in some of the activities.

A study by Baker (6:130) revealed that girls, too, were more interested in activities other than those in which they participated in during physical education.

The following summary was derived from data resulting from the replies to the questionnaire survey.

1. Subjects showed unquestionable preference for activities which are not physical education
2. The preferences in physical education activities were not typical school activities
3. Preferences in physical education were characterized as noncompetitive, individual, and unsupervised.

Thus, the physical education program was not meeting the interests of the girls.
Attitudes. Interests, enjoyment, and attitudes are all closely related. Mista (7:174) reported that "those who enjoyed their high school physical education had more favorable attitudes than those who did not enjoy their high school physical education".

Campbell (8:456) said that it is important for students to develop favorable attitudes toward physical education. He wrote that "attitudes play an important role because the attitude determines an individual's willingness to learn". Keogh (9:239) concurred with this and added:

One of our most important concerns in school physical education programs is that students develop positive attitudes toward active participation in physical activity which will lead them to seek further physical activity after leaving the organized school program.

In a later study on extreme attitudes toward physical education Keogh (10:32) reported that "all groups demonstrated a stronger acceptance of the values of physical education as they are professionally stated than of the school programs which seek to establish these values". Thus, while the values were commendable, the program as it existed, was not achieving these values. The curriculum needed to be evaluated.

Individual differences. When evaluating a curriculum, Driftmier (11:217) noted that individual differences should be considered. She wrote "there are marked individual differences in the interests of high school girls in physical education activities". She recommended, therefore, the classification of students according to their interests. She said (12:220) that "with interest as a deciding factor in classification the teacher's energy need not be spent in trying to make uninteresting work interesting".

A common belief existed that certain activities should be learned whether or not the student was interested. However,
Irwin (13:55) stated that "there is no conclusive evidence to show that any one particular program of physical activities is superior to another in reaching objectives". In other words, the activity was a medium through which objectives were reached, and one activity could be easily exchanged for another.

Lapp (14:157) realized this as early as 1933. He wrote:

Physical education, like all other subjects, has been dominated by the adult educators and their ideas. Unlike many other subjects in the curriculum, it is possible in classes of physical education to use material which is, to a large extent, determined by the pupil's likes, dislikes, and expectancies.

This idea was further developed by Wiedamann and Howe (15:31) who wrote:

The marked individual differences in the choice of activities justify as wide a variety of offerings as is financially and administratively practicable for both the curricular and extracurricular programs.

Different individuals, then, with different likes and interests, should be offered a wide variety of activities from which to choose.
REFERENCES


12. Ibid.


CHAPTER III

METHODS AND PROCEDURE

A structured interview to be held with the various physical education teachers was planned. Twelve questions were devised that asked for information on each teacher's training and experience, information on the curriculum and on evaluation, and information on each teacher's opinion as to whether students should be allowed to state preferences for or to help select activities. One question was to be answered by the students. (see Appendix A)

The Research Department of the Vancouver School Board was then contacted and permission was granted to enter the schools and collect the data.

Eight out of seventeen secondary schools in Vancouver were selected using Mouly's (1:179) random selection tables. Schools were assigned a letter from A to H, so that they would remain anonymous.

At each school, one grade eight class and one grade eleven class were selected at random. Structured interviews were held with the physical education teachers of these selected classes. The teachers were informed that their schools were selected at random. They were also told that in the results and discussion of the thesis, the schools would remain anonymous.

The data from these structured interviews was collected, analyzed, and common trends were noted. The choice of activities at each school was compared with the required activities listed in the British Columbia Course of Study, with the optional activities listed in the Course of Study, with other activities that the schools selected, and with the activities of other schools. No attempt was made to state that certain activities would be best for every school.

After the teachers were interviewed, the questionnaire was given to the randomly selected grade eight and grade eleven classes.
Each class was told to consider the whole year's activities and not just the current one, to give an opinion of the activities and not of their teacher, and to give their own opinion and not that of their friends. Then they were given the statement "I like the activities we do in physical education" and asked to place an "X" under the word or words that best expressed the way they felt. The choices offered were "always, almost always, sometimes, hardly ever, or never." The forms were delivered in person to the physical education teacher at each school and it was arranged to have them picked up within a week.

Each student's response had a value ranging from five (always) to one (never). The points for each class were added and then divided by the number of students in that class to give a class average. A class with an average of greater than three was considered to have a favorable opinion of physical education; those with an average of less than three, an unfavorable opinion. Activities of classes with the least favorable opinions were compared and contrasted with those indicating the most favorable opinions of physical education.

Because of the possible unreliability of each student's opinion, it was decided that a survey-type study would be preferable over a statistical one.
REFERENCES

CHAPTER IV

RESULTS AND DISCUSSION

Structured interviews were held with ten teachers in seven different schools. The department head at the eighth school preferred not to participate in the study and thus there were no results from the eighth school. One class of grade eights and one class of grade elevens at seven schools were given the statement "I like the activities we do in physical education" and asked to place an "X" under the word or words that best expressed the way they felt. The choices offered were "always, almost always, sometimes, hardly ever, or never". Each student's response had a value ranging from five (always) to one (never). The points for each class were added and then divided by the number of students in that class to give a class average. A class with an average of greater than three was considered to have a favorable opinion of physical education; those with an average of less than three, an unfavorable opinion.

Table I shows that every class questioned had a favorable opinion of physical education. Four schools had a more favorable opinion of physical education in grade eleven than in grade eight. Of the three schools with a less favorable opinion in grade eleven, one school had the grade eight class with the most favorable opinion in the city. The grade elevens at this same school, although less favorable, still had the third highest rating out of the seven schools and just .07 points less than the grade eights. School G had a less favorable opinion in grade eleven, but it was only less by .05 points. School D had a less favorable opinion by .32 points.

Schools A, B, D, and E were taught by the same teacher in grade eight as in eleven. Whether the grade eight and grade eleven teacher was the same appeared to be unrelated to student opinion of
TABLE I
Results of the Questionnaire Regarding Student Opinion of Physical Education

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Eight</th>
<th>Grade Eleven</th>
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<tr>
<td></td>
<td>Class Average</td>
<td>Class Opinion of P.E.</td>
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<tr>
<td>A</td>
<td>3.57</td>
<td>favorable</td>
</tr>
<tr>
<td>B</td>
<td>3.25</td>
<td>favorable</td>
</tr>
<tr>
<td>C</td>
<td>3.52</td>
<td>favorable</td>
</tr>
<tr>
<td>D</td>
<td>3.55</td>
<td>favorable</td>
</tr>
<tr>
<td>E</td>
<td>3.77</td>
<td>favorable</td>
</tr>
<tr>
<td>F</td>
<td>4.00</td>
<td>favorable</td>
</tr>
<tr>
<td>G</td>
<td>3.76</td>
<td>favorable</td>
</tr>
</tbody>
</table>

average: 3.63 3.61

the program. Three schools having the same teacher in grades eight and eleven had a better opinion in grade eleven. One school had a less favorable opinion. One school having a different teacher in grade eight from the one in grade eleven had a better opinion of physical education in grade eleven. Two schools with different teachers had less favorable opinions.

The structured interviews held with ten teachers in seven different schools produced the following results.

Question one: What academic degrees do you hold?

Training in physical education ranged from three years of elementary education with a major in physical education to a masters degree in physical education. Tables II and III indicate that some teachers with just three years of training had an extremely favorable
### TABLE II

**Relationship of Teachers' Years of Training to Grade Eight Students' Opinion of the Program**

<table>
<thead>
<tr>
<th>Scale of Opinion</th>
<th>B.Ed.</th>
<th>B.P.E.</th>
<th>Masters Courses</th>
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<tbody>
<tr>
<td>5.0</td>
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<tr>
<td>4.8</td>
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<td>4.6</td>
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<td>3</td>
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<td></td>
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<tr>
<td>5</td>
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Teachers' Years of Training
TABLE III

Relationship of Teachers' Years of Training to Grade
Eleven Students' Opinion of the Program

Scale of
Opinion

5.0
4.8
4.6
4.4
4.2
4.0
3.8
3.6
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
1.8
1.6
1.4
1.2
1.0

3 5 5
B.Ed. Normal School B.P.E. Masters
Summer Schools Courses

Teachers' Years of Training
students' opinion of the program, while other teachers with the same amount of training had less favorable students' opinions. The same is true with the teachers who have five years of training and for those with courses towards or holding master's degrees. The students' opinions were high for some programs and less for others, regardless of the number of years the teacher had trained.

Question two: How many years have you taught physical education? Was this full time or part time only?

This past year, eight out of the ten teachers taught physical education full time, but there was no difference between the students' opinion of their programs and of those who taught physical education part time.

Tables IV and V show that some teachers with under five years of experience had very favorable students' opinions of the program. On the other hand, some teachers with under five years of experience had less favorable students' opinions. Some teachers with over ten years experience had students' opinions that were less favorable than those of less experience. Others though, had students' opinions that were more favorable.

Question three: Who decides what activities will be included in the physical education curriculum?

Three schools indicated that all the women in the physical education department decided what activities would be taught. Three schools said that it was the decision of the individual teacher. One school said that it was discussed by the department but the final decision was made by the individual teacher.

Some teachers remarked that they were limited in their choice of activities by the lack of facilities and equipment. Other teachers, however, reported that they went outside the school to use community facilities such as bowling alleys and tennis courts.
TABLE IV

Relationship of Teachers' Years of Experience to Grade
Eight Students' Opinion of the Program

Scale of Opinion
5.0
4.8
4.6
4.4
4.2
4.0
3.8
3.6
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
1.8
1.6
1.4
1.2
1.0

Teachers' Years of Experience
TABLE V

Relationship of Teachers' Years of Experience to Grade Eleven Students' Opinion of the Program

<table>
<thead>
<tr>
<th>Scale of Opinion</th>
<th>1.0</th>
<th>1.2</th>
<th>1.4</th>
<th>1.6</th>
<th>1.8</th>
<th>2.0</th>
<th>2.2</th>
<th>2.4</th>
<th>2.6</th>
<th>2.8</th>
<th>3.0</th>
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<th>5.0</th>
</tr>
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<tbody>
<tr>
<td>Teachers' Years of Experience</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
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Question four: Who decides on the content and regulates the sequence within each activity unit?

Six schools indicated that the individual teacher decided the content of each activity and the teaching sequence. In one school each teacher chose two or three activities and set up the teaching units for those activities for every grade in which they were taught. They then distributed these to the other physical education teachers.

Question five: Do the students have an opportunity to indicate their preferences for activities in the physical education program?

The students' opportunity to choose activities or to indicate their preferences for activities fell into three categories; no opportunity to choose, an opportunity within an activity (e.g. the students must do gymnastics but they may choose which apparatus they will use), and an opportunity to choose the activity.

Table VI shows that the two grade eight classes that had an opportunity to express a preference of activities had a more favorable opinion of physical education than those classes which did not have the chance.

Question six: Are you in favour of students having an opportunity to express their preferences?

Only one teacher felt that grade eights should not be allowed to state a preference of activities. Two other teachers felt the students should be introduced to the activities first and then be allowed to state a preference. Four teachers believed grade eights should be able to state their preferences.

Five teachers believed grade elevens should be able to state their preferences. Two teachers felt students should state preferences only after learning the activities.
TABLE VI
Relationship of Grade Eight Students' Opportunity to Choose Activities and Their Opinion of the Program

Scale of Opinion

<table>
<thead>
<tr>
<th>Opinion</th>
<th>No Choice</th>
<th>Choice Within Activity</th>
<th>Choice of Activity</th>
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<td>5.0</td>
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<tr>
<td>2.8</td>
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<tr>
<td>2.6</td>
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<td>2.2</td>
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<tr>
<td>2.0</td>
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<td></td>
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<tr>
<td>1.8</td>
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<td></td>
<td></td>
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<tr>
<td>1.6</td>
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<tr>
<td>1.4</td>
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<td></td>
<td></td>
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<tr>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE VII
Relationship of Grade Eleven Students' Opportunity to Choose Activities and Their Opinion of the Program

Scale of Opinion
5.0
4.8
4.6
4.4
4.2
4.0
3.8
3.6
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
1.8
1.6
1.4
1.2
1.0

No Choice
Choice Within Activity
Choice of Activity

Students' Opportunity to Choose Activities
Question seven: Are you in favour of students sharing in the selection of activities that will be offered?

Four grade eight teachers were opposed to the grade eights sharing in the selection of activities. One grade eight teacher believed they should have some choice of activities. Two teachers believed grade eights should share in selecting the activities that will be offered.

Three grade eleven teachers felt that grade elevens should not share in the selection of activities. One grade eleven teacher said they should have some choice. Three teachers believed grade elevens should share in the selection of activities that will be offered.

Question eight: Do you evaluate the students?

Question nine: If so, how?

All seven schools reported that they have to arrive at a mark for the report card for every student taking physical education. Most teachers felt that a mark on a report card is a poor method of informing parents how their child is progressing in physical education. A main problem seemed to be that there was no standard way of arriving at a mark. Four teachers used results from skills tests as part of the report card mark. Six teachers did not use any skills tests. Three teachers used results from fitness tests as part of the physical education mark. (All secondary schools in Vancouver were taking the CAHPER Fitness Test in May 1969, but three schools always use fitness tests as part of their mark). All teachers reported a subjective evaluation of each student’s progress as part of the mark.

In three out of four programs emphasizing fitness, the classes had extremely favorable opinions of physical education. The fourth class had an average grade eight opinion.
Question ten: Do you evaluate your program?

Question eleven: If so, how?

Almost all the teachers reported that they tried to evaluate their program. Only two said that they did not. Two schools discussed the program and ways in which it could be improved, at department meetings. Most teachers said they tried to be sensitive to student response. If students seemed interested and enthusiastic, the teacher would repeat the activity the following year and probably teach it the same way. If student response was poor, the teacher would drop the activity the next year or else try a different teaching method. Two schools reported informal discussion between teachers as an additional method of evaluating the program.

Question twelve: What activities comprise your physical education curriculum in grade eight and in grade eleven? What are the approximate time allotments for each activity?

Table VIII shows that there was not much variety in the grade eight curriculums in the seven schools. However, Table IX shows that the curriculums in grade eleven varied greatly from school to school.

In grade eight, all three teachers including tennis in their programs said they would like to have more courts. The grade eights at school G used music for their exercise program. The dance program at school F was coeducational.

In grade eleven, school G used music for their exercise program. Volleyball at school G was coeducational. The dance programs had the most variety. School G had just one dance session, (the rest were rhythmics). Dancing at schools B and E was for girls only, while at schools C and D they had girls folk dance and coeducational square dance. School A had coeducational ballroom dance, while school F had both coeducational folk and ballroom dance.
### TABLE VIII
Grade Eight Physical Education Curriculum in the Seven Schools

<table>
<thead>
<tr>
<th>&quot;Required&quot; Activities by B.C. Course of Study</th>
<th>Schools Doing the Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>less than 5 periods</td>
</tr>
<tr>
<td>badminton</td>
<td>B</td>
</tr>
<tr>
<td>basketball</td>
<td>A, B, C, D, E, F, G</td>
</tr>
<tr>
<td>exercises</td>
<td>E</td>
</tr>
<tr>
<td>field hockey</td>
<td>C, D</td>
</tr>
<tr>
<td>rhythms and dance</td>
<td></td>
</tr>
<tr>
<td>softball</td>
<td></td>
</tr>
<tr>
<td>track and field</td>
<td></td>
</tr>
<tr>
<td>gymnastics</td>
<td></td>
</tr>
<tr>
<td>volleyball</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&quot;Optional&quot; Activities by B.C. Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>aquatics</td>
</tr>
<tr>
<td>curling</td>
</tr>
<tr>
<td>skiing</td>
</tr>
<tr>
<td>soccer</td>
</tr>
<tr>
<td>table tennis</td>
</tr>
<tr>
<td>tennis skills</td>
</tr>
</tbody>
</table>

Other Activities

| rounders                                      | G                         |
| physical fitness tests                        | A, C, G                   |
| minor games                                   | E, F                      |
| floor hockey                                  | B, C, D, E               |
| speedball                                     | C                         |
### TABLE IX

**Grade Eleven Physical Education Curriculum in the Seven Schools**

<table>
<thead>
<tr>
<th>&quot;Required&quot; Activities by B.C. Course of Study</th>
<th>Schools Doing the Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>less than 5 periods</td>
</tr>
<tr>
<td></td>
<td>more than 10 periods</td>
</tr>
</tbody>
</table>

- **badminton**: A, B, C, D, E, F, G
- **basketball**: B, C, E, F
- **exercises**: A, G
- **field hockey**: E, B, F
- **rhythmic and dance**: A, B, C, D, E, F, G
- **tennis skills**: A, B, C, D, E, F, G
- **track and field**: B, E, F
- **gymnastics**: B, C, D, E, F, G
- **volleyball**: D, B, C, E, F

<table>
<thead>
<tr>
<th>&quot;Optional&quot; Activities by B.C. Course of Study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>aquatics</strong></td>
<td>D</td>
</tr>
<tr>
<td><strong>archery</strong></td>
<td></td>
</tr>
<tr>
<td><strong>curling</strong></td>
<td>B</td>
</tr>
<tr>
<td><strong>golf</strong></td>
<td>A, B, C, G</td>
</tr>
<tr>
<td><strong>skiing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>soccer</strong></td>
<td>C, D, F, G</td>
</tr>
<tr>
<td><strong>softball</strong></td>
<td>F</td>
</tr>
<tr>
<td><strong>speedball</strong></td>
<td>E</td>
</tr>
<tr>
<td><strong>table tennis</strong></td>
<td>F</td>
</tr>
</tbody>
</table>

**Other Activities**

- **bowling**: C
- **minor games**: E, D, F
- **floor hockey**: E
- **shinty**: G
- **touch football**: G
- **indoor track**: F
It may be of interest to compare the class size to the students' opinion of the program. Tables X and XI indicate that the larger the class, the less favorable opinion the students had of physical education. Two obvious exceptions were the grade eight and grade eleven classes (from schools F and A respectfully) that had the most favorable opinion of physical education. It is also interesting that the largest grade eleven class had the least favorable opinion.

In summary, the results of the question given to the grade eight and grade eleven classes show that every class questioned had a favorable opinion of physical education.

In Vancouver secondary schools there was a great variety in each physical education teacher's years of experience and also in their years of training. However, these variables did not seem to affect the students' opinion of the program.

When students had a chance to indicate their choice of activities, it appears they had a more favorable opinion of the program. Only one teacher believed students should not have an opportunity to state their preferences for activities. However, four grade eight and three grade eleven teachers felt students should not be involved in the selection. This may appear to be a contradiction. These teachers felt, however, that although they would be interested in hearing which activities the students preferred, they did not feel that they should be compelled (by student choice) to teach those activities.

There was a wide variety of methods by which teachers evaluated their students. Widespread dissatisfaction with the present report card indicated that it might be wise for physical educators to issue a separate physical education progress report. Most teachers tried to evaluate and to improve their programs.

Although the grade eight curriculum in the seven schools did not vary much, the grade eleven curriculum did. The number of
### TABLE X

Relationship of Class Size to Student Opinion of Physical Education—Grade Eight

<table>
<thead>
<tr>
<th>Scale of Opinion</th>
<th>Number of Students in the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td></td>
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<tr>
<td>3.6</td>
<td></td>
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<tr>
<td>3.4</td>
<td></td>
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<td>3.2</td>
<td></td>
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<td>3.0</td>
<td></td>
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<tr>
<td>2.8</td>
<td></td>
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<tr>
<td>2.6</td>
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<td>2.4</td>
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<td>2.2</td>
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<tr>
<td>2.0</td>
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<tr>
<td>1.8</td>
<td></td>
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<tr>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33</td>
</tr>
</tbody>
</table>
TABLE XI
Relationship of Class Size to Student Opinion of Physical Education—Grade Eleven

Scale of Opinion:
5.0
4.8
4.6
4.4
4.2
4.0
3.8
3.6
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
1.8
1.6
1.4
1.2
1.0

14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Number of Students in the Class
activities done by one class in grade eleven varied from four to eighteen. The actual activities also varied.

It was interesting to note that the smaller classes had a more favorable opinion of physical education.

One point that became obvious as the results were noted was that further research in the area of curriculum evaluation, especially as it relates to students' interests, should be done. This study can barely touch on many facets of an important subject.

Discussion:

Student Opinion of Physical Education. Physical educators in secondary schools often believe that many of their classes do not like physical education. However, Table I shows that every class questioned has a favorable opinion of physical education. Another misbelief among physical educators is that the students lose their zeal and enthusiasm for physical education during high school. However, four out of the seven schools have a more favorable opinion in grade eleven than in grade eight, and therefore, it is not a different personality that has caused the more favorable opinion. It could possibly be that the students are enjoying the activities more.

Teachers' Training. Tables II and III show that the teachers with more years of training do not necessarily have classes with a more favorable opinion of physical education. This could possibly mean that the less qualified teachers take more care with lesson preparations. However, one teacher with extensive training says she always prepares her lessons. One reason why there is no difference of opinion could be that further training is usually characterized by courses in philosophy and administration and seldom with the technical aspects of teaching a skill. Another point to consider is that perhaps, if the less qualified teachers had further training, their classes might have an even more favorable opinion of physical education.
Teachers' Experience. Tables IV and V show that the student opinion of the program is not necessarily higher when the teacher is experienced, nor necessarily lower when the teacher is less experienced or inexperienced. This could mean the younger teachers know newer methods or are more open to new ideas which make up for their lack of experience. However, many of the older teachers may have learned from experience the better methods, and thus, their students have a favorable opinion of the program.

Who Decides Which Activities to Do? Three schools report that it is the individual teacher who decides which activities are to be included in the program. This presents a problem for the teacher the following year. What skills does each child know? This problem is magnified if there is more than one teacher for each grade. For example, some grade eights may learn a considerable amount of badminton; others, none at all. The following year, half the class know how to play badminton, while the other half do not.

Understandably, the choice of activities is somewhat restricted by the amount of facilities and equipment. Many teachers, however, especially in grade eleven, report the use of community facilities. This greatly widens the number of activities that can be offered. Furthermore, the activities being offered are ones the students can participate in outside of school hours, in the community.

Who Decides the Content and Teaching Sequence of Activities? In six schools the individual teacher decides the content and teaching sequence of each activity. In the seventh school, one teacher sets up the teaching units in her specialty activities, in every grade in which the activity is taught. Each teacher then distributes her units to the other teachers. This provides for logical progression from class to class and also from grade to grade. Furthermore, it capitalizes on the individual talents of the teachers by having them plan activities which they specialize in and it helps the
other teachers in the areas where they are weak. One of the hardest parts of planning to teach an unfamiliar activity is to decide on the progression of skills. This method eliminates the problem.

May Students State a Preference for Activities? Table VI shows that the more opportunity grade eights have to state their preferences for activities, the more favorable is their opinion of the program. This could mean that the students have recommended activities requiring little effort and the teacher has followed their suggestions or it could mean that students would rather participate in an activity when they feel they have had some chance to state their opinion or choice of activity. In either case, since it is reasonable to assume that a student is more likely to continue to participate after school and after she graduates, if she has a favorable opinion of the activities, the teacher should try and make the program enjoyable.

At first glance it does not appear that the grade elevens' opinion is at all affected by whether or not they have a chance to state a preference of activities. One of the grade eleven classes that had no chance to indicate a preference of activities, has a very favorable opinion of physical education. This class, however, covers as wide a variety of activities as is possible—eighteen activities—and with this number, the students are almost certain to find some activities they enjoy.

Should Students be Able to State Their Preferences for Activities? Only one teacher feels that students should not be allowed to state a preference for activities. The other teachers do not necessarily believe they must follow the students' wishes, but they do feel that the students should be allowed to let the teacher know their preferences. Tables VI and VII show that it is probably a good idea to allow students to state their preferences.
for activities.

**Should Students Share in Selection of Activities?** Perhaps the biggest disagreement among teachers resulted from question seven, "Are you in favour of students sharing in the selection of activities?" It may be of value to remember Bullock and Alden (1:64) saying that 16.3% of the students dislike physical education in high school because they have no choice of activities, and also to recall Irwin (2:55) stating that "there is no conclusive evidence to show that any one particular program of physical activities is superior to another in reaching objectives". Still, four grade eight teachers and three grade eleven teachers are opposed to their students having any say in the selection of activities.

Two schools report that next year they are considering operating physical education on a semester system. Although details of this system are not definite, it appears that students will elect activities that they like or that they wish to learn, in the semesters in which they are offered. Perhaps through the semester system, teachers will realize what Driftmier (3:220) meant when she said that "with interest as a deciding factor in classification, the teacher's energy need not be spent in trying to make uninteresting work interesting". A follow-up study on these two schools next year to see if the students had a more or a less favorable opinion of the program, might be informative.

**Evaluation of Students.** All the teachers interviewed agree that a mark on a report card is a poor method of informing parents how their child is progressing in physical education. The situation is made worse because each teacher arrives at her marks in a different manner. As a child changes from school to school or even from grade to grade, neither she nor her parents can rely on a standard method of marking. It just does not exist. Perhaps physical education
teachers should send home a supplementary report card indicating what the child has learned, in her own right, and compared to the rest of the class. Suggestions for improvement could also be included. In this way, students and parents would understand how they or their children are progressing, which is the purpose of any report card.

**Evaluation of the Program.** Eight teachers say that they try to evaluate their programs. Methods of accomplishing this include informal discussion, review of lesson plans, discussion at department meetings, and being sensitive to student response. However, not one teacher says that students should be allowed to evaluate the program. Perhaps students' comments as well as their response, would be helpful.

When evaluating the program a teacher should consider whether or not the activities are meeting the needs and interests of the students. It is beyond the scope of this study to answer the question for the seven Vancouver schools. A further study, concentrating on this one question, might be able to answer it. But by encouraging student involvement and by trying new and popular activities, a teacher may meet the interests of her students. However, as Bucher, Koenig, and Barnhard say (4:130) "Curriculum planning is a never-ending process...Continuous evaluation is necessary...".

**Grade Eight Curriculum.** Table VIII shows that every class, to some extent, participates in basketball, field hockey, rhythms and dance, track and field, gymnastics, and volleyball. Only three of the optional activities suggested in the British Columbia Course of Study are taught. These are: tennis, aquatics, and soccer. None of the grade eights curl, ski, or play table tennis. Does this mean that few grade eights are interested in these activities? Do they pose insurmountable administrative problems? Or is the program
just not meeting the interests of the students?

Table I shows that in grade eight, school F has the most favorable opinion of physical education while school B has the least favorable opinion. Table VIII shows that school B spends almost all its time doing the "required" activities that are listed in the Course of Study. In addition, students learn a few tennis skills and play some minor games. School F also spends considerable time on activities "required" in the Course of Study. However, school F plays a lot more badminton than does school B. Also, all school F's dance is coeducational. It is safe to say that this is definitely of interest to most grade eight girls. School F also learns tennis skills and plays minor games. School G, also with a very favorable opinion, exercises to music. The teacher reports a very favorable response to this approach. In grade eight then, it appears not to be the activity itself, but the ways in which it is made interesting to the students, that improves their opinion of the program.

Grade Eleven Curriculum. There is more variety among curriculums in grade eleven than in grade eight. All schools play quite a lot of badminton and quite a lot of tennis. After that, the similarities cease.

According to Table I the grade elevens with the most favorable opinion are from school A. School D has the least favorable opinion. Table IX reveals great differences in the activities of these two schools. School D participates in minor games, tennis, badminton, volleyball, soccer, gymnastics, aquatics, girls folk dance and coeducational square dance. On the other hand, school A only does four activities: tennis, badminton, golf, and coeducational ballroom dance. With each activity, the class does a fitness activity such as jogging or skipping. Doing so few activities means that the students might learn these more thoroughly. Anyway,
the students at school A like this program. According to Kappes (5:432)

The high degree of correlation between enjoyment of specific activities and estimated skill in such activities \((r=.82)\) suggests that if "carry-over" attitudes toward activity are to be achieved, opportunities to develop satisfying skills will be helpful.

However, at school F where the grade elevens also have a very favorable opinion of physical education, the students participate in eighteen different activities. They usually review skills and rules for one or two days and then spend a week or two in tournament play. Apparently, at school F, the grade elevens like this.

The grade eleven curriculum in Vancouver varies from school to school. It appears that the teachers are breaking away from tradition and trying to meet the needs and interests of their students. This should only mean good for the students, for teachers, and for physical education.

Class Size. Tables X and XI indicate that the larger the class, the less favorable opinion the students have of physical education. Two obvious exceptions are the grade eight and grade eleven classes (from schools F and A respectfully) that have the most favorable opinion of physical education. It is interesting to note that the largest grade eleven class has the least favorable opinion. Only one large class (over thirty students) rates highly whereas four small classes (under thirty students) rate higher than the larger classes. There are many possible explanations for this. It could be that in the smaller classes, those students disliking physical education are absent and thus, everyone who remains, has a favorable opinion. It could also be that in the smaller classes the students get more individual attention and thus they may learn more and like it better. In either case, the smaller classes seem to have a more favorable
opinion of physical education.

In summary, this study has just scratched the surface of curriculum evaluation. So many variables are involved that it is almost impossible to state conclusions with any certainty. However, it does bring to light a few ideas regarding the curriculum and especially student interest and participation in it. More research is needed in this area if physical educators are ever going to be able to meet their students' needs and interests on more than a trial and error basis.
REFERENCES


CHAPTER V

SUMMARY AND CONCLUSIONS

The hypothesis of this study was that the content of the curriculum affects the opinion of grade eight and grade eleven girls toward physical education. A successful curriculum should be built on the needs and interests of the students. It seems reasonable to suggest that if a person is more interested, she is likely to become more involved, and therefore is more likely to achieve the objectives of the program.

There was no control of the teachers' personalities as a variable in the study. However, all physical educators should be able to provide a program of activities that is interesting to the students.

Structured interviews were held with ten teachers in seven different randomly selected schools. One class of grade eights and one class of grade elevens at each of the seven schools were given the statement "I like the activities we do in physical education" and asked to place an "X" under the word or words that best expressed the way they felt. The word choice was "always, almost always, sometimes, hardly ever, or never". Each student's response had a value ranging from five (always) to one (never). The points for each class were added and then divided by the number of students in that class to give a class average. A class with an average of greater than three was considered to have a favorable opinion of physical education; those with an average of less than three, an unfavorable opinion.

This study has just scratched the surface of curriculum evaluation. Because so many variables were involved and because of the possible unreliability of student opinion, it was almost impossible to state conclusions with any certainty. However, it did appear that, contrary to the belief of many physical educators, secondary school students in Vancouver have a favorable opinion
of physical education. It also seemed that the students' opinion was unaffected by either the teacher's years of training or by her years of experience. A further indication was that the more opportunity the students had to state their preferences for or to choose activities, the better was their opinion of the program.

All teachers expressed dissatisfaction with the present report card as an indication for parents regarding the progress of their daughter in physical education.

It appeared that grade eleven teachers especially were breaking away from the traditional curriculum that was comprised mainly of team sports, and were trying to meet the needs and interests of their students.

One of the most interesting observations was that the smaller the classes, the more favorable was the opinion that the students had of physical education.

**Recommendations.**

1. Extend the use of community facilities to provide a greater variety of activities in the program. In addition, would be the knowledge that the facilities are present if the students wish to continue that activity in their spare time.

2. Allow students an opportunity to state their preferences for activities and try to include as many of these as possible in the program.

3. Issue a supplementary progress report in physical education that informs both the pupil and the parent how the student is progressing.

4. Continue the effort for smaller classes.

5. Conduct a detailed study next year at the two schools considering the semester system for physical education. See if the student opinion at those schools improves.

6. Allow students to help evaluate activities.
7. If physical educators are to meet their students' needs and interests on more than a trial and error basis, more research in this area is needed.
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APPENDIX
APPENDIX A

Structured Interviews Held With Ten Teachers in Seven Different Schools

1. What academic degrees do you hold?
2. How many years have you taught physical education? Was this full time or part time only?
3. Who decides what activities will be included in the physical education curriculum?
4. Who decides on the content and regulates the sequence within each activity unit?
5. Do the students have any opportunity to indicate their preference for activities in the physical education program?
6. Are you in favour of students having an opportunity to express their preferences for activities?
7. Are you in favour of students sharing in the selection of activities that will be offered?
8. Do you evaluate the students?
9. If so, how?
10. Do you evaluate your program?
11. If so, how?
12. What activities comprise your physical education curriculum in grade eight and in grade eleven? What are the approximate time allotments for each activity?

Form Given to Grade Eight and Grade Eleven Students

School: Grade:

Read the following statement and place an "X" under the word or words that best express the way you feel.

Always Almost Sometimes Hardly Never
Always Ever

I like the activities we do in physical education.
APPENDIX B

Raw Scores from Forms Given to Grade Eights

<table>
<thead>
<tr>
<th>School</th>
<th>Always (5)</th>
<th>Almost Always (4)</th>
<th>Sometimes (3)</th>
<th>Hardly Ever (2)</th>
<th>Never (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>19</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>14</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>16</td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>13</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>16</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>8</td>
<td>16</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>4</td>
<td>9</td>
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Raw Scores From Forms Given to Grade Elevens

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<th>Sometimes (3)</th>
<th>Hardly Ever (2)</th>
<th>Never (1)</th>
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