

The Impact of Female Perceptions on Choice of Physical Education Electives

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Abstract

The purpose of this study was to determine the impact of the female students' perceptions on their choice when deciding to take team sports, weight training or no physical education. This study is a non-equivalent groups design using two groups. The measure instrument used to collect the data were two different surveys. There were two significant results. First, students enrolled in weight training chose to do so because they are a high school athlete and they wanted to learn proper weight lifting technique or they want to just workout for free.

CHAPTER I

INTRODUCTION

Overview

The importance of physical education is becoming more urgent. Over the past 30 years childhood obesity has more than doubled in children and quadrupled in adolescents (“Childhood Obesity Facts”, 2016). One year of physical education is not enough. It is important for students to continue their physical education throughout high school but many do not. Why do students, especially females, not take elective PE classes after they finish their one physical education graduation credit?

One high school in Baltimore County, MD has population of 871 students. Each student is required to take one year of physical education. However in the 2015-2016 school year. The school only had 265 of the students enrolled in a physical education elective in grades 10, 11, or 12. This means that 59% of upperclassmen are not getting any physical activity throughout the school day. Out of the 265 of students enrolled in a physical education elective only 45 are females, 16 sophomores, 14 juniors, and 15 seniors. Out of those numbers only 18% of the sophomore females, 14% of the junior females, and only 12% of the seniors participate in a PE elective.

Many of the physical education elective classes, like weight training and team sports, have a very small percentage of females. Some teachers believe the benefits of participating in physical activity on a daily basis has had an impact on test scores and students attention span. With rising healthcare costs, “early prevention and treatment of health risk factors through participation in vigorous physical activity is considered by many experts as an important means of helping individuals to gain and maintain a healthy lifestyle,” (Hill & Randle, 1992, p. 195). The activity

from a P.E. class would not only improve their overall health, but also their school performance. The U.S. Department of Health and Human Services (2010) states that youth who participate in physical education have better concentration, memory, and classroom behavior. They have also seen a rise in math and reading scores in females, who participate in physical education classes.

Statement of Problem

The purpose of this study is to see what impact the female students' perceptions have on their choice when deciding to take team sports, weight training or no physical education.

Hypothesis

The null hypothesis is there is no statistically significant difference between perceptions of students taking weight training and team sports.

Operational Definitions

The definition of a student is any female in any grade at my school enrolled in a physical education course. These students will be taking a survey on their perceptions on why they have enrolled in a certain elective they are already in and the students in the required physical education course will be given a survey on whether or not they will enrolling a physical education course for the next school year. The independent variable is the P.E. course status of female students by grade. The dependent variable is the responses to the survey questions that will be tallied as frequencies and percentages. The survey was created as a computer-based set of scaled questions devised by the researcher.

CHAPTER II

LITERATURE REVIEW

Introduction

The importance of living a healthy lifestyle is relevant to all people throughout all generations. The goal of physical education (P.E.) is to teach students about living a healthy lifestyle through physical activity and healthy best practices. With rising healthcare costs, “early prevention and treatment of health risk factors through participation in vigorous physical activity is considered by many experts as an important means of helping individuals to gain and maintain a healthy lifestyle” (Hill & Randle, 1992, p.195). Part one discusses perceptions of physical education. Part two examines benefits of physical education while the last part reviews motivation and encouragement strategies.

Perceptions of Physical Education

An observer of a PE class has the potential to see very different structures depending on the school they are visiting. They could see students separated by gender or working in coeducational groups participating in competitive team sports, individual activities, or cooperative activities. Students’ and teachers’ perspectives on these differences impact the way students feel about P.E.

Title IX has swayed many schools to mandate that PE classes must be coed. Title IX provides equality for boys and girls in every educational program that receives federal funding. (Title IX, n.d.) This created a divide among students and teachers about whether P.E. classes are better as coed or same-sex. According to Courturier, Chepko, and Coughlin (2007), female students believed that they “performed skills and played sports better, received more practice

opportunities, and were less fearful of injury in same-sex physical education,” in addition to being worked harder and having higher teacher expectations set for them (p. 188). Hill and Cleven (2005) corroborated the perception that girls receive more teacher feedback and have more engaged skill learning time in same-sex P.E. classes, even though they may prefer a coed setting. While it appears that females would prefer a same-sex P.E. setting, Hill and Cleven also noted that “a higher percentage of boys preferred coeducational groupings than females for all but one of the 10 activities in which there were significant differences based on gender” (p. 193). Physical educators have mixed views on coed and same-sex P.E. classes. Generally, teachers believe that “boys and girls would receive greater benefits in terms of skill development and social support if they were taught in single gender physical education classes” (Hill, Harmon, & Knowles, 2012, p. 286). However, they do acknowledge that throughout life, noncontact activities could be coed so teaching in a coed setting is more realistic. When it comes to sports with high likelihood of contact like football and basketball, teachers are concerned for safety in coed physical education classes.

Students’ preference on activities in P.E. is heavily based off of gender. Males prefer competitive and physical activities whereas females prefer less competitive, recreational activities. Reasons why females do not like competitive, physically challenging activities include going to their next class sweaty, messing up their hair, and breaking fingernails, and would rather select activities like dance and fitness (Courturier, et al., 2007). Girls prefer fitness activities over competitive sports because “they found the skills easier to learn than many sports skills,” (Wilkinson & Bretzing, 2011, p. 65). Some females even went so far to say that they would enroll in a physical education course as an elective and taught in a classroom setting, possibly to avoid a competitive, physically demanding setting (Strand & Scantling, 1994).

These findings support a P.E. class that is sometimes coed and sometime same-sex depending on the unit and activities in those units should be selected to appeal to both males and females. Students and teachers agree that in the same-sex setting, skills can be better developed. Coed settings, while preferred by male students, are not appropriate for contact sports such as basketball and football, but are appropriate for lifetime sports such as bowling, tennis, and golf. (Hill, et al., 2012). Hill, et al. summarize this well: “physical educators should be able to accurately assess the effectiveness of single gender and coeducational physical education and to identify specific units in which students should be separated by gender” (p. 287). Males and females have different preferences on the P.E. activities in which they like to participate. Females have a longer outlook on what they want to get out of P.E. and realize that “fitness activities will probably carry over after my schooling more than sports will,” (Wilkinson & Bretzing, 2011, p. 63). In order to attempt to meet every students’ P.E. needs, “it would be beneficial for physical education teachers to plan different activities for males and females, or plan activities for the entire class which will be positively received by both males and females,” (Tergerson & King, 2002, p.374).

Benefits of Physical Education

Students in high school have a misinterpretation of the objectives of P.E. Strand and Scantling (1994) reported that a majority of students believe that they should be awarded P.E. credit for participating in activities such as flag corps, Junior Reserve Officer Training Corps (JROTC) and athletics, failing to realize that P.E. is about more than just physical activity. The benefits of P.E. extend beyond physical activity into health and positive body-image as well.

The physical activity benefits of P.E. are obviously what students understand the most.

What female students expect to get out of P.E. class are to stay in shape, to lose weight, and to increase their energy level while male students expect to become strong, to stay in shape, and to be competitive (Tergerson & King, 2002). Wilkinson and Bretzing (2011) also found similar results in girls saying that they want improvement in cardiovascular fitness, strength, endurance, and help in losing weight. While these goals and expectations are good to have, they represent short-term thinking and ignore the long-term benefits of P.E.

There are many health problems that children and adults encounter due to an unhealthy lifestyle. “Childhood obesity can cause emotional problems, elevated blood pressure, and may lead to adult obesity which is extremely difficult to reverse. Because obesity is a risk factor for cardiovascular disease, its appearance in childhood may have strong implications for children’s cardiovascular health as they approach middle-age,” (Hill & Randle, 1992, p. 195). Beyond simply participating in physical activity in P.E. class, students are learning strategies to promote a healthy lifestyle. For example, Noyes, Barber-Westin, Smith, and Campbell (2011) put a volleyball team on a six week fitness program. At the beginning of the program, 44% of the subjects were either in the average or below average categories for fitness. By the end of the six weeks, only 15% remained in those categories. Those students can take the exercises they learned and recall them if they desire to increase their physical fitness later in life. Learning what types of activities to perform rather than just being physically active in the general sense is an important takeaway from P.E.

For females, physical fitness can be a fantastic source for confidence and positive body-image. Contrary to popular belief, strength training is an activity that shows tremendous boost to these self-esteem measures. Smith (1996) found that “when compared to adult overweight females and college-aged females, the strength trained women reported significantly greater

feelings of satisfaction, pride, respect, and confidence in their physical selves” (p.24). Smith goes on to describe the prototypical strength trained female,

“For this woman, strength training means improved health and physical competence. She is better prepared for and able to metaphorically lift more in life. While performing the lifts and movements required for this physical activity, she feels exhilarated, confident, self-assured, powerful, happy, strong and sensual. She experiences greater self-confidence in her social interactions, and humorously speaks of her newest acquaintance – the mirror, which now is a friendly collaborator rather than a harsh critic. She believes the developed muscle mass and strength has set her apart as a cultural innovator who is helping to redefine the concept of beauty and femininity.” (p. 24)

The strength trained woman is one who is empowered, literally and figuratively, in life.

Unfortunately, the cultural norm is that “girls may be discouraged from participating [in weight lifting] because of a perception that if they start lifting weights they will look less feminine by becoming muscular in appearance,” (Hill & Cleven, 2005, p.190). Without proper encouragement, girls in P.E. may miss out on this opportunity to build their self-esteem.

It is important to get the message across to students, especially to females that the objectives and benefits of P.E. go beyond simply being physically active, and extend to lifetime physical fitness foundations and self-esteem. Learning fitness programs and using them throughout life can help to reduce the risk of health problems like heart disease and other cardiovascular issues. A good way for females to attain a positive body-image is through strength training which can be a source of empowerment. It is up to teachers to structure P.E. classes to promote these benefits of their classes.

Motivation and Encouragement Strategies

With so much emphasis on testing and academic performance, fewer and fewer students are taking P.E. beyond their required amount. Hill and Cleven (2005) suggest that “there is evidence of reduced opportunity in physical education demonstrated by declining percentages of

students who are participating in physical education on a daily basis,” (p.187). By using motivation and encouragement strategies via self, peers, and teachers, participation in P.E. could see resurgence.

Perhaps the strongest motivation comes intrinsically. Teachers can possibly generate this by helping students keep and track goals. A simple way to do this is using technology such as pedometers to help students set and track goals for steps. Self-monitoring with pedometers and goal setting has been proven effective as a means to achieve physical activity goals (Myers, Romero, Anzaldua, & Trinidad 2011, p. 437). Hill and Randle (1992) agree that “P.E. teachers should help students to develop long-term motivation for fitness activities by both showing them how to monitor their own fitness levels and by explaining the physiological benefits of participating in fitness activities” (p.195).

In addition to looking within for motivation, students also look to their peers. Tergerson and King (2002) found that “having a friend to exercise with was the most helpful cue to becoming involved in physical activity for both males and females,” and that “females felt more strongly than males that encouragement from friends was an important cue” (p. 347). They went on to add that “a buddy system in which adolescents monitor one another’s progress and provide support and motivation for physical activity may be especially helpful for females” (p.347). Friends are very important to adolescents and they could have a major influence on each other in P.E.

Teachers could set up their students to self-motivate and be motivated by peers, but there are other strategies they could use as well. A teacher who participates in activities can help to motivate students. “Students also appreciated the fact that they had the teacher participating with them, who acted as a demonstrator for them throughout the class, making it easier to learn the

skills” (Wilkinson & Bretzing, 2011, p. 62). Providing opportunity to introduce students to activities that are out of the ordinary can also help to generate interest from students. “The selection of unfamiliar activities indicates that although students may not have heard of them, and certainly never played them, they are willing to try new things,” (Strand & Scantling, 1994, p.119).

The time to promote P.E. is while students are taking their required credit. Many students understand the benefits of being physically active, but want to do other things with their time, thus P.E. class is a way to sell physical activity that does not take away from their personal time (Tergerson & King, 2002). To increase participation in class and registration in future elective P.E. classes, teachers must motivate students while they are there with self-motivation strategies like fitness goals, peer motivation strategies like a buddy system, and through teacher encouragement like choosing intriguing activities.

Summary

It appears that students’ perceptions of P.E. may be negatively impacting their will to take elective P.E. classes. These perceptions can be modified to encourage students to take elective P.E. classes if teachers understand that boys and girls want different things out of P.E. and they structure a setting that considers both sexes preferences on activities and coed playing. It is also important to clearly identify and teach the benefits of P.E. beyond simply being active including reduced health risks stemming from lifetime fitness and increased self-esteem and body image. Strategies of student motivation include intrinsic, from their peers, and from their teacher. Creating and promoting P.E. classes in these ways should help to increase enrollment in elective P.E. classes beyond the minimum requirements.

CHAPTER III

METHODS

Design

This study is a non-equivalent groups design using two groups. One group is female students already in a physical education elective in grades tenth, eleventh, or twelfth. The second group is ninth grade females taking the graduation required fitness foundation course. Both surveys have similar questions with different wording. The ninth grade students were asked first if they were registered for a physical education elective next year. Then the students were asked why they did or did not register for a physical education elective. The survey given to the tenth, eleventh, and twelfth grade students had them identify all the PE electives they have taken so far in high school. Then they were asked if they registered for a PE elective next year and why or why not. Finally on each survey the students were asked write down any PE elective they would like the school to offer as an elective and provide the PE department with any thoughts or ideas about the PE program.

Participants

Participants of this study were students from a Baltimore County Public School high school. The school has a population of 871 students. The 312 upper classmen females were composed of 90 female sophomores, 98 female juniors, and 124 female seniors. The PE electives survey was given to 31 upper classmen females taking a PE elective, 11 sophomores, 13 juniors, and seven seniors. 58 female freshman taking Fitness Foundation, a high school graduation requirement, took the ninth grade survey. 53 females out of the 111 freshman were surveyed because the other 58 were either absent, testing, or withdrew creating a convenience sample of

the 9th grade females for the study.

Instrument

Participants will be completing a survey. The survey is designed to figure what physical education classes the students have taken, which class they will be taking next school year, and if they are not taking a physical education class they check off why or add a response. The survey was designed to see why females take PE after 9th grade and why some do not. After the students complete the survey, the hope is to figure out what the PE department can do to increase females participates in the PE elective. The survey was given to all 9th graders and any female enrolled in our physical education electives, weight training, team sports, and rec leading, who were present the day of the survey. Students who were absent from class the day the survey was given did not complete the survey.

Procedure

These surveys were only given once to all females enrolled in the eight physical education electives offered and three of our ninth grade fitness classes. The surveys were given to the students during the scheduled PE class at the beginning of class. The researcher gave a brief explanation on why the students were completing the survey. Then the students were instructed not to put their names on the survey and to be honest. The data was collected, entered into an Excel spreadsheet where it was processed and analyzed. The data was then analyzed by tallying each item, figuring frequencies, percentages, and appropriate cross-tabulations. Each survey was tallied separately.

CHAPTER IV

RESULTS

The purpose of this study is to see what impact the female students' perceptions had on their choice when deciding to take team sports, weight training or no physical education. The results that had significant difference was reasons upperclassmen took a certain elective. Students enrolled in weight training was the highest percentages and the reasons they choose weight training were they are a high school athlete, they want to learn proper weight lifting technique or they want to just workout for free (See Tables 1 and 4). There were no significant differences by prior electives for the percentage of upperclassmen enrolled in a current elective (See Table 2). There were also no significant differences by current electives for the percentage of upperclassmen enrolled in an elective for next year, excluding seniors (See Table 3). The small number of students likely contributed to the null result despite an apparent difference in the sample percentages.

After reviewing the implications of this study there are some specific things physical education teachers need to consider. The female students at this Baltimore County high school stated they do not want to take a P.E. elective because they have taken their one P.E. requirement and do not want to take anymore, they do not want to get sweaty during the school day or there is a scheduling problem (See Table 5). This could be generalized as a feeling shared by other female high school students. Students offered suggestions to solve this issue, such as allowing them to bring their own clothing to wear and offer classes like aerobic, yoga, and Zumba (See Table 6).

Table 1.

Reasons Why Upperclassmen Selected a PE Elective Compared by Elective

Item	Reason	% Team sports N=14	% wt train N=10	% rec leader N=6	p-level	Null/Alt
2A	Love play sports	28.57	70.00	66.67	0.089	Null
2B	HS athlete	14.29	70.00	50.00	0.020	Alt
2C	Easy grade/class	50.00	70.00	50.00	0.581	Null
2D	Proper weight lift	0	70.00	0	0.000	Alt
2E	Want to workout	28.57	90.00	33.33	0.008	Alt
2F	Fill schedule	64.29	30.00	50.00	0.254	Null
2G	Dislike elective	14.29	30.00	0	0.281	Null

P-level compared with 0.05 to determine significance

Table 2.

Electives Taken Previously By Upperclassmen Compared by Elective

Item	Elective Taken Before	% Team sports N=14	% wt train N=10	% both N=6	p-level	Null/Alt
3A	Team sports	28.57	30.00	16.67	0.823	Null
3B	Weight training	21.43	20.00	50.00	0.351	Null
3C	Rec leader	0	10.00	16.67	0.343	Null

Table 3.

Upperclassmen Enrolled in a PE Elective for Next Year Compared by Elective

Item	Enrolled next year	% Team sports N=13	% wt train N=7	% both N=3	p-level	Null/Alt
4	Yes	7.61	42.86	33.33	0.167	Null

Seven graduating seniors were excluded from the analysis

Table 4.
Reasons for Upperclassmen Taking a PE Elective Next Year

Reason for Taking	% of 5 students
Love playing sports	100
HS athlete	100
Easy grade/class	100
Want to workout	80
Fill schedule	40
Proper weight lifting	40
Don't like other elective	20

Table 5.
Reasons for Upperclassmen Not Taking a PE Elective Next Year

Reason for Not Taking	% of 18 students
Once and done with PE	79.17
Don't want to get sweaty	55.56
Schedule problem	50.00
Do not like to change	16.67

Table 6.
Suggestions to Attract More Female Upperclassmen to Take PE Electives

Recommendation	% of 23 students
Aerobics, yoga, Zumba, etc.	82.67
Allow own clothes brought	60.87
All female weight training	21.74
Other	17.39

CHAPTER V

DISCUSSION

The purpose of this study was to see what impact female high school students' perceptions have on their choice of deciding to take the P.E. electives team sports, weight training, or no P.E. electives. The study used a non-equivalent two-group design. One group was female students already in a P.E. elective in grades 10, 11, or 12. The other group was grade 9 females taking the required P.E. course for graduation. Grade 9 female students were asked which elective, if any, they were taking next year. They were also asked why or why not they chose to take an elective. Grade 10 female students were asked what P.E. elective they were now taking and why. They were also asked if they were taking an elective for the following year (grades 11 and 12). Graduating seniors were not included in next year's plans. All students in the sample were asked for other PE electives that should be offered to increase females' participation.

The null hypothesis stated that there were no differences in reasons for taking P.E. electives between students taking team sports and students taking weight training. There was a separate test of the null hypothesis for each of the seven reasons why P.E. electives were taken.

For grade 9 students, the null hypothesis was supported for six of the seven reasons for taking P.E. electives (love to play sports, high school athlete, easy class, weight lifting, fill schedule, and dislike other elective). The null was rejected only for the reason want to work out. Generally, therefore, the electives chosen by grade 9 females did not affect the reason for enrolling in those electives. For all of the sampled grade 9 students, two reasons were selected by more than half of the 29 sampled students: love playing sports and want to work out. The major reason for not taking an elective in grade 10 next year was the required P.E. course was being

taken and no additional P.E. courses were required or desired (79% of the 24 students).

For grade 10 students, the null hypothesis was supported for four of the seven reasons (love playing sports, easy class, fill schedule, and dislike other electives). The null was rejected for three of the seven reasons (high school athlete, weight lifting, and want to work out). The electives chosen by upperclassmen, therefore, may affect the reason for choosing those electives if the electives taught the students more than just how to play team sports, weight train, or be a leader, but may not affect the reason if the electives were only offered to juniors and seniors. For all 30 of the sampled upperclassmen, four of the seven reasons for taking electives were selected by at least half of the upperclassmen (easy class, love playing sports, want to work out, and fill schedule). Of the 30 upperclassmen now taking a P.E. elective, 40% were intending to take more electives.

At least half of the sampled students suggested that offering electives such as aerobics, yoga, and Zumba; and allowing students to bring their own clothes would induce more females to take electives.

Implications of Results

According to students surveyed 70% or more students take weight training because they either want to work out, love playing sports, want to learn proper weight training form, or they are a high school athlete (See Table 1) Table 1 also shows that 30% of students are taking weight training to fill their schedule or dislike the other electives offered. For team sports, all those opinions, love playing sports, high school athlete, proper weight training form, want to work out, and dislike other electives were 30% or lower. Additionally 50% or more students said they would take team sports because it is an easy grade and it fills their schedule. In view of the

current health trends summarized from the literature in Chapter 2 of this study, the modicum participation rate by females in P.E. is an unhealthy implication. The reasons upperclassman are not enrolled in a P.E. elective next years is 79% said they have completed their P.E. graduation requirement and are done with P.E., 56% don't want to get sweaty during the school day, 50% have schedule issues and could not fit PE in their schedule (Table 5). Suggestions upperclassman gave to increase female participation were 83% wanted aerobics, yoga, and Zumba, 60% want to bring their own clothes, and 22% want all female weight training classes (See Table 6).

Theoretical Consequences

The importance of living a healthy lifestyle is relevant to all people throughout all generations. The goal of physical education (P.E.) is to teach students about living a healthy lifestyle through physical activity and healthy best practices. If students start to develop daily habits of no physical activity and do continue to learn the benefits of physical activity they will develop an unhealthy lifestyle. 80% of the students that participated in this study could potentially head down that path to an unhealthy lifestyle. To prevent that there are early prevention and treatment of health risk factors by participating in vigorous physical activity. This has been stated by many experts as an important means of helping individuals to gain and maintain a healthy lifestyle (Hill & Randle, 1992, p.195).

Threats to the Validity

One threat of validity could be this data is based on student self-perception, there were no interviews, observations, or group discussions on the topics. Some students, depending on

their learning styles, may feel more comfortable discussing their perception or show their perception rather than writing it down or completing a survey. Another threat of validity would be this was a very small sample of only one high school in one county during one school year. This small sample adversely affects the reliability and power of the statistical tools to detect true difference inferred from the sample data. To get a true understanding of females perceptions of different P.E. electives there would need to be multiple samples done in many states and counties over several years.

Connections to Previous Studies/Existing Literature

Literature states that reasons why females do not like competitive, physically challenging activities include going to their next class sweaty, messing up their hair, and breaking fingernails, and would rather select activities like dance and fitness (Courturier, et. al, 2007). This was evident in Table 5, 55% of the females who took the survey said they did not sign up to take an elective because they do not want to get sweaty. Table 6 supports the literature that says girls prefer fitness activities over competitive sports because “they found the skills are easier to learn by participating in multiple different sport (Wilkinson & Bretzing, 2011, p. 65). 82% of females said they would take a P.E. elective if aerobics, yoga, and Zumba were offered.

Implications for Future Research

If this research could be done at several different schools in multiple different states there would be more data to analysis and come up with more specific and detailed conclusions. This way the results could be analyzed at a county level and maybe even a state level. To get more detailed results interviews, observations, and testimonies could also be done by students and

physical educators about P.E. credits and other ways P.E. can be offered. Once results are made there could be county or state wide changes to increase physical education in all levels of school, elementary, middle and high. Another way to get more results and data is to continue this research for a longer time to see how perceptions change. When researchers understand the different perceptions of P.E., school systems can then develop more effective ways to market P.E. to their schools. As teachers today are seeing children are changing and have different mind sets as the years go by. This study could be expanded and include males in the study as well. There is usually a higher percentage of males participating in P.E. classes but what else can be done to increase that number. This not only gets the males and females both more physically active but it also opens up more Health and P.E. jobs.

Conclusions/Summary

This study gives insight into why students take P.E and why they do not. The results were clear that students prefer to take their one P.E. requirement in high school and do not want to take anymore. The results also showed that a low amount of females said the reason they do not take a P.E. elective is because they are taking too many academic classes. Now only a small amount of females at this high school were surveyed but this data will help the P.E. department at this high school figure out how to get more students enrolled in P.E. electives and hopefully take that ideas and incorporate them county-wide.

Appendix A

Taking Physical Education (P.E.) Electives in 10th Grade for current 9 th graders

1. Check which elective you chose for next year

- Team Sports
- Weight Training
- Not taking a PE elective in 10th grade

2. If you are taking a PE elective check all of the reasons you selected this elective course

- Love playing sports
- HS Athlete
- Easy grade/class
- Learn how to properly lift weights
- Want to workout
- Need a class to fill my schedule
- Don't like the other elective offered

3. If you are not taking a PE elective check all of the reasons you chose *not* to take a PE elective in Grade 10

- Do not like to change
- My schedule does not allow me to take an elective
- Do not want to get sweaty and stinky
- I took my one PE class I needed/One and done

4. Please list any PE electives that you would prefer to take if the courses were offered.

5. Please include any comments, thoughts, or ideas about PE electives.

Thank you for your time and cooperation.

Appendix B

Taking Physical Education (P.E.) Electives in 10th Grade and Beyond

1. Check the PE elective in which you are currently enrolled

- Team Sports
- Weight Training
- Rec Leader

2. Check all the reasons you selected your current PE elective

- Love playing sports
- HS Athlete
- Easy grade/class
- Learn how to properly lift weights
- Want to workout
- Need a class to fill my schedule
- Don't like the other elective offered

3. Check any PE electives that you have taken before the current course

- Team Sports
- Weight Training
- Rec Leader

4. Are you registered to take a PE elective for next year? Yes No

5. If "Yes" check all the reasons why you selected the course.

- Love playing sports
- HS Athlete
- Easy grade/class
- Learn how to properly lift weights
- Want to workout
- Need a class to fill my schedule
- Don't like the other elective offered
- Senior

6. If "No" check all the reasons why you did *not* select a PE elective.

- Do not like to change
- My schedule does not allow me to take an elective
- Do not want to get sweaty and stinky

_____ I took my one PE class I needed/One and done

7. Check all of the things that the PE Department should do to attract more female students into PE electives

- _____ Offer an all-female weight training class
- _____ Allow us to bring our own change of clothes
- _____ Offer a class with aerobics, yoga, Zumba, etc.
- _____ Other

8. Please list any PE electives that you would prefer to take if the courses were offered.

9. Please include any comments, thoughts, or ideas about PE electives.

Thank you for your time and cooperation.

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