

THE EFFECTS OF WELLNESS CLASSES ON  
ATTITUDE TOWARDS PHYSICAL  
ACTIVITY

By

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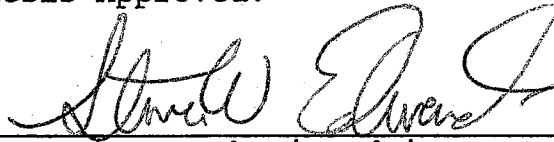
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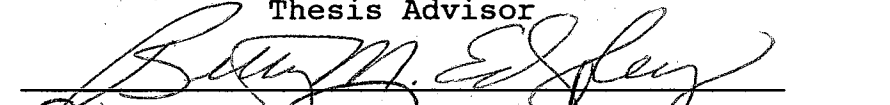
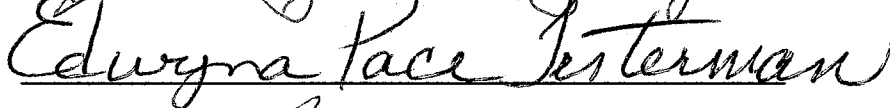
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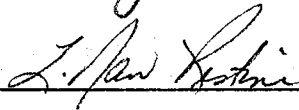
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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION .....	1
Justification .....	2
Statement of the Problem .....	4
Delimitations .....	4
Limitations .....	4
Assumptions .....	5
Hypothesis .....	5
Definition of Terms .....	6
II. REVIEW OF LITERATURE .....	7
Introduction .....	7
Attitude Towards Physical Education and Sport .....	7
Wellness Movement .....	10
Children's Attitudes .....	14
Junior High and Secondary Students' Attitudes .....	16
College Females' Physical Activity and Sports Attitude .....	21
College Males' Physical Activity and Sports Attitudes .....	22
Male and Female Athlete Attitudes .....	24
College Students Attitudes .....	25
III. METHODS AND PROCEDURES .....	30
Introduction .....	30
Subjection Selection .....	30
Instrumentation .....	32
Data Collection Procedures .....	33
Pretest Procedures .....	33
Posttest Procedures .....	34
Analysis of Data .....	35

Chapter	Page
IV. RESULTS AND DISCUSSION OF DATA .....	37
Introduction .....	37
Results of the ATPA .....	39
Interview Analysis .....	47
Discussion of Results .....	49
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	54
Summary .....	54
Conclusions .....	55
Recommendations .....	56
BIBLIOGRAPHY .....	59
APPENDIXES .....	64
APPENDIX A - INSTITUTIONAL REVIEW BOARD LETTER OF APPROVAL .....	65
APPENDIX B - INFORMED CONSENT FORM .....	67
APPENDIX C - ATTITUDE TOWARDS PHYSICAL ACTIVITY (ATPA) INVENTORY .....	70
APPENDIX D - PROTECTION OF HUMAN SUBJECTS COMMITTEE .....	78
APPENDIX E - INTERVIEW QUESTIONS AND ANSWERS .....	80

## LIST OF TABLES

Table	Page
1. Mean and Standard Deviations of Subjects' Age by Gender .....	37
2. Classification and Frequency of Exercise .....	38
3. Summary ANOVA Table for Health and Fitness Subdomain with Repeated Measures .....	40
4. Summary ANOVA Table for Pursuit of Vertigo Subdomain with Repeated Measures .....	42
5. Summary ANOVA Table for Aesthetic Subdomain with Repeated Measures .....	43
6. Results of Multiple Comparison Tests for Aesthetic Subdomain .....	43
7. Summary ANOVA Table for Catharsis Subdomain with Repeated Measures .....	44
8. Summary ANOVA Table for Ascetic Subdomain with Repeated Measures .....	46

## CHAPTER I

### INTRODUCTION

A "wellness movement" has emerged in our society (Kushner & Hartigan, 1983). Engelhardt (1980) described wellness as a "dynamic way of life designed to encourage the development of personal potential" (p. iii). Allen (1981) believed wellness to be a "feeling of total well-being, exhilaration, a genuine zest for being alive" (p. 13). Flynn and Berg (1984) maintained that wellness "describes a lifestyle aimed at optimizing one's total health and productivity" (p. 38).

Americans are deciding to pay attention to their health and well being and, thus, accept a personal health challenge (Anspaugh, Hamrick, & Rosato, 1991). Physical activity is a part of that challenge as revealed in the Healthy People 2000 (1991) report. The goals of Healthy People 2000 are intended for everyone with specific goals focused on physical activity (Corbin & Lindsey, 1994).

Physical activity is a key ingredient to good health and wellness, and consequently, attitude towards physical activity evolves via a socialization process. Elkin's (1960) definition of socialization is "... the process by which someone learns the ways of a given society or social

group so that he can function within it" (p. 21).

Socialization involves both interaction and learning.

Attitudes, as a part of the socialization process, develop during early childhood, adolescence, and adulthood and are influenced by family, peer groups, school and community.

Just as attitudes are formed about different issues in society, attitudes are also established toward play, games, and sports.

In physical education, Kenyon (1968) has defined attitude as "a latent or nonobservable, complex, but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular object, whether it be concrete or abstract" (p. 567).

Knowledge about students' attitude towards physical activity can provide direction for future needs in physical education and sport programs.

This study examines attitude towards physical activity of students enrolled in wellness classes. Experiences in a wellness class should strengthen attitude towards physical activity of students who engage in physical activity. Hopefully, students develop positive attitude towards physical activity after their participation in a wellness class.

#### Justification

Social psychologists have found great interest in the study of attitude towards physical activity and sport.



Early researchers have discovered that, in general, attitudes are very complex, and thus, are difficult to measure (Martens, 1975). The concern has been that physical education research shows little interest in determining how attitudes are formed or how they may be changed (Martens, 1975).

Today people are concerned about health, fitness and use of leisure time. The Public Health Service of the Department of Health and Human Services has addressed this issue as a part of the promotion of Healthy People 2000 (1990). Increased interest in these areas might be signaling a change in attitude towards physical activity.

This study will attempt to verify if changes occur within the six subdomains of attitude towards physical activity. The six subdomains are social experience, health and fitness, pursuit of vertigo, aesthetic experience, catharsis, and ascetic experience as measured by the Attitude Toward Physical Activity Inventory (ATPA). Kenyon (1968) defined pursuit of vertigo as "physical experiences providing some risk"; aesthetic experience as "activity possesses beauty or artistic qualities"; catharsis as "the belief that physical activity can provide a release from frustration created by pressures"; and ascetic experience as "activities involving stiff competition demanding a deferment of gratification". This study could contribute to

knowledge about the benefits of wellness classes on attitude towards physical activity.

#### Statement Of The Problem

The purpose of this study was to determine if participation in a wellness class would change students' attitude towards physical activity. Kenyon's Attitude Toward Physical Activity Inventory, was used to assess the six dimensions of attitude towards physical activity. A follow-up interview was conducted with selected subjects to examine any changes in attitude towards physical activity.

#### Delimitations

The study was delimited by the following:

1. All the subjects were college students attending a southwestern university in the Fall semester of 1995.
2. All subjects were administered the Attitude Toward Physical Activity Inventory (ATPA) in the second and fourteenth week of the semester.

#### Limitations

The study was limited by the following:

1. Student involvement in potentially attitude-changing activities outside the class were not controlled.

2. The pretests and the posttests were not administered to all classes on the same day and at the same time.
3. Subjects were not randomly assigned to the classes.

#### Assumptions

The following assumptions are made for this study:

1. All the students completed the inventory instrument accurately and honestly.
2. The instrument used for this study was valid and reliable for this sample.
3. The instructors used the same text and lab materials in the Wellness classes.

#### Hypotheses

The following hypotheses were tested at the .05 significance level:

$H_{0_1}$ : There will be no significant difference between the pretest and posttest scores on the six subdomains of the Attitude Toward Physical Activity Inventory.

$H_{0_2}$ : There will be no significant difference between male and female pretest and posttest scores on the six subdomains of the Attitude Toward Physical Activity Inventory.

### Definitions Of Terms

Attitude - A latent or nonobservable, complex, but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular object, whether it be concrete or abstract (Kenyon, 1968).

Physical activity - The organized non-utilitarian, gross human movement, usually manifested in active games, sports, calisthenics and dance (Kenyon, 1968).

Socialization - The process by which someone learns the ways of a given society or social group so that he can function within it (Elkin, 1960).

Wellness - The integration of all parts of health and fitness (mental, social, emotional, spiritual, and physical) that expands one's potential to live and work effectively and to make a significant contribution to society (Corbin & Lindsey, 1994).

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The review of literature included studies indicating that attitude towards physical activity in the physical education and sport setting were viewed differently by different members of society and during the different periods of history. The literature review on attitudes towards physical activity revealed the following areas of study: (1) attitude towards physical education and sports, (2) the wellness movement, (3) children's attitude towards physical activity, and (4) junior high and secondary students' attitude towards physical activity. Other areas include: (1) college females' physical activity and sports attitude, (2) college males' physical activity and sports attitude, (3) male and female athlete attitudes, and (4) general college students' attitude towards physical activity.

#### Attitude Towards Physical Education And Sport

Attitude has always played a major role in physical education and sport programs. Kenyon (1968) defined

attitudes as "a latent or nonobservable, complex, but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular object, whether it be concrete or abstract" (p. 567). Therefore, attitudes reflect a person's previous and current experiences with physical education and sport (Martens, 1975).

Physical educators and coaches have studied attitudes and their assessment for quite some time. During the 1930's, physical educators subjectively compiled questions for an attitude inventory, and in the 1940's and 1950's, physical educators began using Thurstone and Likert scales to measure attitudes in physical education (Marten, 1975). These scales were used to assess attitude towards (1) physical education as a profession, (2) physical activity itself, and (3) attitudes toward competition (Martens, 1975). Likert scales were most commonly used as assessment tools in physical education. According to Martens (1975), the Wear Attitude Inventory (1951; 1955) was the best known and most frequently used attitude scale in physical education at the time. This particular inventory measured attitude towards physical education in an activity class.

Research in the late 1950's and early 1960's was directed towards many different areas in physical education and sport. A study by Keogh (1962) reported that students endorsed the social, physical, and emotional values of physical education, but not the relative value of a physical

education program in the school curriculum. In another study, Bonzan (1965) used a Likert-type attitude scale to investigate the attitude of the university community towards the role of intercollegiate sports program. The general attitude of the public was favorable, especially among alumni, undergraduates, and graduate students, but the faculty's attitude was slightly unfavorable.

In the late 1960's, Kenyon's Attitude Toward Physical Activity Inventory instrument (1968) offered the assessment of six attitudinal subdomains based on empirical research. The six subdomains included: social experience, health and fitness, aesthetic experience, catharsis, pursuit of vertigo and ascetic experience. Scales were developed to measure each subdomain and, thus, it allowed for a more specific assessment about attitude towards physical activity.

More recently, less research has been conducted regarding attitude towards physical activity despite the fact that many events have changed the attitudes of people toward physical activity. Attention has also shifted to girls' and women's participation in sport, as well as, participation by individuals with disabilities in physical education and sports programs (Wuert & Bucher, 1991). Other changes include the fitness boom, the wellness movement, and the emergence of preventive medicine (Wuert & Bucher, 1991).

In summary, physical educators and coaches have been studying attitude towards physical activity for some time. Likert scales were the most commonly used assessment tools.

In recent years, research attention has shifted to girls' and women's involvement in sports, participation by individuals with disabilities in sports programs, the fitness craze, and the wellness movement.

### Wellness Movement

The term "wellness" is attributed to Halbert L. Dunn, physician, public health administrator, lecturer and author in the late 1950's. In a collection of lectures, "High Level Wellness," published in 1961, Dunn addressed "the interrelationship of all living things, the value of life-style, and the importance of viewing and promoting health as an elevated state of superb functioning" (Ardell and Tager, 1982, p. 3). In introducing the term "high-level wellness", Dunn (1961) defined it as:

... an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable. It requires that the individual maintain a continuum of balance and purposeful direction within the environment where he is functional. (pp. 4-5)

Wellness, as originally defined by Dunn has been described in a variety of terms. The definitions of wellness generally identified a striving for optimal health; a choice, action or behavior by the individual; and a dynamic life-style for the achievement of well-being (Lawson, 1985).



Ardell (1979) described high-level wellness as "a lifestyle approach to realizing your best potentials for well-being" (p. 17). Hettler (1983) termed wellness "an active process through which people become aware of and then make choices toward a more successful existence" (p. 31).

The "wellness movement" in the United States has spread from private businesses to health centers and to educational institutions (Warner, 1984). Articles on wellness can be found in various professional journals such as the Journal of School Health and Health Education. Insurance companies such as the Metropolitan Life Insurance Company have established grants for colleges and universities which promote lifetime health habits (Kushner & Hartigan, 1983). Wellness centers like the Psychosomatic Medicine Institute in California and the Himalayan International Institute in Pennsylvania have emerged across the country (Kushner & Hartigan, 1983). Wellness courses and programs have been incorporated at many universities and colleges such as the University of Wisconsin and St. Cloud University (Warner, 1984).

The Surgeon General's report, Healthy People (1979), indicated that during the high school and college years, young adults develop their health patterns which are greatly shaped by their knowledge, attitudes, and behaviors. Kushner and Hartigan (1983) concluded that college-age students were the prime target of wellness education. This was the time when they needed to understand and cope with

health matters such as exercise, diet, stress, drugs, and sexually transmitted diseases. Corbin and Lindsey (1994) have defined wellness as "the integration of all parts of health and fitness (mental, social, emotional, spiritual, and physical) that expands one's potential to live and work effectively and to make a significant contribution to society" (p. 3).

Many universities have begun to assess the wellness of students. McConatha, Sheperd, and McConatha (1990) assessed the self-responsibility for wellness of 1500 incoming college freshmen at a Southeastern University using the Self-Responsibility for Wellness Inventory (SRWI). The students in the sample ranged from 17 to 30 years of age. The findings suggested that an individual's feelings and attitudes are significant components in determining self-responsibility for wellness. McConatha, et al. (1990) concluded that there was a need for the development of comprehensive self-help programs and that universities and colleges should continually monitor their programs as well as focus on the continued assessment of student needs.

A variety of wellness courses and programs were developed and expanded at the university level to meet the needs of students. James Madison University offered a program entitled "Superperson." Students and faculty participated in a week of activities directed toward increasing awareness about the different dimensions of

wellness (Warner, 1984). The University of Maryland approached wellness through a Fitness Trail designed to develop total fitness (Warner, 1984) and conducted a Be Healthy Series which included different wellness related topics (Warner, 1984). The University of South Carolina used several strategies to reach their students. These activities included manuals and materials related to wellness. They used the Open Door, Health Enrichment Center, and Help Yourself: A Guide to Healthier Living (Warner, 1984). Eastern Washington University addressed wellness in a variety of ways including a fitness center, seminars, and resource information centers (Cardinal, 1990). Southwestern Oklahoma State University required a course entitled Wellness Concepts and Exercise Applications of all undergraduate university students. The course was designed to provide students with a philosophy of living that encouraged a higher quality of life and a state of well-being (SWOSU Catalog, 1994). The coursework was divided between lecture and laboratory.

In summary, the wellness movement has spread to many areas in our lives. Wellness centers have emerged across the country, and wellness courses and programs have been incorporated at many universities and colleges. Other institutions of higher learning responded by starting wellness assessment programs for their students, adding a variety of wellness courses to the curriculum, and

developing new programs or improving existing ones to meet the growing needs of students.

### Children's Attitudes

Martens (1975) purported that it was important to study attitude formation and change about attitude towards physical activity throughout childhood and adolescence, not just during adulthood. The Children's Attitude Toward Physical Activity was developed from the ATPA to assess children's attitude towards physical activity. In various research studies, teachers, physical educators, and parents rated the development of attitude towards physical activity as an integral part of a physical education program (Carre, Mosher, & Schutz, 1980).

Smoll and Schutz (1980) examined attitude towards physical activity in children in grades 4 through 6. Subjects were 58 males and 56 females. The results indicated that children's attitude towards physical activity were generally positive for both genders. Female students exhibited a more favorable attitude towards the aesthetic subdomain while males had a more positive attitude towards the pursuit of vertigo and catharsis subdomains. Neither the main effect for grade nor gender by grade interaction were significant, indicating stability in group attitude scores.

Ewy (1993) conducted a study of students in grades 3 through 5 on self-esteem and attitude towards physical activity. Ewy's independent variables were grade placement, gender and physical fitness. He used the scores of the Revised Children's' Attitude Toward Physical Activity Inventory as the dependent variables. Results indicated that girls had a more positive attitude on the aesthetic subdomain than boys. Also, the study revealed that there was no association between physical fitness and attitude toward physical activity nor was there an association between grade placement and attitude towards physical activity.

Folsom-Meek (1992) conducted a study to compare upper elementary school children's attitude towards physical activity by grade level and gender. The purpose of the study was to assist physical education teachers in planning programs that would promote positive attitude towards physical activity. Subjects were 243 girls and 186 boys from eleven elementary schools. The children's attitude towards physical activity (CAPTA) inventory was used to measure attitudes across six subdomains: social, health and fitness, pursuit of vertigo, aesthetic, catharsis, and ascetic experiences. Results from the study revealed that males and females have different attitude towards the six subdomains. The author suggested that younger children's attitudes could be developed more positively through androgynous socialization into physical activity at the elementary level.

A study by Greensley and Gronbech (1978) examined the physical performance levels of children in grades 4 through 6 using an adaptation of the ATPA Inventory. This assessment tool measured the following areas: social, health and fitness, risk, aesthetic, catharsis, ascetic, fun, and victory. There were significant differences for gender in the areas of social, aesthetic, fitness and victory. Females scored higher than males in the social and aesthetic values of activities. An evaluation of the different races in the study indicated significant differences. Blacks' reasons for participation were higher in the social areas, while Caucasians' scored higher in the risk area. There were no significant differences in either race or gender in the areas of health, catharsis or fun.

In conclusion, the development of attitude towards physical activity is crucial at childhood. Generally, children's attitude towards physical activity was positive, but gender and ethnic differences were found in children's attitude towards physical activity.

#### Junior High And Secondary Students' Attitudes

The investigation of students' attitude towards physical education has been conducted among the junior high and the secondary population. These studies have revealed valuable information regarding students' attitude towards physical activity.

Stewart, Green and Huelshamp (1991) conducted a study entitled "Secondary Student Attitude Toward Physical Education." Subjects in this study were 1049 (49%) males and 1081 (51%) females representing grades 7 through 12 from two suburban junior high schools and two suburban high schools in the same school district. The 66-item survey instrument consisted of positive and negative statements about physical education. The choices were strongly agree, agree, disagree, or strongly disagree. Results indicated that males and females at both the junior high and high school ranked fitness, skill, and social domains as the most important three domains in physical education. Males and females valued fitness, skill, and social domains more than the cognitive and affective domains. Males at junior high and high school ranked the affective domain higher than the cognitive domain, whereas, girls at both grade levels ranked the cognitive domain higher than the affective domain.

A study by Straub and Felock (1974) investigated the attitudes of junior high girls from three different settings; a city public school, a rural public school and a correctional institution. The purpose of the study was to compare attitude towards physical activity of delinquent (n=20) and nondelinquent (n=60) junior high school girls. Attitude towards physical activity, as measured by the Attitude Toward Physical Activity Inventory was utilized. Overall, the results from the study indicated that nondelinquent girls had higher scores than delinquent girls

for the social experience subdomain. No significant differences were found for the remaining five subdomains. Further analysis revealed significant differences in attitude towards physical activity. The attitude of the girls from rural schools differed from the girls in the city schools, and the attitude of the girls in the city schools differed from the girls who were institutionalized. Girls' attitude from rural schools did not differ significantly from those institutionalized.

In England, Pritchard (1988) examined attitudes of parents, teachers and secondary students regarding physical education. The research was conducted in eight economic regions, taking an urban and a rural education district in each of the regions. Questionnaires were completed by two male and two female students randomly selected from those in the fifth year of secondary education, by two male and two female teachers, and by two male and two female parents of those selected students. Results of the study suggested that parents, students, and teachers placed equal emphasis on the development of both individual and social needs of physical education. Parents valued moral and social training as most important, while students valued highly personal achievement and enjoyment.

In a study of high school girls, Hajjar and Gruber (1979) examined the attitude towards physical activity between public and parochial schools and among those girls who did and did not participate in sports. Subjects were 97



high school girls representing the public schools and 72 girls from parochial schools. Kenyon's Attitude Toward Physical Activity Inventory was used to measure the six subdomains. The results suggested that athletes valued physical activity for ascetic, health, and cathartic reasons more than non-athletes. Public school students placed a higher value on sports for social experience than parochial high school students.

In Sweden, Engstrom (1976) conducted a study on the attitude towards physical activity of adolescents. Subjects were 889 males and 860 females. The research examined the effects of physical activity on young people, changes in physical activity during leisure between the ages of 15 to 20, and motives for physical activity participation. The conclusions were that: (1) males learn to compete in physical activity more than females; (2) organized physical activity found during leisure time is mainly arranged to benefit males; (3) physical activity during leisure is catered mainly to those that excel physically; and (4) adolescents not participating in organized sports generally organized their own physical activity.

Male high school students took part in a study by Fisher & Driscoll (1975) to determine whether the attribution of attitude towards physical activity was a function of prior success. Kenyon's Attitude Toward Physical Activity Inventory was administered to 60 high school male students between the ages of 15 and 17 years.

Results indicated that athletes had a more positive attitude towards physical activity than non-athletes. If one had an unsuccessful experience in sport, one was more likely to be less favorable in one's attitude towards physical activity.

MacLock's (1970) study of secondary school students examined attitude towards physical activity and the type and degree of participation in physical activity. The study also attempted to explore the relationships between the attitude and participation in physical activity. One hundred eighty students from secondary, intermediate, and grammar schools participated in the study. Results revealed that students' attitude towards physical activity were good in the health and fitness, social, aesthetic, and catharsis subdomains. Findings also suggested that attitude towards physical activity and participation in physical activity must be viewed in a multi-dimensional manner.

A study by McMullen (1975) investigated the attitude towards physical activity of female athletes and non-athletes with older siblings. The Attitude Toward Physical Activity Inventory was administered to 89 sophomores, and the results indicated that an athletic girl with an athletic sibling had a higher attitude in the ascetic and pursuit of vertigo subdomains than a non-athletic girl with athletic siblings.

In summary, junior high and secondary students perceived the six dimensions, as measured by the ATPA, in different ways and that various factors dictated the

students attitude towards physical activity. Athletes have more positive attitude towards physical activity than nonathletes, and if one had an unsuccessful experience in sport, one was more likely to be less favorable in one's attitude towards physical activity. Males at junior high and high school ranked the affective domain higher than the cognitive domain, whereas, girls at both grade levels ranked the cognitive domain higher than the affective domain.

#### College Females' Physical Activity And Sports Attitude

Dramatic increases in American's sports participation have been observed in the 1970's and 1980's. By 1969, only 16,000 women participated in college sports. By 1980, that number had increased to 2.5 million, and 30% of all college athletes were women (Boutilier & Giovanni, 1983).

Corbin (1976) compared the attitude towards physical activity of college women who were nonathletes versus athletes. Kenyon's Attitude Toward Physical Activity Inventory was administered to 75 intercollegiate athletes and 212 freshmen randomly selected from required physical education classes at a midwestern state univeristy. Results of the study revealed that women basketball players had higher attitude scores on the ascetic subdomain than any of the other five subdomains. The athletes scored higher than the nonathletes on the catharsis and ascetic subdomains. However, the nonathletes scored higher on the aesthetic subdomain.

In summary, female participation in athletics has increased substantially during the last two decades. Athletes scored higher than the nonathletes on the catharsis and ascetic subdomains, but nonathletes scored higher than the athletes on the aesthetic subdomain.

#### College Males' Physical Activity And Sports Attitudes

A number of studies can be found in the professional literature relating to attitude of college students towards physical activity and sports. These studies have provided useful information concerning attitude towards physical activity. Dotson and Stanley (1972) examined male college students to relate observed attitudes with the size of high school attended, the record of achievements in athletics and nonathletic activities, and the type of physical activity courses elected. Data was collected from 699 lower division male students enrolled in eight physical activity courses at a southern state university. Results indicated that students in gymnastics had the highest positive mean attitude, while students of archery, badminton and bowling had the lowest mean attitude. The strongest positive values of physical activity were pursuit of vertigo and catharsis while the strongest negative value was aesthetic. Athletics were highly linked to the value of physical activity for an ascetic experience.

Meque (1970) examined the influence of family, best friends, and personal experiences in sports and physical education on the development of extreme positive and negative attitude towards physical activity among male university students. Results suggested that families of subjects who showed extreme positive attitudes were themselves more active in sports, while parents of those with extreme negative attitude were lacking in sports participation and encouragement. Best friends of subjects in the extreme positive attitude group participated to a greater degree in sports than the best friends of the extreme negative group. Also, subjects with extreme positive attitudes continued sports throughout their educational years, while subjects with extreme negative attitudes failed to participate beyond the junior high level.

In summary, participation in different sports influences one's attitude towards physical activity. Athletics were highly linked to the value of physical activity for an ascetic experience and male athletes and nonathletes had different attitudes toward physical activity. Families and friends of subjects who showed extreme positive attitudes were themselves more active in sports, while parents and friends of those with extreme negative attitude were lacking in sports participation and encouragement.

### Male And Female Athlete Attitudes

A study by Mathes and Battista (1985) investigated the attitude towards physical activity of college athletes and nonathletes. Results suggested that male and female athletes rated health and fitness as the most important motive for involvement in physical activity. Further evidence showed a significant relationship between gender and skill; males rated competition significantly higher than females, while females rated social experience significantly higher than men. Athletes and nonathletes were significantly different only in attitude towards competition. Nonathletes valued social motives more than the athletes.

Alderman's (1970) studied 136 Canadian male and female championship athletes representing ten different sports events. An attitude inventory, developed by Kenyon, was used to measure six subdomains. The results is not consistent with the study by Dotson and Stanley (1972). The findings of this study showed that male and female athletes were similar in their attitudes. The strongest attitude for athletes was the aesthetic experience while the ascetic experience held the least meaning for the group.

In summary, women rated competition significantly lower than men. Athletes who developed higher skill levels seemed to have a more professionalized attitude towards physical activity. Nonathletes valued social motives more than the

athletes. College male and female athletes were in close agreement on attitude towards physical activity.

### College Students Attitudes

Assessment of attitude of college students towards physical activity, sports, and exercise is not a new phenomenon. Some of the interest in this research area has stemmed from the idea that if one's attitudes are negative, then strategies and changes could be instigated in college programs for purposes of influencing positive changes in attitude towards physical activity.

Zaichowsky (1975) conducted a study which examined attitudinal differences of students in two different university physical education programs. The three attitudinal components measured were the affective, behavioral, and cognitive components. Subjects for this study were 87 women and 129 men in the foundations curriculum, with 185 women and 118 men in the life-time sports program. The research showed a difference between men and women regardless of the program. It further demonstrated that women in the foundations program were different from the other three groups. It was concluded that the foundations program was not as effective as the lifetime sports curriculum program in effecting a positive attitude towards physical activity.

Mowatt, DePauw, and Hulac (1994) assessed the attitude of college students towards physical activity. The study

examined the differences in attitudes by gender, year in school, activity class, mini-lecture, and time. Classes of the same activity were divided into experimental and control groups. The experimental group received mini-lecture material taught by trained teaching assistants. Five hundred and sixty-four subjects, whose ages ranged from 17 to 62 years, participated in the study. The survey instrument consisted of twenty statements expressing one's personal feelings or attitude towards physical activity. The authors concluded that the college students indicated that there seemed to be a scientific basis for the value of physical activity. Students felt that it was important to offer physical education classes. Students believed that it was important to be fit and to participate in physical activity. The females in the study showed a more positive attitude than the males towards physical activity. The mini-lectures appeared effective in changing attitudes in classes which stressed fitness and conditioning.

A study by Kidd (1971) investigated the effectiveness of the Foundations of Physical Activity course in the areas of: (1) attitude towards physical activity; (2) voluntary physical activity behavior; (3) self-assessment ability on selected physical fitness performances and (4) knowledge of the principles and benefits of physical activity. Control (n=64) and experimental (n=64) groups were given pretest and posttest questionnaires and tests on attitude, physical activity behavior, and knowledge. Pretest and posttest



questionnaires and tests were administered to the experimental group. It was concluded that the experimental and control groups dropped significantly in their physical activity behavior due to lack of participation in physical activities toward the end of the term. However, there was no significant difference between the two groups. Both groups gained significant knowledge of the course content. The experimental group improved significantly in their ability to assess themselves on selected fitness performances.

Tolson and Cheverette (1974) collected data on college freshmen (n=193) who were placed in a physical education and an intramural program for six weeks. An individualized exercise prescription was used in the physical education program. The Attitude Toward Physical Activity Inventory was used as the assessment tool and there were significant changes in four of the six subdomains. The individualized programs brought about a significant change in the health and fitness, pursuit of vertigo, ascetic experience and catharsis. The aesthetic and social experience did not change.

One study assessed the relationship among attitude, physical activity behavior, and physical activity belief of 217 male and 133 female Nigerian university students in the United States. Onifade (1985) used the Attitude Toward Physical Activity Inventory by Kenyon (1968), a physical activity behavior scale by Zaichkowsky (1979) and the researcher's physical activity preference scale. The

results showed that there were no significant relationships among attitude, physical activity behavior, and physical activity belief. However, the males showed significant correlations in the vertigo and ascetic attitude subdomains and physical activity behavior while females showed significant and positive correlations between the aesthetic and catharsis attitude subdomains and physical activity behavior. The relationship between physical activity belief and attitude reveals that there were significant correlations between physical activity and two of the attitude subdomains, social and aesthetic, for females. However, there were no significant correlations in the attitude subdomains for males.

Hergert (1969) conducted a study of university students (n=1418) enrolled in physical education activity courses. The study examined whether or not there were differences in attitude towards physical activity, as measured by Kenyon's Attitude Toward Physical Activity Inventory, among certain physical education activity class groups. The author concluded that there were significant relationships among the subdomains of social experience, health and fitness, catharsis experience, and ascetic experience. However, the six attitude subdomains failed to discriminate among student activity class groups.

A study by Payne (1974) examined gender differences as to why physical education majors were physically active. The author hypothesized that there would be no significant

differences between male and female physical education majors. The results showed that males attributed physical activity to be important as an aesthetic experience, and that women were more interested in activities involving the pursuit of vertigo than they were in activities pursued for their social, cathartic, or aesthetic reasons.

In summary, there were gender differences in the college students' attitude towards physical activity. Males attributed physical activity to be important as an aesthetic experience, and that women were more interested in activities involving the pursuit of vertigo than they were in activities pursued for their social, cathartic, or aesthetic reasons. Females showed a more positive attitude than the males towards physical activity.

## CHAPTER III

### METHODS AND PROCEDURES

#### Introduction

This chapter presents the methods and procedures for the study which focuses on four sections. The first two sections contain a brief description on subjects selection and the instrument used in the study. The remaining two sections describe how the data was collected and analyzed.

The purpose of this study was to determine whether participation in a wellness class would change attitudes towards physical activity. Sixty-two percent of the subjects were females (n=105) and 38% were males (n=63). Kenyon's Attitude Toward Physical Activity Inventory (ATPA), was used to assess the six subdomains of attitude towards physical activity.

A follow-up interview was conducted with randomly selected subjects (n=12) to further investigate changes in attitude towards physical activity.

#### Subject Selection

The total number of subjects for this study was one hundred sixty-eight male (n=63) and female (n=105) college

students enrolled in six sections of a wellness class during the Fall of 1995 at a southwestern four-year regional university. The course, HPER 1113 "Wellness Concepts and Exercise Applications", included both lecture and laboratory work. The class met four times a week with two days of lecture and two days of laboratory work. Each student's acquisition of key wellness concepts was assessed via four departmental examinations and two laboratory projects. The course emphasized proper exercise, stress management, weight management, substance use or abuse, sexually transmitted disease, nutrition, health care, cardiovascular disease prevention, and cancer prevention (SWOSU Catalog, 1994-96). Specifically, the laboratory sessions emphasized assessment techniques and development of individual prescriptions in the areas of muscular strength, muscular flexibility, cardiovascular endurance, body composition, and nutrition. Lifetime leisure skills were identified and developed to assist with well-rounded exposure to the wellness concept.

Permission was requested and granted by Oklahoma State University's Institutional Review Board For Human Subjects Review (Appendix A). Students participating in the study signed a informed consent form (Appendix B) and permission to conduct this study was granted by a southwestern university's Protection of Human Subjects Committee (Appendix D).

## Instrumentation

The instrument used in this study was Kenyon's (1968), Attitude Toward Physical Activity Inventory (Appendix C). It consisted of 59 items, categorized into six subdomains dealing with physical activity; social experiences, health and fitness, pursuit of vertigo, aesthetic experiences, catharsis, and ascetic experiences.

The Attitude Toward Physical Activity Inventory (ATPA) uses a seven point Likert scale with a range of responses from "strongly disagree" to "strongly agree". Subscale scores were calculated for each of the six ATPA subdomains. Hoyt reliabilities ranged from .72 to .89 for the six subdomains (Kenyon, 1968) with the lowest r's for the "social experience" subdomains and the highest r's for the "pursuit of vertigo" (Kenyon, 1968).

Kenyon (1968) described the six subdomains as follows:

Aesthetic experience - activity possesses beauty or artistic qualities.

Ascetic experience - long and strenuous training periods and stiff competition demanding a deferment of gratification.

Catharsis - the belief that physical activity can provide a release from frustration and so called pent-up emotions created by pressures.

Health and fitness - physical activity characterized by its contribution to the improvement of one's health and fitness.

Pursuit of vertigo - physical experiences providing some risk to the participant, an element of thrill through the medium of speed, acceleration, sudden change of direction, or exposure to dangerous situations, with the participant usually remaining in control.

Social experience - an experience characterized by those physical activities whose primary purpose is to provide a medium for social intercourse, to meet new people and to perpetuate existing relationships.

#### Data Collection Procedures

##### Pretest Procedures

All four instructors who taught the wellness course were asked to participate in the study. Two of the instructors taught two sections each and the other two instructors taught one each. The researcher explained the purpose of the study as well as the date for administration of the inventory. Prior to the administration of the inventory, a written reminder was sent to all instructors involved.

The instructors of the wellness classes were sent a copy of the informed consent form, demographic data sheet, and the ATPA inventory a week in advance of the pretest. An

individual meeting was held with each instructor to discuss the instrument and the procedures for its administration.

The inventory was administered during the second week of the semester during a regular class meeting. Written instructions, prepared by the researcher, were read to the students by each instructor to ensure uniformity in the data collection procedures. Upon completion of the informed consent forms, students were requested to fill out the demographic data sheets. Students were reminded to complete all items and to circle the appropriate response for each statement. The students then proceeded to answer the questions contained in the ATPA inventory. The consent form, demographic data sheet and inventory took approximately 30 to 40 minutes to complete. The four instructors then returned the data collected in sealed envelopes to the researcher.

#### Posttest Procedures

The posttest was administered during the fourteenth week of classes. A reminder was again sent to all instructors involved in the study. The administration of the inventory took approximately 20 minutes. At the conclusion of the posttest, each instructor informed one male and one female student from their section who have been randomly selected for the follow-up interview process. An interview date and time were arranged for each student.



The follow-up interview for the selected students (n=12) was conducted the week after the posttest. The duration of the interviews ranged from 7 to 15 minutes. Each student was asked to respond to six questions as openly and honestly as possible. A copy of the interview questions and responses are provided in Appendix E. The questions and responses were tape recorded and transcribed verbatim.

At the beginning of each interview, participants listened to an informed consent narrative which included an introduction, purpose of the research, estimated time needed for the interview, permission for audiotaping, assurance of confidentiality, and their option not to participate in the interview. The main objective of the one-on-one interviews was to gather data about the subjects' personal perspectives. It was believed that interviews could yield data rich in meaning and insight about the wellness class that could not be collected through a written questionnaire. Therefore, questions for the interviews were posed in an open-ended manner to encourage each respondent to express his or her personal view. The researcher for this study personally interviewed all the selected subjects.

#### Analysis of Data

Analysis of all data was carried out on an IBM micro-computer using the System for Statistics (SYSTAT) package. Analysis of Variance (ANOVA) with repeated measures on one factor were conducted to determine whether

there were any statistically significant differences between the pretest and posttest scores and gender differences for each of the six subdomains of attitude towards physical activity as measured by the ATPA. An alpha level of 0.05 was used to test all hypotheses.

In addition to the ANOVA and the descriptive treatment of the data, a qualitative analysis of the information obtained from the interviews (n=12) was carried out. This included transcribing the tapes from each interview and recording all responses and pauses to make the transcription as accurate a record as possible. Each tape was then transcribed and the record printed onto a hard copy, so that the identity of each of the respondents was omitted to maintain confidentiality.

## CHAPTER IV

### RESULTS AND DISCUSSION OF DATA

#### Introduction

The purpose of this study was to determine if participation in a wellness class would change attitude towards physical activity. One hundred sixty-eight subjects, enrolled in an introductory wellness course, from a southwestern state university volunteered to participate in this study. The vast majority of the subjects (94.0%) were traditional college students whose mean age was 19.2 years. Sixty-two percent of the subjects were females (n=105) and 38% were males (n=63). Table I displays the age data for the sample.

TABLE I

MEAN AND STANDARD DEVIATIONS OF  
SUBJECTS' AGE BY GENDER

		Mean	s.d.
Male	n=63	19.6	2.25
Female	n=105	19.0	1.82
Total	n=168	19.2	2.01

Table II shows the classification breakdown of the subjects and how often the subjects participated in physical activity outside the class each week by gender.

TABLE II  
CLASSIFICATION AND FREQUENCY  
OF EXERCISE

	Male	Female	Total
<b>Classification:</b>			
Freshmen	20.8%	39.9%	60.7%
Sophomore	13.1%	19.6%	32.7%
Junior	3.0%	2.4%	5.4%
Senior	0.6%	0.6%	1.2%
<b>How Often Exercise:</b>			
Once/week	1.8%	1.2%	3.0%
Twice/week	7.1%	16.7%	23.8%
Three/week	11.9%	23.8%	35.7%
Four/week	16.7%	20.8%	37.5%

Kenyon's Attitude Toward Physical Activity Inventory (ATPA) was used to assess the six subdomains of attitude towards physical activity: social experience, health and fitness, pursuit of vertigo, aesthetic experience,

catharsis, and ascetic experience. A follow-up interview was conducted with randomly selected subjects (n=12) to obtain more data on changes in attitude towards physical activity.

#### Results of the ATPA

A three-way analysis of variance (ANOVA) with repeated measures on one factor was utilized to analyze the data. The two between-subject or grouping factors were gender (male, female) and class section (1 thru 6), and the within-subject or repeated measures factor was time (pretest, posttest). Each of the following hypotheses was tested at the 0.05 significance level.

HO<sub>1</sub>: There will be no significant differences between the pretest and posttest scores on the six subdomains of the Attitude Toward Physical Activity Inventory.

HO<sub>2</sub>: There will be no significant differences between male and female test scores on the six subdomains of the Attitude Toward Physical Activity Inventory.

#### Health and Fitness

A 2 X 6 X 2 analysis of variance (Gender X Class Section X Time) with repeated measures on the last factor was employed. The results of the data analysis revealed that the main effect for the repeated measure (time) was

statistically significant at the 0.05 level (refer to Table III). The mean for the health and fitness subdomain

TABLE III  
SUMMARY ANOVA TABLE FOR HEALTH AND FITNESS  
SUBDOMAIN WITH REPEATED MEASURES

Source	SS	df	MS	F
Gender	.51	1	.51	.36
Section	5.78	5	1.16	.81
Gender X Section	3.61	5	.72	.51
Error	221.71	156	1.42	
Time	1.14	1	1.14	5.17*
Gender X Time	.59	1	.59	2.67
Section X Time	2.49	5	.50	2.26
Gender X Section X Time	1.77	5	.35	1.60
Error	34.45	156	.22	
Total	272.05	335		

\*  $p < 0.05$

decreased from 4.42 on the pretest to 4.37 on the posttest. Therefore, the null hypothesis that there will be no

significant difference between the pretest and posttest on the health and fitness subdomain was rejected. There was no significant difference for the gender main effect.

#### Pursuit of Vertigo

A 2 X 6 X 2 analysis of variance (Gender X Class Section X Time) with repeated measures on the last factor was employed. The results of the data analysis indicated that the main effect for the grouping factor (gender) was statistically significant at the 0.05 level (refer to Table IV). The mean for the pursuit of vertigo subdomain decreased from 4.24 on the pretest to 4.17 on the posttest. Therefore, the null hypothesis that there will be no significant differences between male and female test scores on the pursuit of vertigo subdomain was rejected. There was no significant difference for the time main effect.

#### Aesthetic Experience

A 2 X 6 X 2 analysis of variance (Gender X Class Section X Time) with repeated measures on the last factor was employed but neither the main effects nor any interactions were found to be significant at the 0.05 level. Therefore, a 2 X 2 analysis of variance (Gender X Time) with repeated measures on the second factor was employed. The results of the data analysis revealed that the gender by

TABLE IV  
SUMMARY ANOVA TABLE FOR PURSUIT OF VERTIGO  
SUBDOMAIN WITH REPEATED MEASURES

Source	SS	df	MS	F
Gender	51.42	1	51.42	20.00*
Section	5.04	5	1.01	.39
Gender X Section	9.08	5	1.82	.71
Error	401.08	156	2.57	
Time	.02	1	.02	.06
Gender X Time	.06	1	.06	.17
Section X Time	4.11	5	.82	2.24
Gender X Section X Time	2.04	5	.41	1.11
Error	57.34	156	.37	
Total	530.19	335		

\*  $p < 0.05$

time interaction was statistically significant at the 0.01 level (Table V). The mean for the aesthetic subdomain decreased from 3.93 on the pretest to 3.84 on the post test. Newman-Keuls Multiple Range Test was used to elucidate the pretest to posttest interaction effect. The results indicated a significant decrease by males but not by the females (Table VI).



TABLE V  
SUMMARY ANOVA TABLE FOR AESTHETIC SUBDOMAIN  
WITH REPEATED MEASURES

Source	SS	df	MS	F
Gender	3.86	1	3.86	5.94*
Error	107.79	166	.65	
Time	1.61	1	1.61	7.50**
Gender X Time	3.04	1	3.04	14.19**
Error	35.55	166	.21	
 Total	 151.85	 335		

\* p < 0.05                      \*\* p < 0.01

TABLE VI  
RESULTS OF MULTIPLE COMPARISON TESTS  
FOR AESTHETIC SUBDOMAIN

	Pre	Post
Female	3.94	4.00
Male	3.92	3.58
Mean	3.58	<u>3.92</u> <u>3.94</u> <u>4.00</u> **

\*\* Underlined means are not significantly different.

Catharsis

A 2 X 6 X 2 analysis of variance (Gender X Class Section X Time) with repeated measures on the last factor was employed. The results of the data analysis revealed that the main effect for the repeated measure (time) was statistically significant at the 0.05 level (refer to Table VII). The mean for the catharsis subdomain decreased from

TABLE VII  
SUMMARY ANOVA TABLE FOR CATHARSIS SUBDOMAIN  
WITH REPEATED MEASURES

Source	SS	df	MS	F
Gender	.04	1	.04	.02
Section	7.08	5	1.42	.72
Gender X Section	2.31	5	.46	.24
Error	304.82	156	1.95	
Time	.92	1	.92	4.30*
Gender X Time	.44	1	.44	2.05
Section X Time	.94	5	.19	.88
Gender X Section X Time	1.81	5	.36	1.70
Error	33.23	156	.21	
Total	351.59	335		

\*  $p < 0.05$

4.71 on the pretest to 4.62 on the posttest.

Therefore, the null hypothesis that there will be no significant difference between the pretest and posttest means on the catharsis subdomain was rejected. There was no significant difference for the gender main effect.

#### Ascetic Experiences

A 2 X 6 X 2 analysis of variance (Gender X Class Section X Time) with repeated measures on the last factor was employed. The results of the data analysis revealed that the main effect for the grouping factor (gender) was statistically significant at the 0.05 level (refer to Table VIII). The mean for the ascetic subdomain decreased from 3.67 on the pretest to 3.62 on the posttest. Therefore, the null hypothesis that there will be no significant differences between male and female test scores on the ascetic subdomain was rejected. There was no significant difference for the time main effect.

#### Social Experiences

Repeated analysis of variance procedures offered mixed results. It was determined that a paired t-test using the pretest and posttest means would offer the clearest interpretation of the data. The mean for the social subdomain increased from 4.76 on the pretest to 4.86 on the

TABLE VIII  
SUMMARY ANOVA TABLE FOR ASCETIC SUBDOMAIN  
WITH REPEATED MEASURES

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Source	SS	df	MS	F
Gender	7.08	1	7.08	6.60*
Section	6.74	5	1.35	1.26
Gender X Section	10.33	5	2.07	1.93
Error	167.23	156	1.07	
Time	.21	1	.21	1.25
Gender X Time	.23	1	.23	1.38
Section X Time	.34	5	.07	.41
Gender X Section X Time	.87	5	.17	1.05
Error	25.92	156	.17	
 Total	 218.95	 335		

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\*  $p < 0.05$

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posttest. The paired t-test for the pretest and posttest scores indicated that there was a statistically significant difference at the .05 level. Therefore, the null hypothesis that there will be no significant difference between the

pretest and posttest scores on the social experience subdomain was rejected. There was no significant difference for gender.

The null hypothesis ( $H_{01}$ ) that there will be no significant differences between the pretest and posttest scores was rejected for social, health and fitness, aesthetic, and catharsis subdomains. The null hypothesis ( $H_{02}$ ) that there will be no significant differences between male and female test scores was rejected for pursuit of vertigo, aesthetic, and ascetic subdomains.

#### Interview Analysis

Six male and six female students were randomly selected to participate in a one-on-one interview with the researcher. All students responded to a total of six open-ended questions (Appendix E).

When asked "What was your attitude toward physical activity before enrolling in the Wellness class" a majority of the students responded that it had played an important role in their high school years. One student stated, "I have always had a lot of physical activity... I had a good

attitude about it." Another student responded, "I thought it was very important as far as like the cardiovascular fitness and overall wellness.

Students were asked, "What is your attitude toward physical activity after completion of the Wellness class?" Most students replied that it reinforced knowledge they already had on health-related and physical activity, but gave more insight to specific areas of the wellness program. One student mentioned, "It just reinforced everything I thought of before I took the class. I learned a lot of things that I did not know before about heart disease, smoking and things that could effect your health..."

When asked, "What were two of your favorite areas in the class?" the students interest range was rather broad. One student said, "The lecture chapters over stress were very helpful..." Another commented, "I like the lab because we were able to do some physical activity in areas of the stress release thing. We played lots of volleyball and the interaction between the students was good and we got to know each other real well because of our interaction together..."

When asked, "What were two of your least favorite areas in the class?" the students identified running. One student said, "I did not like running a lot. Running takes too much and I'm not in good shape." Another student's comment was "I did not like the aerobics part..." When asked, "Do you feel the Wellness class will benefit you in

the future?", students were unanimous in saying that the wellness program would benefit them. A student commented, "I think it will benefit me because it changed my attitude about wellness... It will benefit my family too because I tell them what I think about stuff..." Another student said, "Yes. it will definitely help. Like I say it taught me a lot about extending your life span..."

In conclusion, students were asked, "Is there anything else you would like to share with me about your experiences in the Wellness class?" One student said, "I went to the class completely stupid about all this and I think I left with a real good understanding about what is going on..." Still another student commented, "I think the wellness program is very good... I think it is good that it is required..."

#### Discussion of Results

Very small changes were observed in the mean scores between pretest and posttest for the six subdomains. This finding would seem to suggest that one semester was too short a period for the students' attitude towards physical activity to change dramatically. A longer time between the two testing sessions could have resulted in larger changes in the students' attitudes. Another factor that could have contributed to the lack of substantial changes is that

attitudes are developed from early childhood, and it is unrealistic to expect the attitudes to change after being in the wellness class for only twelve weeks.

Pretest and posttest differences were found for four of the six subdomains. A decrease in the catharsis subdomain contradicted the data gathered during the interview. The interviewed subjects commented that they enjoyed the section on stress and relaxation. This could be attributed to the fact that students could relate to discussion on stress in class because they were constantly under stress due to concern about maintaining good grades, educational costs, family problems, and employment.

The health and fitness subdomain also declined from pretest to posttest. This is an interesting finding since the fitness boom is the craze. Students remarked during the interview that they had previous knowledge on health-related topics from other classes but added that the wellness course simply reinforced their previous learning.

There was a significant increase in the subjects' attitude towards physical activity for the social experience subdomain after attending the wellness class for one semester. Students mentioned during the interview that they enjoyed the interaction with peers. The course offered students an opportunity to communicate with the opposite sex and those of different backgrounds. Physical activities and



sports provide students with the opportunity to interact, cooperate, and communicate with one another. These skills are critical for survival and future success in the work world today.

The aesthetic subdomain scores also increased from pretest to posttest. Our society is recognizing the beauty of movement and its relationship to sports. Females have made this stand for sports and physical activities while males are beginning to see the importance of how one moves through the air or through space. Young people are more educated on the importance of movement today.

The frequency of exercise found in Table II suggested that a large percentage of the subjects (approximately 73%) were involved in physical activity at least three to four times a week. This suggested that the subjects valued the importance of exercise, and are putting into practice what they acquired in the wellness class.

Significant gender differences were found in the pursuit of vertigo, aesthetic experience, and ascetic experience subdomains. The higher scores in the ascetic experience by the male subjects in this study could be attributed to the involvement of a larger percentage of male youngsters getting involved in vigorous sports activities. It is possible that with the current fitness boom, more males than females would continue to participate in high

energy level activities. Male are generally considered to be more competitive than females. Therefore, males tend to train harder than females do.

The higher scores on the aesthetic subdomain by females could be due to the fact that women have traditionally been more concerned with the beauty and gracefulness of body movement. This finding was consistent with a study by Smoll & Schutz (1981) who found that even at a younger age, female elementary children exhibited more favorable attitude towards the aesthetic subdomain. The females' interest in pursuit of vertigo in this study declined from pretest to posttest. The pursuit of vertigo decrease in this study could be due to the subjects backgrounds. The students involved were taking the course as a general education requirement. This finding seemed contradictory because Payne (1974) found that women were more interested in activities involving the pursuit of vertigo than their male counterparts.

The results in this study indicated that there were gender differences in the subjects' attitude towards physical activity for the pursuit of vertigo, aesthetic experience and the ascetic experience subdomains. This was inconsistent with a study by Alderman (1970) who found that male and female subjects were similar in their attitude towards physical activity. However, Smoll and Schutz (1980) found females showed more favorable attitude towards the

aesthetic subdomain than males, while males evidenced more positive attitude towards the pursuit of vertigo and catharsis than females.

Overall, females and males ranked the social and catharsis subdomains in both the pretest and posttest as reasons for a positive attitude towards physical activity. Females followed in the same direction on importance in the pretest and posttest. The males ranked the pursuit of vertigo and catharsis subdomains as most important in the pretest while ranking the social and pursuit of vertigo subdomains in order of importance on the posttest.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to investigate whether participation in a wellness class would change attitude towards physical activity. The majority of the subjects (94.0%) were traditional college students whose ages ranged from 18 to 21 years old. Sixty-two percent were females (n=105) and 38% were males (n=63). Kenyon's Attitude Toward Physical Activity Inventory (ATPA) was used to assess the social experience, health and fitness, pursuit of vertigo, aesthetic experience, catharsis, and ascetic experience of attitude towards physical activity. A follow-up interview was also conducted with selected subjects (n=12) following the posttest.

It was hypothesized that there would be no significant differences between the pretest and posttest scores on the six subdomains as measured by the Attitude Toward Physical Activity Inventory. Results of the data analysis indicated that there were significant differences between the pretest and posttest in the health and fitness, catharsis, aesthetic

experience, and social experience subdomains of attitude towards physical activity. There were no significant differences between the pretest and posttest for the pursuit of vertigo and the ascetic experience.

It was also hypothesized that there would be no significant differences between male and female test scores on the six subdomains of the Attitude Toward Physical Activity Inventory. The data analysis revealed that males and females were significantly different in their attitude towards physical activity for the pursuit of vertigo, ascetic experience, and aesthetic experience subdomains. No significant differences between males and females were found for the health and fitness, catharsis, and social experience.

The results of the follow-up interview following the posttest revealed that students enjoyed the stress and relaxation section along with the social interaction of the wellness classes. They felt that the class reinforced their knowledge on health and physical activity and provided them with new insights about wellness and lifelong skills.

### Conclusions

1. Participation in the wellness class did seem to reveal small changes in the students' attitude towards physical activity for all six subdomains.

2. Attitude towards physical activity in the pursuit of vertigo and ascetic experience subdomains do not appear to be as susceptible to change by participation in the wellness class.

3. Physical activity as an ascetic experience held the least meaning for the students was apparent for the total group and suggested that, the students are unlikely to be involved in long, solitary, and demanding type of physical activities.

4. The interview results suggested that students in the wellness class felt that the course not only reinforced the knowledge they already had on health-related and physical activity, but provided more them insight about heart disease, stress management, cardiovascular fitness, and life-long skills.

#### Recommendations

The results of this study must be interpreted with great caution because one must not lose sight of the fact that an intact group was used for this study. The following are hereby recommended:

1. A longitudinal study which monitors the students' attitudes towards physical activity as students advance from the freshmen to their senior year. As most of the students

in this study were college freshmen, a longitudinal study will provide the students the opportunity to put into practice what the students have gained from the wellness class. A test using the ATPA at the end of the senior year will provide the researcher valuable information on whether the students' attitude towards physical activity has changed.

2. A replication of this study using a non-college population with similar age groups and wellness behaviors will provide valuable information on whether attitudes towards physical activity of college students are somewhat different from non-college students.

3. A study to investigate the relationship among ethnicity, gender and attitudes towards physical activity to add additional information to the research. It would be interesting to see if there would be a significant relationship among ethnicity, gender and attitude towards physical activity.

4. A comprehensive survey on entering college freshmen across the state of Oklahoma to determine their lifestyles and how their behaviors relate to their attitudes on physical activity. This will provide the researcher more insight as to whether the results obtained from this study can be generalized to other students from across the state.

5. The results of this study may have been different had another instrument for measuring attitude towards physical activity been utilized. A similar study using a different instrument is necessary to confirm the results of this study, and will help provide additional insight into the relationship between attending wellness class and students' attitude towards physical activity.



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**APPENDIXES**

APPENDIX A

INSTITUTIONAL REVIEW BOARD  
LETTER OF APPROVAL

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

Date: 07-23-95

IRB#: ED-96-007

**Proposal Title:** THE EFFECTS OF WELLNESS CLASSES ON ATTITUDES  
TOWARD PHYSICAL ACTIVITY

**Principal Investigator(s):** Steve Edwards, Vicki Hatton

**Reviewed and Processed as:** Expedited

**Approval Status Recommended by Reviewer(s):** Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD  
AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A  
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD  
APPROVAL.

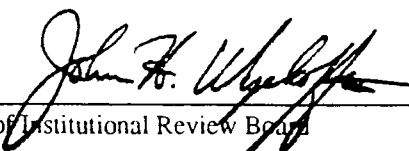
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR  
APPROVAL.

---

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval  
are as follows:

Provisions received and approved.

Signature:

  
Chair of Institutional Review Board

Date: September 20, 1995



**APPENDIX B**

**INFORMED CONSENT FORM**

CONSENT TO PARTICIPATE IN RESEARCH

Title: The Effect of Wellness Classes on Attitudes Toward Physical Activity

Investigator: Vicki Hatton  
Southwestern Oklahoma State University  
Assistant Professor  
Health, Physical Education & Recreation

Contact Persons: Vicki Hatton  
Health, Physical Education & Recreation  
Southwestern Oklahoma State University  
Weatherford, OK 73096  
(405) 772-3181

Jennifer Moore  
University Research Services  
001 LSE  
Oklahoma State University  
Stillwater, OK 74078  
(405) 744-5700

Purpose: The purpose of the research will be to determine if participation in the wellness class will change one's attitude toward physical activity. It is hoped that we will offer knowledge and exposure to activities in wellness that changes attitudes.

Procedures: This study will involve 2 sessions during the regular class period of the semester. Each session will last approximately 20 minutes. As a participant, you will be asked to complete a general information questionnaire and an "Attitude Toward Physical Activity Inventory". The inventory will be administered at the beginning and the end of the semester. Selected subjects will be asked to volunteer for a follow-up interview at the completion of the course.

Risks: This study poses no risks outside of those encountered in normal daily living.

Right to Withdraw: You are free to withdraw your data from this study at any time. Your decision to withdraw will bring no negative consequences, no penalty to you.

Confidentiality: All subject responses to the inventory will be kept in a secured location by the researcher until the completion of the study. At the time that the responses are transcribed for computer analysis, all identifying information will be lost and the inventory forms will be destroyed. At no time will a subject's responses be reported in any identifiable form.

\* This study has been approved by the Oklahoma State University Institutional Review Board and the Southwestern Oklahoma State Review Board.

By completing this inventory, I offer my voluntary consent to participate in the research.

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Signature

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Date

---

Witness

---

Date

APPENDIX C

ATTITUDE TOWARD PHYSICAL ACTIVITY  
(ATPA) INVENTORY

## ATTITUDE TOWARDS PHYSICAL ACTIVITY

### ATPA-FORM 1

The following questionnaire is designed to understand the opinions people have about physical activity. We are asking you to express what you think or feel about the statement on the following pages. The best answer is your personal opinion. There are different points of views presented in the questions. You may find yourself agreeing strongly with some of the statements and disagreeing just as strongly with other statements.

After you have read each statement, you are asked to circle a number on the right of each statement, to indicate how strongly you agree or disagree with the statement. The number means the following:

1	2	3	4	5	6	7
Very strongly disagree	Strongly disagree	Mildly disagree	Undecided	Mildly agree	Strongly agree	Very strongly agree

Do not spend too much time on any one statement. Try to respond, then go on to the next. Please rate all statements. You should rarely need to use 4 (undecided).

Before starting, please fill out the following information.

- |   |   |
|---|---|
| 1. NAME: _____  | 2. AGE: _____ years   |
| 3. INTERCOLLEGIATE ATHLETE:<br>_____ Yes<br>_____ No  | 4. GENDER:<br>_____ Female<br>_____ Male  |
| 5. COURSE: _____  | 6. SECTION: _____   |
| 7. CLASSIFICATION:<br>_____ Freshman<br>_____ Sophomore<br>_____ Junior<br>_____ Senior<br>_____ Graduate   | 8. YOUR MAJOR:<br>_____   |
| 10. HOW OFTEN ARE YOU ENGAGED<br>IN PHYSICAL ACTIVITY?<br>_____ Never<br>_____ Once a week.<br>_____ Twice a week.<br>_____ Three times a week.<br>_____ Four or more times a week. | 11. APPROXIMATELY, HOW<br>MANY HOURS <u>PER WEEK</u><br>ARE YOU ENGAGED IN<br>PHYSICAL ACTIVITY?<br>_____ hours |
| 12. I WOULD PARTICIPATE IN AN INTERVIEW<br>IF CALLED UPON TO DO SO.   | _____ Yes<br>_____ No   |

	1	2	3	4	5	6	7				
	Very strongly disagree	Strongly disagree	Mildly disagree	Undecided	Mildly agree	Strongly agree	Very strongly agree				
1. I would gladly put in the necessary years of daily hard training for the chance to try out for the U.S. Olympic Team.					1	2	3	4	5	6	7
2. I would prefer quiet activities like swimming or tossing a ball around rather than such activities as automobile or speedboat racing.					1	2	3	4	5	6	7
3. Among desirable forms of physical activity are those that show the beauty and form of human movement, such as modern dance and water ballet.					1	2	3	4	5	6	7
4. I prefer those sports which require very hard training and involve intense competition such as interscholastic and inter-collegiate athletics.					1	2	3	4	5	6	7
5. A happy life does not require regular participation in physical activity.					1	2	3	4	5	6	7
6. The risk of injury would be well worth it when you consider the thrills that come from engaging in such activities as mountain climbing and bobsledding.					1	2	3	4	5	6	7
7. It is important that everyone belongs to at least one group that play games together.					1	2	3	4	5	6	7
8. Of all physical activities, those whose purpose is primarily to develop physical fitness would <u>not</u> be my first choice.					1	2	3	4	5	6	7
9. Among the best physical activities are those which represent a personal challenge, such as skiing, mountain climbing, or heavy weather sailing.					1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	Very strongly disagree	Strongly disagree	Mildly disagree	Undecided	Mildly agree	Strongly agree	Very strongly agree
10. I would get by far the most satisfaction from games requiring long and careful preparation and involving stiff competition against a strong opposition.	1	2	3	4	5	6	7
11. The degree of beauty and grace of movement found in sports is sometimes less than claimed.	1	2	3	4	5	6	7
12. Almost the only satisfactory way to relieve severe emotional strain is through some form of physical activity.	1	2	3	4	5	6	7
13. I would usually choose strenuous physical activity over light physical activity, if given the choice.	1	2	3	4	5	6	7
14. Physical education programs should place a little more emphasis upon the beauty found in human motion.	1	2	3	4	5	6	7
15. There are better ways of relieving the pressures of today's living than having to engage in or watch physical activity.	1	2	3	4	5	6	7
16. Frequent participation in dangerous sports and physical activities are alright for other people, but ordinarily they are not for me.	1	2	3	4	5	6	7
17. I like to engage in socially-orientated physical activities.	1	2	3	4	5	6	7
18. A large part of our daily lives must be committed to vigorous exercise.	1	2	3	4	5	6	7
19. I am not in the least interested in those physical activities whose sole purpose is to depict human motion as something beautiful.	1	2	3	4	5	6	7
20. College should sponsor more physical activities of a social nature.	1	2	3	4	5	6	7

	1	2	3	4	5	6	7				
	Very strongly disagree	Strongly disagree	Mildly disagree	Undecided	Mildly agree	Strongly agree	Very strongly agree				
21. Being strong and highly fit is <u>not</u> the most important thing in my life.					1	2	3	4	5	6	7
22. The least desirable physical activities are those providing a sense of danger and risk of injury such as skiing on steep slopes, mountain climbing, or parachute jumping.					1	2	3	4	5	6	7
23. For a healthy mind in a healthy body, the only place to begin is through participation in sports and physical activities every day.					1	2	3	4	5	6	7
24. A sport is sometimes spoiled if allowed to become too highly organized and keenly competitive.					1	2	3	4	5	6	7
25. The time spent doing daily calisthenics could probably be used more profitably in other ways.					1	2	3	4	5	6	7
26. I enjoy sports mostly because they give me a chance to meet new people.					1	2	3	4	5	6	7
27. Practically the only way to relieve frustrations and pent-up emotions is through some form of physical activity.					1	2	3	4	5	6	7
28. Given a choice, I would prefer motor boat racing or running rapids in a canoe rather than one of the quieter forms of boating.					1	2	3	4	5	6	7
29. Strength and physical stamina are the most important prerequisites for a full life.					1	2	3	4	5	6	7
30. Of all the kinds of physical activities, I dislike the most are those requiring a lot of socialization.					1	2	3	4	5	6	7



1	2	3	4	5	6	7
<b>Very strongly disagree</b>	<b>Strongly disagree</b>	<b>Mildly disagree</b>	<b>Undecided</b>	<b>Mildly agree</b>	<b>Strongly agree</b>	<b>Very strongly agree</b>

31. The most enjoyable forms of physical activity are games and sports engaged in on the spur of the moment, rather than those requiring long periods of training. 1 2 3 4 5 6 7
32. One of the things I like most in sports is the great variety of ways human movement can be shown to be beautiful. 1 2 3 4 5 6 7
33. Most intellectual activities are often just as refreshing as physical activities. 1 2 3 4 5 6 7
34. Physical activities that are purely for social purposes, like college dances, are sometimes a waste of time. 1 2 3 4 5 6 7
35. I am given great pleasure when I see the form and beauty of human motion. 1 2 3 4 5 6 7
36. I believe calisthenics are among the least desirable forms of physical activity. 1 2 3 4 5 6 7
37. The self-denial and sacrifice needed for success in today's international competition may soon become too much to ask of a 13 or 14 year old. 1 2 3 4 5 6 7
38. People should spend 20 to 30 minutes a day doing vigorous calisthenics. 1 2 3 4 5 6 7
39. Sports are fun to watch and to engage in, only if they are not taken too seriously, nor demand too much time and energy. 1 2 3 4 5 6 7
40. Too much attention is paid to those physical activities that try to portray human movement as an art form. 1 2 3 4 5 6 7

	1	2	3	4	5	6	7				
	Very	Strongly	Mildly	Undecided	Mildly	Strongly	Very				
	strongly	Strongly	Mildly		Mildly	Strongly	Strongly				
	disagree	disagree	disagree		agree	agree	agree				
41. Of all physical activities, my first choice would be those whose purpose is primarily to develop and maintain physical fitness.					1	2	3	4	5	6	7
42. If I had to choose between "still-water" canoeing and "rapids" canoeing, "still-water" canoeing would be the better alternative.					1	2	3	4	5	6	7
43. Watching athletes becoming completely absorbed in their sport nearly always provides me with a welcome escape from the many demands of present-day life.					1	2	3	4	5	6	7
44. Participating in games and sports can sometimes spoil good friendships.					1	2	3	4	5	6	7
45. The idea that every human movement is beautiful is absurd.					1	2	3	4	5	6	7
46. Physical activities having a strong element of daring or requiring one to take chances are highly desirable.					1	2	3	4	5	6	7
47. I could easily spend an hour watching the graceful and well-coordinated movements of a figure skater or modern dancer.					1	2	3	4	5	6	7
48. There are better ways of getting to know people, than through games and sports.					1	2	3	4	5	6	7
49. The fun is sometimes taken out of sports and games when they become too highly organized, overly competitive, and too demanding of the participants.					1	2	3	4	5	6	7
50. Among the best forms of physical activity are those which use the body as an instrument of expression.					1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	Very strongly disagree	Strongly disagree	Mildly disagree	Undecided	Mildly agree	Strongly agree	Very strongly agree
51. Since competition is fundamental to American society, sports and athletics need to be much more demanding and competitive than at present.						1	2 3 4 5 6 7
52. The best thing about games and sports is that they give people more confidence in social situations.						1	2 3 4 5 6 7
53. One of the best forms of physical activity is that which provides a thrilling sense of danger such as sailing in heavy weather or canoeing on river rapids.						1	2 3 4 5 6 7
54. Regular physical activity is the major pre-requisite to a satisfying life.						1	2 3 4 5 6 7
55. Vigorous daily exercises are absolutely necessary to maintain one's general health.						1	2 3 4 5 6 7
56. One of the most desirable forms of physical activity is social dancing.						1	2 3 4 5 6 7
57. In this country, there is sometimes too much emphasis on striving to be successful in sports.						1	2 3 4 5 6 7
58. I would enjoy engaging those games and sports requiring, to a large extent, the defiance of danger.						1	2 3 4 5 6 7
59. Most people could live happy lives without depending upon frequent watching or participating in physical games and exercise.						1	2 3 4 5 6 7

APPENDIX D

PROTECTION OF HUMAN SUBJECTS COMMITTEE

October 3, 1995

Vicki Hatton  
Campus

Dear Vicki:

The PHSC approved your survey "Attitude Toward Physical Activity Inventory." This is a written confirmation of the verbal okay given to you on August 2, 1995, by Keith Reichmann. Please notify the PHSC when the research has been completed and send a copy of the results to Bill Kermis. Thanks.

Sincerely,



R. W. Seibert, Chair  
PHSC

c: Bill Kermis

**APPENDIX E**

**INTERVIEW QUESTIONS AND ANSWERS**

**What was your attitude toward physical activity before enrolling in the Wellness Class?**

I worked out probably three times a week to stay in good shape. It was important to me because I feel rundown when I do not work out. I played sports in high school, but that was four years ago so I got kind of out of sync. The first year in college I really got out of shape and I kind of convinced myself that I had to stay in shape to do well in school and life in general. It is important to me.

I thought it was very important as far as like the cardiovascular fitness and overall wellness for your body. I kind of believe that you should start with the foundation first and move up to more progressive stuff before you get old so it will keep you in good health. So as far as when you age and get older, if you start now I think it will be better for you later.

It was very important to me because I had been active physically most of my life so I got into class and I was not going to worry about it. I was sure that everything was going to be fine. That I could handle everything. Sports were very important to me and you know I was used to being physically active. It was fun and I enjoyed that and no problem.

I have always had a lot of physical activity. I played sports all through high school and stuff. I have always lifted weights, done running and stuff so it was pretty good. I had a good attitude about it.

As long as I could remember I have always played sports. My attitude is that basically I hate sitting around doing nothing. I always want to go do something and if I am sitting around by myself I usually go to the church and shoot baskets by myself. If I cannot find nothing to do I'll go do something. I want to be moving, I hate sitting around. I like doing physical activities.

I always try to stay fit as much as possible. It seems like since I graduated from high school it has been a pretty steady decline. I was pretty active in high school and I think that being active in high school kind of motivates you to stay active. Once you are not active anymore like I wasn't active during my second year out of high school and I haven't been very active since then. After I took this class, I would be sore after doing anything. I mean you would be doing little activities and be sore the next day. It was kind of like man I am out of shape. It kind of motivates you to pick it up again.

When I was 13, I had a wreck and broke my neck and back. I really did not expect that I would ever be able to do very much anymore and I was limited to what I could do. I mean my attitude toward physical activity was not so great because I was like if I do this it is going to hurt. So it was not that great until I started this class.

I was not as aware of my body and what I could do. The flexibility and all of that I did not have any idea about until I took this class. What I could do and what I am capable of.

I was pretty much into a lot of physical activity because like during my senior year we had what was called body repair and one of my teachers taught step aerobics and I helped her teach a few classes. I really liked aerobics. I really liked this class but I kind of wish we had more strenuous activity because I have gotten lazy and I do not want to gain any weight. I really have gotten into activity even though it is walking or running.

I do a lot of physical activity and in high school I played basketball. I enjoy jogging, running and all sorts of physical activities.

In high school I played basketball and I was really physically fit all of the time. I guess that I liked physical activity until I had a heart condition and had to do absolutely nothing for about two months. I had to slow down. Basically, I did nothing the summer before entering this semester, but I still wanted to do some physical activity.

I really did not like it. It was too hard. It makes you sore and it's hard to walk up and down the steps. It hurts. It is a waste of time.



**What is your attitude toward physical activity after completion of the Wellness Class?**

It is about the same, except there is a lot of things that I did not know about physical activities and wellness before, that I do know now. I know a lot more about nutrition and chapters on stress helped a whole lot.

It just kind of reinforced everything I thought of before I took the class. I learned a lot of things that I did not know before I took the class about heart disease, smoking and things that could affect your health. I always figured that I should exercise and keep that going, but I did not know what kind of health risk were involved before the class.

What I got the most out of the wellness class was just little things like what I do now. Like what I eat now. How it can affect my future, but as far as my attitude toward wellness it is still about the same. I love it.

Pretty much the same as before, I learned more about how it would affect my life later on.

It is basically the same. I went in with a high attitude and really it has not diminished or increased any as it was pretty high to begin with.

Like I said it kind of motivates you. I cannot speak for someone else, as I was in good shape while in high school, who has not done any activities because for me it helped me to get back into it. I have started working out, running and stuff since the class. Basically for the reason after going in and doing the labs I was so sore I could not believe that I was so out of shape.

Right now I feel better about myself taking this class and it has helped me realize that you have to try. You cannot just be a failure. I really enjoyed the class and I really did not think I would because I heard a lot of negative stuff about it. But taking it from the people I heard it from you know. But I really enjoy it now and look forward to going to lab.

I liked it a lot. I learned a lot about myself and it was fun for one thing. It taught me a lot of things about myself.

I stick to the same answer. I have aerobic tapes, a stair master and stationary bike which I do and I stick to it. I need a change probably and do something different.

Pretty much the same, I still do pretty much the same things.

It is back to wanting to be physically fit because I learned some things and some ways that I can exercise. Because before all I had was basketball and I always pushed myself and went too hard a lot of times. Now I kind of exercise and know when to stop.

It is needed, so you will be healthy and physically fit and skinner so you will look better. You need it to be in good shape so you do not get heart disease or cancer. You need it for good health. Cardiovascular fitness and eating right and trying to reduce stress in your life.

**What were two of your favorite areas in the class? Why?**

The lecture chapters over stress were very helpful. I liked the lab when we got to work out with weights or when we got to actually get some good exercise in class. Sometimes I did not have time to exercise with my schedule and the lab gave me a chance to get exercise out of the way during the day.

Towards the first of the semester we had to run in class and just anything that was pretty physical I felt was good exercise. I went home and took a shower and the rest of the day I was energized.

I liked the lab because we were able to do some physical activity in areas of the stress release thing. We played lots of volleyball and like interaction between the students was good and we got to know each other real well because of our interaction together. That was one thing and the other was because we learned so much about our bodies and the part that I did not have any idea about before the class. Health stuff, like things you should do to keep yourself healthy especially when you start to get older, as far as eating right and making sure you have a stable workout program everyday for as long as you live. All the things that involve disease and some of the things you can do to keep you from having disease such as not smoking and things like that.

One was when we were talking about the blood alcohol content. I am a college student and occasionally I like to go out with my friends and maybe have a few drinks and that fascinated me about how much BAC low range in just a few drinks. I was not aware about that and I liked that part. I thought the instructor did a real good job, stressing the importance in having a good heart and working it well and just keeping fit. I liked that part. I thought she did a real good job and was good in that area. I think that I liked knowing so many facts that I was not quite aware of that the teacher made it very clear to the class about that.

The concept over drugs, smoking, alcohol and stuff told me a lot of stuff. I already knew some of it, but it told me a lot of new stuff.

Posture, I did not know a lot about. Most of it was new. I knew a little bit about it, but it taught me a lot more.

The lecture at times got pretty interesting, some of it I had heard many times before but there was some stuff in it that I had not heard.

I am not real sure about the specifics but I liked getting into deep lectures sometimes sitting there talking about stuff. I liked the labs alright. Some of the stuff I

thought was little childish, but I liked being out there. I had some people in the lab I really liked and just being out there with some of my friends, just going through some of the stuff we did, it was pretty fun.

I did not like all of the labs, but I liked most of them. I liked the ones where there was some kind of competition. I did not like the ones where we just do calisthenics. I liked all the skill related activities. They were better for me.

Weight lifting was number one, because I do not have very much upper body strength and I have a lot of strength in my legs. I have always been able to keep the muscles, but after the wreck I lost everything and when we lifted weights it helped me to regain my muscles. This made me feel better about myself because I could tone my body up again.

The favorite area, the answer would be that I liked the relaxation technique because I have a lot of tension in my neck and back and it helped me to be able to relax better and be able to sleep better at night.

The lab part where we tested our speed and ability. We had partners and stop watches and we had to go a certain length to see how fast a speed you were going. That was fun. I liked lecture when we got into discussion on drugs, alcohol and smoking. I liked that a lot. It was really interesting. I learned a lot of facts about it.

In my lecture, I liked different facts that I learned about alcohol and calories. I knew a little bit about it but not a whole lot. My lab, I liked the stuff we did. The activities were really fun and it was just exciting everyday. It was like what are we going to do today. Everything was just exciting. We did different tests like how coordinated we were, which was fun doing. How flexible we were and little things like that.

In learning the relaxation techniques seeing more ways to relax because I am a pretty stressful person and can stress out very easy. That really helped me out a lot. The proper way to stretch before running. I kind of knew that I was suppose to stretch, but they taught us the proper way to stretch. Ways I would not pull anything. I enjoyed that.

I liked the labs. I did not really like the lectures. I liked when we did the different sports and whenever we got to do the monthly planning guide thing. We did it for a month and it helped me.

I kind of liked the one where we figured out how much body fat we had and what our full weight should be. How much weight I needed to lose. I like that because it gave me an idea of how hard I needed to work to get to my goal weight. How much exercise I needed to do. Helped me make good plans.

I liked it when we played all the different games such as tennis and racket sports. Also, what activities we would like to put into our fitness program. I believe it was recreational sports.

**What were two of your least favorite areas in the class?  
Why?**

I did not like the aerobics part, because it was really weird that people were staring at others. No one was really trying and I did not get that much out of it. It could of been done different and I think it would have been good. We were all on the outside facing each other kind of and we should have been in rows actually doing like an aerobic class.

I really did not have any in the least favorite area.

I think Chapter 30 deals with lifestyle change. It did not have to be health related and so I did not take that too seriously as I did with other chapters. On mine I talked about changing my study habits. I did not take that quite as seriously as other parts. I just rushed through that. One thing in the lab where you do the relaxation, I have done techniques where I have been relaxed and I do not know if it was the lab or the setting, but it did not relax me like the seminars. I thought that it was not quite as effective as it could have been. Of course, that could have been a number of different things: like my partner, the noise or I just was not wanting to do it. That section I thought was not quite as effective as the other chapters.

I am not sure of any certain areas. Like at the first of the class it was kind of boring.

I hated doing the aerobics. I mean there is nothing wrong with aerobics it just seemed that sometimes she thought we were in kindergarten and that got on my nerves sometimes.

Probably the fifteen minute run which was pretty rough. I really do not have any major complaints. The only thing I really did not like was some of the labs that were calisthenics and stuff like that. I would rather being doing something like jogging or skill related activities. We did a lot of heart related activities also.

I think my least favorite area was running because I have never been good at running. I tried but I have asthma too and have never liked running very much and that would be like the number one.

I really did not dislike anything that we did.

Running one mile was kind of hard. I did not like that very well. I do not think I have another one.

I did not have any. I wished that we would have had class more often. I enjoyed having class.

The things where we had to be limber. They had me stand up before the class and I could not touch my toes. I am just not a limber person, so I did not really like that. That is probably about it. I enjoyed most everything.

Probably the running. I did not like the running for fifteen minutes straight. I had too much of that in high school. Really there was not anything else that I did not like.

I did not like running a lot. Jogging was ok. But running takes too much and I'm not in good shape. It is too hard, especially outside when it is cold.

I did not like the weight lifting. I think that is more of a manly thing. I did not want to mess with it, because it hurts my back. I have scholastic and I could not do a lot of exercises the other kids were doing like the squat and stuff because of my back.

**Do you feel the Wellness Class will benefit you in the future? Please expand on your answer.**

I know that I will use the nutrition part. I have changed my eating habits totally and lost five pounds of fat. I have not changed activities any, just the way I eat. Every night if I cannot sleep for a couple of hours I try the relaxation techniques and for some reason that works. Also, it kind of taught me that like in my family, my parents do not exercise, none of my aunts and uncles exercise on my dad's side and on my mom's side they do, but I have kind of learned that it is something that is important for our lives. You know to stay in decent shape to stay healthy.

Going back to my previous answers as far as knowledge in learning about the body and how it works and how to stay healthy during your whole life. I think that was a big deal. It really taught us how to live from day one until you die. It helped as far as your diet and your workout and everything.

Well yes and no, the yes part because I would like to exercise more regularly. I feel like I am kind of active. I like to play tennis and basketball, but I would also like to be more active in what I eat and what I do with my body and just being able to be more conscious of my health. That part I like.

Yes. It will definitely help. Like I say it taught me a lot about extending your life span, how to keep muscles from getting sore and what to do if they get sore. There was all kinds of helpful stuff.

Just a lot of decision making on what to do.

Yes. How to eat, learning about different foods and the way you need to eat and how much of certain stuff you need to eat. That is what really helped me for the future. When I go home, I am basically the only skinny one in my family. So when I go home I try to help my brothers and sister because they are a little overweight, and my mamma and dad. I try to go grocery shopping with my mom and help her pick out foods and stuff that the family can eat to help them loose weight and get in better health. I work with it quite a bit. Also, stretching and being able to get more flexible.

I think it will because of a lot of the chapters, like maintaining a healthy lifestyle, not smoking and drinking and stuff like that. Especially, the chapter on smoking, nicotine, tobacco and stuff really kind of hits you. You see all of the statistics on it. I do not think I would ever smoke after seeing all that stuff. See my mom smokes. I say "mom do you know about how this causes death"? I do



not think I would start smoking after hearing all of that stuff. I think it kind of motivates you. All of the heart diseases kind of makes you want to stay in shape.

I think it is going to help me a lot because now I know what I can and cannot do for sure without hurting too much. It has helped me realize that if you just push yourself, you can do it and that sometimes a little pain is not that bad. The relaxation techniques that were used. I think that it is going to help me a lot to relax and sleep better at night. Taking this class has made me realize that I was not in real great shape as I had kind of hoped I was. It has made me exercise more than I use to.

Yes. I think it will because part of it on the nutritious part I understand now. You know what good foods to eat and my calorie intake. I did not know anything about that and now I know a lot and I pay a lot more attention to it already. We started that about a week or two ago. I am already starting to watch what I eat and try to just eat healthy. Physically, before practice and stuff I do the right kind of stretches so I will not hurt my knees. I do everything with more caution now.

Yes. It will because it helped me realize a lot of different things in the study about the alcohol and drugs and about nutrition. I can tell other people about it like my parents and my friends. I can influence my friends on taking this class. You have to take it but some people will be like, you know, that is not the thing to do but I will tell them that it is really fun and just get them to try it, influence them on it.

Yes. It taught me the proper way to eat right. It will help me to live a little longer. It taught me how to exercise correctly. I know how much I can stand and how to take my heart rate.

Oh yes, like I said I know that I can exercise without pushing myself too hard. I learned how to see when my heart rate gets to going too fast. I can sort of hold my threshold down. I kind of know what exercises are doing me good and what is over doing it.

I think it will benefit me because it changed my attitude about wellness. Exercise is to keep myself in shape. It will benefit my family too because I tell them what I think about stuff. Maybe they will take into account what I feel and read my book and understand for themselves that they need wellness too.

The planning on the physical fitness plan. We made our own plan for exercise. That will help me because I can keep

that with me and do my program and keep count of my goals  
and all that stuff.

**Is there anything else you would like to share with me about your experiences in the Wellness Class?**

The only thing that got on my nerves was that there was a lot of freshmen in that class, but I am 23 and I am a senior and everything was about high school. When you were in high school. I think that there were a few people that were my age in the class and it was like she was not even talking to us really, she was talking to them. It was a pretty good class besides that. I think it was a lot better than having to pump iron or western dance because wellness is kind of important you actually learn something in it.

Other than the way it was taught and the teachers were great. The teacher taught everything really well and she let us interact in the class pretty well as far as our opinions and what we thought and if we wanted to have a conference or discussion you just set-up the time and if we wanted to talk we could.

Both of them were my secondary classes this semester. I think I had perfect attendance so it was no problem to come. I did not dread it or nothing, so I liked going. I thought it was really free, you know. It was not that the class was really a lecture, it was more of a discussion. The instructor would talk a while during the lecture before the discussion and the students could say what they had to say or ask questions at any time. In the labs I would kind of like to see more fun activities.

Some of the games in the lab seemed kind of like they did not have a reason for them. I did not know why we did all of the games in the lab.

I went to the class completely stupid about all this and I think I left with a real good understanding about what is going on. I think it is a real good class for people who are not used to getting out in different activities. It should be taken. I had a couple of guys in the class who played basketball, I played baseball and a few other guys who were already use to doing all this stuff. Sometimes it seemed pretty childish but for people who are not use to doing this stuff it is a real good class for them. Finding out they can enjoy doing some of the stuff and maybe getting them out a little more.

Not anything more than what I have already told you. I cannot think of anything else.

I think the wellness program is very good. It is not like you are just taking it to be taking something. I think it is good that it is required because it helps everybody see what they need to do and how to do it without hurting themselves. For example, the stretches and stuff, there is

a lot of stretches that I do that I could hurt myself if I had not known what she was telling us. I think it helps you to be more aware of how you need to position yourself. I do not really know how to explain it.

I liked the participation in the lab where we had a lot of partners. We always had partners and I thought that was good. You got to know a lot of people and I liked it better with partners than having to do it by yourself.

Both of them were just exciting and I was not expecting what I got just learning new things and adding to what I knew. I liked both the lecture and lab.

I thought everything was great. I liked the class.

No, not really.

We had a lot of fun most of the time. I got to learn the bad exercises that your parents tell you to do or that you learned in grade school. We learn alternative ways to do exercises. That's it.

2  
VITA

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