

# FORUM

## Pendidikan

### ISI NOMOR INI

**SUPERVISI BERBASIS IKLIM KELAS : Penelitian Tindakan di SD YWKA II  
Rawamangun Jakarta**  
Oleh : Sutjipto dan Hadiyanto

**PERSEPSI KEPEDULIAN GURU PENDIDIKAN PANCASILA DAN  
KEWARGANEGARAAN (PPKn) TERHADAP KEHIDUPAN KENEGARAAN**  
Oleh : Azwar Ananda

**PROGRAM PEER-MEDIATION (MEDIASI MITRA) : Kontribusi Dunia  
Pendidikan Mempersiapkan Generasi Anti Kekerasan dalam Paradigma  
Penyelesaian Konflik**  
Oleh : Afriva Khaidir

**THE HIDDEN CURRICULUM : A CONCOMITANT FACTOR IN PHYSICAL  
EDUCATION CURRICULUM IMPLEMENTATION**  
By : Chalid Marzuki

**TINJAUAN PELAKSANAAN PENGAJARAN BAHASA INGGRIS DENGAN  
PENDEKATAN KEBERMAKNAAN DI SMU KOTAMADYA PADANG**  
Oleh : Hermawati Syarif dan Zainuddin Amir

**PERKULIAHAN PRAKTIK OLAHRAGA DAN PERBAIKAN KEMAMPUAN  
MOTORIK MAHASISWA**  
Oleh : Yanuar Kiram

# FORUM PENDIDIKAN

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<p><i>Penasehat:</i> H. A. Muri Yusuf</p> <p><i>Pengarah:</i> Z. Mawardi Effendi</p> <p><i>Pemimpin Umum/ Penanggung Jawab:</i> H. Agus Irianto</p> <p><i>Pemimpin Redaksi/ Ketua Penyunting:</i> H. Barhaya Ali</p> <p><i>Sekretaris Redaksi/ Wakil Ketua Penyunting:</i> Hasanuddin WS</p> <p><i>Anggota Redaksi/Penyunting Ahli:</i> H. Ahmad Sonhadji K (UM) H. Kumaidi (UMS) Muhammad Nur (UNESA) H. Sutjipto (UNJ) H. Ahmat Mukhadis (UM) H. Abizar (UNP) Iman Sodikoen (UNP) Ali Amran (UNP) Yanuar Kiram (UNP) Ahmad Fauzan (UNP) Atmazaki (UNP) Hadiyanto (UNP) Jurlismen Radjab (UNP)</p> <p><i>Sekretariat:</i> Ahmad Sabandi P. Setiawan Asmiarni Karnil Osna</p> <p><i>Penerbit:</i> Universitas Negeri Padang Press</p> <p><i>Alamat Redaksi:</i> Lantai III Gedung Rektorat UNP, Kampus UNP Air Tawar Padang Telp. (0751) 51260, 39598</p> <p><i>Terbit Sekali Tiga Bulan (Maret, Juni, September, &amp; Desember)</i></p> <p>Terakreditasi Kpts. Dirjen Dikti Depdikbud 118/Dikti/Kep/2001 tanggal 9 Mei 2001</p>	<p><b>ISI NOMOR INI</b></p> <p>DARI REDAKSI</p> <p>SUPERVISI BERBASIS IKLIM KELAS: Penelitian Tindakan di SD YWKA II Rawamangun Jakarta Oleh: Sutjipto &amp; Hadiyanto.....361</p> <p>PERSEPSI KEPEDULIAN GURU PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN (PPKn) TERHADAP KEHIDUPAN KENEGARAAN Oleh: Azwar Ananda.....377</p> <p>PROGRAM PEER-MEDIATION (MEDIASI MITRA): Kontribusi Dunia Pendidikan Mempersiapkan Generasi Anti Kekerasan dalam Paradigma Penyelesaian Konflik Oleh: Afriva Khaidir .....393</p> <p>THE HIDDEN CURRICULUM: A CONCOMITANT FACTOR IN PHYSICAL EDUCATION CURRICULUM IMPLEMENTATION By Chalid Marzuki.....415</p> <p>TINJAUAN PELAKSANAAN PENGAJARAN BAHASA INGGRIS DENGAN PENDEKATAN KEBERMAKNAAN DI SMU KOTAMADYA PADANG Oleh: Hermawati Syarif &amp; Zainuddin Amir .....429</p> <p>PERKULIAHAN PRAKTIK OLAHRAGA DAN PERBAIKAN KEMAMPUAN MOTORIK MAHASISWA Oleh: Yanuar Kiram.....451</p>
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**THE HIDDEN CURRICULUM: A  
CONCOMITANT FACTOR IN PHYSICAL  
EDUCATION CURRICULUM  
IMPLEMENTATION**

By Chalid Marzuki

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**Abstrak**

*Kurikulum dirancang untuk menyediakan atau memberikan pebelajar pengetahuan, keterampilan, sikap, prilaku, kepercayaan, dan nilai untuk dapat hidup lebih baik atau menyesuaikan diri dengan lingkungan dan masyarakatnya. Hal ini akan diperoleh pebelajar melalui "formal" (explicit) dan "informal" (implicit) kurikulum. Isi artikel ini akan menjelaskan tentang efek dari pelaksanaan "informal"/implicit (hidden) kurikulum sebagai faktor yang harus diperhitungkan sebagai bagian dari kurikulum khususnya pada pendidikan olahraga atau kegiatan fisik lainnya di sekolah.*

*Kata kunci: hidden (implicit/informal) curriculum, physical education/pendidikan jasmani*

**Introduction**

The school as an organization in society has a function to prepare students for their future lives or their roles in society. Generally, the aims that a school could achieve are stated in terms of cognitive, social, affective, and psychomotoric domains. These domains are included in the concepts of curriculum. The concept of curriculum has been explained by scholars in variety of ways. Basically, the core idea of curriculum in schools is to provide students with knowledge, skills, attitude, beliefs, and, values in order to better prepare them to live in society. Madaus & Kellaghan (1992) considered curriculum as being made up of six major components : (1) content; (2) general aims of the total school curriculum; (3) objectives of specific curricula or learning units;

(4) curriculum materials; (5) transaction and process; and (6) outcomes. In relation to this, Schubert (1986) conceptualized curriculum in more detail and categorized it as: (1) curriculum as context or subjects matter; (2) curriculum as a program of planned activities; (3) curriculum as intended learning outcomes; (4) curriculum as cultural reproduction; (5) curriculum as experience; (6) curriculum as discrete tasks and concepts; (7) curriculum as an agenda for social reconstruction; and (8) curriculum as "curare". Therefore, students have to prepare themselves physically and mentally to face what is referred to as curriculum in order to achieve the general aims of the school. On the other hand, there is another curriculum within schooling known as the hidden curriculum. This curriculum "... is that which is taught implicitly, rather than explicitly, by the school experience. ...Another form of hidden curriculum occurs from messages that are subtly intended" (Schubert, 1986). In this respect, it is clear that this kind of curriculum should be considered by teachers as a concomitant factor affecting students in the teaching learning process. "Though often unintended or unnoticed (hence, hidden) these constitute a curriculum that frequently carries profound learning" (Schubert, 1986).

Physical education is one of the subjects covered in the school curriculum. Both the official curriculum and the hidden curriculum impact on students involved in physical education classes. They affect not only the students but the teachers as well.

#### **What is Physical Education?**

Physical education is one of the subjects covered in the official curriculum. Students learn about this subject through activities engaged in individually or in groups or teams which can be divided into indoor and outdoor games, play, aquatics, dance, gymnastic, etc. Meaningfully, physical education is conceptualized as education through physical activities. It means that students can be taught through activities in which the means used are primarily large muscle activities.

In terms of the amount of time spent on this subject in the school, Bain (1990) reported that in the USA in the elementary school (ages 5 - 11 years), physical education was taught two or three days per week. In contrast, Tinning & Hawkins (1986)

reported that elementary physical education in Australia, especially under Victorian government policies, should be considered a core subject taught on a daily basis. On the other hand, in Indonesia, from grade one to eleven, physical education is taught once a week. At grade 12 there is no physical education class. Furthermore, Bain (1990) stated that in middle school (ages 12 - 13 year) and high school (ages 14 - 18 years) students were more likely to have daily physical education class taught by a specialist. This instruction often ended after ninth or tenth grades (ages 14 - 15 years).

### **What Do the Students Receive in Physical Education Classes?**

What the students are expected to receive by participating in the activities or the physical education class is usually stated or formulated in the terms of objectives or aims of the subject itself. This maybe in the terms of long term or short term objectives. A large number of authors in physical education have contributed to the discussion of objectives and strongly support the rationale that objectives must ultimately relate to the potential meaning they have for students participation. All of the aims or objectives in education involve value judgements. Therefore, the overall aims or objectives of a subject taught should be recognized as worthwhile by the society in which they operate. On this topic, Seidel & Resick (1978) presented the following as core physical education objectives: organic development, skill development, emotional health, mental development, and social development. Nixon & Jewett (1980) expressed the objectives of physical education in terms of three clusters: fitness, performance, and transcendence, which refer to the physical condition; the skills, and the psychological characteristics (self awareness, inner consciousness, heightened perception, kinesthetic discovery, centering self mastery, creative expression, and joy of movement) deemed desirable for students. Moreover, Anarino (1980) divided developmental objectives according to organic power, neuromuscular development, perceptual and cognitive abilities, personal-social attitudes and adjustments, and emotional responsiveness. Reviewing and researching over 200 major texts and articles written on the subjects of physical education, Kane (1974 cited in Underwood 1983) concluded that there were nine primary aims or long terms objectives which were most frequently mentioned. These were motor skills, self realiza-

tion, leisure, emotional stability, moral development, social competence, organic development, cognitive development, and aesthetic appreciation (Underwood, 1983).

Based on the subject matter taught in the secondary schools, Underwood (1983) found that it would usually be a selection of athletics, dance, games, gymnastics, swimming, and outdoor pursuits. In this respect, O'Sullivan, Sweeney, & Taggart (1989) in a survey of senior, junior high and middle school found that, in the high schools, volleyball, softball, basketball, and badminton were the most taught. On the other hand, in middle and junior schools, volleyball, basketball, softball, and soccer were the most frequently taught.

Willgose (1984) argued that all fields of education as well as physical education should be inspected and subscribed to the cognitive objectives of Bloom's and Krathwol's taxonomy. As a result, how this taxonomy can be applied to the physical education is given as follows:

1. *Knowledge*. The recall of specifics-methods, processes, theories, structures, or settings. (Example: understand physical education terminology, history sport rules, trends, etc).
2. *Comprehension*. The lowest undertaking where the individual can make use of something without necessarily relating it to other things. Here an individual demonstrates the ability to translate or paraphrase a communication (Example: can explain the meaning of such items as cardiovascular, endurance, aerobic activity, sportsmanship, downproofing, etc).
3. *Application*. Employing technical principles or abstraction, ideas, and theories in some way. A show of practical ability (Example: would be able to observe a sporting situation or motor skill and clearly indicate how it may or not be representative of what is expected).
4. *Analysis*. An idea, concept, or structure is examined by breaking it down into it parts so that the relationship between the parts is clear. (Example: responds to a certain game situation by breaking down the intricate structure and patterns leading to successful play).
5. *Synthesis*. All parts and elements are brought together to form a whole. The student is able to work with pieces and make

arrangements in such manner as to create a structure or pattern not there before. (Example: creates dance routines of gymnastic routine from by number of personal skills and patterns of variation).

6. *Evaluation.* Judgements are made pertaining to the worth of ideas, techniques, and materials. (Example: demonstrates the ability to differentiate between an effective and ineffective volleyball serve, particularly as it contributes to the overall game objectives (Willgoose, 1984).

Based on the literature discussed above, it is clear that physical education curriculum objectives can be categorized into domains related to psychomotoric, cognitive, social, and affective aims in education. Ideally, physical educators have adopted a balanced approach in setting objectives in the four behavioural domains in order to ensure adequate attention is afforded to the whole person during the educative process.

## **The Hidden Curriculum**

### ***1. What is it?***

Many studies have shown that the hidden curriculum refers to implicit values, norms, daily regularities, language forms, knowledge, attitudes, in the teaching learning process of schooling (Bain, 1976, 1978; Balboa, 1993; Kirk, 1992; dan Nixon & Jewwet, 1980). This concept is more closely focused on the reflective aspects of speech, action, and organization that is necessarily manifest at an unconscious level (Kirk, 1992). Tacitly, through the hidden curriculum, students learn and internalize "important" values and norms representing the particular interests of the dominant group in society (Balboa, 1993). In this respect, the hidden curriculum may not only guide school life but might also have an important implication in people's roles in society. In short, students learn much from the social context of classroom and corridor life. It hopes their thoughts and feelings about themselves and others and is guiding force in their lives (Schubert, 1986).

Based on reviewed research in this area, Dodds (1983) (cited by Rink, 1993) concluded as follows:

- Students learn many things than their teachers intent, and that impact of the implicit curriculum frequently overpowers that of the explicit curriculum proclaimed by teachers.
- Students maybe receiving conflicting messages about what is important in physical education. Understanding the hidden agenda may help explain why programs are not effective.
- Negotiations between teachers and students constituting the functional curriculum seem to mediate the effects on students learning of all non functional curricula.  
Teachers learn as readily from students as the reverse.
- Teachers are amazingly unaware and unconscious of the non explicit curricula being played out in their physical education classes.

Kirk (1992) analyzed the hidden curriculum in physical education as a cultural practice based on ideology and discourse. The hidden curriculum as an intrinsic part of schooling not only has a paedagogical basis but it is closely related to how students and teachers acquire their socio cultural beliefs and practices. Moreover, Stewart, Green, and Huelskamp (1991) gave an overview of the attitudes of secondary students participating in physical education classes. It was found that, overall, students felt fitness, social, and skill aspects of the class were more important than affective and cognitive aspects. Girls knew the value of physical education but did not like it. On the other hand, boys seemed to like physical education significantly more than girls, but their attitude toward the values of physical education significantly decreased with age. In the social domain, junior high school boys and girls as well as senior high school girls had a significantly more positive attitude than senior high school boys. Overall, students in this study were favorably disposed toward physical education and believed that it should be a part of the curriculum. At this point, Pritchard's (1993) finding in England was similar to this view that it was not only students but their parents as well. Some experiences such as aggression, pain or danger were not considered to be emphasized in physical education by females and parents groups. The boys group rated achievement through



competitive activities very important, while girls group rated expressions through more artistic and qualitative aspects of action very important.

Relating to gender and location of schools (urban and suburban), Bain (1976) found that female classes scored higher than male classes on the privacy dimension, the difference being greater in urban schools than in suburban schools. In light of this, Bain (1976) concluded that this greater emphasis on privacy in female than male classes was consistent with traditional sex roles in the society. Female classes also tend to score higher on specificity. On the universalism dimensions, urban classes scored higher than suburban classes. Suburban classes tended to allow greater student autonomy. It was also reported that female teachers made a larger number of comments per class period. Another study by McDonald (1989) concerning students perspective on mixed sex physical education classes reported that majority of boys and girls more enjoyed such classes, although both boys and girls expressed preference for single sex groupings in sports typically thought to be appropriate for one or the other gender. Interestingly, the students felt that female teachers were more supportive than male teachers, particularly if they did not consider themselves to be good at the activity.

The most popular of the activities involving students participating were volleyball, basketball, bowling, and informal games. The least popular activities were dance and fitness activities (O'Sullivan, et al., 1993). It was also found that a variety of activities was the most enjoyed about physical education and the item most disliked was class periods that were too brief, followed closely by dressing out (Rice, 1986).

In relation to students' participation styles, both girls and boys in team sports observed such as soccer, elimination dodgeball, speedball, field hockey, and flag football, Griffin (1985) found that there were six participation styles among the girls and five participation styles among the boys. The girls participation style were: a) athletes, b) JV players, c) cheerleaders, d) femme fatales, e) lost souls, and e) system beaters. On the other hand, the boys participation styles were: a) machos, b) junior machos, c) nice guys, d) invisible players, and e) wimps.

Among universities students and adults participation toward participating in physical education were that they enjoyed activity (Karp, Kim, & Skinner, 1985); they preferred physical activity for fun, health fitness and general well being (Blair, 1984; Oxendine & Roberts, 1978; weick, 1975). Physical education student also believed that they were influenced by their former physical education teachers into pursuing this course of study (Karp, et al., 1985).

More physical activity programs as part of adult recreation in the community were needed. Additionally, the respondents who were most physically active were more likely to be satisfied with their overall health and physical fitness as compared to less active adults (Snyder & Spreitzer, 1983).

Relating to teachers' behaviors, De Voe & Gustafson (1984) stated that, in the elementary education, differential pattern of individualized teachers' behaviors were found to be related to variables such as teacher gender, student gender, student participation, student skill performance, and student personality characteristics. They also found that individualized teachers' behaviours were directed toward individual students in the forms of lecturing, praising or encouraging, directing and accepting. Teachers appeared to be reactive rather than proactive in regards to their interpersonal interactions with students. Rice (1988) found in high schools that the physical education teachers were considered as good role models by their students. The quality most appreciated about them that they were friendly. The quality disliked the most was that they did not participate in activities. For Professor, they were also influenced by their former teachers, coaches, and professors to become college professors (Karp, et al., 1985). Recent studies by Ennis & Ang (1995) showed that there were differences in the way that rural and urban physical education teacher at different grade levels conceptualized their goals for physical education. Urban teachers placed a higher priority on affective curriculum goals associated with cooperation, respects for others, self efficacy, and self concept than did rural teachers. On the other hand, rural teachers indicated a stronger emphasis on knowledge based goals associated with the development of skills and fitness content. It was also concluded that when teachers had different values and beliefs, students appeared to experience

different educational opportunities. Locke (1992) claimed that ... “many secondary physical education programs fail to achieve their objectives”. A disturbing number of students associating required attendance with strong negative feeling about the class, physical activity, and themselves. Teachers also reported that workplace conditions did not allow any serious effort to provide instruction (Locke, 1992). There is a crisis in secondary physical education. In light of this, Tinning and Fitzclarence (1992) have reported a crisis in Australian secondary school physical education. They determined that physical education was irrelevant or boring for many adolescents “...groups of adolescents ... find physical education boring, the disjunction between physical education and the place of physical activity in their out-of school lives is contradictory” (Tining & Fitzclarence, 1992). These adolescents, who outside of schools live in what Tinning and Fitzclarence called a “postmodern” youth culture, inextricably shaped by television and information society, reported that the curriculum in physical education did not excite or stimulate them. A change is needed in order to maintain a place for physical education in secondary schools (Locke, 1992; Tinning & Fitzclarence, 1992). “We need to begin to consider the possibilities for a postmodern curriculum in physical education” (Tinning & Fitzclarence).

From the findings above, it may be seen that within each setting in which a physical education class is conducted, there are many variables operating that influence what teachers and students actually experience. Some of these variables contribute to the effectiveness of the teachers and some undermine teachers intention. They provide some clues to the sorts of things students might learn. These are not *in* physical education but *about* physical education. They also provide some critical points from which physical education teachers can examine both the content and the form of their teaching. As a result, physical education teachers need to be aware of the factors influencing their instructions. Teachers who desire the physical education experience of students to be positive should be aware of behaviors and lifestyles characteristics which would be offensive to students. “Just as teachers influences students, students are capable of shaping and maintaining specific teacher behavior” (Rink, 1993).

## *2. Themes that Emerge from the Hidden Curriculum*

There are three themes namely meritocracy, technocentric ideology, and the construction of social relationships which have emerged from studies of the hidden curriculum in physical education (Bain,1990). Bain's idea about these themes can be summarized as follows:

### *a. Meritocracy*

Sports and physical education provide a complex and sometimes contradictory picture of the meritocratic ideology basic to society in the USA. Within these two settings, the focus on achievement in sport activities is greater than that of physical education classes. Students find that being an athlete is a primary source of status for boys and, to lesser extent, for girls. They believe that athletes have earned their higher status based on meritocratic system which rewards outstanding performance.

### *b. Technocratic Ideology*

Development of increasingly effective and efficient means for achieving goals is valued in society. Education is judged by technological criteria of efficiency and effectiveness in producing measurable outcomes. In physical education, physical educators see "man"(sic) as machine and aim to produce the most efficient machine measured in terms of performance. As a result, the body may be regarded and viewed as an instrument and object for manipulation. Therefore, it tends to become a commodity that may be used to obtain admiration, security, or economic gain. The basis of this transaction differs for men and women. The appearance of the body is valued as a commodity for women, whereas, for men, action and performance tend to be valued.

The stated goal of most exercise programs is to use exercise as a means to enhance health. A healthy body is often equated with performance or appearance. Issues of health and fitness have been viewed as technological concerns and not value questions. The fitness movement also represents an expanding industry whose marketing depends on healthy lifestyles of individual consumers. This industry has also provided new career opportunities for physical educators.

### *c. Social Relations*

An important aspect of hidden curriculum is the way in which social relations are constructed within the school setting. Coeducational physical education classes constitute a relatively new set of practices in which relationships between gender and sport are being negotiated. The most frequent boy - girl interaction is verbal or physical "hassling". Girls rarely initiate interactions with boys and generally respond to hassling by acquiescing, ignoring, or separating from the boys. Interaction among boys tends to be physical and combative. In contrast, girls interact with each other in mostly cooperative, verbal, and private ways.

### **Conclusion**

There are two curriculums in physical education. These are the official and the hidden curriculum. The objective of the official curriculum may be categorized into psychomotoric, cognitive, social, and affective domains. On the other hand, the hidden curriculum includes to implicit values, norms, daily regularities, language forms, knowledge, and attitudes in the physical education teaching learning process or the school.

Meritocracy, technological ideology, and construction of social relationships are themes that emerge from the studies of the hidden curriculum in physical education. This hidden curriculum is a factor embedded in the physical education curriculum. Therefore, this factor may be considered as concomitant factor in the official physical education curriculum and can not be ignored in the process of curriculum implementation. The side effects that result from the official curriculum, as well as the hidden curriculum, during curriculum implementation may appear positive or negative outcomes. As a result, physical educators should be careful in their handling of teaching learning process. It becomes apparent that physical education teachers must be aware of the significance of the hidden curriculum. They also need to be aware of the factors influencing their instruction. It may include not only their planned lessons but also their beliefs, values, and attitudes toward physical education which should be considered and carried out in a positive climate. Finally, "Physical education classes in which the implicit curriculum and the explicit curriculum are closely related are more effective" (Rink, 1993).

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