

Students' Expectancy-Value Beliefs in Coeducational and Same-Sex Physical Education

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Background/Purpose

Expectancy beliefs and task values have been identified as predictors both academic achievements and students' performance in school physical education. The purpose of this study was to investigate middle school student's expectancy-value beliefs in coeducational and same-sex physical education in Korea.

Method

Participants were 856 adolescents (464 males, 392 females) who were in coeducational or same-sex physical education classes. The Expectancy-Value Questionnaire in Physical Education (EVQ-PE; Park & Kim, 2010) was administered to assess students' perceptions of expectancy belief, attainment value, interest value, and utility value in physical education classes.

Analysis/Results

The Results of 2×2 (Sex \times Class type) multivariate analysis of variance (MANOVA) indicated that students' perceptions of expectancy belief, attainment value, interest value, and utility value in classes differed according to sex and class type. However, there was no significant interaction between sex and class type on expectancy-value beliefs in physical education.

Conclusions

These findings suggest that male students had more positive expectancy-value beliefs on physical education than female students, and males in same-sex classes scored higher than males in coeducational classes.