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Abstracts from the 2015 Oklahoma Research Day

Held at Northeastern State University

02. Education and Professional Studies

05. Physical Education

02.05.01 Traditional VS Alternative Certification: Efficacy Beliefs and Attitudes Among Pre-Service Physical Education Teacher Education Majors

Kay, Daigle *Southeastern Oklahoma State University*

Alternative routes to teacher certification, existent since the 1980's, have proliferated recently as policymakers respond to the current and anticipated teacher shortage. Controversy has surrounded such alternative certification (ALT) programs, and research comparing the knowledge, teaching abilities, and attitudinal beliefs of individuals who enroll in and complete ALT programs as compared to those who follow traditional teacher education programs is mixed. This study compares physical education teaching efficacy beliefs of 583 PETE majors enrolled in traditional (TRAD) and ALT programs from 11 US universities. Data were collected via a survey using the Physical Education Teaching Efficacy Scale (PETES). Respondents were divided into categories based on program type (TRAD or ALT) and chronological stage in teacher education. Groups were compared using a MANOVA followed by ANOVAs and contrasts at specific stages. Significant differences were observed for all efficacy factors, and efficacy beliefs tended to follow two patterns. The patterns suggest that students enrolled in TRAD programs show an increase in beliefs in their abilities to engage in effective teaching practices that continues throughout teacher preparation, whereas those enrolled in ALT programs have high efficacy beliefs upon entry, but do not have the same gains, and may actually lower efficacy perceptions as they meet with the challenges of extended field-based teaching experiences.

02.05.02 Building a Modern Sporting Rifle (AR15): How Much Expense, Time & Skill are Needed?

Erika, Salmon Northeastern State University

Thomas, Salmon Northeastern State University

Modern sporting rifles (AR15s) are the most popular rifles in the US. Their modular design allows customization for recreational and competitive shooting, personal defense and hunting. AR15s are patterned after the Army M16, but are incapable of automatic fire. Objective--To investigate how difficult it is to build a modern sporting rifle in terms of expense, time and mechanical skill. We assumed that building would be cheaper than buying, but it would be time consuming and difficult. Methods--Parts were purchased through local and online stores. Referring to a guidebook and online instructional videos, the principle investigator built an AR15 and recorded expenses, building time and observations. Conclusion--On the low end, the parts needed for a complete build cost about \$600. \$50-\$100 additional may be needed for tools. Comparable commercial products cost about \$700. It was surprisingly easy to build. Anyone with rudimentary mechanical skills and attention to detail can build an AR15 from a kit in about 3 hours. This is a good option for shooting sports enthusiasts who want to save money, who enjoy building and who want to understanding the inner workings of their rifle.

02.05.03 Do Physical Activity Levels Effect Academic Performance? Dr. Melissa Powers, Dr. Ed Cunliff and Olivia Curtis

Olivia, Curtis University of Central Oklahoma

Purpose: Do students believe there is a connection with activity and grade? Methods: In the spring of 2014 the Healthy Life Skills class at the University of Central Oklahoma participated in the NCHA survey. We looked for the answers of: student class, if the student met physical activity guidelines (PAG), if the student agreed or disagreed with a connection between physical activity and performance, and GPA of their previous semester. Results: Students were more likely to be active later in their academic career and 50% of students met the PAG. There was no connection between class and agreement level; however, more than 50% of each class agreed or strongly agreed (SA). Of GPA, 75% of students who strongly disagreed (SD) with the statement had a 3.0 or below and 70% of the students above a 3.0 SA. Over 60% of the students who SA with the statement met the PAG and 60% of students who SD did not meet the guidelines. Conclusion: The majority of the students who participated in the survey do see that there is a connection between physical activity and school performance. It did not seem to matter what year the student was in their agreement level to the statement. Although, more students with a better GPA agreed with the statement it could indicate that the lower GPA students do not think about it. More of the students who met the PAG agreed with the statement, proposing that the students who are active do see a connection with their academic performance and activity levels.

02.05.06 The Effect of Gender and Desire of University Students on their Commitment to Lose Weight

James,Estes *Northeastern State University*

Mark,Giese *Northeastern State University*

The Effect of Gender and Desire of University Students on Their Commitment to Lose Weight James Estes, Mark L. Giese, Richard Hoenes Northeastern State University The purpose of this study was to determine if gender or desire would have an effect on commitment to lose weight in university students. After IRB approval and securing proper informed consent from students and faculty, 148 students served as a convenient sample in this study. All 148 completed questionnaires were scanned and submitted to SPSS using a Two Way Analysis of Variance (X2 ANOVA). Question one asked for level of commitment and there was a significant difference ($P < .001$) with those desiring to lose weight being more committed than those not desiring to lose weight. In question two, the number of times per week wanting to work out, there was no significant difference between males and females or those who committed/not committed to lose weight. A Chi Square for Independence was used to analyze question three. Question three asked for the best way to lose weight. There was no significant difference in the frequencies between gender and desire to lose weight. The results of this study indicate that those desiring to lose weight will be more committed, but are not necessarily willing to work out more days per week.

02.05.07 Using the UCLA Freshman Survey to Predict Retention Rates in University Students

Mark,Giese *Northeastern State University*

Using the UCLA Freshman Survey to Predict Retention Rates In University Students Mark L. Giese Northeastern State University Colleges and Universities have been struggling with student retention issues since the development of higher education. This presentation describes an effort to use certain questions within the Freshman Survey to determine if they can predict the return of first time-full time freshman to their sophomore year. Two groups of nine questions served as predictors in a Discriminate Analysis. In the first set of questions, three questions significantly predicted the students' return the following year. In order of importance, the questions were: "do you have any concerns about your ability to finance your college education?", "do you have the following disabilities or medical conditions: Learning disability (dyslexia)?" and "have you failed to complete homework in the past year?" The second set of questions asked students to compare themselves with their peers. Two questions surfaced as significant predictors: "how they rate their academic ability" and "how they rate their self-confidence". Based upon these findings, the university may wish to look at interventions that would improve self-confidence and better identify learning disabilities

02.05.08 Using the UCLA Freshman Survey to Predict Retention Rates in University Students

Mark, Giese *Northeastern State University*

Using the UCLA Freshman Survey to Predict Retention Rates In University Students Mark L. Giese Northeastern State University Colleges and Universities have been struggling with student retention issues since the development of higher education. This presentation describes an effort to use certain questions within the Freshman Survey to determine if they can predict the return of first time-full time freshman to their sophomore year. Two groups of nine questions served as predictors in a Discriminate Analysis. In the first set of questions, three questions significantly predicted the students' return the following year. In order of importance, the questions were: "do you have any concerns about your ability to finance your college education?", "do you have the following disabilities or medical conditions: Learning disability (dyslexia)?" and "have you failed to complete homework in the past year?" The second set of questions asked students to compare themselves with their peers. Two questions surfaced as significant predictors: "how they rate their academic ability" and "how they rate their self-confidence". Based upon these findings, the university may wish to look at interventions that would improve self-confidence and better identify learning disabilities

02.05.10 The Effect of Race and Gender on Perceptions of Wellness on University Students

Ahmet, Ozturk *Northeastern State University*

Charlotte, Dzul-Garcia *Northeastern State University*

Mark, Giese *Northeastern State University*

Richard, Hoenes *Northeastern State University*

The Effect of Race and Gender on Perceptions of Wellness in University Students Charlotte Dzul-Garcia, Ahmet Ozturk, Mark Giese, and Richard Hoenes The purpose of this study was to determine if significant racial or gender differences on wellness perceptions of university students existed. After IRB approval, a short 10-item, bubble style questionnaire was distributed to 301 students prior to the beginning of one of their classes. These data were self-reported. After collection, all surveys were scanned into SPSS. A Two Way Analysis of Variance with race and gender serving as two category (independent) variables and the answer to each question as the dependent variable was used to determine any differences between the main effects. Four questions showed significance ($p < .05$) within levels of race or gender. The males reported they had a significantly higher degree of regular exercise (question #1), ate better (question #2) and dealt better with stress (question #3) than did their female counterparts. With reference to race, Caucasians were more informed than their Native American classmates on consumer issues. These data could be valuable to campus organizations whose goal is to promote physical activity and wellness. Perhaps health promotion strategies should be presented in a more appealing way to females. This information suggests that consumer information courses could be useful for Native American students.

02.05.11 Comparison research of sport culture between Qiang minority in Chinese southwest area and Cherokee in Oklahoma

Wei,Shi *Northeastern State University*

Sport is a very important part in culture, and also one of the carriers for national culture, it gradually appears and develops along the human history of civilization, then becomes various sport cultures with different national characters. Chinese southwest area is a place where has plenty of minorities, and with colorful, juicy minority sport resource, but people know little about it because the barriers of geographical environment. America is a strong sport nation which has very advanced well known competitive sports, school sports and public sports, however the American Indian sport culture is also a mystery for most of us. This research compared the intension of the sport culture between Qiang minority in Chinese southwest area and Cherokee in Oklahoma. Conclusions drawn from this study :

1. Qiang minority sports cultural inheritance and development in a specific geography, subject to regional economic and cultural development and impact are the mainstream sports culture of Asian sports culture formation;
2. The sports culture of Cherokee is rooted in the original North American sports culture, development of the twists and turns in the history of changes and tenacious;
3. Both sports and cultural patterns are showing a trend towards nature;
4. Two sports cultural development requires not only a good external environment support, needs to stimulate internal causes of self-development.

02.05.12 Using the Historical Progression of Cherokee Stickball to Create Physical Education Curricula Based on Best Practice in Current Research

Kathy,Hixon *Northeastern State University*

Vanessa,Anton *Northeastern State University*

This study examines the historical progression of Cherokee stickball over time—overlaying it with current best practice research in physical education. Because we live in such a diverse world, it is important to teach students to understand and respect other indigenous populations. Teaching multicultural games and activities in physical education provides an opportunity for students to experience cultural differences (and similarities), and can make history “come alive” (Murphy, & Maeda, 2012). However, current research in physical education contraindicates some of the practices in traditional stickball (in its various forms over time). This study looks at both current and historical research in order to create cultural curricula that are developmentally appropriate, yet culturally informative for school age children. It systematically examines an array of stickball practices over time in order to create modified methods of teaching based on best practice research.