

Abstract

This study aims to explore the self concept and the team cooperation which were the educational effects generated by the implementation of Adventure Education in primary school Physical Education lessons. It also investigated the feasibility of applying experimental curriculums to Physical Education course in local primary schools.

The research adopted one-group pretest-posttest design. The sample of the study consisted of forty-two fifth-grade students in a local primary school. Restricted by administrative relation, all the participants were only selected as an experimental group in the quasi-experimental study. No control group was included in the study. All the subjects received the pretest, the midtest and the posttest test with the Team Cooperation Scale, the Self-concept Scale and the Physical Education Value Scale which were revised by the researcher. The data was analyzed by Paired samples t-test, Pearson Correlation and descriptive statistics.

Based on the findings of the study, the following conclusions were drawn:

1. The Adventure Education Activities had a significant effect on Primary fifth-grade students on the Team Cooperation Scale.
2. The Adventure Education Activities had no significant influence on Primary fifth-grade students in the corporal self component of the Self Concept Scale; however, there was influence in both the psychological self component and the social self component.
3. The Adventure Education Activities had no significant effect on Primary fifth-grade students on the Physical Education Value Scale; however, there was a significant difference in the interpersonal relation component in pretest, midtest and posttest.
4. Reviewing the overall implementation of the curriculum, it was found that the curriculum used in the research is suitable for the current Physical Education curriculum.
5. Team Cooperation, Self-concept and Physical Education had high correlation.