

# The perception of the Subject of Physical Education by the High School Students. The Case of the City of Shkodra, Albania

Dr. Nora Deda<sup>1</sup>, Dr. Aida Shehu<sup>2</sup>

<sup>1</sup>Department of Physical Education, Faculty of Education Sciences, University Luigj Gurakuqi Shkoder University, Albania, noradeda77@gmail.com

<sup>2</sup>Sports University of Tirana. Faculty Movement Science, Department of collective sports, Albania, ashehu@ust.edu.al

---

## Abstract

Knowing and evaluating the opinions of the high school students on the subject of physical education in order to find ways for improving its development in the high school curriculum. In this study, were included 300 students, 150 female and 150 male, divided equally in the three years of study in high school. A specific questionnaire was drawn up for this study, which contained the questions and data needed to obtain results on the target issues. To practically see the students' perceptions regarding the entry, that is, how much they knew the impact of Physical Education, Physical Activity on their health and emotional well-being, an observational questionnaire was used. The questionnaires were distributed by the teachers, preserving the anonymity of the students. It was explained to the students that their opinions had no influence on the assessment by the physical education teachers. The statistical process was another method that clearly evidenced the results achieved, helping in a more efficient way to provide the conclusions that were intended to be reached from this research. Purpose: Knowing and evaluating the opinions of high school students on the subject of physical education in order to find ways for improving its development in the high school curriculum.

**Keywords:** Physical education, physical activity, curriculum, high schools, perception.

## 1. Methodology

The methodology used and selected is based on an initial criterion, as mentioned above, that is, with the help of a questionnaire that was carried out by the staff, professors, of high schools who are also directly interested parties. The key points in which this questionnaire was realized were: the impact of Physical Education, Physical Activity on the health and emotional and physical well-being of students in schools of the respective level, highlighting and revising the problems related to their perceptions in approaching these activities. The purpose of the questionnaire was also to highlight a research about the knowledge they have about physical education.

Statistical processing was another method that more clearly evidenced the results achieved, helping in a more efficient way to provide the conclusions that were intended to be reached from this research.

Below we are analyzing the participants, procedures and ethics for completing the questionnaire to have a more concrete picture:

### 1.1 Participants.

In this study, 300 students were included, 150 women and 150 men, divided equally in the three years of study in high school.

### 1.2 Questionnaire and procedures for completing it.

In order to understand the students' perceptions on physical activity, the subject of physical education and sport as part of the curriculum and as an active and healthy way of living, a quantitative method was used with a questionnaire with closed questions where the students were given ready answer alternatives for the questions that were asked to make it easier for students to give answers.

Asked in advance, the students lacked previous experience in completing the questionnaires made in Physical Education, so open questions were avoided, which could bring even more detailed thinking.

Below is the questionnaire, the explanation of whose data will be made in the following:

Questionnaire: The impact of physical education and activity on the health and well-being of young people.

1 Your parents have the following education?

Father: A) 8-year B) high school C) university D) I do not know

Mother: A) 8-year B) high school C) university D) I do not know

2 Who works in your family:

A) Mother B) Father C) Both parents D) None of them

3 What do you think is the most important subject in school?:

4 What do you think is the most fun subject at school?:

5 What is the activity you would like to do in your free time at school?:

6 What role does physical activity play in everyday life?:

A) Improves lifestyle, D) Increases brain activity, B) Reduces the risk of diseases, E) It helps for a good external appearance, C) Relieves stress, F) All options included above.

7 If you go to the sports centers, you do it:

A) To have a good physical shape C) To make new friends  
B) To have a good mood D) To be trendy

8 If you don't go to the sports centers, it's because:

A) You don't see it as necessary,  
B) You don't have time for this activity,  
C) You have no economic opportunity,  
D) I don't think it's a fun activity,  
E) I don't consider it,  
F) I frequent them.

9 In your family, you have someone who is or is involved in sports:

A) Mother B) Father C) Sister D) Brother E) None of them

10 How do you feel when it's time for physical education?:

A) Can't wait for it C) You are indifferent  
B) You feel obligated D) Depends how you feel

11 Physical education teachers, during your education, you remember that they:

A) They stimulate the desire to move  
B) They only did their job  
C) They did not leave an impression on me

Give an opinion about the questionnaire: \_\_\_\_\_

Thank you....

### 1.3 Ethics:

In the formulation and completion of this questionnaire, I have taken into account several standards regarding the ethics used. Initially, before formulating it, I asked some simple questions, even though it seems that this study is not accompanied by ethical issues. So I asked:

What are my research requirements?

What could this study bring to the physical education community and not only?

If it had a positive impact, would all members of society benefit?

Do they raise issues related to morality, gender equality, cultural etc.?

As for the impact of this research on the community of children and parents, I think it will be positive. Who wouldn't want a greater self-awareness for children regarding their participation in physical activity inside and outside of school?! Each of us would be sensitive, because this would mean potential positive impacts, ie reduction of boredom, apathy among teenagers, who often tend towards the vices of time.

I think it is ethical to include the opinion of the students in this study, regardless of social, cultural differences, etc., since consulting with them, considering their opinion, helps them and the research.

Encouraging the participants in the questionnaire, examining their opinion clarifies the reasons for what they believe and do in relation to physical education and sports. During the completion of the questionnaire, care was taken not to allow the influence of one individual or group on another, but to have space for everyone to say their own.

These rules were taken into account in formulating and completing the questionnaire:

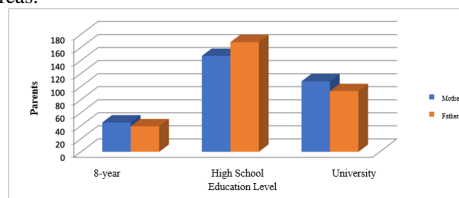
- The approval by the students means that they agreed to participate in giving their opinion, after being informed about the nature of the study.
- Clarification in advance about what the questionnaire contained. From the beginning, the topic of the study was decided, as it is right and ethical to inform about the giving of the opinion.
- Confidentiality. It is the right of every participant to protect their data and this was made clear to everyone from the beginning.
- Withdrawal from the beginning of completing the questionnaire or during it. It was made clear to the students participating in the questionnaire from the beginning that they have no obligation to complete this questionnaire against their will, so they operated in a motivating climate to be as convincing as possible in their answers.
- Storage (memorization) of data. The data of this research were anonymous in terms of their identity.

## 2. Results and analysis (their discussion)

The positive perception of activity and physical education at young ages is a very determining factor for the health and well-being of adolescent students during schooling and throughout their lives. The school has as its mission the direction of the harmonious development and the all-round unity of teenagers, there are cases where it is avoided by giving priority to other subjects and little importance to the development of the movement. Disruption of this balance brings problems to young people. Let's analyze the questions one by one to have a more concrete evidence of what we have mentioned so far:

### *The first question: parents' education*

This has to do with how the level of parents' education can influence better health relationships and behaviors in children and adolescents. From the graph (graph 1) it can be seen that the education of both parents, the mother and the father, was requested. In my opinion, we are dealing with satisfactory numbers. Most of the parents have at least secondary education (147 mothers and 168 fathers). 108 mothers and 93 fathers of the participating students completed university education. Parents with 8-year education are in the lowest numbers, which can take the share of parents who come from students from the surrounding areas.

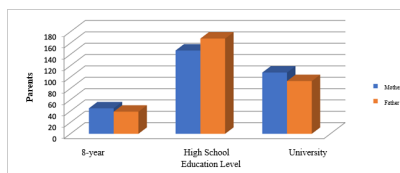


Graph 1: Parents' education level

Based on the figures, both the father's and the mother's education creates a sound basis for the future of the new generation to be better and better in terms of the perception they have of their children's involvement in physical and sports activities. The use of this question was worth seeing the truth in the students' answers, since the latter were compared with their data in the school records and it turned out that most of them corresponded.

### *The second question: parents' employment level*

It has been proven that the social economic level can influence positive or negative behavior not only for those involved in Physical Activity, but also more widely than that. The levels of participation of children and young people in physical activity are closely related to the environment in which they are found.

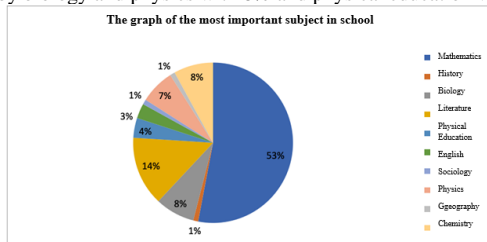


Graph 2: Level of employment in the family

In the graph, it can be seen that we are dealing with students with an average social economic status, if we take into account that we have a percentage of students whose parents do not work. It seems that there is a relatively good economic condition, a condition that, for the sake of truth, is regulated by the parents of the city's students. Based on comparisons with the real data in the register, it is verified that the students were close to what they expressed. This increases the reliability of the given answers, as well as shows that among the students participating in this questionnaire, regardless of their socio-economic status, there is a spirit of tolerance and acceptance for who they are.

*The third question: the most important school subjects*

From the data collected from this question, it can be seen that physical education does not play a significant role in the conception of students as an important subject at school. The first place is held by mathematics with 53%, followed by literature with 14%, followed by biology and physics with 8% and physical education with 4%.

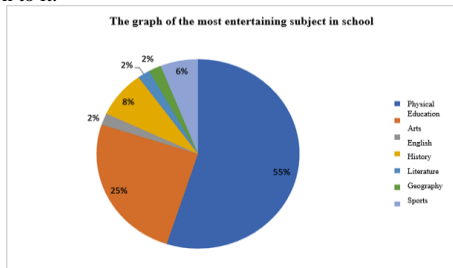


Graph 3: The most important subject at school

So, physical education thus suffers the consequences of a traditional underestimation, thus always seeing it in a secondary role in the education system. In my point of view, I would add some reasons why physical education has not yet taken a better place than this in our schools during this period. Social-political changes, different demographic factors, the vacuum that was created in sports activities during the time of democracy, the lack of suitable sports grounds (degradation of the old ones and not building new ones), the lack of green spaces have somewhat removed the attention from this subject to be ranked, to be considered as one of the most important subjects in the school.

*The fourth question: the most entertaining subject at school*

In the questionnaire, it was considered appropriate to ask such a question, based on previous perceptions, which do not see the subject of physical education as one of the most important subjects in school, but they definitely see it as fun. From other studies, it appears that the relationship with the game decreases with age and this is more pronounced in girls. Children, boys and girls, love the subject of physical education, regardless of gender. This trend continues until high school, but with the beginning of the latter, girls experience a decline in the desire to engage in physical activity, while boys are more constant in relation to it.

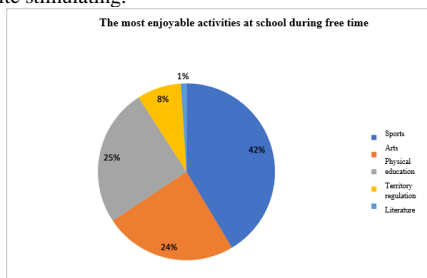


Graph 4: The most entertaining subject at school

Based on what was said above, the data in graph 4 (see above) show that 55% of students see Physical Education as a fun, interesting subject for them. Referring to previous studies, for the same question asked to high school students about the most interesting subjects at school, we have approximately the same percentage, so 55.7% believe that Physical Education is of entertaining interest to them.

*The fifth question: activities they would like to do in their free time at school.*

One of the questions of the questionnaire was the activities that young people would like to do in their free time at school. The results of this question are quite stimulating.



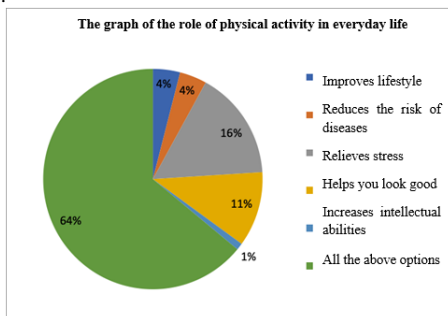
Graph 5: The most enjoyable activities to perform at school

Inside the school there is a program, the content of which must be followed by each student, while outside the individual chooses the activity he wants. Also, during the time of physical education, the student is forced to follow the schedule, uniform, cooperation with classmates during the lesson, he is obliged to attend, he has no free hand in choosing the teacher (there is not much choice for the teacher he wants), etc.

In graph 5, we can see the percentages of activities that students would like to do in their free time in the school premises. In their free answers, they choose sports and physical education, respectively, to the extent of 42% and 25%. It must be said that this desire for sports and physical education is based on the relatively good premises of the school, inside and outside it.

*The sixth question: the role of physical activity for the daily life of young people*

This question was asked for young people to see what awareness they have about the benefits of physical activity. It was preferred to give some alternatives such as Physical Activity improves the lifestyle, reduces the risk of diseases, relieves stress, helps for a good appearance, it increases intellectual abilities and all the mentioned options that correspond to health and well-being as a whole.



Graph 6: The role of physical activity for life

Graph 6 shows that 64% of the respondents choose the last option, which means that students know the importance of physical activity for health. This still shows that they have a high level of awareness for the values of physical activity or other forms of it. The figure is close if we refer to national and international studies for the same question. So young people in this school have a positive perception, just like the citizens of the EU countries (61% choose Physical Activity as an effective form of good health).

\*61% in EU countries include an age group from 15 to over 70 years old

If we refer to the Barometer of Physical Activity and Sports, our 2011 national study, 39% of young people aged 15-24 choose physical activity for health. In an average for the entire age group and both sexes, in this study, the motive of exercising for health reaches the figure of 85%. If we refer to the Barometer of Physical Activity and Sports, our 2011

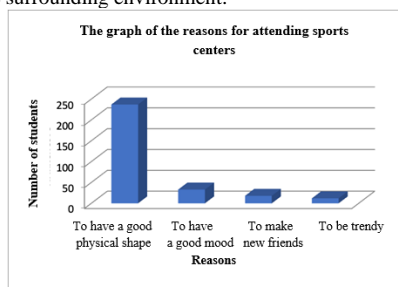
national study, 39% of young people aged 15-24 choose physical activity for health. In an average for the entire age group and both sexes, in this study, the motive of exercising for health reaches the figure of 85%. What excites in all cases, both at the local level and at the national level, is that the respondents describe health as one of the factors that most influences their decision to exercise with Physical Activity and sports.

With a significant percentage, there are choices on Physical Activity as a way to relieve stress (16%) or as a way to look more physically beautiful (14%). Both options are important for the health of young people (taking into account the turmoil of the teenager, whether it concerns the unstable mood, or the problems of physical self-acceptance). Physical Activity is rightly chosen by them as an efficient way to feel better spiritually or even to improve their personal physical image.

#### *The seventh question: reasons for attending sports centers*

In order to understand this addiction and to better explain the motives surrounding it, the questionnaire included the question of why young people attend sports centers. As can be seen in the graph, 79% of students choose "to have a good physical shape", in the percentage that comes down, it continues with the alternatives "to increase the mood", "to make new friends", "to be trendy" respectively in the amount of 11%, 6% and 4%. But why do young people, in the overwhelming part, as a motive for attending sports centers, choose the option "to have a good physical shape"?

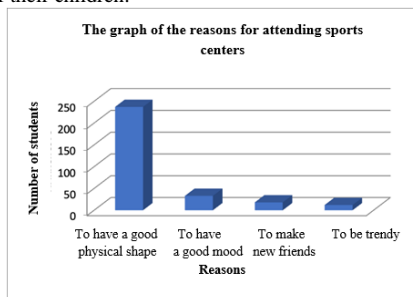
Body image is a dynamic perception of how you look, how you feel and how you move. Body image, as we can often find in literature, is formed by perceptions, emotions, physical sensations, so it is not static, but changes in relation to mood, physical experiences and the surrounding environment.



Graph 7: Reasons for attending sports centers

#### *The eighth question: reasons for not attending sports centers*

The reasons for the non-participation of teenagers in sports centers are numerous. They can be accompanied by social, cultural, environmental, economic factors, they can be related to gender, race, age, time, etc. Studies show that in adolescence, participation in physical activity falls, and this is more pronounced in girls than in boys, as we mentioned before. Research supports that there is a relationship between the involvement of family members in physical activity and the level of physical activity of their children.



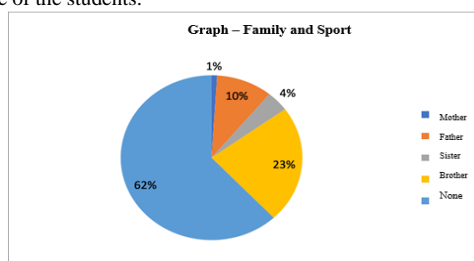
Graph 8: Reasons for not attending sports centers

A preliminary review was made theoretically of what conditions or hinders the participation of young people in sports centers. Several alternatives were presented and it is noted that the highest percentage is the lack of time, i.e. 64%. It is an answer that is encountered and has its own explanation not only for the young people of this school, but also in other researches at the national level and beyond. In this logic, it should be added that the role of the family model is not that it favors the attendance of sports centers (below we will see that among 300 respondents, 170 of them do not have any

model within the family who has attended or attends sports activities). We mentioned before that the highest percentage is made up of girls. Since their interest in Physical Activity decreases with age, so girls do not see going to the gym as a free time activity, this may explain the reason for the lack of time, which reaches the level of 64%. Other alternative reasons for not attending sports centers are: "I don't see it as necessary" for 18% of the respondents, "I don't have any economic opportunities" for 11% of them and with 6% and 1%, come respectively the alternatives "I don't think it's a fun activity" and "I never thought of such a thing". When giving these answers, we must always take into account the areas where a good part of the students come from, their mentality, social, economic, cultural status, etc.

*The ninth question: the family as a model for playing sports*

Numerous studies have proven that the family history, the role of the model has served as a strong incentive for participation in sports and sports activities both at the school level and at the competitive level. Parents are important role models for their children. If they don't have a problem with being overweight, the lack of physical activity and sports, the demand for a beautiful body, even their children will be in almost the same proportions. The adults in the family are reference models with attitudes and behaviors and they play a critical role in the development of their children. Looking at the graph, you understand that the majority of the respondents do not have examples of their family members who had been or are involved in sports. It could be a motive, because we are talking about parents who have acquired this status, starting from the age of the students.



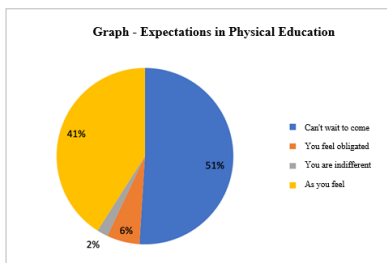
Graph 9: Family and Sport

What is still noticeable in the answers of the students is that the role model for those who have a family member who was or is involved in sports is the brother or father. The mother and sister have the lowest percentage in the history that they have had or can have with the sport.

Among the 300 students, 170 claim that they have no family member who was or is involved in sports.

*The tenth question: Expectations in the subject of Physical Education*

In this research, the importance and values of Physical Education in general and among teenagers in particular have been discussed at length. What are their attitudes on this matter? In the questions above, it was seen that it is not part of the most important subjects: 55% of the students saw it as a fun subject, so that it satisfied their interests for fun, and 67% of the respondents chose to spend their free time at school with sports activities and what Physical Education offers. First of all, it seems that, at least, it is accepted by the majority of students, regardless of gender, that Physical Education is a pleasant subject for them.



Graph 10: Expectations in the subject of physical education

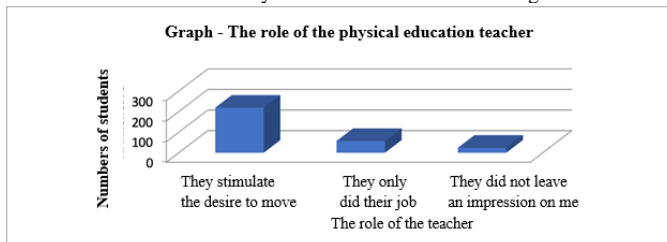
To the question of how the Physical Education students awaits it, 51% give the alternative "we can't wait for it to come". It is a pleasant result if we take into account several factors (which have been mentioned before) such as: gender (girls who make up the majority of the respondents and we have underlined that their desire decreases with age), social economic status (most of the students come from the village, their cultural level does not allow any support for Physical Activity, the history with Physical Education in eight-year schools is not favorable), the existing sports grounds and the

material base in the school is very stimulating, etc. This part of students does not always find the class attractive and here there may be room for influencing factors such as the lack of humor of the students that is related to their age, the curriculum that in some cases is difficult for them, the material base that is not always in their requests, the obligation to be on time for the start of the lesson, the use of a uniform (teenagers have a problem taking or wearing it), the lack of showers (they feel more rightly uncomfortable after sweating from an active class education) etc. As for the other options, they are in a low percentage and in my opinion do not constitute any serious problem (there will always be a minority of students who do not have a preference or are indifferent to certain things, including Physical Education).

*The eleventh question: The role of the Physical Education Teacher*

Nowadays, the role of the Physical Education teacher has taken on a greater weight, since physical education and sports themselves are required to be qualitatively at a higher level. Thus, the EF teacher must possess a set of qualities to fulfill the objective of the subject that he leads. In this logic, a quality Physical Education teacher must possess several qualities such as: show commitment, enthusiasm in his work, create a positive model with his own example, believe and show confidence in students, promote progress and determination in them for achieving their successes.

What do the students of this school think about Physical Education teachers throughout their schooling period?



Graph 11: The role of the physical education teacher

For the most part, 73% of students claim that Physical Education teachers have encouraged the desire for physical activity and sports. It is important to underline that most of them have a positive opinion of them, since only a great faith in the teacher can make you love the subject (indirectly, it is understood that during their schooling time Physical Education teachers have left a mark on these students). A percentage to be taken into consideration is the group of students (19%), who answered that "the teachers only did their job". This shows that students who have considered this type of teacher think of them as cold, indifferent to create a lasting relationship between the two parties (teacher-student). The last option "I was indifferent" is made up of 8% of the interviewees and this in a way can be justified for several reasons such as the total lack of material base, hours of Physical Education that were used for "important" subjects (this phenomenon often happens in the village or an 8-year-old school on a winter day), irresponsible teachers who do not even believe in their work or there are also students who have not established a good relationship with the subject, the teacher, regardless of the motives.

### 3. Conclusions of the study:

What were the findings of this research?

- Parents' education and their socio-economic status may not currently promise active and widespread participation of children in Physical Activity, but it does not prevent or become a problem if work is done in the future to achieve this (that is, to have better results).
- Students still do not consider Physical Education as an important subject in the curriculum, but 55% of them see it as fun (in my opinion, based on a series of factors such as transition, the lack of material base in schools, the vacuum created in the previous years with Physical Education, its not very stimulating programs, etc., justify this percentage).
- An important conclusion is that sports (42%) and Physical Education (25%) are chosen as activities to be carried out in the free time in the school premises and school environments, so that these activities can be chosen by them in their free time.
- A relatively good sensitivity (64%) to the positive effects that Physical Activity has on the lives of young people has been identified. They recognize and accept that Physical Activity has a positive effect on improving life, mood, appearance, in the fight against diseases and the vices of time etc.
- We are still far from being considered by young people to attend Physical Activity centers in their free time (the lack of time for 64% of them shows that it is necessary to fight to keep them closer to sports grounds).



- It is concluded that the lack of family history with sports (62% do not have any member in the family who is or has been involved in sports) justifies the lack of choosing it as an alternative for free time (one of the reasons).
- The expectation of students for Physical Education is at the level of 51% and to be taken into consideration is that 41% expect it according to the mood of the moment. The last percentage must be fought hard to definitely achieve a better situation (discovering the causes and increasing the forms of activation for the movement in different ways).
- It is positive that Physical Education teachers (73%) have taken care in promoting Physical Activity in students and it is a person in which they believe. This shows that for the most part they are on the right track in raising the awareness of young people about physical activity and it should be added that there is space to improve this situation even further.

## WORKS CITED

- DH (Central Health Monitoring Unit, Health Improvement Directorate - Public Health) Health Profile of England. London. Department of Health; 2006.
- Boreham C, Riddoch C: The physical activity, fitness and health of children. *Journal of Sport Sciences* 2001, 19(12):915-929. Publisher Full Text
- DfEE and QCA: The National Curriculum for England: Physical Education. Department for Education and Employment and Qualifications and Curriculum Authority, DfEE and QCA. London 1999.
- Sport England: Young people and sport in England, 2002 A survey of young people and PE teachers. Research study conducted for Sport England by MORI. London: Sport England; 2003.
- Cale L, Harris J, Eds: Exercise and Young People: Issues, Implications and Initiatives. Basingstoke. Palgrave Macmillan; 2005.
- Fairclough S: Physical Activity Lessons During Key Stage 3 Physical Education. *The British Journal of Teaching Physical Education* 2003, 34(1):32-34.
- Fairclough S, Stratton G, Baldwin G: The Contribution of Secondary School Physical Education to Lifetime Physical Activity. *European Physical Education Review* 2002, 8(2):69-84.
- Green K, Thurston M: Physical Education and Health Promotion: A Qualitative Study of teachers Perceptions. *Health Education* 2002, 102(3):113-123.
- Epstein LH, Smith JA, Vara LS, Rodefer JS: Behavioural Economic Analysis of Activity Choice in Obese Children. *Health Psychology* 1991, 10:311-316.
- Sallis JF, Prochaska JJ, Taylor WC: A Review of Correlates of Physical Activity of Children and Adolescents. *Medicine and Science in Sport and Exercise* 2000, 32(5):963-975. Publisher Full Text
- Corbin CB: Physical Activity for Everyone: What Every Physical Educator Should Know About Promoting Lifelong Physical Activity. *Journal of Teaching in Physical Education* 2002, 21:128-144.
- Green K: Physical Education Lifelong Participation and 'the Couch Potato Society'. *Physical Education and Sport Pedagogy* 2004, 9(1):73-86. Publisher Full Text
- Cale L, Harris J: Interventions to Promote Young Peoples Physical Activity: Issues, Implications and Recommendations for Practice. *Health Education Journal* 2006, 65(4):320-337. Publisher Full Text
- Khan EB, Ramsey LT, Broënsen RC, Health GE, Hoëze EH, Poëell KE: The Effectiveness of Interventions to Increase Physical Activity. *American Journal of Preventive Medicine* 2002, 22(Suppl 4):73-107. Publisher Full Text
- Gordon-Larsen P, McMurray RG, Popkin BM: Determinants of Adolescent Physical Activity and Inactivity Patterns. *Pediatrics* 2000, 105:83-91. Publisher Full Text
- Sääkslahti AP, Numminen P, Niinikoski H, Rask-Nissilä L, Viikari J, Tuominen J, Välimäki I: Is Physical Activity Related to Body Size, Fundamental Motor Skills, and CHD Risk Factors in Early Childhood? *Pediatric Exercise Science* 1999, 11:327-340.
- Klint K, Weiss M: Perceived Competence and Motives for Participating in Youth Sports: A Test of Harter's Competence Motivation Theory. *Journal of Sports Exercise and Psychology* 1987, 9:55-65.
- Sport England: Young People and Sport: National Survey 1999 S England - 2000 - Sport England. 2000.
- Balding J: Young People in 2004. In *Schools Health Education Unit (SHEU)*. Exeter University. Devon. SHEU; 2004.
- Kulinna PK, Silverman S: Teachers Attitudes Towards Teaching Physical Activity and Fitness. *Research Quarterly for Exercise and Sport* 2000, 71(1):80-84.
- Cale L: Physical Activity Promotion in Schools-PE Teachers' Views. *European Journal of Physical Education* 2000, 5:158-168.
- Pate RR, Long BJ, Heath G: Descriptive Epidemiology of Physical Activity in Adolescents.....per tu pare ne internet

- Pediatric Exercise Science 1994, 6:434-447.
- Riddoch C, Boreham C: The health related physical activity of children. Sports Medicine 1995, 19(2):86-102. PubMed Abstract | Publisher Full Text
- Armstrong N, Van Mechelen : From chapter 4 Are young people fit and Active. InHealth Education Authority (HEA) Young and Active? Policy frameëork for young people and health-enhancing physical activity. London, England: HEA Publishing; 1998.
- Sallis JF, Owen N: Physical Activity and Behavioural Medicine. London: Sage Publications; 1999.
- King AJC, Coles B: The Health of Canada's Youth. Canada: Ministry of Health and Eelfare; 1992.
- Joint Health Surveys Unit: The Health Survey for England: The Health of Young People 1995-1997. London: HMSO; 1998.
- Cavill N, Biddle S, Sallis JF: Health Enhancing Physical Activity for Young People: Statement of the United Kingdom Expert Consensus Conference.
- Pediatric Exercise Science 2001, 13:12-25.
- Sallis JF, McKenzie TL, Conway TL, Elder JP, Prochaska JJ, Broën M, Zive MM, Marshall SJ, Alcaraz JE: Environmental characteristics are associated ëith youth physical activity at school. American Journal of Preventive Medicine 2001, 24(3):209-217. Publisher Full Text
- Moe SG, Pickrel J, McKenzie TL, Strikmiller PK, Commbes D, Murrie D: Using School Level Interviews to Develop a Multisite PE Intervention Program. Health Education and Behavior 2006, 33:52-65. Publisher Full Text
- Vara LS, Epstein LH: Laboratory Assessment of Choice Betëeen Exercise of Sedentary Behaviour. Res Q Exerc Sport 1993, 64(3):356-360. PubMed Abstract
- Fox K: Education for Exercise and the National Curriculum Proposals: A Step Forëards or Backwards. British Journal of Physical Education 1992, 23(1):8-11.
- Roberts K: Youth Cultures and Sport: the Success of School and Community Sport Provision in Britain. European Physical Education Revieë 1996, 2(2):105-115. Publisher Full Text
- Gilliver K: Physical Education 2000: Review of the National Curriculum. British Journal of Physical Education 1999, 30(1):4-5.
- Harris J: Health Related Exercise in the National Curriculum Key stage 1 to 4. Human Kinetics, Champaign IL; 2000.
- Shephard RJ, Trudeau F: The Legacy of Physical Education: Influences on Adult Lifestyle..... [http://www.speaonline.ca/sites/default/files/files/Archive/P.E.\\_VS\\_P.A.\\_-CAHPERD.pdf](http://www.speaonline.ca/sites/default/files/files/Archive/P.E._VS_P.A._-CAHPERD.pdf).
- Pediatric Exercise Science 2000, 12:34-50.
- Harris J, Elbourn J: Highlighting Health Related Exercise ëithin The National Curriculum part 2. British Journal of Physical Education 1992, 23:5-9.
- Sallis JF, McKenzie TL, Alcaraz JE, Kolody B, Faucette N, Hovell MF: The Effects of a 2 Year Physical Education Programme (SPARK) on Physical Activity and Fitness in Elementary School Students.