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Factors influencing middle school students' non-participation in physical education

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FACTORS INFLUENCING MIDDLE SCHOOL STUDENTS' NON-PARTICIPATION IN PHYSICAL EDUCATION

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Kinesiology

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ABSTRACT

The purpose of this study was to examine factors influencing non-participation in middle school physical education. 150 students participated in the survey. Students were instructed to read and respond to 17 statements asking for reasons why they don't participate in Physical Education by circling their responses on a 7-point scale, ranging from strongly disagree (1) to strongly agree (7). Data collected from the field survey were analyzed to explore relationships between identified factors. Findings revealed that teacher influence, skills/PE content, and personal reasons influenced some students in deciding not to participate in physical education class.

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CHAPTER ONE

PROBLEM STATEMENT AND PURPOSE

Problem Statement

Student non-participation is disruptive to the learning environment in physical education. Non-participation of one student can persuade other students from actively participating in team activities, skill drills, modified games, or individualized activities. The educational values of participating in physical education are increased academic learning, skill learning, and enhanced classroom dynamics. With the prevalence of obesity rising in America, physical educators must employ effective strategies promoting active participation at moderate to vigorous physical activity levels. Before this can happen, factors influencing non-participation must be identified.

Purpose

The purpose of this study is to find and examine common factors prior research indicated as influencing non-participation in physical education. The three factors selected in this study are Teacher influence, Skill

competency/PE content and Personal reasons. In addition, this study will attempt to uncover instructional strategies that physical educators may employ to reduce levels of student non-participation in physical education.

CHAPTER TWO

LITERATURE REVIEW

Literature Review

As a first year middle school physical education teacher, my peers and I have observed non-participating students run faster to the lunch line, exerting more effort than they ever have during physical education class activities. So what is their rationale for choosing to be non-participants during PE class? The following literature review will shed light on student reasons for their decision to be a non-participant.

Recent research by Couturier, Chekpko, and Coughlin (2005), surveying middle and high school students; identified some reasons why students choose not to participate during PE class. The findings are in three categories, which are curricular, social, and environmental issues. Of 5,308 usable surveys, 45.1% of students cited the repetition of activities in the PE curriculum as a reason for not participating. Social barriers, 64.4% of students said they did not like going to subsequent classes

sweaty. Moreover, 19% reported feelings of inferior sport skills.

Environmental barriers to participation, 52.9% reported too little time to change, 44.1% did not like bringing and carrying PE uniforms. Interestingly, 79.3% of high school and 71.7% of middle school students responded, positively, when a survey question asked if they would like to choose their PE activities. Student activity choice is a great strategy for motivating students. PE Department planning is essential for success. PE Departments' must plan ahead for equipment orders, field location, activity organization, and per period class sizes.

Scantling and Strand (1995) studied senior high students in Nebraska, Idaho, and Utah studying reasons why students avoided elective physical education. Of 1,438 participants, 73% did not elect to enroll in elective physical education. The primary reason given by students was that they were interested in meeting college requirements, and PE was of no further use after meeting their PE requirement. The second reason students gave was that they did not like PE. Of 1,438 students surveyed, reasons for dislike of PE, 35% cited repetitive activities, 30% disliked dressing out, and 31% reported that males

dominated class activities with too much emphasis on winning. These factors are all teacher controlled. Possible solutions offered in this study include, offering zero period PE courses, after school PE courses, and permitting courses offered at fitness clubs for PE credit.

According to McKenzie's (2001) study, promoting physical activity in youth reveals two findings. First, in 50 minutes of PE, students had 16.4 minutes of moderate and 5 minutes of vigorous physical activity. These are not health enhancing activity levels. Second, girls are significantly inactive during PE, before school, lunch, and in after-school program participation. McKenzie makes four suggestions for improving activity levels in PE. First, redefine PE goals so they are achievable over a shorter span of time. Second, promote gender equity by including activities of interests to girls in the curriculum. Third, link PE to student life using before and after school physical activities. Fourth, use the Physical Activity Participation Index to assess the quality of physical education provided to students.

Investigating the feelings and actions of students identified as alienated from physical education, Carlson's (1995) study listened to students and learned why some

students hated PE. Carlson's study defines Alienation as "persistent negative feelings some students associate with actively aversive or insufficiently meaningful situations in the gymnasium setting." (Carlson, 1995, p 467) Alienation manifests itself in one or more of three affective states: meaninglessness, powerlessness, and isolation" (Carlson, 1995, p 467) Manifestations of these states is observable when students withdraw emotionally, mentally, or physically from PE as non-participants.

In Carlson's study (1995), 105 usable surveys were obtained and survey results revealed the following. Twenty-two students (21%) did not like PE class. Half of the 22 indicated they liked school. This suggests half of the alienated students, disliked school in general. Finally, 14 of the 22 alienated students indicated they had average or below physical skills.

Student interviews yielded four areas of concern. First, PE lacks personal meaning for the alienated students. Students expressed that PE had no value or relevance to their present or future lives. Second, lack of control, 81% of students' indicated they had no activity choices and or the competitive intensity in activities was a deterrent to participation. Third, 7 of the 22 alienated

students reported a strong sense of isolation from peers. This aspect appears to be universal among low skilled students. Fourth, behavior strategies students employed in response to aversive PE experiences include hiding their disillusionment, being a spectator, faking participation, and self-banishment from PE altogether.

Factors affecting student alienation are teacher influenced. When PE is not having a value and student input does non-existent. Students' will employ various strategies to avoid teacher confrontation or avoid PE all together. Students' in the study suggested activities outside of sports, which they would like to experience, were yoga, power walking, and adventure activities.

Physical education through students' eyes and in students' voices, (Graham, 1995) focused on two themes to improve physical education. First, students need to understand physical education's purpose. Second, PE Teachers need to recognize student differences. Frequently, students lack a clear understanding of the purpose of physical education, because PE teachers are not explicitly advertising the purpose and outcomes of their PE programs. Students as young as eight years old can understand and describe the purpose of PE when it is clearly stated

(Graham, 1995). One of the purposes of physical education is the development of lifelong physically active behaviors. Some PE programs rarely change. Like other disciplines, PE needs to stay current and relevant. When PE is not current or relevant to students', alienation, withdrawal and non-participation may become too common. To head off disciplinary issues, PE teachers must clearly articulate verbally and in writing the rationale, goals, and outcomes of their PE program, along with regular assessments of student learning, student differences and PE's curriculum design.

Few teachers "acknowledge differences in student interests, abilities, and attitudes… in their programs" (Graham, p 379), by not modifying or specially designing activities in their programs. The motto for PE programs like this seems to be "one size fits all". Thus, student feelings of helplessness and alienation arise. It is widely agreed that, "one of the primary purposes of physical education is to guide [students] in the process of becoming physically active for a lifetime" (Graham, p 379) To accomplish this, the PE curriculum must be meaningful to students before we can effect behavioral and educational changes.

In a study on student activity levels, lesson context, and teacher behavior by Mckenzie, Marshall, Sallis, and Conway (2000) two factors influencing participation stand out. First, the non-participation of girls indicates PE teachers need to ensure lesson content and instructional strategies include the physical activity interest, skills, and emotional needs of girls in class. Secondly, this study showed that large PE class size interfered with student activity level and achievement of PE objectives in health, fitness, and motor skills development.

In 2003 a study by Kliber, Kulinna, Martin, & Reed on activity patterns of male and female elementary and secondary students during PE. The study used heart rate telemetry to demonstrate differences between male and female students. Heart rate data on secondary students showed the mean heart rate varied by activity preference. Secondary girls showed higher heart rates (141.11) bpm during individual activities versus team activities (133.77 bpm). Results for secondary boys were the opposite, individual activities (131.09 bpm) as compared to team activities (142.20 bpm). The results imply that girls are not participating at their full potential in team sports and prefer individual activities. Noted factors influencing

participation level may include the onset of adolescences, no activity selection choices, teaching methods, and the nature of the activity.

In a study of 1,110 seventh and eight grade girls by Darst, Pangrazi, Prusak, & Treasure (2004); researchers manipulated choice and no-choice conditions for students to study the effects of choice on the motivation of girls in physical education. For students in this study, even a little input in class increased motivation to participate. Students with no choice demonstrated non-participation behaviors and poor attitudes toward physical activity. This study demonstrates that students' want to be self-directed by participating in the activity of their own choosing.

CHAPTER THREE

HYPOTHESIS AND PROJECT LIMITS

Hypothesis

The hypothesis for this project is that student non-participation decisions are an individual choice not linked to teacher influence or curricular factors in physical education.

Project Limits

The literature reviewed in this project contained studies with geographically separate populations in which environmental elements (i.e. weather) may be uniquely specific and impact participation levels differently. And the number of participants used in the field study may have been too small a sample to provide sufficiently reliable indicators of non-participation factors. In construction of the survey instrument, the order in which the questions were asked was not randomized on the printed survey instrument.

CHAPTER FOUR

METHODS

Methods

Two methods of data collection used in this project were, one a literature review and two a field survey. In the literature review, a computerized search using Ebsco Host and WilsonWeb completed, along with physical searches in California State University San Bernardino's library journal stacks for appropriate literature. The key words used in searching included "non-participation", "physical activity levels", "activity levels", and "physical education". The search was limited to American English journals, specifically looking for studies and articles completed within the last ten years.

Second, in the field study on participation, a survey instrument was devised with guidance from my Graduate Program Advisor. The survey underwent five revisions to ensure clarity and ease of response (See Appendix A). The questionnaire was composed of 17 short questions, and used a seven point Likert scale. The questionnaire focused on three common factors affecting PE participation, and based

upon three common factors derived from the literature review. The three common factors are teacher influence, student skill competency/PE content and personal reasons.

Field Survey

A pilot study administered during summer school used 39 participants at a middle school in southern California. Prior consent was obtained from School Officials, Teachers, Parents, and students.

A finalized survey was developed to include four demographic questions and seventeen experiential survey statements, including one, single word or short phrase response statement. The survey was blindly distributed to 150 participants over a two-day period. Each statement utilized a 7-point Likert scale (7 = Strongly Disagree to 1 = Strongly Agree). Participants read each statement and responded by circling their individual responses.

During each administration of the survey, a set of standardized instructions was verbally provided to each participant, emphasizing that this was not a test, no names were to be written on the survey, there were no right or wrong answers, and their participation had no effect on the participant's class grade, participants could opt out.

Participants' were instructed to read the questions carefully before responding. Participants were to circle their responses throughout. If an error was made the participants' were to cross out the wrong response and circle the correct response. If a participant had a question or finished answering the questionnaire, they were to raise their hand and assistance would be immediate.

Time allotted for participants to complete the survey in 10 to 12 minuets with ease. The survey was administered in class units of 15 to 25 participants per class. All participants who received a survey completed and returned with a 100 percent response rate. The surveys were collected face down from each participant's desk. The survey administrator collected all surveys handed out during the study.

Demographics and Setting

Four questions at the beginning of the questionnaire was administered to all participants to gather demographic information about participants' gender, grade, age, and how many days each week he or she would choose to participate in physical education class if given a choice.

The gender demographics consisted of 70 girls and 80 boys. The participant grade level demographics consisted of 44 sixth graders, 43 seventh graders, and 63 eight graders. The demographics for age are by grade level and median age. The median age for sixth grade was 11 years old, seventh grade was 12 years old and 13 years old for eighth grade. The fourth demographic piece asked, "If you had a choice, how many days each week they would participate in PE." The median number of days students would opt to participate in PE was 4 days, with the mode being 5 days. (See Appendix B)

Exploratory Factor Analysis

Data from the 150 questionnaires were reverse coded and analyzed. In order to determine how many factors are present in the Questionnaire on PE Participation and whether the factors were correlated or not, iterative principal component analysis was used to conduct an exploratory factor analysis. The number of factors and the cohesiveness of the items within all the factors were examined. This method is the most widely used criterion in deciding how many factors to retain. After a number of factors were established, a varimax rotation was utilized

to simplify interpretation of the factors. Using varimax, values of .50 or greater were considered to be valid and reliable. See Appendix C, which shows the critical values for each question and the component factor into which each question situated.

Fourteen of seventeen questions were determined to be valid. The number of common factors was reduced from five to three valid factors (Teacher influence, Skill competency/PE content, and Personal reasons). Questionnaire items 3 and 13 were determined to be invalid. The analysis rated questions 1 and 2 as valid teacher influence factors. Questions 4, 5, 6, 7, 8, 9, 10, 16 are combined valid skill competency/PE content factors. Questions 11, 12, 14, 15 are valid personal reason factors. Question 17 was an anecdotal response question. (See Appendix C)

CHAPTER FIVE

RESULTS

Results

The questionnaire instrument used in the field study contained three common factors derived from the literature review as influences on student non-participation in PE. The three common factors are, first, teacher influence, second, a combination of student skill competency/PE content, and third, personal reasons. These three factors were selected for study based on the reasoning that they potentially have the highest influence on student non-participation decisions.

Participant responses to the statements were analyzed and the results are reported in percentages for each statement (See Appendix D) Responses to survey statements are summations of disagree or agree.

Statements 1, 2 and 3 addressed the teacher influence on PE participation. The response in agreement to the statements averaged 28.3% or nearly one in three students. The agreement indicates teacher influence is a powerful reason behind student decisions for non-participation. The

survey result showed 12% disliked their PE teacher. This result often reveals itself in the form of disruptive and defiant students. Survey responses to statement three, indicates that increased teacher contact in one-on-one or small group instruction may be an effective strategy to promote active student participation, because it affords students' greater teacher attention, feedback, and praise which promotes student skill learning and participation.

Statements 4, 5, and 6 addressed student skill competency. Survey responses to theses skill competency statements indicate that most students, average 78%, feel they have adequate skills to participate in PE. However, an average of 12.6% of responses agreed they lacked skill competency, which indicates there is a need to include lead up activities, skill drills, and skill assessments if we are going to increase student participation in PE and make productive connections between PE and student life on campus.

Statements 7, 8, 9 and 10 addressed Physical Education curricular content and the affect on participation. The survey results indicate that PE's content during middle school is not a significant factor influencing student non-participation. An average of 75.3% of survey responses

indicates a majority of students enjoy middle school PE content. Contrary survey results averaging 13.8% relate the lack of individualized sports, repetitive PE curriculum, and peer competitiveness taking the fun out of playing activities are areas in need of reevaluation. In a perfect world, all PE programs would follow the California Physical Education Framework exactly alike and incorporate a sufficient variation of team and individual physical activities broken down by grade level, resulting in a standardized PE experience by grade level.

Survey statements 11, through 16 addressed peer and personal factors influencing participation. Survey results for statements 11, 12, and 13 indicate that for nearly three in four students peer influence is a weak factor in non-participating behavior. Most students will participate even if their friends are on different teams. Statements 14, 15, and 16 addressed personal reasons. On average, the survey results indicate 75% of students cared about their performance and grade in PE. In contrast, an average of 16% of students permitted personal reasons to influence their non-participation decision. These results indicate that PE teachers must continue to connect with students in an effort to foster student personal growth and success in PE.

CHAPTER SIX

CONCLUSIONS

Conclusions

The conclusion emerging from the field survey refutes the hypothesis, which stated that student non-participation decisions are individual choices not linked to teacher influence or curricular factors. Two of the three factors examined in this study strongly influenced student decisions. Factors such as Skill Competency/PE Content and Personal Reasons are noticeably strong influences on student non-participation. Whereas teacher influence, meaning student like or dislike of the teacher had little impact on participation.

Concerning Skill Competency/PE Content, consideration of student grade, gender, and lesson content are necessary to promote student participation. At the secondary level, while both "boys and girls are very active in fitness activities. Separately girls also prefer individual activities and boys team activities." (Kulinna, et. Al., 2003) In addition, students' with "low self-perceived sport skills are unlikely to participate in PE classes without

basic skill development." (Ntoumanis, 2005) Additionally a teacher's willingness to provide instructional feedback in small or whole groups helps reinforce skill development and influences student participation, see Appendix D, question 3. PE content is a factor affecting non-participation, especially when the non-participants lack basic skills development to participate in PE activity units. PE teachers who assume that most students have had basic skills instruction and similar play experiences may be self destructive to an activity unit's success. Skill development should always be included in each activity unit through warm up skill drills and or lead up games, which increase learning and skill development through active participation and teacher instruction. Integrating activity unit skill drills as team warm-ups develops basic sport skills as a means to enhance student motivation to participate and as a unit skills test. Additionally, survey results in this study reflect a pattern found in a 2005 study by Couturier, Chepko, and Coughlin in which a "repetition of activities every year in the curriculum was identified as an issue, [by] 45% of students". Further, PE's content affects "Adolescent girls who are particularly underserved by traditional physical education offerings,

but their motivation can be increased with activity choice" (Ntoumanis, 2005)

In this study, personal reason results indicate the majority of students' value physical education and choose to participate in physical education because "it makes me healthier." (Couturier, et al., 2005) Personal reasons tied to the social domain are evident in the results of statements 11, 12, and 13 indicating, 63% of students indicate if their friends are involved, they too are more likely to participate. Inversely, 73% of respondents in this study indicate their friends are not a factor in their motivation to participate, even when their friends are on other teams. Personal reasons in a social context do not appear to be a significant factor in non-participation for some students. Personal Reasons with regard to student dislike of their Teacher and it's impact on participation, 74% of respondents disagreed, indicating they would participate regardless of their like or dislike of the teacher. This reflects a 1995 finding by Scantling and Strand where 56% of test subjects agreed that the "teacher had no impact on my decision not to take physical education."

Student intrinsic factors were not sufficiently studied in this project. Future studies should further improve upon the survey instrument devised in this study to examine student intrinsic factors for non-participation and devise employable strategies that can predict non-participation in the field. Intrinsic factors may include student feelings when in PE, the home environment, and the family unit. When one of these intrinsic factors is unstable, then school behavior may become unstable, leading to non-participatory behaviors.

CHAPTER SEVEN

RECOMMENDATIONS

Recommendations

Strategies to reduce non-participation and increase student learning are skill development and skills testing, small group assistance, department discipline ladder, exit interviews, and year end activity choice.

Skill development drills at the introductory stage of every activity unit enhance the skills value, relevance, and provides students basic skills necessary for activity participation. Skills' testing concludes each activity unit, ideally utilizing a drill that incorporates all the basic skills taught at the introductory stage of the activity.

Small group assistance is effective when students are actively practicing skill drills or involved in activity, with the teacher moving from group to group providing prompt assistance and effective feedback before continuing to circulate.

A departmental discipline ladder for student misbehavior consistently enforced by each PE Teacher in the

P.E. Department is an effective means of reducing non-participation issues. Consistently applied, the discipline ladder becomes departmental policy and encourages students to correct their behavior with teacher guidance and parental involvement.

Some other recommendations include, conducting student exit interviews to improve the curricular content with student suggestions. In addition, promote student personal growth by designing opportunities for self-direction through activity choice. This puts students' in greater control and responsibility in their education by choice.

APPENDIX A

SURVEY INSTRUMENT

Questionnaire on P.E. Participation

Circle your response. If you make an error, scribble over the error and circle your correct response.

Gender: (Circle) Boy Girl Grade: (Circle) 6 7 8 Your Age: (Circle) 11 12 13 14 15

If you had a choice, how many days each week would you participate in PE. 0 1 2 3 4 5

The box to the right tells what the numbers below mean.
Circle your answer for each question.

1 = Strongly Disagree
2 = Somewhat Disagree
3 = Disagree
4 = Neutral
5 = Agree
6 = Somewhat Agree
7 = Strongly Agree

1.	I don't like my PE teacher so I don't participate in PE activities.	1 2 3 4 5 6 7
2.	My teacher treats me unfairly so I don't participate in PE activities.	1 2 3 4 5 6 7
3.	If my PE teacher gave me more individual help I would participate.	1 2 3 4 5 6 7
4.	I am not good at sports so I don't participate in PE activities.	1 2 3 4 5 6 7
5.	I don't have good sport skills so I don't participate in PE activities.	1 2 3 4 5 6 7
6.	I don't do well in team sports so I don't participate in PE activities.	1 2 3 4 5 6 7
7.	The PE activities offered are repetitive so I don't participate.	1 2 3 4 5 6 7
8.	Individual sports are not offered in PE so I don't participate.	1 2 3 4 5 6 7
9.	Traditional sports are not fun for me, so I don't participate. (football, basketball, softball, soccer, volleyball)	1 2 3 4 5 6 7
10.	PE activities are too competitive so I don't participate.	1 2 3 4 5 6 7
11.	If my friends don't participate I will not participate.	1 2 3 4 5 6 7
12.	If my friends are on another team I won't participate.	1 2 3 4 5 6 7
13.	If my friends are playing and involved I am more likely to participate	1 2 3 4 5 6 7
14.	I don't participate until I am at risk for a failing grade in PE.	1 2 3 4 5 6 7
15.	My PE grade doesn't matter, so I choose not to participate.	1 2 3 4 5 6 7
16.	I do not know how to earn a high passing grade in PE.	1 2 3 4 5 6 7

17. Describe your feelings toward P.E. using a single word or a few words.

APPENDIX B

DEMOGRAPHIC DATA

Demographic data from the field survey

	Females		Males		Total	
Grade	N	(%)	N	(%)	n	(%)
6	18	12.0%	26	17.3%	44	29.3%
7	20	13.3%	23	15.3%	43	28.7%
8	32	21.3%	31	20.7%	63	42.0%
	70	46.7%	80	53.3%	150	100.0%

	Choice of PE days			
Grade	Mean	Median	Mode	Std Dev
6	4	4	5	1.2
7	4	4	5	1
8	3.4	4	5	1.6

	Age			
Grade	Mean	Median	Mode	Std Dev
6	11.2	11	11	0.47
7	11.8	12	12	0.59
8	13.1	13	13	0.68

APPENDIX C

EXPLORATORY FACTOR ANALYSIS

Exploratory Factor Analysis		
Q1.	0.808	Teacher Influence
Q2.	0.817	Teacher Influence
Q3.	n/a	Invalid - No common factor
Q4.	0.716	Skill Competency/PE Content
Q5.	0.813	Skill Competency/PE Content
Q6.	0.597	Skill Competency/PE Content
Q7.	0.615	Skill Competency/PE Content
Q8.	0.603	Skill Competency/PE Content
Q9.	0.584	Skill Competency/PE Content
Q10.	0.530	Skill Competency/PE Content
Q11.	0.749	Personal Reasons
Q12.	0.711	Personal Reasons
Q13.	n/a	Invalid - No common factor
Q14.	0.560	Personal Reasons
Q15.	0.514	Personal Reasons
Q16.	0.670	Skill Competency/PE Content

APPENDIX D

SURVEY INSTRUMENT RESULTS

SURVEY INSTRUMENT RESULTS

First row, responses in Percent (%)

Second row, the (N) number of responses

Third row, total (%) in disagreement or agreement

1 = Strongly Disagree
2 = Somewhat Disagree
3 = Disagree
4 = Neutral
5 = Agree
6 = Somewhat Agree
7 = Strongly Agree

	1	2	3	4	5	6	7	
1. I don't like my PE teacher so I don't participate in PE activities.	40% (60)	10% (15)	24% (36)	14% (21)	2% (3)	4% (6)	6% (9)	[Disagree 74%] [Agree 12%]
2. My teacher treats me unfairly so I don't participate in PE activities.	41% (62)	8% (12)	19% (29)	14% (21)	11% (17)	1% (2)	5% (7)	[Disagree 68%] [Agree 17%]
3. If my PE teacher gave me more individual help I would participate.	21% (32)	6% (9)	7% (11)	10% (15)	23% (34)	10% (15)	23% (34)	[Disagree 34%] [Agree 56%]
4. I am not good at sports so I don't participate in PE activities.	45% (67)	10% (15)	23% (34)	10% (15)	5% (8)	1% (2)	6% (9)	[Disagree 78%] [Agree 12%]
5. I don't have good sport skills so I don't participate in PE activities.	45% (68)	7% (10)	25% (38)	9% (13)	3% (5)	6% (9)	5% (7)	[Disagree 77%] [Agree 14%]
6. I don't do well in team sports so I don't participate in PE activities.	44% (66)	12% (18)	23% (34)	10% (15)	2% (3)	3% (4)	7% (10)	[Disagree 79%] [Agree 12%]
7. The PE activities offered are repetitive so I don't participate.	33% (50)	9% (13)	24% (36)	18% (27)	5% (7)	4% (6)	7% (11)	[Disagree 66%] [Agree 16%]
8. Individual sports are not offered in PE so I don't participate.	41% (61)	11% (17)	20% (30)	11% (16)	10% (15)	1% (2)	6% (9)	[Disagree 72%] [Agree 17%]
9. Traditional sports are not fun for me, so I don't participate. (football, basketball, softball, soccer, volleyball)	59% (88)	6% (9)	21% (31)	5% (8)	3% (4)	3% (4)	4% (6)	[Disagree 86%] [Agree 10%]
10. PE activities are too competitive so I don't participate.	44% (66)	12% (18)	21% (32)	11% (17)	5% (7)	1% (2)	5% (8)	[Disagree 77%] [Agree 11%]
11. If my friends don't participate I will not participate.	37% (56)	13% (19)	23% (34)	11% (17)	7% (11)	1% (1)	8% (12)	[Disagree 73%] [Agree 16%]

	1	2	3	4	5	6	7
12. If my friends are on another team I won't participate.	47% (70)	7% (10)	25% (38)	8% (12)	4% (6)	4% (6)	5% (8)
	[Disagree 79%]					[Agree 13%]	
13. If my friends are playing and involved I am more likely to participate	19% (29)	2% (3)	8% (12)	8% (12)	19% (28)	11% (17)	33% (49)
	[Disagree 29%]					[Agree 63%]	
14. I don't participate until I am at risk for a failing grade in PE.	55% (83)	7% (11)	17% (26)	5% (8)	5% (7)	4% (6)	6% (9)
	[Disagree 79%]					[Agree 15%]	
15. My PE grade doesn't matter, so I choose not to participate.	62% (93)	7% (10)	17% (26)	7% (11)	1% (1)	1% (2)	5% (7)
	[Disagree 86%]					[Agree 7%]	
16. I do not know how to earn a high passing grade in PE.	45% (67)	5% (7)	9% (14)	16% (24)	7% (11)	3% (4)	15% (23)
	[Disagree 59%]					[Agree 25%]	

17. Describe your feelings toward P.E. using a single word or a few words,

60% (90) Favorable (Fun or enjoy PE)

2% (3) Neutral response

15% (23) Not favorable (boring or dislike PE)

23% (34) Did not respond

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