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ADAPTED PHYSICAL EDUCATION

Physical Activity Preference and Participation in Middle School Age Students in Kentucky

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Abstract

Physical activity in youth is significant as it lays the foundation for a healthier lifestyle. However, in physical education classes, the voice of the student often goes unheard. The purpose of this study was to determine how the perception or preference of physical activity differs by age, gender, and/or ethnicity in a middle school setting. Students in grades 6, 7, and 8 completed two surveys relating to physical activity and their experience in physical education. The validated PEAS (Orlic et al., 2017) and an activity list of activities typically offered in PE, as well as others outside of regular physical education classes. Gender played a significant role in female students being uncomfortable in and unsatisfied with their current PE experience. Ethnicity was a factor for students preferring individual sports above all others. Age did not show significance across any grade or activity. Findings are in favor of the inclusion of student voice in physical education to improve student experience and engagement. More research about the inclusion of ethnicity and gender must be done.

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Introduction

Physical activity (PA) in youth is significant as it lays the foundation for a healthier lifestyle as children age. The benefits of being regularly physically active are plentiful, as it improves muscle strength, cardiovascular fitness, and cognitive functions (Rodgers, 2008). Children also benefit socially from being physically active and learning sportsmanship and respect through group gameplay. Focusing on being physically active during youth has become agreed upon as developing movement skills and healthy habits at this age can be the foundation needed for success later in life. As children age, their motivation to be active may dwindle around their early teenage years because other interests or distractions begin to take precedence (Rodgers, 2008).

This study aims to investigate how the perception or preference for physical activity varies among different age groups, genders, and ethnicities in a middle school setting. The present study will achieve this by grouping the skills most likely to be taught in the yearly curriculum, along with activities students may participate in outside of class, to determine which activities are most enjoyed. The goal of this study will be to shed light on how building a more inclusive and student-led physical education class will improve participation.

Howard et al. (2011) investigated the impact of positive attitudes on participation in physical activity in their study, which included 1,317 participants (603 boys and 714 girls) in 9th to 12th grades. All students were from public high schools in five different school districts in New York City. The students were given Physical Education Activity Attitude Scale questionnaires, administered by their PE teachers, and scored using a 5-point Likert Scale to gather results. Scores of 20 indicated the most negative attitude, 21-40 indicated a negative attitude, 41-60 indicated a neutral attitude, 61-80 indicated a positive attitude, and 81-100 indicated a highly positive attitude (Howard et al., 2011). The second questionnaire was the Sports/Activities Preference Questionnaire. Reflecting on these scores indicates that students are not only aware of the need for physical education but also enjoy participating in group activities while in class (Howard et al., 2011).

Widening the array of physical activities offered in class could have a range of extensive benefits. One prominent example uses the

self-determination theory (SDT) to promote lifelong PA participation by providing positive experiences and attitudes. This theory asserts that humans have three basic psychological needs: autonomy, competence, and relatedness; and environments that promote the satisfaction of these needs are more likely to facilitate the internalization of motivation (Ryan & Deci, 2017). Giving youth opportunities to engage in activities they prefer during physical education (PE) may improve their attitudes towards physical activity as they progress towards these three pillars. Thus, it may improve their intrinsic and extrinsic motivation to be active both in class and outside (Ryan & Deci, 2017).

The use of SDT can play an extensive role when examining physical activity. Jonsson et al. (2017) found that when looking into students (age range 12-13) from multicultural communities with low socioeconomic status in Sweden, students mostly referred to spontaneous PA rather than organized PA. They also expressed that they enjoyed their PA engagement, which they indicated was promoted by the variation of PA, available options for PA, their physical skills, and the presence of peers. This ties into SDT as the results stress the importance of facilitating intrinsic motivation with a supportive PA environment in which students in the 12-13 range can satisfy their needs for autonomy, competence, and relatedness (Jonsson et al., 2017). These ideas are further cemented when looking into Vasconcellos et al. (2019), as they found results that show the effect of peers. Examples include, "I like sport, one is with friends, one can laugh," along with, "I am with my friends and my class is great to be around and it is just fun," (Vasconcellos et al., 2019, p. 5) when looking at positive quotes that improve relatedness. The results, however, were not all positive, as peer comparisons and varying interest in activities halted motivation. "… our teacher says, 'What do you want to do today?' and the boys yell, 'dodgeball' … so it's dodgeball … we just stand there," and "because I'm always sort of behind what everybody's doing."

Having a student's voice play a factor in a classroom setting can lead to a successful environment. In a few places, this is more prevalent than in a physical education setting. One study done by Couturier (2005) explains this very idea as faculty and teachers worked in unison to design, administer, and analyze a student

survey that would give voice to middle and high school students' perspectives on PE. This study distributed 7000 surveys, of which 5308 were returned for analysis (76% response rate). The school system was composed of four high schools (grades 9-12) and seven middle schools (grades 6-8), and the participants ranged in age from 11 to 20 years. The survey results showed varying statistics about students' participation in other topics in physical education. The top response for why students participated was, "It makes me healthier" (70.7%), followed closely by, "I like participating because I have fun" (69.6%), and "I like getting out of the classroom and moving" (68.8%) (Couturier & Chekpo, 2005). These results show that most students understand the benefit of being active while also enjoying leaving the more sedentary classroom to participate in movement activities. Moving forward in the survey, a large majority of students liked the idea of having input stating, "I would like to be able to pick my activities" (75.5%) and "I would like to be able to tell the teacher the activities I would like to do" (73.6%). This, once again, puts the curriculum, which is usually set in stone for teachers, in question.

Grade and Age

Age tends to become more of a factor in physical activity participation once students arrive at adolescence, with many dropping physical activity for other reasons, such as art, music, school, work, or relationships. Couturier et al. (2005) found that when asked about the curriculum, high schoolers were more likely to want to choose their activities (79.3%) as opposed to middle schoolers (71.7%). Middle schoolers scored higher in "wanting to choose my group" (67.1%) as opposed to high schoolers (56.8%). A more concerning contrast is why students in each age range participate. High schoolers in this area selected "because I have to" more than their middle school counterparts, with 41.3% and 32.4%, respectively (Couturier et al., 2005, p. 173). This shows the increase in students who feel they are forced to participate or only attend for a grade as they age.

Gender

Gender differences play a significant role in participation in different activities during a PE class. Bradley et al. (2000) state that middle school girls prefer non-competitive or individual activities, whereas middle school boys tend to choose traditional team sports.

Typically, most curricula revolve around group activities to involve the majority of the class better, but this approach may isolate those who do not prefer this type of activity. Girls in this age group tend to prefer individual and non-contact activities, such as swimming, volleyball, contemporary dance, aerobics, gymnastics, and rope jumping, compared to boys, who more frequently select contact and power activities, such as weight training, floor/street hockey, and football (Hill, 2005). This can be linked to the suggestions by Greenwood and Stillwell (2001) that boys tend to conceptualize those physical activities as providing an opportunity for competitive experiences. In contrast, girls may focus more on the social nature of activities.

Ethnicity and Race

Different ethnic and cultural backgrounds can also play a factor in students' preferences for different activities. Although research in this area is not extensive, Howard et al. (2011) state that students are likely to become more positive toward PA if they are in a learning environment that makes them comfortable and confident. Creating safer and more inclusive environments for students with different backgrounds would encourage participation across these fields. Representation also matters here as teachers have remained homogeneously white (80%) for decades in public school settings, and it was determined that 83% of undergraduate physical education majors were white (Boyd, 2021). The lack of representation from those charged with leading the physical education setting could negatively affect the students. Boyd (2021) found that Black, Latinx, Asian/Pacific Islander, and Native American students (i.e., students of color) in the United States represent more than 50% of public school students. Among this group, a teacher will find children of all different backgrounds, genders, ages, and differing opinions on PA.

If given opportunities, minority students have been shown to have improved levels of physical activity (Taverno et al., 2012). Minority girls who usually participated in an after-school program engaged in approximately three more minutes per hour of moderate to vigorous physical activity (MVPA) per day during after-school hours compared to those who usually went home after school. Further, minority girls who attended an after-school program accrued an additional five minutes per hour of total PA compared to those who went home after school. For white girls, the amount of time spent

in sedentary behavior, MVPA, and total PA did not differ by after-school setting (Taverno et al., 2012). Taverno and colleagues (2012) also found that though the interaction effect between race/ethnicity and the after-school setting was not significant for boys, minority boys who usually attended an after-school program (17.3%) spent less time in sedentary behavior ($p<0.05$) and had higher levels of MVPA and total PA compared with minority boys who usually went home after school.

Ethnicity and Gender

The Centers for Disease Control and Prevention found that among Hispanic and African American high school females, there is a higher prevalence of inactivity among African American girls than among Caucasian girls. Additionally, the prevalence of girls who receive insufficient physical activity is higher among eleventh- and twelfth-grade girls compared with ninth- and tenth-grade girls (Grieser et al., 2006). The need for intervention is clear, as evidenced by a study conducted by Grieser et al. (2006) who used semi-structured interviews and checklists to gauge interest in physical activity and determinants. Participants were from twelve schools selected for variety in setting, ethnicity, and socioeconomic status. Eighty interviews were completed, half for students in seventh grade and half for students in eighth grade. The checklist contained 54 activities ranging from sports and recreation to chores completed by 130 girls (half in the sixth, half in the eighth).

The results from this study showed that the girls perceived that the most significant benefit of physical activity was staying in shape; 88% of African American girls indicated that the most significant benefit of PA was staying in shape. Eighty-five percent of Caucasian students and 64% of Hispanic students selected staying in shape as the most significant benefit. The girls in this study correlated staying in shape with a healthy, strong, and attractive body with one student saying, "I think it would help to keep myself in shape, like if I'm busy all the time, then I'm not just loafing around. . .. When I get older, [like] 40, I can still look like I'm 30" (Grieser, 2006, p. 44).

The study also reported on determinants that fell into the categories of injury (41%), sweating (20%), and disliking certain sports or exercises (20%) (Grieser, 2006). The results showed injury concerns were based on either past injuries (their own or friends) or fear of

future injuries (aggressive players or perceived risk). Addressing these concerns would come with safer equipment, personal space, and playing games. The determinant of sweating also came with the potential for embarrassment or physical discomfort, with students saying, "I don't like to sweat. Because, for example, I have dance first period, and it gets my hair all messed up, and it just makes you stink and everything." Another student stated, "I have been knocked down before . . . and then, I got back up and I was breathing very heavily. It looked so embarrassing because the other girls were so physically active, still breathing right, and it was just horrible." (Grieser et al., 2006, p. 45). Addressing concerns about embarrassment is difficult, as each student perceives moments differently, but being able to hear their thoughts in advance should lead to teachers making their space more inclusive.

Methods

Participants

Participants were 147 students (n=85 male) from three local middle schools (grades six, seven, and eight) in Fayette County, Lexington, KY. The ages of the students ranged from 11 to 14 (11 years old: 39, 12 years old: 49, 13 years old: 43, 14 years old: 14), with one student each who was 10 and 15. Ethnicity broke down as follows: 38 Caucasian, 48 African American, 61 Other. The schools involved were Leestown Middle School, Morton Middle School, and Winburn Middle School. Recruitment took place through the school's physical education classes, and the school's willingness to involve the students. Consent forms were sent home with students following the expressed interest in the study. The forms were signed by an adult and returned to their PE teacher throughout the week. Upon the arrival of the researcher on the day of the survey distribution, assent forms were given to all students who returned their consent forms, which a parent or guardian signed. If students then decided to sign the assent forms, they were promptly given a survey. Participants' identities were completely anonymous as no names were collected. It is unclear, however, the number of students who missed the day of data collection (possible reasons include absence, transfer, and suspension) and were not included in the data, even though their consent form was signed.

Instruments

Students were given a survey with a list of activities/units offered in their regular physical education curriculum, along with the already validated Physical Education Attitude Scale (PEAS) (Orlic et al., 2017). The PEAS was chosen for this survey as it is all-encompassing for a PE class. The survey was previously validated using studies from 547 students from three primary (13- to 15-year-olds) and secondary (15- to 17-year-olds) schools in Serbian urban communities. The PEAS measured four dimensions: Satisfaction, Comfort, Activity, and Teacher. The satisfaction factor was saturated by items related to general emotional experience about PE. The Comfort factor consisted of somewhat more specific emotions toward PE, such as relaxation or anxiety related to PE. The third factor, Activity, covered motivational processes related to participating in PE classes. The last factor, Teacher, was saturated by items measuring the students' views of the PE teacher (Orlic et al., 2017).

Students were also given a survey consisting of a list of different activities (35) that they may or may not have in their regular PE class and asked to rank each based on their preference. The surveys used a Likert scale with a 5-point rating scale ranging from strongly prefer (5) the activity unit to dislike (1) the activity/statement strongly. At the end of the survey, participants were asked to add written information on why they placed certain activities in the strongly preferred or strongly disliked categories. Included in the survey was also a section for participant to give their age, gender, and/or ethnicity if they were comfortable sharing; however, no names were included. The goal of this was to better group responses by these parameters to observe preferences while maintaining anonymity. The only other equipment needed during the survey was either a pen or a pencil for filling in information.

Procedures

Data collection consisted of a one-time visit to the schools, although researchers had previously visited the schools to hand out consent forms. The surveys were completed on paper copies during the students' regularly scheduled PE class and were completed only once. Both surveys were given to the students at the same time to minimize movement during completion. The lead researcher, along

with the students' PE teacher, reviewed the instructions for the survey and the expectations of the students. Students were instructed to answer truthfully and complete the survey to the best of their ability. The researcher attempted to have students remain quiet during the survey to minimize the potential for biasing others' responses due to the presence of others. Following the completion, students raised their hands, and the proctors collected the survey. Students were given about twenty minutes of class time to complete the survey. If not completed, students were allowed more time, while the regularly scheduled class activities began.

Data Analysis

Following the completion of the surveys, codes were created based on the answers obtained from participants. Then, any common themes were identified in terms of the activities chosen by age, gender, and ethnic group, and the data were analyzed. Three-way ANOVAs (Analysis of Variance) were conducted to analyze the significance of preference for physical activity (PA) by age and ethnicity, while t-tests were administered for gender comparisons. Data were analyzed using SPSS to provide inferential statistics via a chi-squared test. The data were grouped by age, gender, or ethnicity using the different activities or statements to facilitate comparisons.

In the second survey, items were categorized into three groups: Team Sports, Individual Sports, and Leisure Activities. The independent variables in the study were the students' genders, ethnicities, and ages/grades. The dependent variables for this study were the activities, grouped in team, individual, or leisure. This was done to understand the differences in participation better. Bias towards certain activities was noted, for example, a student who solely enjoys individual sports may lean strongly towards activities such as tennis or archery as opposed to other activities. Students placing bias towards other students were dealt with during the presentation of surveys as proctors informed students to remain silent.

Results

Upon running the descriptive statistics, the frequency and proportions for the different age, gender, and ethnic groups were presented (see Table 1). For each group (gender, ethnicity, and age), a Pearson chi-squared value was reported. Along with this value, there

Table 1
Descriptive Statistics Combined

Age	Frequency	Percent
10	1	.007%
11	39	27%
12	49	33%
13	43	29%
14	14	10%
15	1	.007%
Ethnicity		
White	38	26%
Black / African American	48	33%
Asian	3	.02%
Hispanic	47	32%
Other	11	.7%
Gender		
Female	59	40%
Male	85	58%
Other	3	.02%

was an Asymptotic Significance (2-sided) column, which shows the level of significance between activity and either age, gender, or ethnicity. The same results were provided for the PEAS, as any statements with an Asymptotic Significance (2-sided) score lower than 0.05 were deemed to be significant. The significance is related to the statement/activity concerning the age, gender, or ethnicity of the student.

After the completion of the chi-square Tests, value scores were placed into the groups of Team Sports, Individual Sports, and Leisure Activities as well, using the PEAS dimensions of Satisfaction (further broken down into positive and negative), Comfort, Activity, and Teacher. One or two asterisks indicated the significance of these

scores. The number assessed to determine significance was 0.05, with one asterisk signaling the Asymptotic Significance (2-side) was lower, while two asterisks showed that the Asymptotic Significance was much lower. With a significance lower than .05 in their age, ethnicity, or gender, the student is more likely to prefer an activity or statement as opposed to the other groups. There were instances where no significance was shown for an activity or statement, meaning neither age, ethnicity, nor gender affected how the students perceived it. On a few occasions, some statements or activities had significance for two categories simultaneously.

Upon reviewing the results of the chi-square tests, age did not show any significant differences between Team Sports, Individual Sports, or Leisure Activities, indicating that there was no specific age group that preferred one activity over another within this data set. This finding differed for gender and ethnicity, as on two separate occasions, significant differences were present for the same activity. These activities were basketball (a Team Sport) and dancing (an Individual Sport). However, it is unclear which groups particularly enjoyed them due to the nature of the chi-squared test (see Table 2).

Table 2

Average Scores of Sports Between Genders and Ethnicities

Sport	Gender		Chi-Square	Ethnicity					Chi-Square
	Female	Male		White	Black or African American	Asian	Hispanic	Other	
Dancing	3.2	2.0	27.730**	2.3	3.3	3.0	2.7	2.1	49.104**
Basketball	3.3	3.6	23.829**	3.2	4.0	4.7	3.6	4.0	43.931**
Yoga	3.0	2.0	24.538**	2.7	3.1	2.3	2.7	3.4	20.889

Note. ** refers to p<0.001. * Refers to p<0.05

In this instance, yoga had the most significance when compared to gender, rather than ethnicity or age. When viewing ethnicity, several individual sports showed significant differences in this category: swimming (p <.01), tennis (p <.05), badminton (p <.05), and

dancing (p <.01), many of which are typically associated with high socioeconomic areas (Table 2).

A constant while conducting the analysis was the significant differences associated with gender. When exploring satisfaction, there was a greater likelihood of significant differences compared to ethnicity and age (see Table 3). Statements such as, "I'm mostly bored in PE classes," "I can't wait for PE class to end," and "I skip PE classes whenever I can," all showed major significance within the category of gender (although not present was which gender was the primary cause), but not age or ethnicity.

Table 3
Negative Satisfaction Comparison Across Different Groups

Statements	Gender	Ethnicity	Age
I'm mostly bored in PE classes	26.683**	26.256	16.594
I can't wait for PE class to end	22.371**	14.250	21.171
I don't like PE	11.114	20.555	16.160
I skip PE classes whenever I can	35.295**	6.877	18.592

Note. ** refers to p<0.001. * Refers to p<0.05

Continuing with the trend of Negative Satisfaction, several statements in Comfort showed more significance for gender than age or ethnicity. These statements were, "Sometimes I'm afraid while we exercise in PE classes", "I avoid some exercises we perform in PE classes," "I think that PE is only a waste of time," "and I feel uncomfortable in PE classes" and 'I feel fear in PE class" (see Tables 4 and 5). In terms of age and ethnicity, very few statements were significantly different. Statements such as, "I like to attend PE classes," "Too much competition in PE classes bothers me," and "PE classes are too tiring for me," all showed significance by age. When looking at ethnicity, two statements had major significance: "I find PE classes interesting" from Positive Satisfaction, and "I find PE classes interesting," from Teacher. Both are also being affected by their respective PE classes and teachers, as well as their ethnicities.

Discussion

Age

When looking at the results of the chi-squared tests for all types of activities, none stood out as being preferred or disliked. This may be perceived in both positive and negative ways. The former can be viewed as the students being willing and able to participate in any type of activity presented. If this is the case, then their PE curriculum could include more variety during class units, as the open-minded students then engage in activities typically not done in PE. The negative side could be that the students did not show significance in the activities listed due to a lack of interest in PA. Students in this age group may begin to phase out of being active. Research presented by Couturier et al. (2005) is supported by the significance shown in age and the comfort table of the current study. Statements such as "I avoid some exercises we perform in PE classes," "Too much competition in PE classes bothers me," and "PE classes are too tiring for me" showed significance regarding age and all have negative connotations associated with them.

Ethnicity

While going through the results related to ethnicity, Howard et al. (2011) come to mind as they state that students are likely to become more positive toward PA if they are in a learning environment that makes them comfortable and confident. In this study, this sentiment is echoed as there was major significance shown with the survey choice, "My PE teacher is too strict," and ethnicity. This could lead to these students being disinterested in PE or PA. However, there is optimism as significance was also shown in statements such as: "I am happy in PE classes," "I am active in PE classes," and "I find PE classes interesting." The latter showed major significance with ethnicity. All the statements presented show a clear attraction to PE and the need to foster a safe environment for the students to succeed. Improving ethnic representation may be needed at this point, as all PE teachers in this study were Caucasian, which aligns with Boyd's (2021) previous indication that most teachers in public school settings are homogeneously white (80%) and have been for decades.

Table 4
Comfort Comparison Across Different Groups

Statements	Gender	Ethnicity	Age
Sometimes I'm afraid while we exercise in PE classes.	32.642**	12.375	21.352
I avoid some exercises we perform in PE classes	26.944**	7.314	32.931*
I think that PE is only a waste of time	41.862**	11.359	15.968
I do not feel comfortable when wearing PE gear	11.348	13.410	26.655
I feel uncomfortable in PE classes	30.870**	19.806	21.014
Too much competition in PE classes bothers me	13.575	11.848	36.696*
PE classes are too tiring for me	12.060	20.262	34.476*
I think that PE is less important than other school subjects	10.158	20.103	21.200
PE class does not stimulate socializing	6.025	23.678	15.819
I feel uncomfortable changing my clothes in front of others in the dressing room	4.308	24.010	23.605
I feel fear in PE classes	22.191**	9.758	12.880
I feel uncomfortable as soon as I enter the school gym	11.599	23.375	18.624

Meanwhile, only 38% of this study's student population identified as Caucasian.

Ethnicity also appeared to be a factor affecting how the students responded to the activity list, as most sports showing any significance were or could be considered individual sports. The sole exception to this was the team sport basketball but the likes of tennis (.025), dancing (p<0.001), climbing (p=.031), skating (p=.015), swimming (p<0.001), badminton (p=.019), and golf/mini golf (p=.026) all showed significance with ethnicity. No other activities (n=27) were shown to have any significance, and many assumptions could be made from this list. One may consider that the students in the present survey did not enjoy working with others in the classes. It may also be a result of their family; either a relative plays/played the sport and the child became interested that way, or the students were placed in

an activity early on. Similarly to Hill and Cleven (2005), who found disparities in their results as they also found strong evidence of ethnic differences in the preference for activities, which might also have some basis in socioeconomic status, racial stereotyping, perceived dominance of sports by a culture, and role modeling within a culture.

Gender

For gender, there was major significance present for only three activities: basketball, yoga, and dancing. The latter is supported by Hill (2005), who writes about how girls in this age group may favor individual and non-contact activities, as opposed to boys, who select sports such as football. This finding also receives some significance. Along with the chi-squared test results, the use of descriptive averages conducted earlier in the study verifies the previous literature that girls preferred these no-contact activities, such as dancing ($_{Girls}$=3.2; $_{Boys}$= 2, respectively) and yoga ($_{Girls}$=3.1; $_{Boys}$=2, respectively) as opposed to boys.

Concerning the PEAS survey for gender, it was clear that the students involved in the Satisfactory (negative) category did not receive it well. Three out of the four statements in the negative satisfactory category showed significant differences based on gender (See Table 3). In other words, girls were receiving more negative satisfaction from their PE class than boys. When going through descriptive averages for their scores, it was shown that girls scored higher on average for all these statements than boys. Statements such as, "I'm mostly bored in PE classes, ($_{Girls}$ = 2; $_{Mboys}$ = 1.6$_{)}$" "I can't wait for PE class to end, ($_{Mgirls}$ = 2.2; $_{Mboys}$ = 1.6$_{)}$" and "I skip PE classes whenever I can, ($_{Mgirls}$ = 1.5; $_{Mboys}$ = 1.2)," all show the significance toward girls (Table 5).

This issue was also shown in the Comfort table as statements such as, "Sometimes I'm afraid while we exercise in PE classes," "I avoid some exercises we perform in PE classes," "I think that PE is only a waste of time," and "I feel uncomfortable in PE classes," all showed major significance. Girls felt more strongly about the following statement when analyzed with descriptive averages; "Sometimes I'm afraid while we exercise in PE classes, ($_{Mgirls}$ = 2.6; $_{Mboys}$ = 1.8)" "I avoid some exercises we perform in PE classes, ($_{Mgirls}$ = 2.5; $_{Mboys}$ = 1.8)" "I think that PE is only a waste of time, ($_{Mgirls}$ = 1.5; $_{Mboys}$ = 1.3)" "and "I feel uncomfortable in PE classes, ($_{Mgirls}$ = 2.6; $_{Mboys}$ = 1.8)" and

Table 5
Average Scores of Comfort Between Genders

Statements	Female	Male
I feel uncomfortable in PE classes.	2.6	1.8
I'm mostly bored in PE classes.	2.0	1.6
I avoid some exercises we perform in PE classes.	2.5	1.8
I skip PE classes whenever I can.	1.5	1.2
I can't wait for PE class to end.	2.2	1.6
I feel fear in PE classes.	2.0	1.4
I think that PE is only a waste of time.	1.5	1.3
Sometimes I'm afraid while we exercise in PE classes.	2.3	1.8

'I feel fear in PE class, ($_{Mgirls}$ = 2; $_{Mboys}$ = 1.4)".. Once again this makes the need for students' voices in PE more prevalent as it could be conducive to a more successful environment (Howard et al., 2011). This may be the result of several determinants such as injury, sweating, or disliking certain sports and exercises (Grieser, 2006) or level of competition/ intensity. Although this study did not measure these determinants, it is of note due to the nature of the statements and the outcomes of previous literature.

Conclusion

The findings in the present study reveal a wealth of information in favor of incorporating students' voices into physical education classes moving forward. Examining the lens of age, gender, and ethnicity, each grouping has its dilemmas with current PE. Gender and ethnicity specifically have the most work to be done, as students' needs have yet to be met. More research must be conducted into this matter; however, it has shown that there is a need for improvement, as well as ground to build on. The surveys involved in the study cover a wide range of activities and topics, all of which may contribute to a better understanding of what the students enjoy in PE. Ideally, future

teachers will use this study and the information provided to adjust how their class curriculum runs throughout the year potentially.

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