

Zakrajsek, 1993). Even students who like physical education can be confronted by obstacles to their participation because of the necessity of changing and/or showering, required fitness testing, uncomfortable weather conditions, and potential for injury (Earl & Stennett, 1987; Ennis, Cothran, Davidson, Loftus, Owens, Swanson & Hopsiker, 1997; Luke & Cope, 1994; Luke & Sinclair, 1991; Rice, 1988; Scantling, Strand, Lackey & McAleese, 1995; Tannehill & Zakrajsek, 1993). Significant issues with physical education exist for those who do not like it. These students believe the curriculum is repetitive, boring, lacks personal meaning, the environment is too competitive, or they are likely to be ridiculed or embarrassed (Carlson, 1995; Chen, 1998; Cothran & Ennis, 1998; Ennis et al., 1997; Luke & Cope, 1994; Luke & Sinclair, 1991; Tannehill et al., 1994; Tannehill & Zakrajsek, 1993).

In reviewing the literature, the curriculum was one of the most important factors in influencing student participation. This information reinforced the importance of the recent curriculum revisions undertaken by the teachers and PETP. However, since curriculum was not the only determinant of student attitudes, the teachers wanted to gather information about other potential impediments to participation. PETP faculty and the teachers worked together in designing, administering, and analyzing a student survey that would give voice to student perspectives on physical education.

Methods

The first step in designing the survey was to meet with the Director of Physical Education for the school system and the department chairs for physical education in each of the eleven schools. In this meeting, three areas of interest were agreed upon; reasons why students want to participate in physical education, reasons why students do not want to participate in physical education, and demographic information. Using information collected in the review of literature and the teachers' own questions, PETP faculty developed a list of potential items for the first draft of the survey. These items directly reflected specific

concerns of the teachers and the department chairs as well as interactions these individuals had with students in their schools. The chairs reviewed this first draft and made recommendations for revisions. This new draft was presented at a second meeting with the chairs, who again made recommendations for revisions. A third draft was submitted to the chairs for final comments and minor edits. This draft was accepted for use in a pilot study.

The pilot study was conducted in a nearby high school outside the system. Once completed, minor edits were made to the questionnaire to ensure clarity and ease of response based on the feedback from the pilot. This final revision of the survey was submitted for approval to the original school system. After approval was granted, the questionnaire was translated into Spanish and both Spanish and English versions of the survey were distributed to all middle and secondary schools in the system (copies are available upon request from the authors). The survey was then administered to students in physical education classes over a one-week period in the spring.

Results

Out of 7000 surveys distributed, 5308 were returned for analysis reflecting a 76% response rate. The school system was comprised 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. For detailed demographics, see Figure I. Of particular note in the demographic section of the survey was the students' rating of their interest in various activities. Students ranked team sports first, swimming second, dance third, fitness fourth, individual sports fifth, and cooperative games sixth. In keeping with the partnership, the results of this study were made available to each teacher in the school system with breakdowns by school and by grade.

General Survey Results

In the first section of the survey, students responded to items related to why they would