

ARTICLE REVIEWED

Physical Education Students' Ownership, Empowerment, and Satisfaction With PE and Physical Activity

Moore, W. G., & Fry, M. D. (2017). Physical education students' ownership, empowerment, and satisfaction with PE and physical activity. *Research Quarterly for Exercise and Sport*, 88(4), 468-478.

THE PROBLEM:

Self-efficacy, empathy and intrinsic motivation make up a task-oriented climate in physical education. This type of climate enables students to practice movements and skills in a positive, safe, and non-competitive environment. In other words, students do not feel pressure to perform in front of their peers and are able to take ownership and feel empowerment and satisfaction from physical activity in physical education.

On the contrary, an ego-oriented climate in physical education is competition-based, with students "on display" as they practice skills, which can lead to social and physical pressures. It is important for physical educators to think about how they structure lessons so students can experience success as they practice skills.



Research Summary:

In Kansas, 502 high school students (i.e., grades 9-12) who were enrolled in a semester-long physical education class completed three surveys. The first survey was the Ownership in Exercise Scale. This scale consisted of five levels (1=strongly disagree to 5=strongly agree), which students used to describe their experiences in physical education (e.g., "In this PE class, I feel my input, interests, and/or needs are considered by the instructor"). The second survey – Empowerment in Exercise Scale – contained 13 statements, to which students responded on a scale from 1 (strongly disagree) to 5 (strongly agree). Each statement began with the phrase, "As a result of participating in this physical education class..." Students also rated their knowledge, understanding, and beliefs on physical activity. The third scale – Satisfaction With PE Physical Activity Scale – measured student sport enjoyment and satisfaction. Students rated their enjoyment and satisfaction on a scale from 1 (strongly disagree) to 5 (strongly agree).

Conclusion:

On average, students experienced ownership and satisfaction in their general physical education classes. Interestingly, empowerment and satisfaction in exercise were experienced in general, rather than in physical education. Female students' ownership in physical education was higher, compared to males, and student satisfaction was strongly related to the sense of ownership experienced in physical education. Both ownership and satisfaction are needed in physical education to experience empowerment in physical activity.

Key Takeaway:

The more that students are able to take ownership in their physical activity choices and feel empowered while doing so, the more they experience enjoyment in physical education. Experiences of empowerment in physical education are likely to carry over to the home environment. Ultimately, the more task-oriented a physical education class is, the more students will feel empowered to participate in – and enjoy – physical activity.



ADDITIONAL RESOURCES:

- [The Essential Components of Physical Education](#)