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**Suomen kasvatustieteellinen aikakauskirja**

Nevalainen, Aino – Tähtinen, Juhani – Laakkonen, Eero – Vanttaja, Markku – Koski, Pasi – Zacheus, Tuomas. 2015. Adolescents' attitudes to physical education at school. *The Finnish Journal of Education* 46 (5), 432–447.

This study examines young people's attitudes to physical education (PE) as well as their views about the atmosphere and implementation of PE at school. The research questions are 1) Are students' gender and own physical activity associated with their attitudes to PE at school? 2) How have the attitudes to PE changed among the youth between the years 2003 and 2013? 3) Which of the direct factors and indirect factors of PE are associated with the attitudes to PE? The survey data were collected in 2003 (n=421) and 2013 (n=395) from 14 – 17-year olds in the city of Turku. In the statistical analysis cross tabulation, chi-squared test, effect size analysis and binary logics regression analysis were used. According to the results, the majority of young people in both samples took PE positively. The attitudes of young people were, however, more positive in 2013 than in 2003. The attitudes to PE were statistically associated especially with the students' perceptions of the atmosphere and implementation of PE at school, their gender, and how important they considered physical activity to be.

*Descriptors:* physical education, attitude to physical education, young people, gender, physical activity

Rajala, Katja – Itkonen, Hannu – Laine, Kaarlo. 2015. The subjective social status of girls in lower secondary school and the significance of school premises as an environment for physical activity. *The Finnish Journal of Education* 46 (5), 448–459.

Research indicates that an adolescent's subjective social status is related to his or her physical activity during breaks and overall activity within the school community. Subjective social status is understood as an adolescent's perception of his or her relative position in the social hierarchy at school. This article discusses the importance of school premises to girls in lower secondary school, and their physical activity during breaks in this socialisation environment. The leading question is whether the significance that adolescents attach to these premises varies depending on their perceived subjective social status in the school community. In this context, 'school premises' refers to the physical and social facilities in which the adolescents operate daily and which they transform through their actions. The empirical data consists of observations of and interviews with eighth-graders in Finnish comprehensive schools. The methods used include content analysis and theming. The study indicates that girls who perceive their subjective social status as high attach more positive meanings to the school premises than girls with a lower subjective social status. Girls with a higher social status also found their environment for physical activities broader and felt they had larger freedom for social movement. These differences are related to the interactive relationships between

adolescents. The various meanings attached to the premises by girls, and thus, the opportunities for various activities should be taken into consideration in plans for increasing physical activity during schooldays.

*Descriptors:* adolescents, girls, lower secondary school, breaks, environments for physical activity, subjective social status, socialisation environment, social representations

**Kokkonen, Marja. 2015. Gender and sexual orientation as stumbling blocks of school physical education: narrative literature review. *The Finnish Journal of Education* 46 (5), 460–472.**

This narrative literature review adopts a phenomenon-driven approach in discussing those flaws of school physical education (PE) that are related to gender and sexual orientation, particularly from sport pedagogical and sport psychological perspectives. I aim at identifying and describing the gender and sexual orientation related PE challenges by updating and analysing existing research knowledge on this subject. After briefly defining the concepts of gender and sexual orientation I will focus on the following flaws of school PE as outlined on the basis of the chosen research literature: gender-segregated teaching, other gendered practices in school PE, and bullying based on gender or sexual orientation in school PE. Finally, I will present my conclusions and consider what the existing national and international research evidence means in terms of future research and teacher education for school PE.

*Descriptors:* school physical education, gender, gender expression, gender and sexual minorities

**Hynnen, Sini-Tuuli – Hankonen, Nelli. 2015. Increasing physical activity through autonomy support? Self-determination theory in promoting physical activity among children and adolescents. *The Finnish Journal of Education* 46 (5), 473–487.**

The low levels of physical activity and the increasing sedentary behaviours among children and youth are associated with decreases in physical and mental health and well-being. This narrative review deals with the applicability of self-determination theory in explaining and also promoting physical activity for children and youth. Research based on Self-Determination Theory (SDT, Deci & Ryan, 2000) in the context of youth physical education has shown that autonomy supportive interaction can promote spontaneous motivation for physical activity, which in turn is associated with increased physical activity behaviour both at school and in leisure-time. This review presents the basic principles of SDT and demonstrates theory-based practical strategies that teachers and other health promotion practitioners can use to support their students' and clients' autonomous behavioural regulation and motivation. Finally, we take a look at what kind of practical methods SDT provides for creating an autonomy supportive learning environment in physical education and also examine the extent to which teachers can be trained to use these methods.

*Descriptors:* self-determination theory, autonomy support, exercise motivation, children, adolescents, physical education, physical activity