

Perception of discipline according to gender, type of school, sport activity and interest in physical education in Spanish students

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PERCEPTION OF DISCIPLINE ACCORDING TO GENDER, TYPE OF SCHOOL, SPORT ACTIVITY AND INTEREST IN PHYSICAL EDUCATION IN SPANISH STUDENTS

ABSTRACT

The purpose of this study was to compare the differences between different groups (student's gender, type of school, interest in physical education (PE) and sport activity outside school hours), based on the student's disciplined/undisciplined behaviour in the PE class. The sample was formed by 456 students aged between 14 and 16, from the 3rd and 4th ESO (compulsory secondary education) course in the Region of Murcia (Spain). The study was performed in the months of the third school term and the questionnaire was handed out in the PE hall. The scales used for the study were the Reasons for Discipline Scale (RDS) and Strategies to Sustain Discipline Scale (SSDS), both created by Papaioannou (1998). The results obtained from the univariate analyses showed that girls were more disciplined and perceived more intrinsic reasons in their teachers for maintaining discipline than boys, who demonstrated more undisciplined behaviour and perceived more reasons of indifference or introjection in their teachers to maintaining discipline. On the other hand, students that liked PE and did sport were more disciplined and perceived more intrinsic reasons in their teachers for maintaining discipline.

KEY-WORDS: Physical self-perceptions, gender, physical activity involvement, adolescence.

INTRODUCTION

One of the aspects of most concern to professionals and researchers in connection with PE is understanding the cognitive mechanisms related to disciplined and undisciplined behaviour in the PE class (Lewis, 1997, 2001; Siedentop, 1991), since achieving pro-social behaviour in children and adolescents is one of the objectives the educational environment needs to fulfil (Anderson, Avery, Pederson, Smith, & Sullivan, 1997). Unfortunately, the majority of the population nowadays has a distorted view of what discipline actually is, as well as a misleading concept of why we lack discipline in the educational environment (Dreikurs, Grunwald, & Pepper, 1982), an aspect that has recently given rise to an extensive debate that goes beyond the mere academic sphere.

In this study, we have examined the problem of indiscipline from an educational point of view and we have observed how these problems are common in each and every one of the areas and subjects forming the educational curriculum (Ishee, 2004). In the majority of the cases, this leads to serious consequences in the teaching and learning process. That is why discipline is considered to be an important component within the educational sphere, an aspect that has resulted in a significant recent interest in determining the causes or factors behind it. Although we have not been able to find a specific and generalised definition of the term discipline, since every educator formulates his own according to his personal educational purposes, we would like to highlight the definition contributed by Del Villar (2001). He defines discipline as a set of rules that regulate coexistence in the classroom and which enable collective order to be maintained for the organisation of learning tasks. However, we consider that the simple existence of rules or standards does not directly lead to students' disciplined behaviour. Therefore, we put forward that students' conduct or behaviour does not correspond to a unitary construct, but that it integrates a set of interrelated aspects underlying the final result, which is behaviour

we can observe. All these aspects will have an influence, therefore, on the persistence, intensity and frequency of the behaviour, and will increase, maintain or decrease it. This is the definition that has guided the purpose of this study.

As a result, considering discipline as a multidimensional construct formed by biological, cognitive, emotional and social parameters, we have come across different studies that have tried to determine the relationship between students' disciplined behaviour and some of the abovementioned parameters. All these studies are based on motivational theories, such as the self-determination theory (Deci & Ryan, 1985) whose main idea consists of human behaviour being motivated by three primary and universal psychological needs: autonomy, competence and relatedness. Specifically, one of the subtheories of this theory, the organismic integration theory (Deci & Ryan, 1985), proposes different types of motivation throughout the continuum depending on the level of self-determination. Therefore, from less to more self-determination, we would have amotivation, extrinsic motivation and intrinsic motivation. An amotivated individual is one that has not intention of doing anything, characterised by lacking in motivation. Extrinsic motivation, on the other hand, can be broken down into several forms of regulation. The least self-determined is external regulation, which demonstrates action motivated by external rewards. This is followed by introjected regulation, in which action is motivated by avoiding feelings of self-blame. In identified regulation, the individual thinks that the activity performed is important and lastly, in integrated regulation, several identifications are assimilated and organised significantly and hierarchically, although the individual is still not participating due to inherent pleasure in the activity. The most self-determined form of motivation is intrinsic motivation and this is where action is motivated by the pleasure and enjoyment generated by the activity itself.

Different studies have demonstrated that individuals with more self-determined rates of motivation (intrinsic motivation) demonstrate more disciplined behaviour, whereas, by contrast, individuals with low rates of self-determined motivation (extrinsic motivation, amotivation) are more inclined to demonstrate disruptive or undisciplined behaviour in class (Papaioannou, 1998; Papaioannou & Kouli, 1999). Similarly, according to these authors, those teachers that promote self-determined reasons for being disciplined in their pupils will have a more ordered atmosphere in class.

Consequently, considering discipline as a multidimensional construct and referring to the contribution made by Duda, Olson, & Templin (1991) and Papaioannou (1995, 1998), who believe that the self-determination theory can be used to examine different aspects of great importance in the educational and sport area, such as the development of aggressive behaviour and morals in a physical activity context, we propose to compare differences due to student's gender, type of school, interest in physical education (PE) and sport activity outside school hours, based on the student's disciplined/undisciplined behaviour in the PE class.

METHOD

Participants

The participants of our study were 456 students, aged between 14 and 16 ($M \pm SD$: 14.9 ± 0.72), from the third and fourth courses of ESO (compulsory secondary education). Of the total of the sample, 239 students were male and 217 were female, all members of PE classes in schools in a large Spanish city. 312 of these participants did physical activities outside PE classes and 144 indicated that they did not do any physical activity. All subjects volunteered to participate in the study. 378 liked PE and 78 did not. 48.3% of the students attended state schools and the rest of them (51.7%) attended private schools.

Measurement Questionnaires

Reasons for Discipline Scale (RDS). This questionnaire measured students' reasons for behaving in the PE class (Papaioannou, 1998). The original questionnaire created by Papaioannou was formed by 26 items grouped into 6 factors: intrinsic reasons for behaving, external reasons for behaving, reasons for not behaving, introjected reasons for behaving, responsibility reasons for behaving and caring reasons for behaving. In this study, we used the version adapted to the Spanish educational context designed by Moreno, Cervelló, Martínez Galindo, & Ruiz Pérez (in press), called "Reasons for Discipline Scale". It showed the existence of five factors (we eliminated the external reasons for behaving factor) and an organisation of the items that formed each factor that was similar to the original one, although with slight modifications: identified reasons (i.e. "It is important for me to pay attention"), intrinsic reasons (i.e. "I enjoy the classes"), introjected reasons (i.e. "I will feel bad if I misbehave"), amotivation (i.e. "I do not know why I am disciplined") and caring reasons for behaving in class (i.e. "I like helping my classmates"). The reliability obtained for every one of the factors was: .86, .76, .71, .58 and .66, respectively. Only two factors showed a reliability or alpha value below the one recommended .70 (Nunnally, 1978). Given the small number of items and due that Alpha coefficient was related to the number of items that formed both factors (number of items = 3), the internal consistency observed could be accepted (Nunnally & Bernstein, 1994; Hair, Anderson, Tatham, & Black, 1998). The items forming the questionnaire were preceded by the phrase: "In the PE class...". The responses were graded on a Likert type scale with a point range fluctuating from 0 (*totally disagree*) to 100 (*totally agree*).

Strategies to Sustain Discipline Scale (SSDS). The original questionnaire was created by Papaioannou (1998) based on the theory and research of Ryan and Connell (1989), Vallerand et al. (1992, 1993) and Hellinson (1995) in order to evaluate students'

perception of the strategies used by their teacher to maintain discipline in the PE class. The original questionnaire was formed by 27 items grouped into four factors: teacher's emphasis on intrinsic reasons to maintain discipline, teacher's emphasis on introjected reasons to maintain discipline, teacher's indifference to maintaining discipline and teacher's emphasis on external reasons to maintain discipline in the PE class. In this study, we used the version adapted to the Spanish educational context designed by Moreno et al. (in press), called "Strategies to Sustain Discipline Scale". The scale was formed by 24 items grouped into four factors with an organisation that was similar to Spray's English version (2002): teacher's emphasis on caring and responsibility reasons (i.e. "He helps us to be responsible for our progress"), teacher's emphasis on intrinsic reasons (i.e. "He makes the classes fun"), teacher's emphasis on introjected and external reasons (i.e. "He makes us feel bad with ourselves when we misbehave") and teacher's indifference to maintaining discipline in class (i.e. "He makes us feel that there is no discipline in the class at all"). The reliability obtained for every one of the factors was: .86, .88, .76 and .70, respectively. The items forming the questionnaire were preceded by the phrase: "The PE teacher...". The responses were graded on a Likert type scale with a point range fluctuating from 0 (*totally disagree*) to 100 (*totally agree*).

Demographic Variables

At the beginning of the questionnaire, we established a series of demographic variables in which we described the characteristics of the students associated with their personal environment and their demographic character. Among the variables analysed were the student's gender (male or female), educational school (state or private), interest in PE (interested or not interested), and the level of sport activity outside school hours (does some or does not do any). Sport was understood as any physical activity (aerobics,

jogging, weight training, etc.) or sport (football, basketball, swimming, etc.) that was done outside school hours.

Procedure

First, we contacted the parents/guardians of the minors in the study sample to inform them of the objective of the research and to ask for authorisation for their children or wards to be able to participate. Next, we gave out the questionnaires under the supervision of the main researcher, so that any questions that may have arisen in understanding both the items in the questionnaires and the instructions established at the beginning of the filling-in session could be answered. The approximate time for completing the questionnaires was 20-25 minutes. Participation was voluntary and the questionnaires were collected individually to check that no item was left unanswered.

Data Analysis

In this section, we present the univariate and multivariate factorial design produced in the research. This statistical approach test of the subjects was different in some variables. The means differences were analysed. The univariate factorial design was developed using a single factor ANOVA calculation, establishing significant differences depending on the student's gender, the type of school, interest in PE and sport activity outside school hours, as independent variables, and every one of the factors forming both questionnaires as dependent variables (see Table 1 and 2). As far as the multivariate factorial analysis was concerned, it was carried out using the MANOVA calculation, establishing significant differences by means of the interaction between every one of the variables among themselves and all the factors forming both questionnaires.

RESULTS

Factorial Multivariate Analysis of Variance (MANOVA)

After doing the MANOVA calculation (Table 2), we only found significant differences in the interaction established between the type of school (state or private) and the interest in PE (interested or not interested) (Wilks' Lambda = .94, $F(9, 333) = 2.06$, $p = .03$). Specifically, we found significant differences in the factors belonging to the "Reasons for Behaving Scale": identified reasons ($F = 5.27$, $p < .05$), amotivation ($F = 3.89$, $p < .05$) and caring reasons ($F = 7.32$, $p < .05$). As a result, students from state schools who liked PE had more reasons of responsibility, amotivation and interest and caring for their classmates for behaving in the class than students from state schools that did not like PE, as well as compared with all the students from private schools (whether they liked PE or not).

Factorial Univariate Analysis of Variance (ANOVA)

Table 1 shows the results of Univariate differences. With regards to the relationship between the student's gender variable and each and every one of the factors established, we observed significant differences in all the factors in the "RDS": identified reasons ($F = 27.47$, $p < .05$), introjected reasons ($F = 15.28$, $p < .05$), intrinsic reasons ($F = 7.46$, $p < .05$), amotivation ($F = 6.05$, $p < .05$) and caring reasons ($F = 13.99$, $p < .05$) and in three of the four factors in the "SSDS": emphasis on intrinsic reasons ($F = 5.68$, $p < .05$), emphasis on introjected and external reasons ($F = 16.47$, $p < .05$) and the teacher's indifference to maintaining discipline in class ($F = 15.34$, $p < .05$).

With regards to the type of school variable, we observed significant differences in the factors belonging to the "RDS": intrinsic reasons ($F = 8.01$, $p < .05$) and amotivation ($F = 32.43$, $p < .05$), as well as in all the factors related to the strategies the teacher used to maintain discipline in class: emphasis on caring and responsibility reasons ($F = 11.06$, $p < .05$), emphasis on intrinsic reasons ($F = 21.98$, $p < .05$), emphasis on introjected and external reasons ($F = 24.97$, $p < .05$) and teacher's indifference ($F = 42.51$, $p < .05$).

With regards to the variable that referred to interest in PE, we observed significant differences in the identified reasons ($F = 11.36, p < .05$) and intrinsic reasons ($F = 46.16, p < .05$) factors in the "RDS", as well as in the teacher's emphasis on responsibility and caring reasons factors ($F = 23.35, p < .05$) and teacher's emphasis on intrinsic reasons ($F = 38.75, p < .05$) in the "SSDS".

With regards to the variable referring to doing sport outside school hours, there were only significant differences in the intrinsic reasons factor ($F = 6.03, p < .05$) for behaving and in the teacher's emphasis on caring and responsibility reasons ($F = 7.21, p < .05$) and teacher's emphasis on intrinsic reasons ($F = 8.45, p < .05$) factors for maintaining discipline in the PE class.

DISCUSSION

Considering that students' behaviour can be connected with different parameters that all revolve around them, we proposed to compare in this study the differences between different groups (student's gender, type of school, interest in physical education (PE) and sport activity outside school hours), based on the student's disciplined/undisciplined behaviour in the PE class.

With regard to the relationship between the student's gender variable and each and every one of the factors established, the results obtained suggested that the female students show more self-determined reasons to be disciplined and perceive their teacher as more intrinsically motivated to maintain discipline in the classroom than the male students. These data coincide with those found by Alonso (2006), Martínez Galindo (2006), and Jiménez (2004). We can justify the results by stating that women do not feel as much need to compete to be successful in the PE class and are interested in more cooperative activities, and that this is most likely having an influence on the appearance of disciplined behaviour. Similarly, these results are in line with research carried out by Duda

and Whitehead (1998), Escartí, Roberts, Cervelló, and Guzmán (1999), Gano-Overway and Duda (2001), and White, Kavassanu, and Guest (1998). According to these authors, women tend to be more task-oriented and intrinsically motivated, whilst male adolescents are more ego-oriented and extrinsically motivated or amotivated. Although these studies have not analysed differences in discipline based on gender completely, they do clearly show that the criteria on which one bases skill also establish behavioural differences, such as differences in the reasons for behaving, in this case. Similarly, the influence that belief in one's skill (ego or task), which is gender associated, would have on the perception of discipline strategies and reasons would need to be analysed in future studies, given that some researchers have already pointed out that beliefs on which skill is based also somehow establish a special way of noticing the signs that are "in keeping" with the criteria on which competence in the PE class is based (Roberts, 2001).

As far as the results obtained on the type of school variable are concerned, we observed that students from private schools are more intrinsically motivated to behave than students at state schools, who are totally amotivated to behave well. Similarly, students at private schools perceive that their teachers are intrinsically motivated to maintain order and discipline in their classes, they care about their students' behaviour and they feel responsible for it. On the contrary, students at state schools perceive that their teachers are totally indifferent to discipline and in the event that there is a concern, it is mainly motivated by reasons related to avoiding guilt feelings, as well as avoiding any possible reprisals from external sources. These results coincide with those found by Martínez Galindo (2006), but they contradict the hypothesis put forward in the research, as well as data found by Jiménez (2004). Similar research in different contexts, either cultural or territorial, should be carried out in order to endorse or refute the findings, as well as to

provide new data that demonstrates the relationship between the type of educational school and the appearance of disciplined or undisciplined behaviour in the PE class.

With reference to the variables concerning students' interest in PE, and sport activity outside school hours, we only found significant differences in the group of students that said they liked PE and in the group that do sport outside school hours with more self-determined reasons for discipline, both in the student and the teacher. We have not found any studies that research this relationship directly. However, we attribute these results to the fact that an intrinsically motivated individual takes part in an activity for his own good, as well as for the feeling of pleasure and satisfaction obtained directly from his participation (Deci & Ryan, 1985, 1991; Ntoumanis, 2001; Standage & Treasure, 2002; Wang, Chatzisarantis, Spray, & Biddle, 2002). In this respect, according to Hassandra, Goudas, and Chroni (2003) and Ryan and Deci (2000), an individual motivated intrinsically will be characterised by psychological wellbeing, which will lead him to experience feelings of enjoyment and satisfaction with what he is doing, and, consequently, to doing sport outside school hours, internalising the rules established and, therefore, exhibiting more disciplined behaviour.

Finally, with regards to the interaction between the type of educational school variable and interest in PE, our findings suggested that students from state schools who liked PE behaved better in the classroom than students from state schools that did not like PE, as well as compared with all the students from private schools. Similarly, and in a contradictory manner, it was also these students that had more amotivation reasons, as well as more undisciplined behaviour in the class. We have not found any scientific justification to endorse these findings, as there are no previous studies that analyse these variables, which is the reason why we believe similar studies should be carried out in different contexts, both cultural and territorial, in order to endorse or refute the findings.

To sum up, we would like to highlight the importance that both this study and similar studies already carried out, or in progress, may have in understanding the causes of disciplined and undisciplined behaviour appearing in the PE class. We would like to emphasise the need to carry out studies with a qualitative methodology that will enable us to have in-depth knowledge of the student's internal reasons for developing disciplined or undisciplined behaviour, thus obtaining a better understanding of the reasons for disruptive behaviour, as well as better prevention of the implicit consequences of this type of behaviour. Only then can we know the reasons why students misbehave, which will enable us to solve the problem sooner.

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Table 1. Standard Deviation, Standard Error and Mean for the socio-demographic variables, gender, type of school, interest in PE and sport done.

Gender	Chicos			Chicas		
	<i>M</i>	<i>ST</i>	<i>SE</i>	<i>M</i>	<i>ST</i>	<i>SE</i>
Reasons scale						
Identified reasons	75.17	15.48	1.12	82.96	12.10	.93
Introjected reasons	57.51	22.92	1.66	66.82	21.85	1.69
Intrinsic reasons	71.94	19.30	1.40	77.24	17.00	1.31
Amotivation	44.67	22.71	1.65	38.58	23.93	1.85
Caring reasons	62.87	20.67	1.50	70.69	18.51	1.43
Strategies scale						
Caring and Responsibility	69.12	16.18	1.17	72.11	16.43	1.27
Intrinsic	69.61	18.65	1.35	74.37	18.62	1.44
Introjected and external	46.47	21.49	1.56	36.61	24.36	1.88
Indifference	38.57	25.01	1.81	28.20	24.82	1.92
Tipo de colegio	Público			Privado		
Reasons scale	<i>M</i>	<i>ST</i>	<i>SE</i>	<i>M</i>	<i>ST</i>	<i>SE</i>
Identified reasons	79.74	13.65	1.04	77.97	15.26	1.12
Introjected reasons	64.18	22.54	1.71	59.72	23.03	1.69
Intrinsic reasons	71.59	19.17	1.46	77.07	17.34	1.27
Amotivation	48.83	22.78	1.73	35.25	22.21	1.63
Caring reasons	67.79	19.89	1.51	65.38	20.16	1.48
Strategies scale						
Caring and Responsibility	67.53	18.03	1.37	73.27	14.10	1.04
Intrinsic	67.14	20.31	1.54	76.21	16.05	1.18
Introjected and external	48.04	23.25	1.77	36.05	22.02	1.62
Indifference	42.30	26.12	1.99	25.67	21.94	1.61
Interest in PE	Not interested			Interested		
Reasons scale	<i>M</i>	<i>ST</i>	<i>SE</i>	<i>M</i>	<i>ST</i>	<i>SE</i>
Identified reasons	70.07	21.68	4.09	79.57	13.51	.74
Introjected reasons	60.47	28.11	5.31	62.00	22.42	1.23
Intrinsic reasons	53.03	23.12	4.37	76.25	16.79	.92
Amotivation	44.76	23.68	4.47	41.56	23.46	1.29
Caring reasons	60.23	25.75	4.86	67.08	19.43	1.07
Strategies scale						
Caring and Responsibility	56.62	22.78	4.30	71.71	15.14	.83
Intrinsic	51.68	25.64	4.84	73.54	17.03	.94
Introjected and external	47.21	22.24	4.20	41.39	23.44	1.29
Indifference	33.09	23.02	4.35	33.76	25.64	1.41
Sport done	Does not any sport			Does sport		
Reasons scale	<i>M</i>	<i>ST</i>	<i>SE</i>	<i>M</i>	<i>ST</i>	<i>SE</i>
Identified reasons	77.58	16.01	1.65	79.27	13.94	.86
Introjected reasons	61.38	22.48	2.48	62.06	22.48	1.38
Intrinsic reasons	70.45	18.48	1.83	75.85	18.48	1.14
Amotivation	41.91	22.99	2.56	41.78	22.99	1.42
Caring reasons	65.60	19.90	2.11	66.88	19.90	1.22
Strategies scale			1.73			
Caring and Responsibility	66.67	15.97		71.91	15.97	.98
Intrinsic	67.05	17.75	2.13	73.54	17.75	1.09
Introjected and external	41.63	23.30	2.44	41.92	23.30	1.43
Indifference	34.78	26.42	2.31	33.32	26.42	1.63

Table 2. Univariate Factorial design of the RDS and SSDS.

	Gender	School	Interest in PE	Sport done	School x Interest PE
Reasons scale	<i>F</i>	<i>F</i>	<i>F</i>	<i>F</i>	<i>F</i>
Identified reasons	27.47**	1.31	11.36*	0.93	5.27*
Introjected reasons	15.28**	3.39	.11	0.06	3.31
Intrinsic reasons	7.46*	8.01*	46.16**	6.03*	.61
Amotivation	6.05*	32.43**	.47	.00	3.89*
Caring reasons	13.99**	1.28	3.02	.28	7.32*
Strategies scale					
Caring and Responsibility	2.97	11.06*	23.35**	7.21*	.00
Intrinsic	5.68*	21.98**	38.75**	8.45*	1.70
Introjected and external	16.47**	24.97**	1.60	.01	.71
Indifference	15.34**	42.51**	.18	.23	.27

* $p < .05$; ** $p < .01$

En clase de PE	Totalmente en desacuerdo	Totalmente de acuerdo
1. Es importante para mí prestar atención en clase	0-10-20-30-40-50-60-70-80-90-100	
2. Hago lo que se supone que debo hacer	0-10-20-30-40-50-60-70-80-90-100	
3. No sé porqué soy disciplinado	0-10-20-30-40-50-60-70-80-90-100	
4. Me sentiré mal si no soy disciplinado	0-10-20-30-40-50-60-70-80-90-100	
5. Intento ser una persona responsable	0-10-20-30-40-50-60-70-80-90-100	
6. Es importante para mí que mis compañeros entiendan lo correcto e incorrecto	0-10-20-30-40-50-60-70-80-90-100	
7. Disfruto de las clases	0-10-20-30-40-50-60-70-80-90-100	
8. Es importante para mí aprender nuevas habilidades y juegos	0-10-20-30-40-50-60-70-80-90-100	
9. No entiendo porqué debo ser disciplinado	0-10-20-30-40-50-60-70-80-90-100	
10. Es importante para mí entender donde he acertado y donde he fallado	0-10-20-30-40-50-60-70-80-90-100	
11. Me sentiré avergonzado sino soy disciplinado	0-10-20-30-40-50-60-70-80-90-100	
12. Siento que soy responsable cuando aprendo	0-10-20-30-40-50-60-70-80-90-100	
13. Me gusta ayudar a los compañeros	0-10-20-30-40-50-60-70-80-90-100	
14. Es importante para mí hacerlo bien en la clase	0-10-20-30-40-50-60-70-80-90-100	
15. Soy disciplinado porque son las normas de la clase	0-10-20-30-40-50-60-70-80-90-100	
16. Me gusta progresar en todas las sesiones	0-10-20-30-40-50-60-70-80-90-100	
17. Es importante para mí mejorar mis habilidades	0-10-20-30-40-50-60-70-80-90-100	
18. Intento ser coherente conmigo mismo y con los demás	0-10-20-30-40-50-60-70-80-90-100	
19. Las clases son divertidas	0-10-20-30-40-50-60-70-80-90-100	
20. No quiero que se pongan nerviosos los demás por mi culpa	0-10-20-30-40-50-60-70-80-90-100	
21. Es importante para mí ser coherente con lo que digo y con lo que hago	0-10-20-30-40-50-60-70-80-90-100	
22. No quiero que me grite el profesor	0-10-20-30-40-50-60-70-80-90-100	
23. Realmente siento que pierdo el tiempo siendo disciplinado	0-10-20-30-40-50-60-70-80-90-100	
24. Es importante para mí que mis compañeros mejoren en clase	0-10-20-30-40-50-60-70-80-90-100	
25. Me preocupo cuando no soy disciplinado	0-10-20-30-40-50-60-70-80-90-100	
26. Las clases son estimulantes	0-10-20-30-40-50-60-70-80-90-100	

El profesor de PE	Totalmente en desacuerdo	Totalmente de acuerdo
1. Hace las clases divertidas	0-10-20-30-40-50-60-70-80-90-100	
2. Atrae nuestra atención y hace las clases más interesantes	0-10-20-30-40-50-60-70-80-90-100	
3. Nos hace sentirnos mal con nosotros mismos cuando somos indisciplinados	0-10-20-30-40-50-60-70-80-90-100	
4. Nos hace sentir que no hay disciplina en absoluto en la clase	0-10-20-30-40-50-60-70-80-90-100	
5. Atrae nuestra atención y nos enseña nuevas habilidades y juegos	0-10-20-30-40-50-60-70-80-90-100	
6. Nos hace querer el progreso de nuestros compañeros	0-10-20-30-40-50-60-70-80-90-100	
7. Nos recuerda que ser disciplinado es la norma de la clase	0-10-20-30-40-50-60-70-80-90-100	
8. Nos ayuda para que al final hagamos lo que decimos	0-10-20-30-40-50-60-70-80-90-100	
9. Realmente no hace nada por mantener la disciplina	0-10-20-30-40-50-60-70-80-90-100	
10. Nos ayuda a ser responsables de nuestro progreso	0-10-20-30-40-50-60-70-80-90-100	
11. Hace las clases de tal manera que atendamos y comprendamos lo que hacemos bien y/o mal	0-10-20-30-40-50-60-70-80-90-100	
12. Nos hace sentirnos incómodos cuando somos indisciplinados	0-10-20-30-40-50-60-70-80-90-100	
13. Nos ayuda a comprender a los demás	0-10-20-30-40-50-60-70-80-90-100	
14. Nos recuerda que hemos asumido ser disciplinados	0-10-20-30-40-50-60-70-80-90-100	
15. Hace las clases emocionantes	0-10-20-30-40-50-60-70-80-90-100	
16. Atrae nuestra atención para hacernos comprender que es importante hacerlo bien	0-10-20-30-40-50-60-70-80-90-100	
17. Nos recuerda que solo aquellos que son disciplinados son considerados buenos estudiantes	0-10-20-30-40-50-60-70-80-90-100	
18. Nos hace aprender como enseñar a los demás	0-10-20-30-40-50-60-70-80-90-100	
19. Grita a aquellos que son indisciplinados	0-10-20-30-40-50-60-70-80-90-100	
20. Nos ayuda a ser responsables de nuestras acciones	0-10-20-30-40-50-60-70-80-90-100	
21. Atrae nuestra atención para que intentemos mejorar nuestras habilidades	0-10-20-30-40-50-60-70-80-90-100	
22. No se interesa por la disciplina de la clase	0-10-20-30-40-50-60-70-80-90-100	
23. Nos hace disfrutar en la clase	0-10-20-30-40-50-60-70-80-90-100	
24. Nos hace sentirnos avergonzados si somos indisciplinados	0-10-20-30-40-50-60-70-80-90-100	
25. Nos ayuda a cooperar y entendernos mutuamente	0-10-20-30-40-50-60-70-80-90-100	
26. Nos amenaza diciendo que tendremos problemas si nos portamos mal	0-10-20-30-40-50-60-70-80-90-100	
27. Nos ayuda a ser personas responsables	0-10-20-30-40-50-60-70-80-90-100	