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How young people's perceptions of their physical education lessons and social skills varied in terms of sociodemographic features. The case of a rural area of China



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aim of this study was to examine whether motivation, support, basic-needs satisfaction, and social skills in physical education lessons differed among Chinese secondary students from rural areas depending on their sociodemographic profiles. Two hundred and seven students enrolled in a camp organized by a non-profit organization in Chengdu province (15.8 ± 0.8 years, 74% female and 26% male) completed validated Chinese

versions of the pertinent questionnaires. Appropriate social skills were perceived higher by women than by men ($z = 2.2$; $p = 0.014$; $r = 0.16$). Inappropriate social skills ($z = 2.9$; $p = 0.021$; $r = 0.22$) were perceived higher among those students with lower annual home income (50,000 yuan or less). Perceived autonomy support ($z = 2.9$; $p = 0.002$; $r = 0.20$), basic-needs satisfaction ($z = 2.9$; $p = 0.002$; $r = 0.20$), and physical-education motivation ($z = 4.2$; $p < 0.001$; $r = 0.30$) were higher among students who practiced physical activity or sport outside school. Students who practiced during their physical-education team-sports lessons reported higher motivation for physical education ($z = 2.9$; $p = 0.002$; $r = 0.20$) than those who practiced individual sports. The findings from this study are relevant to practitioners who work with students from these underprivileged rural areas.

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