

TREND EVENTS AND PERSPECTIVES ON PHYSICAL EDUCATION IN ROMANIA IN THE EUROPEAN CONTEXT

Virgil TUDOR¹, Valeria BĂLAN¹, Cristina VĂRZARU^{1*}, Laurențiu TICALĂ², Sorin LĂZĂRESCU², Gabriel PETREA³, Andrei-Claudiu TUDOR⁴, Iulius Radulian MĂRGĂRIT⁴, Ana-Maria MUJEA¹

¹ National University of Physical Education and Sports Bucharest, Romania

² "Alexandru Ioan Cuza" Police Academy, Bucharest, Romania

³ Secondary School no^o 1, Bragadiru, Ilfov, Romania

⁴ Bucharest University of Economic Studies, Bucharest, Romania

*Corresponding author: crisrina_varzaru@hotmail.com

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Abstract: The present paper aims to identify a series of current trends in physical education in Romania, compared to physical education in several European countries. Descriptive statistics, questionnaire surveys, statistical-mathematical methods and graphical methods were used to analyze and interpret the results obtained. The sample of participants includes Romanian pupils and pupils from European countries enrolled in middle school, aged between 10 and 15 years. In this research, 405 Romanian pupils and 51 pupils from several European countries participated.

A questionnaire was developed, which included 26 items, available in both Romanian and English languages. 98.7% of Romanian pupils consider it is important to practice physical exercises regularly, while at the level of interviewed pupils from Europe, this percentage is 100%. The majority percentage in Romania and Europe are found in the opinion regarding the existence of a higher number of physical education lessons per week (at least 3 lessons). In Romania, 64.93% of pupils had the opportunity to opt for practicing a sports discipline, while in Europe this percentage is lower, namely 52.94%. The interviewed pupils are interested in organizing extracurricular activities with a sports theme, thus, 95.06% of Romanian pupils and 90.19% of pupils from European countries state that they want to participate in such activities.

Keywords: *physical education teacher, physical activity, curriculum, extarcurricular activity.*

Introduction

Education forms the foundation for developing an autonomous and properly integrated individual in society (D'Anna et al., 2019; Wallhead et al., 2012). During physical education and sports lessons, pupils have the possibility to learn about the benefits of physical activities on the body and can become physically active. Physical education serves as the fundamental framework through which pupils can acquire knowledge for engaging in independent physical activities (Min-Hau & Philips, 2002) and throughout their lives (Pérez-González et al., 2019; Mitchell & Walton-Fisette, 2021; Evans & Sims, 2025).

Experts in the field of physical education, often assert that it is an essential subject that equips pupils with the skills, knowledge and attitudes necessary to develop an active and healthy lifestyle throughout their lives (Penney & Jess, 2004). Physical education is a mandatory discipline in the school curriculum at the European level (Hardman et al., 2013; Säfvenbom et al., 2015; Harris, 2018; D'Anna et al., 2019; Marshall & Hardman, 2020), that contributes

significantly, through physical activities (Bailey et al., 2009), to the harmonious growth and development of children. It is the only component that addresses the four domains: psychomotor, cognitive, social and affective (SHAPE, America, 2024), by "maintaining a harmony between the physical and the mental, between psychomotricity and intellect, will and emotion" (Cucos, 2014). Moreover, no other component of the curriculum is designed to help pupils learn how to maintain an active lifestyle.

Physical education is a subject conducted by a qualified physical education and sports teacher (Davis et al., 2005; Napper-Owen et al., 2008), being a component of general education (Dragnea et al., 2002). The physical education teacher must benefit from continuous professional development in the field, demonstrate empathy in working with pupils, be a role model for them (Green, 2008), offers a variety of activities (Carl et al., 2024, Tudor et al., 2022, Rădulescu et al., 2017) and understand what constitutes a physically educated pupil (Hardman & Green, 2011), in order to

promote physical activity from an early age (Møller et al., 2014).

Physical education holds critical importance as it involves equipping pupils with the necessary skills to be active throughout their lives under the supervision of a qualified teacher. The National Association for Sport and Physical Education recommends 150 minutes of physical education for elementary school pupils and 225 minutes per week for middle and high school pupils, spread over 5 days a week (Ballard et al., 2005). In WHO Guidelines on Physical Activity and Sedentary Behaviour (2020) it is mentioned that children and adolescents (ages 5 – 17) should engage in moderate to vigorous physical activity, predominantly aerobic, for at least 60 minutes across the week. WHO statistics (2024) are concerning regarding the percentage of adolescents in Romania who do not meet the recommended physical activity standards. Thus, WHO mentions that approximately 80% of Romanian adolescents do not adhere to the standards published by the same entity, with girls being less active than boys (WHO, 2024). A significant percentage of adolescents do not follow the physical activity recommendations (Jankauskiene et al., 2019), and the study

Materials and method

Aim

The aim of this paper is to identify a series of current issues regarding the conduct of physical education lessons in Romania and to outline

Participants

The sample of participants includes Romanian pupils as well as pupils from European countries, in the middle school cycle (ages between 10 and 15 years). In this study, 405 Romanian pupils and 51 pupils from several European countries participated (Table 1). The sampling technique was represented by random selection.

The distribution of participants in the questionnaire intended for pupils in Romania shows 405 participants, from which 199 (49.1%) are boys and 206 (50.9%) girls. Regarding age, 2 participants (0.5%) were 10 years old, 114 (28.1%) were 11 years old, 126 (31.1%) – 12 years old, 88 (21.7%) – 13 years old, 59 (14.6%) – 14 years and 16 (4%) – 15 years old. The distribution of these participants by class was as follows: 5th grade – 200 (49.4%), 6th grade – 83 (20.5%), 7th grade – 88 (21.7%), 8th grade – 34

conducted by Marzi et al. (2022) revealed low levels of physical activity among both girls and boys in almost all EU member states.

Physical education, at the level of EU standards, takes place with a frequency ranging from 2 to 5 lessons per week (WHO, 2021).

Quality physical education is necessary to help pupils develop their physical skills, health in relation to fitness levels, sense of responsibility and enjoyment of participating in physical activities so that they can be active throughout their lives (Donnelly et al., 2017), by promoting physical activity and its importance on mental health, quality of life and wellness (WHO, 2018). Pupils with good motor skills state that well-acquired basic motor skills serve as a foundation for more complex motor skills and movement patterns, allowing them to participate in a multitude of physical activities (Haywood & Getchell, 2014). Physical education involves enabling an individual to perform motor actions with confidence and competence, to understand the concept of motor skills in order to integrate physical activity into a long-term lifestyle (Counturier et al., 2013), by creating an essential educational environment (D'Anna et al., 2019), without adopting a sedentary behavior.

development perspectives for these lessons, in relation to the existing conditions at the European level.

(8.4%). 312 (77%) of them live in urban areas, while 93 (23%) of them live in rural areas (Figure 1).

Regarding the data collected in Europe, the results are as follows: 51 participants, from which 26 (51%) are girls, 25 (49%) are boys. Regarding age, 1 (2%) participant was 10 years old, 1 (2%) participant was 11 years old, 4 (7.8%) – were 12 years old, 1 (2%) – were 13 years old, 17 (33.3%) – were 14 years old, 27 (52.9%) – were 15 years old (Figure 2). The classification by class was as follows, 5th grade – 12 (23.5%), 6th grade – 8 (15.7%), 7th grade – 4 (7.8%), 8th grade – 27 (52.9%). The distribution of participants by country of residence was according to Table 1, with the most responses coming from Italy, Greece and Spain.

Table 1. The distribution of participants/country of residence

Country of residence	
Romania	405
Italy	22
Greece	10
Spain	6
France	4
Denmark	3
Belgium	1
Hungary	1
Norway	1
Poland	1
Turkey	1
Ukraine	1



Figura 1. Recognition indicators for pupils from Romania

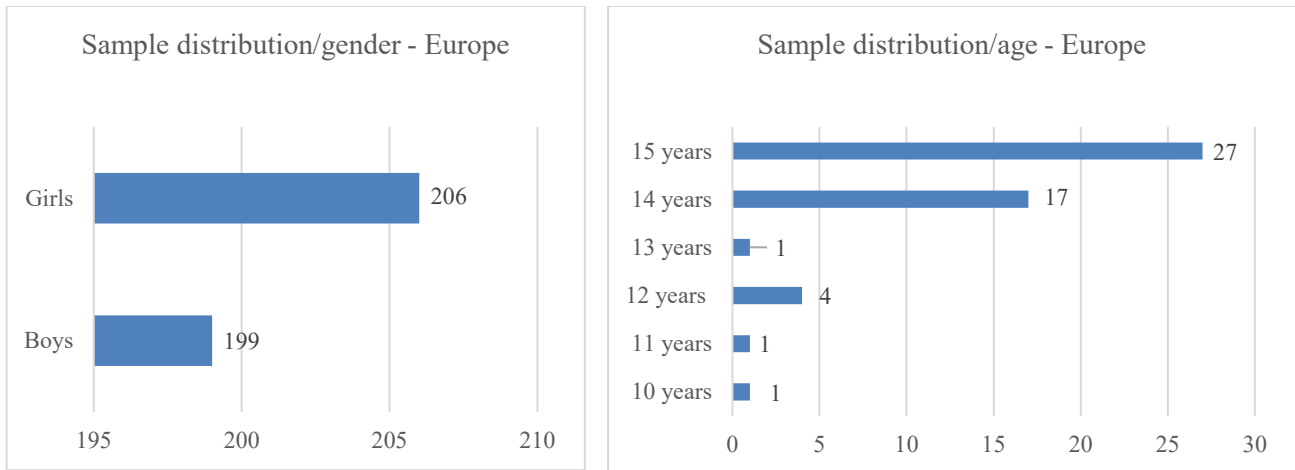


Figura 2. Recognition indicators for pupils from Europe

Materials:

The study was conducted online using the Google Forms application. The research was carried out through two questionnaires with identical items, one in Romanian for participants from Romania and the other in English for participants from other European countries. The questionnaires include 5 personal items and 21 items addressing questions about the current state and perspectives

Research questions:

- ✓ What are the current developments regarding physical education in Romania, compared to the European level?

Procedure

To identify the status of physical education in the context of Romania and some European countries, a questionnaire on the current developments and prospects of physical education in Romania and in the European context was developed. It aimed to highlight the importance of regular physical exercise, identify the number of physical education lessons per week, the way in which physical education lessons manage to contribute to the operationalization of the general and specific objectives of physical education, find

Results

For the item no. 1 (*Do you consider it is important to engage in physical activities regularly?*), 98.7% (400 pupils) of the participants believe it is important to engage in regular physical exercise, while in Europe this percentage is 100%.

For the item no. 2 (*How many physical education and sports lessons do you have per week?*), it is observed that in Romania (94.81% - 384 pupils) For the item no. 3 (*Do you consider the number of physical education lessons per week to be*

of physical education. The items developed included responses in the format of the Likert scale, open-ended questions and closed-ended questions. The questionnaires were distributed to pupils through their physical education teachers. Pupils were not required to respond to the questionnaires; they were informed that responding to the questionnaire was optional.

- ✓ What are the prospects for the development of physical education in Romania?

out the branches and sports events predominantly practiced in the school from which the interviewed pupils come, the possibility of opting for the practice of new branches or sports events, the level of satisfaction with the facilities and equipment of the physical education hall, the possession of knowledge for the formation of the capacity to practice physical exercises independently, the possibility of opting for optional and extracurricular physical education lessons.

and in Europa (39.22% - 20 pupils), physical education is predominantly conducted with 2 lessons allocated per week. Unlike Romania, in Europe, pupils also have the possibility to participate in 4 lessons (15.69% - 8 pupils) or even 5 lessons (7.84% - 4 pupils) of physical education and sports lessons per week. 37.25% (19 pupils) of the pupils from Europe participate in one physical education lesson per week. *sufficient?*), results are relatively close, 55.31% (224 pupils) of Romanian pupils considering the

number of physical education lessons allocated per week to be insufficient, while in Europe this percentage is 49.01% (25 pupils).

For the item no. 4 (*How many physical education and sports lessons would you like to have per week?*), both in Romania (40% - 162 pupils) and in Europe (37.25% - 19 pupils), the majority of pupils state that 3 physical education and sports lessons per week are ideal.

For the item no. 5 (*Do you consider that the physical education lesson is conducted according to European standards?*), in Romania, 79.01% (320 pupils) of pupils state that the physical education lesson is conducted according to European standards, while in a more pessimistic note, in Europe only 49.01% (25 pupils) state the same thing. At this item, a limitation of the research was the fact that the pupils did not have an ideal model of European standards, their answers being greatly influenced by personal experience. Moreover, the participants from Romania were mostly aged between 11 and 12 years, while in Europe, the majority age of the

pupils was 15 years old, this difference being significant in the pupils' capacity for objective analysis of reality.

For the item no. 6 (*What sports or events do you practice at your school?*), pupils were asked which sports and events they practice at school and the most relevant results were those in Table 2. These results demonstrate that football and basketball are the most practiced sports both in Romania and at the European level.

The percentages are relatively similar, but it is observed that volleyball is much more practiced in Europe, with a difference of 52.53% compared to Romania. Additionally, gymnastics and athletics are practiced at a higher rate in Europe than in Romania (Table 2).

Table 2. Sports school practiced in

Sports	Romania	Europe
Football	70.12% (284 pupils)	74.5% (38 pupils)
Basketball	68.88% (279 pupils)	64.7% (33 pupils)
Handball	25.92% (105 pupils)	19.6% (10 pupils)
Volleyball	21.97% (89 pupils)	74.5% (38 pupils)
Gymnastics	21.23% (86 pupils)	39.21% (20 pupils)
Athletics	14.07% (57 pupils)	39.21% (20 pupils)

For the item no. 7 (*During the physical education lesson, would you have liked to practice other sports than those in the curriculum? What other sports would you have liked to practice?*), pupils were asked which sports they would like to practice during the physical education lesson. The most relevant results were those in Table 3. At the

European level, including Romania, it seems that the most desired sports by pupils are table tennis, swimming and badminton. Additionally, it is observed that roller skating, sports dancing and artistic gymnastics were more appreciated in Europe than in Romania (Table 3).

Table 3. Sports wanted to be integrated in school

Sports	Romania	Europe
Table tennis	40.49% (164 pupils)	37.25% (19 pupils)
Swimming	33.58% (136 pupils)	47.05% (24 pupils)
Badminton	26.66% (108 pupils)	25.49% (13 pupils)
Roller skating	15.3% (62 pupils)	27.45% (14 pupils)
Chest	15.3% (62 pupils)	9.8% (5 pupils)
Sports dancing	13.82% (56 pupils)	35.29% (18 pupils)
Artistic gymnastics	6.66% (27 pupils)	19.6% (10 pupils)

For the item no. 8 (*Did you have the possibility to choose to practice a sports discipline?*), the data shows that in Romania, 64.93% (263 pupils) had the possibility to choose to practice a sports discipline, while in Europe this percentage is lower, 52.94% (27 pupils).

For the item no. 9 (*On a scale from 1 to 5, how satisfied are you with the sports hall and the facilities available at your school?*), pupil in Romania stated that they are very satisfied with the sports hall and its facilities in a proportion of 41.23% (167 pupils), while in Europe only 17.64% (9 pupils) declared this.

For the item no. 10 (*Do you consider that the sports hall and its facilities meet European standards?*), the results are similar, with 64.93%

(263 pupils) of Romanian participants and 68.62% (35 pupils) from European participants considering that the sports hall and its facilities meet European handball. As well as for the item no. 5, there were limitations in the research, such as the lack of a concrete model of European standards and the age differences between the two groups of participants.

For item no. 11 (*Where would you like the physical education lessons to take place?*), pupils were asked where they would like to practice the physical education and sports lesson. 61.97% (251 pupils) of Romanian pupils want to practice physical exercises during the physical education lesson outside, in the open air.

Table 4. The place of conducting the physical education and sports lesson

Location of the physicaleducation lesson	Romania	Europe
Indoor	45.67% (185 pupils)	52.94% (27 pupils)
On the field, outdoor	61.97% (251 pupils)	47.05% (24 pupils)
In the park	17.03% (69 pupils)	29.41% (15 pupils)
On the stadium	26.17% (106 pupils)	43.13% (22 pupils)

For the item no. 12 (*On a scale from 1 to 5, how involved are you in physical education lesson?*), the results are similar, with the most relevant data being as follows: 46.17% (187 pupils) of Romanian pupils state that they are very involved in the physical education lesson, while in Europe, the percentage is 41.18% (21 pupils); 38.03% (154 pupils) of participants from Romania state that they are involved in the physical education lesson, while in Europe 35.29% (18 pupils) state the same thing, and 15.8% (64 pupils) from Romania and 23.53% (12 pupils) from Europe state that they are neutral in the conduct of the physical education lesson and do not actively engage in the proposed exercises.

For the item no. 13 (*Do you consider that as a result of physical education and sports lessons you have become capable of practicing physical exercises independently?*), 81.97% (332 pupils) of Romanian participants state that as a result of physical education and sports lessons they have become capable of practicing physical exercises independently, while in Europe the percentage is lower, 64.70% (33 pupils). The results show a more optimistic note in Romania: however, it is possible that pupils may not know the basics of practicing physical exercises well enough and therefore they may overestimate their abilities.

For the item no. 14 (*Do you consider physical education and sports lessons to be interesting and useful?*), results are similar, 94.81% (384 pupils) of the Romanian participants consider physical education lessons to be interesting and useful, while in Europe this percentage is 96.07% (49 pupils).

For the item no. 15 (*On a scale from 1 to 5, in your opinion, how important is the physical education and sports lesson compared to other subjects in the curriculum?*), the results are similar, 36.79% (149 pupils) of participants from Romania state that the physical education and sports lesson is very important, while in Europe, 37.25% (19 pupils) of participants state the same. In this context, the majority of pupils consider the physical education lesson to be important or very important compared to other subjects in the curriculum.

For the item no. 16 (*On a scale from 1 to 5, to what extent are you satisfied with the theoretical knowledge acquired during the physical education lessons? For example: general notion about skeletal system, the muscular system, notions about the correct performance of various exercises etc*), significant differences emerged between the two groups of participants. In Romania, 36.54% (148 pupils) stated that they

are very satisfied with the theoretical knowledge acquired during physical education lessons, while in Europe, only 15.68% (8 pupils) of participants declare this, (37.25% - 19 pupils) declaring themselves neutral on this aspect. The results in Romania are more promising, at least at first glance, but the differences in perception between the two groups also result from a limitation of the research, namely the fact that pupils did not have a standard model presented regarding the level of knowledge they should acquire in this educational process.

For the item no. 17 (*Do you consider that the physical education lesson has an educational purpose similar to other subjects and/or a recreational purpose?*), the results are interesting. The recreational purpose of the physical education lesson is appreciated to a significant extent both in Romania (77.77% - 315 pupils) and in Europe (50.98% - 26 pupils). Interesting differences appear in the appreciation of the educational purpose of the physical education lesson. In Europe, 62.74% (32 pupils) consider that physical education has an educational purpose, while in Romania only 42.96% (174 pupils) affirm this. With these results, we can

conclude that in Europe, the educational purpose of physical education and sports has been better presented and more appreciated by pupils than in Romania..

For item no. 18 (*Did you have the option to choose the optional physical education and sports lesson?*), the data shows that there are significant differences regarding the possibility for pupils to choose an optional physical education and sports lesson. In Europe, 47.05% (24 pupils) of participants state that they did not have the option to choose an optional physical education lesson, while in Romania, this percentage is higher, namely 69.62% (282 pupils). Even though this percentage is 22.57% higher in Romania, the results are not encouraging at the European level either.

For item no. 19 (*What extracurricular sports-themed activities take place in the school you attend?*), the data shows that the "school team" is the most frequent extracurricular activity both in Romania and in Europe. Additionally, excursions are more frequent in Romania than in Europe, where school competitions are more common (Table 5).

Table 5. Extracurricular activities sports-themed

Extracurricular activities	Romania	Europe
School team	214 pupils – 52.83%	30 pupils– 58.82%
Trips	171 pupils – 42.22%	17 pupils– 33.33%
Competitions	155 pupils – 38.27%	22 pupils – 43.13%

At the item no. 20 (*Would you like more such activities to take place?*), the results present an option that contributes to the acquisition of a possible proactive behavior. Both in Romania (95.06% - 385 pupils) and in Europe (90.19% - 46 pupils), participants stated that they would like more extracurricular sports-themed activities to take place.

At the item no. 21 (*On a scale from 1 to 5, how satisfied are you with the way the physical education and sports lesson is conducted?*) pupils were asked how satisfied they are with the way the physical education and sports lesson is conducted. The percentages are divided and differ between the two groups of participants, which is due to the environment that influences their

perception. In Romania, the majority of pupils declare themselves very satisfied (62.22% - 252 pupils), satisfied (23.21% - 94 pupils), and neutral (14.57% - 59 pupils) regarding the conduct of the physical education lesson. In Europe, the percentage is divided in a relatively more uniform manner across the three points: very satisfied (31.38% - 16 pupils), satisfied (23.52% - 12 pupils), and neutral (45.1% - 23 pupils). The difference between Europe and Romania at point 5 (very satisfied) is considerable – 30.84%

In tables 6 and 7 the descriptive statistics for both directions investigated are presented, both at the national and European levels. The personal questions and content questions proposed through the questionnaire are analyzed.

Table 6. Descriptive statistics – Romania

Item	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
2p. Age	405	10	15	12.34	1.161	0.474	0.121	-0.670	0.242
3p. Grade	405	5	8	5.89	1.019	0.699	0.121	-0.849	0.242
4p. Gender	405	1	2	1.51	0.501	-0.035	0.121	-2.009	0.242
5p. Urban/Rural	405	1	2	1.23	0.421	1.290	0.121	-0.336	0.242
1c. Physical activities	405	1	2	1.02	0.148	6.507	0.121	40.536	0.242
2c. Physical education lessons per week	405	1	3	2.03	0.226	1.996	0.121	16.016	0.242
3c. Physical education lessons YES/NO	405	1	2	1.55	0.498	-0.204	0.121	-1.968	0.242
4c. No. of physical education lessons	405	1	5	3.27	1.026	0.222	0.121	-0.736	0.242
5c. EU standards	405	1	2	1.21	0.408	1.430	0.121	0.046	0.242
8c. Sport choise	405	1	2	1.35	0.478	0.628	0.121	-1.613	0.242
9c. Facilities sports hall	405	1	5	4.05	1.010	-0.960	0.121	0.392	0.242
10c. EU standard of the sports hall	405	1	2	1.35	0.479	0.617	0.121	-1.627	0.242
12c. Involvement	405	1	5	4.24	0.853	-1.062	0.121	0.908	0.242
13c. Physical independency	405	1	2	1.18	0.385	1.670	0.121	0.792	0.242
14c. Interesting/usefull lesson	405	1	2	1.05	0.212	4.301	0.121	16.584	0.242
15c. Importance lesson	405	1	5	4.00	0.933	-0.514	0.121	-0.666	0.242
16c. Theoretical knowledges	405	1	5	3.86	1.130	-0.790	0.121	-0.169	0.242
18c. Optional PE	405	1	2	1.70	0.460	-0.857	0.121	-1.272	0.242
20c. Extracurricular activities	405	1	2	1.05	0.217	4.175	0.121	15.508	0.242
21c. Total	405	1	5	4.44	0.838	-1.449	0.121	1.545	0.242

Table 7. Descriptive statistics – Europe

Item	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
2p. Country	51	1	12	2.92	2.792	1.858	0.333	2.866	0.656
2p. Age	51	10	15	14.22	1.154	-1.903	0.333	3.563	0.656
3p. Grade	51	5	8	6.90	1.285	-0.517	0.333	-1.519	0.656
4p. Gender	51	1	2	1.51	0.505	-0.040	0.333	-2.082	0.656
5p. Urban/Rural	51	1	1	1.00	0.000				
1c. Physical activities	51	1	5	2.41	1.252	0.686	0.333	-0.587	0.656
2c. Physical education lessons per week	51	1	2	1.49	0.505	0.040	0.333	-2.082	0.656
3c. Physical education lessons YES/NO	51	2	6	3.51	1.084	0.415	0.333	-0.491	0.656
4c. No. of physical education lessons	51	1	2	1.51	0.505	-0.040	0.333	-2.082	0.656
5c. EU standards	51	1	2	1.47	0.504	0.121	0.333	-2.068	0.656
8c. Sport choise	51	2	5	3.45	1.006	0.078	0.333	-1.029	0.656
9c. Facilities sports hall	51	1	2	1.33	0.476	0.729	0.333	-1.531	0.656

10c. EU standard of the sports hall	51	1	5	4.10	0.964	-1.038	0.333	0.925	0.656
12c. Involvement	51	1	2	1.35	0.483	0.634	0.333	-1.665	0.656
13c. Physical independency	51	1	2	1.04	0.196	4.893	0.333	22.834	0.656
14c. Interesting/usefull lesson	51	2	5	4.04	0.916	-0.568	0.333	-0.594	0.656
15c. Importance lesson	51	1	5	3.14	1.184	-0.050	0.333	-0.646	0.656
16c. Theoretical knowledges	51	1	2	1.47	0.504	0.121	0.333	-2.068	0.656
18c. Optional PE	51	1	2	1.10	0.300	2.786	0.333	5.996	0.656
20c. Extracurricular activities	51	1	5	3.73	1.097	-0.464	0.333	-0.319	0.656
21c. Total	51	1	5	3.73	1.097	-0.464	0.333	-0.319	0.656

Discussions and Conclusions

The analysis of the study results revealed both a series of current issues regarding the physical education and sports lesson, as well as a series of

perspectives that can contribute to the improvement of the instructional-educational process in Romania (table 8).

Tabel 8. Current issues and perspectives on physical education in Romania

Current events	Perspectives
✓ In Romania, 2 physical education lessons are predominant; Approximately half of participants consider that 2 lessons per week are not enough to meet the general and specific goals of physical education.	<ul style="list-style-type: none"> ➤ The possibility to participate in 3 physical education and sports lessons per week; ➤ The WHO standards recommends engaging in practicing physical exercises daily;
✓ In Romania, according to the investigated pupils, football and basketball are the most practiced sports (over 60%, respectively 70%).	<ul style="list-style-type: none"> ➤ Increasing the sports offering that can be included in physical education and sports lessons and, implicitly, improving the equipment and facilities of the spaces where physical education and sports lessons take place;
✓ Almost 70% of pupils from Romania did not have the possibility to choose to practice a specific branch of sport;	<ul style="list-style-type: none"> ➤ The possibility to choose to practice a branch or sports event of their choice;
✓ In Romania, 61.97% of all participants state that they want the physical education and sports lessons to be conducted outdoors;	<ul style="list-style-type: none"> ➤ The possibility to participate in physical education lessons conducted outdoor;
✓ 46.17% of participants state that they are highly involved in the conduct of physical education and sports lessons;	<ul style="list-style-type: none"> ➤ Increasing of attractiveness of physical education lesson using modern, current modern teaching methods (Ex. Integrated physical education/ cross-curricular, multicultural, experiential approaches, integration of technology);
✓ 81.97% (ROU) of pupils declare themselves capable to do physical exercises independently;	<ul style="list-style-type: none"> ➤ Using means which leads to acquisition of pupils; autonomy within physical education lessons; ➤ Improvement of the theoretical and practical knowledges to ensure the transition from practicing physical exercises during the physical education lessons to independent physical activity;
✓ Over 90% of the participants find the physical education lessons to be interesting and usefull;	<ul style="list-style-type: none"> ➤ Using means that contribute to the well-being of those practicing physical exercises and that address the affective and social components of the pupils;

✓ Only 36.79% (ROU), respectiv 37.25% (EU) consider consider that the physical education lesson is very important in comparison with the rest of the disciplines from the curricula;	➤ Implementing awareness strategies regarding the role and importance of participation in physical education and sports lessons;
✓ 38.54% (ROU), respectively 15.68% (EU), declare themselves satisfied of the acquisitions regarding the theoretical knowledges;	➤ Integration of theoretical knowledge in order to regain a proactive behaviour;
✓ In Romania, the recreative aim of the physical education lesson is overrated (77.77%), while the educational aim is underrated (42.96%), in comparison with Europe: Educational (62.74%) – Recreative (50.98%);	➤ The educational character of physical education and sports lesson should be more clearly outlined in the pupils' perception;
✓ 69.62% of Romanian participants affirm they did not have the possibility to choose an optional physical education;	➤ The possibility to choose an optional physical education lesson needs to be reconsidered and reevaluated;
✓ The possiblity to get involved in physical activities or extracurricular activities sports themed.	➤ The majority of the Romanian pupils part of this study wish that more extracurricular activities sports-themed to be conducted.

The research revealed a series of issues and current perspectives that focused of the perception of middle school pupils regarding various aspects such as the number of physical education and sports lessons per week, most practiced sports branches and those that can be introduced into schools' curricula. Different aspects were highlighted following the application of the questionnaire, from which we outline the impossibility of pupils to choose for practicing a sport brach at their own choise, but also the lack of an optional physical education lesson. Probably, the possibility to choose for an extracurricular physical education lesson would be in the benefit of the pupils and contribute to increasing their engagement in physical activities. Other options could be Education through Adventure, which fits into the perspective of modernizing physical education (Badau, 2017), outdoor activities, frequent use of digital technology in physical education lessons, focus on the development of practical skills and lifeskills not just physical performance, including cooperation, critical thinking and managing one's own health, interdisciplinary collaboration.. An encouraging fact is that pupils are aware of the importance of practicing physical exercises, declare themselves involved in the conduct of the

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physical education lesson and recognize its educational character.

The number pf physical education lessons included in the Romanian curriculum is considered to be too low compared to European standars.

The low number of physical education lessons in Romania, implicitly the number of minutes allocated to practicing physical exercises, does not ensure complcance with the standards promoted at the European level.

Certain educational institutions in Romania face inadequate infrastructure, which often makes it impossible to practice physical exercises according to European standards. In most cases, it is found that the physical education teacher plays the predominant role in deciding which sport branch or event to practice. As a result of analyzing the outcomes, it is observed at the national level that pupils wish to have a greater contribution in this regard. This aspect can contribute to improve the level of active participation of pupils during physical education lessons, as both nationally and at the European level, a drecrease in conscious and active involvement is observed. In conclusion, pupils should not be a simple executant, but actively involved in the process, by participating actively in the physical education lessons.

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