This July issue of *JTPE* brings an end to Dr. Ping Xiang’s role as the senior co-editor for the past two years. Under her leadership the journal maintained its integrity, rigor and quality. Ping wants to take this opportunity to thank Pamela for her support and assistance, as well as the Editorial Board members for their cooperation and dedication these past two years. This issue marks the transition of Pamela to senior co-editor and Dr. Ben Dyson of University of Auckland, New Zealand, to the new co-editor role. Ben is a dedicated teacher educator, an accomplished scholar in sport pedagogy and has made significant contributions to the field. He and Pamela will continue to provide excellent leadership to *JTPE*. Ben, welcome aboard!

Understanding student motivation in physical education/physical activity continues to be of interest to sport pedagogy researchers. This is reflected in the first three articles of the July issue. Our first article, “How School Social and Physical Environments relate to Autonomous Motivation in Physical Education: the Mediating Role of Need Satisfaction,” comes from the University of Leuven (KU Leuven), Belgium. Rutten, Boen, and Seghers employ self-determination theory (Ryan & Deci, 2000; Deci & Ryan, 2000) to examine whether relationships among perceived need support from the physical education teacher, the physical school environment and autonomous motivation to engagement in physical education might be mediated by students’ perceived satisfaction of the needs for competence, relatedness, and autonomy. Participants included 2418 students in the sixth grade. Data were collected using questionnaires and analyzed with bootstrapping. Perhaps the most significant finding of this study is that the physical school environment, when characterized by possessing adequate sport and physical activity equipment in good quality and offering students opportunities to engage in a variety of physical activities, could meet students’ need for autonomy. This, in turn, had a positive effect on autonomous motivation in physical education. Given this finding, the authors suggest school boards consider physical environments when promoting physical activity in physical education settings.

Our second article is situated within the Self-System Model of Motivational Development (Furrer & Skinner, 2003; Skinner, Furrer, Marchand, & Kindermann, 2008). Shen, McCaughrty, Martin, Fahman, and Garn focus their attention on one of the student populations most vulnerable for physical inactivity—urban high school girls. In “Urban High-School Girls’ Sense of Relatedness and Their Engagement in Physical Education,” 184 girls completed questionnaires assessing their perceptions of relatedness to teachers and peers, autonomy, and engagement in physical education. Their teachers (n = 3) also completed questionnaires to provide assessments of student engagement in physical education. It is important to note that student engagement in this study is conceptualized as consisting of two dimensions: behavioral and emotional. Results of hierarchical regression analyses revealed that girls who perceived that they were related to their teachers and peers reported higher behavioral engagement and emotional engagement than girls who did not perceive such relatedness. Although perceived relatedness to teachers was found more powerful in predicting girls’ engagement in physical education, the authors argue that it would be worthy of effort for teachers to help girls feel connected to...
their peers as this feeling could affect their emotional experiences positively in physical education. The study expands our understanding of students’ perceived relatedness to teachers and peers in relation to engagement in physical education.

The third article also focuses on student motivation but in the context of college physical activity classes. In “College Students’ Goal Orientations, Situational Motivation and Effort/Persistence in Physical Activity Classes,” Gao, Podlog and Harrison base their study on the 2x2 achievement goal model (Elliot & McGregor, 2001; mastery approach, mastery avoidance, performance approach, performance avoidance) and self-determination theory (Conroy, Elliot, & Coatsworth, 2007). They collected questionnaire data from a sample of 249 students enrolled in a variety of college physical activity classes, including strength training, jogging, soccer, and tennis. The results of the study provide additional empirical evidence that the 2x2 achievement goal model represents a viable theoretical framework for understanding student motivation, engagement, and performance in college physical activity classes. Consistent with the motivation literature, students’ mastery-approach goals emerged as a significant positive predictor for their intrinsic motivation, identified regulation, and effort/persistence in physical activity classes. This result extends the view to the context of college physical activity classes that mastery-approach goals are motivationally beneficial to students. Finally, students’ performance-approach goals were found to positively predict their intrinsic motivation and effort/persistence. Considered collectively, the authors recommend that students adopt a multiple goal perspective (Barron & Harackiewicz, 2001) to ensure optimal learning outcomes in college physical activity classes.

Differing from the preceding articles examining motivation of students among different age groups and settings, the fourth article, “The Effects of Peer-Administered Token Reinforcement on Jump Rope Behaviors of Elementary Physical Education Students,” by Alstot utilizes an alternating treatments design (Barlow & Hayes, 1979) to examine the effectiveness of a token economy on students’ jump rope performance in an elementary physical education setting. Participants were 10 third graders (5 boys and 5 girls) with generic levels of skill proficiency (Graham, Holt/Hale, & Parker, 2007) in jumping rope, ranging from pre-control to utilization. The intervention alternated participating students between five baseline and five token economy sessions for a period of two months. In a baseline session, students were paired up and took turns performing a jump rope skill for five cycles with each cycle consisting of 30 seconds of jumping rope and 30 seconds of rest. In a token economy session, they completed the same five cycles but received tokens from their partners during each of the five 30-second rest periods based on the number of jumps they performed. Videotaped data from the 10 sessions revealed 9 out of 10 students completed a higher number of successful jump rope practice trials during token economy sessions than they did during baseline sessions; students with higher skill levels showed a greater increase in the number of successful jump rope practice trials during token sessions than their counterparts with lower skill levels. Alstot’s study offers insight into how teachers might use peer-administered token economies as an instructional tool to improve student movement skill performance in elementary physical education.

The final article, a Research Note entitled, “A Content Analysis of Qualitative Research in the Journal of Teaching in Physical Education from 1998 to 2008,” by Hemphill, Richards, Templin, and Tjeerdsmra Blankenship, focuses on qualitative
studies published in the *JTPE* from 1998 to 2008. Their study represents an extension of previous reviews of research in sport pedagogy (Byra & Goc Karp, 2000; Kulinna, Scrabis-Flectcher, Kodish, Phillips, & Silverman, 2009; Silverman & Skonie, 1997; Ward & Ko, 2006). One primary criterion set by the authors to identify articles as qualitative is that they must contain a qualitative component and report data-based results. Consequently, 68 out of 209 (32.5%) research-based articles were identified that met this criterion. The authors then analyzed the articles on (a) types of qualitative research, (b) research focus, (c) theoretical frameworks, (d) data collection techniques, (e) authorship, (f) participants, (g) trustworthiness, and (h) data analysis techniques. The data reported in this research note seem to imply that qualitative research will continue to play a significant role in research endeavors on teachers, teaching, students, and teacher education in physical education. Based on the findings, the authors raise important questions and call for continued effort to further advance qualitative research in our field.

Co-Editors Ping Xiang and Pamela Hodges Kulinna