



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2021; 8(5): 157-162
© 2021 IJPESH
www.kheljournal.com
Received: 19-07-2021
Accepted: 25-08-2021

Samuel Joseph Bebeley
Ph.D. Health Education &
Behavioural Science Unit,
Department of Human Kinetics
& Health Education, School of
Education, Njala University,
Sierra Leone

Michael Conteh
Health Education & Behavioural
Science Unit, Department of
Human Kinetics & Health
Education, School of Education,
Njala University, Sierra Leone

Messie Susan Baio
Department of Human Kinetics
& Health Education, School of
Education, Njala University,
Sierra Leone

Corresponding Author:
Samuel Joseph Bebeley
Ph.D. Health Education &
Behavioural Science Unit,
Department of Human Kinetics
& Health Education, School of
Education, Njala University,
Sierra Leone

International Journal of Physical Education, Sports and Health

Junior Secondary School (JSS) Pupils motives of physical activity: A public health education survey

Samuel Joseph Bebeley, Michael Conteh and Messie Susan Baio

DOI: <https://doi.org/10.22271/kheljournal.2021.v8.i5c.2244>

Abstract

Background: Schoolchildren and adolescents physical activity motive is strategic in ecological and all-inclusive conceptual comfort, bodily comfort, communal comfort and sentimental comfort, in so doing upholding the simplicity of the day-to-day deeds of learners empty of unnecessary lethargy. This survey target to catch a well-adjusted and well-investigated aim of pupil's motives of physical activity: a public health education survey in Sierra Leone, on the integrity of upholding a hale and hearty atmosphere in building a strong and vibrant children, youngsters, and grownups.

Methods: Motives for Physical Activity Questionnaire Revised (MPAQ-R) was the established investigation device. The variables were investigated using IBM-SPSSv.23 Statistics, with a mean cross-sectional average of 12.0 ± 3.0 , a 100% reply rate and $N = 204$ sample participants, stretching from 10-18 years, using a simple random sample. (SRS) choice.

Results: In relations to outcomes, the benefits of engaging in physical activity as motive for pupils physical activity by sex stood out high for very true for males ($n=419$) and females ($n=383$) with a mean and standard deviation for males (1.02 ± 0.187) and females (1.04 ± 0.266). In addition, by level (JSS1, JSS2 & JSS3), shows high for very true JSS1 ($n=323$), JSS2 ($n=279$) and JSS3 ($n=200$) at significant value of 0.358.

Conclusion and Endorsement: In deduction, the benefits derived from engaging in physical activity is a fundamental motive for children and adolescents involvement in physical activity amid added issues in relations to sex, and academic level, hence supporting both internal and external enthusiasm of children and adolescents motives of physical activity. In endorsement, that children and adolescents physical activity motives be more geared towards their voluntary involvement into physical activity due to the benefits they derive from it rather than their involuntary involvement into physical activity due to the influence of others ranging from sex (males and females) and academic levels (JSS1,2&3) respectively.

Keywords: Physical Activity, Adolescents, Motivation, Public Health Education

Introduction

In the world over, school physical activity is key in archiving sustainable and holistic mental wellness, physical wellness, social wellness and affective wellness, in so doing upholding the simplicity of the day-to-day deeds of school pupils empty of unwarranted weariness. In the case of Sierra Leone, it has been proven that children and adolescents who engage in daily physical activity (DPA) are significantly better off than adults [31]. In addition, behaviours such as autoimmune disorders, will serve as a catalyst for the development of non-communicable diseases (NCDs) such as cardiovascular diseases [31]. The stimulus for children's physical activity can be assessed by monitoring, measuring and evaluating the impetus for happiness, leading to interaction, relationship building, teamwork and social inspiration respectively. In doing so, an active movement test (AMT) should be an observational term that focuses on strict adherence to health and nutrition instructors and exercise counseling [31]. Lack of bodybuilding in children will lead to dysfunctional movements but corrective and rehabilitative measures are possible by allowing children engage in physical activity according to their individual inspirations. In addition, the ongoing sections will outline remedial measures related to children's physical activity.

One of the corrective measures to be considered is the study of health of children and adolescents with related or previously related health conditions such as asthma [1], depression [3], muscle atrophy, weakness [2, 4] and maximum volume of oxygen [5], which is essential for

bodybuilding regimen during physical activity. In addition, measures to be considered for public health education [6, 22, 25], health extension services [7] and occupational epidemiology work [8, 29, 30], to achieve the objectives of children's mental health and wellness. Other remedial measures to consider are motor fitness in physical education programmes [9], motor skill programmes [26], physical activity motor fitness programmes [27], physical education literacy [10], personal and mental health [11], aging processes [18, 12, 20], health education strategy [13], physical activity as a balanced decision and effort [14, 15, 23]. In addition, other measures to consider are leisure activities [16], physical control [19] to prevent sports injuries [17], physical education [24], physical activity motivation [28, 21], will serve as need for continuous motivation for children's physical activity. This study aims to find a balanced and well-researched goal of Junior Secondary School Children's Physical Activity: an epidemiological study in Sierra Leone has a behavioural focus on maintaining a healthy environment in overcoming the habit of living with the potential to effect non-communicable diseases (NCDs) in children.

Materials and Methods

Respondents

The survey research sampled participants of eight hundred and fifteen (N=815), with a mean and standard deviation age of 12.0 ± 3.0 with a 100% response rate and with an age range of 09-15 years, selected using a process of simple random sampling (SRS) strategy, mainly amongst Six Junior Secondary School Pupils in Bo Town.

Instrumentation

Motives for Physical Activity Questionnaire Revised (MPAQ-R) was the adopted research instrument used in the research, with evidence of validity and reliability supported by test retest reliability of Cronbach's Alpha Reliability of (0.760), which was previously used by Bebeley *et al.* [7, 21]

Procedure

The monitoring, measuring and scoring of the survey process took place collectively on the school premises adopting the sequential mechanics provided for by the survey process guided by instrument, through census survey pro (CSPRO) and census survey entry (CSEntry) software application installed on tablets, smart phones and computers accordingly.

Analysis

Non-Parametric Tests of Inferential Statistics adopting the tool of Comparative Analysis, Descriptive Statistical Tests and Analysis of Variance (ANOVA) were adopted using IBM-SPSSv.23 Statistics to compute, analyze and compare the survey findings at significant value $P < 0.05$.

Results

The Comparative Statistics & Analysis of Variance (ANOVA) Statistics of Pupils Motives of Physical Activity (PMPA) by sex (males and females) shows that the greater majority of pupils (males = 419 very true and females = 383 very true) do value the benefits of engaging in physical activity. Hence the mean and standard deviation values of (males = 1.02 ± 0.187 and females = 1.04 ± 0.266) each as in tables 1&2.

Table 1: Comparative Statistical Analysis of Physical Activity Motives by Sex (N=815)

JSS Pupils Motive of Physical Activity	Comparative Analysis		
	Frequency	Male	Female
		n	n
Other people say I should	Very True	74	78
	Fairly True	45	56
	Not True	306	256
My friends/family say I should	Very True	102	109
	Fairly True	28	28
	Not True	295	253
Others will not be pleased with me if I do not	Very True	123	123
	Fairly True	56	62
	Not True	246	205
I feel under pressure from friends/family to do PA	Very True	132	127
	Fairly True	42	51
	Not True	251	212
I feel guilty when I do not do PA	Very True	233	183
	Fairly True	48	35
	Not True	144	172
I feel ashamed when I miss PA session	Very True	194	154
	Fairly True	29	30
	Not True	202	206
I feel like a failure when not done PA in a while.	Very True	214	167
	Fairly True	48	35
	Not True	163	188
I value the benefits of PA	Very True	419	383
	Fairly True	3	0
	Not True	3	7
It is important to me to do regular PA	Very True	418	382
	Fairly True	3	3
	Not True	4	5
I think it is good to make effort to do regular PA	Very True	417	376
	Fairly True	5	10
	Not True	3	4
I get restless if I do not do regular PA	Very True	328	257
	Fairly True	63	84
	Not True	34	49

Table 2: Descriptive Statistics of Physical Activity Motives by Sex (N=815)

JSS Pupils Motive of Physical Activity	ANOVA Descriptive Statistics					
	Sex	n	Mean	Std. Deviation	95% CI Mean	
					Lower	Upper
Other people say I should	Male	425	2.55	.773	2.47	2.62
	Female	390	2.46	.806	2.38	2.54
My friends/family say I should	Male	425	2.45	.854	2.37	2.54
	Female	390	2.37	.891	2.28	2.46
Others will not be pleased with me if I do not	Male	425	2.29	.887	2.20	2.37
	Female	390	2.21	.894	2.12	2.30
I feel under pressure from friends/family to do PA	Male	425	2.28	.908	2.19	2.37
	Female	390	2.22	.908	2.13	2.31
I feel guilty when I do not do PA	Male	425	1.79	.919	1.70	1.88
	Female	390	1.97	.955	1.88	2.07
I feel ashamed when I miss PA session	Male	425	2.02	.966	1.93	2.11
	Female	390	2.13	.953	2.04	2.23
I feel like a failure when not done PA in a while.	Male	425	1.88	.935	1.79	1.97
	Female	390	2.05	.954	1.96	2.15
I value the benefits of PA	Male	425	1.02	.187	1.00	1.04
	Female	390	1.04	.266	1.01	1.06
It is important to me to do regular PA	Male	425	1.03	.210	1.01	1.05
	Female	390	1.03	.241	1.01	1.06
I think it is good to make effort to do regular PA	Male	425	1.03	.199	1.01	1.04
	Female	390	1.05	.254	1.02	1.07
I get restless if I do not do regular PA	Male	425	1.31	.612	1.25	1.37
	Female	390	1.47	.708	1.40	1.54

Note: CI = Confidence Interval

The Comparative Statistics and Analysis of Variance (ANOVA) Statistics of Pupils Motives of Physical Activity (PMPA) by level (JSS1, JSS2 & JSS3), shows that the greater majority of pupils (JSS1 = 323 very true, JSS2 = 279 very

true and JSS3 = 200 very true) do value the benefits of engaging in physical activity at significant value of 0.358 as in tables 3&4.

Table 3: Comparative Statistical Analysis of Physical Activity Motives by Level (N=815)

JSS Pupils Motive of Physical Activity	Comparative Analysis by Level			
	Frequency	JSS1	JSS2	JSS3
		n	n	n
Other people say I should	Very True	75	48	29
	Fairly True	40	36	25
	Not True	213	197	152
My friends/family say I should	Very True	93	71	47
	Fairly True	28	15	13
	Not True	207	195	146
Others will not be pleased with me if I do not	Very True	107	78	61
	Fairly True	53	43	22
	Not True	168	160	123
I feel under pressure from friends/family to do PA	Very True	115	75	69
	Fairly True	40	36	17
	Not True	173	170	120
I feel guilty when I do not do PA	Very True	168	143	105
	Fairly True	31	28	24
	Not True	129	110	77
I feel ashamed when I miss PA session	Very True	140	118	90
	Fairly True	30	15	14
	Not True	158	148	102
I feel like a failure when not done PA in a while.	Very True	150	128	103
	Fairly True	38	20	25
	Not True	140	133	78
I value the benefits of PA	Very True	323	279	200
	Fairly True	0	1	2
	Not True	5	1	4
It is important to me to do regular PA	Very True	322	277	201
	Fairly True	2	3	1
	Not True	4	1	4
I think it is good to make effort to do regular PA	Very True	319	274	200
	Fairly True	6	5	4
	Not True	3	2	2
I get restless if I do not do regular PA	Very True	235	197	153
	Fairly True	68	47	32
	Not True	25	37	21

Table 4: One-Way Analysis of Variance (ANOVA) of Physical Activity Motives by Level (N=815)

JSS Pupils Motive of Physical Activity	ANOVA Descriptive Statistics				
	Sum of Squares	df	Mean Square	F	Sig.
Other people say I should	1.628	1	1.628	2.615	.106
My friends/family say I should	1.465	1	1.465	1.927	.165
Others will not be pleased with me if I do not	1.274	1	1.274	1.608	.205
I feel under pressure from friends/family to do PA	.783	1	.783	.950	.330
I feel guilty when I do not do PA	6.678	1	6.678	7.614	.006
I feel ashamed when I miss PA session	2.667	1	2.667	2.895	.089
I feel like a failure when not done PA in a while.	6.146	1	6.146	6.895	.009
I value the benefits of PA	.044	1	.044	.847	.358
It is important to me to do regular PA	.011	1	.011	.222	.637
I think it is good to make effort to do regular PA	.084	1	.084	1.622	.203
I get restless if I do not do regular PA	5.105	1	5.105	11.734	.001

The Descriptive Statistics and Analysis of Variance (ANOVA) Statistics of Pupils Motives of Physical Activity (PMPA) by level (JSS1, JSS2 & JSS3), shows that the greater majority of pupils do engage in physical activity due to the

influence of others with $F = 3.429$ (sig. 0.033). In addition, with a mean and standard deviation of (JSS1 = 2.42 ± 0.839 , JSS2 = 2.53 ± 0.770 and JSS3 = 2.60 ± 0.724) each as in tables 5&6.

Table 5: One-Way Analysis of Variance (ANOVA) of Physical Activity Motives by Level (N=815)

JSS Pupils Motive of Physical Activity	ANOVA Descriptive Statistics				
	Sum of Squares	df	Mean Square	F	Sig.
Other people say I should	4.252	2	2.126	3.429	.033
My friends/family say I should	2.570	2	1.285	1.691	.185
Others will not be pleased with me if I do not	2.369	2	1.185	1.496	.225
I feel under pressure from friends/family to do PA	3.937	2	1.969	2.397	.092
I feel guilty when I do not do PA	.049	2	.024	.027	.973
I feel ashamed when I miss PA session	.473	2	.236	.255	.775
I feel like a failure when not done PA in a while.	2.324	2	1.162	1.295	.275
I value the benefits of PA	.173	2	.087	1.668	.189
It is important to me to do regular PA	.080	2	.040	.791	.454
I think it is good to make effort to do regular PA	.006	2	.003	.059	.943
I get restless if I do not do regular PA	.930	2	.465	1.055	.349

Table 6: Descriptive Statistics of Physical Activity Motives by Level (N=815)

JSS Pupils Motive of Physical Activity	ANOVA Descriptive Statistics					
	Level	n	Mean	Std. Deviation	95% CI Mean	
					Lower	Upper
Other people say I should	JSS1	328	2.42	.839	2.33	2.51
	JSS2	281	2.53	.770	2.44	2.62
	JSS3	206	2.60	.724	2.50	2.70
My friends/family say I should	JSS1	328	2.35	.892	2.25	2.44
	JSS2	281	2.44	.869	2.34	2.54
	JSS3	206	2.48	.842	2.36	2.60
Others will not be pleased with me if I do not	JSS1	328	2.19	.898	2.09	2.28
	JSS2	281	2.29	.874	2.19	2.39
	JSS3	206	2.30	.898	2.18	2.42
I feel under pressure from friends/family to do PA	JSS1	328	2.18	.922	2.08	2.28
	JSS2	281	2.34	.872	2.24	2.44
	JSS3	206	2.25	.928	2.12	2.37
I feel guilty when I do not do PA	JSS1	328	1.88	.946	1.78	1.98
	JSS2	281	1.88	.943	1.77	1.99
	JSS3	206	1.86	.932	1.74	1.99
I feel ashamed when I miss PA session	JSS1	328	2.05	.953	1.95	2.16
	JSS2	281	2.11	.969	1.99	2.22
	JSS3	206	2.06	.966	1.93	2.19
I feel like a failure when not done PA a in while	JSS1	328	1.97	.941	1.87	2.07
	JSS2	281	2.02	.965	1.90	2.13
	JSS3	206	1.88	.932	1.75	2.01
I value the benefits of PA	JSS1	328	1.03	.245	1.00	1.06
	JSS2	281	1.01	.133	1.00	1.03
	JSS3	206	1.05	.292	1.01	1.09
It is important to me to do regular PA	JSS1	328	1.03	.233	1.01	1.06
	JSS2	281	1.02	.157	1.00	1.04
	JSS3	206	1.04	.285	1.00	1.08
I think it is good to make effort to do regular PA	JSS1	328	1.04	.232	1.01	1.06

	JSS2	281	1.03	.213	1.01	1.06
	JSS3	206	1.04	.239	1.01	1.07
I get restless if I do not do regular PA	JSS1	328	1.36	.620	1.29	1.43
	JSS2	281	1.43	.714	1.35	1.51
	JSS3	206	1.36	.660	1.27	1.45

Note: CI = Confidence Interval

Discussion

Children and adolescents physical activity motives when properly supervised and monitored will bring about many public health benefits such as mental wellness, social wellness, physical wellness and affective wellness in their day-to-day functions. This will also serve as corrective and reintegration procedures for efficient movement inequity (EMI) in children and adolescents, which is mostly due to physical sedentariness in schools and homes [32]. Hence efficient movement inequity in children and adolescents will bring many discomforts such as mental discomfort, physical discomfort, and social discomfort in the all-inclusive growth of children and adolescents [32]. In addition, this can be signal in children and adolescents physical activity motives survey under debate focusing on sex, and academic levels in junior secondary schools.

Focusing on sex, physical activity and public health education investigation result indicates that pupil's physical activity motives (PPAM) is due to the benefits derived in engaging in physical activity, when compared amongst males and females, which is a suggestion of both intrinsic and extrinsic motives for physical activity. This investigation is in line with the epidemiological surveillance screening of practical movement in children and adolescents physical activity and the epidemiological study of physical activity motives of pediatrics [31, 30, 32].

Focusing on academic level, physical activity and public health education investigation result indicates that pupil's in the junior secondary school level one (JSS1) enjoys the benefits of physical activity more compared to their counterparts in the junior secondary schools two and three (JSS2&3) respectively, which is also a suggestion of both intrinsic and extrinsic motives for physical activity. This investigation is in line with the epidemiological surveillance screening of practical movement in children and adolescents physical activity and the epidemiological study of physical activity motives of pediatrics [31, 30, 32].

Again focusing on the same academic level, physical activity and public health education investigation result indicates that pupil's in the junior secondary school level three (JSS3) compared to levels two and one (JSS2&1) revealed that their involvement into physical activity is purely involuntary due to other peoples influence, which is a suggestion of only extrinsic motives for physical activity. This investigation is in line with the epidemiological surveillance screening of practical movement in children and adolescents physical activity and the epidemiological study of physical activity motives of pediatrics [31, 30, 32].

Conclusion and Recommendation

Decisively so, benefits derived from voluntarily engaging into physical activity by children and adolescents and involuntary involvement of children and adolescents into physical activity as forms of motives mounted out leading in the midst of other motives when examined, assessed and counted by sex and academic levels. Thus, supporting both internal and external motives of children and adolescents physical activity in junior secondary schools in the form corrective and reintegration procedures for mental wellness, social wellness and physical

wellness

However, in endorsement, that children and adolescents physical activity motives be more geared towards their voluntary involvement into physical activity due to the benefits they derive from it rather than their involuntary involvement into physical activity due to the influence of others ranging from sex (males and females) and academic levels (JSS1,2&3) respectively. Adding that, to stress physical activity and public health education programmes in institutions of learning for children and adolescents to appreciate preventive health care system more rather than the curative health care system.

References

1. Bebeley SJ. Adolescents' Health Literacy Level of Asthma due Environmental, Physical and Medical Conditions; PARIPEX-Indian Journal of Research 2016;5(6):7-9.
2. Bebeley SJ. Adolescents' Health Literacy Level of Muscle Atrophy due Physical, Medical and Exercise Factors; PARIPEX-Indian Journal of Research 2016;5(5):7-9.
3. Bebeley SJ. Adolescents' Health Education Literacy Level of Stress due Cognitive, Emotional and Physical Factors; PARIPEX-Indian Journal of Research 2016;5(7):19-21.
4. Bebeley SJ. Adolescents' Knowledge about the Contraindications of Muscle Weakness due Central Fatigue, Peripheral Fatigue and Lactic Acid as Health Education Strategy in Lifestyle Management; PARIPEX-Indian Journal of Research 2016;5(4):2-4.
5. Bebeley SJ. An Investigation into the Measurement Level of Maximum Volume of Oxygen Consumption Using Cooper 12-Minutes Run-Test; Journal of Exercise Science and Physiotherapy 2015;11(2):65-75.
6. Bebeley SJ, Conteh M, Gendemeh C. Physical Activity amongst College Students: Motivational Requisite for Public Health Education of Behavioural Regulation in Exercise; International Journal of Scientific Research 2018;7(3):254-256.
7. Bebeley SJ, Conteh M, Laggao SA. Physical Activity Motive of College Students: Factorial Motivation for Health Extension Workers; Journal of Physical Education Research 2018;5(3):1-7.
8. Bebeley SJ, Laggao SA, Conteh M. Understanding College Students Physical Activity Decision: Motivational Focus for Physical Activity Epidemiology; International Journal of Scientific Research 2018;7(10):38-40.
9. Bebeley SJ, Laggao SA. Effects of Six-Month Physical Education Programme on Motor Fitness of Primary School Pupils in Sierra Leone; Journal of Nigeria Association for Physical, Health Education, Recreation, Sport and Dance 2011;2(1):100-106.
10. Bebeley SJ, Laggao SA, Tucker HJ. Adolescents' Physical Education Literacy Level due Developmental, Humanistic and Fitness Factors; IOSR Journal of Sports and Physical Education (IOSR-JSPE) 2017;4(2):15-18.
11. Bebeley SJ, Laggao SA, Tucker HJ. Athletes Abstinence

- Knowledge from Eating Disorders as Health Education Method in Decreasing Unhealthy Ageing with Reference to Physical & Mental Health; *Journal of Exercise Science & Physiotherapy* 2017;13(1):8-22.
12. Bebeley SJ, Laggao SA, Tucker HJ. Knowledge of University Athletes about Knowing and Monitoring of Vital Signs as Preventive Strategy in Reducing Early and Unsuccessful Ageing; *Journal of Exercise Science and Physiotherapy* 2017;13(1):31-52.
 13. Bebeley SJ, Laggao SA, Tucker HJ. Pupils' Knowledge Level about the Contraindications of Cardiovascular Diseases of the Heart as Health Education Strategy in Preventive Health; *Journal of Exercise Science & Physiotherapy* 2017;13(2):1-12.
 14. Bebeley SJ, Liu Y, Wu Y. Decisional Balance Scale for College Students' Level of Motivation in Physical Activity; *Global Journal for Research Analysis* 2017;6(7):453-455.
 15. Bebeley SJ, Liu Y, Wu Y. Physical Exercise Self-Efficacy for College Students' Level of Motivation in Physical Activity; *International Journal of Science and Research* 2017;6(8):81-85.
 16. Bebeley SJ, Liu Y, Wu Y. Weekly Leisure Time Exercise for College Students' Level of Motivation in Physical Activity: A Concern for Physical and Public Health Education; *International Journal of Scientific Research* 2017;6(9):651-654.
 17. Bebeley SJ, Wu Y, Liu Y. Athletes' Knowledge about Preventing Sports Injuries as Prime Prevention Strategies in Slowing Ageing Process; *Journal of Exercise Science and Physiotherapy* 2016;12(1):25-37.
 18. Bebeley SJ, Wu Y, Liu Y. Athletes' Knowledge about the Non-Usage of Drugs as Prime Prevention Strategies in Slowing Ageing Process; *Journal of Exercise Science and Physiotherapy* 2016;12(1):57-68.
 19. Bebeley SJ, Wu Y, Liu Y. Behavioural Regulation In Exercise For College Students' Level Of Motivation In Physical Activity; *International Journal of Scientific Research* 2017;6(6):580-583.
 20. Bebeley SJ, Wu Y, Liu Y. Knowledge of Njala Campus Athletes about Abstinence from Diseases Associated with Unsafe Sexual Practices aimed as Primary Prevention Strategy in Minimizing the Process of Ageing; *Journal of Exercise Science and Physiotherapy* 2016;12(1):42-56.
 21. Bebeley SJ, Wu Y, Liu Y. Motives for Physical Activity for College Students' Level of Motivation in Physical Activity; *International Journal of Science and Research* 2017;6(5):2377-2382.
 22. Bebeley SJ, Wu Y, Liu Y. Motivational Level of College Students' in Physical Activity: A Concern for Public Health Education; *International Journal of Science and Research* 2017;6(10):816-821.
 23. Bebeley SJ, Laggao SA, Gendemeh C. Physical Activity Epidemiology of College Students Physical Exercise self-Efficacy: Motivational Drive for Health Education Promotion; *Journal of Physical Education Research* 2018;5(4):33-40.
 24. Laggao SA, Bebeley SJ, Tucker HJ. Adolescents' Physical Literacy Level Due Locomotor-&Body, Sending and Receiving Skills; *PARIPEX-Indian Journal of Research* 2017;6(1):255-257.
 25. Tucker HJ, Bebeley SJ, Laggao SA. Children and Adolescents' Fitness Skill Level in Physical Activity: A Motivational Concern for Public Health Education; *International Journal of Science and Research* 2017;6(11):18-22.
 26. Tucker HJ, Bebeley SJ, Conteh M. Motor Skill Level of Children and Adolescents Motivation in Physical Activity: A Major Concern for Public Health and Physical Education; *International Journal of Science and Research* 2017;6(12):482-486.
 27. Tucker HJ, Bebeley SJ, Conteh M. Physical Activity and Motor Fitness Skill Level of Children and Adolescents: A Motivational Factor for Health and Physical Education; *International Journal of Science and Research* 2018;7(1):895-899.
 28. Bebeley SJ, Wu Y, Liu Y. Motivation of Physical Activity amongst College Students in Sierra Leone; A Published Doctoral Thesis in the School of Physical Education and Sports Training; Shanghai University of Sport (SUS) 2018.
 29. Bebeley SJ, Tucker HJ, Conteh M. Physical Activity Motivation: Epidemiological Surveillance of College Students in Sierra Leone; *Journal of Physical Education Research* 2019;6(2):01-40.
 30. Bebeley SJ, Tucker HJ, Conteh M. Epidemiological Surveillance of College Students Physical Activity Motivation; *IOSR Journal of Sports and Physical Education (IOSR-JSPE)* 2019;6(6):13-18.
 31. Bebeley SJ, Conteh M, Laggao S. Epidemiological Surveillance Screening of Functional Movement in Children and Adolescents Physical Activity; *IOSR Journal of Sports and Physical Education (IOSR-JSPE)* 2020;7(2):62-66.
 32. Bebeley SJ, Conteh M, Laggao S. Physical Activity Motives of Pediatrics – An Epidemiological Study; *IOSR Journal of Sports and Physical Education (IOSR-JSPE)* 2020;7(4):01-05.