World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

PEDAGOGICAL AND METHODOLOGICAL FOUNDATIONS FOR ORGANIZING VOLLEYBALL TRAINING SESSIONS FOR SCHOOL STUDENTS

Nurimmetova Laylo Boltaboyevna
Second-Year Master's Student, Group 201
Master's Program in the Theory and Methodology of Physical Education and Sports Training, National Pedagogical University of Uzbekistan Named After Nizami

Abstract

This paper examines the pedagogical and methodological foundations for organizing volleyball training sessions for school students within physical education lessons and extracurricular sports clubs. With reference to the educational context of Uzbekistan, it considers how volleyball instruction can support motor skill development, cooperation, responsible participation, and sustained interest in physical activity. The paper adopts a conceptual and methodological perspective rather than reporting an experimental intervention. Its focus is on age-appropriate instruction, progressive task design, differentiated learning, inclusive participation, and formative assessment. Particular attention is given to connecting technical practice with tactical understanding through modified games and collaborative activities. The proposed approach involves identifying learners' initial capabilities, establishing achievable learning objectives, selecting suitable exercises, and adjusting instruction through observation and feedback. It also addresses the preparation of future physical education teachers at pedagogical universities, emphasizing lesson planning, reflective practice, and the adaptation of activities to available facilities and equipment. The paper offers a framework for designing volleyball sessions that balance skill acquisition with broader educational goals. The effectiveness of this framework requires further investigation in school settings.

Keywords: Volleyball, school physical education, teaching methodology, extracurricular sports, motor skills, differentiated instruction, cooperative learning, formative assessment.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | **Volume 2, Issue 9, September 2026**

This article/work is licensed under CC by 4.0 Attribution

https://worldbulletin.org/index.php/1

Introduction

O‘QUVCHILAR BILAN VOLEYBOL MASHG‘ULOTLARINI TASHKIL ETISHNING PEDAGOGIK-METODIK ASOSLARI

Nurimmetova Laylo Boltaboyevna
Jismoniy tarbiya va sport mashg’ulotlari nazariyasi va metodikasi
Magistratura bo’limi 2 kurs 201-guruh magistranti
Nizomiy nomidagi O‘zbekiston Milliy pedagogika universiteti

Annotatsiya

Ushbu maqolada maktab o‘quvchilari bilan jismoniy tarbiya darslari va darsdan tashqari sport to‘garaklarida voleybol mashg‘ulotlarini tashkil etishning pedagogik-metodik asoslari ko‘rib chiqiladi. O‘zbekiston ta’lim sharoitini hisobga olgan holda, voleybol o‘rgatish jarayonining harakat ko‘nikmalari, hamkorlik, mas’uliyatli ishtirok va jismoniy faollikka barqaror qiziqishni rivojlantirish imkoniyatlari yoritiladi. Maqola eksperimental tadqiqot natijalarini bayon etishga emas, masalaning nazariy va metodik jihatlarini tahlil qilishga yo‘naltirilgan. Unda yoshga mos o‘qitish, topshiriqlarni bosqichma-bosqich murakkablashtirish, tabaqalashtirilgan ta’lim, inklyuziv ishtirok va shakllantiruvchi baholashga e’tibor qaratiladi. Texnik mashqlarni moslashtirilgan o‘yinlar va hamkorlikdagi faoliyat orqali taktik tushunish bilan bog‘lash masalalari muhokama qilinadi. Taklif etilayotgan yondashuv o‘quvchilarning dastlabki imkoniyatlarini aniqlash, erishish mumkin bo‘lgan o‘quv maqsadlarini belgilash, tegishli mashqlarni tanlash hamda kuzatuv va fikr-mulohaza asosida o‘qitishni moslashtirishni qamrab oladi. Shuningdek, pedagogika oliy ta’lim muassasalarida bo‘lajak jismoniy tarbiya o‘qituvchilarini tayyorlashda mashg‘ulotlarni rejalashtirish, refleksiv amaliyot va faoliyatni mavjud sharoit hamda jihozlarga moslashtirishning ahamiyati yoritiladi. Mazkur metodik asosning samaradorligini maktab sharoitida qo‘shimcha tadqiq etish zarur.

Kalit so‘zlar: voleybol, maktab jismoniy tarbiyasi, o‘qitish metodikasi, darsdan tashqari sport mashg‘ulotlari, harakat ko‘nikmalari, tabaqalashtirilgan ta’lim, hamkorlikda o‘rganish, shakllantiruvchi baholash.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

Introduction

School physical education provides an educational setting in which movement competence, social interaction, and personal responsibility can be developed together. Volleyball offers opportunities to connect these aims because successful play requires coordinated movement, communication, anticipation, and shared decision making. However, participation alone does not guarantee meaningful learning. The educational value of volleyball depends on how teachers select tasks, organize practice, support different learners, and evaluate progress. UNESCO guidance emphasizes inclusive provision, appropriate learning experiences, and qualified teachers as foundations of quality physical education (McLennan & Thompson, 2015).

For schools in Uzbekistan, a discussion of volleyball should address both curricular lessons and extracurricular sports clubs. These settings share educational responsibilities but may differ in participation patterns, available time, and learning priorities. Lessons should provide accessible learning opportunities for the entire class, while clubs can offer additional practice and progressively challenging activities for interested students. Neither setting should reduce success to competitive results. Planning should consider students' prior experience, physical readiness, confidence, and opportunities to participate, alongside the facilities and equipment available in each school.

Volleyball presents instructional challenges for beginners. Players must respond to a moving ball, position their bodies effectively, and coordinate actions with teammates within limited time. Standard games may therefore provide uneven learning opportunities when experienced students dominate play and beginners struggle to sustain rallies. A proposed response is to modify court dimensions, team sizes, equipment, and task rules according to learning objectives. Such adaptations should preserve meaningful decisions about space, support, and ball placement while making participation achievable. Technical exercises can then address difficulties that become apparent during these activities.

The relationship between technique and tactical understanding is central to this approach. Teaching Games for Understanding connects games instruction with learners' understanding of game situations, rather than treating technical execution as the sole starting point (Kirk & MacPhail, 2002). Applied to school

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

volleyball, this perspective encourages teachers to link passing, serving, and positioning with questions about when and why particular actions are useful. This application is a pedagogical proposal; it does not establish that one teaching model is universally superior across age groups, school conditions, or learning outcomes.

These considerations also concern teacher education. Future physical education teachers need opportunities to translate theoretical principles into lesson plans, observe student responses, and revise instructional decisions. Within pedagogical universities, volleyball methodology can connect demonstrations with task analysis, inclusive grouping, feedback, and assessment. Prospective teachers should learn to distinguish visible activity from meaningful engagement and isolated technical performance from effective participation in play. They should also explain the reasons for adaptations and identify evidence that would justify maintaining or changing them.

This paper examines the pedagogical and methodological foundations of volleyball instruction for school students through a conceptual analysis of relevant educational literature. It seeks to organize principles for lesson and club planning, progression, participation, and assessment within the Uzbek educational context. The guiding question concerns how these principles can inform coherent teaching decisions while remaining responsive to learners and school conditions. No experimental outcomes or school observations are claimed.

Methods

This paper uses a conceptual and methodological approach to examine how volleyball instruction can be organized for school students. It does not involve an experimental intervention, participant recruitment, classroom observation, or collection of student performance data. Its purpose is to develop a framework connecting educational principles with decisions about physical education lessons and extracurricular volleyball activities.

The analysis is organized around three questions: which pedagogical principles should guide school volleyball instruction, how these principles can inform task design and progression, and what evidence teachers could use to evaluate

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

learning. These questions define the scope of the discussion. Competitive athlete preparation, clinical assessment, and specialized rehabilitation are outside that scope because they require different objectives and expertise.

The documentary basis consists of educational guidance and scholarly literature addressing physical education, games teaching, teacher preparation, and assessment. Sources are considered for their relevance to school learning and their capacity to clarify instructional decisions. This is a selective conceptual analysis, not a systematic review. No exhaustive database search, screening procedure, or quantitative synthesis is claimed.

Source interpretation distinguishes general educational recommendations from findings obtained under specific research conditions. Recommendations concerning inclusion or teacher competence provide normative guidance, whereas empirical findings require attention to participants, activities, and context. Neither category is treated as direct evidence that a proposed volleyball sequence will produce equivalent outcomes in schools in Uzbekistan.

The analytical framework considers objectives, learner readiness, task demands, participation, feedback, and assessment. Each dimension is examined in relation to lesson organization. For example, a passing activity is considered through its intended learning outcome, opportunities for ball contact, coordination requirements, and available adaptations. This structure connects pedagogical intentions with observable features of teaching practice.

Contextual adaptation is treated as a planning requirement rather than an established description of local schools. Teachers are expected to consider class size, lesson duration, equipment, available space, language of instruction, and student experience. Curricular lessons and voluntary clubs are examined separately where their participation arrangements or opportunities for continued practice differ.

Proposed progression moves between accessible game situations and focused technical practice. Task difficulty may be adjusted through playing area, group size, ball characteristics, and permitted actions. Progression depends on observed readiness rather than a fixed schedule. These procedures represent instructional proposals developed through conceptual reasoning, not interventions tested within this paper.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

Assessment is framed as a process combining teacher observation, student explanation, and reflection. Suggested indicators include purposeful ball placement, supportive positioning, communication, and improvement in selected skills. Teachers would need clear criteria and repeated observations before interpreting change. Match scores alone would not adequately represent the educational objectives under consideration.

Any subsequent school investigation would require an appropriate research design, institutional authorization, and safeguards for children, including consent and assent where applicable. Data collection should minimize disruption and protect student privacy. Such procedures are prospective requirements; ethical approval for an empirical study is not claimed here.

The resulting framework therefore supports planning and critical discussion. Its effectiveness remains an empirical question requiring investigation across different learners and teaching conditions.

Results

The conceptual analysis yielded a proposed organizational framework linking learning objectives, learner readiness, instructional tasks, participation, feedback, and assessment. Its outcomes are methodological propositions rather than measured changes in student performance. The framework identifies how teachers can connect these elements when planning volleyball lessons and extracurricular sessions. It also establishes criteria for examining whether activities serve their intended educational purposes.

A central outcome is the distinction between educational objectives and exercise descriptions. Completing repeated passes describes an activity, whereas directing the ball toward a teammate identifies a learning objective. Planning around observable objectives allows teachers to select suitable exercises and explain their purpose. It also provides a clearer basis for evaluating progress beyond attendance, effort, or the completion of assigned repetitions.

The framework differentiates curricular lessons from extracurricular training while retaining shared commitments to inclusion and development. Lessons prioritize access to meaningful learning for every student. Clubs provide opportunities for continued practice and additional challenges. Participation in a

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

club does not, within this framework, justify organizing every session around competition or concentrating teacher attention exclusively on the most experienced players.

Another outcome concerns task progression. The proposed sequence connects an accessible playing situation with observation, focused practice, and renewed application. For example, students may begin with a cooperative rally, practise directing passes toward a target, and return to a modified game. The teacher adjusts difficulty according to demonstrated control and understanding rather than advancing all students simultaneously through predetermined exercises.

Differentiation is expressed through changes to task conditions while preserving common learning intentions. Students working on accurate passing might use different distances, ball types, or movement requirements. These variations allow the teacher to maintain an appropriate challenge without assigning permanent ability labels. Group arrangements remain flexible, and adaptations are reconsidered as students become more confident or demonstrate greater control.

Participation emerges as a feature that requires deliberate organization. Smaller groups, rotating responsibilities, and parallel practice areas are proposed as ways to distribute opportunities more evenly. Their usefulness depends on available space, equipment, and supervision. Teachers would therefore examine actual involvement, including ball contacts and decision opportunities, rather than assuming that every student benefits equally from being assigned to a team.

Feedback and assessment are integrated into the proposed teaching cycle. Feedback addresses a manageable aspect of performance and gives students an opportunity to apply the suggestion. Assessment considers technical execution alongside positioning, communication, and choices during play. Student explanations and brief reflections provide complementary information about understanding, although they cannot replace observation of movement and participation.

For teacher education, the framework produces a practical planning requirement: prospective teachers should justify the relationship between objectives, activities, adaptations, and evidence of learning. A lesson plan can therefore be reviewed for internal consistency before classroom use. Subsequent

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

reflection would examine which decisions supported participation and which require revision, using observations rather than general impressions.

These outcomes constitute a coherent proposal for organizing school volleyball instruction. They provide neither statistical estimates nor evidence of causal effectiveness. Their contribution lies in making instructional decisions explicit and identifying features that future school investigations could examine systematically.

Discussion

The proposed framework positions volleyball instruction as an educational process in which technical learning, tactical understanding, and social participation are connected. Its implication is that lesson quality should be judged through the relationship between objectives and learning opportunities. A session can appear energetic without providing practice or decision making for every student. Consequently, teachers need to examine who participates, what students practise, and how activities contribute to intended outcomes.

This interpretation is consistent with the emphasis on inclusion and appropriate learning experiences in quality physical education guidance (McLennan & Thompson, 2015). Within volleyball instruction, inclusion requires more than admitting students to the playing area. It involves designing tasks through which learners with different starting points can contribute meaningfully. However, adapting an activity does not automatically make it educationally effective. Teachers must check whether adaptations retain the intended challenge and provide opportunities for progression.

Connecting modified games with focused practice also has implications for the relationship between technique and tactics. The discussion of Teaching Games for Understanding by Kirk and MacPhail (2002) supports considering learning within meaningful game contexts. Nevertheless, beginners may still require explicit demonstrations and repeated opportunities to develop movement control. The proposed framework therefore treats instruction, practice, questioning, and play as complementary resources. Their relative emphasis should reflect the learning problem rather than loyalty to a single instructional model.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

For application in Uzbekistan, contextual responsiveness is important. This paper does not establish how facilities, equipment, or class sizes vary nationally. Instead, it identifies these conditions as factors that teachers should examine locally. A plan requiring multiple courts and abundant equipment may be unsuitable for a particular school. Conversely, limited resources do not eliminate the need for clear objectives and equitable participation. Adaptation should preserve educational purpose while acknowledging practical constraints.

The distinction between lessons and clubs warrants further attention. Extracurricular provision can extend learning, but access and continuity cannot be assumed. Students may have different opportunities to attend sessions. Accordingly, essential curricular learning should remain achievable within regular lessons. Club activities can then offer extension without making participation outside school hours an implicit prerequisite for success in physical education.

Assessment presents another challenge. Observable criteria can clarify expectations, yet overly detailed recording may interrupt teaching and reduce practice time. Teachers should select a manageable number of indicators and interpret them across repeated opportunities. Peer feedback and student reflection may supplement observation, provided students understand the criteria and feedback remains respectful. Such arrangements require preparation rather than immediate implementation.

For pedagogical universities, the framework suggests integrating lesson design with supervised practice and critical reflection. Prospective teachers need opportunities to explain adaptations, recognize uneven participation, and revise tasks using evidence. Evaluation of their preparation should therefore consider instructional reasoning alongside volleyball proficiency.

The conceptual nature of this paper limits the strength of its claims. No comparison establishes whether the framework improves skills, motivation, or inclusion. Future research should examine feasibility and learning outcomes separately, document implementation, and consider student perspectives before recommending wider adoption across school settings and age groups.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

Conclusion

Organizing volleyball training sessions for school students requires a coherent relationship between educational objectives, teaching methods, learner characteristics, and assessment. The conceptual framework developed in this paper presents these components as interconnected decisions rather than separate planning requirements. Its proposition is that volleyball instruction should support purposeful movement, understanding of game situations, cooperation, and responsible participation. Achieving these aims requires more than selecting exercises or arranging competitive matches.

Clear learning objectives provide the starting point for this organization. Teachers should identify what students are expected to understand and perform, then select activities that make those outcomes accessible and observable. Technical skills should be connected with their use during play, while explanations and demonstrations should respond to difficulties encountered by learners. Progression should reflect developing readiness, allowing students to consolidate control before facing additional demands.

Inclusive participation constitutes another essential planning commitment. Differences in experience, confidence, and physical readiness require flexible arrangements rather than fixed assumptions about ability. Changes to group size, practice distance, equipment, and task conditions can be considered when they preserve the intended learning purpose. Teachers should monitor whether these arrangements actually distribute opportunities to practise, communicate, and make decisions. An adaptation should be retained because it supports learning, not merely because it makes an activity easier.

Regular lessons and extracurricular clubs should have complementary roles. Curricular provision must offer meaningful learning opportunities to all students, including those who cannot attend additional training. Clubs can extend practice and introduce further challenges without becoming the only setting in which students receive sustained support. Coordination between these settings should maintain educational continuity while respecting differences in participation, available time, and learner interests.

Assessment should inform the next teaching decision. Observation of selected skills, positioning, communication, and tactical choices can help teachers

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

identify appropriate adjustments. Student explanations and reflection can clarify how learners interpret their actions. However, assessment procedures should remain manageable and should not unnecessarily displace practice. Repeated evidence is preferable to judgments based on a single attempt, one match result, or comparison with the strongest performers.

For pedagogical universities in Uzbekistan, these recommendations emphasize the importance of preparing teachers to justify and revise instructional choices. Volleyball proficiency alone does not demonstrate readiness to teach heterogeneous classes. Teacher preparation should integrate practical competence with lesson planning, differentiated tasks, constructive feedback, and reflective analysis. Supervised teaching experiences can provide opportunities to examine whether planned activities produce the intended learning opportunities under school conditions.

The contribution of this paper is a structured methodological proposal, not evidence of an experimentally verified intervention. Its effectiveness remains to be established through research involving clearly described participants, teaching procedures, and assessment criteria. Future investigations should distinguish implementation feasibility from educational outcomes and consider how students experience the proposed activities. Comparisons across age groups and school contexts would help identify necessary modifications. Until such evidence is available, the framework can serve as a reasoned basis for planning, professional discussion, and carefully evaluated practice, with teaching decisions continually adjusted to learners' needs and the conditions of each school.

References

1. McLennan, N., & Thompson, J. (2015). Quality physical education (QPE): Guidelines for policy-makers. UNESCO.
2. Kirk, D., & MacPhail, A. (2002). Teaching Games for Understanding and situated learning: Rethinking the Bunker-Thorpe model. Journal of Teaching in Physical Education, 21(2), 177–192. https://doi.org/10.1123/jtpe.21.2.177
3. Ayrapetyans, L. R., & Pulatov, A. A. (2012). Voleybol nazariyasi va uslubiyati [Theory and methodology of volleyball]. Fan va texnologiya.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

4. Bunker, D., & Thorpe, R. (1982). A model for the teaching of games in secondary schools. Bulletin of Physical Education, 18(1), 5–8.
5. Rink, J. E. (2014). Teaching physical education for learning (7th ed.). McGraw-Hill.
6. Metzler, M. W. (2011). Instructional models for physical education (3rd ed.). Holcomb Hathaway.
7. Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). Teaching sport concepts and skills: A tactical games approach for ages 7 to 18 (3rd ed.). Human Kinetics.
8. Castro, H. O., Laporta, L., Lima, R. F., Clemente, F. M., Afonso, J., Aguiar, S. S., Ribeiro, A. L. A., & Costa, G. C. T. (2022). Small-sided games in volleyball: A systematic review of the state of the art. Biology of Sport, 39(4), 995–1010. https://doi.org/10.5114/biolsport.2022.109960
9. Wulf, G., McConnel, N., Gärtner, M., & Schwarz, A. (2002). Enhancing the learning of sport skills through external-focus feedback. Journal of Motor Behavior, 34(2), 171–182. https://doi.org/10.1080/00222890209601939
10. Dyson, B., & Casey, A. (Eds.). (2012). Cooperative learning in physical education: A research-based approach. Routledge. https://doi.org/10.4324/9780203132982
11. Casey, A., & Goodyear, V. A. (2015). Can cooperative learning achieve the four learning outcomes of physical education? A review of literature. Quest, 67(1), 56–72. https://doi.org/10.1080/00336297.2014.984733
12. Siedentop, D., Hastie, P. A., & van der Mars, H. (2011). Complete guide to sport education (2nd ed.). Human Kinetics.
13. Hastie, P. A., Martínez de Ojeda, D., & Calderón, A. (2011). A review of research on Sport Education: 2004 to the present. Physical Education and Sport Pedagogy, 16(2), 103–132. https://doi.org/10.1080/17408989.2010.535202
14. Oslin, J. L., Mitchell, S. A., & Griffin, L. L. (1998). The Game Performance Assessment Instrument (GPAI): Development and preliminary validation. Journal of Teaching in Physical Education, 17(2), 231–243. https://doi.org/10.1123/jtpe.17.2.231

World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X
Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

15. Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7–74. https://doi.org/10.1080/0969595980050102
16. Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487
17. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68
18. Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. Journal of School Health, 76(8), 397–401. https://doi.org/10.1111/j.1746-1561.2006.00132.x
19. Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & BERA Physical Education and Sport Pedagogy Special Interest Group. (2009). The educational benefits claimed for physical education and school sport: An academic review. Research Papers in Education, 24(1), 1–27. https://doi.org/10.1080/02671520701809817
20. World Health Organization. (2020). WHO guidelines on physical activity and sedentary behaviour. Publication.