

## **Revalidation of Physical Education Mattering Scale in China**

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Richards and colleagues (2017) pointed out that “mattering refers to how occupying a position within a group translates into feelings of significance or value by others within that group” (p.75). Our understanding related to physical education (PE) mattering in schools would help us better position our professionals and provides specific directions for interventions in school settings to combat marginalization of PE. The previously validated scale titled as “The Perceived Mattering Questionnaire – Physical Education” (Richards et al., 2017) consisted of two domains: (a) PE mattering and (b) Teacher mattering, revolving on four dimensions, which are attention, importance, dependence, and ego-extension - with four items in each domain. However, the questionnaire has not been translated into Chinese, even though PE is also marginalized in China. The purpose of this roundtable discussion is to re-validate the scale in the Chinese population with two additional domains: parental mattering and administrative mattering. It is hoped that the revalidation of the scale in the Chinese population will help us better understand why PE has been marginalized.