

Research Question Examples: Sport & Exercise Science

About this document

This PDF contains 80 **sport & exercise science research question examples**, each quoted word for word from one of 37 completed dissertations and theses (2010–2026), grouped into 5 sections. Each question links to the thesis that asked it, so you can read how it was answered. Use them to see what a well-formed sport & exercise science research question looks like, then adapt the shape to your own study.

By [Derek Jansen](#) (MBA) · Reviewed by [Eunice Rautenbach](#) (DTech) · Grad Coach · October 2026

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Descriptive questions

These questions ask what is happening: how much, how often, or what kinds. They describe a situation rather than explain it.

1. What are the possibilities and difficulties in working with outdoor education?

Asked in: [“It’s better to have a phone than it is to have useful workout clothes or a pair of running shoes” : A qualitative study about PE-teachers teaching into outdoor education](#) · Johansson, Emma · Swedish School of Sport and Health Sciences · 2021

2. How are the external processes about inclusion described within the non-profit sport association?

Asked in: [Able-bodied sport organisations view on inclusion of para-athletes](#) · Blomqvist, Matilda · Umeå University · 2022

3. How are the internal processes about inclusion described within the non-profit sport association?

Asked in: [Able-bodied sport organisations view on inclusion of para-athletes](#) · Blomqvist, Matilda · Umeå University · 2022

4. To what extent do physical education teacher students perceive that they have sufficient knowledge to teach students with ADHD?

Asked in: [ADHD, Education and Experience in Physical Education : A survey study on teacher students’ perceived confidence and competence in relation to teaching pupils with ADHD](#) · Johansson, Viktor · Swedish School of Sport and Health Sciences · 2026

5. How have Muslim women in Oman contributed to the development and promotion of women's sports?

Asked in: [Amanah in Action: Muslim Women Sport Leaders in the Sultanate of Oman](#) · Asma Ahmed Abdin Khalil · University of Toronto · 2025

6. What are the main motivators, barriers, and facilitators experienced by Muslim women sport leaders/advocates in Oman?

Asked in: [Amanah in Action: Muslim Women Sport Leaders in the Sultanate of Oman](#) · Asma Ahmed Abdin Khalil · University of Toronto · 2025

7. What level of social self-efficacy and physical activity self-efficacy do at-risk boys in this study's sample display?

Asked in: [At-Risk Boys' Self-Efficacy in A Summer Sports Camp](#) · Su, Xiaoxia · Texas A&M University · 2015

8. What factors do at-risk boys perceive contributing to their social self-efficacy and physical activity self-efficacy?

Asked in: [At-Risk Boys' Self-Efficacy in A Summer Sports Camp](#) · Su, Xiaoxia · Texas A&M University · 2015

9. What safety measures would fans want in order to feel comfortable participating in the college football season?

Asked in: [COVID-19's Impact on Big Ten College Football Fan Experience](#) · Brian J. Needle · The Ohio State University · 2021

10. What role does community-based recreation services play in supporting recreation participation among older LGB adults?

Asked in: [Diverse Stories: Understanding Recreation and Leisure in Older LGB Lives](#) · Emily Romano · Brock University · 2023

11. What aspects of the top-down, bottom-up and shared leadership models exist within the context of a U SPORTS basketball team?

Asked in: [Exploring the Perception of Leadership Networks in a U SPORTS Basketball Team](#) · Gatchalian, William · Brock University · 2023

12. What perceptions and experiences of teaching health are expressed in physical education teacher's texts in Vi Lärare?

Asked in: [Health in physical education and health : A discourse analysis of physical education teachers' texts in Vi Lärare](#) · Eshammar, Vilma · Swedish School of Sport and Health Sciences · 2026

13. What interpretative issues and proposed solutions concerning the knowledge requirements in swimming emerge in teachers' discussions?

Asked in: [Interpretative issues, didactic challenges and proposed solutions in primary school swimming lessons : A thematic analysis of Facebook discussions in Physical Education and Health](#) · Rasmusen, Christian · Swedish School of Sport and Health Sciences · 2026

14. What didactic challenges and solutions do teachers highlight in relation to swimming lessons?

Asked in: [Interpretative issues, didactic challenges and proposed solutions in primary school swimming lessons : A thematic analysis of Facebook discussions in Physical Education and Health](#) · Rasmusen, Christian · Swedish School of Sport and Health Sciences · 2026

15. Which forms of feedback do the players perceive as most significant for their motivation, self-confidence, and sense of autonomy, competence, and relatedness?

Asked in: [Motivation and Self-Confidence among Male Football Players : A Qualitative Study of Coach Feedback](#) · Aboulazze, Amir · The Swedish School of Sport and Health Sciences (GIH) · 2026

16. What is the level of physical activity among people with intestinal stoma?

Asked in: [Physical activity and intestinal stoma : A qualitative study](#) · Josephine Engstam · The Swedish School of Sport and Health Sciences · 2017

17. What kind of information and follow-up on physical activity do people receive who have had intestinal stoma surgery?

Asked in: [Physical activity and intestinal stoma : A qualitative study](#) · Josephine Engstam · The Swedish School of Sport and Health Sciences · 2017

18. What is the prevalence of problematic mobile phone use among youth athletes, and what are the factors which contribute to problematic use in youth athletes?

Asked in: [Problematic mobile phone use: An investigation into the Singaporean youth athlete population](#) · Nathanael Chong Hao Ong · National Institute of Education, Singapore · 2023

19. What suggestions do youth athletes have for their counterparts to address their problematic mobile phone use?

Asked in: [Problematic mobile phone use: An investigation into the Singaporean youth athlete population](#) · Nathanael Chong Hao Ong · National Institute of Education, Singapore · 2023

20. What do teachers identify as central content in teaching about mental health, stress and stress management?

Asked in: [Promoting Mental Health in Physical Education : A Qualitative Study of Upper Secondary Teacher's Teaching of Mental Health, Stress, and Stress Management](#) · Midelf, Martin · Swedish School of Sport and Health Sciences · 2026

21. What challenges and opportunities do teachers perceive in promoting mental health and stress management through the subject?

Asked in: [Promoting Mental Health in Physical Education : A Qualitative Study of Upper Secondary Teacher's Teaching of Mental Health, Stress, and Stress Management](#) · Midelf, Martin · Swedish School of Sport and Health Sciences · 2026

22. What social identities are privileged and what are subordinated on the Canadian National Boxing Team?

Asked in: [The intersecting social identities of Canadian national team female boxers](#) · Ge, Yang · Laurentian University · 2018

23. What are the implications of the various culturally constructed social identities and associated meanings for female boxers' sport experience and wellbeing?

Asked in: [The intersecting social identities of Canadian national team female boxers](#) · Ge, Yang · Laurentian University · 2018

24. What stress factors do PE teachers experience in their work environment?

Asked in: [Yoga-based practices as a resource : A qualitative interview study of physical education teachers' management of work-related stress](#) · Hansson, Marie · Swedish School of Sport and Health Sciences · 2025

25. What conditions do PE teachers consider important in order to use yoga-based practices during work hours?

Asked in: [Yoga-based practices as a resource : A qualitative interview study of physical education teachers' management of work-related stress](#) · Hansson, Marie · Swedish School of Sport and Health Sciences · 2025

26. What yoga-based practices do PE teachers use to manage work-related stress?

Asked in: [Yoga-based practices as a resource : A qualitative interview study of physical education teachers' management of work-related stress](#) · Hansson, Marie · Swedish School of Sport and Health Sciences · 2025

27. How do PE teachers perceive the impact of yoga-based practices on their stress management?

Asked in: [Yoga-based practices as a resource : A qualitative interview study of physical education teachers' management of work-related stress](#) · Hansson, Marie · Swedish School of Sport and Health Sciences · 2025

28. What are male martial arts athletes' views and experiences of drastic weight loss?

Asked in: ["Hungrig varg jagar bäst?" : En kvalitativ studie om manliga kampsportutövares syn på och erfarenhet av drastisk viktnedgång inom svensk seniorelit](#) · Ludvig Ruocco · The Swedish School of Sport and Health Sciences (GIH) · 2023

29. What type of stress do students at sports high schools experience?

Asked in: [Elevers upplevelser kring stress på nationella idrottsgymnasium : En kvalitativ intervjustudie med nuvarande och tidigare elever på nationella idrottsgymnasium](#) · Hammarstedt, Elias · The Swedish School of Sport and Health Sciences (GIH) · 2024

30. What strategies do students at sports high schools use to manage their stress?

Asked in: [Elevers upplevelser kring stress på nationella idrottsgymnasium : En kvalitativ intervjustudie med nuvarande och tidigare elever på nationella idrottsgymnasium](#) · Hammarstedt, Elias · The Swedish School of Sport and Health Sciences (GIH) · 2024

31. What are the perceptions of sports clubs in Karlstad municipality regarding their respective sports facilities?

Asked in: [Idrottsanläggningssituationen i Karlstad kommun : En enkätstudie om idrottsföreningars uppfattning av idrottsanläggningarna](#) · Ebigail Björkman · Karlstad University · 2025

32. What is the manifestation of variables of teachers' subject position and their sense of well-being?

Asked in: [Kūno kultūros mokytojų dalykinės pozicijos ir savijautos sąsaja](#) · Trinkūnienė, Laima · Lithuanian Sports University · 2014

33. What knowledge do girls in high-level football teams have regarding injuries and IPEPs?

Asked in: [Kunskap, erfarenhet och inställning hos unga kvinnliga fotbollsspelare gällande skador och förebyggande träning : En kvalitativ studie](#) · Eva Fochsen · Swedish School of Sport and Health Sciences · 2021

34. What experience do girls in high-level football teams have regarding injuries and IPEPs?

Asked in: [Kunskap, erfarenhet och inställning hos unga kvinnliga fotbollsspelare gällande skador och förebyggande träning : En kvalitativ studie](#) · Eva Fochsen · Swedish School of Sport and Health Sciences · 2021

35. What is the attitude among girls in high-level football teams to injuries and IPEPs?

Asked in: [Kunskap, erfarenhet och inställning hos unga kvinnliga fotbollsspelare gällande skador och förebyggande träning : En kvalitativ studie](#) · Eva Fochsen · Swedish School of Sport and Health Sciences · 2021

36. How do the students experience their level of activity and meaningfulness during a lecture in squash and badminton?

Asked in: [Minoritetsidrotters utrymme i en majoritetsidrotts-dominerad undervisning : En semi kvalitativ studie om skillnader mellan elevers upplevelser från en lektion med squash samt badminton](#) · Joel Viksten · The Swedish School of Sport and Health Sciences · 2022

Exploratory questions

These questions ask how or why something happens, usually where little research exists yet. They are common in qualitative studies built on interviews or observation.

37. How do personal interests influence riding instructors' career choices and their professional engagement?

Asked in: ["I never wanted to do anything else" : A qualitative study regarding horse riding teachers motivation to teach based on Self-Determination Theory](#) · Daniel Olsen · Swedish School of Sport and Health Sciences · 2025

38. How do PE teachers in high school work with the central content in the curriculum in outdoor education?

Asked in: "It's better to have a phone than it is to have useful workout clothes or a pair of running shoes" : A qualitative study about PE-teachers teaching into outdoor education · Johansson, Emma · Swedish School of Sport and Health Sciences · 2021

39. How do the football clubs themselves feel that their sports facility assets limit their activities?

Asked in: "Which other sport do you never train the way it looks during a game?" : A qualitative study about how soccer clubs experience and handle their sports facility situation · Daniel Gisel · Umeå University · 2021

40. In what ways do cultural, religious, and feminist beliefs intersect in shaping the sport experiences of Muslim women in Oman?

Asked in: Amanah in Action: Muslim Women Sport Leaders in the Sultanate of Oman · Asma Ahmed Abdin Khalil · University of Toronto · 2025

41. How are life skills understood to have developed through sport, applied in professional work?

Asked in: Career success and life skill development through sports · Barton, Gavin Bruce · Boston University · 2011

42. How do fans participate in the college football season if attendance is not allowed or limited?

Asked in: COVID-19's Impact on Big Ten College Football Fan Experience · Brian J. Needle · The Ohio State University · 2021

43. How does playoff eligibility impact fans' interest level to the college football season?

Asked in: COVID-19's Impact on Big Ten College Football Fan Experience · Brian J. Needle · The Ohio State University · 2021

44. How do teacher educators within [Physical Education Teacher Education] at a Swedish higher education institution describe their work in developing student teachers' capacity to promote a sustained interest in physical activity and health among future pupils?

Asked in: Creating a sustained interest in physical activity and health : Teacher Educators' Perspectives on Health and Physical Activity within Physical Education Teacher Education (PETE) · Hallin, Max · The Swedish School of Sport and Health Sciences · 2026

45. How do educators reason about how health and motivation can be taught in ways that lead to lifelong learning?

Asked in: Creating a sustained interest in physical activity and health : Teacher Educators' Perspectives on Health and Physical Activity within Physical Education Teacher Education (PETE) · Hallin, Max · The Swedish School of Sport and Health Sciences · 2026

46. How do older LGB adults continue their recreation and leisure participation throughout their life course?

Asked in: Diverse Stories: Understanding Recreation and Leisure in Older LGB Lives · Emily Romano · Brock University · 2023

47. How do U SPORTS basketball team members experience the network of leadership within a U SPORTS basketball team?

Asked in: Exploring the Perception of Leadership Networks in a U SPORTS Basketball Team · Gatchalian, William · Brock University · 2023

48. How is health constructed in contemporary video content among popular gymfluencers?

Asked in: [Health Beyond the Classroom : Gymfluencer and health education on YouTube](#) · Rosenberg, Patrik · Swedish School of Sport and Health Sciences · 2026

49. How do gymfluencers exercise power through their language use and the identity they create in their videos?

Asked in: [Health Beyond the Classroom : Gymfluencer and health education on YouTube](#) · Rosenberg, Patrik · Swedish School of Sport and Health Sciences · 2026

50. How do male football players between the age of 17–25 describe their experiences of their coach's feedback?

Asked in: [Motivation and Self-Confidence among Male Football Players : A Qualitative Study of Coach Feedback](#) · Aboulazze, Amir · The Swedish School of Sport and Health Sciences (GIH) · 2026

51. How do the players perceive that their coach's feedback influences their motivation and self-confidence in football situations?

Asked in: [Motivation and Self-Confidence among Male Football Players : A Qualitative Study of Coach Feedback](#) · Aboulazze, Amir · The Swedish School of Sport and Health Sciences (GIH) · 2026

52. How do physical education teachers suggest that subject integration could be implemented within the subject of physical education and health?

Asked in: [Physical Education Teachers Perspectives on Integrated Teaching: Opportunitets and Challenges : A Qualitative Interview Study on Physical Education Teachers attitude to Interdisciplinary Integration](#) · Söderlund, Linus · Swedish School of Sport and Health Sciences · 2025

53. What challenges do physical education teachers perceive with subject-integrated work, and why do they perceive these challenges?

Asked in: [Physical Education Teachers Perspectives on Integrated Teaching: Opportunitets and Challenges : A Qualitative Interview Study on Physical Education Teachers attitude to Interdisciplinary Integration](#) · Söderlund, Linus · Swedish School of Sport and Health Sciences · 2025

54. What opportunities do physical education teachers perceive with subject-integrated work, and why do they perceive these opportunities?

Asked in: [Physical Education Teachers Perspectives on Integrated Teaching: Opportunitets and Challenges : A Qualitative Interview Study on Physical Education Teachers attitude to Interdisciplinary Integration](#) · Söderlund, Linus · Swedish School of Sport and Health Sciences · 2025

55. What perceived mechanisms linked participation or non-participation in physical activity or sport with the development of substance addiction?

Asked in: [Retrospection and recollection of influences of physical activity and sport on the development of substance addiction among people in recovery from substance addiction](#) · Laurie de Grace · University of Alberta · 2015

56. What different mechanisms are associated with different patterns in the development of substance addiction?

Asked in: [Retrospection and recollection of influences of physical activity and sport on the development of substance addiction among people in recovery from substance addiction](#) · Laurie de Grace · University of Alberta · 2015

57. How has the concept of [environmental sustainability] been defined by the [International Olympic Committee] from 1994 to 2008?

Asked in: [The interpretation of environmental sustainability \(ES\) by the IOC/Olympic Games 1994-2008](#) · Justine Paquette · Brock University · 2010

58. How has the concept of [environmental sustainability] been defined by the [Organizing Committees of the Olympic Games] from 1994 to 2008?

Asked in: [The interpretation of environmental sustainability \(ES\) by the IOC/Olympic Games 1994-2008](#) · Justine Paquette · Brock University · 2010

59. How has the concept of [environmental sustainability] been enacted by the [Organizing Committees of the Olympic Games] from 1994 to 2008?

Asked in: [The interpretation of environmental sustainability \(ES\) by the IOC/Olympic Games 1994-2008](#) · Justine Paquette · Brock University · 2010

60. How do the national female boxers construct multiple social identities in boxing?

Asked in: [The intersecting social identities of Canadian national team female boxers](#) · Ge, Yang · Laurentian University · 2018

61. How do middle school students experience gender equality in PE?

Asked in: [What kind of gender norms appear in Physical Education? : A qualitative study about Finnish middle school students' experiences of gender norms and gender equality in Physical Education](#) · Appelberg, Mandi · Swedish School of Sport and Health Sciences · 2021

62. How do martial arts athletes within the Swedish senior elite experience that drastic weight loss affects their sports performance?

Asked in: ["Hungrig varg jagar bäst?" : En kvalitativ studie om manliga kampsportutövares syn på och erfarenhet av drastisk viktnedgång inom svensk seniorelit](#) · Ludvig Ruocco · The Swedish School of Sport and Health Sciences (GIH) · 2023

Comparative questions

These questions compare two or more groups or settings, such as two schools or two teaching methods, to see whether they differ.

63. Are there differences in perceived competence and confidence between students with and without experience of teaching students with ADHD?

Asked in: [ADHD, Education and Experience in Physical Education : A survey study on teacher students' perceived confidence and competence in relation to teaching pupils with ADHD](#) · Johansson, Viktor · Swedish School of Sport and Health Sciences · 2026

64. Are there statistically significant differences between female and male teachers in the prioritization of health perspectives?

Asked in: [Gender as a Compass for Health? : A quantitative study on physical education teachers' perspectives on health education in the subject of physical education and health.](#) · Pihl, Ellinor · Swedish School of Sport and Health Sciences · 2026

65. How do computer vision-based human pose estimation and motion sensor-based data compare in terms of accuracy for shooting posture analysis?

Asked in: [Investigating Multi-view Human Pose Estimation for Shooting Posture Analysis : With Evaluation against Inertial Sensor Ground-Truth Data](#) · Tuura, Sebastian · Jönköping University · 2026

66. Which of the selected camera configurations, defined by unit count and placement, achieves the lowest Mean Per Joint Position Error for shooting posture estimation?

Asked in: [Investigating Multi-view Human Pose Estimation for Shooting Posture Analysis : With Evaluation against Inertial Sensor Ground-Truth Data](#) · Tuura, Sebastian · Jönköping University · 2026

67. Do people with intestinal stoma experience a change in physical activity after surgery?

Asked in: [Physical activity and intestinal stoma : A qualitative study](#) · Josephine Engstam · The Swedish School of Sport and Health Sciences · 2017

68. Can we see an increased existential, mental, social, physical and emotional health of high school students dancing at school or leisure compared to students without regular elements of dance?

Asked in: [Dans som hälsofrämjande verktyg : en kartläggning av gymnasieelevers hälsa](#) · Johnson Lawino Maria · Luleå University of Technology · 2017

69. Are there differences in the supply of sport activities between the different districts in Malmö?

Asked in: [Föreningslivet i Malmö - En Studie i Förhållandet mellan Samhällsklass och Idrottsförening](#) · Andreas Sjögren · Malmö University · 2011

70. What differences in these perceptions exist between clubs focused on indoor sports, outdoor sports and mixed sports?

Asked in: [Idrottsanläggningssituationen i Karlstad kommun : En enkätstudie om idrottsföreningars uppfattning av idrottsanläggningarna](#) · Ebigail Björkman · Karlstad University · 2025

Relational questions

These questions ask whether two things tend to go together, such as study time and exam results, without claiming that one causes the other.

71. Which forms of instruction contribute to physical education teacher students' confidence when teaching students with ADHD?

Asked in: [ADHD, Education and Experience in Physical Education : A survey study on teacher students' perceived confidence and competence in relation to teaching pupils with ADHD](#) · Johansson, Viktor · Swedish School of Sport and Health Sciences · 2026

72. How does cycle commuting speed relate to amount of gears, access to shower facilities, and rating of perceived exertion (RPE), when sex, age, weight, body mass index (BMI), duration, last digit in self-reported duration, and cycling area are controlled for?

Asked in: [Analysis of Potential Determinants of Cycle Commuting Speed : With Special Reference to Gears, Showers, and Ratings of Perceived Exertion](#) · Cunelius, Erik · Swedish School of Sport and Health Sciences · 2020

- 73.** How are the earlier found relationships between speed and duration, and speed and sex, affected when amount of gears, access to shower facilities, and RPE are added to the control variables age, weight, BMI, last digit in self-reported duration, and cycling area?
 Asked in: [Analysis of Potential Determinants of Cycle Commuting Speed : With Special Reference to Gears, Showers, and Ratings of Perceived Exertion](#) · Cunelius, Erik · Swedish School of Sport and Health Sciences · 2020
- 74.** What is the relationship between social self-efficacy and physical activity self-efficacy?
 Asked in: [At-Risk Boys' Self-Efficacy in A Summer Sports Camp](#) · Su, Xiaoxia · Texas A&M University · 2015
- 75.** What are the predictive powers of social self-efficacy and physical activity self-efficacy on at-risk boys' behaviors, effort, and intention for future [physical activity] participation?
 Asked in: [At-Risk Boys' Self-Efficacy in A Summer Sports Camp](#) · Su, Xiaoxia · Texas A&M University · 2015
- 76.** In participating high school students, can we see any increased existential, mental, social, physical and emotional health linked to dance specifically or physical activity in general?
 Asked in: [Dans som hälsofrämjande verktyg : en kartläggning av gymnasieelevers hälsa](#) · Johnson Lawino Maria · Luleå University of Technology · 2017
- 77.** Is there any link between physical education teachers' subject position and their well-being indicators?
 Asked in: [Kūno kultūros mokytojų dalykinės pozicijos ir savijautos sąsaja](#) · Trinkūnienė, Laima · Lithuanian Sports University · 2014

Causal questions

These questions ask whether one thing causes a change in another. Answering them usually takes an experiment or a careful design that rules out other explanations.

- 78.** How effective are leaderboards for increasing physical activity in adults?
 Asked in: [Increasing Physical Activity with Gamification : Exploring Competitiveness as a Moderator for Leaderboard Effectiveness](#) · Danelid, Fanny · Umeå University · 2021
- 79.** What are the effects of problematic mobile phone use in youth athletes?
 Asked in: [Problematic mobile phone use: An investigation into the Singaporean youth athlete population](#) · Nathanael Chong Hao Ong · National Institute of Education, Singapore · 2023
- 80.** Is a custom intervention programme effective in helping youth athletes address their problematic mobile phone use?
 Asked in: [Problematic mobile phone use: An investigation into the Singaporean youth athlete population](#) · Nathanael Chong Hao Ong · National Institute of Education, Singapore · 2023

How to adapt a question to your own study

Every question here was asked by someone else, about their own setting. These four steps turn one into a question that is yours.

- 1. Pick the shape, not the wording.** Notice whether the question compares, explores, explains or measures. That shape is what transfers to your study.
Recommended reading: [How to write a research question](#)
- 2. Swap in your own population and setting.** Change who, where and when, and check the question still makes sense.
Recommended reading: [How to find a research gap](#)
- 3. Check it fits your method.** A "how" or "why" question usually points to qualitative work; "how much" or "is there a relationship" to quantitative.
Recommended reading: [Qualitative vs quantitative research](#)
- 4. Line up your aims, objectives and questions.** Your committee will check that they agree.
Recommended reading: [Research aims, objectives and questions](#)

Do this with two or three questions and compare them: the one you can actually answer with the time and access you have is usually the right one.