

Convergent Validity and Test–Retest Reliability of the *Oxford Physical Activity Questionnaire* for Secondary School Students

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The purpose of this study was to examine the convergent validity and test–retest reliability of the *Oxford Physical Activity Questionnaire* (OPAQ), a self-administered questionnaire designed to assess the activity patterns of adolescents. The test–retest reliability of the OPAQ was assessed by administering the questionnaire on two occasions separated by 1 week ($N = 87$, mean age = $13.1 \pm .9$). Intraclass correlation (ICC) was used to examine the test–retest reliability of the OPAQ. The convergent validity of the OPAQ was evaluated using *Caltrac* accelerometers worn consecutively for 4 days ($N = 51$, mean age = $12.6 \pm .5$). Spearman's rank-order correlation was used to examine the convergent validity of the questionnaire. ICCs ranged from .76 to .91 and reliability was higher for males ($r = .89$) than females ($r = .78$). Correlations between self-reported physical activity and *Caltrac* accelerometer counts were related to vigorous physical activity ($r = .33$, $p = .01$) and moderate to vigorous activity ($r = .32$, $p = .02$). The OPAQ has excellent test–retest reliability and acceptable validity in comparison to other measures of youth physical activity.

The measurement of physical activity is an important and challenging venture (Sallis & Saelens, 2000). Accurate assessment is necessary to identify current levels of activity, assess the effectiveness of intervention programs (Sirard & Pate, 2001) and identify key health associations (Kriska & Caspersen, 1997). Physical activity can be defined as 'any bodily movement produced by skeletal muscles that results in energy expenditure' (Caspersen, Powell, & Christenson, 1985, pp. 26, 126). Based on this definition, direct observation should be regarded as the 'gold standard' of physical activity. However, the doubly labelled water (DLW) method and indirect calorimetry are generally regarded as the criterion measures for physical activity because they measure energy expenditure, 'a physiological consequence closely associated with physical activity' (Sirard & Pate, 2001, p. 439).

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Other objective measures of physical activity include heart rate monitors, accelerometers and pedometers. Despite a recent proliferation in 'second generation' motion sensors and heart rate monitors (Trost, 2001), self-report continues to be the most feasible method of assessing physical activity in large-scale studies (Kohl, Fulton, & Caspersen, 2000; Ozdoba, Corbin, & LeMasurier, 2004; Sallis & Saelens, 2000).

Using questionnaires, respondents are asked to recall physical activity participation during a period of time (from 24 hours to 1 year), or they may be asked about their usual or habitual physical activity. Physical activity questionnaires are generally inexpensive for the test administrator and convenient for the respondents (Booth, Bauman, Owen, & Gore, 1997). Additionally, they do not alter the behaviour under study, and they can be used with a wide range of ages and adapted to fit the needs of a particular population or set of research questions (Sallis & Saelens, 2000). However, questionnaires have a number of limitations, including the need for careful design to avoid confusion and misunderstanding (Fowler, 1993), and the difficulty children have in recalling information about their activity patterns (Baranowski et al., 1988). Furthermore, social desirability bias has a potential to lead to over-reporting of physical activity (Kelder, Perry, Klepp, & Lytle, 1994; Warnecke et al., 1997).

Measuring the activity patterns of adolescents is of particular importance because the steepest declines in activity occur during this period (Sallis, 2000). Increasing the proportion of adolescents who meet the physical activity guidelines has been identified as a health priority (Pate et al., 2006). Although there are many existing questionnaires designed to assess child and adolescent physical activity, few assess the four hypothesised dimensions of physical activity (type, frequency, intensity and duration; Sallis & Saelens, 2000). Furthermore, most existing questionnaires are inappropriate for detecting activity that is unstructured (e.g., recess time), which is a frequent source of activity for youth (Kohl et al., 2000). Specific limitations of adolescent questionnaires include excessive burden on participants (e.g., Garcia, George, Coviak, Antonakas, & Pender, 1997; Pate, Ross, Dowda, Trost, & Sirard, 2003), the inability of the instrument to provide estimates of physical activity behaviour that can be compared to public health guidelines (Aaron et al., 1993; Aaron et al., 1995; Godin & Shephard, 1985), and a period of assessment too short to provide a representation of usual behaviour (e.g., Pate et al., 2003; Weston, Petosa, & Pate, 1997). The *Child/Adolescent Activity Log* (CAAL; Garcia et al., 1997) is an assessment tool that satisfies the criteria identified by Sallis and Saelens (2000) and can be used to assess physical activity time, type, frequency and duration. However, because it is a 1-day or 3-day recall, multiple administrations are required to assess usual physical activity (Telford, Salmon, Jolley, & Crawford, 2004). Furthermore, this method requires students to keep a running log of their daily activities; a time-consuming task that relies on the adherence of children. The *Adolescent Physical Activity Recall Questionnaire* (APARQ; Booth, Okely, Chey, & Bauman, 2002) is a promising measure of adolescent physical activity; however, it requires individuals to recall organised and non-organised activity from winter and summer periods, placing considerable burden on participants. More recently Gao et al. (2006) evaluated a modified version of the *Godin Leisure-Time Exercise Questionnaire*. The authors found the instrument to have poor reliability and validity. The recently evaluated *School Health Action, Planning and Evaluation System* (SHAPES; Wong, Leatherdale, & Manske, 2006) has good reliability and validity

and appears to hold promise for the measurement of youth physical activity on a population level. However, respondents are not required to report type of activity (e.g., swimming, soccer etc.) or the time of day that activity occurs. This information is very important for the development and evaluation of intervention strategies to promote activity among youth.

As there is not an instrument that can effectively quantify the true level and pattern of an adolescent's activity behaviour (Department of Health, 2004), the researchers attempted to develop a reliable, simple questionnaire with good content and convergent validity. The *Oxford Physical Activity Questionnaire* (OPAQ) is a time-based 7-day recall that asks students to report on moderate to vigorous physical activity (MVPA) from the previous week. The questionnaire takes approximately 15 minutes to complete and was designed to be a self-report measure of physical activity for secondary school students. It shares characteristics with both time-based and activity-based questionnaires. Time-based questionnaires have each day divided into time blocks and respondents are asked to provide the dominant activity for the period chosen from a list of common activities. Activity-based questionnaires are structured around a list of activities with minimal reference to time of day (McMurray et al., 2004). The OPAQ provides respondents with a list of example activities, but students are not required to record sedentary activity. The OPAQ was designed specifically for use in the school environment and is presented in a timetable format (similar to ones students often use for their weekly schedule). It has been suggested that memory recall can be enhanced through the use of memory cues, such as a segmented day procedure (e.g., recess, lunch, after school and evening; Baranowski et al., 1988). These were incorporated into the OPAQ. This allows researchers to determine duration and frequency of activity during different parts of the day and provides the opportunity to compare weekday versus weekend activity. The first items of the OPAQ questionnaire require respondents to report their usual method of transportation to school. It is important for questionnaires to access this information because active transportation has the potential to help students achieve their daily physical activity recommendations but has been largely ignored in population surveys of youth physical activity (Tudor-Locke, Ainsworth, & Popkin, 2001). Students are then asked to list all physical activities and their duration that they completed in physical education lessons, school sport and after-school clubs. Following this, students are asked to report on other physical activities played at lunch or other times during the day. To assist in their recall, students are provided with examples of activities and provided with the following definition: *'Moderate to vigorous physical activity makes you breathe heavily and increases your heart rate'*.

The OPAQ satisfies the criteria for content validity, as identified by Sallis and Saelens (2000). First, the OPAQ provides data that enable researchers to distinguish between time spent in various activities and their metabolic costs. Although the students are provided with examples, the OPAQ is not an activity-based questionnaire and therefore students are not restricted by activities listed by researchers. Second, the OPAQ allows for the calculation of total number of minutes spent in MVPA, and, using the Compendium of Physical Activities (Ainsworth et al., 2000), enables researchers to obtain estimated metabolic expenditure for the week. These results can be compared to public health guidelines. Third, using the OPAQ, students are able to record information about their physical activity behaviour from various contexts (e.g., before school, at recess and

after school). Finally, the OPAQ is simple and easy to complete. Weisberg, Krosnick, and Bowen (1996) have noted that when considering questionnaire design, the proportion of forms returned uncompleted is directly related to the length of the form. As such, the OPAQ was kept short (two pages) to increase completion rates.

Method

Procedure

This article describes two studies designed to evaluate the test–retest reliability and convergent validity of the OPAQ. In the first study the OPAQ was administered to subjects on two occasions separated by 1 week. In the validity study, students were asked to wear accelerometers for 4 consecutive school days. Upon returning the accelerometers, students were asked to complete the OPAQ.

Participants

For the reliability study, a convenience sample of students was recruited from one secondary school in Oxford, United Kingdom ($N = 87$). Students involved in the study were predominantly white and from mixed socioeconomic backgrounds. Information leaflets were distributed and informed consent was obtained from students and parents. All students were encouraged to participate in the study regardless of academic ability, ethnicity or state of physical fitness. The study methodology was approved by the University of Oxford's Department of Educational Studies Ethics Committee.

The validity study was completed in one independent school in Newcastle, Australia ($N = 51$). Students in the validity study were also predominately white and from mixed socioeconomic backgrounds. The study methodology was approved by the University of Newcastle's Ethics Committee and informed consent was obtained from parents and students.

Measures

Accelerometry

Previous studies have used a variety of objective measures (e.g., DLW, heart rate monitors, accelerometers and direct observation) to 'validate' physical activity questionnaires. While these measures are often described as providing criterion-related validity, they should not be regarded as a true physical activity criteria (Sallis & Saelens, 2000). Such measures are best viewed as providing convergent evidence towards the construct of physical activity (Patterson, 2000). Due to their reliability, validity and feasibility, *Caltrac* monitoring was used to provide evidence for the convergent validity of the OPAQ. The *Caltrac* (Muscle Dynamics, Torrance, CA) is an electronic single-plane accelerometer that measures vertical acceleration. *Caltrac* accelerometers have been validated against various dimensions of physical activity, in both laboratory and field conditions (Allor & Pivarnik, 2001; Eisenmann et al., 2004; Sallis, Buono, Roby, Carlson, & Nelson, 1990). In an early study Sallis and colleagues (1990) found the *Caltrac* to have strong inter-instrument reliability ($r = .96$) for children aged 8 to 13 years in field conditions. The authors found the accelerometers to be moderately related to heart rate monitoring on day 1 ($r = .54$) and day 2 ($r = .42$). More recently, Eismenmann and colleagues (2004) examined the validity of the *Caltrac* accelerometer in estimating energy expenditure during

different activities (sweeping, bowling and basketball). They found moderate to strong correlations between energy expenditure derived from *Caltrac* activity counts and indirect calorimetry.

The *Caltrac* should be attached firmly at the waist, allowing the device to detect movement (Montoye, Kemper, Saris, & Washburn, 1996). When in the 'calories used' activity mode (CALS USED/ACTM), the *Caltrac* output provides a prediction of resting metabolic rate (RMR) and calories used during activity (outcome = estimated calorie expenditure). However, the RMR, which accounts for the majority of daily energy expenditure, is predicted on adult equations (Eisenmann et al., 2004). It has been suggested that when using the *Caltrac* with children and adolescents the internal program should be overridden by setting the following values: age = 99, gender = 0, weight = 25, height = 36 (Sallis et al., 1990).

Previous studies have established that 4 days of consecutive activity monitoring are necessary to provide a reliable measure of habitual physical activity among children using objective measures (Janz, Witt, & Mahoney, 1995; Trost, Pate, Freedson, Sallis, & Taylor, 2000; Vincent & Pangrazi, 2002). In the present study, *Caltrac* accelerometers were given to students during roll call on Monday morning (time 1) and collected at the same time on Friday morning (time 2). Students were asked to wear the *Caltracs* throughout the day except when swimming or engaging in contact sports. Once programmed to override the internal program, *Caltrac* devices were sealed with tape to discourage student tampering. At time 2, students completed the OPAQ. Upon returning the *Caltracs*, students were asked to complete an accelerometer questionnaire indicating if they had worn their pedometer for all 4 days.

Data Management

Using the Compendium of Physical Activities (Ainsworth, Haskell, Leon, Jacobs, & Montoye, 1993; Ainsworth et al., 2000), physical activities listed by the students were converted into three weekly totals: moderate physical activity (MPA), vigorous activity (VPA) and total activity (MVPA). Activity intensity was defined in terms of multiples of RMR (METs). In adults, 1 MET is approximately equivalent to 3.5 mL of O₂ kg⁻¹ min⁻¹, which equates to the energy expenditure for sitting quietly (Ainsworth, Montoye, & Leon, 1994). It has been suggested that the determinants of moderate and vigorous physical activity are different and should be examined separately (Trost et al., 1997). Moderate activity was defined as having a MET value of 3.5–5.9, and vigorous activity was defined as activity requiring greater than or equal to 6 METs of energy expenditure (Booth et al., 2002). Activities reported by students that were less than 3.5 METs were not included in the OPAQ totals (e.g., playing snooker, throwing darts). To achieve a total OPAQ score, the MET value of each listed activity was multiplied by the number of minutes reported by the students.

Data Analysis

The data were examined using the Statistical Package for the Social Sciences (SPSS) software version 12.0. An initial investigation of the data was made using histograms and visual checks. The reliability of the OPAQ measure was assessed using an intra-class correlation coefficient (ICC) obtained from an analysis of variance (ANOVA). The absolute agreement model was selected and the average measures ICC is reported in the results. The classification system developed by Landis and Koch (1977) was

applied to the findings: values $< .40$ represented poor agreement, $.40$ to $.75$ represented fair to good agreement, and $> .75$ indicated excellent agreement. The statistical significance of the ICC was not reported because in reliability estimation 'we are only interested in the actual value of the coefficient, not whether it is significantly different from zero' (Patterson, 2000, p. 16). Wilcoxon signed-rank was also used to examine the reliability of the OPAQ.

As the data were not normally distributed, Spearman's rank-order correlation was used to examine the relationship between self-reported physical activity and accelerometer activity counts. *Caltrac* activity counts were divided by the number of days the student had worn the device to determine an estimate of daily energy expenditure (e.g., if a student forgot to wear the *Caltrac* for 1 day, their score was divided by 3). As *Caltrac* devices only provide a total of activity counts and do not differentiate between light, moderate or vigorous physical activity, total *Caltrac* activity counts were compared with self-reported MPA, VPA and MVPA.

Results

A total of 87 students completed both administrations of the OPAQ (Table 1). The mean age of the students was $13.1 \pm .9$ years and there were roughly equal numbers of girls and boys. Table 2 shows the physical activity means and the test-retest reliability of MPA, VPA and MVPA.

From the first survey the average number of METs reported by students for MPA, VPA and MVPA were 2177, 1612 and 3807 respectively. The test-retest reliability of the OPAQ to assess total physical activity was excellent ($ICC = .91$). More specifically, the reliability of recall of vigorous physical activity ($ICC = .80$) was better than the recall of moderate activity ($ICC = .76$). The reliability of boys' recall was better than that of girls for MPA ($ICC = .76$ vs. $ICC = .35$), VPA ($ICC = .80$ vs. $ICC = .65$) and MVPA ($ICC = .90$ vs. $ICC = .84$). There was a statistically significant difference between scores for MPA and MVPA from the first and second surveys, but there was no statistically significant difference between scores for VPA from the two surveys.

Fifty-one students wore accelerometers and completed the OPAQ in the convergent validity study (mean age $12.6 \pm .50$). The average number of METs reported by students for MPA, VPA and MVPA were 1834, 2034 and 3867 respectively. While VPA and MVPA were related to *Caltrac* accelerometer counts, $r = .33$ ($p = .02$) and $r = .32$ ($p = .02$), MPA was not $r = .01$ ($p = .94$; Table 3).

TABLE 1

Demographic Characteristics of Participants Included in the Reliability ($n = 87$) and Validity ($n = 51$) Studies

		Reliability sample	Validity sample
		%(n)	% (n)
Age	≤ 12	33.3 (29)	41.2 (21)
	13	23 (20)	58.8 (30)
	≥ 14	43.7 (38)	—
Sex	Female	44.8 (39)	47.1 (24)
	Male	55.2 (48)	52.9 (27)

Note: — denotes no value

TABLE 2

Test–Retest Reliability of the OPAQ to Assess Physical Activity

	Mean (<i>SD</i>)		<i>p</i> -value ³	ICC (95% CI)		
	S1 ¹	S2 ²		Boys	Girls	Overall
Moderate activity	2177 (1592)	1827 (1401)	.009	.76 (.57–.87)	.35 (–.23–.66)	.76 (.63–.84)
Vigorous activity	1612 (1358)	1555 (1407)	.301	.80 (.65–.89)	.65 (.34–.82)	.80 (.70–.87)
Moderate to vigorous activity	3807 (2705)	3317 (2463)	.004	.90 (.84–.95)	.84 (.70–.92)	.91 (.87–.95)

Note: ¹ First survey administration² Second survey administration³ Wilcoxon signed-rank test for mean difference between the two surveys**TABLE 3**

Mean (METs/Week) and Correlation of Self-Reported Physical Activities With Caltrac Accelerometer Counts

	METs/week ¹	SROC ²	
	Mean (<i>SD</i>)	<i>r</i>	<i>p</i> -value
Moderate activity	1834 (2007)	.01	.94
Vigorous activity	2034 (1754)	.33	.01
Moderate to vigorous activity	3868 (2636)	.32	.02

Note: ¹ Means are reported as METs per week² SROC is Spearman's rank-order correlation

Discussion

This study evaluated the test–retest reliability and convergent validity of the OPAQ in two samples of secondary school students. Overall, the test–retest reliability estimates of the OPAQ were excellent (ICC = .91). Comparing self-report measures is difficult as there is little consistency in research design, time period assessed or samples used. However, it has been suggested that test–retest reliability coefficients of (.60) and above are acceptable for youth physical activity questionnaires (Sallis & Saelens, 2000). Because behaviour changes over time, reliability coefficients are generally higher when periods of assessment are smaller (e.g., 1-day recall as opposed to 7-day recall) and when time between test and retest is shorter. Furthermore, higher coefficients of reliability are generally found in simpler questionnaires that are easier to complete (Shephard, 2003). In the current study, the time between test and retest was 1 week, the time period suggested by Sallis and Saelens (2000). When time between tests

was 1 hour, the *Previous Day Physical Activity Recall* (PDPAR) was found to have reliability coefficients ranging from $r = .98$ to $.99$ (Weston et al., 1997). McMurray and colleagues (2004) found their 3-day time-based and activity-based questionnaires to have test–retest reliabilities of $r = .68$ and $r = .67$, respectively, when administrations were separated by 1 day. The test–retest reliability of the *Children's Leisure Activities Study Survey* (CLASS) ranged from $.24$ to $.41$ when assessed over a 1-week period (Telford et al., 2004). When the test–retest reliability of the *Modifiable Activity Questionnaire for Adolescents* was evaluated over a period of 1 year, the correlation coefficient ranged from $.48$ to $.71$ (Aaron et al., 1993).

The ICC reliability scores for vigorous physical activity were higher than those for moderate activity. This finding corresponds with other reliability studies that have grouped activity by intensity (Fowler-Brown & Kahwati, 2004; Gao et al., 2006; Wong et al., 2006). People generally find it easier to remember more structured forms of physical activity, such as team sports or gym sessions (Fowler-Brown & Kahwati, 2004). Furthermore, the low validity of moderate activity recall may be due to youth having a poor ability to think abstractly and poor memory (Matthews, 2002).

The higher reliability scores for males was consistent with the findings of some studies (Crocker, Bailey, Faulkner, Kowalski, & McGrath, 1997; Sallis, Buono, Roby, Micale, & Nelson, 1993) but not all (Aaron et al., 1995; Booth et al., 2002; McMurray et al., 2004). It is well established that males are more active than females at school age, and it has been argued that physical activity plays a more influential role in the lives of males, which may influence their cognitive recall of such activities (Sallis et al., 1993). Finally, it is important to note that behavioural changes may weaken the statistical interpretation of the reliability of a physical activity questionnaire (Kohl et al., 2000).

Difficulty in determining the validity of physical activity questionnaires is compounded by the multitude of existing measures and the lack of adequate criteria (Ainsworth et al., 1994). While the DLW method has been offered as the 'gold standard' of physical activity measurement (Ekelund, Sjostrom, Yngve, Poortvliet, Nilsson, & Froberg, 2001), it is expensive, and validation studies generally use other objective measures of physical activity (e.g., accelerometers, heart rate monitors, direct observation). Some studies have used cardiorespiratory fitness (CRF) as a criterion for validation (Booth et al., 2002). However, the relationship between CRF and habitual physical activity among youth is unclear, because very few children and adolescents achieve the volume or intensity of activity necessary for the improvement of CRF (Armstrong & McManus, 1994). Others suggest that the disparate findings relating physical activity to CRF in adolescents is due to inadequate physical activity measurement (Ekelund, Poortvliet, Nilsson, Yngve, Holmberg, & Sjostrom, 2001). Consequently, validity correlation coefficients have varied considerably for self-report measures (i.e., from $.07$ to $.88$). For the current study, Caltrac accelerometers were chosen, due to their reliability, validity and feasibility. Although MPA was not related to Caltrac activity counts, VPA and MVPA were both significantly related to accelerometer data, $r = .33$ ($p < .05$) and $r = .31$ ($p < .05$) respectively. Compared to other self-report measures of adolescent physical activity these findings are acceptable. Studies comparing data from 7-day physical activity self-reports with accelerometer counts have found statistically significant correlation coefficients ranging from $r = .30$ (Sallis et al., 1993) to $r = .44$ (Wong et

al., 2006). However, not all studies have found a significant correlation between self-reported activity and accelerometer counts. Time spent in moderate, vigorous and total activity were not related to accelerometer counts in CLASS (Telford et al., 2004). Similarly, Gao and colleagues (2006) found their modified version of the Godin-Leisure Time Exercise Questionnaire to be unrelated to 7 days of accelerometer monitoring.

Conclusion

A strength of the current study is that students wore accelerometers for a period of 4 days, which corresponded with the activity recall period. Previous validation studies have used a variety of monitoring time periods, and monitoring has not always corresponded with the period of activity recall (e.g., Telford et al., 2004). While it has been suggested that social desirability will lead to students overestimating physical activity (Warnecke et al., 1997), recently researchers have found that students may underestimate physical activity of moderate intensity (Riddoch et al., 2004; Telford et al., 2004). This could be due to the sporadic nature of children's activity patterns (Welk, Corbin, & Dale, 2000) and the failure to report brief periods of activity (Tudor-Locke & Myers, 2001).

Researchers are yet to develop a 7-day physical activity questionnaire that is more than moderately related to a physical activity criterion. This study has demonstrated that the OPAQ is a reliable measure of adolescent physical activity, and that it has similar convergent validity to other 7-day measures of youth activity. Future research should examine the qualities of the OPAQ with a larger sample more representative of the general population of secondary school students.

Limitations of this study include the use of adult physical activity compendium values, the possibility of reactivity to the accelerometers and the non-random selection of study participants. The Compendium of Physical Activities (Ainsworth et al., 1993; Ainsworth et al., 2000), used to convert listed physical activities into totals for weekly metabolic expenditure, was obtained from studies describing physical activity patterns of adults. These studies measured the energy cost of specific physical activities in field settings. Energy expenditure at both rest and during activity varies by pubertal stage; however, by age 15 for girls and 16 for boys, adult compendium values appear satisfactory (Harrell et al., 2005). Although the energy cost of activities will be similar for adults and young people, differences may increase measurement error. Student reactivity to the wearing of accelerometers is another possible source of measurement error. Despite this, Ozdoba et al. (2004) concluded from their study of sealed and unsealed pedometers that reactivity does not affect measurement with Grade 4 children. The authors argued that if participants cannot see the pedometer feedback, they will be less inclined to change their behaviour. This study involved adolescent students who may be expected to act differently from primary school children. The non-random selection of the classes may have influenced the results of the study.

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