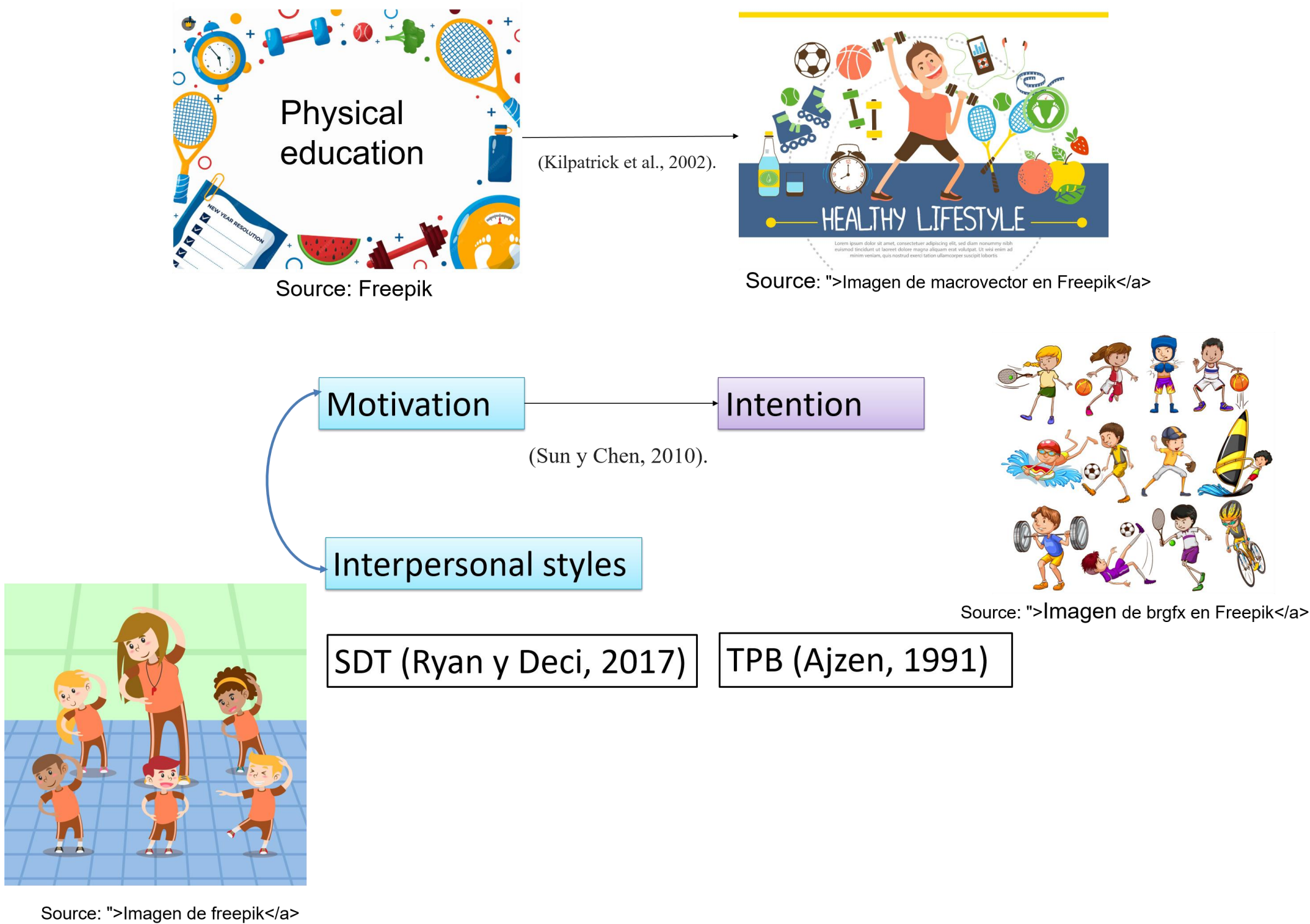


Motivation and intention to do physical activity in secondary school students

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INTRODUCTION & AIM



Aim: to relate PE teacher interpersonal styles (support for autonomy, relatedness, and competence), motivation (autonomous, controlled, and amotivation), and the intention to engage in PA outside of school.

METHOD

317 boys, 335 girls
Age: 12 and 15 (M = 12.77; SD = 0.73)
Public and private secondary schools



Source >Imagen de stockgiu en Freepik

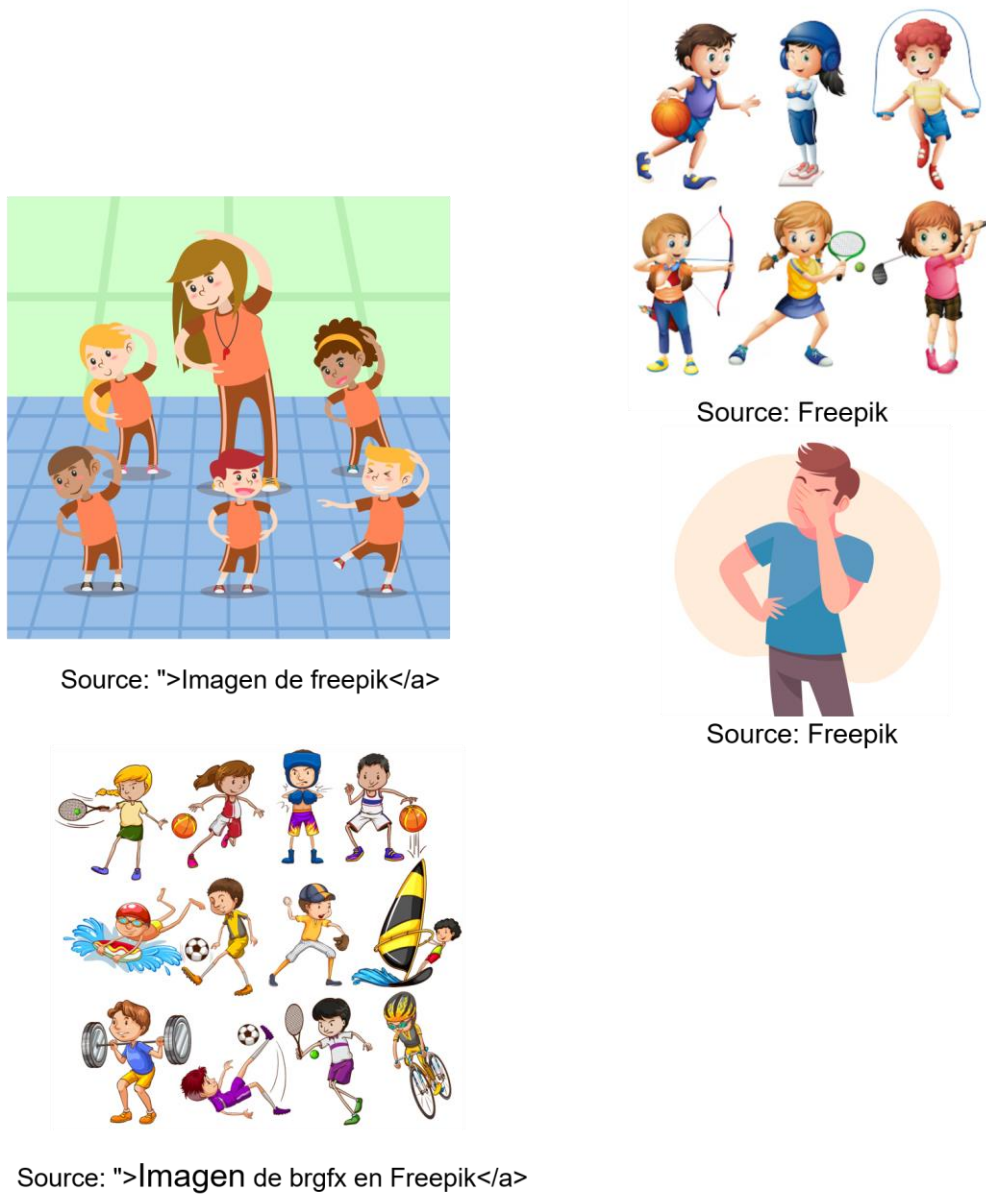
Cuestionario de Apoyo a las Necesidades Psicológicas Básicas en EF (Sánchez-Oliva et al., 2013).
Escala de Locus de Causalidad Pecibido-2 (PLOC-2; Ferriz et al., 2015)
Medida de la Intencionalidad para ser Físicamente Activo (MIFA; Moreno et al., 2007)

RESULTS & DISCUSSION

Table 1.Descriptive statistics and correlation matrix between the study variables. Reliability on the diagonal line.

	AS	CS	RS	AM	CM	A	I
AS	.74						
CS	.64**	.76					
RS	.70**	.77**	.82				
AM	.17*	.30**	.26**				
CM	-.02	.04	.03	.15*			
A	-.37**	-.50**	-.48**	-.35**	.06	.91	
I	.17*	.17*	.19*	.10	-.04	-.25*	.85
M	2.96	3.50	3.48	4.06	4.03	5.25	3.93
SD	0.98	0.98	1.06	1.36	1.41	1.30	1.07
Range	1-5	1-5	1-5	1-7	1-7	1-7	1-5

Note: AS- autonomy support; CS- competence support; RS-relatedness support; AM- autonomous motivation; CM-controlled motivation; A-amotivation; I- intention



CONCLUSION

Support for BPNs by the PE teacher is associated with a greater intention to engage in PA outside of school in adolescents immersed in PE.

FUTURE WORK / REFERENCES

Kilpatrick et al. 2002
Sun & Chen, 2010
Ryan & Deci, 2017
Ajzen, 1991
Sánchez-Oliva et al. 2013
Ferriz et al. 2015
Moreno et al. 2007