MOTIVATIONAL CLIMATE IN PHYSICAL EDUCATION: A COMPARISON BETWEEN THE PERCEPTIONS OF STUDENTS FROM CLASSES OF BEGINNING教師 AND EXPERIENCED TEACHERS.


1: CPER, Faculty of Human Kinetics, Technical University of Lisbon; 2: University of Porto-

Introduction: Motivational climate (MC) plays an important role on students' physical activity (PA) participation. Therefore, it is important to investigate whether beginning teachers were involved in promoting a proper MC. This study aimed to examine the MC promoting in physical education (PE) classes, as well as to compare the perceptions on MC between students of beginning teachers and those of experienced teachers. Methods: A total of 423 students, aged from 15 to 18, participated in the study. They attended 8 public schools, from 4th to 12th grade. One hundred and eighty nine beginning teachers' students (44.7%; age 15.9±1.1), 98 boys, 91 girls, and 224 experienced teachers' students (55.3%, age 15.9±1.2, 92 boys, 132 girls) were assessed using Papadourou et al. questionnaire (2007), validated for the Portuguese population. The students' perceptions were measured with emphasis on mastery, performance-approach and performance-avoidance goals. Individual (and not class) was considered as the unit of analysis. Experienced teachers had more than five years of teaching. Results were compared by using Students' t-Test. Results: Ranging on a scale from 1 to 5, the mean levels of beginning teachers' students' perceptions of mastery-involving climate were high (3.8±1.2) and did not differ significantly (p=0.259) from those reported by experienced teachers' students (3.7±1.0). However, these results suggest that a mastery climate could be even more emphasized by both types of teachers. According to students views, beginning teachers emphasized significantly higher values of performance-approach goals than experienced teachers 3.1±1.3 vs 2.8±1.3; p<0.001. Finally, beginning teachers' students also perceived a higher performance-avoidance environment (2.9±1.3) than experienced students (2.7±1.2); and significant differences were observed (p=0.05). A tight control of all aspects of decision-making by beginning teachers, as well as interventions emphasizing normative comparison, might explain these results. Discussion: Beginning PE teachers emphasized performance-approach and performance-avoidance goals more than experienced teachers. More challenging tasks and a positive evaluation for personal improvement should be delivered to all PE participants. Future research concerning affective, behavioral, and cognitive learning outcomes is needed to provide a holistic perspective to help teachers implement methods that will enhance student participation in lifetime PA. References: Papadourou et al. (2007). JEP, 26, 236-259. Acknowledgments: This study was supported by FCT.

PRELIMINARY STUDY AIMING TO IDENTIFY THE CONDITIONS OF IMPLEMENTATION OF A PROJECT INTEGRATING PHYSICAL ACTIVITY FOR 10-16 YEAR-OLD CHILDREN WITH CANCER IN A HOSPITAL CONTEXT

Cobes, M.T. Del Guercio, A.2

University of Liege

Introduction Today, it is considered that, in children with serious illnesses such as cancer, physical activity during treatment has beneficial effects on physical and mental well-being, self-confidence and self-esteem (INSERM, 2006). However, it is important to notice that physical activity has to be adapted according to the circumstances. (Wieland, 2009). If some programs begin to be offered in some hospitals, a lack of resources suitable for children and adolescents appears to be the norm. This study aimed to identify needs and resources for the implementation of a project like this in the department of Hematology Oncology at a Hospital in the Region of Liege (Wallonia, Belgium). Methods: In this perspective, we interviewed various members of the medical and paramedical staff in a 200 young patients in 5 - B and their parents in 5 - S. This transduction process aimed to guarantee the validity of the data. The semi-structured interviews focused on the representations of these subjects about physical activity at the hospital in young people with cancer; identification of physical activity opportunities and habits of the young patients to exercise, benefits and risks of being active as well as on their opinions about the characteristics of the actions to implement types of activities, recommendations, needed resources and conditions. From the principles of the qualitative research, a content analysis of the answers has been conducted. Results: Most of the subjects supported this type of project. Five categories of activities have been identified: adapted ball games, soft gymnastics, group fitness classes, relaxation activities, outdoor activities. A daily medical monitoring has been emphasized while precautionary measures have been listed, as well as the resources of the human, material, organizational and financial aspects that would be needed. Discussion: Our findings show that hospitalized children no longer practice physical activity and that availability of specialized physical educators would encourage them to meet their expectations to be more active. Adults recognize that the implementation of these activities would have many physical and psychological benefits for children. They emphasize that individualization is on the center of the intervention. This would require the development of multidisciplinary teams. The fundings seem less relevant than the presence of a promoter. References: Wieland, A. (2002). L'expérience des pratiques corporelles auprès d'enfants et d'adolescents hospitalisés atteints d'un cancer - du corps malade au corps sain. Thèses de recherche. Université Catholique de Louvain. La Recherche Médicale (INSERM). 2002. LE VIEUX. EXPERTISE COLLECTIVE. Paris: Les Éditions INSERM.

MOTIVATION TO GO INTO SPORTS OF LATVIA YOUNG PEOPLE

Porozovs, J., Porozova, D.

Iga Teacher Training and Educational Management Academy

Introduction: Sport participation must turn great attention for raising interest of young people to physical activities. Perceived competence, self-determination and self-efficacy are important factors in promoting physically active and development of talent in children (Colb+, 2010). Methods: The questionnaire of 15-16 years old Latvia young people actively participating in sport exercises was carried out. 289 young people were questioned. Results: The results of investigation showed that 33% of questioned young people often sport exercises in order to reach high results in competitions and become high-class sportmen, 28% - in order to rise physical condition.