

ARTICLE REVIEWED

Improving Motivation for Physical Activity and Physical Education Through a School-Based Intervention

Sevil-Serrano, J., Aibar, A., Abós, A., Generelo, E., & García-González, L. Improving motivation for physical activity and physical education through a school-based intervention. (2022). *The Journal of Experimental Education*, 90(2), 383-403.

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THE PROBLEM

Worldwide, adolescents do not engage in sufficient physical activity (PA). PA decreases during adolescence, especially among females (Marques et al., 2020). Adolescents report many barriers to PA such as a lack of time, no facilities, and a lack of motivation (Al-Hazzaa, 2018; Portela-Pino et al., 2020). Motivation to engage in PA can be fostered using psychological theories and strategies. Thus, this study explored how three theories were combined to motivate adolescents to engage in PA during PE and during their leisure time.



Research Summary

Three theoretical frameworks were combined to develop the *Paths of the Pyrenees* intervention. The goal of this intervention was to improve adolescents' motivation for PA during school physical education (PE) and leisure time PA. Teachers were trained to be more need supportive and less controlling by learning several need supportive techniques. Teachers implemented 10 intervention sessions about PA throughout one school year. Additionally, families were also invited to participate in several meetings about health behaviors throughout the year and received information about need supportive strategies to support their child's PA. A total of 105 adolescents and their families participated in this intervention. Participants were measured on several psychological variables that included their perception of autonomy support for leisure time PA, their perception of autonomy competence, and relatedness support from the PE teacher, as well as the perception of autonomy, competence, and relatedness satisfaction in PE and PA, autonomy, competence, and more.

Conclusion

The intervention group reported higher values on all psychological variables compared to the control group, except for external regulation. The intervention group also improved on all psychological variables compared to their baseline values, except for relatedness satisfaction in leisure time PA and PE and external regulation in leisure time PA.

Key Takeaway

Training and involving teachers and parents of adolescents to positively influence adolescents' psychological needs is a beneficial approach to enhancing their motivation to be physically active. This can be a powerful approach to encourage adolescents to exercise, given that many adolescents report a lack of motivation as a barrier to engage in PA.

ADDITIONAL RESOURCES

Al-Hazzaa, H. M. (2018). Physical inactivity in Saudi Arabia revisited: A systematic review of inactivity prevalence and perceived barriers to active living. *International Journal of Health Sciences*, 12(6), 50-64.

Marques, A., Henriques-Neto, D., Peralta, M., Martins, J., Demetriou, Y., Schönbach, D. M. I., & Gaspar de Matos, M. (2020). Prevalence of physical activity among adolescents from 105 low, middle, and high-income countries. *International Journal of Environmental Research and Public Health*, 17(9). <https://www.mdpi.com/1660-4601/17/9/3145>

Portela-Pino, I., López-Castedo, A., Martínez-Patiño, M. J., Valverde-Esteve, T., & Domínguez-Alonso, J., (2020). Gender differences in motivation and barriers for the practice of physical exercise in adolescence. *International Journal of Environmental Research and Public Health*, 17(1). <https://www.mdpi.com/1660-4601/17/1/168>