

YOUNG INVESTIGATORS
AWARD POSTER SECTION

**Human and
Social Sciences**

4th Annual Congress of the European
College of Sport Science
Rome, 14-17 July 1999

EFFECTS OF SPARK SELF-MANAGEMENT PROGRAM ON THE PROMOTION OF OUT-OF-SCHOOL PHYSICAL ACTIVITY

L. Calmeiro¹, M. Matos²

¹Superior School of Education, Leiria and ²Faculty of Human Movement, Technical University of Lisbon, Portugal

The goal of this study was to assess the utility of SPARK Self-Management Program on physical activity promotion among adolescents. This program consisted on teaching cognitive-behavioural strategies which facilitate adherence to lifetime physical activity.

Eight sessions (one per week) were conducted during Physical Education classes, involving 91 students from 10th and 11th grade ($M=15.52$, $SD=.78$). Out-of-school Physical Activity (PA) and Behavioural Intentions (BI) were studied based on Ajzen and Fishbein's Theory of Planned Behaviour. Variables were measured four times: control evaluation, pre-test, post-test and follow-up. These moments have delimited three study phases: control (four weeks), experimental (nine weeks) and follow-up (eight weeks) periods.

PA levels decreased during control ($t=2.869$; $p<.001$) and follow-up ($t=3.842$; $p<.001$) periods, and increased on experimental period, although not significantly. BI increased during experimental period ($t=2.714$; $p<.01$), and decreased during follow-up ($t=2.199$; $p<.05$). Past PA behaviour was found to be the major determinant of PA ($\beta=.68$; $p<.001$) followed by BI ($\beta=.18$; $p<.05$), explaining each variable 46.5% and 3.1% of its variance, respectively. Concerning BI prediction, Perceived Behavioural Control ($\beta=.30$; $p<.01$) and Attitudes ($\beta=.27$; $p<.01$) were found to be significant predictors, explaining, respectively, 13.9% and 6.9% of its variance.

It was concluded that the program reversed the tendency to reduce PA levels during school year, and changed positively BI. However, these effects weren't maintained beyond intervention, which suggest that a longer intervention may be effective in changing consistently students' PA habits. It is recommended an investigation comprising an extended application of SPARK Self-Management Program.

