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A115: Revision of the Chinese Version of Physical Self-Description Questionnaire-Short for Middle School Students

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Abstract

Purpose: The Physical Self-Description Questionnaire -Short (PSDQ-S) is one of the world's recognized effective tools for measuring Physical Self-Concept (PSC). However, Latent profile analysis of the physical self-description among Chinese adolescents only supported the 3-dimensional model of PSDQ-S, that is, it could only distinguish the Physical Activity (PA), Appearance, and Body Fat of Chinese children and adolescents, but could not effectively distinguish the 8 dimensions of Coordination, Flexibility, Strength, Endurance, Sport, Global Physical, Health, and Global Esteem. It cannot meet the needs of PSC measurement in the field of sports psychology in China. The purpose of this study was to revise the PSDQ-S for Chinese middle school students, and to test its reliability, validity, and gender measurement equivalence in Chinese middle school students. **Methods:** A stratified random cluster sampling method was used to conduct a questionnaire survey on the Chinese version of PSDQ-S. 2505 middle school students in grades 7-12 (12-18 years old) were selected from seven administrative geographic regions of North China, Northeast China, East China, Central China, South China, Southwest and Northwest China, among which 1239 were male subjects, with an average age of (15.07±1.93) years, Female subjects were 1266, with an average age of (15.02±2.04) years. SPSS 24.0 and Mplus 8.3 were used for data analysis. **Results:** Eight common factors were extracted by exploratory factor analysis, and the cumulative variance interpretation rate was 79.45%. Confirmatory factor analysis support 8 factor model hypothesis ($\chi^2 / df = 1.846$, CFI = 0.939, TLI = 0.929, SRMR = 0.050, RMSEA = 0.061). The 8 dimensions were Physical Activity, Appearance, Body Fat, Flexibility & Coordination, Endurance, Sport, Global Physical and Health. The average variance extraction of each factor of the Chinese version PSDQ-S convergence validity index was greater than 0.50, and the combination reliability was greater than 0.60. The gender equivalence hypothesis was established. **Conclusions:** The revised Chinese version of PSDQ-S has good reliability, validity, and gender equivalence. It can be used as a measurement tool of PSC of Chinese middle school students.

A114: Promoting Exercise Behavior for College Students by Compensating Intervention of Beliefs

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Purpose: Compensatory Health Beliefs (CHBs) are essential to resolving the motivational conflicts between the desired and healthy goal in college students. Theory of Planned Behavior (TPB) framework is used to design a multidimensional training model, which compensates belief as a mediator, to research the influence of belief intervention compensation on promoting right exercise cognitive and behavior in college students. The purpose of this study was to discover whether this training model is able to inspire college students to attend exercise more effectively.

Methods: A cohort of 218 college students from Guangzhou were involved in the research (20.04±1.5). The objects were divided into two groups. A total of 110 objects in the control group were mentored by professional physical exercise instructor, while for the rest 108 objects in the interventional group who received 45-minute lessons about compensatory beliefs 5 days per week for 12 weeks on top of professional physical exercise instructor. All objects were asked to write a tracker daily for self-monitor daily exercise behavior and mental condition. All objects were asked by the researcher to fill out the Exercise Motivational Conflict Questionnaire and the International Physical Activity Questionnaire one week before and after the intervention. The correlations of compensated beliefs and other two variables were analyzed with descriptive data analysis, independent sample T-test, and multiple regression. **Results:** The subjects in the intervention group had higher levels of the exercise behavior than those in the control group. Multiple regression analysis indicated that the exercise motivational conflict has significantly positive correlations to exercise behavior ($\beta = 0.47$, $SE = 0.41$, $P < 0.01$). By adding compensated belief in the intervention group, exercise motivational conflict still has significantly positive correlations to exercise behavior ($\beta = 0.47$, $SE = 0.41$, $P < 0.01$). The compensated belief has a significant effect among exercise motivational conflict and exercise behavior ($\beta=0.26$, $SE=0.16$, $95\% CI= (0.03 \sim 0.11)$ indirectly. Therefore, the mediating effect of compensated belief plays a significant role in promoting the effect between exercise motivational conflict and exercise behavior. **Conclusion:** The study indicated that the training model can positively predict college students' exercise motivational conflict and exercise behavior and encourage college students to do exercise effectively. Meanwhile, compensated belief is an effective mediator which can reduce the problem of lack of exercise among college students.