

FITNESS TESTING IN SCHOOLS: INCREASING THE SELF-BELIEF OF STUDENTS

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PURPOSE

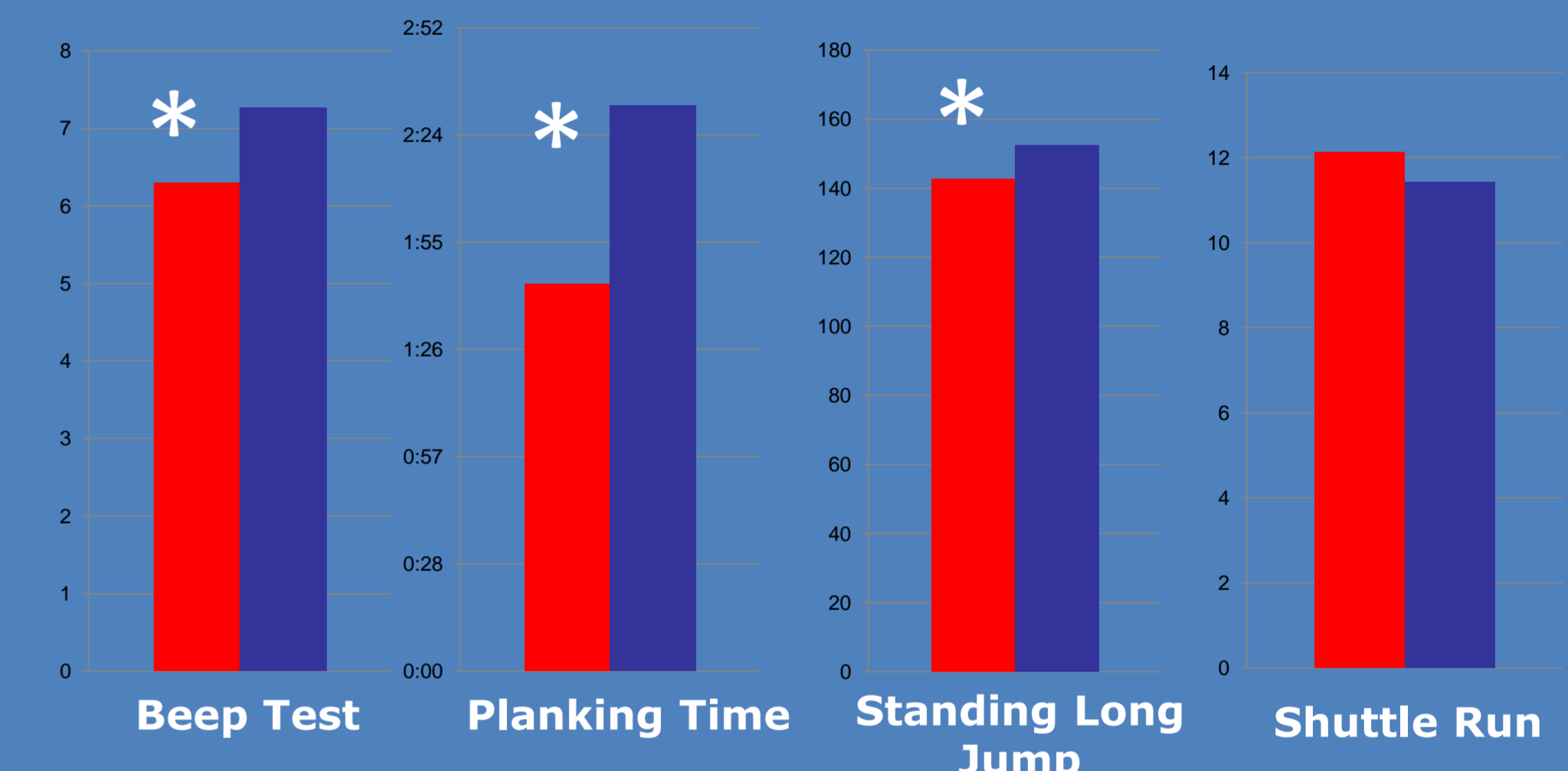
It is hypothesized that a school based goal-setting and action-planning protocol utilizing the tenants of self-efficacy theory in relation to exercise behaviour and performance will effectively increase physical activity self-efficacy and therefore increase the physical activity levels in children.

RESULTS

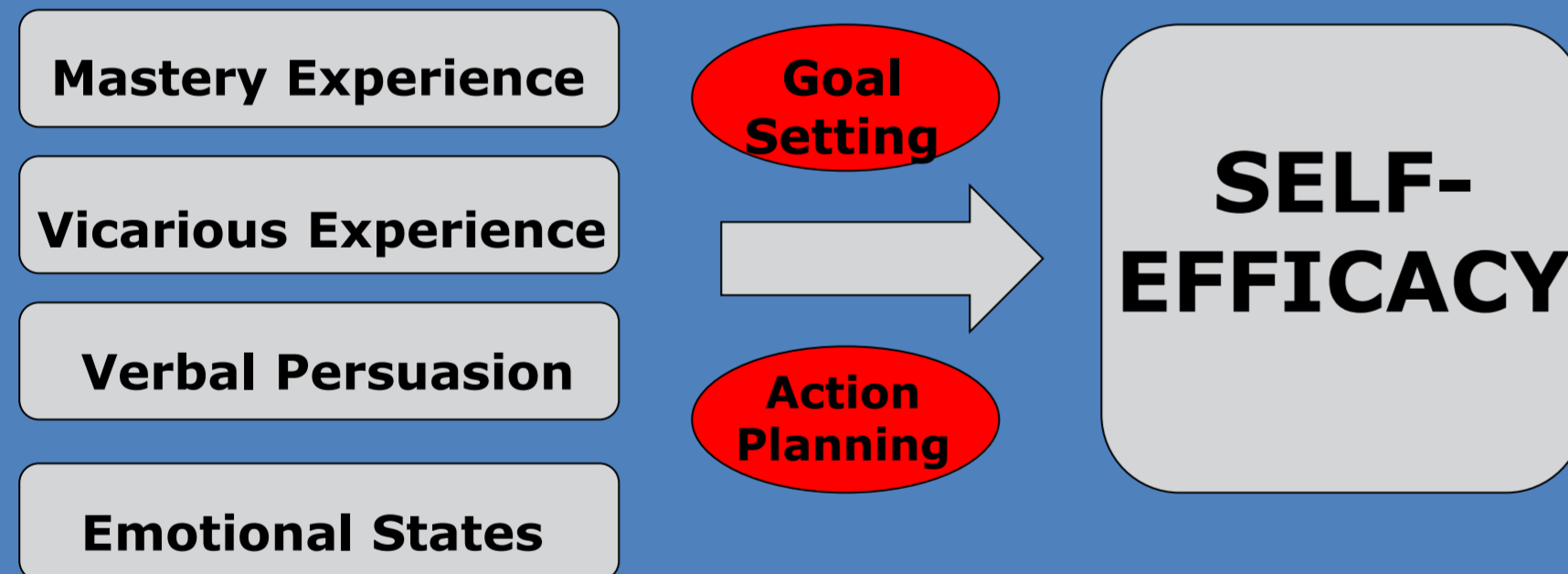
Significant positive relationships were observed between self-efficacy scores and scores on standard fitness tests such as the beep test ($r=0.44, p<.05$) and planking time ($r=0.38, p<.05$).

METHODS

1 School
62 Students
3 Classes
Grades 5-7



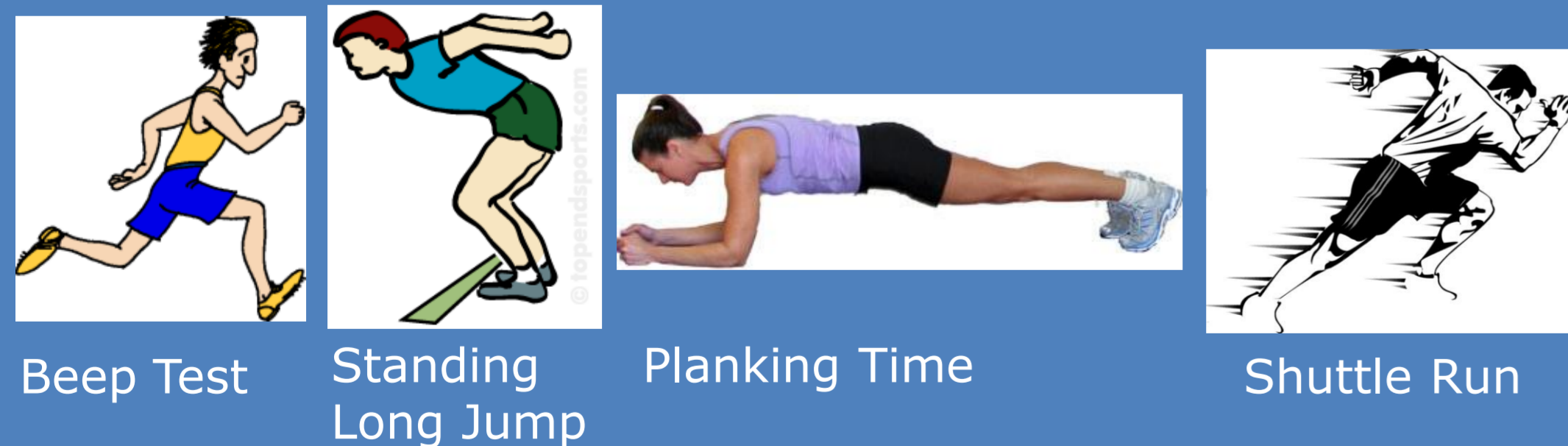
Teacher Training On Self-Efficacy Theory



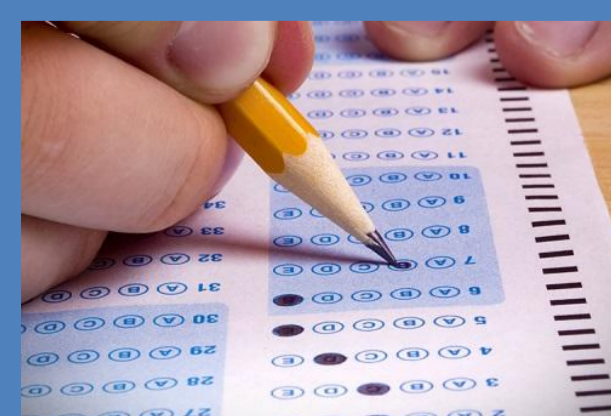
ABSTRACT

Self-efficacy can impact a child's experience in physical education (PE) and subsequent engagement in physical activity (PA). Incorporating goal setting and action planning into PE may enhance students' self-efficacy for engaging in PA both within and beyond the PE classroom. Children (N=62 50% male; Mage =11) from three classrooms (grades 5-7) participated in a 6 week goal setting and action planning intervention led by their teachers. Children completed a series of baseline measures including i) self-efficacy for PA, goal setting and action planning and fitness testing. Significant positive relationships were observed between self-efficacy scores and scores on standard fitness tests such as the beep test ($r=0.44, p<.05$) and planking time ($r=0.38, p<.05$). PA self-efficacy was positively correlated with goal setting self-efficacy ($r=0.56, p<0.05$) and intentions to engage in PA in the next 6 weeks ($r=0.53, p<.05$). Post-intervention, PA self-efficacy scores increased significantly ($\bar{x}=.42, p<.01$). and goal setting self-efficacy increased significantly ($\bar{x}=.71, p<.01$). Fitness scores for 3 of the 4 performance tests increased significantly ($p<.01$). Children with lower self-efficacy perform poorer on fitness tests and have lower intentions to engage in PA. A goal setting and action planning program can be effective in increasing PA self-efficacy, goal-setting self-efficacy and fitness scores.

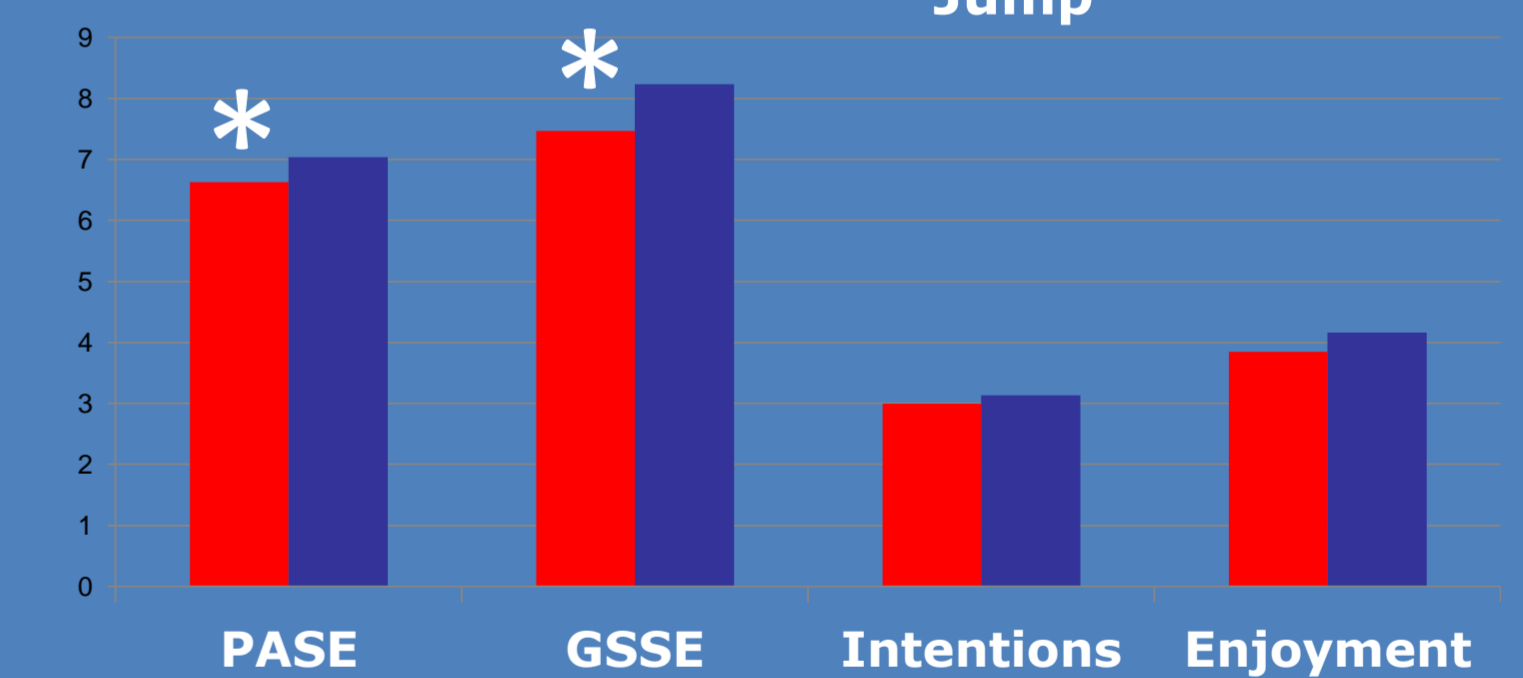
Baseline & Post-Test



- PA Self-Efficacy
- Goal Setting Self-Efficacy
- Fitness Performance Scores



6 Weeks of Goal Setting Intervention



IMPLICATIONS

- The positive results in this short intervention help to affirm the utility of Self Efficacy Theory and provides grounds for its potential usefulness within the education setting.
- This study aides to the dialogue surrounding the proper and effective use of fitness testing in PE.
- **The implementation of a self-efficacy and goal-setting based fitness testing protocol may:**
- **significantly increase student's physical activity self-efficacy**
- **significantly increase fitness scores**
- Future studies should include a greater sample size, a longer intervention period and a control group