

ABSTRACT

SCHOOL-BASED SOCIAL-PSYCHOLOGICAL INTERVENTION TO PROMOTE FITNESS EFFICACY

The purpose of the current study was to design a school-based physical activity intervention using the Youth Physical Activity Promotion (YPAP) model as a conceptual framework. The social-psychological intervention was designed primarily to promote fitness self-efficacy, which has been shown to be one of the strongest determinants of youth physical activity behaviors. A quasi-experimental Solomon four-group design was used with 256 students from eight ninth-grade physical education classes in an inner-city school with an ethnically diverse student population. Students were pre- and posttested on variables related to health, physical activity behaviors, fitness attitude, and fitness efficacy. Results from the 6-week intervention show that statistically significant differences were found for fitness efficacy, both from pre- to posttesting with the intervention group and between the control and intervention group. Issues related to conducting ecologically valid school-based exercise psychology research designed to promote fitness efficacy are discussed.

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