AFTER-SCHOOL PHYSICAL ACTIVITY SELF-EFFICACY LEVELS IN PRIVATE AND PUBLIC MIDDLE SCHOOL STUDENTS

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Background. Physical activity self-efficacy (PASE) is based on the Social Cognitive Theory developed by Bandura (1986). Self-efficacy in children was defined as confidence in their skills and abilities to be physically active to reach a desired outcome (Dishman et al., 2004). The purpose of this study was to examine after school PASE levels of public (n = 207) and private middle school (n = 126) students in central Canakkale, Turkey.

Methods. Cross-sectional survey method was applied to the students and as a data collection instrument “Children’s Self-Efficacy and Proxy Efficacy for After-School Physical Activity” (Dziewaltowski et al., 2009) validated by Cengiz and Ince (2013) was used. The instrument had three separate constructs: self-efficacy to be physically active (SEPA), proxy efficacy to influence parents to provide physical activity opportunities (PEPA-P), and proxy efficacy to influence after-school staff to provide physical activity opportunities (PEPA-S).

Results. Multivariate Analysis of Variance (MANOVA) results showed a significant difference between PASE and gender of students, Pillai’s Trace = .05, F(3, 315) = 5.75, p < .05. However, no significant difference was observed between PASE and age, school type, grade. Further analyses indicated significant differences in SEPA (F(1, 15) = 6.06, p < .05) and parent efficacy of participants (F(1, 15) = 6.72, p < .05).

Conclusion. In conclusion, student’s sex was a statistically significant variable in terms of SEPA and PEPA-P. Staff efficacy of students needs to be improved in after-school context among public middle schools.

Keywords: physical activity self-efficacy, parent efficacy, middle school.

References
