

Prediction of intent to be active physically through the theory of self-determination

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The main objective of this study is to know motivational variables and healthy lifestyles which predict the intention to be physically active, using the Self-Determination Theory (Deci & Ryan, 1985). Several authors (Fernández-Ozcorta, Almagro, & Saenz-López, 2015) showed students who have satisfied their basic psychological needs (BPN) and more self-determined motivation will have a greater intention to remain physically assets in the future. The sample consisted of 187 Spanish students in physical education classes (87 boys and 100 girls), belonging to three schools of Secondary Education of Badajoz, aged between 13 and 23 years, average age 15.5 years (SD = 1.70). We used perceived Locus Scale Causality in Physical Education (PLOC Scale), Scale measuring basic psychological needs (BPNES), Questionnaire Healthy Lifestyles (EVS), and scale of measurement of intentionality to be physically active (MIFA). We used analysis of reliability or internal consistency of the items and a regression analysis using the method of introducing block.

Table 1
Descriptive statistics, reliability analysis and coefficients of regression analysis considering as dependent variable the intention to be physically active.

	Variable	M	DT	α	Beta	R ²	T	p
Block 1						.42		
	BPN. of Autonomy				.05		.71	.47
	BPN. of Competence				.51		7.04	.00
Block 2	BPN. of Social Relationships				.05		.89	.37
						.49		
	BPN. of Autonomy				.02		.30	.76
	BPN. of Competence				.40		5.38	.00
	BPN. of Social Relationships				.02		.32	.74
	Autonomous M.				.31		3.97	.00
	Introjected R.				-.07		-1.20	.23
	R.External R.				-.12		-2.08	.03
Block 3	Demotivation				.03		.57	.56
						.52		
	BPN. of Autonomy	3.31	.85	.74	.05		.81	.41
	BPN. of Competence	3.89	.76	.79	.35		4.60	.00
	BPN. of Social Relationships	4.31	.68	.80	.00		.13	.89
	Autonomous M.	3.88	.84	.88	.32		4.10	.00
	Introjected R.	3.26	1.20	.68	-.07		-1.12	.26
	External R.	3.24	1.20	.69	-.13		-2.29	.02
	Amotivation	1.97	1.04	.78	.00		.13	.89
	Tobacco	1.58	.83	.85	-.12		-2.06	.04
	Alcohol	1.51	.83	.80	.07		1.20	.23
	Drugs	3.66	.90	.78	.11		1.68	.09
	Balanced diet	3.78	.95	.76	.07		1.15	.24
	Meal time	3.59	1.14	.96	.07		1.24	.21

Note. M. = Motivation; R. = Regulation; BPN. = Basic Psychological Need.

These variables explain 42% of the variance in Block 1, Block 2 with 49% of the explained variance and eventually Block 3, 52% of the variance. These results suggest that, in adolescence, intention to be physically active in the future by the subject could be associated to the promotion of cooperative learning, prioritization of effort and self-improvement, and consideration by the teacher that all class members of the group are important. Various authors (Fernández-Ozcorta, et al., 2015) have shown that intrinsic motivation significantly predicts intended to be physically active. Promoting the satisfaction of BPN of competence is crucial in physical education classes, explaining to students the purpose of the task at hand, proposing based on variety tasks, promoting the more self-determined motivation forms, which facilitate the effort and learning, making adaptive patterns are obtained, such as increasing intention of practicing physical exercise.

References

- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and Self-determination in humanbehavior*. New York: Plenum.
- Fernández-Ozcorta, E. J., Almagro, B. J., & Sáenz-López, P. (2015). Predicción de la intención de seguir siendo físicamente activos en estudiantes universitarios. *Cuadernos de Psicología del Deporte*, 15(1), 275-284.