

Motivational variables and correlation between healthy lifestyles of students in Physical Education

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INTRODUCTION

In our work we will focus on correlation between variables of lifestyle related to health and motivation ones, using the theoretical

framework of Self-Determination Theory (Deci & Ryan, 1985). In this line, Ferriz, González-Cutre, Sicilia, and Hagger (2016) observed positive relations between satisfaction of basic

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psychological needs (BPN) and autonomous motivation, which contributed to an explanation of variance in healthy behaviors, such as physical activity and sport participation.

METHOD.

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).

Variables and Measuring Instruments

Perceived Locus scale Causality in Physical Education (PLOC Scale), Scale measuring BPN (BPNS), Questionnaire Healthy Lifestyles (EVS), and the Scale of Measurement of Intentionality to be Physically Active (MIFA).

RESULTS

Our results show that autonomous motivation is related positively and significantly with satisfaction of BPN and intention to be physically active, and negatively and significantly with amotivation and alcohol consumption.

Table 1

Descriptive statistics, reliability analysis and correlation analysis.

Variable	M	DT	α	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
(1) AUTONOMOUS M.	3.88	.84	.88	-												
(2) INTROVERTED R.	3.26	1.20	.68	-.57**	-											
(3) EXTERNAL R.	3.24	1.20	.69	-.07	.20**	-										
(4) AMOTIVATION	1.97	1.04	.78	-.29**	.12	-.38**	-									
(5) BPN OF AUTONOMY	3.31	.85	.74	.49**	.27**	-.09	-.13	-								
(6) BPN OF COMPETENCE	3.89	.76	.79	.60**	.25**	-.08	-.23**	.56**	-							
(7) BPN OF SOCIAL RELATIONSHIPS	4.31	.68	.80	.43**	.18*	-.05	-.20**	.62**	.44**	-						
(8) INTENTION	3.88	.93	.81	.57**	.18**	-.16*	-.19**	.63**	.63**	.35**	-					
(9) TOBACCO	1.58	.83	.85	-.00	-.03	-.07	.04	.04	-.02	.03	-.05	-				
(10) ALCOHOL	1.51	.83	.80	-.18**	-.16*	-.03	.15*	-.13	-.05	.05	.00	.29**	-			
(11) DRUGS	3.66	.90	.78	-.01	-.02	.02	.15*	.02	.11	.06	.11	.48**	.46**	-		
(12) BALANCED DIET	3.78	.95	.76	.07	.16*	.10	.05	.01	.04	.07	.11	.02	-.09	-.10	-	
(13) MEAL TIME	3.59	1.14	.96	.09	.06	.05	.03	-.00	.09	-.06	.16*	-.05	-.11	-.12	-.47**	-

Note. M = Motivation; R = Regulation; BPN = Basic Psychological Need; * $p < .05$; ** $p < .01$.

DISCUSSION

We can explain these results because when students are more motivated to practice and improve tasks proposed by teacher, perceive greater competence and autonomy in their accomplishments, and their relationships with others, so his future intention of practice will be higher and they are more likely to avoid unhealthy habits, such as alcohol consumption. Some authors (Moreno-Murcia, González-Cutre, & Cervelló, 2008) reported that consumption of tobacco and alcohol was negatively related to the self-determined motivation.

CONCLUSIONS

We propose solutions about achieving motivate and encourage satisfaction of BPN,

especially, in order to promote health-enhancing behaviors.

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