

# SATPE Journal

## Template for submissions

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<b>Article Title:</b> The Relationship between Autonomous Motivation for Physical Education in Third Year Girls and School Level Socio-Economic Status.	
<b>Article Topic Area (please circle)</b> Research	
<b>About the Author (short biography on the career of the author)</b>  Andrew Arbuckle, Teacher of Physical Education, St Ninian's High School, East Renfrewshire, 2012 – 2013.  Stuart Forsyth, Senior Lecturer in Physical Education, University of Strathclyde, Glasgow.	
<b>Synopsis (Brief outline of article, 3 or 4 lines maximum)</b>  This study investigates the relationship between school level socio-economic status (SES) and third year girls' (S3) levels of autonomous motivation to participate in physical education (PE). Females in this age range have been identified as an at risk population due to the sharp decrease in physical activity (PA) levels. SES is one factor that has been suggested to contribute to different levels of PA in adolescence. It is acknowledged that PE can play an important role in the promotion of positive attitudes towards PA. The Behavioural Regulation for Exercise Questionnaire-2 (BREQ-2) was used to quantify a sample of S3 girls' autonomous motivation for PE in two schools differentiated by SES. The questionnaire was uploaded to the internet. Participants completed it during school hours.	

## **Article Piece: (500 words approx.)**

### **Introduction**

Researchers have examined female perceptions of PE and their attitudes towards it (Evans, 2006; Olafsson, 2002 & Subramaniam & Silverman, 2007). Yet, there is a dearth of research that investigates the relationship between socio-economic status (SES) and adolescent girls' levels of autonomous motivation to participate in PE. Parents with a higher income have been found to encourage their children to participate in organised leisure activities (Santos, Esculcas & Mota, 2004 & Zeijl, te Poel, du Bois-Reymond, Ravesloot, & Meulman, 2000). Higher parental income has also been shown to allow better access to facilities and equipment than lower parental income (McNeill, Kreuter, & Subramanian, 2006).

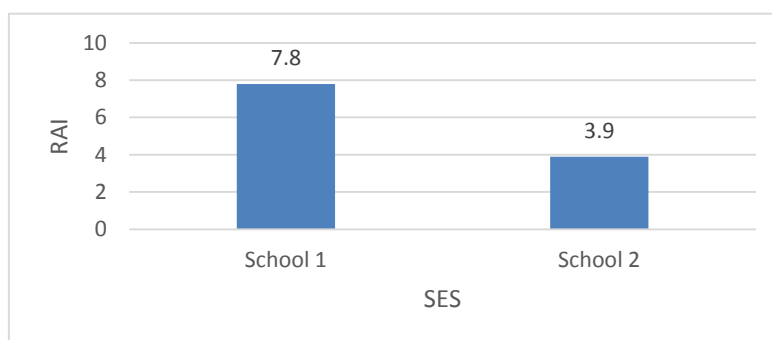
### **Self-determination Theory**

Motivation is central to the study of behaviour. It has been shown to be useful in understanding behaviour change and in differentiating between adaptive and inadequate adaptation in PA settings (Hagger & Chatzisarantis, 2007). Self-determination theory (Deci & Ryan, 2000) is a framework of motivation which proposes that motivation is multidimensional, and exists along a continuum of self-determination ranging from amotivation (when a person is not motivated to act), through extrinsic motivation (when a person acts to gain distinguishable outcomes), to intrinsic motivation (when a person acts for the inherent value of an activity). Behaviour can become more autonomous if the values and motivators can be accepted as having personal meaning.

### **Method**

Participants were females drawn from the S3 cohort group of two Scottish secondary schools (n=59 School 1, n=21 School 2). For differentiating, two measures of SES were used. Free school meal entitlement (Learning and Teaching Scotland, 2009) and the domain rank of the data zone as designated by the Scottish Index of Multiple Deprivation (SIMD, 2009). Autonomous motivation for PE was assessed using a relative autonomy index (RAI) derived from BREQ-2 scores (Markland & Tobin, 2004). Mean school RAI scores (Figure 1) were then compared using an independent *t*-test.

## Results



**Figure 1 SES and RAI Score**

The *t*-test result indicated that S3 girls from a high SES school were significantly more autonomously motivated to participate in PE than their low SES counterparts ( $t(78) = 2.11, p < .05 (.016)$ ). This suggests a school's SES can affect S3 female's autonomous motivation to participate in PE. Further investigation is needed to discover exactly what factors of SES, if any, impact on S3 girl's autonomous motivation to participate in PE.

## More Information

**1. Self-determination Theory web site:**

[http://www.selfdeterminationtheory.org/browse-publications/index.php?option=com\\_sdt&view=SearchPublications&task=domainSearch&domain=20](http://www.selfdeterminationtheory.org/browse-publications/index.php?option=com_sdt&view=SearchPublications&task=domainSearch&domain=20)

**2. BREQ web site:**

[http://pages.bangor.ac.uk/~pes004/exercise\\_motivation/breq/breq.htm](http://pages.bangor.ac.uk/~pes004/exercise_motivation/breq/breq.htm)

## References

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