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The role of autonomy supportive and controlling teachers behaviors on pupils needs satisfaction and needs thwarting

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Introduction

Despite the growing body of research supporting the positive effects of physical activity (PA) on psychological and physiological well-being (Physical activity in the prevention and treatment of disease, 2008), it is estimated that only about ten to twenty percent of the Swedish adolescents meets the minimum requirements of performing 60 minutes of moderate to vigorous PA a day (The National Public Health Report, 2009). Physical Education (PE) can be of importance for increasing adolescents PA levels (Centers for Disease Control and Prevention, 2010), whereas the PE teachers may play an important role in motivating the pupils to engage in PA, during and outside of PE (Chatzisarantis & Hagger, 2009; Cheon et al., 2012).

Self-Determination Theory (SDT) stipulates that fulfillment of the basic psychological needs (autonomy, competence, relatedness) is essential for psychological development, well-being and autonomous motivation (Deci & Ryan, 2002; Hagger & Chatzisarantis, 2007). People in position of authority (e.g. PE teachers) can act autonomy supportive and/or controlling, which satisfies versus thwarts the basic psychological needs of the individual (Bartholomew et al., 2011; Cheon et al., 2012).

However, There is a lack of knowledge in the literature regarding the effects of controlling teachers' behavior on pupils' needs thwarting and ill-being. Hence, more research is needed to investigate the effects of controlling teachers behavior.

Purpose

The overall aim of this study is to explore social conditions that satisfies versus thwarts the basic psychological needs of pupils (autonomy, competence, relatedness), and in turn impacts well-/ill-being and behavior outcomes in PE and leisure time.

More specifically, the purpose of the study is to translate, adapt and validate the following existing instruments:

- *Controlling Teacher Scale* (CTS; Jang et al., 2009)
- *Learning Climate Questionnaire* (LCQ; Williams & Deci, 1996)
- *The Balanced Measure of Psychological Needs* (BMPN; Sheldon & Hilpert, 2012)
- *Perceived Locus of Causality Scale* (PLOC; Wang, Hagger, & Liu, 2013)
- *The Positive and Negative Affect Scale* (PANAS; Watson, Clark, & Tellegen, 1988)
- *The Satisfaction With Life Scale* (SWLS; Diener, Emmons, Larsen & Griffin, 1985)

Further, the purpose of the study is to test the proposed working model (see Figure 1).

Method

Participants

A sample of ~200 pupils aged 13-15 years in grades 7-9 will be asked to participate in the study.

Measurements

To assess the pupils perceived autonomy support and controllingness, basic needs satisfaction/thwarting, behavioral regulations and well-/ill-being CTS, LCQ, BMPN, PLOC, PANAS, and SWLS will be used. Translation of the instrument from English to Swedish will be done according to the back-translation method (Brislin, 1986).

To assess pupils physical activity and inactivity during PE and leisure time the accelerometer GT3X will be used. Whole-day data will be collected during seven consecutive days.

Planned analyses

To analyze the factorial structure of the instruments exploratory and confirmatory analyses will be used.

To test the proposed working model structural equation modeling (SEM) will be used.

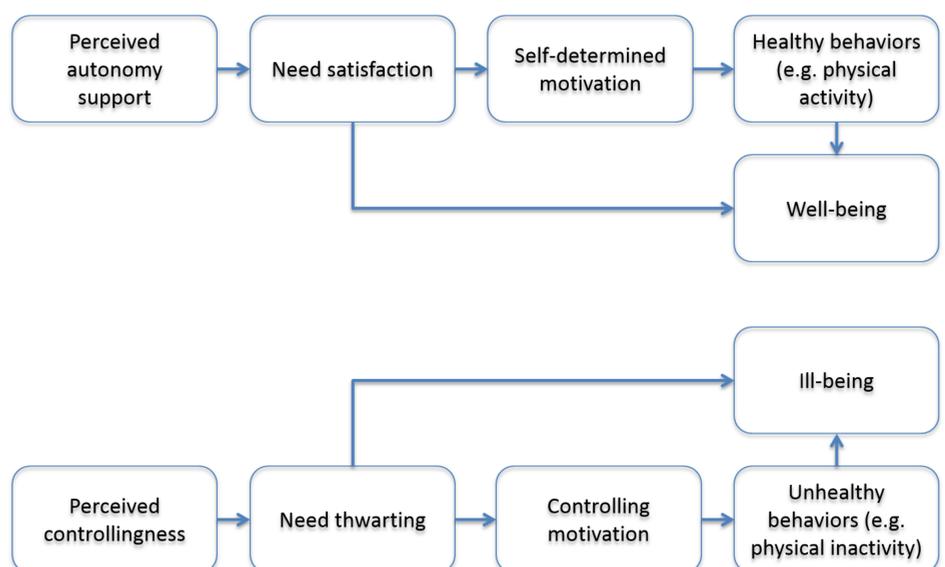


Figure 1. Working model.

Expected results and applications

- It is expected that the proposed working model will be supported, which highlights the importance of (1) promoting PE teachers autonomy supportive behaviors, and (2) minimizing PE teachers controlling behaviors in order to facilitate pupils' optimal functioning and PA.
- The knowledge contribution from this study should be taken into account when educating new PE teachers, in order to promote well-being and healthy behaviors of pupils.

Discussion

- When translating instruments, what procedures are essential to follow, and which statistical analyses are essential?
- What is important to keep in mind when collecting data from adolescents?
- If a diary study approach were to be included as an additional study to further test the proposed working model, any suggestions?
- How can we make sure that the contribution of this study is used to improve the quality of other pupils PE lessons?