



5-th BALTIC SPORT SCIENCE CONFERENCE

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**18–19 April, 2012
Kaunas, Lithuania**

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THE EFFECT OF PERCEIVED TEACHER BEHAVIOUR ON AFFECTIVE OUTCOMES IN PHYSICAL EDUCATION: A CROSS-CULTURAL EVALUATION

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Previous research, based on self-determination theory and using motivational sequence model (Social factors → Psychological Mediators → Motivation → Consequence), has shown that students' perception autonomy support from teacher predicted physical activity behaviour in leisure time context as one of the main outcome of school physical education (PE). Also, the effect of psychological need satisfaction on affective outcomes of PE has investigated. However the effect of the perceived teacher behaviour, including the controlling beyond the autonomy supportive behaviour, on affective outcomes is not still unexplored. Therefore, to resolve this issue the motivational model is proposed in which the effects of the perception of these two types of teacher behavior on affective outcomes of PE are observed.

Participants were 3545 school students aged 12 to 18 years from Estonia, Latvia, Lithuania, Spain and Hungary. Students' perception of teacher behavior was assessed by the items presented by Reeve and Halusic (2009). Motivational types of students and psychological need satisfaction were estimated using the items presented by Standage et al (2005). Affective outcomes in PE interest/enjoyment and effort/important in PE were measured by the items adapted from IMI (McAuley, E., et al., 1989). Physical self-esteem was measured by the scale from PSDQ (Marsh, H. W., & Redmayne, R.S. 1994). A structural equation modeling procedures were used. The comparison of the model components was made by the independent t - test.

The fit indexes of the model presenting the effects of the perceived teacher behavior on affective outcomes via psychological need satisfaction and motivation were acceptable (NNFI = 0.97, CFI = 0.97 and RMSEA = 0.06). The model explained 39%, 45% and 77 % of the variance in physical self-esteem, effort/important and interest enjoyment, respectively. The total effect of autonomy supportive behavior on effort/important and interest/enjoyment was significant 0.34 and 0.59, respectively, but not on physical self-esteem. The total effect of perceived controlling behavior on effort important and interest/ enjoyment and physical self-esteem was significant 0.37, 0.35 and 0.66, respectively. The perceived two types of teacher behavior differed significantly in most of the national groups. Less differences among national groups were followed in respect of perceived psychological needs satisfaction and motivation.

The results of the proposed model highlighted beyond the autonomy supportive behavior also the role of perceived controlling behavior on affective outcomes. The presented model with different cultural background allows to make more generalization of the results.

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