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BOOK OF ABSTRACTS

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game with pitch area per player was smaller or larger. The distance covered and heart rate during the game were increased significantly after classes in L group. In addition, the score in students' formative evaluation tended to increase as class progressed in L group. Conclusion These results suggest that improvement of energy-related physical fitness could be obtained without of compromising students' interest and volition in use of small-sided game, pitch area per player was larger. Reference Hill-Hass, Stephen V. ; Dawson, Brian ; Impellizzeri, Franco M. ; Coutts, Aaron J. (2011) Physiology of Small-Sided Games Training in Football : A Systematic Review. *Sports Medicine*, 41 : 199 - 220.

MOTIVATIONAL CLIMATE IN PHYSICAL EDUCATION: A COMPARISON BETWEEN THE PERCEPTIONS OF STUDENTS FROM CLASSES OF BEGINNING TEACHERS AND EXPERIENCED TEACHERS.

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Introduction: Motivational climate (MC) plays an important role on students' physical activity (PA) participation. Therefore, it is important to investigate whether beginning teachers were trained in promoting a proper MC. This study aimed to examine the MC prevailing in physical education (PE) classes as well as to compare the perceptions on MC between students of beginning teachers and those of experienced teachers. **Methods:** A total of 423 students, aged from 15 to 18, participated in the study. They attended 8 public schools, from 10th to 12th grade. One hundred and eighty nine beginning teachers' students (44.7%, age 15.9±1.1, 98 boys, 91 girls) and 234 experienced teachers' students (55.3%, age 16.3±0.9, 92 boys, 142 girls) were assessed using Papaioannou et al.'s questionnaire (2007), validated for the Portuguese population. The students' perceptions were measured with emphasis on mastery, performance-approach and performance-avoidance goals. Individual (and not class) was considered as the unit of analysis. Experienced teachers had more than five years of teaching. Results were compared by using student's t-test. **Results:** Ranging on a scale from 1 to 5, the mean levels of beginning teachers' students perceptions of mastery-involving climate were high (3.8±1) and did not differ significantly ($p=0.259$) from those reported by experienced teachers' students (3.7±0.9). However, these results suggest that a mastery climate could be even more emphasized by both types of teachers. According to student's views, beginning teachers emphasized significantly higher values of performance-approach goals than experienced teachers (3±1 vs. 2.8±1; $p<0.05$). Finally, beginning teachers' students also perceived a higher performance-avoidance environment (2.1±1) than experienced teachers' students (1.79±0.8), and significant differences were observed ($p<0.05$). A tight control of all aspects of decision-making by beginning teachers, as well as interventions emphasizing normative comparison, might explain these results. **Discussion:** Beginning PE teachers emphasised performance-approach and performance-avoidance goals more than experienced teachers. More challenging tasks and a positive evaluation for personal improvement should be delivered to all PE participants. Future research concerning affective, behavioral, and cognitive learning outcomes is needed to provide a holistic perspective to help teachers implement methods that will enhance student participation in lifetime PA. **References:** Papaioannou et al. (2007). *JTPE*, 26, 236-259. **Acknowledgments:** This study was supported by FCT.

PRELIMINARY STUDY AIMING TO IDENTIFY THE CONDITIONS OF IMPLEMENTATION OF A PROJECT INTEGRATING PHYSICAL ACTIVITY FOR 10-16 YEAR-OLD CHILDREN WITH CANCER IN A HOSPITAL CONTEXT

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Introduction Today, it is considered that, in children with serious illnesses such as cancer, physical activity during treatment has beneficial effects (physical and mental well-being, self-confidence and self-esteem ...)(INSERM, 2008). However, it is important to notice that physical activity has to be appropriate according to the circumstances (Herbinet, 2002). If some programs begin now to be offered in some hospitals, a lack of resources suitable for children and adolescents appears to be the norm. This study aimed to identify needs and resources for the implementation of a project like this in the department of Hematology Oncology at a hospital in the region of Liege (Wallonia, Belgium). **Methods** In this perspective, we interviewed various members of the medical and paramedical staff ($n = 20$), young patients ($n = 8$) and their parents ($n = 5$). This triangulation process aimed to guarantee the validity of the data. The semi-structured interviews were focused on the representations of these subjects about physical activity at the hospital in young people with cancer (definition of physical activity, opportunities and habits of the young patients to exercise, benefits and risks of being active) as well as about their opinions about the characteristics of the actions to implement (type of activities, recommendations, needed resources and conditions). Respecting the principles of the qualitative research, a content analysis of the answers has been conducted. **Results** Most of the subjects supported this type of project. Five categories of activities have been identified (adapted ball games, soft gymnastics, group fitness classes, relaxation activities, outdoor activities). A daily medical monitoring has been emphasized while precautionary measures have been listed, as well as the resources of the human, material, organizational and financial aspects that would be needed. **Discussion** Our findings show that hospitalized children no longer practice physical activity and that availability of specialized physical educators would encourage them to meet their expectations to be more active. Adults recognize that the implementation of these activities would have many physical and psychological benefits for children. They emphasize that individualization is at the center of the intervention. This would require the development of multidisciplinary collaboration. The funds seem less relevant than the presence of a promoter. **References** Herbinet, A. (2002). *L'expérience des pratiques corporelles auprès d'enfants et d'adolescents hospitalisés atteints d'un cancer : du corps malade au corps vécu*, Recherches & Éducatives. Retrieved from the Internet on January 2012 : <http://rechercheseducations.revues.org/index165.html>. Institut National de la Santé et de la Recherche Médicale (INSERM)(2008). *Activité physique. Contextes et effets sur la santé*. Expertise collective. Paris : Les Éditions INSERM.

MOTIVATION TO GO INTO SPORTS OF LATVIA YOUNG PEOPLE

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Introduction Sport pedagogues must turn great attention for rousing interest of young people to physical activities. Perceived competence, self-determination and self-motivation are important factors in promoting of lifelong physical activity and development of talent in children (Collins et al., 2010). **Methods** The questionnaire of 15-18 years old Latvia young people actively participating in sport exercises was carried out. 289 young people were questionnaire. **Results** The results of investigation showed that 33% of questionnaire young people attend sport exercises in order to reach high results in competitions and become high-class sportsmen, 28% - in order to rise physical condition