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A Review Publication

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Instructional Theory of Sport

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## Editorial

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The topic of IJPE issue 1/2020 is ‘Instructional Theory of Sport’. This first issue in 2020 contains two review articles and one research article.

The first review article contributed by Assoc.-Prof. Dr. Ulana Lysniak (New York, USA) discusses physical literacy as a way to combat inequity of skill. Three models of the attribution theory, stability, internal locus of control, and controllability, are used in a combined examination of physical literacy and physical education (PE) to further productive teaching practices.

The second review article of Prof. Dr Thomas Ryan (North Bay, Canada) and his Canadian colleague gives insight in the revised and implemented province of Ontario health and physical education curricular guideline for grades one to eight.

This issue is rounded off with a research article ‘Newly arrived migrant youths in Sweden: Attitudinal, normative and regulative determinants of the intention to participate in organized sports’ provided by the Dr. Konstantin Kougioumtzis (Gotheburg, Sweden) and his Swedish research colleague shows that newly arrived youths’ intentions to participate in organized sports can be significantly predicted by attitudes, perceived norms and perceived behavioural control.

In addition, IJPE issue 1/2020 also contains news of the five associations: ECSS, EUPEA, FIEP, ICSSPE and ISCA. The Upcoming Events section provides an outlook on scientific conferences until autumn 2020. IJPE 1/2020 is available either as print or online version.

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Physical Education Teachers and Coach Education	1/2021 1/2019
Psychological and Sociological Foundations	2/2021 2/2019
Comparative Sports Pedagogy	3/2021 3/2019
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Motor skill equity: Physical literacy and the rise of low skilled students

U. Lysniak (New York, USA)

1	Introduction
1.1	Foundation of skill
1.2	Physically literacy creates a foundation for motor skills
1.3	Physical literacy: Morrison, Whitehead, and world-wide interest
1.4	Attribution theory and physical literacy creating a foundation for motor skills
2	Methods
2.1	Review methodology
3	Results
4	Conclusion

Abstract

This review discussed physical literacy as a way to combat inequity of skill. The three models of the Attribution Theory, stability, internal locus of control, and controllability, were used in a combined examination of physical literacy and physical education (PE) to further productive teaching practices. Databases in both PE and education were used. Low skilled students often exhibit avoidance behavior of motor skills during PE class. Physical literacy is vital to the motor skill development of low skilled students, as they can learn motor skills (stability), begin to reach mastery focus as they practice the newly attained motor skills (internal locus of control), and have opportunities to be successful at the motor skills because of the task presentations that offer options to perform motor skills (controllability) in PE. Typically, low skilled students do not demonstrate physical literacy, but as literacy is a lifelong pursuit, motor skills can be developed throughout their lives. Thus, motor skill, motor skill equity, and gaining physical literacy can be the foundational skills that are introduced for the first time to students in PE. This review will examine how these experiences need to be positive and successful.

**Key words:** motor skill equity, low skilled students, motor skills, physical education (PE), physical literacy

1 Introduction

Movement is inherent to life. Physical educators want all students to keep improving their motor skills. Some students do not learn as quickly or as well as others, and this is where teachers, through specific and proper instruction in a physical education (PE) program, can help. The motor activity of some students is well below the performance level of other students in a PE class. A student who regularly exhibits low skilled performance in a particular activity, and whose individual motor skill performance does not progress to the next performance level at the rate of their peers, is defined as low skilled (Lysniak, Gibbone, & Silverman, 2019).



Developing skill is an important part of PE class. Motor skill equity, a term developed by the author, is having the ability and opportunity to participate and succeed in physical activity. In seeking motor skill equity, teachers and students must be motivated to achieve their respective goals of effectiveness of instructing and learning motor skills. There is, however, inequity in the foundational skills of physical activity. The resulting lack of physical activity can cause major health concerns (US Department of Health and Human Services, 2018); physical activity declines, particularly for minorities and females, after adolescence (Center for Disease Control Prevention [CDCP], 2012), and they are less likely to be active.

Motor skill equity would ensure the ability to participate in physical activity. When introducing youth to a lifetime of physical activity, PE and the activities that it provides can have a very important role. These first experiences that students have with physical activity may be their PE class, and these experiences need to be positive (McKenzie & Lounsbery, 2014). If these activities are positive, students may want to continue with lifelong participation in sport and physical activities (Subramaniam & Silverman, 2007).

### ***1.1 Foundation of skill***

Fundamental growth, development, and movement skills form the foundation of physical activity and an opportunity for mastering motor skills in early elementary school years (Goldfield, Harvey, Grattan, & Adamo, 2012; Hardy, King, Farrell, Macniven, & Howlett, 2010; Hinkley, Hons, Crawford, Salmon, Okely, & Hesketh, 2017; Kuzik & Clark, 2015; Payne & Isaacs, 2012). Physical activity patterns established in early childhood increases the likelihood that physical activity will be continued as one gets older (Jones, Hinkley, Okey, & Salmon, 2013). Without learning and understanding gross motor skills, children are more likely not to be engaged with physical activities and sports as they become teenagers. They are then prone to leading sedentary lifestyles as they become adults. If mastery can be achieved by students in elementary school, they are more likely to remain active for life, leading to an overall healthier adult population (Cliff, Okely, Morgan, Jones, Steele & Baur, 2012).

### ***1.2 Physically literacy creates a foundation for motor skills***

Instruction of all students is invaluable in making a difference in influencing the rights of students to gain access to equal physical activity (Lee, Cubbin, & Winkleby, 2007). Successful motor skills consist of competence, attempts that focus on mastery, and persistence on the task (Stodden et al., 2008). The instruction of motor skills requires social inclusion and the opportunity for students to participate in PE and future physical activities (Sanford, Armour, & Warmington, 2006). This provides a form of motor skill equity, which underlies a better quality of life, as students can pursue future activities. Obtaining equity is ensured by being literate in a discipline. The word ‘literacy’ suggests being competent, able, and skilled. Literacy was defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as “the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, and to develop their knowledge and potential, and to participate fully in their community and wider society” (UNESCO, 2004, p. 13). In the educational setting, the concept of literacy has been encountered as an essential starting point of general and specific knowledge and skills (Šimůnková, Novotná, & Chrudimský, 2013).

### ***1.3 Physical literacy: Morrison, Whitehead, and world-wide interest***

The definition of the term physical literacy was first proposed by Morrison (1969) in 1969 that physically literate individuals not only move efficiently, but also creatively, competently, and with enthusiasm. The definition of physical literacy was expanded by Whitehead (2001, 2007, 2010), a leading authority in the field of physical literacy, to include the motivation, confidence, knowledge, understanding, and physical competence that support physically active lifestyles. Although Whitehead (2013, p. 32) affirmed that you “do not teach physical literacy,” physical literacy is the motivation for the importance of physical activity. Physical literacy supports individuals in achieving their goals, as they increase their knowledge, reach their potential, and fully partake in their community and wider society.

At their annual international conference in 2015, the International Physical Literacy Association (IPLA) created a Consensus Statement, a worldwide, internationally recognized definition of physical literacy: “Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life” (International Physical Literacy Association [IPLA], 2015, p.1).

The notion of physical literacy has been of growing interest worldwide, as it relates to physical activity. The concept of physical literacy and the Consensus Statement, as discussed above, have been supported and accepted by North America (USA, Canada, the Grenadines, St. Vincent), South America (Brazil, Valenzuela), Europe (the Czech Republic, Ireland, Italy, Malta, the Netherlands, Portugal, Scotland, Slovenia, Sweden, United Kingdom, Wales), Asia (China, Hong Kong, Jordan, Qatar), Oceania (Australia, New Zealand), and Africa (several countries link physical literacy with national/cultural identities).

In the United States of America, Mandigo, Francis, Lodewyk, & Lopez (2012), whose definition of physical literacy was adopted by SHAPE America (2016), stated that individuals that competently move in a variety of settings are able to utilize that knowledge throughout their lives; this supports a healthy lifestyle for the individual as a whole.

### ***1.4 Attribution theory and physical literacy creating a foundation for motor skills***

Attribution Theory, the theory guiding this review, is a theory that explains how individuals, in this case students in PE, are motivated by their actions. Primarily Attribution Theory centers on achievement or success. The key factors affecting attributions are ability, effort, and task presentation. Weiner's (1992) Three-Dimensional Model consists of stable theory (stable and unstable), locus of control (internal and external), and controllability (controllable and uncontrollable).

If students have more stability, the change in those students may be permanent. This may tie into students' learning, whereas if they have more physical literacy, their change in learning may become permanent. In students who are unstable, any change in learning that does occur, however, could be temporary. Stability, the first model, which influences the way students can do the task, can increase their expectancy to do well in the future. If students have more stability, they will work toward future successes.

Locus of control, the second model, can be either internal or external. If the locus of control is external, the focus is attributed to luck or to others. Whereas, if the locus of control is internal, the focus is on the self. With an increase in physical literacy, students will focus on achieving mastery in their motor skills (Stodden et al., 2008).

Finally, the third model of Weiner's Theory is controllability. Controllability contrasts causes one can control, from causes one cannot control. If students are presented with a task that has only one option to perform it, that task could be uncontrollable for the

students, as they cannot perform the motor skill. This means that the students would not have choices of task modification. If they happen to be successful at a motor skill, they often attribute their success to luck. On the other hand, if a task is presented with a lot of options that allows students of all motor skill levels to perform the task, that task is controllable, and students can perform the skill.

The question guiding the review was how does physical literacy support motor skill equity in low skilled students? The Attribution Theory, and the Three-Dimensional Model of stability, locus of control, and controllability, was used to examine literature for successful teaching practices for low skilled students in PE. To further the goals of productive teaching practices of physical literacy and PE, the focus of this review were: changes of learning that were permanent (stable), rather than changes in learning that were temporary (unstable); a mastery focus (internal), rather than an external focus (focus on others); and effective task presentations that would allow for optimal learning situations, rather than tasks that students would perceive as out of their control and not organized.

## **2 Method**

### **2.1 Review methodology**

**Search strategy.** Physical skill literacy and motor skill were reviewed to show that both can aid in the development of physical competency in low skill students, an important part of their continued future participation. Databases in PE and education were utilized in an electronic search strategy to increase the probability that relevant studies were found. SPORTDiscus, Physical Education Index, Education Research Complete, Physical Therapy and Sports Medicine Collection, ERIC (EBSCO), ERIC (ProQuest), and ScienceDirect databases were employed.

The main search terms 'physical education' and 'physical literacy' were searched on the different databases. The Boolean logic search strategy was utilized with the search terms 'physical education' and 'physical literacy,' and then with the added term of 'skill,' and, finally, the term 'low skill' within the electronic databases. With the addition of each term, 'skill' and then 'low skill,' the results significantly decreased. The three separate searches lead to the following results: SPORTSDiscus (228/66/0 results), Physical Education Index (414/131/2 results), Education Research Complete (112/41/0 results), ScienceDirect (89 results/8/1), ERIC (EBSCO) (82/33/0 results), ERIC (ProQuest) (1566589/54 results), and Physical Therapy and Sports Medicine Collection (128/94/1 results).

**Eligibility criteria.** Physical literacy and PE articles that were utilized for the review were those that were published over the last 10 years. Foundational articles in physical literacy were also used, even though they were outside of the 20-year criteria. Selected articles were guided by the focus of the review question.

The Attribution Theory was used to frame how physical literacy can support low skill students' success by identifying ways for them to control their environment, focus on their own actions, and develop motor skill. To further the goals of productive teaching practices, stability was defined and included as permanent change, when learning occurred in terms of physical literacy. The locus of control was internal, meaning that students focused on mastering skills or on their own practice. Controllability was expressed and included as successful task presentations, where students learned motor skills and felt in control over their actions.

A 100 articles were reviewed that contained both physical literacy and PE. Out of the 50 articles that were considered, 26 articles were selected for the review. These articles contained all three sections of Weiner's Attribution Theory - stability, internal control,

and controllability, and this is displayed by the three models (see table 1). Articles that did not focus on physical literacy and PE, and that did not include stability, internal locus of control, and controllability from Weiner's Attribution Theory, were excluded.

### **3 Results**

A physical literacy approach involving motor skills should be the consideration of PE curricula. In the United States, physical literacy has been referred to as a vital objective to increase children's physical activity to improve population health. The Society of Health and Physical Educators (SHAPE) America has been an early supporter of physical literacy, by including physical literacy as part of the national standards with a goal of developing 'physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity' (SHAPE America, 2016, p. 1). Physical literacy represents a foundation to active healthy lifestyle (IPLA, 2015). However, in some parts of the world physical literacy is not being taught in school PE, because pre-service teachers are not receiving instruction on the inclusion of physical literacy in their university programs (Basoglu, 2018).

Just as being literate, or being able to read, is crucial in life, so is being physically literate. Being physically literate denotes being physically active. But being physically active is particularly challenging, if you are lower skilled. By laying a foundation of physical skills, a student will be able to use those skills for the rest of their lives. A student's response to potential consequences can influence future behavior. The way students perceive the manner in which they succeed or fail can suggest how people will engage in physical activities in the future. Their perceptions, or attributions, as to why they succeeded or failed at an activity influences the effort (Weiner, 1992) presented for future engagement. PE classes are difficult for low skilled students who are lacking motor skills, as they have different practice opportunities from other students (Silverman, 2005). They are often unable to accomplish the tasks that are set out in front of them, they do not believe they will be successful in performing motor skills, and so they have negative PE experiences.

Low skilled students, who do not enjoy PE, will sit out or avoid the activity, cheat, or use effort minimizing strategies (Anderman, Griesinger, & Westerfield, 1998; Utman, 1997). Then they become even more relatively low skilled (Hopple & Graham, 1995; Silverman, 2005). They often feel alienated and disengaged from PE (Lyngstad, Hagen, & Aune, 2014; Portman, 1995). When they are not successful, they have low expectations of these motor skills or activities and do not want to continue. However, when students are successful, they want to continue participating in future tasks.

Physical literacy, as guided by the Attribution Theory, is vital to the motor skill development of low skilled students, as they can learn motor skills (stable theory), begin to reach mastery focus as they practice the newly attained motor skills (internal locus of control), and have opportunities to succeed at the motor skills because of the task presentations that enable success in performing motor skills (controllability) in PE class. As shown in all three areas of Weiner's Attribution Theory, stability is important for building fundamental skills and knowledge of physical activity. The articles reviewed showed a clear indication that fundamental skill and motor competence is an underlying factor in physical literacy. In terms of physical literacy, the more literate a person is, meaning the more foundational skills they have to perform an activity successfully, and this is especially important for low skilled students, the more they can increase future success, focus on their own successful practice, rather than failure, and work on motor skills they need to improve, because they have some idea of the basic movement.

Internal control is brought forth in terms of successful student practice. Low skilled students with their poorly developed motor skills, may not participate in physical

activity either by choice, or because they are excluded by their more adept classmates (Portman, 1995). When students do not have a locus of control, as related in the Attribution Theory, they perceive themselves as not successful. Motor skill equity, in this case the ability to participate and succeed in a physical activity, is important for low skill students to achieve, because they are then offered the same opportunities as high skilled students. As physical literacy is a lifelong pursuit, motor skills and being physically active are skills that students can use throughout their lives, thus motor skill, motor skill equity, and gaining physical literacy can be the foundational skills of lifetime pursuits (Telama, Yang, Laakso, & Vilkar, 1997).

Finally, control over ability and the way the task is presented was shown in a wide variety of programs and outcomes. PE teachers, who highlight motor skill equity, design situations in which students work together to be successful with difficult motor skills. Performing motor skills can offer students opportunities to assess and identify inequities (Lawson, 2010). Students then develop physical literacy, which leads to increased levels of motor skills. This goal is to promote change and equity (Solmon & Lee, 2008). It is the effective PE teachers who create environments that are individualized to meet the needs of all students (Lysniak et al., 2019). These environments, according to the Attribution Theory, are kept from becoming unstable and uncontrollable. When students start increasing their skill, the environment becomes more stable and controllable. Low-skilled students can then have the opportunities to be successful. This inclusion is what effective teachers do. Teachers encourage students of all motor skill levels to take part in PE class and to make maximal use for the abilities they have.

Some studies in this review showed future indications of technology being beneficial to task presentation. As technology is increasing in the educational context, this area may have future importance in research. Attribution Theory may be a useful framework in guiding research in physical literacy in connection with PE. Also, collecting empirical data to assess sufficient physical motor skill assessments would support physical literacy curricula in PE.

#### **4 Conclusion**

Physical literacy is the idea of teaching motor skills, so people can be literate in many activities. This is important for low skilled students, because they do not have the motor skills. By not acquiring motor skills, low skilled students become functioning illiterate, or only partly participating. They become competent bystanders (Tousignant & Siedentop, 1983), avoiding participation all together in different activities, because they have no motor skills and are often teased. They are sometimes even ostracized in the gymnasium by other students. However, when students become physically literate and physically educated, they have the ability to develop their motor skills (stability), as they advance their own sense of understanding and are able to convert their physical motor skills to a higher level.

Teachers directly influence students' experiences by structuring tasks (control over ability), so that they can participate and by doing so increase their skill (Silverman & Mercier, 2015). Teachers level the skill playing field and heighten achievement and expectations, so that low skilled students increase their skill level by having appropriate practice (internal control) (Silverman, Subramaniam, & Woods, 1998). By presenting tasks, and modifying them if necessary, teachers will provide situations for students to develop motor skill and to be successful. Thus, physical literacy at some level, where all students participate fully in PE and have equal opportunities to improve their motor skills, is achieved. The framework of the three models of the Attribution Theory can prove to be an important tool in guiding students to pursue successful physical literacy.

This answers the question that physical literacy does support motor skill equity in low skilled students.

***Limitations.*** Thought must be given to the degree to which the results and the design of the review may have been inherently influenced by the research method. As this was a review, there were no measurements or empirical data collected for physical literacy. Future research may address this need. As there are variations in concepts of teaching (Samuelowicz & Bain, 2001), the approach that teachers will take to using physical literacy with low skilled students may be a limitation. Also, as the only studies that were considered were written in the English language, important data may have been excluded.

Table 1

*Physical literacy, low skilled student, attribution theory*

Author(s)	Journal	Stability	Internal Control	Control Over Ability	Grade/Gender	Unit of Analysis	Country
Basoglu, 2018	Journal of Education and Training Studies	learning physical skills	lifetime active living	physical literacy curricula	University	Review	Turkey
Bebeley, Liu, Yi-gang, 2017	International Journal of Science and Research	psychomotor learning, motivation	lifetime physical activity (PA) engagement	scale outcomes	College, 19-38 years	Descriptive Statistics Cross Tabulation, Pearson Chi-Square, ANOVA Independent Samples Test (IBM SPSS v. 23)	China
Castelli, Barcelona, & Bryant, 2015	Journal of Sport and Health Science	student learning, developing physical skills	students maximize potential, PA progression, skill practice time	ipsative assessment, pedagogical opportunities, various instructional practices, differentiated instruction, pedagogical environment	Grade K-12	Review	USA
Castelli, Centeio, Beighle, Carson, & Nicksic, 2014	Preventive Medicine	motor competence	optimal practice opportunities, healthy lifespan	Comprehensive School Physical Activity Program (CSPAP)	Grade K-12	Review	USA
Corbin, 2016	Research Quarterly for Exercise and Sport	general motor ability	lifelong PA	Institutional models: Canadian multi-institutional model, SHAPE America model, Aspen Institute Model	NA	Review	USA
Ennis, 2015	Journal of Sport and Health Science	PE skills	lifespan learning	physical literacy curricula	8-14 years	Review	USA

Author(s)	Journal	Stability	Internal Control	Control Over Ability	Grade/Gender	Unit of Analysis	Country
Giblin, Collins & Button, 2014	Sports Medicine	fundamental movement	competence in basic movements skills	assessment batteries, motion capture systems (exergaming)	NA	Review	UK, New Zealand
Hardman, 2011	FIEP	movement European Congress	capacity, commitment competence, skill development	community sport and PA clubs	NA	Review	UK
Hastie & Wallhead, 2015	Journal of Sport and Health Science	competence in "game form"	sharing ownership	Sport Education	Secondary School	Review	USA
Laggao Bebeley, & Tucker, 2017	Paripex-Indian Journal of Research	locomotor skill	increase in competence and physical literacy (PL)	pre- and post-test outcomes	High School, Grades 9-12	Adolescents' PL Level Questionnaire (APLQ)	Sierra Leone
Lloyd, 2011	Phenomenology and Practice	motion sensitive living	pre-reflective consciousness	phenomenology, path of curriculum	NA	Concept paper	Canada
Longmuir et al., 2015	BioMed Central Public Health Journal	physical competence, Journal	physically active lifestyle motor skill	Canadian Assessment of Physical Literacy (CAPL)	Grades 4-6, 8-12 years; 150 males, 150 females	Confirmatory factor analysis	Canada
Lounsbury & McKenzie, 2015	Journal of Sport and Health Science	physical competence	lifetime of PA	comparative analysis of PE content standards	K-12	Review	USA
Lundvall, 2015	Journal of Sport and Health Science	developing embodied competence, construction of ability	individual movement needs, learner mastery, individual's potential	Canadian Assessment of Physical Literacy (CAPL), pedagogical learning, inclusive learning tasks	P-12	Inductive analysis review	Sweden



Author(s)	Journal	Stability	Internal Control	Control Over Ability	Grade/Gender	Unit of Analysis	Country
Mandigo, Francis & Lodewyk, 2007	Canadian Sport for Life	fundamental skills	student task orientation	nature of the task, effective pedagogy	P-12	Concept paper	Canada
Mandigo, Francis, Lodewyk, & Lopez, 20102	Physical Education & Health Journal	development of skill	healthy lifespan	equal task access	K-12	Position paper	Canada
McKean, 2013	Sports Medicine & Doping Studies	fundamental movement skills	mastery of basic movement capabilities	performance indicators	NA	Review	Australia
Pill, 2009	ACHPER International Conference	knowledge-cognition, sport skill learning	contribution PA makes to learning	sports literacy	Secondary School	Concept paper	Australia
Ragoonaden, Cherkowski, & Berg, 2012	PHEnex Journal/Revue phénEPS	establish self-esteem and confidence, asana strength and stability poses	yoga individual practice, maximizing individual potential	Integral Education Model, sustainable health practice	6-7 years; 11 males, 8 females	Short term observational study	Canada
Roetert & McDonald, 2015	Journal of Sport and Health Science	physical competence	PA throughout lifespan	grade level outcomes	K-12	Review	USA
Silverman & Mercier, 2015	Journal of Sport and Health Science	skill level	student practice	task organization, number of tasks (students' perspective)	Secondary School	Model of evidence-based research	USA

Author(s)	Journal	Stability	Internal Control	Control Over Ability	Grade/Gender	Unit of Analysis	Country
Šimůnková, Navotná, & Chrudimský, 2013	Proceedings of the 9 <sup>th</sup> International Conference, of Life	knowledge about movement, motivation to be physically active	mastery of movements, healthy lifestyle	inventory of gymnastic skills	Elementary School	Content analysis	Czech Republic
Sun, 2015	Journal of Sport and Health Science	cognitive and physically demanding learning	physically active lifespan	active video games (AVG)	Middle School, High School	Review	USA
Tremblay & Lloyd, 2010	Physical and Health Education	foundation of skills, fundamental motor skills	healthy active living	Canadian Assessment of Physical Literacy (CAPL)	Grades 4-6, 9-13 years	Position paper	Canada
Tucker, Bebeley, & Conteh, 2014	International Journal of Science and Research	fundamental movement skills	healthy lifestyle	age-level outcomes, gender outcomes	9-20 years; 61 females 61 males	Frequency Test with Descriptive Statistics, ANOVA, Independent Samples Test (IBM SPSS v. 23)	Sierra Leone
Whitehead, 2013	Journal of Sport Science	motivation and confidence	student progress on individual journey	pedagogical models	NA	Concept paper	Germany

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# The evolving health and physical education curriculum of Ontario

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**Abstract**

This review is constructed to illuminate the revised and implemented province of Ontario (Canada) Health and Physical Education, grades one to eight: curricular guideline. The new document arrived online days before the beginning of the school year, startling many stakeholders who had little time to read, process and/or implement the guide in the 2019-2020 school year. The purpose of this review is to provide a window into current provincial government positions emanating from the 2019 Ontario Health and Physical Education curriculum which includes content regarding sexual health, consent, mental health, online safety, bullying, cannabis, concussions, and healthy body image. Stakeholders have concerns about the timing (grade level) of an introduction to gender identity, whereas other school authorities are applauding deeper learning about online behaviour, safety and physical concussion. As well, the means to implement such content is linked to inquiry-based learning, constructivism and progressive pedagogy is explored and contrasted with current literature.

**Key words:** inquiry-based learning, curriculum, pedagogy, constructivism

**1 Context**

In order to address local issues and begin to meet stakeholder needs, the province of Ontario, in Canada, has recently revised and implemented a broader and deeper Health and Physical Education curricular guideline, grades one through eight, 320 pages in length. The new curricular materials arrived online August 21st, just days before the beginning of the school year, surprising stakeholders. The Ontario Ministry of Education who crafted this elementary level document enacted this puzzling deployment which provided educators little time to process and implement much of the document that was to take effect in less than a month before the 2019-2020 school year. The 2019 Ontario Health and Physical Education curriculum includes important updates concerning sexual health, consent, mental health, online safety, bullying, cannabis, concussions, and healthy body image. Some stakeholders still have concerns about the timing (grade level) of an introduction to gender identity, whereas other school authorities are applauding deeper learning about online behaviour, safety and physical

concussion prevention beginning in Kindergarten (Ottawa-Carleton School Board, 2020).

The current Ontario Minister of Education suggests,

this modernization will keep kids safe in and outside of the classroom . . . Ontario is a leader in critical areas including mental health, cyber safety, and consent, underscoring our commitment to building an education system that prioritizes inclusion, safety, and respect.(Stockton, 2020, p. 1)

The revised elementary curriculum continues to emphasize physical activity, skill development and movement that helps develop student abilities, confidence and commitment to life-long healthy, active living. With new expectations for mental health, and new expectations on social-emotional learning (SEL) skills, the curriculum addresses authentic realities of students. Changes include mandatory learning of, Bullying in Grades three and eight which augments existing expectations in grades one, two and seven. Teachers will now address Cannabis (legal in Canada – age 19 in Ontario) in the elementary grades beginning in fifth grade and extending through the grades into Secondary school.

Some Ontario stakeholders such as the Ontario Human Rights Commission (OHRC) (2019) commend the government on “reintroducing and in some cases improving the mandatory content on sexual orientation and homophobia, diverse families, sexual and gender-based harassment and consent. The mandatory content on mental health and substance use will help position Ontario as a leader” (p. 1). While admittedly there are welcome changes there remain faults and voids detailed again by the OHRC who further suggest,

delaying mandatory content on gender identity and gender expression until Grade 8 is a step backwards. Children must receive timely access to information to protect their health and well-being, break down stigma and have inclusive learning environments. Research shows that transgender children and youth are extremely marginalized, have high rates of depression and suicide, and experience isolation and harassment, including in school. (p. 1)

The government does not work alone; therefore it is possible for the government to deflect some of the criticism by reminding Ontario residents that the provincial Ministry of Education worked closely with several organizations such as School Mental Health Ontario (SMHO) to augment mental health learning in the grade one to eight curriculum. As well, the provincial government collaborated with the Ontario Physical and Health Education Association (OPHEA) who is a leader in physical and health education in the province, supporting the implementation of Health and Physical Education curriculum via programming and resources.

## **2 Background: Modernization or missteps**

Many educators in the province have been using the somewhat new 2015, H & P.E. curriculum documents in Ontario gymnasiums and Health classrooms. In fact, one secondary teacher union stepped forward to announce in an online public news statement recently, suggesting, “nothing about the changes in the new curriculum required the wholesale repeal of the 2015 curriculum . . . It did not necessitate many students going without access to a modern, evidence-based, high-quality curriculum for



an entire year” (Ontario Secondary School Teachers’ Federation, 2019, p. 1). The teacher union was drawing attention to the fact that there has been a year between the repeal of a 2015 curriculum and release of a new 2019 document. This teacher union is widely known as OSSTF/FEESO, with 60,000 members including public high school teachers, occasional teachers, educational assistants, continuing education teachers and instructors, early childhood educators, psychologists, secretaries, speech-language pathologists, social workers, plant support personnel, university support staff, and many others in education.

With change there is often confusion and a lack of clarity as evidenced by the recent statement from the Ontario Association for the Support of Physical and Health Educators (OASPHE) who advocates for the development of quality Health and Physical Education Curriculum in Ontario. They are seeking clarification on the government’s position in relation to “mandatory learning [which] is described in the overall and specific expectations of the curriculum” (p. 1). OASPHE, as members of the education sector who endeavour to, “create and sustain safe, accepting, inclusive and respectful learning environments free from fear and discrimination” (p. 1), seek clarity within this current curricular implementation.

Ontario Health and P.E. teachers arrived at this current juncture mindful of a few important historical steps. First, prior to the “introduction of the revised curriculum in 2015, the most recent update took place in 1998” (Ontario English Catholic Teachers’ Association, 2018, p. 1). OECTA claimed that the 2015 curriculum “made major and necessary updates to respond to developments in law, technology, and society” (p. 1). Another perspective from *iPolitics* an online Ontario news organization suggested:

The 2015 curriculum was indeed rolled back when Ford’s PC government took office. That rollback sparked protests and legal challenges, particularly as it was replaced by an interim curriculum that included a 1998 document on sexual health. The repeal was challenged at Ontario’s human rights tribunal by an 11-year-old transgender student and in court by groups including the Elementary Teachers’ Federation of Ontario. (Gibson, 2019, p. 1)

The need for protest, petitions, challenges and the level of interest shown by stakeholders was historic in the province of Ontario over the past few years. Still, the provincial government led by Premier Doug Ford has failed to connect with certain stakeholders even though in developing the curriculum, the Ministry of Education consulted with thousands of parents and educators, as well as a broad cross-section of experts and stakeholder organizations.

### **3 The Ontario health and physical education landscape in 2020**

At present a National publication known as Maclean’s that investigates and reports on all things Canadian explains that the 2019, Health and P.E., curriculum,

which is consistent with Canadian law but out of step with research on gender development, can be seen as [premier] Ford’s attempt to have it both ways. The new curriculum also requires all school boards to develop a policy for parents to easily opt their children out of sex education classes—an olive branch to those who consider their values to be at odds with evolving liberal norms. (Bialystok, 2019a, p. 1)

The 2019 curriculum seems enlightened and has new content addressing cannabis, vaping and concussions however, this could have been done without “. . . repealing the



entire 2015 curriculum for a year and promoting antagonism toward teachers, experts and sexual minorities” (Bialystok, 2019a, p. 1). Indeed, Concussion content now appears early in grade one and is in each elementary grade thereafter. Healthy body image also enters in the primary grades (1 to 3) and continues via grades four and seven. Consent content appears in grade one and appears in each elementary grade up to grade eight. Healthy body image also surfaces in each primary grade, in addition to existing learning in Grades four and seven. Mental health content similarly begins in early primary and in each year thereafter to grade eight. And finally, Online safety is primary level content in grades one through three and then in each elementary grade until the end of grade eight. While the new content seems to begin earlier it does complement what existed in the 2015 curriculum hence the puzzlement over the need to repeal the 2015 version for a year until the 2019 content was introduced (Bialystok, 2019a).

#### **4 The 2019 curricular keystones**

The 2019 Health and P.E., curricula suggests, “parents are the primary educators of their children and are their children’s first role models. It is important that schools and parents work together so that both home and school provide a supportive framework for young people’s education” (Ontario Ministry of Education, 2019, p. 30). This belief informed stance acts as a framework and a keystone wherein both physical and mental capacity of humans is acknowledged and examined. The physical and mental framework is a foundation of the 2019 curriculum which supports the work published by Physical and Health Education Canada (PHE Canada) who are the national voice for physical and health education in Canada. A Literature Review entitled: Mental Health Education in Canada (2014) concluded that “mental health curriculum is an essential and long-awaited area that needs to be addressed in schools” (Western University Centre for School-Based Mental Health, 2014, p. 27). In response, Ontario’s new Health and P.E., curriculum states:

Teachers and teaching make a difference in the lives of students, families and communities, and careful and planned development, delivery and evaluation of mental health curricula can improve the learning and life experiences of children far beyond the classroom, and into their adulthood. The enhanced HPE curriculum takes a comprehensive approach to learning about mental health. This includes: developing social-emotional learning skills building mental health literacy, knowledge and skills understanding connections between physical and mental health. This approach contributes to students’ overall health and well-being, positive mental health and the ability to learn, build resilience and thrive. (p. xx)

This Ontario curricular stance positions Ontario (Canada) in “a small sub-set countries and jurisdictions [who] explicitly target specific psychological health conditions like reduced anxiety, reduced stress and reduced depression (Ontario [Canada]; China; Japan; Luxembourg)” (OECD, 2019, p. 14). Ontario seeks to address the whole person in Health and Physical Education to increase the quality of well-being of all students far beyond elementary school.

##### **4.1 Human development and sexual health**

Health can be taught on its own and it can be included as part of the Physical Education programming in schools. Ontario for instance (Canada) “includes a wide range of health-related outcomes, spanning from sexual education to mental health” (OECD, 2019, p. 22). It is this wide-range that sparked protest from parents and others

concerning the content of the now repealed 2015, Health and Physical Education curricular document. Some believe Ontario was a leader in this area when the 2015 curriculum arrived in schools and homes. For instance, Robinson, MacLaughlin and Poole (2019) conclude:

Ontario had what we would label as one of the country's best sexual health education curricula, as well as one of the country's best overall physical and health education programs. Indeed, Ontario is the only province that can boast having a K/P-6 health education stream/theme that explicitly addresses human sexuality. (p. 1)

For educators during this time of repeal, there was confusion and uncertainty yet Ontario teachers are "extremely well informed about the dynamics of sex education disputes and the needs of students" (Bialystok, 2019b, p. 30-31). Since the "announcement that the 2015 curriculum (Grades 1-8) was being re-pealed, Ontario teachers have actively rallied to pressure the government to reconsider" (Bialystok, 2019b, p. 30-31). The result is that the 2019 curriculum, while changed has inherited much of the content that was less controversial.

With the protests in the rear-view mirror and the new 2019 curricular document in place, Sexual Health remains as a component of the HPE curriculum and "helps students learn about healthy human physical development as they develop skills for healthy, respectful relationships. Human development and sexual health education involve more than anatomy and reproduction. It can include a wide range of topics and concepts, including consent" (Ontario Ministry of Education, 2019, p. 38). The Ontario government is quick to remind readers that the "curriculum does not replace the role of parents in educating their children about sexual health" (Ontario Ministry of Education, 2019, p. 38). And for those who may have protested against the 2015 curriculum and played a role in its repeal there is an exemption policy. The government has,

issued a Policy/Program Memorandum that requires school boards to develop a policy/procedure allowing parents to exempt their child from instruction of the human development and sexual health education component of the elementary Health and Physical Education curriculum. Currently, not all school boards across Ontario have policies in place to address the exemption of children from sexual health education. School board policies/procedures must be in place by November 30, 2019. (Ontario Ministry of Education, 2019, p. 38)

Unfortunately, these politically driven actions of repeal, application of dated interim curricula and then deployment of a refreshed 2019 version seems to have satisfied few as there is a sense of loss for teachers and a sense of frustration from parents who may have protested against the 2015 curriculum. What has surfaced in 2019 is a somewhat new curricular document which may interfere with the instructional freedom which unfolds within schools in spite of the paper driven directives (Ryan, 2018).

#### **4.2 Pedagogical implications**

Pedagogy can be viewed and situated at the core of teaching and teacher effectiveness. The term Pedagogy can be described and clarified via methods, modes, principles and styles of instruction. "Pedagogy is the performance of teaching with theories, beliefs, policies, and controversies that inform it" (Alexander, 2000, p. 540). More recently Siraj-Blatchford, Sylva, Muttock, Gilden, & Bell (2002) suggest pedagogy involves,

the instructional techniques and strategies which enable learning to take place. It refers to the interactive process between teacher/practitioner and learner, and it is also applied to include the provision of some aspects of the learning environment, including the concrete learning environment. (p. 10)

The educator today must read, process and create a means to teach content in a manner that engages students authentically (Ryan & Sinay, 2017). Pedagogy is planned and includes strategies based on beliefs, policies and an understanding of the interactive process that unfolds each day in classrooms and gymnasiums. The 2019 curricular guide does “support an inquiry-based approach to learning in which teachers are encouraged to use open-ended questions to help students explore, discover, create, and experiment” (Ontario Ministry of Education, 2019, p. 38).

### **4.3 *Inquiry-based pedagogy***

Inquiry based teaching, instruction and pedagogy is an opportunity for students and teachers to explore, think critically and solve problems. Researchers, Maxwell, Lambeth, and Cox (2015), believe inquiry-based learning (IBL) is “. . . a system of learning that supports the development of students' problem solving and critical thinking skills, which is crucial for them in everyday activities” (p. 3). The Ontario Ministry of Education (2019) adds: “Because of its focus on student autonomy, critical thinking, and learning, this approach gives students valuable preparation for lifelong participation in physical activities” (p. 38). Knowing how to enact an IBL program frees the teacher to meet the expectations noted in the 2019 curriculum with its emphasis on inquiry, for instance, the reader of the curricular document becomes aware and learns how,

the framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) Knowing Yourself – Who am I?; (2) Exploring Opportunities – What are my opportunities?; (3) Making Decisions and Setting Goals – Who do I want to become?; and (4) Achieving Goals and Making Transitions – What is my plan for achieving my goals? (Ontario Ministry of Education, 2019, p. 38)

Knowing what questions to ask can help students and teachers explore and learn together. Often this arrangement results in a student-centred classroom which is highly authentic, progressive and engaging. Moreover, the “ability to respond to such questions helps students build their confidence and competence as they develop physical and health literacy. The teacher’s questioning also provides students with a model for developing their own habits of inquiry” (Ontario Ministry of Education, 2019, p. 82)



Figure 1. Inquiry framework for health and physical education: Six components of inquiry-based learning (OPHE, 2015, p. 8).

#### 4.4 *Instruction as constructivism within inquiry*

Upon reading the new Ontario Health and Physical Education (2019) curricular document the reader encounters several strong beliefs, for example:

Instruction should emphasize constructivist teaching and experiential learning. Constructivist teaching, which emphasizes the role of the teacher as co-learner and facilitator, promotes authentic experiential learning and learning through inquiry, provides engagement through student-initiated work, creates a sense of community through teamwork and collaboration, and provides options to accommodate different learning styles and intelligences. (Ontario Ministry of Education, 2019, p. 55)

Constructivism's core supports the notion that "human learning is constructed, that learners build new knowledge upon the foundations of previous learning" (Olusegun, 2015, p. 67). This understanding and the approach of the Ontario Ministry of Education complements current literature addressing the subject of pedagogy and instruction. Ryan and St-Laurent (2016) claimed "effective teacher questioning and meaningful dialogue, when combined with a two-way teacher-student relationship forms the basis for constructivist approaches to teaching and learning" (p. 9). The Ontario Ministry of Education (2019) adds:

This experiential and student-centred approach is particularly important in health and physical education because it allows the teacher to respond to a range of experience, backgrounds, and abilities in physical activity settings and to respond to a range of needs and experiences when addressing healthy living topics and concepts. It is also important to have a balanced program that provides for both direct instruction in content and skills and opportunities for students to use their knowledge and skills in structured as well as unstructured activities. (p. 55)

This balance of content and pedagogy is something learned hopefully in teacher-training since “teachers need to understand deeply not only the content they are responsible for teaching but how to represent the content for learners of all kinds” (Grossman & Schoenfeld, 2005, p. 202). By providing a balanced program students should have “opportunities to participate in a wide range of activities and . . . develop inquiry and research skills and provide opportunities for self- expression and personal choice” (Ontario Ministry of Education, 2019, p. 56).

#### **4.5 Inquiry skills**

The Ontario Ministry of Education (2019) boldly explains that “inquiry and research are at the heart of learning in all subject areas. In elementary health and physical education, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions” (p. 86). For students in today’s classroom it is necessary to respond “flexibly to complex problems, to communicate effectively, to manage information dynamically, to work and create solutions in teams, to use technology effectively, and to produce new knowledge, continuously. All of these are skills are needed in the twenty-first century” (Griffin, Care, & McGaw, 2012, p. v). Teachers can facilitate this via their use of “effective questioning techniques and by planning instruction to support inquiry (particularly in the context of experiential learning)” (Ontario Ministry of Education, 2019, p. 86).

Dewey (1938) reminds us that “sound educational experiences involve, above all, continuity and interaction between the learner and what is learned” (p. 11). The teacher as facilitator, guide and coach can put forward many types of questions to encourage, inspire and provoke students to think, for example:

*simple skill-related questions*, which elicit purposeful feedback and develop skill awareness (e.g., How was your head positioned when you landed from the jump? What information should you be looking for when reading a food label?)

*analytical questions*, which develop decision-making and problem-solving skills with respect to game or activity strategy or a personal health choice by asking how or why (e.g., How can you and your partner work together in order to keep possession of the ball longer? How would you go about solving a problem in a relationship? What steps do you need to take?)

*review questions*, which develop thinking skills related to reflecting on an activity or on the development of a skill and devising ways to improve the activity or approach (e.g., What could you change in this activity so that everyone has more of a chance to be involved in the play? What did you like about that activity? What skills are you developing by playing this game? What might you have done differently to reduce the risk of injury or harm?). (Ontario Ministry of Education, 2019, p. 86)

Inquiry-based learning is actually “a cluster of teaching and learning strategies where students inquire into the nature of a problem(s) or question(s). “The problem or question scenario thus serves as a mechanism and catalyst to engage actively and deeply in the learning process” (Blessinger & Carfora, 2015, p. 5). Students can be taught how to reflect, engage, and communicate in a manner that enhances IBL. Indeed, IBL is “constructivist in nature because it allows the student to take greater ownership of her/his learning by allowing them a means by which to construct their own knowledge rather than just having that knowledge merely spoon-fed to them by others” (Blessinger

& Carfora, 2015, p. 5). Constructivist educators encourage activity to engage all learners in the learning process (Bowers, 2007).

IBL is progressive and has emerged as a student-centered pedagogy, quite the opposite of traditional passive education where the students sat and listened to lectures (Dewey, 1938). Today in Ontario classroom teachers are encouraged to,

support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to reflect upon and apply subject-specific knowledge and skills to work- related situations; explore subject-related education and career/life options; and become competent, self-directed planners who will be prepared for success in school, work, and life. (p. 86)

In Ontario schools it is commonplace to witness differentiated instruction for individual or small groups of students and active learning that engages and helps build critical thinking skills. Freire (2000) believes critical thinking is a process and/or transformation, not fixed as it is part of the action which at times covert. Critical thinking is a mode and a means to generate new ideas, solutions and coping mechanisms (Moon, 2008). Critical thinking includes skills such as

questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers. (Ontario Ministry of Education, 2019, p. 80)

It is not uncommon to hear an educator or parent suggest that a student in 2020 learns best by being involved in hands-on learning while actively participating (Guskey & Anderman, 2008). Planned outcomes need to centre upon the production of knowledge and learning be measured via authentic tasks with precise learning intents (Olusegun, 2015). The act of teaching is “an active process in which learners’ construct meaning by linking new ideas with their existing knowledge” (Naylor & Keogh, 1999, p. 93).

## **5 Summary**

This content analysis and review of the 2019 Ontario (Canada) Elementary grades one to eight Health and Physical Education curriculum illuminates and characterizes recent revisions and content updates while addressing links to IBL. The new content is to be taught within a constructivist mode that embraces IBL while providing students with authentic new knowledge and skill development opportunities (Blessinger & Carfora, 2015). IBL promises increased intrinsic motivation, the formation of expertise, self-efficacy, task commitment, positive attitudes about learning, competence or expertise, and greater creativity (Saunders-Stewart, Gyles, & Shore, 2012). Students should be able to construct and develop their own knowledge via student-centred experiences with peers. By emphasizing IBL, the provincial government of Ontario within the 2019 curriculum actually endorses an authentic and progressive mode of learning while solving problems using a tactile/kinesthetic (hands-on approach) that involves recursive reflection and evaluation (Dewey, 1938; Van Deur, 2010). All education within schools

should be authentic, engaging and aimed at the improvement of the lives of students and not solely focussed on academic tests (Eisner, 2013).

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# Newly arrived migrant youths in Sweden: Attitudinal, normative and regulative determinants of the intention to participate in organized sports

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1	Introduction
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## **Abstract**

At the peak of the European migrant crisis in 2015, protection was granted to 15,000 migrant youths in Sweden. As organized sports can play a vital role in the inclusion of migrants, the purpose of this study is to highlight newly arrived youths' sports participation. 422 youths completed a questionnaire based on a reasoned action approach. According to the results, newly arrived youths' intentions to participate in organized sports can be significantly predicted by attitudes, perceived norms and perceived behavioural control. Comparisons between participants who were currently active, previously active and never active in organized sports in Sweden revealed intention to be the most important factor associated with perceived capacity and perceived norms. Intervention planners should consider perceived capacity to be a key component for sports participation among newly arrived migrant youths. A second critical component when focusing on migrant youths who have stopped participating in sports is perceived norms.

**Key words:** youth sports, migration, theory of planned behaviour, quantitative research.

## **1 Introduction**

More than 1 million asylum applications were registered in the EU countries during the peak of the migrant crisis in 2015 (European Union, 2017). Half of the positive decisions were made in Germany (150,000), but Sweden had the most persons (35,000) who were granted protection in relation to the size of its population (Eurostat, 2016). Among the granted applications registered in Sweden, 15,000 were for youths, of whom 85% were unaccompanied boys (Huitfeldt, 2015). To describe the specific challenges associated with receiving a large number of migrants from many different countries in a very short period, the term newly arrived has been commonly used during the latest crisis (Schilling et al., 2017). According to Swedish school law (2010:800), a newly arrived youth is a person who has lived abroad but now lives in Sweden. They are no longer

considered newly arrived after they have attended the Swedish compulsory educational system for four consecutive years. To optimize both the initial reception and continuing inclusion of newly arrived youths, policy initiatives, measures and evaluations have been undertaken by the authorities (Bunar, 2017).

Migrants are “persons who immigrate into societies other than where they were born, while also emigrating from places that they often continue to describe as home,” (Agergaard, 2018, p. 4). The interaction of migrants with persons and structures in the receiving country is a multifaceted endeavour (Fletcher & Dashper, 2014). As leisure plays an important role in processes of cultural production and cultural reproduction, racial conflicts as well as health and recreation inequalities based on ethnicity can be prevented through leisure-related policies and programs (Floyd & Stodolska, 2019). Various types of sports, games and physical activities constitute forms of leisure in all cultures (Harrison & Bimper, 2014; Shores & Shinew, 2014). A certain type of sports, namely organized sports, defined as a structured, goal-oriented, competitive and contest-based, ludic physical activity (Logan & Cuff, 2019), can play a vital role in the inclusion of newly arrived migrant youths (Schilling et al., 2017).

Organized sports for youths indicate not only adult-led physical activities, but also express community and place-based leisure aspirations (Stodolska, 2018). Therefore, it is critical to further our understanding of sports participation among the newly arrived migrant youths in order to create favourable conditions and overcome race/ethnicity barriers (Holt & Neely, 2011; Langøien et al., 2017). Synthesizing previous research, a number of systematic reviews have found positive associations among migrants’ sports participation, psychosocial individual attributes (e.g. attitudes) and sociocultural environmental factors, such as social support (Langøien et al., 2017; O’Driscoll et al. 2014). Although newly arrived migrant youths’ sports participation has been the focus of qualitative studies (Hertting & Karlefors, 2013), quantitative studies have yet to systematically investigate the effects of psychological, psychosocial and social factors on these youths’ engagement or non-involvement in organized sports (see Stodolska, 2018). The investigation of these factors is important for the design of interventions to change newly arrived migrant youths’ intentions to participate in sports (Fishbein & Ajzen, 2010; Michie et al., 2013).

Within the field of leisure behaviour, the reasoned action approach is one of the most popular theoretical frameworks (Fishbein & Ajzen, 2010; Michie et al., 2013). The reasoned action approach refers to a refined version of the theory of planned behaviour (TPB, Ajzen, 1985), which is in turn an extension of the theory of reasoned action (TRA, Fishbein & Ajzen, 1975). According to the reasoned action approach, behavioural intention is the most prominent predictor of behaviour (Blanchard et al., 2007; Blanchard et al., 2008; Hagger, Chatzisarantis, & Biddle, 2002). In addition, behavioural intention is affected by attitudinal (attitudes), normative (perceived norms) and regulative (perceived behavioural control) factors. An attitude towards a behaviour refers to the overall evaluation of a specific behaviour, while perceived norms concern the social pressure to adopt a certain behaviour. Perceived behavioural control indicates the difficulty or ease of performing the behaviour under consideration. The utility of the reasoned action approach in the prediction of behavioural intention and actual engagement in leisure behaviour has been demonstrated in a large number of published studies (Armitage & Conner, 2001; Glasman & Albarracín, 2006; Hagger et al., 2002; Steinmetz et al., 2016). Moreover, ethnicity, as a moderator and mediator in the reasoned action approach model, and physical activity behaviour have been highlighted in the literature (Blanchard et al., 2007; Blanchard et al., 2008). Surprisingly, participation in organized sports has not been empirically examined utilizing the reasoned action approach. Furthermore, ethnicity studies utilizing a reasoned action approach have

commonly studied migrants as a homogeneous group instead of considering migrants as a rather heterogeneous group consisting of various subgroups (Agergaard, 2011; Fletcher & Dashper, 2014; Stodolska, 2015).

The power of the reasoned action approach in predicting intention towards physical activity based on attitudes, perceived norms and perceived behavioural control (a three-component model) has been shown in several studies (Hagger et al., 2002; McEachan et al., 2016; McEachan et al., 2011). In recent years, a six-component model has extended the previous model by splitting each core construct into two distinct but related subconstructs (Branscum & Fairchild, 2019; McEachan et al., 2016). More specifically, the core attitude construct incorporates the subconstructs of instrumental attitudes and experiential attitudes in informational-based evaluations (e.g. sports are good/bad) and emotional experiences (e.g. sports are fun/boring), respectively (Rhodes & Blanchard, 2006). Regarding the core construct of perceived norms, the injunctive norms subconstruct is associated with the approval of significant others (e.g. my friends think that I should participate in sports), while the descriptive norms subconstruct regards perceptions of significant others' behaviour (e.g. my friends do participate in sports). The core construct of perceived behavioural control consists of the subconstructs of perceived capacity and perceived controllability. Perceived capacity refers to a person's evaluation of his/her abilities, skills and internal resources (e.g. my regular participation in sports is completely up to me), while perceived controllability reflects external barriers or enablers (e.g. there are plenty opportunities for me to do sports). According to Branscum and Fairchild (2019), the six-component model has more predictive power than the three-component model and thus can support more accurately targeted interventions. However, further research is needed to more clearly depict the merits and pitfalls of the six-component model (McEachan et al., 2016; Walker, Courneya, & Deng, 2006; Weisz et al., 1984).

Based on a reasoned action approach, the overall purpose of this study is to investigate newly arrived migrant youths' perceptions of organized sports in Sweden. More specifically, the study has two aims. The first aim is to examine the utility of the three- and six-component models from the reasoned action approach in predicting newly arrived migrants' intentions to participate in organized sports. Migrants are considered not only as a whole group but also as three distinct subgroups: a) active sports participants during the period of data collection (currently active participants), b) participants who were previously active in Sweden but had currently stopped participating in organized sports (previously active participants) and c) those who had not been active at all in organized sports during their time in Sweden (never active participants). The second aim of the study is to compare the core constructs and subconstructs of the reasoned action approach among the three subgroups of newly arrived migrants.

## **2 Method**

### **2.1 Design and procedures**

Based on a cross-sectional design, this study was conducted in four strategically chosen regions to cover both urban and rural areas as well as both sparsely and densely populated migrant districts. In total, a strategic sample of 24 schools was included by utilizing information from the Swedish Migration Agency as well as the central and local educational authorities. Prior to any research work, ethical approvals were granted by the Swedish Ethical Review Authority.

According to Swedish legislation, no more than two months after the reception of migrant youths, their placement in either an introductory or ordinary class is determined (Bunar, 2017). Principals of schools with such classes were contacted by telephone and

informed about the purpose of the study and the procedures. Then, an email with more detailed information and consent forms was sent to the head teachers of the introductory and ordinary classes. All information, instruments and consent forms were translated into the most common languages used in the participating schools (Arabic, English, Dari, Tigrinya, Somali and Swedish). Finally, the research teams collected data in situ using a web-based survey and reporting application, as all newly arrived youths had access to smartphones, tablets or laptops. When the youths entered the web-based application, the preferred language was chosen, and the questionnaire was completed anonymously. Regarding introductory classes, project staff visited each class to give initial information and answer questions. Newly arrived youths attending ordinary classes were invited to a specially arranged classroom to complete the questionnaires in the presence of project staff who were there to provide information and assistance. The whole process was made easier because most of the schools had interpreters available when necessary.

## **2.2 Sample**

The sample consisted of 422 newly arrived youths ( $M_{age}=16.93$  years,  $SD= 2.21$  years; 65% boys, 35% girls). The overrepresentation of boys was partly due to the proportion of unaccompanied boys in the population. In total, participants represented most segments of migrants who have arrived in Sweden in recent years (Swedish Migration Agency, 2019). More specifically, there were 108 youths from Afghanistan (26%), 98 from Somalia (23%), 62 from Syria (15%), 22 from Iran (5%), 21 from Eritrea (5%), 15 from Iraq (4%), 14 from Ethiopia (3%), six from Vietnam (1%), six from Northern Macedonia (1%), five from Uganda (1%), four from Kina (1%), four from Kongo (1%), four from Thailand (1%), three from Bosnia- Herzegovina, three from the United Arab Emirates, three from Kosovo, three from Palestine, three from Turkey, two from Colombia, two from El Salvador, two from the Ivory Coast, two from Pakistan, two from the Philippines, two from Saudi Arabia, two from Serbia, two from Yemen, one from Algeria, one from Bangladesh, one from Bulgaria, one from Croatia, one from Cuba, one from Germany, one from Ghana, one from Great Britain, one from Greece, one from India, one from Italy, one from Japan, one from Kuwait, one from Morocco, one from Nigeria, one from Poland, one from Russia, one from Sierra Leone, one from Spain, one from Trinidad and Tobago, one from Tunisia and one from the USA. Ten respondents did not answer the question about country of origin.

## **2.3 Measures**

Following the recommendations of Fishbein and Ajzen (2010), a questionnaire was constructed and tested in two pilot studies ((Kougioumtzis et al., 2018; Stråhlman et al., 2019). The questionnaire in the first pilot study included seven-point Likert-type items and open-ended questions as well. The questionnaire was in Swedish and was completed by 61 Swedish pupils ( $M_{age} = 14.38$  years,  $SD = .92$ ; 56.7% boys, 43.3% girls). Based on the findings of the first pilot study, the questionnaire in the second pilot study included five-point Likert-type items. It was also translated to Arabic and Dari and tested among 50 newly arrived youths from Syria and Afghanistan, respectively ( $M_{age} = 17.95$  years,  $SD = 1.81$  years; 66% boys, 34% girls).

The final five-point Likert-type questionnaire used in the main study was published in six languages (Arabic, English, Dari, Tigrinya, Somali and Swedish). At the beginning of the questionnaire, newly arrived youths indicated their sports participation status by answering if they were currently active, had previously been active or had never been active in a sports club in Sweden (“Do you play any sport(s) with any sports club(s) here in Sweden? NOTE! Does not apply to school sports. Only applies to sports with sports

clubs.” Response options: “Yes, I do”, “I played a sport with a sports club in Sweden but have now stopped”, or “No, I have never played a sport with a sports club in Sweden.”) The other questionnaire items were worded according to the sports participation status of the participants (e.g. “I will continue participating in sports,” was used if the participant was currently active, or “I will start participating in sports,” was used if the participant had previously been active or had never been active).

The main body of the questionnaire consisted of four item batteries related to the reasoned action approach model. Behavioural intention towards sports participation was assessed through two items. More specifically, currently active respondents answered whether they would “continue participating/competing in a sport within a sports club in the near future” and whether they felt “motivated to continue to play and compete with a sports club.” Previously active and never active respondents indicated whether they would “start participating/competing in a sport within a sports club in the near future” and whether they were “thinking of starting to play and compete within a sports club”. Attitudes were measured using four questions: two items on targeted instrumental attitudes (“Participating in sports with a sports club is ... healthy/unhealthy” and “Participating in sports with a sports club is ... important/not important”) and two items on experiential attitudes (“Participating in sports with a sports club is ... dull/fun” and “Participating in sports with a sports club is... boring/exciting”). Perceived norms were measured utilizing four items, with two items highlighting injunctive norms (“The majority of people whose opinion I respect think that I should play a sport with a sports club” and “My parents think it is a good idea for me to play a sport with a sports club”) and two items highlighting descriptive norms (“People like me play a sport with a sports club” and “People I respect and admire play/compete in a sport with a sports club at least twice a week.”)

Perceived behavioural control was assessed through four items: the first two focused on perceived capacity (“Compared to my other friends, I am one of the better players at sports” and “I think I am good at most of the sports I have tried,”) and the other two investigated perceived controllability (“It is fun to win when playing a sport” and “It is important to win when playing a sport.”) The perceived controllability items focused on adaptation to the competitive milieu of organized sports since other external barriers, such as language and transfer to training, did not have any significant impact according to the pilot studies and the preliminary analysis of the findings of the main study (Kougioumtzis et al., 2018; Stråhlman et al., 2019; Wagnsson et al., 2019).

The reliability of the various instruments used in this study was deemed acceptable (Cohen, Manion, & Morrison, 2018). More specifically, the Cronbach’s alpha estimate of the instrument measuring the two intention items was robust ( $\alpha=.85$ ). The alphas for the reasoned action approach core constructs were acceptable for attitudes ( $\alpha=.74$ ) and perceived norms ( $\alpha=.73$ ) and poor but acceptable ( $\alpha=.62$ ) for perceived behavioural control. Regarding the six reasoned action approach constructs, the following alphas were estimated: instrumental attitudes,  $\alpha=.63$ ; expressive attitudes,  $\alpha=.81$ ; injunctive norms  $\alpha=.64$ ; descriptive norms,  $\alpha=.66$ ; perceived capacity  $\alpha=.71$ ; and perceived controllability,  $\alpha=.62$ .

## **2.4 Data analysis**

The data was analysed using SPSS 25 (IBM, 2017). In the literature, two strategies for coding Likert-type questions for the reasoned action approach construct have been highlighted (Giles-Corti & Donovan, 2002). For five-point items, either three or zero can be set as the middle point (e.g. 1, 2, 3, 4, 5 or -2, -1, 0, +1, +2.). In this study, zero was used as the middle point to more clearly indicate negative attitudes or other negative responses with negative values.

Initially, the data was screened for inconsistencies. The proportion of missing values was lower than 3% for most variables, with the exception of the two controllability items, for which the missing values were 5% and 6%. The missingness was deemed completely random (MCAR). Consequently, pairwise deletion was adopted. Regression analysis (1<sup>st</sup> scientific aim) and analysis of variance (2<sup>nd</sup> scientific aim, one-way ANOVA with multiple comparisons) were used for data analysis. For the regression analysis, the data was screened in advance for linearity and unusual cases as well as homoscedasticity, independence and normality without detecting assumption violations (Field, 2018). Prior to the analysis of variance, boxplots, histograms and descriptive data were utilized to check for outliers, and no problematic issues were detected. In relation to the post hoc multiple comparisons (ANOVA), based on Levene's tests of homogeneity, Bonferroni (when there were equal variances) or Dunnett T (when the variances were unequal) tests were used (Field, 2018; Toothaker, 1993).

### 3 Results

Based on the sports participation status question, three subgroups of newly arrived migrant youths were established: 1) 104 currently active participants (25% of the whole group; 20% females, 80% males;  $M_{age}=16.6$  years,  $SD=2.6$  years); 2) 82 previously active participants (19% of the whole group; 20% females, 80% males;  $M_{age}=17.5$  years,  $SD=2.1$  years); and 3) 236 never active participants (56% of the whole group; 47% females, 53% males;  $M_{age}=16.87$  years,  $SD=2.0$  years).

Table 1 shows the results of the descriptive statistics and correlations among the reasoned action approach core and subconstructs for the whole group of newly arrived migrant youths, the currently active participants, the previously active participants and the never active participants.

Table 1

#### *Descriptive statistics and correlations*

	INT	ATT	IA	EA	PN	IN	DN	PBC	CA	M	SD
<b>Whole sample</b>											
INT	1									-.04	1.47
ATT	.43**	1								1.09	.75
IA	.34**	.86**	1							1.11	.92
EA	.39**	.83**	.45**	1						1.07	.84
PN	.46**	.45**	.29**	.48**	1					.45	1.01
IN	.41**	.47**	.33**	.48**	.86**	1				.69	1.15
DN	.39**	.30**	.18**	.35**	.87**	.49**	1			.20	1.19
PBC	.42**	.42**	.30**	.42**	.46**	.41**	.38**	1		.64	.89
CA	.38**	.32**	.22**	.32**	.40**	.33**	.35**	.82**	1	.30	1.20
CO	.28**	.36**	.26**	.36**	.33**	.32**	.25**	.76**	.24**	.99	1.06
<b>Currently active group</b>											
INT	1									.99	1.12
ATT	.41**	1								1.31	.72
IA	.38**	.91**	1							1.29	.95
EA	.30**	.81**	.51**	1						1.34	.70
PN	.38**	.38**	.24*	.42**	1					.94	.88
IN	.33**	.39**	.29**	.40**	.87**	1				1.15	.96
DN	.35**	.27**	.14	.34**	.89**	.54**	1			.74	1.05
PBC	.26**	.32**	.25*	.31**	.41**	.38**	.34**	1		.99	.79
CA	.21*	.25*	.16	.28**	.39**	.32**	.37**	.81**	1	.86	.99
CO	.23*	.28**	.28**	.22*	.25*	.28**	.16	.80**	.29**	1.14	.97

Table 1 (continued)

*Descriptive statistics and correlations*

	INT	ATT	IA	EA	PN	IN	DN	PBC	CA	M	SD
<b>Previously active group</b>											
INT	1									-.27	1.35
ATT	.40**	1								1.08	.76
IA	.38**	.84**	1							1.10	.89
EA	.28*	.86**	.45**	1						1.06	.91
PN	.24**	.48**	.32**	.49**	1					.47	.93
IN	.22	.56**	.32**	.62**	.84**	1				.72	1.08
DN	.18	.26**	.22	.22	.85**	.42**	1			.22	1.12
PBC	.32**	.36**	.27**	.34**	.33**	.34**	.22	1		.76	.89
CA	.32**	.25**	.23**	.17	.19	.17	.15	.83**	1	.41	1.07
CO	.21	.34**	.20	.39**	.34**	.38**	.20	.83**	.36**	1.12	1.09
<b>Never active group</b>											
INT	1									-.40	1.44
ATT	.40**	1								.99	.74
IA	.29**	.85**	1							1.04	.91
EA	.39**	.83**	.41**	1						.96	.84
PN	.44**	.42**	.27**	.44**	1					.22	1.01
IN	.40**	.43**	.32**	.41**	.84**	1				.48	1.19
DN	.36**	.28**	.14*	.34**	.85**	.43**	1			-.04	1.21
PBC	.42**	.44**	.30**	.45**	.45**	.38**	.38**	1		.44	.89
CA	.34**	.30**	.20**	.32**	.37**	.31**	.32**	.80**	1	.02	1.24
CO	.31**	.39**	.27**	.38**	.33**	.29**	.27**	.73**	.16*	.88	1.08

*Note:* INT = intention; ATT = attitudes; PN = perceived norms; PBC = Perceived behavioral control; IA = instrumental attitudes; EA = experimental attitudes; IN = injunctive norms; DN = descriptive norms; CA = perceived capacity; CO = perceived controllability.

M = mean, SD = standard deviation.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

Almost all correlations between behavioural intention and each of the core constructs and subconstructs of the reasoned action approach were significant, with the exception of injunctive norms, descriptive norms and perceived controllability in the previously active group (Cohen et al., 2018).

In the next table, the multiple regression analysis of the three-component model is reported for the whole group of migrant youths and the three subgroups, i.e. currently active, previously active and never active participants (Table 2).

The explanatory power values of the three-component model were .31 for the whole group and .24, .20, and .29 for the currently, previously and never active groups, respectively. Considering the whole group of migrant youths and the never active group, the reasoned action approach model significantly predicted intention to participate in sports. However, the values of perceived behavioural control in the currently active group and perceived norms in the previously active group were not statistically significant.



Table 2

*Predictors of behavioural intention towards sports participation (three-component model)*

	<u>Whole sample</u>		<u>Currently active participants</u>		<u>Previously active participants</u>		<u>Never active participants</u>	
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>
Constant	-.91***	.11	-.01	.22	-1.11***	.25	-1.03***	.14
ATT	.45***	.10	.47**	.15	.56**	.21	.39**	.13
PN	.39***	.07	.31*	.13	.03	.17	.38***	.09
PBC	.33***	.08	.10	.14	.29*	.17	.34**	.11
<i>R</i>		.55		.49		.44		.54
<i>R</i> <sup>2</sup>		.31		.24		.19		.29
<i>F</i>		59.41***		9.82***		6.15***		30.26***
<i>MSE</i>		1.51		.99		1.52		1.50
<i>df</i>		3, 407		3, 96		3, 77		3, 226

*Note:* ATT = attitudes; PN = perceived norms; PBC = perceived behavioral control.

*B* = unstandardized regression coefficient; *SE* = standard error of the unstandardized regression coefficient; *R* = multiple correlation coefficient; *R*<sup>2</sup> = coefficient of determination; *F* = F-statistic; *MSE* = mean squared error, *df* = degrees of freedom.

\* *p*<.05; \*\* *p*<.01; \*\*\* *p*<.001.

Table 3 shows the results of the multiple regression analysis of the six-component model for the whole group, the currently active group, the previously active group and the never active group.

Table 3

*Predictors of behavioural intention towards sports participation (six-component model)*

	<u>Whole sample</u>		<u>Currently active participants</u>		<u>Previously active participants</u>		<u>Never active participants</u>	
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>
Constant	-.85***	.12	.09	.24	-1.03***	.26	-1.03***	.15
IA	.25***	.08	.34**	.13	.39*	.18	.16	.10
EA	.20*	.09	.03	.18	.17	.21	.24*	.12
IN	.17**	.07	.10	.13	.01	.18	.20*	.08
DN	.21***	.06	.25*	.12	.08	.14	.17*	.08
CA	.24***	.06	.02	.12	.28*	.14	.19**	.07
CO	.09	.06	.09	.12	.03	.15	.15	.08
<i>R</i>		.56		.50		.46		.54
<i>R</i> <sup>2</sup>		.31		.25		.22		.29
<i>F</i>		29.79***		4.98***		3.28**		14.83***
<i>MSE</i>		1.51		1.00		1.54		1.51
<i>df</i>		6, 396		6, 90		6, 72		6, 217

*Note:* IA = instrumental attitudes; EA = experimental attitudes; IN = injunctive norms; DN = descriptive norms; CA = perceived capacity; CO = perceived controllability.

*B* = unstandardized regression coefficient; *SE* = standard error of the unstandardized regression coefficient; *R* = multiple correlation coefficient; *R*<sup>2</sup> = coefficient of determination; *F* = F-statistic; *MSE* = mean squared error; *df* = degrees of freedom,

\* *p*<.05; \*\* *p*<.01; \*\*\* *p*<.001.



The coefficients of determination ( $R^2$ ) of the six-component model were almost identical to the those of the three-component model. However, the pattern of significant predictors was more refined using six components. In the three-component model, attitudes significantly predicted behavioural intention in the whole group and the three subgroups. In the six-component model, only instrumental attitudes significantly predicted intention in the currently and previously active groups, while only experiential attitudes were significant in the never active group. Moreover, perceived norms were a significant predictor of intention for the currently active group in the three-component model, while descriptive norms had a significant value in the six-component model. The impact of perceived behavioural control in the three-component model was significant in the previously and never active groups. In the six-component model, only perceived capacity had a significant impact, while the value of perceived controllability was not significant.

The multiple regression analysis demonstrated the utility of the reasoned action model in predicting the sports participation of newly arrived migrant youths in Sweden as well as the explanatory power values of the various predictors. To further determine whether there were any statistically significant differences in the responses of the three subgroups in relation to the constructs of the reasoned action model, one-way analysis of variance was used. Table 4 reports the results of the analysis of variance with multiple comparisons for the reasoned action approach core constructs and subconstructs among the currently active, previously active and never active participants.

Table 4

*One-way analysis of variance with multiple comparisons*

	ANOVA estimates			CA - PA	Cohen's d	
	F-statistic	MSE	p-value		CA - NA	PA - NA
INT	$F(2, 415) = 39.32$	1.83	.000	1.01*	1.07*	n.s.
ATT	$F(2, 415) = 6.54$	.54	.002	n.s.	.44*	n.s.
IA	$F(2, 414) = 2.72$	.84	.067	n.s.	n.s.	n.s.
EA	$F(2, 411) = 7.49$	.68	.001	n.s.	.49*	n.s.
PN	$F(2, 412) = 19.74$	.93	.000	.52*	.76*	n.s.
IN	$F(2, 411) = 12.66$	1.25	.000	.42*	.62*	n.s.
DN	$F(2, 410) = 15.94$	1.33	.000	.48*	.69*	n.s.
PBC	$F(2, 410) = 14.94$	.75	.000	n.s.	.65*	.36*
CA	$F(2, 407) = 19.07$	1.33	.000	.44*	.74*	.32*
CO	$F(2, 404) = 2.89$	1.12	.057	n.s.	n.s.	n.s.

*Note:* CA = currently active participants; PA = previously active participants; NA = never active participants.

INT = intention; ATT = attitudes; IA = instrumental attitudes; EA = experimental attitudes; PN = perceived norms; IN = injunctive norms; DN = descriptive norms; PBC = perceived behavioral control; CA = perceived capacity; CO = perceived controllability.

MSE = mean squared error; Sig. = significance probability; Cohen's d = the effect size and the magnitude of the difference in the means.

\*  $p < .05$ ; n.s. = not significant ( $p > .05$ )

Currently active participants demonstrated significantly greater behavioural intentions than the other two subgroups, while there were no significant differences between the previously active and the never active groups. The magnitudes of the difference in intentions between the currently active and the previously active group and between the currently active group and the never active group were larger than one standard

deviation. Moreover, the currently active group showed more positive attitudes, increased perceived norms and greater perceived behavioural control than the other two subgroups. However, the attitudinal differences between the currently and previously active groups were not statistically significant. The same result was found for perceived behavioural control in general and perceived controllability specifically. Comparing the currently active with the never active participants, no statistically significant differences were found for instrumental attitudes or perceived controllability. In addition, previously active participants responded significantly more positively than their never active counterparts only regarding perceived behavioural control in general and perceived controllability specifically.

#### **4 Discussion**

During recent decades, the reasoned action approach (previously TPB) has been widely utilized to predict leisure behaviour (Branscum & Fairchild, 2019; Michie et al., 2013). However, this approach has not been used for the investigation of participation in organized sports. Furthermore, the role of ethnicity as a moderator and/or mediator in the prediction of physical activity during leisure time has been examined in several reasoned action approach studies (Blanchard et al., 2008; Blanchard et al., 2007; Blanchard et al., 2008). Notwithstanding, the heterogeneity within ethnic groups has been underestimated (Agergaard, 2011; Fletcher & Dashper, 2014; Stodolska, 2015). Therefore, to address these research gaps, the aim of this study was twofold: a) to examine the utility of the three- and six-component models of the reasoned action approach in predicting newly arrived migrants' intentions to participate in organized sports and b) to compare the reasoned action approach constructs among three subgroups of newly arrived migrants who were either currently active, had previously been active or had never been active in sports participation during their stay in Sweden. According to the results of this study, the overall value of the reasoned action approach model was evident, as all relationships among the theory constructs were significant (whole group, Table 1). Highlighting the first aim of the study, the effect sizes of the coefficients of determination ( $R^2$ ) in the three- and six-component models were large (.31 in both models) for the whole group. Moreover, the effect sizes ranged between medium and large (.19 - .29) for the three subgroups depending on the model (Cohen et al., 2018). Overall, the data related to the whole group, as well as the never active group, indicated the utility of both the three- and the six-component models to predict newly arrived youths' participation in organized sports. As participation in organized sports has not previously been described in the reasoned action approach literature, these outcomes are consistent with data obtained in previous studies focusing on physical activity (Hagger et al., 2002; McEachan et al., 2016; McEachan et al., 2011). The utility of the three- and six-component models for the prediction of behavioural intention in the currently and previously active groups was partly flawed. More specifically, perceived behavioural control was not a significant predictor in the currently active participants' three-component model. Predicting behavioural intention with a two-component model (attitudes and perceived norms) is reminiscent of the previous TRA model (Symons Downs & Hausenblas, 2005). The nonsignificant value of perceived norms as a predictor of behaviour intention in the previously active group is consistent with the findings of the meta-analytic review by Hagger (et al., 2002), who highlighted the small contribution of perceived norms in the prediction of physical activity. Overall, the pattern and magnitude of the coefficients of determination for attitude, perceived norms and perceived behavioural control in this study have been demonstrated partly in previous studies. More specifically, attitudes seem to be the most important predictor of behavioural intention towards physical activity, followed by perceived behavioural

control (Hagger et al., 2002; McEachan et al., 2016; McEachan et al., 2011). Within this study, the analysis showed that perceived norms were powerful predictors of intention towards sports participation in the whole group as well as the currently and never active groups.

Considering the second aim of the study, currently active participants demonstrated significantly greater intentions towards sports participation than the other two subgroups, while there was no statistically significant difference between the previously and never active participants. In line with previous studies focusing on physical activity, the results indicate that intention towards sports participation is powerfully associated with actual participation in sports among newly arrived migrant youths (Hagger et al., 2002; McEachan et al., 2016). Moreover, the analysis of variance showed a multifaceted pattern of similarities and differences among the three subgroups for the reasoned action approach constructs. Specifically, the main difference between the currently and previous active groups were for perceived norms, while the main difference between the previously active and never active groups were for perceived behavioural control in general and perceived controllability specifically. It has been previously suggested that attitudes constitute the basis for behavioural intention towards physical activity (Hagger et al., 2002). This does not appear to be the case in this study on sports participation due to the importance of perceived norms and perceived capacity. The results of this study indicate that newly arrived migrant youths' evaluations of their own abilities, skills and internal resources was the only subconstruct that differentiated all three subgroups from each other. In addition to this factor, only the social pressure to participate in sports separated the currently and previously active participants.

The evaluation of the correlates of the reasoned action approach core and subconstructs facilitate the gathering of information on attitudinal, normative and regulative factors that determine whether an individual engages in a certain behaviour (Ajzen, 2015). This information is valuable not only for other researchers but also for intervention planners (Fishbein & Ajzen, 2010). According to the results of this study, interventions targeting the enhancement of sports participation among newly arrived migrant youths should focus on key components and adopt certain strategies. More specifically, program planners in general and the Swedish National Sports Federation specifically should consider perceived capacity to be a key component for sports participation among newly arrived migrant youths in general. A second critical component when focusing on migrant youths who have stopped participating in sports is perceived norms. Interventions focusing on attitudinal determinants are also important. However, attitude-enhancing programs should focus more explicitly on instrumental attitudes for previously active participants and on experiential attitudes for never active participants.

## **5 Merits, limitations and conclusion**

The strength of the reasoned action approach model lies in the transformability of the core constructs and subconstructs, either individually or in combination, for specific strategies (Fishbein & Ajzen, 2010). The attitudinal, normative and regulative determinants of sports participation highlighted in this study can serve as a starting point for behavioural change methods and inform interventions strategies targeting persuasive communication and informational campaigns (Branscum & Fairchild, 2019; Michie et al., 2013). According to Steinmetz et al. (2016), persuasive communication involves arguing against self-doubts, while informational campaigns involve the objective provision of information. Considering the importance of youths' perceived capacities as depicted in the present study, program planners in general and the Swedish National Sports Federation specifically, should initiate persuasive communication to inspire sports clubs to invest in several youth teams to secure sports participation for all youth.

Considering the importance of perceived norms, the provision of information to migrant youths' parents, translated into their native language, is expected to enhance newly arrived migrant youths' participation in organized sports.

The limitations of this study are predominantly related to methodological issues. Sports participation status was assessed through a self-reported questionnaire, as a more objective measure would have been difficult to employ, and the questionnaires were answered anonymously. The Swedish version of the questionnaire was translated to the most common languages among the newly arrived youths. Due to time and resource constraints, no back-translation procedure was employed. The quality of the translations is therefore based on the authority of the translators. All translators were authorized by the Swedish Migration Authorities, were native speakers of the language they translated into and had a degree in social or life sciences. Moreover, the translated questionnaires were discussed with schoolteachers who were native speakers of the language in question and who communicated in Swedish. Furthermore, the Cronbach's alphas of some constructs of the instrument indicated reliabilities slightly over .60 (Cohen et al., 2018). Based on the previous literature, such marginally acceptable reliabilities are not uncommon in reasoned action approach instruments, especially at the initial stages of the development of a reasoned action approach questionnaire (McEachan et al., 2016; McEachan et al., 2011). In addition, the marginally acceptable reliabilities might have been due to the shortening of the questionnaire using batteries with only two items instead of three or four items (Field, 2018).

The effectiveness of the reasoned action approach model in the prediction and explanation of leisure behaviour in general and physical activity behaviour specifically is well established in the literature. Within this article, participation in organized sports has been highlighted utilizing the reasoned action approach core constructs and subconstructs. The data indicate that the contact of newly arrived youth with organized sports in Sweden can be predicted, highlighting their intentions to continue or start participating in sports and utilizing not only a three-component model with attitudes, perceived norms and perceived behavioural control variables but also a six-component model with instrumental and expressive attitudes, injunctive and descriptive norms, perceived capacity and controllability variables. Based on the findings, it can be argued that to ensure that already active participants continue to participate, to facilitate the renewed participation of those who have stopped participating and to inspire never active youths to begin sports participation are multifaceted endeavours.

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### ECSS News

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*Compiled by ECSS (Cologne, Germany)*

As the leading association in sport exercise science and sports medicine in Europe, the European College of Sport Science (ECSS) organises an international and multidisciplinary congress each year. The 25<sup>th</sup> “silver” Annual Congress of the ECSS is hosted by the Pablo de Olavide University, and will all take place in the world-class congress venue, FIBES, in Sevilla, Spain from 1-3 July 2020.

“Sport Science in the Heart of Arts” is the theme for this year’s ECSS congress in Sevilla. We will show Sevilla, its arts, its essence and its cultures from different perspectives while also creating a new collaborative network among sport scientists and sport practitioners arriving from all corners of the world. This year marks the “silver” anniversary of the ECSS congress which also brings about a new congress model with an enhanced programme built to even higher scientific standards and quality measures. We have selected an outstanding, international panel of experts, bringing their specialised knowledge to the plenary and invited sessions. Prior to the congress, there will be a satellite dedicated to football, where the most reputable researchers in the industry will present their topics and experiences.

At the ECSS congress, you will have the opportunity to not only expand your network but also to be privy to presentations that incorporate a wide variety of topics connected with sport and exercise science. In light of the much-needed discussions of these topics, we aim to bring together renowned regulatory experts, representatives from academia, research entities, pharmaceutical, biomedical and sport device industries and leading authorities with this congress, and to provide a platform for exchange of essential knowledge and information in a stimulating social and professional setting.

Notwithstanding the above, a congress is not only a place for knowledge transfer but also for learning about the host country and its people. A city with more than 3,000 years of rich history where many diverse cultures co-exist, Sevilla serves as the capital of the Andalusian Province and is Spain’s fourth largest city. The importance of Sevilla can be seen by its many iconic buildings that are deeply rooted in history, with notable landmarks that include the Royal Alcazar, the Plaza de España, the medieval Jewish Quarter of Santa Cruz and the massive Gothic cathedral in the heart of the city. Delegates can use most of their time before, during, or after the congress to admire and explore a city that is full of art, culture, cuisine, leisure, and sports.

We look forward to welcoming you to the ECSS Sevilla 2020 congress this summer.

Nos Vemos En Sevilla!

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*Compiled by C. Scheuer<sup>1</sup> (Luxembourg, Luxembourg)*

**Erasmus+ call 2019: Five successful applications with EUPEA involved**

The Education, Audiovisual and Culture Executive Agency of the European Commission has recently published the selection results of submitted projects in the 2019 action of collaborative partnerships in the sport field. Five applications with the involvement of EUPEA as a partner have been selected.

In the project *Physical literacy for life* (PL4L), the International Sport and Culture Association (ISCA) is leading a consortium of eleven partners, including EUPEA, from the grassroots sport, education and health sectors, and physical literacy experts who are paving the way for the concept of physical literacy to be recognized internationally as a lifelong journey that encompasses physical and cognitive dimensions.

The project *The European Network for the Support of Development of Systems for Monitoring Physical Fitness of Children and Adolescents* (FitBack) lead by the University of Ljubljana intends to prepare a multilingual web platform. Called FitBack this platform will provide feedback on the different components of physical fitness of an individual child/adolescent, and contain key information for the establishment of a national, regional or local system for monitoring physical fitness

The main goal of the project *Supporting Gamified Physical Activities in & out of Schools* (SUGAPAS) coordinated by the Lithuanian Sports University is to change students' behaviour towards physical activity by becoming aware of their body and nutrition by (a) creating effective strategies in promoting physical activity and healthy lifestyle through educational activities in and out of schools; (b) improving the dietary eating habits of school-age children through an individualized approach using on-line interactive games; and (c) overcoming barriers to physical activity of adolescents and teenagers by exploiting technology and digital games.

In another application, the Hungarian School Sport Federation (HSSF) has been successful with an application for another follow-up project based on the previous projects developing a *European School Sport Day (ESSD)*, with the objective to implement this initiative in all European countries.

Finally, EUPEA is one of five partners in the project *Healthy and Physically Active Schools* (HEPAS) coordinated by the University of Luxembourg. In this Erasmus+ Key Action 2 Strategic Partnership for school education supporting innovation, the main aim is to build up capacity of school-related stakeholders – such as teachers, educators, school headmasters – when it comes to the improvement of school-based physical activity for children and adolescents, as well as their healthy lifestyles in general.

For further information please contact:

European Physical Education Association (EUPEA)

Tel.: +41 55 640 75 46    [www.eupea.com](http://www.eupea.com) / [info@eupea.com](mailto:info@eupea.com)

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<sup>1</sup> Dr Claude Scheuer is researcher at the University of Luxembourg and EUPEA President.





*Compiled by B. Antala<sup>2</sup> & K. Salin<sup>3</sup> (Bratislava, Slovakia / Vierumäki/Finland)*

**15<sup>th</sup> FIEP European Congress, 32<sup>nd</sup> FIEP World Congress and 13<sup>th</sup> PE Seminar - Vierumäki, Finland, 4-7 August 2020**

We are delighted to invite you to the 32<sup>nd</sup> FIEP World Congress and the 15<sup>th</sup> European Congress, which concentrates on domains of physical literacy, building competence, self-esteem, understanding and motivation for active citizens. These characteristics are essential to promote physical activity. We need children and adolescents who feel that being competent and having self-esteem encourages them to be active, as a person but also as a part of society. Competence creates motivation and motivation keeps us going. However, we also need to increase knowledge and understanding around physical activity: How do we promote physical fitness and what are the disadvantages of insufficient physical activity. These are all essential questions that need to be addressed more comprehensively in the near future.

As technology develops, we are teaching generations which have grown up closely connected to mobile devices. It may therefore be a challenge to get this generation to be physically active. However, we need to understand that the same technology also gives us opportunities which hitherto were not possible. Virtual reality and augmented reality can help us promote physical activity for individuals who are not interested in participating in traditional sports or activities. Hence, as PE teachers and PA professionals we need to be curious and follow what new technology can provide in terms of opportunities when we are trying to promote our children and adolescents to be physically active.

During your stay in Finland, it will be possible to participate in the scientific congress, but also in practical sessions as the 13<sup>th</sup> PE seminar is held at the same time. Hence, after a high-quality research session it is also possible to have a relaxing yoga or dance session. As a participant of the FIEP congress, all participants are also allowed to participate in the PE seminar. We would like to welcome you to join the 32<sup>nd</sup> FIEP World Congress & the 15<sup>th</sup> European Congress.

**Important Dates**

19 April 2020    Deadline for abstract submission  
5 May 2020      Notification of acceptance to authors  
20 May 2020    Deadline for the registration of authors (abstracts accepted)  
10 June 2020    Deadline for registration of participants

More information:

<https://vierumaki.fi/en/the-sport-institute-of-finland/fiep-world-congress>

For further information on FIEP please contact:

Fédération Internationale d'Éducation physique (FIEP)

[www.fiepeurope.eu](http://www.fiepeurope.eu)    [antala@fsport.uniba.sk](mailto:antala@fsport.uniba.sk)

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<sup>2</sup> Dr Branislav Antala is professor at the Comenius University in Bratislava (Slovakia) and FIEP Europe President.

<sup>3</sup> Dr Kasper Salin is researcher at the University of Jyväskylä (Finland).

*Compiled by D. Dumon<sup>4</sup> (Berlin, Germany)*

Following ICSSPE's mission to integrate research to enhance physical activity and sport, to educate for improved quality of life and health for all people through physical activity and sport, and to promote policies for active lifestyles, human performance and good governance in physical activity and sport, the organisation continues to be active in several consultancy and policy development projects throughout various regions of the world:

Many of ICSSPE's projects are meant to provide governments and governmental policy makers and programme designers with the evidence they require to take meaningful and sustainable policy decision. Current projects include, among others, exciting online learning opportunities for sports clubs that are looking for (a) innovations in their sport structures and programmes; (b) concepts to use sport in a radicalised environment; and (c) inclusive sport participation opportunities for children under twelve years.

The next publication in the multi-disciplinary publications series Perspectives is called *Managing Sport Across Borders* and will be available as of March 2020. From a commercial sport management perspective, the publication explores key topics including the management of sport, communication in an age of digital media, crowd funding in sport, managing government and commercial alliances, and managing power and politics in sport. From a social justice perspective, it examines issues including sport volunteer management, the management of sport for inclusion, and academic partnerships in international sport management. Check the ICSSPE or the Routledge website to receive further information.

ICSSPE members, the Executive Board and the Development Committee are getting ready for the 2020 Yokohama Sport Conference which will be held from 8-12 September 2020 in Yokohama, Japan. The theme of the event is *Contributing to a sustainable world*. Following this most topical theme, hundreds of experts from all over the world will exchange cutting-edge knowledge and discuss how this can be applied for the benefit of human society as a whole. ICSSPE is supporting this multi-disciplinary event which is organised under the guidance of the Japan Academic Alliance for Sport, Physical Education, and Health Sciences.

On the occasion of the 2020 Yokohama Sport Conference, ICSSPE will conduct its General Assembly as well as the Executive Board and the Development Committee meeting at Yokohama on 7-8 September 2020. ICSSPE welcomes opportunities to enhance the global network for sport science, physical education and physical activity and is looking forward to learning from your knowledge and experience activity and is looking forward to learning from your knowledge and experience.

For further information please contact:  
International Council of Sport Science and Physical Education (ICSSPE)  
Tel.: +49 (0)30 3110232 10  
[www.icsspe.org](http://www.icsspe.org) [ddumon@icsspe.org](mailto:ddumon@icsspe.org)

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<sup>4</sup> Detlef Dumon is executive director at the ICSSPE executive office (Berlin/Germany).

*Compiled by Rachel Payne<sup>5</sup> (Copenhagen, Denmark)*

Through our EU-funded projects, events and daily work, ISCA has gathered an abundance of knowledge and experience from different sectors that we want to share with our members and broader network of organisations, as well as individuals, who are dedicated to physical activity promotion.

Last year, we created an online learning platform to present this precious knowledge in the form of short online courses. The platform now hosts three courses that have been developed through Erasmus+ and NordPlus Adult projects that ISCA has led or partnered in. The courses are free to access at **[learn.isca.org](https://learn.isca.org)** and can be completed at the user's own pace. They cover three topics:

### **ActiveVoice**

When you want to influence change in the world, you need to be convincing. But it can be a challenge to communicate effectively with decision-makers. That is why ISCA teamed up with international organisations from the active transport, education, health, facility and physical activity sectors to create the ActiveVoice online course. Their expert advice will help you and your organisation become better equipped as healthy lifestyle advocates. <https://learn.isca.org/courses/activevoice/>

### **MOVEment Spaces**

MOVEment Spaces are places that encourage local community members to use their surroundings to be active for their health and wellbeing. The MOVEment Spaces online course is designed by and for grassroots sport organisations, local authorities and urban planners. Learn how you can work together, get support, identify target groups and activities that can be delivered in urban spaces, and to measure the social impact of the activities. <https://learn.isca.org/courses/movement-spaces-course>

### **European Fitness Badge**

One of ISCA's largest member organisations, the German Gymnastics Federation (DTB), led the development of the European Fitness Badge, an assessment and consultation tool for people of all ages and fitness levels. The European Fitness Badge online course gives a step-by-step guide to conducting the tests, plus other features including an Online Data Platform (ODP), further reading materials, and contact information so users can reach out to the project partners and experienced users of the tool.

<https://learn.isca.org/courses/european-fitness-badge>

All of ISCA's online learning courses are available at <https://learn.isca.org>.

For further information on ISCA please contact:  
International Sport and Culture Association (ISCA)  
Tel.: +45 (0)2 9485551  
[www.isca-web.org](http://www.isca-web.org) [info@isca-web.org](mailto:info@isca-web.org)

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<sup>5</sup> Rachel Payne is ISCA's Communications Manager.

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## IJPE Guidelines for Contributors 2020

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The International Journal of Physical Education (IJPE) is concerned with research and scholarship in the social sciences and humanities that focus upon different aspects of physical education, including the eight IJPE review topics ‘instructional theory of sport’, ‘health foundations’, ‘sports curriculum theory’, ‘historical and philosophical foundations’, ‘physical education teachers and coach education’, ‘psychological and sociological foundations’, ‘comparative sports pedagogy’ and ‘conceptual and empirical sports pedagogy’.

All work submitted should be original, unpublished work, not under consideration elsewhere. All papers submitted for the sections ‘research articles’ as well as ‘sport international’ undergo a thorough double-blind peer-review process. Accepted papers come under the copyright of the Journal.

Articles should be submitted by e-mail as an attachment, preferably in Microsoft Word. Manuscripts should be in English. Contributors whose native language is not English are encouraged to consult an English language specialist to ensure that the manuscript is suitable for publication.

- Manuscripts (up to a maximum of 5500 words, including tables, figures and references) should include an abstract of 150-200 words on a separate sheet, and have three to five keywords placed at the beginning of the article. Should the manuscript contain tables and/or figures the amount of words is respectively less.
- The format of the article (including tables, figures and references) should conform to the American Psychological Association format (see APA Publication Manual, 2009, 6<sup>th</sup> Edition).
- As far as possible, any information that would lead to identification of the authors should be removed from the manuscript itself.
- A second file should be provided as a title page which includes the names of all authors in the appropriate order for publication and with details of their institutional affiliation(s). The lead or corresponding author must be clearly identified with full contact details.
- Articles not conforming to the above specifications will be returned to the authors for correction prior to the review.
- The editors retain the right to make limited editorial changes to manuscripts that have successfully completed the initial review process. Such changes will be returned to the author for approval prior to publication.

Submissions should:

1. be headed attention: *International Journal of Physical Education* in the e-mail’s subject line
2. have attachments clearly labelled as a) title page b) manuscript, both with the name of the lead author
3. be e-mailed directly to: [holzweg@dslv.de](mailto:holzweg@dslv.de)

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## Upcoming Events

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*Compiled by M. Holzweg (Berlin/Germany)*

Research to practice 2020  
Perth, Australia  
2-4 April 2020  
[www.researchtopractice2020.com.au](http://www.researchtopractice2020.com.au)

AERA Annual Meeting 2020  
‘The power and possibilities for the public good when researchers and organizational stakeholders collaborate’  
San Francisco, USA  
17-21 April 2020  
[www.aera.net/events-meetings/annual-meeting](http://www.aera.net/events-meetings/annual-meeting)

AIIESEP International Conference 2020  
Hong Kong, China  
17-20 June 2020  
<https://aiesep.spe.cuhk.edu.hk>

25<sup>th</sup> ECSS Congress Sevilla 2020  
Sevilla, Spain  
1-3 July 2020  
[www.ecss-congress.eu/2020](http://www.ecss-congress.eu/2020)

15<sup>th</sup> FIEP European Congress  
‘Promoting physical activity including adapted activity’  
Vierumäki, Finland  
5-8 August 2020

ECER 2020  
‘Educational Research (Re)connecting Communities’  
Glasgow, Scotland  
25-28 August  
<https://eera-ecer.de/ecer-2020-glasgow>

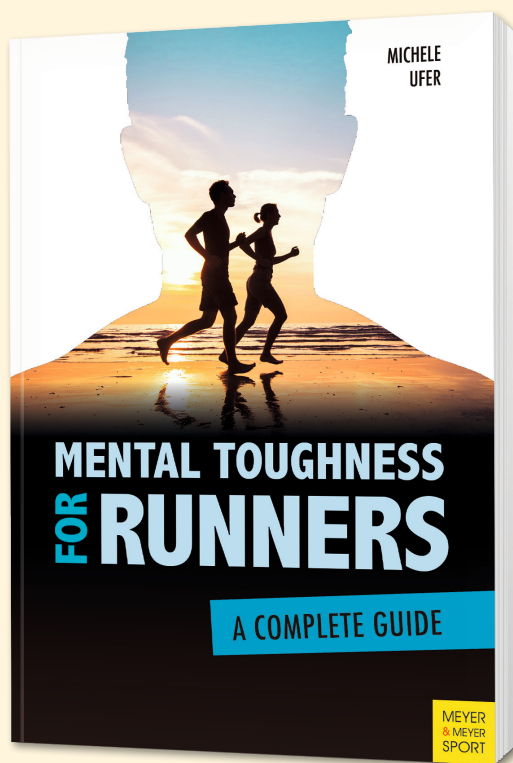
2020 Yokohama Sport Conference  
Yokohama, Japan  
8-12 September 2020  
[www.yokohama2020.jp](http://www.yokohama2020.jp)

7<sup>th</sup> TAFISA World Sport for all Games  
Lisbon, Portugal  
1-7 October 2020  
[www.tafisaworldgames2020.org](http://www.tafisaworldgames2020.org)



# FAT LOSS – MUSCLE GAIN – PERFORMANCE!

## MENTAL TOUGHNESS FOR RUNNERS A Complete Guide



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Paperback, 5 ½" x 8 ½"  
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€ [D] 19.95

All information subject to change!

*Mental Toughness for Runners* gives the reader highly effective methods for successful mental training, including self-coaching, well-founded training psychology, and thought-provoking strategies for self-reflection. The mental training presented in this book has been proven successful by numerous coaching sessions and by endurance athletes throughout the world who have achieved significant and often dramatic results after improving their motivation, performance, and well-being with this mental training. In addition, the exercises are supplemented with case studies from various coaching sessions. The book also delves into the science of mental training so that the reader may understand the reasons behind certain training concepts, but always the focus remains on practicing and directly applying the methods to the runner's training. This book will guide the reader through a personal assessment of his training so that he may develop an individually tailored mental training plan which can then be integrated into everyday sports life. Every runner who reads this book will improve his mental training and ultimately his running performance. The book uniquely presents the experiences and the know-how of a sports psychological expert, who coaches mental training for numerous runners and other endurance athletes, who also researches psychological aspects in running, regularly reports on his work in lectures, at scientific congresses, and in magazine articles, and who repeatedly achieves top 10 placings in international (extreme) races.

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