



of the American Alliance for Health, Physical Education, Recreation and Dance

## **AAHPERD RESEARCH GRANT PROGRAM AWARD 2010**

### **Elementary Classroom Teachers' Physical Activity Promotion: Two Theoretical Perspectives**

**INVESTIGATORS** Collin A. Webster, Melanie Perrault, Rob Doan, Glenn Weaver, Christine Distefano, University of South Carolina

**CATEGORY** Early Career Investigator Grant

#### **SUMMARY**

**Background/Purpose:** Little research has investigated theories that could be useful in explaining elementary classroom teachers' (ECT) school-based physical activity promotion (SPAP). This study examined the utility of the Theory of Planned Behavior (TPB) and Diffusion of Innovations Theory (DIT) in predicting ECTs' SPAP in the academic classroom setting.

**Method:** Survey responses from 200 ECTs were examined to test two hypothesized models in which self-reported SPAP is an expected outcome of beliefs and perceptions based in TPB (attitude, subjective norm, perceived behavioral control, behavioral intentions) and DIT (perceived attributes of SPAP including compatibility, complexity, trialability, observability, and relative advantage).

**Analysis/Results:** The results of exploratory factory analysis supported the hypothesized constructs with the exception of observability, which was removed from further analysis. Cronbach alphas for the final scale items were adequate (above .70). Structural equation modeling was used to assess the impact of the theories on self-reported SPAP. Models showed good fit, with fit indices (e.g., GFI, RMSEA, SRMR, and CFI) in acceptable regions (Schumaker & Lomax, 2004). In the first model, perceived behavioral control and subjective norm explained 68% of the variance in behavioral intentions, which in turn explained 39% of the variance in SPAP. In the second model, compatibility and complexity explained 70% of the variance in behavioral intentions and 46% of the variance in SPAP.

**Conclusions:** This study highlights key variables within TPB and DIT that should be considered in further research seeking to understand ECTs' SPAP behaviors and develop intervention strategies for increasing such behaviors.

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