

An intervention to train teachers to promote secondary school students' motivation toward, and participation in physical activities outside of school

Submission date 19/07/2018	Recruitment status No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered <input checked="" type="checkbox"/> Protocol
Registration date 24/07/2018	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 23/08/2023	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

Physical activity in the early adolescent years is a priority for health promotion, and promoting school students' participation of physical activity in school and outside of school is a core aim of the physical education curriculum. Nevertheless, there is relatively little research outlining how physical education can be utilized to promote participation in regular leisure-time physical activity for school students outside of school. The aim of the current study is to use and evaluate theory-based intervention delivered by physical education teachers to promote secondary school students' motivation toward, and actual participation in, out-of-school physical activity.

Who can participate?

Study participants will be physical education teachers and their students.

Teachers must be full-time, qualified PE teachers, teaching regular PE lessons at lower secondary schools.

Students must be aged 13-15 years old, attend secondary school and be able to participate in regular physical education classes.

What does the study involve?

Participating physical education teachers and their students will be allocated to one of two groups. Physical education teachers assigned to the intervention group receive a two-week training program comprising basic information on how to promote physical activity outside of school, along with training on strategies to promote students' own motivations toward physical activity. At the same time, teachers assigned to the control group will receive basic information on the application of a monitoring system to assess physical functional capacity in children with special needs. After the first round of data collection the control group teachers will also receive the same training program as the intervention group to ensure that all participating teachers and students benefit from the study.

What are the possible benefits and risks of participating?

The possible benefit of participating for teachers is further development of their teaching skills. The possible benefit of participating for students is that it may increase their own motivation towards and participation in physical activity outside of school. There are no known risks to teachers or students taking part in this study.

Where is the study run from?

University of Jyväskylä, Finland and participating secondary schools in Finland.

When is the study starting and how long is it expected to run for?

May 2017 to December 2019

Who is funding the study?

Finnish Ministry of Education (Finland)

Who is the main contact?

Prof. Martin S. Hagger

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Contact information

Type(s)

Scientific

Contact name

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Additional identifiers

Protocol serial number

Grant no. OKM/34/626/2015

Study information

Scientific Title

Physical Education Teacher Training to Promote Autonomous Motivation Toward Leisure-Time Physical Activity in Secondary School Students (PETALS) – A Randomized Controlled Trial

Acronym

PETALS

Study objectives

Secondary school students receiving a theory-based intervention to promote autonomous motivation toward physical activity will exhibit greater participation in physical activities in their leisure time outside of school relative to students that do not receive the intervention.

Ethics approval required

Old ethics approval format

Ethics approval(s)

Research Ethics Committee of the University of Jyväskylä, 22/01/2018 (no reference number available)

Study design

The PETALS trial will adopt a cluster-randomized wait list control design with a 6-month follow-up period and participants randomized to intervention groups by school.

Interventional cluster-randomised wait list control design

Primary study design

Interventional

Study type(s)

Prevention

Health condition(s) or problem(s) studied

Inactivity

Interventions

Participants will be randomised into either the intervention group or the control group by school by a researcher independent of the core research time and blind to the study purpose using a random number generator.

Schools in the intervention group will receive a autonomy-support teacher training program, which will train PE teachers to use autonomy-supportive teaching techniques in their regular lessons. The autonomy-supportive training involves training teachers to take students' perspective, use non-controlling and informational language, provide a rationale for in-class and out-of-school physical activities, display patience, provide choices, and accept negative emotions and feelings. The program comprises of 6 2 hour interactive sessions administered over a 2 week period. The training will be delivered in a classroom setting by 2 teacher trainers with extensive experience in PE teacher education, who have received training on the delivery of the specific program content. Physical education teachers will apply the intervention program to students in physical education classes for 4 weeks.

Schools in the control group receive a training program consisting of a 4 hour education seminar on how to apply a monitoring system to assess physical functional capacity in children with special needs delivered by 2 teacher trainers with experience in PE teacher education.

After the first round of data collection the control group teachers will also receive the same autonomy support training program to ensure that all participating teachers and students benefit from the study.

Intervention Type

Behavioural

Primary outcome(s)

School students' participation in out-of-school activity, assessed using the International Physical Activity Questionnaire short form (expressed as the total PA score) immediately after the trial and at the 3 follow-up time points (1 month, 3 months and 6 months post-trial). Group differences in post-trial physical activity scores will be controlled for baseline measures.

Key secondary outcome(s)

The following will be assessed immediately after the trial and at the 3 follow-up time points (1 month, 3 months and 6 months post-trial):

1. Post-trial physical activity behaviour, assessed using accelerometers in a sub-group of the main sample.
2. Students' post-trial perceived autonomy support, autonomous motivation towards PA in school and PA out-of-school, attitudes, subjective norms, perceived behavioural control, and intention towards physical activity assessed using previously-validated self-reported questionnaires

Group differences in post-trial secondary variables will be controlled for baseline measures.

Completion date

31/12/2019

Eligibility

Key inclusion criteria

1. Informed consent

Teachers:

2. Physical education teachers

Students:

3. Eligible to participate in regular school physical education classes
4. No ongoing illness or injury preventing participation in study

Participant type(s)

Healthy volunteer

Healthy volunteers allowed

No

Age group

Mixed

Sex

All

Total final enrolment

502

Key exclusion criteria

N/A

Date of first enrolment

15/08/2018

Date of final enrolment

31/08/2018

Locations**Countries of recruitment**

Finland

Study participating centre

Faculty of Sport and Health Sciences, University of Jyväskylä, Jyväskylä, Finland

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Sponsor information**Organisation**

Finnish Ministry of Education and Culture

ROR

<https://ror.org/02w52zt87>

Funder(s)**Funder type**

Government

Funder Name

Opetus- ja Kulttuuriministeriö

Alternative Name(s)

Ministry of Education and Culture, Finland

Funding Body Type

Government organisation

Funding Body Subtype

National government

Location

Finland

Results and Publications

Individual participant data (IPD) sharing plan

The data sharing plans for the current study are unknown and will be made available at a later date

IPD sharing plan summary

Data sharing statement to be made available at a later date

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Results article	results	22/09/2020	24/09/2020	Yes	No
Protocol article		06/02/2019	23/08/2023	Yes	No