RURAL AND URBAN MIDDLE SCHOOL STUDENTS' PHYSICAL ACTIVITY LEVEL AND PHYSICAL ACTIVITY SELF-EFFICACY

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Background. Current research indicates that students' physical activity (PA) levels are decreasing sharply with age (Azevedo et al., 2014; CDC, 2004). For various health accomplishments students should participate in at least 60 minutes of moderate to vigorous PA daily (WHO, 2010). Therefore, the purpose of the study was to examine middle school students' weekly PA levels and PA self-efficacy levels in rural and urban context in Canakkale, Turkey.

Methods. Cross-sectional survey method was applied to the students living in rural (n = 217) and urban (n = 242). For data collection "One-Week Physical Activity Recall Questionnaire" (Kocak et al., 2002; Sallis et al., 1993) and "Children's Self-Efficacy and Proxy Efficacy for After-School Physical Activity" (Cengiz & Ince, 2013; Dzewaltowski et al., 2010) were administered to all students (N = 459).

Results. Descriptive findings showed that rural students of both genders were in higher levels of PA compared to urban students. According to the Multivariate Analysis of Variance (MANOVA), results showed significant difference between Physical Activity Self-Efficacy, Physical Activity (PA) and school type (Pillai's Trace = .02, $F(2, 441) = 5.12$), grade (Pillai's Trace = .04, $F(6, 884) = 2.73$) and sex of students (Pillai's Trace = .05, $F(2, 441) = 10.82$). Further analyses of ANOVA indicated significant differences in school and PA (F (1, 15) = 8.89), grade and PA (F (3, 15) = 4.57) and sex of students with PA self-efficacy (F (1, 15) = 4.27) and PA (F (1, 15) = 21.05).

Conclusion. In conclusion, school type, grade and sex of middle school students were statistically significant variables in terms of PA level and PA self-efficacy. School environment, grade and gender of students need to be supported in the urban context.

Keywords: *physical activity, self-efficacy, middle school.*

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