12th EUROPEAN CONGRESS of SPORT PSYCHOLOGY
Sport and Exercise Psychology
Bridges between disciplines and cultures
4-9 SEPTEMBER 2007 • HALKIDIKI, GREECE
BOOK OF ABSTRACTS

ORGANIZED BY:

www.feptac2007.gr
Education (PE) context. Participants were 916 Greek adolescents who completed the same questionnaires in three consecutively school years. In the first measurement (Time 1; T1) students were at 6th and 10th grade of the school. Goal orientations in PE were assessed with the instruments of Papaioannou et al., (2002). Satisfaction was measured with the instrument of Duda and Nicholls (1992). Results from Structural Equation Modeling (SEM) suggested that mastery goal had the strongest effect on satisfaction in both periods (T1-T2: $\beta = .18$ & T2-T3: $\beta = .24$). Performance approach (T1-T2: $\beta = .06$ & T2-T3: $\beta = .08$) and social approval goal (T1-T2: $\beta = .09$ & T2-T3: $\beta = .10$) had a very small positive effect on satisfaction in both periods. Satisfaction in PE had a positive effect on mastery (T1-T2: $\beta = .12$ & T2-T3: $\beta = .28$) in both periods. Satisfaction in PE had a positive effect on performance approach (T1-T2: $\beta = .21$) and social approval goal (T1-T2: $\beta = .14$) only in the second period (T2-T3). Performance avoidance had a small negative effect on PE satisfaction in both periods (T1-T2: $\beta = -.06$ & T2-T3: $\beta = .05$) and similarly satisfaction had a small negative effect on performance avoidance but only in the first period (T1-T2: $\beta = -.06$). These findings provided support for the reciprocal effect model between goals and satisfaction in PE and establish the strong and positive correlation between mastery goal and satisfaction in physical education.

33. The relationship between perceptions of obese children and inclusive practice in future physical education teachers
Derek M. Peters* & Ruan Jones
*School of Sport & Exercise Science, University of Worcester, UK

In the coming years, physical education (PE) teachers will inevitably be faced with an increasing number of overweight and obese children in school PE lessons. The PE environment has been identified as an important arena for the engagement or indeed disengagement of children with a physically active lifestyle. Previous research has identified negative fat bias in obesity health professionals in the USA (Schwartz et al., 2003), in graduates from the exercise sciences in the USA (Chambless et al., 2004) and in PE students in New Zealand (O'Brien et al., 2007). Lower scores on all but one of the subscales of an adapted version of Whitehead's Children & Youth Physical Self Perception Profile (CY-PSPP) have also been reported in a sample of PE students from the UK when they were asked to rate their perceptions of 'fat' children compared to 'normal weight' children (Peters & Jones, 2007). The question remains whether such negative perceptions manifest in negative behaviours towards obese individuals. This study investigated the relationship between the scores obtained from an adapted version of Whitehead's CY-PSPP in the sample of 167 PE and sport students in the UK reported by Peters & Jones (2007) and their responses to 12 statements relating to 'fat' children and inclusive practice in PE. The 12 statements were scored from 1 to 4 ('strongly disagree', 'disagree', 'agree', 'strongly agree') with 6 items worded negatively and subsequently re-coded, giving an inclusivity score from 12 to 48. Mean inclusivity score was 34.9±4.1 with only 20 students (12%) identified as reporting 'low inclusivity' (below 30). No significant correlations were found between the CY-PSPP subscales and inclusivity total ($p<0.05$) and chi-square analysis revealed no relationships between low, neutral, and high group membership for the subscales and low, neutral and high group membership for inclusivity ($p<0.05$). The results indicate that in this sample, the previously reported negative perceptions of obese children did not manifest into increased identification with statements attempting to portray non-inclusive PE practice.

34. The function of Piaget's cognitive development theory in evaluation of physical education students' attitude on the problems of career choice
Nasrollah Javadian Sarraf* & Reza Shajie
*Ferdowsi University of Mashhad, Iran

The purpose of the present study was to investigate the function of Piaget's cognitive development model for evaluating the attitude of physical education students of Mashhad universities on the problems of career choice, in order to look on one of the most important challenges of physical education students. For this reason, 97 males and 64 females, from physical education students of Ferdowsi University of Mashhad, Imam Reza and Islamic Azad University were randomly selected and career choice questionnaire were distributed. Content validity of this tool was confirmed by experts and internal consistency of questions in a pilot study was 0.83. Data were analyzed by the Spearman's rank order correlation and Mann-Whitney $U$ test. The findings were showed that due to the results of cognitive development of career choice, 5.7% of the students were in the duality stage, 7.7% in the multi-fold stage, 78.4% in the relativism stage and 8.2% were in the commitment stage with the relativism. The mean of cognitive development in career choice for the students of physical education of Ferdowsi University, Imam Reza University and Azad University consequently were 54.06, 51.81 and 51.53. There was no difference between the place of cognitive development of physical education students