

Intrinsic and extrinsic motivation: A hierarchical model. In E. L. Deci, & R. M. Ryan, (Eds.), *Handbook of self-determination research* (pp. 37-63). Rochester, NY: University of Rochester Press.

Wilson, P. M., & Rodgers, W. M. (2004). The relationship between perceived autonomy support, exercise

regulations and behavioral intentions in women. *Psychology of Sport and Exercise*, 5, 229-242.

Xiang, P., McBride, R., Guan, J., & Solmon, M. (2003). Children's motivation in elementary physical education: A longitudinal study. *Research Quarterly for Exercise and Sport*, 75, 71-80.



THE EFFECT OF AUTONOMY SUPPORT IN PHYSICAL EDUCATION ON LEISURE MOTIVATION AND INTENTION TO PARTICIPATE IN OUTSCHOOL PHYSICAL ACTIVITIES.

DESPOINA OURDA & BASILHS BARKOUKIS

ARISTOTLE UNIVERSITY OF THESSALONIKI

Abstract

The trans-contextual model of physical education was recently developed to describe and explain how school physical education can improve participation in outschool physical activities. The present study was designed to expand the hypotheses of this model. The sample of the study consisted of 253 high school students with a mean age 13.5 years (SD = .61). The students of the sample completed a questionnaire constituting of scales assessing physical education teacher's autonomy support, motivation to participate in outschool physical activities and the variables of the theory of planned behavior. Three weeks later, the students completed the Leisure-Time Exercise Questionnaire. Path analysis confirmed the positive impact of autonomy support on self-determined motives. In turn, self-determined motives affected positively the variables of theory of planned behavior. Finally, intention had a positive influence on actual participation in leisure-time physical activities. These findings support the trans-contextual model of physical education and provide valuable information regarding how school physical education influences outschool physical activity participation.

Key words: Autonomy support, Motivation, Outschool physical activity participation.

Address for correspondence: Basilis Barkoukis, Aristotle University of Thessaloniki, Department of Physical Education and Sport Sciences, 54 124, Thessaloniki, e-mail: bark@phed.auth.gr