

The Relations among Exercise Participation, Self-Efficacy, and Academic Achievement in Adolescence

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ABSTRACT

The first purpose of this study was to explore exercise participation, self-efficacy and academic achievement in adolescence. The second purpose of this study was to compare the gender differences among adolescents' exercise participation, self-efficacy and academic achievement. The third purpose of this study was to examine the relationships among exercise participation, self-efficacy and academic achievement in adolescence. The fourth purpose of this study was to examine how exercise participation in adolescence predicted self-efficacy and academic achievement in adolescence. Seven hundred forty-one ninth grade adolescents from eight high schools in Taichung and Changhua county participated in the study. The instruments for this study were Exercise Participation Scale, Self-Efficacy Scale (multidimensional self-efficacy for exercise scale, Children's Self-Efficacy Scale). The descriptive statistic, t-test, Pearson correlations, multiple regression and hierarchical regression were conducted to test each re-search question. The results clearly showed that: 1. Adolescents involved in less exercise participation. Their self-efficacy, and academic achievement showed higher scores than average. 2. Boys showed higher scores than girls on exercise participation, task, coping and scheduling efficacy. Girls showed higher scores than boys on self-regulating and English efficacy. There were no gender difference in academic achievement. 3. Exercise participation, self-efficacy, and academic achievement in adolescence were associated. 4. Exercise participation and self-efficacy could be used to predict academic achievement. 5. Boys' Exercise participation showed direct effects on academic achievement and indirect effects on academic achievement through self-regulating, English, and math-science efficacy. Girls' Exercise participation showed direct effects on academic achievement and indirect effects on academic achievement through coping, English, and math-science efficacy. In other words, self-efficacy was the mediator between exercise participation and academic achievement. Key Words: exercise participation, self-efficacy, academic achievement, adolescence

Keywords : self-efficacy、academic achievement、exercise participation、adolescence

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