

Abstract

Title: Motivational intervention in primary school and its effect on physical activity of older school-age children

Objectives: The main aim of the thesis was to investigate the possibilities of implementation and the influence of a complex motivational intervention program on physical activity (PA) of older school-age children during a two-month period within the school educational process.

Methods: The effect of a two-month motivational programme on the promotion PA was examined in a mixed-methods research design with a group of 50 Year 7 pupils (28 girls and 22 boys, aged 12 to 13 years). The intervention included thematic educational lectures, physical education moments, learning in motion, motivational activities in physical education and active breaks between lessons. A school sports day and a sports trip were also implemented. The data collection methods used in the pre-test and post-test were: a questionnaire to monitor PA level and motor testing. Observational and descriptive methods were used throughout the programme. Teacher (n=7) focus group interviews and a student (n=50) survey were used to evaluate the program.

Results: All planned activities of the motivational intervention were successfully implemented. In the feedback, both teachers and pupils responded positively to the intervention. 6 out of 7 teachers plan to use the elements of the programme and will continue the movement activities in their classes. Pupil responses to the survey questions indicate that 80% of pupils are more physically active after the intervention than before the intervention. From the results of the PAQ-C/CZ questionnaires and motor tests, it can be concluded that after the intervention there was an improvement in the motor level (98 % of the children) and motor skills of all girls (28) and most (21 out of 22) boys in grade 7. The data obtained from the questionnaires suggest that there was a positive change in each PA domain examined; the mean difference between pre-test and post-test scores ranged from -0.37– -0.03. In the case of girls' motor fitness, there was an overall improvement for all probands in all disciplines. The average difference between the pre-test and post-test scores was -6,50 for *the Long Jump*, -1,00 for *the Sit-Up*, 0,27 for the *4 x 10 m Run* and -1 for *the Endurance Shuttle Run*. For boys, there were less pronounced changes in motor fitness. The mean difference between the pre-test and post-test scores was -2,60 for *the Long Jump*, -2,00 for the *Sit-Up* and 0,1 for the *4 x 10 m Run*. However, for the last test *Endurance Shuttle Run* it cannot be confirmed that there was an improvement as p is greater than the designated significance level ($p > 0,05$). The results of this study confirmed the positive effect of motivational intervention on children's PA.

Keywords: physical activity, motivation, intervention, older school age, active school, physical fitness