

## **ORAL: Role of perceived social support in children's physical activity and motor competence**

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**Objective:** To test a conceptual model that associates children's motor competence (MC) and Physical Activity (PA) with their perceived social support. **Method:** The sample consisted of 286 children (59% boys), with  $12 \pm 1$  years old, from a school program, "Family in Move", that aims to identify barriers, motivations and family's perceptions related to healthy lifestyles, reported by parents and children. Children's PA and perceived social support were assessed using questionnaires: the PA index (PAI) was obtained according to the total sum of points with the highest possible score of 22 (dependent); perceived social support (mediators) included the scales of perceived parental support (PPS), perceived parental encouragement (PPE), perceived peer support (PPeS) and perceived teacher support (PTS). The Körperkoordinationstest Für Kinder (KTK) tests protocol was used to assess MC (independent). The total score was converted into a standardized motor quotient. Linear regression models were fitted according to Hayes' procedures for mediation analysis (with 2 mediators), using 5000 bootstrap samples. All analyses were adjusted by children's age and gender. **Results:** Most children had normal MC (63%) and were physically active (73%). The equations showed that MC was positively associated with PAI ( $\beta = 0.10$ ,  $p < 0.001$ ). This association was mediated by PPS and PPeS (model 6,  $\beta = 0.11$ ,  $p = 0.05$ ; indirect effect of 11%), regardless of children's age and gender. No other associations were found with PPE and PTS. **Implications:** From a practical application perspective, this study emphasizes the importance to consider the role of perceived parental support and peer support, along with MC development as strategy for promoting children's active lifestyle.