

## **POSTER: IDENTIFYING MOTOR COMPETENCE BASED PROFILES IN CHILDREN AND THEIR ASSOCIATION WITH PHYSICAL ACTIVITY, MOTIVATION AND PHYSICAL SELF-EFFICACY**

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**Objective:** The present study used a person-centred approach which identifies groups of individuals that function in a similar way, to develop motor competence based profiles in children. By combining actual fundamental movement skills using both process and product measures and perceived motor skills. Overall aim was to investigate whether differences in motivation for physical activity, physical self-efficacy and physical activity levels existed in children according to these profiles. **Method:** Two hundred and sixteen British primary school children aged seven to ten years old (110 boys, 106 girls) participated in the study. Self-perceived motor competence was assessed using the pictorial scale for perceived movement competence in young children. Actual motor competence was assessed using the Test of Gross Motor Development (process measure) and a composite of 10-m sprint time, standing long jump distance and 1-kg seated medicine ball throw (product measure) based on summed z-scores. Validated questionnaires were administered to assess motivation towards physical activity and physical self-efficacy and objective measure of physical activity (via accelerometry) were collected. Four cluster groups were created reflecting low-low, high-high, high-low and low-high with 33<sup>rd</sup> percentile being taken as the indicator for low/high split. Data analysed using a 2 (sex)x 4 (cluster groups) analysis of covariance, with age controlled. **Results:** Children who had a low perception, but high actual FMS displayed significantly lower levels of motivation for physical activity ( $p = .005$ ) and physical self-efficacy ( $p = .000$ ) and spent significantly less time in moderate ( $p = .002$ ) and vigorous ( $p = .02$ ) activities than children who had high perception and high actual FMS. **Implications:** Both actual and perceived motor skills are important for increasing children's physical behaviour. Fostering both aspects is not just crucial for improving physical activity levels but also for the psych-social factors that relate to undertaking physical activity.