

## **POSTER: ACTIVE PHYSICAL RECREATION PARTICIPATION OF CHILDREN WITH HIGH AND LOW ACTUAL AND PERCEIVED MOTOR COMPETENCE: A CLUSTER ANALYSIS**

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**Objective:** Evidence is emerging that the accuracy of a child's perceived physical competence (PPC), rather than only their level of PPC, impacts participation in physical activity. We examined differences in participation in active physical recreation based on clusters of high and low motor competence and high and low PPC from grade 3 to grade 5. **Method:** Participants were a longitudinal sample  $n = 155$  grade 3, 4, 5 children (85 girls). Motor skills (FMS) were assessed using the Test of Gross Motor Development-2, PPC were assessed using the Self-Perception Profile for Children, and active physical recreation participation (APR) was measured using the Children's Assessment of Participation and Enjoyment. K-means cluster analysis was used to create four clusters per grade based on participants' FMS z-scores and PPC z-scores. Differences in FMS, PPC, and APR with cluster group as a factor were examined using a series of factorial ANOVAs for each grade. **Results:** In each grade, participants in the high-high cluster participated in significantly more APR than those in the low-low cluster. The children in the low-low cluster also had significantly lower FMS and PPC levels. Among the less accurate clusters (i.e. low FMS with high PPC or high FMS with low PPC), there was a trend toward positive growth in FMS among the children with higher PPC, whereas there was stability among children with low PPC. **Implications:** Our data shows that combinations of FMS and PPC influence the pattern of engagement or disengagement in active recreation participation persistently across middle childhood. Additionally, whether accurate or inaccurate, low perception levels appear to negatively impact development of motor competence. Children with low FMS and low PPC need urgent intervention regarding their FMS, as their FMS are low, and they know it. Children with low PPC, but high FMS, need to learn how to appreciate their actual skill level. These children had relatively good skills, but they did not accurately perceive their competence.