

Self-Management as a life skill for enhancing physical activity in high school students: A SOS study

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FACTS:

1. Young people's participation in physical activity (PA) is associated with health benefits
 2. Many young people are not engaging in PA of sufficient length and intensity to benefit their health
 3. In order to reverse this situation it is important to highlight sport participation in adolescents
- It seems to be that there is a need to teach (adolescents) to use self-management strategies in order to enhance their physical activities

**Such an approach could
deliver lifelong healthy outcomes!**



WHAT MEANS SELF-MANAGEMENT?



... being able to manage daily tasks in order to live well under certain stress situations and conditions.

- The concept of self-management is broad-based and includes a wide portfolio of activities such as improving knowledge about different topics and decision-making for managing people's own health (Barlow et al., 2002).
- The structure of self-management programs should be well planned in order to have certain learning outcomes for establishing the adaptation of health promoting behaviours (Barlow et al., 2002; Centers for Disease and Prevention, 2013; Hardeman & Mitchie, 2009).

- Self-management is a strategy developed based on the cognitive theory.



It is thought of as a procedure designed to promote one's awareness of behaviour and ability to function when he/she is aware of his/her own behaviour (Nelson, Smith, Young, & Dodd,1991).

- Self-efficacy is a major concept of social cognitive theory (Bandura, 1998)
- It is often used as a framework for developing self-management programs
- Self-efficacy, described as one's perception of his ability to implement a specific behaviour (Bandura, 1997)





- The learning and development of personal competences, which are determined as “life skills” and are strongly connected to mentioned self–efficacy processes, is becoming even more important for health promotion reasons.
- From this point of view, the behaviour of a person is regarded as the main control medium for the prevention of the individual’s health.

- A key component of the individual competence structure is a high level of self-esteem, self-confidence and the ability of self-regulation (Bandura, 1977, 1998).



- These life skills have a broadband effect



...they should be responsible for the development period between childhood and early adulthood, and enable the individual to master and manage the central development tasks and thus contribute to the production of personal stability.

- Accurate belief of control and a **positive self-worth** are important attributes that influence a person's life. These traits should be developed during childhood, since they affect a person's decision making throughout their lives.



- Learning about successful self-management strategies means to learn skills and get confidence as well as learning about motivational backgrounds for everyday roles and responsibilities in order to be able to live a healthy life.
- Self-management strategies should help to break the cycle of negative life symptoms such as stress, fatigue, depression, anxiety and pain.



- Self-management refers to the competence to shape one's own personal and professional development largely independently of external influences. This includes sub-competences such as independent motivation, goals setting, planning, time management, organization, learning ability and success control through feedback.
- And all those skills should be learned in school years in order to receive an adequate behavioral attitude for health in older years (Mangrulkar, Whitman, & Posner, 2001).



- This process of learning life skills should take part already in young school-age children to adapt positive behaviours that enable them to deal effectively with the challenges of everyday life also in older life periods. Mangrulkar, Whitman, & Posner (2019) define the appropriate needed life skills as follows:
 - 1) social and interpersonal skills (including communication, refusal skills, assertiveness, and empathy)
 - 2) cognitive skills (including decision making, critical thinking and self-evaluation)
 - 3) emotional coping skills (including stress management and increasing an internal locus of control).

- Moreover, the above-mentioned authors are stressing that theories of human development and adolescent behavior find those specific skills to be essential components of healthy development, and this skills are that define a resilient child or adolescent.



- The lack of physical activity is worldwide considered as a public health issue (World Health Organization, 1997, 2011).
- For example in an Icelandic study, it became clear that the diet and exercise behaviours of school children and youth - as independent variables - affect the academic performance by more than 24% (Sigfúsdóttir, Kritjánsson & Allegrante, 2006).



- The learning of such self-management competencies like goal setting strategies and time management should be included in the high schools curricula in order to enable students to integrate a sufficient amount of physical activities units in their daily life and to master other personal issues.



- Self-management should allow students to be responsible for their own behaviour and life.
- By using self-management strategies, students become aware of their behaviour and are positively involved in their own behaviour management.
- This experience can motivate students to understand their responsibilities and to work towards their goals.
- Thus, inappropriate behaviours are reduced and replaced by more appropriate ones.
- As a result, the class routine would be better organised and allow students to participate in learning activities as well as sport activities.

THANK YOU!!

