Introduction

- Physical inactivity during adolescence increases the risk of poor health outcomes and behavioral problems
- Self-efficacy is positively associated with initiation and maintenance of physical activity
- 84% of female adolescents do not meet Physical Activity guidelines
- Activity and self-efficacy levels decrease during puberty
- Effective programs are needed to improve physical and psychosocial outcomes

Purpose & Aims

The purpose of this project was to determine if incorporating positive-youth development lessons into an after-school program would enhance female adolescents’ self-efficacy and increase engagement in physical activity.

- **Aim 1:** Increase the total amount of moderate-to-vigorous physical activity female adolescents engaged in over a four week period
- **Aim 2:** Increase female adolescent’s self-efficacy levels following four weekly self-efficacy lessons

Methods

**Design:** pre/post dependent t-test
**Setting:** after-school program at a public inner city middle school
**Participants:** 4 female middle school students
**Exclusion Criteria:** any known disability that prevents engagement in physical activity

Measures

- Centers for Disease Control and Prevention physical activity logs
- Physical Self Description Questionnaire- Short version (PSDQ-S)
- Demographic Questionnaire

Results

**Aim 1**
- 60 minute decrease in weekly physical activity levels
- No statistically significant difference in pre/post-intervention activity level ($p=0.655$)

**Aim 2**
- 7.5 point increase in PSDQ-S scores
- No statistically significant difference in pre/post-intervention scores ($p=0.593$)

Participant’s PSDQ-S Raw Scores (N=4)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Pre-Intervention</th>
<th>Post-Intervention</th>
<th>Net Difference</th>
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</thead>
<tbody>
<tr>
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<td>130</td>
<td>+32</td>
</tr>
<tr>
<td>2</td>
<td>86</td>
<td>86</td>
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<td>+1</td>
</tr>
<tr>
<td>4</td>
<td>84</td>
<td>63</td>
<td>-23</td>
</tr>
</tbody>
</table>

Summary

- Activity rates and self-efficacy levels decreased from pre to post-intervention
- Findings are inconsistent with literature that states positive youth development programs enhance activity and self-efficacy
- Results were impacted by a small sample size and a short implementation period
- Participants exceeded U.S. Physical Activity Guidelines at pre/post-intervention
- Participants reported lessons were enjoyable and fostered positive relationships

Conclusions & Dissemination

- Information regarding the impact positive youth development programs have on physical activity and self-efficacy remains mixed
- More robust and longitudinal studies are needed
- Future lessons should be fun and consider alternative ways to measure physical activity
- Dissemination:
  - Partner with additional after-school programs to understand lesson outcomes
  - Guide and train teachers on project curriculum
  - Disseminate results to adolescent organizations and health/wellness programs