

THE ROLE OF PHYSICAL EDUCATION ON PHYSICAL ACTIVITY PROMOTION ON EARLY ADOLESCENTS DURING THE LOCKDOWN: AN ACTION-RESEARCH.

A. Iannaccone¹, S. Digennaro¹

¹Human Sciences, Society and Health Università degli studi di Cassino e del Lazio Meridionale

Purpose: The present observational study was carried out to investigate the impact of a physical education intervention on physical activity levels (PAL) during lockdown.

Methods: A convenience sample of 156 early adolescents (age range 11-14 years) attending a secondary school was recruited. PAL data were collected by means of the IPAQ-SF questionnaire administered pre and post a physical education intervention program aiming to promote active lifestyles during lockdown. Descriptive statistics were calculated for all the variables. Subsequently, as recommended from the IPAQ scoring protocol, students were classified as physically inactive (MET/week: <700), sufficiently active (MET/week: 700-2519), and active (MET/week: >2519). Students' t-test for paired samples were computed to investigate the difference in PAL pre and post intervention in relation to the school year.

Results: Paired data of 40 (1st year), 32 (2nd year) and 25 (3rd year) students were collected. Among the 1st year students pre intervention 6(15%) were inactive, 18(45%) sufficiently active and 16(40%) very active; post intervention 2(5%) were inactive, 12(30%) sufficiently active and 26(65%) very active. For 2nd year students it emerged that pre intervention 4(12.5%) were inactive, 9(28.1%) sufficiently active and 19(59.4%) very active; post intervention 2(6.3%) were inactive, 7(21.9%) sufficiently active and 23(71.9%) very active. Finally, among 3rd year students pre intervention 7(28%) were inactive, 8(32%) sufficiently active and 10(40%) very active; post intervention 3(12%) were inactive, 9(36%) sufficiently active and 13(52%) very active. From the Student's t-test it emerged that only for first year students the intervention was statistically significant ($p < 0.05$).

From a deeper analysis results revealed that among 1st year students 2(5%) and 3(7.5%) of inactive became sufficiently active and very active, respectively, and 11(27.5%) of sufficiently active became very active. Among 2nd year students 2(6.3%) inactive became sufficiently active and very active

and 4(12.5%) of sufficiently active became very active. Finally, among 3rd year students 3(12%) of inactive became sufficiently active and very active and 5(20%) of sufficiently active became very active.

Conclusions: Physical education has the potential to contribute to the promotion of active lifestyles fundamental in helping youth coping with stressful situations and preventing detrimental effects of sedentary behaviors on preadolescents' emotional, social, and cognitive skills development.

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References: (non obbligatorio)