



Development of norm for adolescent physical literacy questionnaire (APLQ) 12-18 years old in Tehran

Oral Presentation

1Mostafa Mohammadzadeh; 2Mahmud Shaykh; 3 Davoud Houminiyan Sharif Abadi*

1Department of motor behavior, Faculty of sport science, University of Tehran, Tehran, Iran

2Sport psychology, Faculty of physical education and sport Sciences, University of Tehran, Tehran, Iran

3Assistant Professor, Department of Motor Development, University of Tehran, Tehran, Iran (hominian@ut.ac.ir)

Abstract

Introduction: Adolescents' physical literacy and physical activity influence their lifestyle behaviors and health-related readiness into adulthood (Rodriguez, 2019), which can have long-term effects on life. Therefore, it seems necessary to study the physical literacy of adolescents. Lack of information about the state of physical literacy has led researchers to examine the state of physical literacy in adolescents in Tehran.

Methods: The method of the present study was descriptive and performed in the 18-12 years' adolescents in Tehran. The sample of this study was 836 adolescents who were selected by multi-stage cluster sampling from different areas of Tehran in both sexes of boys' and girls' schools. Inclusion criteria included having physical health, not having certain diseases and movement problems, or regular drug use. The adolescents' physical literacy questionnaire (APLQ) assessed subjects' physical literacy. This questionnaire with three dimensions examines adolescents' physical literacy and has an internal consistency coefficient (0.951) and retest reliability (0.981) (Mohammadzadeh, sheik, et al. 2021).

Results: The total mean scores of physical literacies in adolescents were equal to 90.04 ± 17.12 , and the desired norm was determined with a standard deviation of high and low (107.16-72.94). However, the mean scores for girls were about 85 and for boys 92, which shows a difference between the sexes. The mean observed was about 89 for first-level high school students and 95 for second-level high school students.

Conclusion: The results showed that adolescents' physical literacy scores in all dimensions increase with age; also, the scores were higher in boys than girls in all dimensions. Similar results have been reported for differences in gender and age in the Physical Literacy of Canadian children (Tremblay et al., 2018). The norm presented in this study can be a basis for measuring and comparing the levels of physical literacy of adolescents in Tehran.

Keywords

Physical literacy; Active lifestyle; Norm; Adolescents

Reference:

1. Mohammadzadeh, M., Sheikh, M., Houminiyan Sharif Abadi, D., Bagherzadeh, F., & Kazemnejad, A. (2021). Design and psychometrics evaluation of Adolescent Physical Literacy Questionnaire (APLQ). *Sport Sciences for Health*. doi:10.1007/s11332-021-00818-8
2. Rodrigues, L. P., Luz, C., Lima, R., Silva, B., & Lopes, V. P. (2019). Motor Competence Assessment (MCA): portuguese normative values. *Journal of Sport & Exercise Psychology*, 41, S19-S20.
3. Tremblay, M. S., Longmuir, P. E., Barnes, J. D., Belanger, K., Anderson, K. D., Bruner, B., . . . Hall, N. (2018). Physical literacy levels of Canadian children aged 8–12 years: descriptive and normative results from the RBC Learn to Play–CAPL project. *BMC Public Health*, 18(2), 1036.