Older Women’s Physical Activity is Facilitated by their Husband’s Actions

This study examined how a variety of social influences provided by the husband would influence older women’s physical activity behaviors over and above that explained by women’s intention, planning, and self-efficacy. Of the 186 participants eligible for participation in the study, 160 older females ($M_{\text{age}} = 63$ years, $SD = 10$ years; 95% Caucasian) completed both assessments in this observational study. Wave 1 measurements were completed via mail-in questionnaire and included physical activity recall (Minnesota Leisure Time Activity Questionnaire), intentions, self-efficacy, and action planning. Wave 2 (4 months later) was done over the telephone and included women’s characterization of how their husband influenced their activity since Wave 1, as well as physical activity during the previous month. Husband influences were characterized as social support (emotional, appraisal, partnering, facilitating, and informational), social control, injunctive, and descriptive norms. Two confirmatory factor analyses were performed; one showed the five types of social support could be combined into one latent social support variable and the other showed intentions, self-efficacy, and action planning could be combined to create one latent construct reflecting intrapersonal cognitions. Both latent constructs were entered into a structural equation model predicting physical activity. Additional predictors in the model included social control, descriptive, and injunctive norms as well as age. The overall model showed adequate overall fit, with intrapersonal cognitions being the strongest predictor of physical activity. Social support and descriptive norms were positively related to activity while social control was negatively related to activity. The model accounted for 53% of the variability in physical activity; a comparison of models with and without the social influences showed that the social influences accounted for 9% of the variability in physical activity. A secondary analysis was performed to examine whether intentions would impact the negative relationship between social control and physical activity. In women with lower intentions to be active, social control was negatively related to physical activity. However, when women held higher intentions, the trend was that social control, although not significant, was positively related to physical activity. This study highlights the importance of considering the social context for understanding older women’s physical activity. Social support and descriptive norms were beneficial for older women’s physical activity. However, social control appeared to be detrimental for physical activity participation when women did not intend to be physically active, suggesting a possible reactance to social control.


The What, Where, and How in the Acquisition of Coach Knowledge

How do coaches acquire knowledge and develop their craft? Formal channels of knowledge acquisition are prominent, however, research suggests that the learning process extends beyond professional training and into informal and self-directed situations. In recognizing both the value that coaches attribute to informal processes, and their ability to contribute to coach development, the utilization of social learning approaches has gained traction in the field. Interestingly, the authors of the current study suggest that a greater understanding pertaining to the processes that underpin coach learning is warranted. They highlight the need to (1) understand coaches’ preferred and used methods of knowledge acquisition, (2) determine the knowledge that coaches are currently obtaining, and what they feel they need to know, and (3) uncover how coaches implement or employ the information that they have acquired. A heterogeneous sample of coaches ($N = 320$) from a range of countries, sports, qualifications, and competition levels completed an online questionnaire designed to answer these questions. Responses were analyzed through content analysis. Notably, with regard to the actual and preferred methods of acquiring new coach knowledge, coaches largely discussed informal and self-directed situations with other coaches and colleagues. Interestingly, despite coaches indicating a dislike for formal learning, many did use it and had learned from it in the recent past. In terms of the knowledge that coaches currently acquire, and what they would like to know more about, specific coaching methods and techniques (e.g., pedagogy) were the most commonly reported topics, which is supported in the literature. However, the authors highlighted how coaches might not be seeking this information through the best channels. Finally, when queried about how they deploy and use the acquired knowledge, the majority of coaches discussed the immediate use of information. Unfortunately, much of this came at the expense of critical evaluation, which is believed to be a foundational piece for the development of advanced practice. The authors suggest that the tendency to adopt coaching behaviors without conscious evaluation is one reason that coaches...
simply engage in the ‘status quo,’ even if the dominant culture is inappropriate. The authors report some corroboration with previous research, in that coaches preferred and acquired knowledge through informal and self-directed situations. Of note, however, was that evidence of critical justification for the application of the knowledge was not present, which led the authors to make several suggestions. Among them was that educators should assist coaches in the process of analyzing the mixed and unregulated information that they acquire through informal channels. Similarly, formal education could move from transference of information to the empowerment of coaches in critically analyzing and regulating their behaviors.


**Student-Athletes Fare Better than Nonathletes on GPA and Social Support**

School sports have the potential to promote youth development in several ways. According to the social capital model, sport participants are able to build relationships with peers and adults, forming a network of support. The positive youth development framework focuses on the importance of a supportive environment in building youths’ competencies and skills that can transfer to other domains. This study examined whether participation in school-organized sports predicted academic achievement (grade point average [GPA]), perceived family support, perceived teacher and community support, and perceived school safety among 12th grade students. The authors conducted a secondary analysis of survey responses from the Minnesota Student Survey. Participants were 29,535 12th graders; 12,849 were athletes (i.e., participated in school-organized sports at least 1–2 times per week). The sample was about half male and half female and about 80% White. Academic achievement was assessed through student-reported GPA. Items from the Minnesota Student Survey were used to assess family, teacher and community support, and school safety. Several covariates (age, gender, socioeconomic status, special education status, and ethnicity) were used to calculate a propensity score for each participant; athletes and nonathletes within each school were then matched on these scores. This approach allows observational data to be analyzed as though it were from a quasi-experimental design and helps reduce the effect of self-selection bias that has been evident in other studies comparing athletes to nonathletes. Four regression analyses were run to determine whether athlete status predicted GPA, family support, teacher and community support, and school safety. All four analyses showed significant relationships. Results indicated that students who participated in school-organized sports at least one or two times per week reported a higher GPA, felt more supported by their family and academic community, and viewed the school as a safer place, compared to nonathletes. The authors noted that effect sizes were small (i.e., 2–4% of variance explained in outcome variables), but their analysis approach allowed for confidence that the associations were the result of school-organized sport participation and not due to confounding variables or limitations of the analysis. Overall, results indicated that participation in school sports may promote academic and social benefits. Future research should include other environmental factors such as school funding for sports, coach experience, and coach leadership style to further explain social and academic outcomes.


**Thinking While Moving, Learning While Playing: Integration for Comprehensive Youth Development**

Much attention has recently been directed to the links between physical activity and cognition, particularly for children. At the same time, the nature and type of children’s physical activity, particularly the distinction between free play and more structured practice activities, has been highlighted as critical to the developmental outcomes associated with participation. However, little previous research has attempted to integrate these lines of inquiry. Addressing this gap, the purpose of this intervention study was to: (a) explore the influence of enriched physical education (PE), centered on deliberate play and cognitively challenging variability of practice, on motor coordination and cognitive processing; and (b) examine whether motor coordination outcomes mediate intervention effects on children’s cognition; while (c) analyzing potential moderation of any effects by levels of spontaneous outdoor play and weight status. Four hundred and sixty children (aged 5–10 years) participated in a 6-month group randomized intervention in PE; the intervention arm receiving playful coordinative and cognitive enrichment, while the control arm received traditional PE. In sum, the findings showed that playful enrichment in PE, in comparison to traditional PE, elicited small-size, but wide-ranging improvements of gross motor and fine motor skills and selective improvement of a core cognitive executive function— inhibitory