USE OF A SOCIAL COGNITIVE THEORY-BASED
PHYSICAL-ACTIVITY INTERVENTION ON HEALTH-PROMOTING
BEHAVIORS OF UNIVERSITY STUDENTS

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Summary.—The purpose of this study was to examine the effects of a 12-wk.
physical activity intervention, based on conceptual discussions and practices of a so-
cial cognitive theory on health-promoting behaviors of 62 university students. The in-
tervention mainly focused on development of self-regulatory skills, social support, and
self-assessment of health-related fitness. The Adolescent Health Promotion Scale and
International Physical Activity Questionnaire were given. Analysis of self-reports indi-
cated improved nutrition, health responsibility, social support, exercise, stress manage-
ment, and overall health from pre- to postintervention. Also, participants’ postinter-
vention reports of moderate, vigorous, and total physical activity were higher than at
preintervention.

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