

USE OF A SOCIAL COGNITIVE THEORY-BASED  
PHYSICAL-ACTIVITY INTERVENTION ON HEALTH-PROMOTING  
BEHAVIORS OF UNIVERSITY STUDENTS<sup>1</sup>

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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 social cognitive theory on health-promoting behaviors of 62 university students. The intervention 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 indicated improved nutrition, health responsibility, social support, exercise, stress management, and overall health from pre- to postintervention. Also, participants' postintervention reports of moderate, vigorous, and total physical activity were higher than at preintervention.

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