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# **An investigation into the gain in knowledge of, attitudes towards and confidence to deliver a games-based Physical Literacy concept in practitioners across the UK**

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**Introduction:** It is well recognised that practitioner education could impact on a learners Physical Literacy (PL) and subsequent Physical Activity (PA) throughout life [1]. *Boing* is a workshop-based programme that aims to help practitioners develop children's PL through active play. However, the impact on practitioners is unknown. Therefore, the aim of this study was to explore current knowledge of, attitude towards, and confidence to deliver PL and investigate changes following the programme.

**Methods:** 926 practitioners (coach educators, teachers, coaches, volunteers and other facilitators) from 45 organisations were recruited. Two sequential validated questionnaires exploring perceived knowledge, attitude towards and confidence to deliver the *Boing* programme were completed prior to and immediately post a 90-minute interactive online workshop. Variables were scored on a Likert scale (1-very poor, 5-very good). Potential changes elicited were assessed using Wilcoxon signed-rank tests for non-parametric data. Rank-biserial correlation [r] was utilised to calculate the effect size based on existing criteria [2]. Chi-square tests explored differences between organisations. The alpha level was set at 0.05 a priori.

**Results:** 738 participants completed both questionnaires (community focused n=337, sport/sporting governance n=130, education providers n=125, wider facilitators of physical activity n=146). Perceived knowledge and confidence before the workshop were poor across all organisations ( $2.2 \pm 1.1$ ;  $2.4 \pm 1.2$ ) however attitude was apathetic ( $3.0 \pm 1.2$ ). Significant differences in attitude between organisational groups before training was evident ( $p=0.01$ ) whereby sporting organisations frequently reported more positive attitudes towards PL. The majority of practitioners (82%) were not aware of any programmes to develop PL. Participants on average agreed strongly that they needed a greater understanding of exercises and games that can improve physical activity (87%); how to implement PL into sessions (77%); and how to design fun games (88%). Increases pre/post were statistically significant ( $p<0.001$ ) with large positive effect sizes: knowledge ( $r= 0.99$  [95% CI = 0.98 – 0.99]), confidence ( $r= 0.98$  [95% CI = 0.98 – 0.99]) and attitude ( $r= 0.96$  [95% CI = 0.95 – 0.97]). The majority of participants (90%) reported intention to implement the programme.

**Conclusion:** Given that current knowledge, confidence, and awareness of PL among practitioners is poor; intervention is needed. Current attitude differed between organisations however this was not reflected in knowledge and confidence. Practitioners clearly identified a need for education. It is evident the workshop developed knowledge, confidence and attitude which was reflected in intention to implement. Follow-up is needed to explore if the positive changes in practitioners' confidence and intention translates into impacting on learners PL and subsequent PA.

[1] Durden-Myers et al. (2018)

[2] Goss-Sampson (2019)