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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

THE RELATIONSHIP BETWEEN MOTHERS' PHYSICAL SELF-PERCEPTIONS, EXERCISE SELF-REGULATION, BODY IMAGE DISCREPANCY AND SPORT-SPECIFIC SOCIALIZATION SUPPORT FOR THEIR DAUGHTERS

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science

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This thesis by: Janelle K. Beilman

Entitled: *The Relationship between Mothers' Physical Self-Perceptions, Exercise Self-Regulation, Body Image Discrepancy and Sport-Specific Socialization Support for their Daughters*

has been approved as meeting the requirements for the Degree of Master of Science in College of Natural and Health Sciences in School of Sport and Exercise Science, Program of Social Psychology of Sport and Physical Activity

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ABSTRACT

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Opportunities in youth sport are impacted by many socialization factors. In order to keepfemales engaged in sport, the study of additional factors that predict girls sport socialization is important. This study investigated the relationships among mothers' physical self-perceptions, self-regulation of exercise, body image discrepancies (BID) and sport/activity socialization for their daughters. One hundred and four mothers (M= 44.932, SD= 5.8078) completed self-report questionnaires that assessed their physical self-perceptions, exercise self-regulation, body image discrepancy and support for their daughters' participation in 20 different sports and physical activities. Results indicated that no significant correlations between the physical self-perception competence and most importance subscales of the PSPP and sport specific socialization support. A positive significant correlation was found between the body attractiveness importance subscale and socialization support for cross country. Significant positive correlations were found between mothers exercise regulation and sport specific socialization support for seven different sports; gymnastics, karate, cross country, lacrosse, figure skating, field/ice hockey, ski/snowboarding. No significant correlations were found between body image discrepancy and sport specific socialization support. While very few significant findings

were discovered, this suggests that mothers are highly supportive of their daughters sport interests, and are able to ignore their own body insecurities to provide and encourage these opportunities.

KEYWORDS: SPORT SOCIALIZATION, PHYSICAL SELF-PERCEPTIONS, EXERCISE SELF-REGULATION, BMI, SPORT BODY EMPHASIS

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ABBREVIATIONS

PSP: Physical self-perceptions

PSPP: Physical Self-Perception Profile

BID: Body image discrepancy

SRQ-E: Self-Regulation Questionnaire- Exercise

BMI: Body Mass Index

SDT: Self-Determination Theory

CHAPTER I

INTRODUCTION

Youth sport experience does not occur in a vacuum, but rather is impacted by many facets in children's worlds. Socializing children into, through, and out of sport is complex, bidirectional and interactive (Coakley, 2009). Coakley (2009) defines socialization as "a process of learning and social development, which occurs as we interact with one another and become familiar with the social world in which we live" (p. 92). Individuals are socialized in many different areas of their lives, and it is a lifelong process; however socialization in sport is a unique experience because it can be highly influenced by the child's gender, their parents, and the culture in which they live, just to name a few. Coakley (2009) identified three factors that impact sport participation based on socialization: 1) a person's abilities, characteristics, and resources; 2) the influence of significant others, including parents, siblings, teachers, peers, and role models; and 3) the availability of opportunities to play sports in ways that are personally satisfying (p. 94). Parents often provide the financial support, transportation and the initial opportunity to participate in certain sports.

There are three stages of sport socialization: 1) socialization into sport/physical activity; 2) socialization through sport/physical activity; and 3) socialization out of sport/physical activity (Coakley, 2009). There are also three types of socialization that are all potentially impacted by parents: direct socialization, vicarious socialization and

expectancy socialization (Coakley, 2009). MacPhail and Kirk (2006) stated that socialization into sport will consist of three different phases; the sampling phase, the specializing phase and the investing phase. These three phases represent the type of support for the activity; which in this case is sport. Males and females will experience sport socialization differently, not only because the sports offered can vary based on gender, but also because of parental expectations, cost, possibility of injury and stereotypes associated with certain sports. The culture that the families are a part of will also play an important role in sport socialization based on gender. Bhalla and Weiss (2010) noted that parental roles "as providers, interpreters and models may be different for their daughters and sons in certain achievement domains," especially in gender-types settings. Therefore, mothers' support for children's sport socialization could be different than fathers' support. For example, Davison, Cutting and Birch (2003) found that mothers were more likely to show logistical support for sport and fathers were more likely to show explicit modeling by being physically active for both sons and daughters. A mother may also socialize her daughters and sons differently into sport. Furthermore, mothers not only provide logistical support but also serve as highly important influences because of the "strong identification" daughters have with their mothers (Shannon & Shaw, 2008).

In the world of sport, many other factors, including an individual's body can have implications on the sports that he or she is socialized into. The body plays a vital role in sport, as it is the main "tool" used to participate. While there is usually some type of equipment or apparatus being utilized in sport, the body is the primary or original source of movement and power behind the actions carried out. There is a great amount of

emphasis on the body in sport because of what it has to do in order to properly train and perform, the uniforms that are worn by the athletes, the body type of the athletes that play the sport, and whether the sport is subjectively or objectively scored. Body emphasis varies depending on gender; therefore, the body emphasis of female sports will not be the same as the body emphasis of male sports. Some of the variation stems from traditional beliefs about gender roles and gender stereotypes in the United States of America. Males and females have had very different experiences in sport, as women have not had as many opportunities to participate up until the last 40 to 50 years (Coakley, 2009). Some female sports have become hyper-sexualized, while some have been deemed more masculine sports. These gender differences are important to take note of, as they will play a role in how the body is viewed in sport. In both male and female sports, factors like traditional body type of the athlete playing the sport, the uniforms worn, and the subjective or objective nature of the sport may predict the level of body emphasis in that sport. This level of body emphasis of certain female sports has not been considered much in previous research and is important to consider when examining female sport socialization.

Mothers have perceptions of themselves and their daughters, which have the capacity to impact female participation in sport and general exercise/fitness. Every woman has a physical self-concept and therefore will have self-perceptions based on physical domains that include strength, endurance, sport ability, and physical appearance (Lindwall, Asci & Hagger, 2011). They will have perceptions of their competence in each of those four areas, as well as perceptions of importance in those areas. Mothers' physical self-perceptions are specific to themselves; however, their perceptions of

themselves may permeate their influence on their daughters, intentional or not. They have the possibility to influence the sport socialization into, through or out of sport or general exercise based on the importance of each of the factors of physical self-perceptions. For example, if mothers find their own strength to not be important, but think that body attractiveness is highly important in the culture they live in, they may be less likely to socialize their daughter into certain sports that she does not perceive to hold those factors at the same importance. While physical self-perceptions are individually specific and are based on the person's views of their competence, and the level of importance of each factor, the culture, experience and psychological characteristics of that person will also potentially impact their perceptions. Therefore, because outside factors may influence their perceptions, it is possible that the physical self-perceptions of a mother can contribute the influence they have on other people in their lives, especially their daughter(s).

People are motivated to be active, exercise, or play sports for a multitude of reasons (Mullan, Markland & Ingledew, 1997). Women can be motivated to exercise for many reasons, ranging from more internally regulated enjoyment of exercise to more externally regulated factors such as losing weight or keeping their body thin. Each person has a different level of regulation, which has to do with the level of autonomy they feel in an activity (Deci & Ryan, 2000). Like physical self-perceptions, women's exercise self-regulation is individually specific and has not been greatly studied extensively in regard to their daughter(s) sport socialization. If a woman is more externally regulated in terms of exercise she may unintentionally instill the same kind of exercise regulation in her daughter through vicarious socialization. While this kind of

parental influence may not be a highly important factor in the socialization of girls into sport, it may have a larger influence on persistence or the reason for persisting in a certain sport.

Physical self-perceptions and exercise self-regulation are two different constructs; however, some dimensions of physical self-perceptions may vary depending on the level of regulation based on how competent and autonomous the person feels. Other variables may also play an important role in the sport socialization of girls, like their mother's individually accepted body image, race/ethnicity, and education. These are all a part of the culture in which they live, that can influence many of the reasons parents socialize their children into sports. Sport socialization for girls involves many factors and is a highly dynamic process (Coakley, 2009). Mothers play an extremely important role in the lives of their daughters and both directly and indirectly influence their choices, perceptions and socialization. Therefore, the purpose of this study was to explore the relationships among mothers' physical self-perceptions, self-regulation of exercise, body image discrepancies (BID) and sport/activity socialization for their daughters. There has been little to no research conducted on mother's physical self-perceptions or exercise self-regulation and the relationship of these variables with their daughters sport activities. This research is necessary in order to better understand possible factors that play a role in female sport socialization.

The research questions addressed in the current study were:

Q1 Do mothers' physical self-perceptions predict the sport-specific socialization of their daughters?

Q2 Do mothers' levels of exercise self-regulation predict the sport-specific socialization of their daughters?

Q3 Do mothers' body image discrepancies (BID) predict the sport-specific socialization of their daughters?

Q4 Are there differences between levels of socialization support for twenty different sports?

CHAPTER II

LITERATURE REVIEW

Girls' sport opportunities have grown significantly in the last 40-50 years (Coakley, 2009). In order to keep girls engaged and participating in youth sport it is important to study predictors of sport socialization (Coakley, 2009). Adult levels of physical activity and exercise are much lower than child and youth levels so it is extremely important to get girls involved while they are young because participation in youth sport is a good predictor of physical activity participation as an adult (Telama et al., 2005). Huotari, Nupponen, Mikkelsson, Laakso and Kujala (2011) examined physical activity in a group of adolescents in 1976 and again in 2001 when the participants were adults, and found that "physical activity in adolescence predicted activity in adulthood in both males and females" (p.1139). In addition Kjonniksen, Anderssen and Wold (2009) found that participation in organized child and youth sport was positively associated with greater leisure time physical activity in young adulthood. Therefore, participation in youth sport can be beneficial not only in childhood but in adulthood as well.

Socialization is a part of our daily lives, whether we realize it or not. Dixon, Warner and Bruening (2008) explained socialization as "more than simply exposing individuals to different activities or opportunities, rather it is an active social process whereby values and norms are transmitted, taught, and hopefully adopted by the individuals being socialized" (p. 539). Children are socialized in every area of their lives,

whether it is in school, at home or in extra-curricular activities, so it is important to consider the people who assist in children's socialization processes. Parents play a vital role in the socialization into sport and physical activity, and mothers and fathers often play different roles (Davison, Cutting & Birch, 2003; Dixon et al., 2008). Dixon et al. (2008) noted that parents often provide their children with resources, equipment, and encouragement for participation in sport. Mothers were also found to be the main providers of transportation to and from sport practices and games (Dixon et al., 2008).

Davison et al. (2003) looked at parents and girls physical activity and found that mothers were more likely to provide logistical support than fathers, and fathers were more likely to provide higher levels of explicit modeling than mothers. Logistical support includes driving kids to their events and enrolling them in various activities and explicit modeling is actively using one's own behavior to encourage someone else's activity, which would include participation in a sport of their own (p. 1589). Shannon and Shaw (2008) stated that not enough research has been conducted on "how mothers' attitudes or behaviors unintentionally influence their daughters' views of leisure" (p. 4). Shannon and Shaw conducted semi-structured interviews with 12 mother-daughter dyads that included questions on how the mothers felt they influenced their daughter's lives, and vice versa for the daughters. They found that mothers' implicit messages about leisure activities were more relevant than explicit forms of communication to their daughters. Starrels (1994) reported that mother-daughter relationships are typically stronger than father-daughter relationships and mothers provide a more affective and supervisory role, meaning they provide a more nurturing environment and are the overseers of the family. Previous research has noted the importance of mother-daughter

relationships and since mothers play an integral role in the lives of their daughters' sport and physical activity participation further study of possible predictors of sport socialization is beneficial (Shannon and Shaw, 2008). The current study examines these important mother-daughter relationships in terms of sport socialization.

Sport-Based Body Emphasis Measure

A preliminary study was conducted to create a sport-based body emphasis measure that serves as a backdrop to this research. Sport specific body emphasis is an area that has not been studied extensively in previous research. Many different academic disciplines focus on the body, ranging from public health, medical and allied health, sociology, psychology and sport and exercise science, just to name a few. There has been quite a bit of research conducted on body image, body awareness and even "use" of the body (Mehling et al., 2009; Zakus, 1995). There are many measures developed for the study of body image, ranging from Likert-type questionnaires to measures that include animated silhouettes of the human body ranging from very thin to obese (Bruchon-Schweitzer, 1987; Collins, 1991). Body awareness "involves an attentional focus on and awareness of internal body sensations" (Mehling et al., 2009). Body awareness is a multi-dimensional construct and is sometimes used to help with the treatment and management of chronic diseases. There have even been studies conducted looking at the "use" of body in sport, such as a study conducted by Zakus (1995). This study examined consumption of the body versus enhancement of the body in elite female athletes. Therefore the focus of the study was on the production of sport and whether or not training was detrimental in terms of overall health and fitness (Zakus, 1995).

The body and perceptions of the body are also studied in terms of gender and gender roles for both males and females. The research is bountiful for issues that include the body; however, research looking at body emphasis, especially in sport is lacking. One study that looked at body image in sport as it relates to female athletes was done by Coppola, Ward and Freysinger (2014). They examined female Division I collegiate athletes' experiences of coaches' communication of sport body image (CCSBI) (p.3). Semi-structured interviews were conducted with eight female collegiate athletes (Mage=19.25) and on average lasted about 51 minutes. Six different themes were found in this study "(a) encouragement of health, fit sport bodies, (b) sport and training environment, (c) body comparisons and criticisms, (d) coaches' recognition of athletic body change, (e) individualized athlete-centered training, and (f) coach as a role model" (p. 4). In addition, athletes highlighted the importance and benefit of the coach setting individual goals for nutrition and physical development for each athlete instead of having the same expectations for everyone on the team (Coppola et al., 2014).

The ideal female body in sport has diverged from the ideal female body in the social context. Muscle mass and definition and less body fat are seen as desirable in the sport domain because it has links to improved sports performance (Coppola et al., 2014); however, depending on the sport, ideal levels of muscle tone may vary. The level of emphasis on the body in various sports can also vary based on the type of uniform worn for the specific sport. Further research to create a measure of sport-based body emphasis is necessary in order to help fill the gap in the literature. Participation in sport not only requires use of the body, but everyone has self-perceptions of their abilities that are individually specific, and are very important to consider in sport research.

Physical Self-Perceptions

Physical self-perceptions are individually specific and are an important area of study in the sport, exercise and physical activity realm. The Physical Self-Perception Profile (PSPP) measures global self-esteem and includes four sub-domains of the physical self- sport competence, body attractiveness, physical strength and physical conditioning (Fox & Corbin, 1989). More specifically, the PSPP is a hierarchical model that places global self-esteem at the top, then physical self-worth (PSW) just below as a domain, followed by the four sub-domains (Kalmet & Fouladi, 2008). Fox and Corbin (1989) conducted a study to "construct and validate a physical self-perception profile that reflected salient self-perception content and allowed a test of dimensionality and hierarchical structuring" (p. 411). One thousand one hundred ninety-one American university students participated in this study, which consisted of two different phases; (1) subdomain identification and (2) instrument construction. Fox and Corbin (1989) found that the PSPP was psychometrically sound for young adults and did not seem to be prone to social desirability. They also found that the strength, sport and condition subscales were valid measures. In addition, they suggested that further PSPP testing be conducted, with various populations and in different countries to confirm that it is a valid and reliable measure (Fox & Corbin, 1989).

The PSPP has since been validated as a measure of physical self-perceptions in many countries, including the United States (Lindwall, Asci and Hagger, 2011). Recently, researchers have started testing revised formats of the PSPP to try and simplify and clarify the format of the measure (Lindwall et al., 2011). Kalmet and Fouladi (2008) compared the two different formats of the PSPP; the structured alternative format and

ordered response scale format. The structured alternative format can be more difficult for participants to understand, so more research is being done on how to revise the original PSPP to a more simplified format. Two hundred fifty-nine university students compared the clarity of the original PSPP, in the structured alternative format, and a revised version, a Likert-type ordered response scale format. Researchers found that the revised version was clearer to participants and had similar levels of social desirability as the original format. This study supported that the revised format should be tested further for reliability and validity (Kalmet & Fouladi, 2008). In this study, the structured alternative format was used instead of the revised format because the revised format is still undergoing further study on its validity and reliability.

Testing of the PSPP has been done on many different populations, including children and youth, college-aged adults, middle and older-aged adults, men and women, and also cross-culturally (Boyd, Weinmann & Yin, 2002; Sonstroem, Speliotis & Fava, 1992). Sonstroem, Speliotis and Fava (1992) tested the structure and validity of the PSPP in middle and older-aged adults. Two hundred sixty participants (Mage= 44.1 years; 149 females, 111 males) completed the PSPP inventory, which included the subdomain scales of perceived sport competence, physical conditioning, body attractiveness and physical strength. Global self-worth, global self-esteem and a physical activity measure were also included in the questionnaire (Sonstroem et al., 1992). Sonstroem et al. (1992) found that the PSPP is a valid measure for men and women in their middle to later years and encourage the further use and testing of the scale because of possible redundancy of the questions. The participants of the current study were similar in age to the participants

studied in Sonstroem et al. (1992), so using the PSPP with this population is an appropriate measure.

There has been very little research done on physical self-perceptions and sport specific socialization support; however, there have been many studies done on self-perceptions and physical activity settings. Ransdell, Detling, Taylor, Reel and Shultz (2004) examined two different interventions meant to increase physical activity and fitness and improve physical self-perceptions (PSP) in mother-daughter dyads. One half of the sample was assigned to a university-based (UB) program and the other half was assigned to a home-based (HB) program. Both groups were given the same PSP training, but the UB program met three times a week and the HB program only received information on physical activity to be done at home (Ransdell et al., 2004). Researchers examined differences between the two different interventions and possible increases of PSP, physical activity and fitness. Ransdell et al. (2004) found that mothers and daughters in both programs, UB and HB, had improvements in perceived sports competence and body attractiveness as well as increased participation in aerobic, muscular strength and flexibility activities. Overall, the researchers found that more research was needed on relationships between physical activity and PSP. Many studies that look at links between self-perceptions, exercise regulation and physical activity investigate these relationships in children and youth. Researchers are interested in these relationships so they can better understand ways to promote positive self-perceptions and keep youth, girls especially, involved in physical activity domains.

Exercise Self-Regulation

Individuals are motivated to exercise, be physically active and participate in sport for many different reasons (Hagger & Chatzisarantis, 2008). There are numerous motivational theories for sport and physical activity participation; however, for the purpose of this study, the theory that is used is self-determination theory. Self-determination theory (SDT) posits that there are three psychological needs that need to be met for humans to be motivated to engage in certain behaviors; competence, autonomy and relatedness (Deci & Ryan, 2000). Deci and Ryan (2000) stated that according to SDT, "a critical issue in the effects of goal pursuit and attainment concerns the degree to which people are able to satisfy their basic psychological needs as they pursue and attain their valued outcomes" (p.227). In other words, each person has an individually specific level to which their three basic needs will be met. One person may need a high level of autonomy, a high level of competence and a low level of relatedness; however, another could need a low level of autonomy, a low level of competence and a high level of relatedness.

In order to "be moved" to do something, an individual needs to be motivated to accomplish that goal or behavior (Ryan & Deci, 2000a). Within SDT, there is a range of motivational orientations and levels that are individually specific. Motivation can range from amotivation, to extrinsic motivation to pure intrinsic motivation, and these fall within a continuum. Amotivation is a complete lack of motivation, and includes low perceived competence and non-relevance (Ryan & Deci, 2000b). External regulation is characterized by being regulated by external rewards or punishments. Introjected regulation focuses more on self-approval or approval from other people, identified

regulation is a conscious valuing of the activity and self-approving of one's goals, and integrated regulation is characterized by a hierarchical appraisal of goals or behavior that is self-imposed (Ryan and Deci, 2000a; Biddle and Wang, 2003). Lastly, intrinsic motivation is an inherent enjoyment or satisfaction of participating in the activity or behavior (Ryan and Deci, 2000a).

Self-determination theory and motivation can be measured in many different ways depending on what is being studied. One way to measure motivation or regulation of exercise is with the exercise self-regulation questionnaire (SRQ-E). The SRQ-E was modified from the study conducted by Ryan and Connell (1989), which proposed a model and conceptualization of perceived locus of causality. By using the proposed model, many other researchers have created more specific measurements. The SRQ-E has been used to study many different topics within exercise and physical activity research including a study done by Puente and Anshel (2010) that looked at college students' exercise regulation, autonomy, competence, enjoyment, fitness instructors' style of teaching, and exercise frequency. They found that self-determined exercise behavior was significantly related to greater exercise enjoyment, positive affect and exercise frequency (Puente & Anshel, 2010).

There has been very little research linking self-regulation of exercise to socialization practices in sport; however, there has been extensive research done examining exercise self-regulation, exercise or physical activity frequency and many other variables such as affect, enjoyment, body image, social physique anxiety and exercise frequency (Puente & Anshel, 2010; Markland & Ingledew, 2007; Kowalski, Crocker, & Kowalski, 2001). Biddle, Soos and Chatzisarantis (1999) examined

predictors of physical activity intentions using SDT and goal orientation theories in a sample of Hungarian youth. Results indicated that the predominant predictors of intention to participate in physical activity were the self-determined forms of behavioral regulation, identified and intrinsic motivation (Biddle et al., 1999). Hagger and Chatzisarantis (2008) executed an overview of exercise motivations and behaviors and outcomes and reported that SDT is a highly efficacious way to explain exercise motivation and behavior. They also reported that based on their findings, more exercise interventions should incorporate SDT because of its advancement in measurement and improved theoretical integration (Hagger and Chatzisarantis, 2008).

Another study that looked at SDT and exercise regulation associated with exercise role identity was conducted by Vlachopoulos, Kaperoni and Moustaka (2011). They examined the "patterns of association of self-determination theory variables with exercise role identity and exercise beliefs as parts of exercise identity in women and men" (p.265). Researchers found that introjected regulation, identified regulation, and intrinsic motivation were significantly associated with stronger exercise beliefs, and that the need for competence was a correlate of exercise role identity (Vlachopoulos et al., 2011). Research on exercise self-regulation using SDT and motivation and behavior regulation in sport is abundant; yet, research linking exercise self-regulation to the sport setting is lacking. Therefore, more research needs to be done to bridge the gap. Another topic that is extensively studied in association with exercise is body image, which is also a part of the current study.

Body Image Discrepancy (BID)

In American society, especially in the popular media, there is a constant focus on what an "ideal" body should look like, which varies for men and women (Fallon & Rozin, 1985). Girls, especially, pick up on these expectations very early on in life (Collins, 1991). Therefore, there has been extensive research conducted on the impact of body image discrepancy (BID) on exercise and eating behaviors. Body image discrepancy is the idea that if an individual is dissatisfied with their body, there will be a discrepancy between how they view their own body and what they view as ideal (Fallon & Rozin, 1985). When measuring BID, there are pictorials of body silhouettes, either male or female, with numbers under each body. Then the subject would be asked to choose the silhouette that corresponds to how they view their current body, as well as choose the silhouette that corresponds to the body they view as ideal (Fallon & Rozin, 1985). A negative discrepancy occurs when an individual chooses an ideal silhouette that is thinner than how they view themselves, and a positive discrepancy occurs when they choose a larger ideal silhouette than their current size (Fallon & Rozin, 1985; Cohn & Adler, 1992).

Children learn what is valued in their society very early on in life, as demonstrated in a study by Collins (1991). Collins examined perceptions of body figures with 1,118 preadolescent children. They were asked to choose a corresponding figure that depicted (1) the figure that looked most like them, (2) the figure they wished to look like, (3) the figure that showed the way that is best for boys/girls to look (other-gender), (4) the figure they wanted to look like when they grew up, and (5) the figure that showed the way that grown up men/women should look (other-gender) (Collins, 1991). This

research found that girls chose 'ideal' figures that were thinner than what the boys reported, and 42% of girls chose their 'ideal self' as thinner than how they saw themselves. Fallon and Rozin (1985) also looked at gender differences in perceptions of body shape. They found that women view their ideal as thinner than their current size, and they distort their perceptions of men's preferences of the ideal woman. Men also distort women's preferences, but in fact women's preferences are more in line with how men view their current figure (Fallon & Rozin, 1985).

Cohn and Adler (1992) conducted a study that also examined female and male perceptions of the ideal body for themselves, as well as same-sex peers and other-sex peers. Eighty seven women and 118 men at a small college completed questionnaires that measured body figure ratings, body weight, body satisfaction, and dieting behavior. They found that no women in this study chose ideal figures that were larger than their current size, but preferred the figures that were thinner. Women also chose thinner figures as the most desirable to their same-sex peers than what they viewed as personally desirable. Men also distorted their same-sex peers' preferences for larger physiques as ideal (Cohn & Adler, 1992). Men and women both have perceptions of what they view as an ideal body as well as what the opposite sex views as an ideal body, which can impact how an individual views and treats their own body.

One study examined eating attitudes, reasons for exercise and body image discrepancy was conducted by Furnham, Badmin and Sneade (2002), in which they surveyed 235 adolescents (12-13 years old; 111 boys, 124 girls). They found that 80% of the sample viewed their ideal body as different that their current body; 43% of girls wanted to be thinner and 37% of boys wanted to be heavier. The girls also reported that

they exercised more for weight control, mood, health, and tone reasons. Furnham et al. (2002) also found that for boys, body weight and image dissatisfaction were not significantly correlated with self-esteem; however body weight and body dissatisfaction were significantly correlated with self-esteem for the girls. Body image discrepancy and body dissatisfaction have negative implications for individuals overall health, and it is important to consider when studying mother-daughter relationships and socialization in the sport and physical arena because of the level of emphasis sport places on the body.

Anton, Perri and Riley (2000) also examined women's BID and its impact on eating and exercise behaviors. One hundred and fifteen college-aged women completed a self-report questionnaire that measured BID, leisure time physical activity, fat and fiber intake, and maladaptive eating attitudes and behaviors (Anton et al., 2000). These researchers found that larger body image discrepancies were associated with lower levels of healthy food consumption as well as lower levels of leisure time physical activity. In addition, larger body image discrepancies were "related to higher levels of body dissatisfaction, higher drives for thinness, higher levels of dietary restraint, higher levels of binge eating and higher levels of bulimic symptomology" (Anton et al., 2000, p.158). The maladaptive attitudes and behaviors that women can suffer from when they have distortions between their current body and what they view as ideal, is extremely important to consider in socialization research because these beliefs and behaviors might be perceived by their daughters. While research has predominantly shown how BID relates to the individuals participation in sport and physical activity, it might be beneficial to look at its possible impact on other people's sport and physical activity participation.

Social Psychological Variables and Sport Specific Socialization Support

Many studies have explored links between self-perceptions, exercise regulation and physical activity in children and youth (Biddle & Wang, 2003; Markland & Ingledew, 2007). Researchers are interested in the relationships between self-perceptions, exercise regulation and physical activity frequency so they can better understand ways to promote positive self-perceptions and keep youth, girls especially, involved in physical activity domains. Biddle and Wang (2003) examined motivation and physical self-perceptions in adolescent girls participating in physical education classes. Five hundred sixteen secondary school girls (Mage= 13.69 years) in England completed questionnaires that measured achievement goal orientations, sport ability beliefs, relative autonomy index (RAI), amotivation, physical self-perception profiles (PSPP), perceived importance profile (PIP), and physical activity participation (Biddle & Wang, 2003). Overall, the researchers found that adolescent girls' motivation towards physical activity is extremely complex (Biddle & Wang, 2003). By using cluster analysis, they determined five clusters with various levels of physical self-perceptions and motivation with a tendency for the two sets of variables. The five clusters were: (1) moderate motivation and physical self; (2) very low motivation and low physical self; (3) amotivation; (4) high motivation and physical self; and (5) moderate motivation and high physical self. Clusters 2 and 3 had the lowest physical activity scores, clusters 1 and 5 had average scores of physical activity and cluster 4 had the highest physical activity score (Biddle & Wang, 2003). This study is a good example of how complex the factors are that may predict physical activity participation and why it is important to continue to conduct research in this area.

Boyd, Weinmann and Yin (2002) "examined the relationship between physical self-perceptions/goal orientations and intrinsic motivation for exercise" in female undergraduate students (p.1). Researchers measured physical self-perception profiles, goal orientations, and intrinsic motivation in a self-report questionnaire. Boyd et al. (2002) found that physical self-perceptions, specifically positive loadings of sport competence, physical condition and physical strength, and a task orientation were associated with intrinsic motivation for exercise, which supports previous research. Another finding that added further support to the literature was that a task orientation was positively and moderately related to intrinsic motivation for exercise. They also found that ego orientation was not related to intrinsic motivation of exercise and support previous research findings. Overall, Boyd et al. (2002) pointed out the importance of practitioners to encouragement of a task-centered environment to keep intrinsic motivation high and perhaps improve physical self-perceptions (p.13).

Reel and colleagues (2007) conducted a meta-analysis on the relations of body concerns and exercise behavior. Since society has an elevated focus on appearance, the researchers wanted to examine people's views of body-related concerns and their associations with different forms of exercise. For the purposes of this meta-analysis, Reel et al. (2007) used the term "body concerns" to encompass various concepts such as body esteem, body image, body satisfaction and dissatisfaction, and social physique anxiety (p.928). Thirty-five previous studies were included, and their effect sizes were recorded and other statistics were standardized. Reel et al. (2007) stated that the effect size for the meta-analysis was .45, meaning that "physical exercise can have an effect on the ways individuals consider their physical selves" (p.938-939). They also found that

physical exercise effects were stronger for anaerobic activities than aerobic activities. By understanding more about various forms of exercise and body-related concerns, researchers and practitioners can be more knowledgeable about what impacts people's participation in certain activities.

One study that looked at the relationships between exercise regulation, BID and physical activity was conducted by Markland (2009) and this study tested the "mediating role of exercise behavioral regulations in the relationship between body size discrepancies and physical activity participation" (p. 169). One hundred and two women completed self-report questionnaires that measured body size discrepancies, behavioral regulations for exercise and physical activity. Markland (2009) found that "body size discrepancies were significantly negatively related to physical activity, identified and intrinsic motivation, and significantly positively related to amotivation and external regulation. Also, intrinsic, identified and introjected regulation were significantly and positively related to physical activity" (p.175). Therefore, evidence suggests that autonomy in exercise contexts mediates a negative relationship between body discrepancy and physical activity. This is important to consider for female participation in exercise and physical activity setting, to both understand predictors but how to improve retention rates in exercise contexts.

Markland and Ingledew (2007) examined body image and relative autonomy for exercise in adolescent males and females. Forty-eight females and 50 males were administered self-report questionnaires that measured relative autonomy for exercise, body size discrepancy, body mass index (BMI) and physical activity. Markland and Ingledew (2007) found that lower relative autonomy for exercise was predicted by

negative body size discrepancies, so as body size discrepancy became less negative, relative autonomy increased. The researchers predicted that if an individual had a large body size discrepancy and their body was farther away from the cultural norm, it would take some of the autonomy away from participating in physical activity. Body image discrepancy, physical self-perceptions and exercise self-regulation are all individually specific; however, the culture in which one lives can have a large impact on how someone views themselves and what is ideal or desirable. When a woman has a daughter, it is important to consider whether she is able to forget or ignore what she has learned from society in order to successfully socialize her daughter into sport and physical activity, or if her views and beliefs about her own body unintentionally permeate the socialization process. Further investigation is necessary to understand more about girls' physical activity and youth sport socialization and the impact of their mothers in this process.

CHAPTER III

METHODOLOGY

Participants

Before the present study began a preliminary study was completed to determine the level of emphasis on the body for a variety of sports. The participants for this study were undergraduate and graduate students, faculty and staff of a Sport and Exercise Science Department at a University in the Rocky Mountain region of the United States. There were 140 participants (55 male, 85 female) between the ages of < 25 years (72.1%) and > 60 years old (.7%). They were 82.1% Caucasian, 7.9% Hispanic, 4.3% Multiracial, 3.6% Asian, 1.4% African American, and .7% Native American. Sixty-five percent were undergraduate students, 28.6% were graduate students, 5.7% were faculty and .7% were staff.

The participants in this present study were 104 women between the ages of 28 and 57 (M= 44.93, SD= 5.81). The women represented four states, in the southwest, Midwest and mid-Atlantic regions of the United States. Both rural and urban communities were represented in the sample. There were six women who reported having a household income of less than $50,000 (5.8%), six women who had a household income between $50,000 and $75,000 (5.8%) and 88 women who reported having a household income of over $75,000 (84.6%). There were 87 women who were currently working (83.6%), 17 were not currently working (16.3%) and two women were working part-time (1.9%). One hundred women were married (96.2%), three were divorced (2.9%), and one

reported ‘other’ (1%). In addition, six women had a high school diploma (5.8%), 11 reported some college (10.6%), five had an Associates degree (4.8%) and 82 women had a Bachelor’s degree or higher (78.9%). Based on the silhouettes presented, the ideal female body ranged from ‘1’ to ‘5’ but most women found a 3 to be the ideal female body (M= 3.22, SD= .73). The silhouette they currently view themselves as ranged from ‘1’ to ‘9’ (M= 4.47, SD= 1.45). In order to be eligible to participate in this study, the women needed to have at least one daughter who was either currently participating in at least one sport, or played one sport in the past 2-3 years. The sport could have been a school-sponsored sport or through a private club.

Measures

Physical Self-Perception

The Physical Self-Perception Profile (PSPP) (Fox & Corbin, 1989) was used in this study to measure mothers’ physical self-perceptions. This self-instrument was found to be a valid and reliable measure to use with both young and middle aged adults and includes four sub-domain variables that are measured in two sub-scales; competence and importance (Fox and Corbin, 1989; Sonstroem, Speliotis & Fava, 1992). The four sub-domain variables are strength, endurance, sport ability and physical appearance (Lindwall et al., 2011). There are 6 items for each sub-domain, with a total of 24 items for the competence scale and 24 items for the importance scale. This measure uses a structured-alternative format, so the participants had to choose between two statements, and then rate if each was “really true” or “sort of true” for them. The format of this measure has been used with children, youth and adults and it is set up this in way to prevent social desirability (Fox & Corbin, 1989; Sonstroem et al., 1992). The PSPP is scored by

calculating the means of the sub-scales, with a score of '1' representing "really true for me", '2' representing "sort of true for me" for the first scenario on the left hand side of the questionnaire, and a score of '3' representing "sort of true for me" and a '4' representing "really true for me" for the second scenario on the right hand side of the page.

Exercise Self-Regulation Questionnaire (SRQ-E)

The Exercise Self-Regulation Questionnaire (SRQ-E) is a measure that was adapted from Deci and Ryan (2000) and Ryan and Deci's (2000a, 2000b) research on self-determination theory and people's levels of motivation. Questionnaires like the SRQ-E have been found to be valid and reliable measures, such as the Behavioral Regulation Exercise Questionnaire (BREQ) (Mullan, Markland & Ingledew, 1997). The SRQ-E has very similar questions as BREQ; however, the SRQ-E has one additional question and has not been used in any published studies (Self-Regulation Questionnaires, 2014). The SRQ-E looks at the reasons why an individual regularly exercises or participates in other forms of physical activity (Self-Regulation Questionnaires, 2014). This questionnaire is designed to measure the degree of regulation the individual feels for the activity, varying from external regulation to intrinsic motivation. This is a 16 item questionnaire that uses a 7 point Likert-scale ranging from "not at all true" to "very true."

Certain question numbers are associated with the four different subscales; questions two, seven, 11 and fourteen correspond to external regulation, questions one, four, six and 13 correspond to introjected regulation, questions five, nine, 12 and 16 correspond to identified regulation, and questions three, eight, 10 and 15 correspond to intrinsic motivation. A Relative Autonomy Index (RAI) score can also be calculated

using this measure in addition to individual subscale scores and this score represents an individual's overall level of regulation for exercise. For this study, rather than using the individual scores for external regulation, introjected regulation, identified regulation and intrinsic motivation, the overall score for RAI was calculated. The formula for RAI is: 2 X Intrinsic + Identified - Introjected - 2 X External. After scoring the RAI, controlled regulation is represented by a larger negative weight and a more autonomous regulation is represented by a larger positive weight (Self-Regulation Questionnaires, 2014).

Sport Specific Socialization Support

The support for sport socialization for 20 different sports was measured by asking three different questions, each one representing the three levels of sport socialization; the sampling phase, specialization phase, and the investment phase (MacPhail & Kirk, 2006). This section included sports that were pre-coded for their level of body emphasis, so that the final scores were weighted during the data analysis. The sport-based body emphasis measure was used to code the level of body emphasis. For each sport, which were introduced individually with the three questions, the participants were asked to rate their level of support/encouragement. For example, they were asked, "How likely are you to offer this sport as an option for your daughter's participation?," "how likely are you to encourage your daughter's participation in the following sports?," and "how likely are you to put forth financial investment for your daughter's participation in the following sports?." They were be given a Likert-scale of 1 to 5, 1 being "little to no support" and 5 being "total/complete support."

The sport-based body emphasis measure preliminary study asked participants to rate both male and females specific sports on their respective levels of emphasis on the

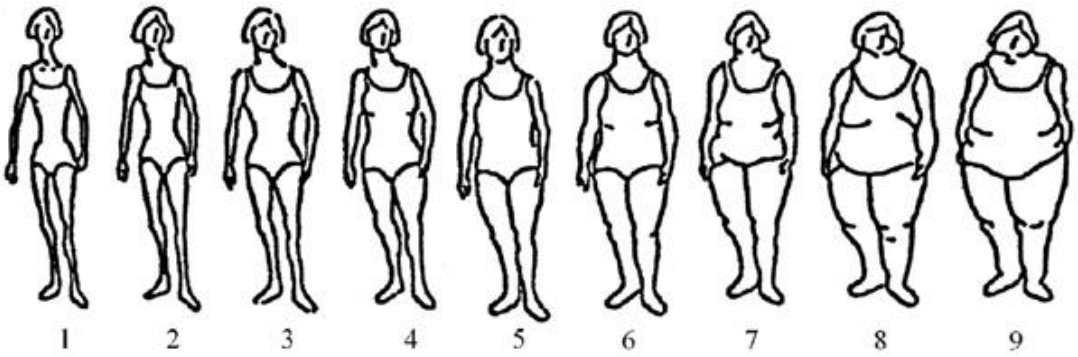
body. A response of 1 represented "very high" and 5 represented "very low." The means and standard deviations were calculated so that each sport would have a weighting of level of body emphasis. For example, volleyball had a mean or weight of 1.99 (SD= .87) and basketball had a mean or weight of 2.37 (SD= 1.17). As previously stated, these values were used in data analysis, and each sport presented in the sport socialization section of the survey was coded for level of body emphasis.

Demographics

The demographic variables that were measured in this study were individually accepted body image, socioeconomic status, education, work/employment, race/ethnicity, number of children, number of girls/number of boys, sports their daughters participate in and for how long, marital status, did they play sports as a child/youth and what sport, how often do they exercise and what types of exercise they engage in. Work/employment, race/ethnicity, number of children, number of girls/number of boys, sports their daughters play, sports they played as a child/youth and what types of exercise they engage in were measured by asking open-ended questions, while socioeconomic status, marital status and exercise frequency had specific levels of response. The variable of individually accepted body image was measured using adult figure drawings, or silhouettes, that are on a continuum of very thin to obese (Collins, 1991; see Figure 1). Each participant was asked to indicate where she thought she fell on the continuum, as well as indicate her ideal female body. Body image discrepancy is calculated by subtracting the number that represents how the participant views herself from what she views as an ideal female body. Thus a negative discrepancy would occur when someone chooses an ideal body that is thinner than how she views her current body, and a positive

discrepancy would occur when she chooses a larger ideal female body than how she currently views herself (Collins, 1991).

Figure 1. Female Adult Pictorial



Procedure

The University of Northern Colorado Institutional Review Board approved protocols and methods for both the present study and the preliminary, sport-based body emphasis measure study. The participants for the sport-based body emphasis preliminary study were recruited through email from the student, staff and faculty directory for the Sport and Exercise Science department at a University in the Rocky Mountain region. An online survey was developed that first informed the possible participants about the study, and if they wished to continue they then completed the questionnaire on Survey Monkey. The first recruitment email was sent out and then the researchers waited two weeks before sending out a follow-up or reminder email to recruit more participants.

The participants for the current study were recruited various ways. Some were recruited through contacting coaches of girls participating in various sports at local high schools or sport-specific clubs. In addition, some participants were recruited directly

rather than going through coaches or athletic directors. Snowball sampling was also used for recruitment. The reason for this was because many mothers become very close to the other moms of the girls on their daughter's teams, so by informing one of the mothers about the study, she would in turn help the researchers recruit more participants based on her connections. Some of the surveys were distributed to possible participants following their child's practice or competition and were told they could return their completed survey to the coach who would then return them to the primary researcher. Others met individually with the primary researcher to complete the survey.

A mail option was also given. The questionnaire was either sent one way, from the participant to primary researcher, or sent two ways, to the participant and then back to the primary researcher when completed. Since participants were from four different states, ranging from the southwest to the mid-Atlantic region, the mail option was necessary. The mothers were informed that the survey would ask about their views of exercise, their physical self-perceptions, how likely they would be to support their daughters participation in various sports, what type of body they view as ideal and several demographic questions. They read an informed consent form before beginning the survey and were able to discontinue the survey at any time. Participation in this study was completely voluntary; however there was a raffle incentive given to the mothers who completed the survey. Participants who wanted to participate in the raffle wrote their name and telephone number or email address to be entered in to win one of four $25 Visa gift cards. Then they were asked to place the raffle form in a small envelope and seal it before giving it back to the primary researcher, or before mailing the survey back.

Design and Data Analysis

For the sport-based body emphasis measure preliminary study, participant demographics were compiled into descriptive information about the sample. Means and standard deviations for the body emphasis scores assigned to each sport/activity were calculated. MANOVAs were conducted to determine if there were differences on the sport/activity body emphasis scores provided according to gender. Comments on the definition of "sport body emphasis" and additional sports/activities to be considered in the list were compiled and examined for subsequent inclusion on the measure. For all statistical tests a $p<.05$ was set.

Participant demographics were compiled into descriptive and frequency information about the sample. Means and standard deviations were calculated for all variables. Correlations were calculated among all study variables in order to determine if mothers' body image discrepancy, physical self-perceptions and exercise self-regulation related to their daughters sport specific socialization. Paired t-tests were conducted to examine possible differences in sport specific socialization support. A Bonferroni adjustment was used for the paired t tests to compare the level of sport specific socialization support. The survey included 20 different sports so the Bonferroni adjustment level was $p<.0025$.

CHAPTER IV

RESULTS

Preliminary Study on Sport Body Emphasis

Table 1 presents the means and standard deviations for the level of emphasis on the body that was measured during the preliminary study. Male and female responses varied slightly; however, an overall mean and standard deviation were also reported for each sport. Level of emphasis on the body was higher with a number closer to '1' and lower with a number closer to '5.' Gymnastics had the highest level of body emphasis (M= 1.37, SD= .89) and golf had the lowest level of body emphasis (M= 3.64, SD= 1.08). There were very slight variations in the level of body emphasis based on gender.

Descriptive Statistics

Table 2 presents the means and standard deviations for the PSPP subscales, Body Image Discrepancy (BID), and Relative Autonomy Index (RAI). Table 3 presents means and standard deviations for sport specific socialization support, with higher support closer to a '5' and lower support closer to a '1.' Mothers reported moderate-to-high support for most sports.

Correlations

Table 4 presents the Pearson correlations for the PSPP competence subscales and sport specific socialization support. For these statistical tests $p<.05$ was the criterion used. No significant correlations were found between any of the sports and the PSPP competence scales for sport competence, physical conditioning, body attractiveness or

physical strength. Table 5 presents the Pearson correlations for the PSPP importance subscales and sport specific socialization support. A positive significant correlation was found between cross country socialization support and body attractiveness importance; however, that was the only significant correlation between the sport-specific socialization support, sport competence, physical conditioning, body attractiveness and physical strength subscales.

Table 6 presents the Pearson correlations for BID, RAI and sport specific socialization support. Mothers reported low to moderate BID and moderate to high autonomy for exercise. No significant correlations were found between BID and sport specific socialization support. There were positive significant correlations found between RAI and GymnasticsSS, KarateSS, CrossCountrySS, LacrosseSS, FigureSkatingSS, FieldIceHockeySS and SkiSnowboardingSS. Table 7 presents 190 paired t tests to compare the means of sport specific socialization support for 20 different sports. There were differences between the levels of support between sports according to $p<.05$; however, according to a Bonferroni correction of $p<.0025$ (.05/20 paired t tests), none of the differences were significant.

Table 1

Means and Standard Deviations for Level of Sport-Specific Emphasis on the Body

	Overall (n=140)		Male (n=55)		Female (n=85)	
	Mean	SD	Mean	SD	Mean	SD
Volleyball	1.99	.87	1.85	.80	2.07	.90
Tennis	2.43	.97	2.29	.94	2.51	.98
Dance	1.64	1.07	1.73	.97	1.59	1.13
Basketball	2.37	1.17	2.25	1.08	2.44	1.23
Gymnastics	1.37	.89	1.44	.80	1.32	.94
Soccer	2.23	1.04	2.02	.96	2.37	1.07
Golf	3.64	1.08	3.75	.97	3.57	1.15
Swimming	2.04	1.10	1.96	.95	2.09	1.19
Cheerleading	2.08	1.28	2.29	1.29	1.95	1.27
Diving	2.33	1.16	2.55	1.01	2.20	1.23
Karate/MA	2.59	1.25	2.63	1.15	2.56	1.32
Softball	3.05	1.20	2.94	1.22	3.11	1.86
Track Sports	1.89	1.09	1.80	.92	1.95	1.19
Field Events	2.93	1.19	2.84	1.22	2.98	1.17
Cross Country	2.11	1.20	2.16	1.17	2.09	1.22
Lacrosse	2.54	1.14	2.53	1.16	2.55	1.15
Figure Skating	1.77	1.00	1.92	.91	1.68	1.05
Field/Ice Hockey	2.62	1.25	2.61	1.30	2.63	1.23
Ski/Snowboard	2.66	1.19	2.69	1.17	2.65	1.20
General Fitness	2.20	.96	2.20	.89	2.20	1.01

Table 2

Means and Standard Deviations of Physical Self-Perception Subscales, Body Image Discrepancy (BID), and Relative Autonomy Index (RAI)

	Mean	SD
SportCompC	2.44	.81
PhysCondC	2.24	.79
BodyAttractC	2.59	.66
PhysStrengthC	2.40	.69
SportCompI	2.72	.68
PhysCondI	2.13	.59
BodyAttractI	2.35	.54
PhysStrengthI	2.68	.60
BID	-1.25	1.12
RAI	9.46	4.19

Table 3

Sport Specific Socialization Support

	Mean	SD
Volleyball	4.42	.87
Tennis	4.26	.99
Dance	4.01	1.24
Basketball	4.23	1.11
Gymnastics	3.68	1.30
Soccer	3.99	1.15
Golf	4.12	1.05
Swimming	4.46	.78
Cheerleading	3.32	1.44
Diving	3.66	1.30
Karate/Martial Arts	3.88	1.19
Softball	4.14	1.13
Track Sports	4.37	.88
Field Events	3.99	1.20
Cross Country	4.17	1.11
Lacrosse	3.81	1.28
Figure Skating	3.46	1.35
Field/Ice Hockey	3.35	1.39
Skiing/Snowboarding	4.06	1.14
General Fitness	4.87	.37

Table 4

Pearson Correlations for PSPP Competence Subscales and Sport Specific Socialization Support

	SportCompC	PhysCondC	BodyAttractC	PhysStrengthC
VolleyballSS	-.07	-.05	-.01	-.00
TennisSS	.01	-.12	.04	-.04
DanceSS	.09	-.02	.07	.07
BasketballSS	.05	-.08	.03	-.01
GymnasticsSS	.06	-.11	.03	-.08
SoccerSS	.07	-.14	.05	-.06
GolfSS	.09	-.01	.18	-.04
SwimmingSS	.08	-.04	.15	.04
CheerleadingSS	.05	-.04	.03	.05
DivingSS	.07	-.01	.08	-.05
KarateSS	.00	-.11	.02	-.13
SoftballSS	.09	-.01	.19	-.03
TrackSportsSS	.03	-.04	.09	-.03
FieldEventsSS	-.03	-.08	.06	-.12
CrossCountrySS	.12	-.06	.16	-.06
LacrosseSS	-.04	-.17	.09	-.18
FigureSkatingSS	-.00	-.08	.07	-.03
FieldIceHockeySS	-.05	-.15	.07	-.12
SkiSnowboardingSS	-.04	-.16	.04	-.10
GeneralFitnessSS	-.05	-.09	-.03	.05

*p<.05, **p<.01

Table 5

Pearson Correlations for PSPP Importance Subscales and Sport Specific Socialization Support

	SportCompI	PhysCondI	BodyAttractI	PhysStrengthI
VolleyballSS	-.05	.06	.08	.04
TennisSS	.06	-.19	.08	-.09
DanceSS	.06	-.07	-.06	-.08
BasketballSS	-.01	-.02	.08	.05
GymnasticsSS	-.03	-.13	.00	-.04
SoccerSS	.03	-.10	.16	.02
GolfSS	.13	-.03	.10	-.03
SwimmingSS	.13	.01	.19	-.00
CheerleadingSS	.02	-.03	.02	.07
DivingSS	.02	.02	.15	-.07
KarateSS	-.01	-.03	.12	-.13
SoftballSS	.02	-.05	.19	-.07
TrackSportsSS	.04	-.02	.17	-.06
FieldEventsSS	-.04	.00	.19	-.14
CrossCountrySS	.09	-.08	.28**	-.08
LacrosseSS	-.04	-.15	.13	-.17
FigureSkatingSS	.00	-.04	.10	-.09
Field/IceHockeySS	-.01	.00	.19	-.07
Ski/SnowboardingSS	.01	-.15	.11	-.15
GeneralFitnessSS	.04	-.05	.05	.13

*p<.05, **p<.01

Table 6

Pearson Correlations for BID, RAI and Sport Specific Socialization Support

	BID	RAI
VolleyballSS	.05	.18
TennisSS	.01	.15
DanceSS	-.11	.03
BasketballSS	.04	.14
GymnasticsSS	.01	.25*
SoccerSS	.03	.08
GolfSS	-.11	.11
SwimmingSS	.00	.18
CheerleadingSS	-.07	.17
DivingSS	-.02	.18
KarateSS	-.04	.21*
SoftballSS	-.03	.18
TrackSportsSS	-.01	.15
FieldEventsSS	.01	.13
CrossCountrySS	-.04	.21*
LacrosseSS	.03	.25*
FigureSkatingSS	-.03	.21*
Field/IceHockeySS	-.04	.20*
Ski/SnowboardingSS	.03	.21*
GeneralFitnessSS	.02	.09

*p<.05, **p<.01

Table 7

Paired T-Tests of Sport Specific Socialization Support

	t	df	Significance
Pair 1- VolleyballSS and TennisSS	1.41	101	.16
Pair 2- VolleyballSS and DanceSS	2.80	101	.01
Pair 3- VolleyballSS and BasketballSS	2.40	102	.02
Pair 4- VolleyballSS and GymnasticsSS	5.50	101	.00
Pair 5- VolleyballSS and SoccerSS	3.79	101	.00
Pair 6- VolleyballSS and GolfSS	2.30	101	.02
Pair 7- VolleyballSS and SwimmingSS	-.49	101	.63
Pair 8- VolleyballSS and CheerleadingSS	7.48	101	.00
Pair 9- VolleyballSS and DivingSS	6.62	101	.00
Pair 10- VolleyballSS and KarateSS	4.99	102	.00
Pair 11- VolleyballSS and SoftballSS	2.88	101	.01
Pair 12- VolleyballSS and TrackSportsSS	.52	101	.61
Pair 13- VolleyballSS and FieldEventsSS	4.02	101	.00
Pair 14- VolleyballSS and CrossCountrySS	2.29	100	.02
Pair 15- VolleyballSS and LacrosseSS	4.89	100	.00
Pair 16- VolleyballSS and FigureSkatingSS	7.42	101	.00
Pair 17- VolleyballSS and FieldIceHockeySS	8.36	101	.00
Pair 18- VolleyballSS and SkiSnowboardingSS	3.02	101	.00
Pair 19- VolleyballSS and GeneralFitnessSS	-5.60	101	.00
Pair 20- TennisSS and DanceSS	2.20	101	.03
Pair 21- TennisSS and BasketballSS	.37	101	.71
Pair 22- TennisSS and GymnasticsSS	5.40	101	.00
Pair 23- Tennis and SoccerSS	2.36	101	.02
Pair 24- TennisSS and GolfSS	1.42	101	.16
Pair 25- TennisSS and SwimmingSS	-2.70	101	.01
Pair 26- TennisSS and CheerleadingSS	7.07	101	.00

Table 7, continued

Pair 27- TennisSS and DivingSS	5.44	101	.00
Pair 28- TennisSS and KarateSS	3.92	101	.00
Pair 29- TennisSS and SoftballSS	1.17	101	.25
Pair 30- TennisSS and TrackSportsSS	-.92	100	.36
Pair 31- TennisSS and FieldEventsSS	2.07	101	.04
Pair 32- TennisSS and CrossCountrySS	.88	100	.38
Pair 33- TennisSS and LacrosseSS	4.26	100	.00
Pair 34- TennisSS and FigureSkatingSS	7.47	101	.00
Pair 35- TennisSS and FieldIceHockeySS	7.59	101	.00
Pair 36- TennisSS and SkiSnowboardingSS	2.43	101	.02
Pair 37- TennisSS and GeneralFitnessSS	-6.59	101	.00
Pair 38- DanceSS and BasketballSS	-1.33	101	.19
Pair 39- DanceSS and GymnasticsSS	3.00	101	.00
Pair 40- DanceSS and SoccerSS	.09	101	.93
Pair 41- DanceSS and GolfSS	-.88	101	.38
Pair 42- DanceSS and SwimmingSS	-3.86	101	.00
Pair 43- DanceSS and CheerleadingSS	6.01	101	.00
Pair 44- DanceSS and DivingSS	2.72	101	.01
Pair 45- DanceSS and KarateSS	1.09	101	.28
Pair 46- DanceSS and SoftballSS	-.87	101	.39
Pair 47- DanceSS and TrackSportsSS	-2.27	100	.03
Pair 48- DanceSS and FieldEventsSS	.08	101	.94
Pair 49- DanceSS and CrossCountrySS	-.95	100	.34
Pair 50- DanceSS and LacrosseSS	1.22	100	.22
Pair 51- DanceSS and FigureSkatingSS	5.10	101	.00
Pair 52- DanceSS and FieldIceHockeySS	4.24	101	.00
Pair 53- DanceSS and SkiSnowboardingSS	-.44	101	.66
Pair 54- DanceSS and GeneralFitnessSS	-6.75	101	.00
Pair 55- BasketballSS and GymnasticsSS	4.27	101	.00

Table 7, continued

Pair 56- BasketballSS and SoccerSS	2.19	101	.03
Pair 57- BasketballSS and GolfSS	.74	101	.46
Pair 58- BasketballSS and SwimmingSS	-2.32	101	.02
Pair 59- BasketballSS and CheerleadingSS	5.88	101	.00
Pair 60- BasketballSS and DivingSS	4.78	101	.00
Pair 61- BasketballSS and KarateSS	3.12	102	.00
Pair 62- BasketballSS and SoftballSS	.83	101	.41
Pair 63- BasketballSS and TrackSportsSS	-1.81	101	.07
Pair 64- BasketballSS and FieldEventsSS	2.36	101	.02
Pair 65- BasketballSS and CrossCountrySS	.62	100	.54
Pair 66- BasketballSS and LacrosseSS	3.53	100	.00
Pair 67- BasketballSS and FigureSkatingSS	5.56	101	.00
Pair 68- BasketballSS and FieldIceHockeySS	6.83	101	.00
Pair 69- BasketballSS and SkiSnowboardingSS	1.19	101	.24
Pair 70- BasketballSS and GeneralFitnessSS	-6.19	101	.00
Pair 71- GymnasticsSS and SoccerSS	-2.67	101	.01
Pair 72- GymnasticsSS and GolfSS	-3.57	101	.00
Pair 73- GymnasticsSS and SwimmingSS	-6.90	101	.00
Pair 74- GymnasticsSS and CheerleadingSS	3.56	101	.00
Pair 75- GymnasticsSS and DivingSS	.13	101	.90
Pair 76- GymnasticsSS and KarateSS	-1.57	101	.12
Pair 77- GymnasticsSS and SoftballSS	-3.43	101	.00
Pair 78- GymnasticsSS and TrackSportsSS	-5.49	100	.00
Pair 79- GymnasticsSS and FieldEventsSS	-2.18	101	.03
Pair 80- GymnasticsSS and CrossCountrySS	-3.64	100	.00
Pair 81- GymnasticsSS and LacrosseSS	-1.07	100	.29
Pair 82- GymnasticsSS and FigureSkatingSS	2.30	101	.02
Pair 83- GymnasticsSS and FieldIceHockeySS	2.30	101	.02
Pair 84- GymnasticsSS and SkiSnowboardingSS	-3.43	101	.00

Table 7, continued

Pair 85- GymnasticsSS and GeneralFitnessSS	-9.22	101	.00
Pair 86- SoccerSS and GolfSS	-1.09	101	.28
Pair 87- SoccerSS and SwimmingSS	-4.16	101	.00
Pair 88- SoccerSS and CheerleadingSS	4.58	101	.00
Pair 89- SoccerSS and DivingSS	2.88	101	.01
Pair 90- SoccerSS and KarateSS	1.14	101	.26
Pair 91- SoccerSS and SoftballSS	-1.17	101	.25
Pair 92- SoccerSS and TrackSportsSS	-3.62	100	.00
Pair 93- SoccerSS and FieldEventsSS	.00	101	1.00
Pair 94- SoccerSS and CrossCountrySS	-1.49	100	.14
Pair 95- SoccerSS and LacrosseSS	1.59	100	.12
Pair 96- SoccerSS and FigureSkatingSS	4.06	101	.00
Pair 97- SoccerSS and FieldIceHockeySS	5.41	101	.00
Pair 98- SoccerSS and SkiSnowboardingSS	-.57	101	.57
Pair 99- SoccerSS and GeneralFitnessSS	-7.74	101	.00
Pair 100- GolfSS and SwimmingSS	-3.43	101	.00
Pair 101- GolfSS and CheerleadingSS	5.96	101	.00
Pair 102- GolfSS and DivingSS	3.98	101	.00
Pair 103- GolfSS and KarateSS	1.99	101	.05
Pair 104- GolfSS and SoftballSS	-.14	101	.89
Pair 105- GolfSS and TrackSportsSS	-2.19	100	.03
Pair 106- GolfSS and FieldEventsSS	1.01	101	.32
Pair 107- GolfSS and CrossCountrySS	-.40	100	.69
Pair 108- GolfSS and LacrosseSS	2.72	100	.01
Pair 109- GolfSS and FigureSkatingSS	5.39	101	.00
Pair 110- GolfSS and FieldIceHockeySS	6.59	101	.00
Pair 111- GolfSS and SkiSnowboardingSS	.59	101	.56
Pair 112- GolfSS and GeneralFitnessSS	-7.17	101	.00
Pair 113- SwimmingSS and CheerleadingSS	8.99	101	.00

Table 7, continued

Pair 114- SwimmingSS and DivingSS	8.24	101	.00
Pair 115- SwimmingSS and KarateSS	5.88	101	.00
Pair 116- SwimmingSS and SoftballSS	3.34	101	.00
Pair 117- SwimmingSS and TrackSportsSS	.99	100	.32
Pair 118- SwimmingSS and FieldEventsSS	4.12	101	.00
Pair 119- SwimmingSS and CrossCountrySS	2.77	100	.01
Pair 120- SwimmingSS and LacrosseSS	6.32	100	.00
Pair 121- SwimmingSS and FigureSkatingSS	8.59	101	.00
Pair 122- SwimmingSS and FieldIceHockeySS	9.49	101	.00
Pair 123- SwimmingSS and SkiSnowboardingSS	4.60	100	.00
Pair 124- SwimmingSS and GeneralFitnessSS	-5.56	101	.00
Pair 125- CheerleadingSS and DivingSS	-2.95	101	.00
Pair 126- CheerleadingSS and KarateSS	-4.02	101	.00
Pair 127- CheerleadingSS and SoftballSS	-5.46	101	.00
Pair 128- CheerleadingSS and TrackSportsSS	-7.24	100	.00
Pair 129- CheerleadingSS and FieldEventsSS	-4.10	101	.00
Pair 130- CheerleadingSS and CrossCountrySS	-5.65	100	.00
Pair 131- CheerleadingSS and LacrosseSS	-3.19	100	.00
Pair 132- CheerleadingSS and FigureSkatingSS	-1.39	101	.17
Pair 133- CheerleadingSS and FieldIceHockeySS	-.24	101	.81
Pair 134- CheerleadingSS and SkiSnowboardingSS	-5.81	101	.00
Pair 135- CheerleadingSS and GeneralFitnessSS	-10.83	101	.00
Pair 136- DivingSS and KarateSS	-1.97	101	.05
Pair 137- DivingSS and SoftballSS	-4.33	101	.00
Pair 138- DivingSS and TrackSportsSS	-6.11	100	.00
Pair 139- DivingSS and FieldEventsSS	-2.83	101	.01
Pair 140- DivingSS and CrossCountrySS	-4.28	100	.00
Pair 141- DivingSS and LacrosseSS	-1.36	100	.18
Pair 142- DivingSS and FigureSkatingSS	2.13	101	.04

Table 7, continued

Pair 143- DivingSS and FieldIceHockeySS	2.72	101	.01
Pair 144- DivingSS and SkiSnowboardingSS	-4.03	101	.00
Pair 145- DivingSS and GeneralFitnessSS	-9.56	101	.00
Pair 146- KarateSS and SoftballSS	-2.29	101	.02
Pair 147- KarateSS and TrackSportsSS	-4.41	101	.00
Pair 148- KarateSS and FieldEventsSS	-1.10	101	.28
Pair 149- KarateSS and CrossCountrySS	-2.60	100	.01
Pair 150- Karate SS and LacrosseSS	.55	100	.59
Pair 151- KarateSS and FigureSkatingSS	3.64	101	.00
Pair 152- KarateSS and FieldIceHockeySS	4.42	101	.00
Pair 153- KarateSS and SkiSnowboardingSS	-1.63	101	.11
Pair 154- KarateSS and GeneralFitnessSS	-8.88	101	.00
Pair 155- SoftballSS and TrackSportsSS	-2.78	100	.01
Pair 156- SoftballSS and FieldEventsSS	1.55	101	.12
Pair 157- SoftballSS and CrossCountrySS	-.19	100	.85
Pair 158- SoftballSS and LacrosseSS	3.10	100	.00
Pair 159- SoftballSS and FigureSkatingSS	5.16	101	.00
Pair 160- SoftballSS and FieldIceHockeySS	6.70	101	.00
Pair 161- SoftballSS and SkiSnowboardingSS	.67	101	.50
Pair 162- SoftballSS and GeneralFitnessSS	-6.91	101	.00
Pair 163- TrackSportsSS and FieldEventsSS	5.36	100	.00
Pair 164- TrackSportsSS and CrossCountrySS	3.28	99	.00
Pair 165- TrackSportsSS and LacrosseSS	5.47	99	.00
Pair 166- TrackSportsSS and FigureSkatingSS	6.81	100	.00
Pair 167- TrackSportsSS and Field/IceHockeySS	9.10	100	.00
Pair 168- TrackSportsSS and Ski/SnowboardingSS	2.47	100	.02
Pair 169- TrackSportsSS and GeneralFitnessSS	-6.18	100	.00
Pair 170- FieldEventsSS and CrossCountrySS	-1.91	100	.06
Pair 171- FieldEventsSS and LacrosseSS	1.78	100	.08

Table 7, continued

Pair 172- FieldEventsSS and FigureSkatingSS	3.73	101	.00
Pair 173- FieldEventsSS and FieldIceHockeySS	5.97	101	.00
Pair 174- FieldEventsSS and SkiSnowboardingSS	-.48	101	.63
Pair 175- FieldEventsSS and GeneralFitnessSS	-7.61	101	.00
Pair 176- CrossCountrySS and LacrosseSS	3.26	99	.00
Pair 177- CrossCountrySS and FigureSkatingSS	5.44	100	.00
Pair 178- CrossCountrySS and FieldIceHockeySS	7.19	100	.00
Pair 179- CrossCountrySS and SkiSnowboardingSS	.73	100	.47
Pair 180- CrossCountrySS and GeneralFitnessSS	-6.78	100	.00
Pair 181- LacrosseSS and FigureSkatingSS	2.79	100	.01
Pair 182- LacrosseSS and FieldIceHockeySS	5.39	100	.00
Pair 183- LacrosseSS and SkiSnowboardingSS	-1.97	100	.05
Pair 184- LacrosseSS and GeneralFitnessSS	-8.60	100	.00
Pair 185- FigureSkatingSS and FieldIceHockeySS	.94	101	.35
Pair 186- FigureSkatingSS and SkiSnowboardingSS	-5.54	101	.00
Pair 187- FigureSkatingSS and GeneralFitnessSS	-10.62	101	.00
Pair 188- FieldIceHockeySS and SkiSnowboardingSS	-5.77	101	.00
Pair 189- FieldIceHockeySS and GeneralFitnessSS	-11.08	101	.00
Pair 190- SkiSnowboardingSS and GeneralFitnessSS	-7.42	101	.00

$p<.05$

CHAPTER V

DISCUSSION

Discussion

The purpose of the preliminary study was to examine the level of emphasis on the body in various female sports that would then be used in subsequent analyses in the current study. The means for the level of body emphasis scores of 20 various sports ranged from 1.37 (SD= .89) gymnastics with the highest level of emphasis on the body to 3.64 (SD= 1.08) golf with the lowest level of emphasis on the body, based on a 5 point Likert scale with a '1' representing the highest level of body emphasis and a '5' representing the lowest level of body emphasis. Sports that had a high level of body emphasis and had a score less than '2' were volleyball (1.99, SD= .87), dance (1.64, SD= 1.07), gymnastics (1.37, SD= .89), track sports (1.89, SD= 1.09) and figure skating (1.77, SD= 1.00). Sports with a moderate level of body emphasis that varied between '2' and '3' were tennis, basketball, soccer, swimming, cheerleading, diving, karate/martial arts, field events, cross country, lacrosse, field/ice hockey, skiing/snowboarding and general fitness. The only female sports that were rated as a '3' or above, with the lowest level of emphasis on the body were softball and golf. Results of this preliminary study indicated that these female sports had a moderate to high level of emphasis on the body. In sport, the body is the main tool to execute the game; therefore, it is not surprising that many sports received a high level of body emphasis rating (Zakus, 1995). The preliminary

study was meant to be exploratory because there has been very little research done on the level of emphasis on the body in sport.

In addition to rating the level of emphasis on the body for each sport, the preliminary study included participants changes to an operationalized definition of 'sport body emphasis,' which was 'the degree or level to which there is an emphasis or focus on an aesthetically pleasing, lean, "athletic looking" physique.' Only 61% of participants added any comments to this section; however, those that provided good feedback for the definition and considerations that should be made. There was consensus that determining an "aesthetically pleasing" body and an "athletic looking" physique are very subjective based on what sport is the focus and the culture in which one lives. Many participants pointed out that having an "athletic looking" physique does not necessarily mean that it automatically transfers to a great performance on the field. While some participants pointed out that skills and an athletic looking body don't always "match up", others wrote that looking like a "real" athlete means looking the part, not only with the way the body looks, but by dressing like an athlete. Another theme that emerged was that there is more emphasis on what a female athlete's body looks like compared to male athletes. Further research needs to be conducted to continue to determine a more accurate definition of 'sport body emphasis' that takes into account the subjectivity of the aspects noted above.

The purpose of the primary study was to explore whether mothers' physical self-perceptions (PSP), exercise self-regulation, and body image discrepancy predicted sport/activity specific socialization for their daughters according to demographic variables of socio-economic status (SES), education and race or ethnicity. Results indicated no significant correlations between any of the PSP competence subscales and

sport specific socialization support. A positive significant correlation was found between the body attractiveness importance subscale of the PSPP and socialization support for cross country (.28). The level of body emphasis found for cross country was 2.11 (SD= 1.20) which is a moderate to high level of emphasis on the body and is similar to the level of body emphasis of general fitness and basketball. No other PSPP importance subscales resulted in significant correlations with any sport specific socialization support. These findings indicate that the sport specific socialization support that mothers provide was not related to how they feel about their own physical self in this particular sample of women. Instead, for this sample, they must be able to reduce their own insecurities about how they look and feel about their bodies in order to not only provide the opportunities but support their daughters' participation in sport. There has been little to no research done on the relationship between how mothers view their own bodies and sport specific socialization support for their daughters, so these finding add new information to the literature. For this population, perhaps mothers view participation in sport as beneficial for their daughter's development and are able to ignore or separate the insecurities they have about their own bodies in order to support them.

A significant positive correlation was found between RAI and sport specific socialization support for seven different sports; gymnastics (.25), karate (.21), cross country (.21), lacrosse (.25), figure skating (.21), field/ice hockey (.20), ski/snowboarding (.21). This could mean that mothers who have a higher sense of autonomous control for their own exercise habits are more likely to support participation in those seven sports for their daughters. Figure skating, field/ice hockey, ski/snowboarding are all sports that are more common in the winter or in colder parts of the country, whereas, gymnastics, karate

and figure skating are all performed inside. Lacrosse and field/ice hockey are the only two out of this group of seven that are team sports; but, gymnastics, karate, cross country, figure skating and skiing or snowboarding are all individual sports. In addition, there are other individual sports that were not significantly predictive of sport specific socialization support. The sports that were found to have a link are very different from one another, ranging from indoor to outdoor sports, summer to winter sports, individual and team sports, and lots of sports equipment to very little equipment needed. The lack of commonality among these sports makes it difficult to determine a reason as to why those finding were discovered, but it does warrant further investigation with stricter measurement standards.

These seven sports for which mother's support of socialization found to have a positive correlation with their exercise regulation also vary on their level of emphasis on the body. Gymnastics has the highest level of body emphasis (1.37) and figure skating has the second highest (1.77). Karate, cross country, lacrosse, field or ice hockey, and skiing or snowboarding have similar moderate ratings for the level of body emphasis; ranging from 2.11 to 2.66. The uniforms worn for these particular sports are extremely different; for example, for gymnastics, figure skating and cross country, very little is often worn and there is no padding or protective gear to protect the athlete, whereas, in field and ice hockey and skiing or snowboarding, almost the entire body is covered up, sometimes with protective gear like helmets and padding. While the sports that were found to be significantly related to more autonomous regulation of exercise among mothers, there are not any differences that stand out from the other 13 sports that were included in this study to exactly determine why this was a finding. These findings do

highlight that there could be reasons for increased socialization support for those seven sports so further research to examine this would be beneficial.

Correlations between sport specific socialization support and body image discrepancy were examined but no significant associations were found. While this participant sample had a mean BID of -1.25, which suggested that these mothers were are able to separate their physical insecurities to provide sport and physical opportunities for their daughters. The women who participated might have seen value in their daughters participating in sport and viewed it as a beneficial activity despite that they may wish to be thinner and do not view their own body as ideal. This sample of mothers was highly educated and possibly understood the benefits of physical activity so it is not surprising they would be so encouraging of their daughters sport involvement.

The research on the benefits of being physically active is overwhelming and considering the highly educated participants of this study, maybe this is another reason why they are so supportive of their daughters sport socialization. Studies have reported that physical fitness and physical activity have been shown to reduce the risk of metabolic diseases, like Type 2 diabetes, coronary heart disease, hypertension, obesity, and some cancers (Huotari, Nupponen, Mikkelsson, Laakso & Kujala, 2011; Matton et al., 2006). Both children and adults are not meeting the daily physical activity recommendations; therefore, understanding influences of physical activity is a large focus in public health research (Cleland, Ball, Magnussen, Dwyer and Venn, 2009). Kjonniksen, Anderssen and Wold (2009) reported that "participation in organized sports may contribute to the development of lifelong physical activity habits" (p.646). Perhaps mothers believe that if their daughters are involved in sport, they will not only be more

physically active and healthy in their child and teenage years, but they will learn skills that will carry into adulthood.

In order to compare the difference in sport specific socialization support, 190 paired t tests were conducted. While there were interesting findings and large differences in the level of support for certain sports, after a Bonferroni adjustment there was little to no significance found. After considering a Bonferroni adjustment, there are still come differences in socialization support between certain sports that warrant further questions. For example, there were differences in socialization support for volleyball and swimming, tennis and basketball, dance and soccer, dance and ski/snowboarding, dance and field events, golf and softball, cheerleading and field or ice hockey, and softball and cross country. Even though no statistically significant findings were discovered, the variation in sport specific socialization support warrants further research to determine what might impact a mother's likelihood of offering, encouraging and financially investing in her daughters sport experiences.

Limitations

There are many limitations to both the preliminary study and the current study that are important to point out for the current findings as well as for consideration for further research. In the preliminary study some participants did not understand the operationalized definition of 'sport body emphasis' so they struggled with giving useful feedback or offering changes to the definition. Only SES students, faculty and staff were surveyed so while they were more knowledgeable about sport and physical activity than the general public, the results may not have been the same if people outside the School of Sport and Exercise Science had participated. Also, the way the participants rated the

level of body emphasis should have been changed to a '5' as the highest level of body emphasis, instead of a '1' that was used. By changing the ratings, the highest level of body emphasis would correspond correctly to the highest value on the scale. Overall, this preliminary study provided good insight into differences in level of body emphasis based on various sports and warrants further research to create a sport body emphasis measure.

The present study had many limitations that are important to point out as well. One of the major limitations was that only mothers with daughters already participating in sport were surveyed. Mothers who do not have daughters in sport were not included in this study so the mothers who participated may have been more likely to support those experiences for their daughters as opposed to mothers who do not have daughters in sport. A few participants expressed that they were not sure if they were supposed to answer the PSPP section as how they see themselves now, or how they used to be when they were younger. For example, some participants told the primary researcher that they no longer care about how they look in swimwear, but when they were younger they did. Clarification was given to those participants to answer how they view themselves currently, but there could be variation in answers for the PSPP based on age and if they were able to ask for clarification from the primary researcher.

After face-to-face data collection with the mothers who had time to sit down and meet with the primary researcher, many of them asked if they could explain some of their answers. These participants seemed highly interested in participating, some even taking time away from work to complete the survey. These particular mothers expressed a wide variety of feedback about their own exercise habits and what opportunities they would support for their daughters. One mother explained that she had Lupus, so she is not able

to exercise for medical reasons; however, both of her daughters are highly involved in their sports. The same mother also stated that she was injured really bad while ice skating, so now she will not let her daughters participate in ice skating or ice hockey. While a mother has her own perceptions and beliefs about exercise and how she views her body, there can be many other factors that can determine the likelihood of whether or not she would socialize her daughters in various sports. Another mother who had a daughter in high school stated that she never offered certain sports to her daughter, instead, her daughter asked if she could play a particular sport because of other influences, such as what sports her friends were playing. In addition, another mother explained that she did not offer certain sports for her daughter, but was more likely to financially invest in what her daughter was interested in participating in and passionate about.

During a few other face-to-face meetings, the primary researcher also heard a variety of other reasons as to why mothers may not allow their daughters to participate in certain sports or activities. A couple of these reasons were that some sports have stereotypes attached to them, and they did not want their daughters to be in jeopardy of acquiring that stereotype. For example, one mother would not support her daughter in softball because of the stereotype that girls who play softball are more masculine than other female athletes. One other reason for mothers to not support participation in certain sports was because they viewed them as dangerous and were concerned for their daughter's safety. For mothers like this, their daughter's safety and reputation was more important to them than any potential view they have about themselves.

Since the topic of the current study has not been studied extensively, the measurement that was used to examine the level of sport specific socialization support has not been proven to be a valid and reliable measure, which is a major limitation. Another limitation to the measurement piece of this study is that the measure used to examine exercise self-regulation has not been used in any published peer reviewed academic journals thus far. However, it was chosen because it was similar to the BREQ measurement and was easily accessible (Self-Regulation Questionnaires, 2014).

In addition to the measurement limitations of the study, one of the biggest limitations is very specific to the population of participants. Parents, especially populations similar to the participants of the current study, can view their worth as a parent by how supportive they are of various experiences for their children. Coakley (2009) explained that over the last 30 years there has been a shift in increased support for organized youth sport because it is adult supervised and run, has a predictable schedule and has "measurable indicators of a child's accomplishments" (p.125). Therefore, if a child succeeds in youth sport, "parents feel that their moral worth as parents is associated with the visible achievements of their children- a factor that further intensifies parental commitment to youth sports" (Coakley, 2009, p. 126). With the idea of parental moral worth being dependent on a child's participation and success in sport, that puts a lot of pressure on the athlete to succeed. Turman (2007) stated that "forms of parental pressure represent behaviors that foster improbable or impossible expectations or levels of accomplishment for a child (p. 153). Therefore, with these ideas, a child succeeding in sport would be a direct reflection of their parents as being a "good sport parent."

Considering the population for the present study, this could possibly explain why the mothers had such high levels of support for the 20 various sports.

Conclusion

The purpose of the present study was to examine if mothers physical self-perceptions, self-regulation of exercise, and body image discrepancy were associated with the level of sport-specific socialization support for 20 different sports. While no statistically significant findings were discovered, this does help to further understand parental support in youth sport. Mothers are highly supportive of their daughters sport interests, and are able to ignore their own body insecurities to provide and encourage these opportunities. Sport socialization research is exceptionally complex as there are many factors that go into the socialization process, which makes research in this area necessary in order to continue to develop the field. While there were many limitations to the present study, additional research questions arose for further research. Female youth sport is a highly dynamic process that is greatly influenced by mothers' parental support and encouragement and is important to study to further female sport opportunities.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY of
NORTHERN COLORADO

Institutional Review Board

DATE:	April 25, 2013
TO:	Janelle Beilman
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[408826-3] Sport Body Emphasis Measure
SUBMISSION TYPE:	Amendment/Modification
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	April 24, 2013

Thank you for your submission of Amendment/Modification materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

I think I made an error when I said I could not see the changes. Sorry for the bother. Maria

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

UNIVERSITY of
NORTHERN COLORADO

Institutional Review Board

DATE:	May 2, 2013
TO:	Janelle Beilman
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[421259-2] Mother's physical self-perceptions and exercise self-regulation on daughter's sport socialization
SUBMISSION TYPE:	Amendment/Modification
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	May 2, 2013

Thank you for your submission of Amendment/Modification materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

APPENDIX B

SPORT BODY EMPHASIS SURVEY

UNIVERSITY of NORTHERN COLORADO

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: Sport Body Emphasis Measure

Researchers: Janelle Beilman and Dr. Megan Babkes Stellino
School of Sport and Exercise Science
Phone Numbers: (480) 518-3635; (970) 351-1809
E-mails: beil0996@bears.unco.edu; megan.stellino@unco.edu

Hello! I am a Master's student in the Social Psychology of Sport and Physical Activity at the University of Northern Colorado. My advisor, Dr. Megan Stellino, and I are working on creating a measure of "Sport Body Emphasis" and would like your assistance. The purpose of this project is to establish a measure of "Sport Body Emphasis" and receive feedback on the definition of "sport body emphasis" the researchers have operationalized.

If you choose to participate in this study, you will be asked to complete a questionnaire which will take approximately 10 minutes. This is not a test; there are no "right" or "wrong" answers. So, just answer as honestly and thoroughly as you can. Your answers will not be shared with anyone other than the researchers, and all information will be kept confidential. Your name will not be attached to your answers and therefore you are anonymous in your responses to our questions. The information you provide will be saved on private, secure computer storage devices that only the researchers will have access to. One hard copy of the information will remain with the researchers and be kept in their locked office on the UNC campus.

Risks of participation are minimal. You may experience some emotions related to the questions and your answers about the level of body emphasis in various male and female sports. Nonparticipation, or withdrawal from the study, will not affect your job status, student status or standing within any organization associated with distribution of this survey opportunity. Benefits of your participation include contribution to the discipline of psychology of sport and physical activity as well as assisting in creating a new sport-based body emphasis measure. Upon request, the study findings will be provided to you so you might learn from the findings if interested.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please click "Next" below if you would like to participate in this research. Please feel free to print a copy of this letter to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Sponsored Programs, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-2161.

Sport Body Emphasis Survey

Part I: Female Sport Body Emphasis

Please rate each of the following sports/or activities on its level of emphasis on the body.

1 2 3 4 5
Very high Very low

1. Volleyball
2. Tennis
3. Dance
4. Basketball
5. Gymnastics
6. Soccer
7. Golf
8. Swimming
9. Cheerleading
10. Diving
11. Karate/martial arts
12. Softball
13. Track Sports (Sprinting, hurdles, etc.)
14. Field events (discuss, shot put, etc.)
15. Cross country
16. Lacrosse
17. Figure Skating
18. Field/ice hockey
19. Skiing/snowboarding
20. General Fitness

Part II: Male Sport Body Emphasis

Please rate each of the following sports/or activities on its level of emphasis on the body.

1 2 3 4 5
Very high Very low

1. Football
2. Tennis
3. Basketball
4. Baseball
5. Soccer

6. Gymnastics
7. Golf
8. Swimming
9. Diving
10. Karate/martial arts
11. Track Sports (sprinting, hurdles, etc.)
13. Field Sports (discuss, shot put, etc.)
14. Wrestling
15. Cross country
16. Lacrosse
17. Ice hockey
18. Skiing/snowboarding
19. General fitness
20. Rugby

Part III: Definition of "Sport Body Emphasis"

Please provide comments to the operationalized definition of "Sport Body Emphasis."

> The degree/level to which there is an emphasis/focus on an aesthetically pleasing, lean, "athletic looking" physique.

APPENDIX C

THESIS SURVEY

UNIVERSITY of NORTHERN COLORADO

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: Examination of how mothers' physical self-perceptions and exercise self-regulation predict daughter's sport socialization

Researcher: Janelle Beilman, School of Sport and Exercise Science
Phone Number: (480) 518-3635 Email: beil0996@bears.unco.edu
Research Advisor: Dr. Megan Babkes Stellino, (970) 351-1809,
Megan.Stellino@unco.edu

I am a Masters student in the Social Psychology of Sport and Physical Activity program in the School of Sport and Exercise Science at the University of Northern Colorado. I am interested in learning about how mothers' impact/affect their daughter's sport experiences. The purpose of this project is to explore predictors of female youth sport experience.

As a participant in this study, you will be asked to complete a survey. It will take approximately 30 minutes to complete the survey. This is not a test; there are no "right" or "wrong answers. Your name will not be on the survey and it will be assigned a number and be stored in a private and secured file cabinet in my researcher's/advisor's office on the UNC campus. Any identifiable data including signed consent forms will be destroyed three years after the study.

Risks of participation are minimal. You may experience emotions related to the questions and your answers about your physical self and your own exercise habits. Nonparticipation or withdrawal from the study will not affect you or your child's standing within their athletic department or on their team. Benefits of your participation include contribution to the discipline of sport psychology and a better understanding of parental influence on girls' sport experiences. You will also be entered into a raffle for a chance to win one of four $25 Visa gift cards after the completion of the study. Upon request, a report will be provided to you, as well, so you might learn from the findings. Lastly, if you have any questions or wish to further explore what you discuss on the survey, feel free to contact me or my advisor.

Participation is voluntary. You may decide not to participate in the study, and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had the opportunity to ask any questions, if you would like to participate in this research, please continue on to the survey. You may

keep this page to retain for future reference. If you have any concerns about the selection or treatment as a research participant, please contact the Office of Sponsored Programs, Kepner Hall, University of Northern Colorado, Greeley, CO 80639; 970-351-2161.

Welcome!

Thank you for being willing to participate in this study, as I know your time is valuable.

I am interested in learning more about mothers' beliefs and perceptions of sport and exercise experiences. Please take your time and answer each question as honestly and openly as you can.

Thank you!

Section A

(1) Please read the following items. (2) Decide which woman you are like, the woman in the left column or the right column. (3) Then answer if the statement is 'really true' or 'sort of true' for you?

Please read the following example. Notice that only <u>one</u> selection is possible.

	Really true For me	Sort of true for me				Sort of true for me	Really true for me
A.	_____	X	Some women like to eat ice cream more than anything else	BUT	Other women like other foods more than ice cream	_____	_____

	Really true For me	Sort of true for me				Sort of true for me	Really true for me
1.	_____	_____	Some women do well at all kinds of sports	BUT	Other women don't feel that they do well at all kinds of sports	_____	_____

2.	_____	_____	Some women are generally a lot better than average at sports	BUT	Other women don't feel that they are generally a lot better than average at sports	_____	_____

	Really true For me	Sort of true for me				Sort of true for me	Really true for me
3.	_____	_____	Some women are confident in taking part in sports activities compared to other people	BUT	Other women don't feel confident in taking part in sports activities compare to other people	_____	_____
4.	_____	_____	Some women think they are one of the best when it comes to joining in sports activities	BUT	Other women don't feel they are one of the best when it comes to joining in sports activities	_____	_____
5.	_____	_____	Some women are quicker than most when it comes to picking up new skills in a sports situation	BUT	Other women are not quicker than most when it comes to picking up new skills in a sports situation	_____	_____
6.	_____	_____	Some women tend to be among the first to join in sports activities	BUT	Other women tend not to be among the first to join in sports activities	_____	_____
7.	_____	_____	Some women are very confident about their level of physical conditioning	BUT	Other women don't feel very confident about their level of physical conditioning and fitness	_____	_____

			and fitness compared to other people		compared to other people		
8.	_____	_____	Some women make certain they take part in some form of regular vigorous physical activity	BUT	Other women don't make certain they take part in some form of regular vigorous physical activity	_____	_____
	Really true For me	Sort of true for me				Sort of true for me	Really true for me
9.	_____	_____	Some women usually have a high level of stamina and fitness	BUT	Other women don't usually have a high level of stamina and fitness	_____	_____
10.	_____	_____	Some women are at ease when it comes to exercise and fitness settings	BUT	Other women are not at ease when it comes to exercise and fitness settings	_____	_____
11.	_____	_____	Some women are really confident about their ability to maintain regular exercise and physical conditioning	BUT	Other women are not really confident about their ability to maintain regular exercise and physical conditioning	_____	_____
12.	_____	_____	Some women feel that, compared to most, they always maintain a high level of physical conditioning	BUT	Other women feel that, compared to most, they don't always maintain a high level of physical conditioning	_____	_____
13.	_____	_____	Some women have an have an attractive body compared to other people	BUT	Other women don't have an attractive body compared to other people	_____	_____

14.	_____	_____	Some women find it easy to maintain an attractive body	BUT	Other women don't find it easy to maintain an attractive body	_____	_____
15.	_____	_____	Some women think their body looks all right in swimwear	BUT	Other women don't think their body looks all right in swimwear	_____	_____
	Really true For me	Sort of true for me				Sort of true for me	Really true for me
16.	_____	_____	Some women are often admired for their attractive physique or figure	BUT	Other women are not often admired for their attractive physique or figure	_____	_____
17.	_____	_____	Some women, compared to others, think that their body looks in excellent shape physically	BUT	Other women, compared to others, don't think their body looks in excellent shape physically	_____	_____
18.	_____	_____	Some women are very happy with the appearance of their body	BUT	Other women are not very happy with the appearance of their body	_____	_____
19.	_____	_____	Some women are physically stronger than most other people of their gender	BUT	Other women are not physically stronger than most other people of their gender	_____	_____
20.	_____	_____	Some women feel their muscles are much stronger	BUT	Other women don't feel their muscles are much stronger	_____	_____

			than most others of their gender		than most others of their gender		
21.	_____	_____	When it comes to situations requiring strength, some women are one of the first people to step forward	BUT	When it comes to situations requiring strength, other women aren't one of the first people to step forward	_____	_____
22.	_____	_____	Some women are confident when it comes to their physical strength	BUT	Other women are not confident when it comes to their physical strength	_____	_____
	Really true For me	Sort of true for me				Sort of true for me	Really true for me
23.	_____	_____	Some women think they are strong, and have well-developed muscles compared to other people	BUT	Other women don't think they are strong, and don't have well-developed muscles compared to other people	_____	_____
24.	_____	_____	Some women are better than others of their gender at dealing with situations requiring physical strength	BUT	Other women are not better than others of their gender at dealing with situations requiring physical strength	_____	_____
25.	_____	_____	Some women find it important that they do well at all kinds of sports	BUT	Other women don't find it important that they do well at all kind of sports	_____	_____
26.	_____	_____	Some women find it important that they are generally a lot	BUT	Other women don't find it important that they are	_____	_____

			better than average at sports		generally a lot better than average at sports		
27.	_____	_____	Some women find it important to feel confident, compared to other people, in taking part in sports activities.	BUT	Other women don't find it important to feel confident, compared to other people, in taking part in sports activities	_____	_____
28.	_____	_____	Some women find it important that they are one of the best when it comes to joining in sports activities	BUT	Other women don't find it important that they are one of the best when it comes to joining in sports activities	_____	_____
	Really true For me	Sort of true for me				Sort of true for me	Really true for me
29.	_____	_____	Some women find it important that they are quicker than most when it comes to picking up new skills in a sports situation	BUT	Other women don't find it important that they are quicker than most when it comes to picking up new skills in a sports situation	_____	_____
30.	_____	_____	Some women find it important that they are one of the first to join in sports activities	BUT	Other women don't find it important that they are one of the first to join in sports activities	_____	_____
31.	_____	_____	Some women find it important to be physically fit and conditioned compared to other people	BUT	Other women don't find it important to be physically fit and conditioned compared to other people	_____	_____

32.	_____	_____	Some women find it important to take part in regular vigorous physical activity	BUT	Other women don't find it important to take part in regular vigorous physical activity	_____	_____
33.	_____	_____	Some women find it important to have a high level of stamina and fitness	BUT	Other women don't find it important to have a high level of stamina and fitness	_____	_____
34.	_____	_____	Some women find it important to feel at ease when it comes to fitness and exercise settings	BUT	Other women don't find it important to feel at ease when it comes to fitness and exercise settings	_____	_____

	Really true For me	Sort of true for me				Sort of true for me	Really true for me
35.	_____	_____	Some women find it important that they feel confident about their ability to maintain regular exercise and physical condition	BUT	Other women don't find it important that they feel confident about their ability to maintain regular exercise and physical condition	_____	_____
36.	_____	_____	Some women find it important to always maintain a high level of physical conditioning	BUT	Other women don't find it important to always maintain a high level of physical conditioning	_____	_____
37.	_____	_____	Some women find it important that they have an attractive body compared to other people	BUT	Other women don't find it important that they have an attractive body compared to	_____	_____

other people

38.	_____	_____	Some women find it important that they find maintaining an attractive body easy	BUT	Other women don't find it important that they find maintaining an attractive body easy	_____	_____
39.	_____	_____	Some women find it important that their body looks all right in swimwear	BUT	Other women don't find it important that their body looks all right in swimwear	_____	_____
40.	_____	_____	Some women find it important that they are admired for their attractive physique or figure	BUT	Other women don't find it important that they are admired for their attractive physique or figure	_____	_____

	Really true For me	Sort of true for me				Sort of true for me	Really true for me
41.	_____	_____	Some women find it important that their body looks in excellent shape physically compared to others	BUT	Other women don't find it important that their body looks in excellent shape physically compared to others	_____	_____
42.	_____	_____	Some women find it important that they are very happy with with the appearance of their body	BUT	Other women don't find it important that they are very happy with the appearance of their body	_____	_____
43.	_____	_____	Some women find it important that they are physically stronger	BUT	Other women don't find it important that they are physically	_____	_____

			than most other women		stronger than most other women		
44.	_____	_____	Some women find it important that they have stronger muscles than most other women	BUT	Other women don't find it important that they have stronger muscles than most other women	_____	_____
45.	_____	_____	Some women find it important that in situations requiring strength, they are one of the first people to step forward	BUT	Other women don't find it important that in situations requiring strength, they are one of the first people to step forward	_____	_____
46.	_____	_____	Some women find it important that they are confident when it comes to their physical strength	BUT	Other women don't find it important that they are confident when it comes to their physical strength	_____	_____
	Really true For me	Sort of true for me				Sort of true for me	Really true for me
47.	_____	_____	Some women find it important that they are strong and have well developed muscles compared to other people	BUT	Other women don't find it important that they are strong and have well developed muscles compared to other people	_____	_____
48.	_____	_____	Some women find it important that they are better than other women in situations requiring physical strength	BUT	Other women don't find it important that they are better than other women in situations requiring physical strength	_____	_____

PLEASE PROCEED TO THE NEXT SECTION

Thank You! ☺

SECTION B

Please read the statement at the top of the table and then respond to each explanation. Please select only <u>one</u> box per row.

1. I try to exercise on a regular basis	Not at all true			Somewhat true			Very true
	1	2	3	4	5	6	7
a. Because I would feel bad about myself if I didn't.	☐	☐	☐	☐	☐	☐	☐
b. Because others would be upset with me if I did not.	☐	☐	☐	☐	☐	☐	☐
c. Because I enjoy exercising.	☐	☐	☐	☐	☐	☐	☐
d. Because I would feel like a failure if I did not.	☐	☐	☐	☐	☐	☐	☐
e. Because I feel like it's the best way to help myself.	☐	☐	☐	☐	☐	☐	☐

f. Because people would think I'm a weak person if I did not.	☐	☐	☐	☐	☐	☐	☐
g. Because I feel like I have no choice about exercising; others make me do it.	☐	☐	☐	☐	☐	☐	☐
h. Because it is a challenge to accomplish my goal.	☐	☐	☐	☐	☐	☐	☐

	Not at all true			Somewhat true			Very true
	1	2	3	4	5	6	7
i. Because I believe exercise helps me feel better.	☐	☐	☐	☐	☐	☐	☐
j. Because it's fun.	☐	☐	☐	☐	☐	☐	☐
k. Because I worry that I would get in trouble with others if I did not.	☐	☐	☐	☐	☐	☐	☐

l. Because it feels important to me personally to accomplish this goal.	☐	☐	☐	☐	☐	☐	☐
m. Because I feel guilty if I do not exercise regularly.	☐	☐	☐	☐	☐	☐	☐
n. Because I want others to acknowledge that I am doing what I have been told I should do.	☐	☐	☐	☐	☐	☐	☐
o. Because it's interesting to see my own improvement.	☐	☐	☐	☐	☐	☐	☐
p. Because feeling healthier is an important value for me.	☐	☐	☐	☐	☐	☐	☐

Thank you ☺

Please continue on to the next section

SECTION C

Please read the statement at the top of the table and choose what level of support you would offer. Please select only <u>one</u> box for each sport.

1. How likely are you to **offer** this sport as an option for your daughter's participation?	No Support		Moderate Support		Total/ Complete Support
	1	2	3	4	5
a. Volleyball	☐	☐	☐	☐	☐
b. Tennis	☐	☐	☐	☐	☐
c. Dance	☐	☐	☐	☐	☐
d. Basketball	☐	☐	☐	☐	☐
c. Gymnastics	☐	☐	☐	☐	☐
e. Soccer	☐	☐	☐	☐	☐
f. Golf	☐	☐	☐	☐	☐
g. Swimming	☐	☐	☐	☐	☐
h. Cheerleading	☐	☐	☐	☐	☐

	No Support		Moderate Support		Total/ Complete Support
	1	2	3	4	5
i. Diving	☐	☐	☐	☐	☐
j. Karate/martial arts	☐	☐	☐	☐	☐
k. Softball	☐	☐	☐	☐	☐
l. Track sports (sprinting, hurdles, etc.)	☐	☐	☐	☐	☐
m. Field events (discuss, shot put, etc.)	☐	☐	☐	☐	☐
n. Cross Country	☐	☐	☐	☐	☐
o. Lacrosse	☐	☐	☐	☐	☐
p. Figure Skating	☐	☐	☐	☐	☐
q. Field/ice hockey	☐	☐	☐	☐	☐
r. Skiing/snowboarding	☐	☐	☐	☐	☐
s. General Fitness	☐	☐	☐	☐	☐

Please read the next question and respond accordingly. Just like the section above, only choose <u>one</u> box per sport.

2. How likely are you to **encourage** your daughter's participation in the following sports?	No Support		Moderate Support		Total/ Complete
	1	2	3	4	5
a. Volleyball	☐	☐	☐	☐	☐
b. Tennis	☐	☐	☐	☐	☐
c. Dance	☐	☐	☐	☐	☐
d. Basketball	☐	☐	☐	☐	☐
c. Gymnastics	☐	☐	☐	☐	☐
e. Soccer	☐	☐	☐	☐	☐
f. Golf	☐	☐	☐	☐	☐
g. Swimming	☐	☐	☐	☐	☐
h. Cheerleading	☐	☐	☐	☐	☐
i. Diving	☐	☐	☐	☐	☐

	No Support		Moderate Support		Total/ Complete Support
	1	2	3	4	5
j. Karate/martial arts	☐	☐	☐	☐	☐
k. Softball	☐	☐	☐	☐	☐
l. Track sports (sprinting, hurdles, etc.)	☐	☐	☐	☐	☐
m. Field events (discuss, shot put, etc.)	☐	☐	☐	☐	☐
n. Cross Country	☐	☐	☐	☐	☐
o. Lacrosse	☐	☐	☐	☐	☐
p. Figure Skating	☐	☐	☐	☐	☐
q. Field/ice hockey	☐	☐	☐	☐	☐
r. Skiing/snowboarding	☐	☐	☐	☐	☐
s. General Fitness	☐	☐	☐	☐	☐

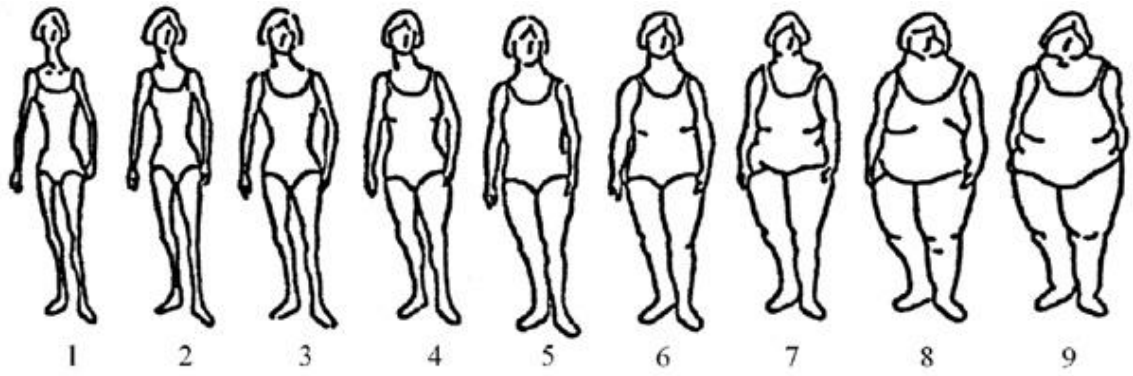
Please read the next question and respond accordingly. Just like the section above, only choose <u>one</u> box per sport.

3. How likely are you to put forth **financial investment** for your daughter's participation in the following sports?	No Support		Moderate Support		Total/ Complete
	1	2	3	4	5
a. Volleyball	☐	☐	☐	☐	☐
b. Tennis	☐	☐	☐	☐	☐
c. Dance	☐	☐	☐	☐	☐
d. Basketball	☐	☐	☐	☐	☐
c. Gymnastics	☐	☐	☐	☐	☐
e. Soccer	☐	☐	☐	☐	☐
f. Golf	☐	☐	☐	☐	☐
g. Swimming	☐	☐	☐	☐	☐
h. Cheerleading	☐	☐	☐	☐	☐
i. Diving	☐	☐	☐	☐	☐

	No Support		Moderate Support		Total/ Complete Support
	1	2	3	4	5
j. Karate/martial arts	☐	☐	☐	☐	☐
k. Softball	☐	☐	☐	☐	☐
l. Track sports (sprinting, hurdles, etc.)	☐	☐	☐	☐	☐
m. Field events (discuss, shot put, etc.)	☐	☐	☐	☐	☐
n. Cross Country	☐	☐	☐	☐	☐
o. Lacrosse	☐	☐	☐	☐	☐
p. Figure Skating	☐	☐	☐	☐	☐
q. Field/ice hockey	☐	☐	☐	☐	☐
r. Skiing/snowboarding	☐	☐	☐	☐	☐
s. General Fitness	☐	☐	☐	☐	☐

SECTION D

Look at drawings below and notice there is a number associated with each figure. Please answer the following questions.



1. Which number corresponds to the female you see yourself as?_____
2. Which number corresponds to the female you view as ideal?_____

SECTION E

Please read and answer the following questions.

1. What is your age?_____
2. What is your race/ethnicity?_____
3. What is your highest level of education?_____
4. Are you currently employed?_____
5. What is your household income? (Circle one)

<$50,000 $50,000-$75,000 $75,000-$100,000 $100,000-$150,000 >$150,000

6. How many children do you have?_____

7. How many girls? How many boys?_____

8. What sport(s) does your daughter play? How long has she played?_____
_____
_____

9. What is your marital status?

Married Single Divorced Other

10. Did you play sports as a child/youth? If so, what sport(s)?_____
_____
_____

11. How often do you exercise?

1-2 times/week 2-3 times/week 3-5 times/week 5-7 times/week

12. What types of exercise do you engage in?_____

_____

THANK YOU! ☺

Please complete a raffle form (next page) for 1 of 4 $25 Visa gift cards

and place it in the bag/box separate from your survey.

Raffle Form

For participating in this study, you have the chance to win one of four $25 Visa gift cards! If you would like to be entered in the drawing please write your name and either an email address or phone number where you can be reached. I will draw the winners at the completion of my study.

NAME_____

EMAIL
ADDRESS_____

OR

PHONE NUMBER_____