participants' attitude and knowledge regarding the environment. The questionnaire developed consisted of 32 attitude items and 30 knowledge items. One group of students was given both the pretest and the posttest (group 1) and the second group was given the posttest only (group 2). The .05 level of significance was used. A total of 172 students took part in this study. Independent t-tests run on the posttest knowledge and attitude scores of group 1 and group 2 showed no significant difference, indicating a testing effect did not occur. Dependent t-tests were run between the pretest and posttest scores of the attitude and knowledge section. The results of the tests showed that there was no significant change in the participants' attitudes towards the environment after the residential camp experience. This may be attributed to the fact that the participants already had a very favorable attitude toward the environment before the residential experience. However, the dependent t-tests did show significant differences between the pretest and posttest scores of the knowledge section. Items relating to the animal adaptations showed the most significant changes. Finally, a Pearson Correlation analysis between knowledge and attitude scales showed many significant relationships. The most significant correlations were found between the students' knowledge of ecology lessons and their attitudes which measured their feelings concerning wildlife. Recommendations for further research and the implications of the data were discussed.


The purpose of this study was to assess the relationship between participation levels of adolescents receiving in-patient psychiatric care in regard to shared recreation time with family members prior to hospitalization and to compare reported participation levels with depressed levels of parent-child conflict (i.e., scores in communication) prior to hospitalization. Additionally, between-group differences were examined for adolescents receiving in-patient psychiatric treatment (Group I) and for adolescents not receiving in-patient psychiatric treatment (Group II) for the variables of shared family recreation time, communication scores with mothers, and communication scores with fathers. Adolescents surveyed in Group I were receiving in-patient psychiatric treatment at The Meadows Psychiatric Center in Centre Hall, Penna. Adolescents surveyed in Group II were attending the Penn-Cambria High School in Cresson, Penna. All subjects were between the ages of 14 and 18 and resided with at least one biological or adoptive parent. Results of the study indicated that adolescents receiving in-patient treatment reported sharing less family recreation time than those adolescents not receiving psychiatric treatment ($X^2 = 17.04, df = 4, p = .005$). Adolescents receiving in-patient psychiatric treatment reported more problems in communication with mother ($t = 1.6751$, $df = 165, p = .05$) than adolescents surveyed in the community. Adolescents receiving in patient psychiatric treatment were not significantly different from their peers in regard to reports of communication scores for father ($t = 1.320$, $df = 132, p = .44$). The relationship between shared family recreation time and communication scores for both mothers and fathers were statistically significant. However, the strength of the correlation does not suggest a strong relationship between variables for either mothers or fathers.

Kortman, Yolanda C. PERSONALITY TRAITS OF UNDERGRADUATE RECREATION MANAGEMENT MAJORS AT BRIGHAM YOUNG UNIVERSITY, 1992. M.A., Brigham Young University (S. Harold Smith). (71pp 1 f $4.00) RC 476

The purposes of this study were to identify personality traits of undergraduate students at Brigham Young University (BYU) in Recreation Management and Youth Leadership (RMYL); construct their personality profiles; compare these results with college student national norms; and identify personality differences among program options. This study included all BYU’s RMYL majors registered during the 1992 winter semester ($N = 294$). Statistical differences between females at BYU and national college norms showed BYU females to be more conservative, practical, and bold. No statistical differences between males at BYU and the national college norms were found. This study revealed no differences in personality within the RMYL female program options. Male Administration students were most like Therapeutic Recreation students and least like Youth Agency Administration students.

Lute, Linda K. LEISURE BEHAVIOR OF LESBIANS IN RELATION TO ALCOHOL CONSUMPTION, 1992. M.S., Pennsylvania State University (Herberta M. Lundegren). (75pp 1 f $4.00) RC 462

As a means to explore preferred leisure behavior and alcohol consumption among lesbians, a Leisure Interest Survey (adapted from McKechnie, 1974) was mailed to a randomly selected group of 250 women subscribing to the National Women’s Mailing List who lived throughout the US and indicated a desire to receive lesbian literature. The survey instrument included a section regarding frequency of participation in selected REC activities and whether alcohol was consumed 1 hr prior to, during, or 1 hr after participating in the activities at least 50% of the time, and a section designed to solicit sociodemographic information. The overall response rate obtained was 29% ($n = 70$). $X^2$ analyses were used to determine statistical relationships between alcohol consumption, sociodemographic information, and REC activities. The major conclusions were that rural lesbians are twice as likely to participate in alcohol-related activities as those living in urban areas; alcohol consumption is not significantly related to preferred REC activities; and income, level of education, and age are not significantly related to alcohol consumption.

Mackey, Marcia J. AQUAPRENEURSHIP: CHARACTERISTICS AND BUSINESS MANAGEMENT PRACTICES OF CURRENT AND POTENTIAL SWIM SCHOOL OWNERS, 1992. Ph.D., Temple University (Bonnie L. Parkhouse). (141pp 2 f $8.00) RC 463

The purpose of this study was to investigate the entrepreneur characteristics, professional development, and business management training and practices of current and potential private swim school aquapreneurs. Entrepreneurial characteristics of female and male current and potential private swim school aquapreneurs were compared to entrepreneurs in general. The final purpose of the study was to identify recommendations for potential private swim school aquapreneurs, as presented by current private swim school aquapreneurs. The entrepreneurial characteristics surveyed by questionnaire included parent employment, birth order, first born, risk and chance, competition, reasons for self employment, personal characteristics, motivation, working relations, goal orientation, youth activities, and preference for exercise. The
professional development status of the current and potential aquapreneurs was investigated by asking about aquatic training and certification (child development, levels of swimming instructor, adapted aquatics, coaching, water exercise, synchronized swimming, aquatic management, first aid, cardiopulmonary resuscitation, and certified pool operation); education; occupation; and membership in professional organizations. Business management training and practices investigated were the use of a business plan, marketing techniques, and managerial skills. The study included 225 subjects. The 45 private swim school aquapreneurs were members of the National Swim School Association and/or MacTay Swim Schools. Potential private swim school aquapreneurs attended the 1991 Council for National Cooperation in Aquatics Convention, were members of the United States Water Fitness Association, or were aquatic directors for the Jewish Community Center Association or the Young Women’s Christian Association. Similarities and differences between entrepreneurial characteristics of the aquapreneurs (78.6% females) as compared to male entrepreneurs were identified. Current and potential aquapreneurs were similar to the entrepreneur in the areas of risk taking, competition, personal characteristics, motivation, and goal orientation. The professional development of the current and potential aquapreneurs was strongest in the area of basic aquatic training and weakest in the areas of related occupational experiences and advanced aquatic training. Business management training and experience was strongest in the area of staff supervision. Limited training in accounting, marketing, advertising, promotions, and use of a business plan was indicated by current and potential aquapreneurs.


The primary focus of the research was to investigate the relationship between two attitudinal components: the affective component, represented by the environmental concern of students, and the conative component, represented by the behavioral intentions of those students. The instruments which were employed for the investigation included Dunlap and Van Liere’s (1978) “New Environmental Paradigm,” and Thompson and Gasteiger’s “Environmental Attitude Survey” (1985). In addition, the research examined the influence of socio-demographic factors on environmental attitudinal choices. A sample population of 250 students, considered representative of the student population of The Pennsylvania State University, was surveyed. A total of 214 questionnaires (86 percent) was considered usable in the analysis. The data was analyzed with Cronbach Alpha Coefficient, Pearson’s Correlation Coefficient, and Oneway Analysis of Variance. The testing of the relative homogeneity of items within each scale exhibited sufficient levels of internal consistency. The statistics revealed a significant relationship between environmental concern and the behavioral intentions of students, as well as between behavioral intentions and several demographic variables. The results indicate that environmental concern is a reasonable predictor of environmentally favorable behavioral tendencies. Furthermore, they imply that socio-demographics have limited influence on environmental attitudes, and political orientation appears to be the only reasonable predictor of behavioral intentions in favor of the environment.


The problem was to examine the extent to which recreationists value or identify with recreation settings and investigate which variables are associated with these “attachments.” On-site interviews and mailed surveys were completed by 1,216 bicyclists, walkers and joggers on three “rail-trails” in Iowa, Florida, and California. Factor analysis confirmed two dimensions place attachment: a functional place dependence based on how well a setting facilitated a user’s activity, and a more emotional place identity indicating the extent to which a setting was a central part of a user’s life. Statistically significant bivariate relationships were found for both place dependence and place identity and the following independent variables: users’ gender, users’ age, frequency of use during the past twelve months, miles traveled from home to trail, level of activity specialization, activity engaged in, and number of months associated with trail. Place dependence was also significantly related to users’ education level and place identity was also significantly related to users’ household incomes and trail visited. Multiple regression analyses showed that place dependence could be best predicted by frequency of use during the last twelve months and miles from home to trail. Place identity was best predicted by level of activity specialization, miles from home to trail, frequency of use during the past twelve months, months associated with the trail, and users’ education level. Trail visited interacted significantly with several of these variables. The multiple R2 for place dependence and place identity were .149 and .280 respectively.

Potter, Jacqueline S. LEISURE PARTICIPATION AMONG INDIVIDUALS WITH TRAUMATIC BRAIN INJURY FOLLOWING DISCHARGE FROM A TRANSITIONAL FACILITY, 1992. M.S., Pennsylvania State University (Ralph W. Smith). (139pp 2 f $8.00) RC 469

The problem was to examine changes in the leisure pursuits of individuals with TBI from prior to injury to following discharge from a transitional facility and differences in the number of “High Social” pursuits and leisure satisfaction between those who work full-time (FT), part-time (PT), or are unemployed (U). Twenty-two subjects from ReMed Recovery Care Centers in Conshohocken, PA participated in the study. Two methodologies were used for data collection. During telephone interviews the Social Subscale from the short form of the Leisure Satisfaction Scale and a Leisure Interest Survey (LIS), modified from McKechnie’s Leisure Activity Blank, was used to obtain post-injury pursuits. Content analysis of medical charts at ReMed was conducted to acquire pre-injury pursuits (obtained from the LIS administered upon admission) and demographic data. Paired t-tests revealed a significant decrease in “High Social” leisure pursuits and no significant changes in “High Solitary” pursuits following discharge from a transitional facility. Analysis of covariance, followed by post-hoc multiple comparisons using Scheffe’s method, revealed FT workers participate in significantly more “High Social” activities than PT workers while controlling for education level. There was no difference between U workers and FT or PT categories. No significant difference was found between the work categories and leisure satisfaction using analysis of variance.

The study was based upon a model of constraints on leisure originally proposed by Crawford and Godbey (1987), and elaborated upon recently by Crawford, Jackson, and Godbey (1991). The study sought to establish the following: 1) intrapersonal, interpersonal, and structural constraints on leisure exist; 2) the perception of constraints on leisure is related to self-esteem and gender; and 3) the three types of constraints are hierarchically related. The sample consisted of 363 male and female grade 12 students from three high schools located in a suburb of Toronto, Canada. An instrument developed by the author was used to measure the perception of constraints related to starting a new leisure activity, while the Rosenberg Self-esteem scale was used as a global measure of self-esteem. A factor analysis provided support for the existence of intrapersonal, interpersonal, and structural constraints as three subcomponents of the multidimensional concept of constraints on leisure. Self-esteem was found to be significantly related to the perception of intrapersonal, interpersonal, and total constraints on leisure: people who were low on self-esteem reported higher amounts of constraint. Females were found to have significantly lower self-esteem, and significantly higher amounts of intrapersonal and total constraints than males. The use of Pearson chi square tests and a meta-analytical model which utilized a binomial test, provided support for Crawford et al.'s (1991) proposal that intrapersonal, interpersonal, and structural constraints exist in a hierarchy. Implications for service delivery and further research are discussed.


Historically, studies examining the use of recreation areas have focused primarily on perceptions of current users. Research has therefore failed to address the needs of non-participants and those barriers which may impact participation. This study focused on Maryland residents' use and non-use of Maryland state forests and parks, with special emphasis on the interrelationships of outdoor recreation activities, barriers to participation, importance of site/service attributes in the selection of an outdoor recreation site, use patterns in Maryland state forests and parks, attributes which would encourage participation, information sources, and demographics. A mail survey was distributed to a random sample of 1,058 Maryland residents during the winter/spring of 1991. A general profile of participants (i.e., 55% of the sample) and non-participants (i.e., 45% of the sample) was generated and the impact of barriers on residents' participation was analyzed. Further, research questions were investigated through the use of frequency distributions, chi-square analyses, and discriminant function analysis. One-half of the respondents who noted that they visited Maryland State forests and parks, but not as often as they would like, indicated the presence of some barrier(s). The most frequently reported barriers to participation included the lack of time, lack of information about a site or program, lack of money, an inconvenient outdoor recreation site location, and the amount of crowding at a recreation site. People select outdoor recreation sites based upon those attributes which best fulfill their recreational and personal needs (e.g., clean, safe facilities, adequate parking areas, hiking trails, and picnic areas). A discriminant function analysis enabled the prediction of visitation with 75% accuracy, based upon 13 independent variables (i.e., income, barriers of public transportation, skill, money, fees, site poorly maintained, lack of information, dislike staff, too young, too old, no one to do an activity with, the convenience of outdoor recreation, and those persons with some but not enough information regarding opportunities for outdoor recreation in state forests). In sum, the citizens of Maryland are faced with personal, physical, and environmental barriers which limit their participation in the state forests and parks. Further, the lack of communication of outdoor recreation information to the public appears to be a significant contributing factor to non-use. The Department of Natural Resources-Maryland Forest and Park Service must carefully review their operating strategy, particularly in the marketing arena and public service delivery to encourage participation and ensure equal opportunity for all Maryland citizens.

Shi, Shaoping. TOURIST TRAVEL MOTIVATIONS AND SATISFACTION STUDY OF CHINA/YANGZTE RIVER ADVENTURE TOURS, 1993. M.S., Pennsylvania State University (Geoffrey C. Godbey). (107pp 2 f $8.00) RC 470

The purpose of this study was to investigate two groups of American tourists who traveled on two similar 17-day sightseeing tours sponsored by the Penn State Alumni Association in the Spring 1988 and the Fall 1992 to China for cultural tourism. The subjects of the study and the tours were considered as being representative of the similar kind of package tours which were and will be planned and organized by some of the American universities. In the study, the tourist travel motivations and the relative importance of various factors in contributing to the travelers' satisfaction with each of the trip attributes were explored and examined, as well as the extent to which such factors were perceived to be in evidence. In this research effort, a mail questionnaire survey was conducted in the Summer 1992 with a total of 37 questionnaires mailed to all the tour participants across the continental United States. Two different methods of data collection were used in the study. The primary data were collected from 27 of the 37 tour participants through mail questionnaires. The secondary data utilized in the study were collected from a variety of information sources written both in English and Chinese. The questionnaire which included an item pool of the trip attributes was developed through review of literature and the trip brochures, interviews with the tour sponsor, and discussions with the university researchers. Specific research questions were addressed in detail concerning the tourist travel motivations, their degrees of satisfaction with the factors/attributes of the tour in terms of the trip offerings, and the trip attributes that were perceived to be more important than other features of the tour. These questions were analyzed by the interpretation of the Importance-Performance marketing analysis grid based on the survey findings. Data analyses also utilized the correlation coefficient and ranking of attributes based on mean scores. The findings showed that the dominant travel motivation factors were of the wanderlust type, as the tourists were discovered to travel in order to see to learn about, and to explore their destination. The importance and performance/satisfaction ratings were plotted on a four-quadrant grid for the evaluation of trip attributes. The
action grid indicated that the tours were successfully planned, professionally organized and operated, and that the tourists were pleased with most of the trip attributes. However, there were discovered to be only a few attributes which required immediate attention and improvements to be made on the destination site for more tourist satisfaction. A number of suggestions and recommendations were also made based on the findings of this study.

Shimura, Kenichi. THE EFFECTS OF LEISURE EDUCATION ON LIFE SATISFACTION AND LEISURE SATISFACTION AMONG JAPANESE AMERICAN OLDER ADULTS, 1993. M.S., University of Wisconsin-La Crosse (Thomas Cushman). (104pp 2 f $8.00) RC 474

Specific leisure education programs for Japanese American older adults were planned based on the data from the Screening for Leisure Education Services-B assessment. Subjects (N=30) were randomly selected from the Japanese Retirement Home, Los Angeles, California. All subjects were interviewed to measure the degree of life satisfaction and leisure satisfaction utilized by the Life Satisfaction Index-Z and the Leisure Satisfaction Scales. The degree of life satisfaction and degree of leisure satisfaction were moderately related to each other (r=.32 at .1 level). Fifteen residents attended 10 sessions of a leisure education program over a 5 week time period. The leisure education sessions had an effect on the degree of life satisfaction (t=3.78 at .001 level). The leisure education sessions also had an effect on the degree of leisure satisfaction (t=7.61 at .001 level).

Vitorino, Maria R. PARTICIPANTS BENEFITS ASSESSMENT AT A CAMPUS RECREATIONAL FACILITY, 1993. M.S., Purdue University (William F. Theobald). (89pp 1 f $4.00) RC 471

In recent years, managers of leisure organizations have expressed concern about the benefits people seek in their leisure activities. Despite leisure’s importance and its recognition by consumers and decision makers and the relevance of studying its benefits, little research exists on personal and social benefits of leisure. The purpose of this study was to determine the importance of personal and social benefits, according to gender and activities at the CO-REC program (Division of Recreation Sports) of Purdue University. For this study a total of 899 CO-REC users were interviewed in locus. A self-report questionnaire was the instrument used. It was designed to measure the importance of benefits sought by participants in physical activities at the CQ-REC. The results indicated that different activities effect perceptions of benefits importance. Basketball and racquetball were the activities with most differential behavior regarding the benefits importance. Personal benefits were ranked as more important than social benefits by CO-REC participants. In addition, within activities, male and female perceived benefits equally. Overall, CO-REC male and female participants sought benefits differently. The findings of this study clearly indicate the need to consider both gender and the kind of activity participation independently from each other when designing and implementing leisure activities at CO-REC programs.


The purpose of this study was to explore the ideals of regional tourism development in three Pennsylvania regions for the year 2000 as perceived by selected tourism experts. Three subproblems were examined with regard to the attainment of such ideals: (1) the level of congruence in the ideals within a region and among the three regions across the state, (2) the perceived ideal role of government in regional tourism development, and (3) the ideal level of economic self-determination. For this exploratory study, a qualitative research methodology was utilized. The collection of data applied the snowball sampling technique and semi-structured personal interviews. Each subject was interviewed and asked to recommend other experts to be included in the study. A total of 20 subjects was interviewed from the three regions who represented diversified professional backgrounds. Each interview was tape recorded and transcribed. The information was itemized and categorized. Taxonomies were then constructed to understand how the respondents perceive the issues, and typologies were established to interpret the data. Findings of the study included the experts’ perceptions and ideals of the role of government in regional tourism development, tourism’s economic, social, and environmental impacts, tourism marketing, growth of the tourism industry, and whether the tourism ideals should evolve in the long run. It was found that the state government’s matching fund program for regional tourism promotion was popular among the experts who represent the commerce sector, and that government’s investment in infrastructure was viewed as imperative. The experts expressed the opinion that tourism contributed to the quality of community life and the environment. They were also favorable to collective marketing. These experts, however, had different perceptions of state-level tourism promotion, zoning practices, the need for future tourism growth in the region, role of non-resident entrepreneurs, and whether tourism ideals should evolve in the long-term future. A summary and discussion of the findings were presented. Finally, recommendations were made with respect to policy making, hypotheses for future research, and suggestions for future studies. It was recommended that future studies of tourism ideals be conducted using other networks of experts such as government officials and scholars.


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The purpose of the study was to examine the relationship between nature center managers’ perceptions of their job responsibilities in terms of competence in, importance of, and time spent on specific managerial tasks and the managers’ educational background, amount of years as a nature center manager, the services/resources offered by the nature center, and the annual operating budget of the nature center. Henry Mintzberg’s roles of managers were used as a base for the job responsibilities examined. The survey was designed by the author, tested with a small pilot study, and mailed in the spring of 1990 to a total sample of 348 nature center managers throughout the United States. The questionnaire was sent specifically to the “nature center director,” and a cover letter stated that only the manager should respond. A total of 221 usable questionnaires (64 percent) were returned. Statistics used to analyze the data included one-way analysis of variance, t-tests, and Pearson’s correlation. The statistics showed many significant relationships between the variables: educational background service/resources offered, and annual operating budget and the dependent variables: competency in managerial tasks, importance of managerial tasks, and time spent on managerial tasks. There were no significant relationships between the amount of years as a nature center manager and competence, importance or time. The significant relationships discovered provide positive reinforcement for the professional organizations which focus on the managerial needs of nature center managers. Participation in managerial development evidenced an increase in levels of competence in managerial tasks, greater importance of managerial responsibilities, and more time spent on these responsibilities. These professional organizations should not have too narrow a focus on what types of managerial offerings they provide, however, because the services/resources offered by the center and the annual operating budget were significantly related to the three perception variables as well. The need for these organizations is supported, but such provisions need to be related to some components of the evaluation process. Evaluations concerning the participant are frequently used by centres and as the number of resources increased, there seemed to be an increase in this use of participant oriented evaluations. Although there seems to be a positive attitude towards conducting evaluations, many centres must improve upon their programme and staff characteristics in order to enhance their evaluability. Centres should establish written objectives, have programme descriptions and Implementation, and increase the level of evaluation education among staff. Improving upon these different areas can help in professionalising the operation of older adult centres and ensure effective service delivery to their participants.

Despite heightened concern for travel and culture shock experiences of international students by researchers, minimal research has been conducted. The purpose of this study was to examine the relationships between culture shock experiences and demographic factors and criteria of cross cultural adjustment. A Culture Shock Questionnaire was mailed to the Chinese students at the Pennsylvania State University. One-way analysis of variance and Pearson Correlation revealed age and academic degree sought are significantly related to culture shock on the behavioral scale. Religiosity is significant on the emotional and physical scales. Length of stay has a negative significant correlation on the overall scale and behavioral scales. Percentage of leisure time with non-Chinese individuals and participation in local activities are significant on the overall and emotional scales. Academic major, number of American friends, grades received in America, and pre-arrival attitude toward America all are significant on the overall, emotional, and behavioral scales. Leisure time change during the weekend has a negative significant correlation on the overall, behavioral, and physical scales. Personality is significant on the overall, emotional, and physical scales. Reason for going abroad, previous foreign living experiences, accuracy of expectations about America life, English speaking ability, knowledge of living area, satisfaction with current life, and beginning new leisure activities have a significant relationship with culture shock on all scales.

The purpose of this study was to describe the use of programme evaluation in Ontario older adult centres and to determine the “readiness” of these centres to conduct evaluations. The study examined the aspects that centres evaluate, the evaluation purposes, the techniques used, the evaluability of centres, and the organisational characteristics associated with evaluation use. The sample consisted of 112 full members of the Older Adult Centres' Association of Ontario (OACAO). Data were collected with the use of a self-administered questionnaire. A total of 85 centres returned the questionnaire which represented a 75.9% response rate. The results showed that older adult centres tend to be involved in forms of evaluation that focus predominately on the participant. Evaluations were most often conducted to determine participant satisfaction and the most frequently used technique was verbal feedback from participants. These less sophisticated forms of evaluation are done primarily at the end of the programmes. An examination of the items deemed important in determining service quality revealed that staff performance was the most important dimension and tangibles were the least important. Organisational characteristics concerning the financial circumstances, the personnel, and the user numbers were found to be related to some components of the evaluation process. Evaluations concerning the participant are frequently used by centres and as the number of resources increased, there seemed to be an increase in this use of participant oriented evaluations. Although there seems to be a positive attitude towards conducting evaluations, many centres must improve upon their programme and staff characteristics in order to enhance their evaluability. Centres should establish written objectives, have programme descriptions and implementation, and increase the level of evaluation education among staff. Improving upon these different areas can help in professionalising the operation of older adult centres and ensure effective service delivery to their participants.

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HEALTH EDUCATION

Beeson, Luana J. HEALTH KNOWLEDGE COMPETENCIES AND ESSENTIAL HEALTH SKILLS OF ENTRY LEVEL COLLEGE FRESHMEN ENROLLED IN OREGON'S RESEARCH UNIVERSITIES, 1992. Ph.D., Oregon State University (Margaret M. Smith). (151pp 2 f $8.00) HE 504

The purposes of the study were to: 1) evaluate health knowledge competencies, 2) assess health skills, and 3) determine interrelationships among health knowledge, health skills, and self-reported behavioral demographic variables for Oregon entry-level college freshmen who had graduated from Oregon schools. An instrument, the “Health Education Survey,” was developed with the assistance of two Delphi panels, consisting of (1) nationally known health educators and (2) recognized Oregon health educators. The first panel contributed to the health knowledge competency part of the survey, including issues of community health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, prevention and control of disease, and substance use and abuse. The second panel contributed to the health skills part of the survey, including safe living, stressor/risk-taking management, physical fitness, and nutrition, as defined by the Oregon Department of Education. Based upon health information derived from the first two parts, the third survey section considered various demographic and behavioral variables, including substance use, eating habits, and physical fitness. The data derived from administration of the survey were evaluated by criterion-referenced and empirical (analysis of variance, t-test, chi-square) measurements at the .05 alpha level of significance. Data analysis disclosed that: 1) the subjects did not meet the 85% mastery standard for criterion-referenced measures for any of the health knowledge competencies or essential health skills; 2) there were significant differences among the subjects for the content areas of consumer health and the health skills of safe-living, physical fitness, and nutrition, as well as the behavioral areas of marijuana use, fitness level, and wearing auto seatbelts; and 3) gender differences existed for the content areas of family life and nutrition. From analysis of the research findings, it was recommended that there is need for additional collaboration among secondary school health educators, education and health agencies, and appropriate higher education personnel to improve the health knowledge and skill needs of Oregon students. It was suggested that cooperative efforts at the secondary and university level to form coordinated, on-going evaluation and research projects would be one means to achieve this goal.


The purpose of this study was to determine the factors contributing and relating to exercise compliance (EC) among individuals exercising at home and who had voluntarily and successfully completed a previous cardiac rehabilitation program conducted in a hospital or rehabilitation facility located in a large metropolitan area. Sixty questionnaires were returned by patients who had completed a Phase II cardiac rehabilitation program in one of four Philadelphia and suburban hospitals. Patients returning the questionnaires were divided into two groups based on their frequency of exercise since completing rehabilitation. The Fisher exact probability test, the Chi-square test for two independent samples, and the t-test were used to determine if significant differences existed between the low and high compliers. Only three variables were found to be statistically significant (p<.05) between low and high compliers. Low compliers were found to be younger, employed, and enjoyed exercise less than high compliers.


This research examined an educational, intervention process, specifically the La Crosse Wellness Project (LWP), and its impact on the health behaviors and attitudes of college students. Groups participating in the research consisted of students living in the residence halls at the University of Wisconsin-La Crosse. There were 15 subjects in the experimental group and 17 subjects in the control group. Three instruments were used for the evaluation: The LWP Impact Evaluation, the LWP process evaluation, and the student response survey. The LWP Impact Evaluation was used as a pre- and post-test for the experimental and control groups. Both groups also completed the Student Response Survey during the post-test phase. During posttesting, only the experimental group completed the LWP process evaluation. The LWP intervention materials in this study included the La Crosse Wellness Inventory and the Wellness Development Process. The Man-Whitney U test was applied in the analysis of six hypotheses. Significance was established at the p<.05 level. Statistical significance was not found in any of the hypotheses. However, positive change was measured in three hypotheses, although not statistically significant. The experimental group displayed a higher desire to establish a personal wellness definition, had a lower desire to drop out of school, and had a higher desire to seek formal on-campus support services. Some participants completing the LWP appeared to increase their wellness behavior. A trend showed the adoption of some good health practices.

Choi, Monica W. CHOOSING WHETHER OR NOT TO USE HORMONE REPLACEMENT THERAPY DURING THE MENOPAUSAL TRANSITION: A QUALITATIVE STUDY, 1993. Ph.D., Temple University (Sheryl Ruzek). (210pp 3 f $12.00) HE 516

The purpose of this qualitative study was to explore, analyze, describe, and interpret factors that affect women’s attitudes toward menopause and their choice of whether or not to use Hormone Replacement Therapy (HRT) during the menopausal transition. The purposive sample was comprised of forty healthy women aged 45-55 years. Data were collected by means of intensive interviewing and were summarized and analyzed using grounded theory methodology. Women’s attitudes toward menopause evolved and changed during the life cycle and were shaped by social constructions, observations of other women, attitudes toward aging, and personal experiences with menopause. Sixty percent of women in this study viewed menopause as a developmental stage in the life of a woman while forty percent viewed it as a combination of a developmental stage and a medical condition. No woman viewed it solely as a medical condition. Many women felt unprepared for the menopausal transition.
Preparation for menopause was problematic because of its intimate association with aging and the unpredictability of its manifestations. Many premenopausal women had a tentative or "wait and see" approach to the potential use of HRT. Women who viewed menopause as a combination of a developmental stage and a medical condition were significantly more likely to be users of HRT than women who viewed it exclusively as a developmental stage. Women who chose to use HRT often did so in response to uncomfortable menopausal symptoms. Consideration of use of HRT for disease preventive purposes often created more conflict and uncertainty. Women who chose not to use HRT commonly reported that they were unconfident of the need for it and often preferred to use non-medicinal alternatives for prevention of osteoporosis and cardiovascular disease. Women who used HRT for disease preventive reasons demonstrated a greater tendency to accept medical remedies for health problems. Most women were able to make a definitive decision about HRT by the time they were postmenopausal. Women who identified themselves as feminists were almost twice as likely to use HRT as those who did not view themselves as feminists.

Clark, Jeffrey K. TWO CURRICULAR SETTINGS OF A HIV EDUCATION UNIT RELATED TO SECONDARY SCHOOL STUDENTS' HIV KNOWLEDGE AND ATTITUDE, 1991. H.S.D., Indiana University (William L. Yarber). (168pp 2 f $8.00) HE 499

The problem of the study was to compare the effects of two curricular settings of a HIV education unit (HEU) upon secondary school students’ attitude toward and knowledge about HIV prevention behaviors. Health education and biology classes from three secondary schools participated (n=260) in a quasi-experimental study. Experimental groups in biology and health education classes received a 5-day HEU, while the control group did not. All subjects were administered a 45-item questionnaire as a pretest, posttest and a four week delayed posttest to determine changes in the dependent variables. The change in the student HIV prevention knowledge was not found to be significant. The results demonstrated that subjects in the health education classes had a significant improvement of their HIV prevention attitude, while subjects in the other two groups did not. The improvement in attitude occurred a short period after the completion of the HEU. Based upon the findings it is concluded that the curricular setting of an HEU influences secondary school students’ HIV attitude.


291 subjects completed a survey instrument which included sections assessing health behaviors, stress, social support and self-assessed health status (SAHS). Hypotheses were tested by use of stepwise multiple regression and forced-entry multiple regression. Neither stress nor social support significantly contributed to regression equations predicting self-assessed health status among either males or females. Five lifestyle variables: smoking, alcohol use, exercise, sleep and body mass index, significantly contributed to the variance accounted for in SAHS among both males and females. Follow-up analysis revealed that exercise, body mass index and smoking were the best predictors of SAHS among males and exercise and body mass index were the best predictors among females. 33.8% of males and 30% of females were experiencing levels of stress that are assumed to be "pathological." Students from families with lowest income tended to experience the highest levels of stress and had the fewest and poorest quality social support mechanisms of any students. Stress, although high among this sample, did not appear to have a direct relationship with SAHS, nor did social support. Smoking, exercise, alcohol use, sleep and body mass index were significantly related to SAHS. The need for stress management programming among students appears to be great.

Corrigan, Ann E. A DESCRIPTIVE ANALYSIS OF CORPORATE HEALTH PROMOTION ACTIVITY EVALUATIONS, 1992. Ph.D., Texas Woman’s University (Leah Kaplan). (155pp 2 f $8.00) HE 525

Evaluation has been recognized as a basic component of health promotion program design; however, its implementation into ongoing worksite health promotion activities has been questioned. This study was conducted to determine what types of evaluation, if any, were conducted by health promotion professionals employed in worksite health promotion programs. A survey tool was developed specifically for this study and mailed to 587 members of the Association for Fitness in Business, who were listed in the 1990-1991 edition of the directory of members, and who were identified as corporate in-house professional members. A total of 221 (38%) usable responses to the questionnaire was received. Formal evaluations of the health promotion activities were conducted by 146 (67%) survey participants. Evaluation activities were used by the survey participants to review and/or revise the health promotion activities, to determine strengths and weaknesses of the activities, and to improve the effects of the health promotion activities. Reasons evaluations were not conducted included a lack of personnel, a lack of financial resources, a lack of time to conduct the evaluation, and a lack of interest by supervisors/executives.


The purpose of this study was to examine the relationship of health beliefs, breast cancer knowledge, health history, and the frequency of mammography screening in a population of older women. A further goal of this study was to identify factors related to older women’s decision to participate in annual mammography. These factors may be useful in planning educational programs for the specific needs of older women regarding breast cancer and the preventive action of mammography screening. The objective of the health education program would be to increase the number of older women participating in mammography screening which should lead to a reduction in breast cancer mortality. This research utilized a correlational design and was analyzed by Spearman’s rho to test the null hypotheses. The study included a modification of Champion’s instrument as well as health history and breast cancer questionnaires. All components of the study instrument were based on the Health Belief Model (HBM). Subjects (292) completed the study instruments used to test the null hypotheses and describe the sample. The dependent variable for the study was the frequency of mammography screening in the past five years. The independent variables representing the HBM were: (a) perceived susceptibility, (b) perceived seriousness, (c) perceived benefits, (d) perceived barriers, (e) perceived cues, (f) perceived...
Mothers. At the 16th pair tested significant differences were detected by sequential analysis of the breaking load of the placental third of the cord. Differences in average fracture load reached significance at the 23rd pair. Other measures were not significantly different. This decreased strength of umbilical cord tissue may indicate reduced tissue strength at all tissue levels and may, for example, explain why following a successful stop-smoking campaign in Alaska, a marked reduction in otitis media was observed in children of that population. Birth attendants should approach the labour of known heavy smokers with caution, and be prepared to use alternate methods to manage the delivery of the placenta. Anti-smoking advice during pregnancy should centre on effects to the mother and should be offered outside prenatal clinics.

Dinger, Mary K. DEVELOPMENT AND VALIDATION OF THE WELLNESS KNOWLEDGE, ATTITUDE, AND BEHAVIOR INSTRUMENT, 1993. Ph.D., University of Missouri-Columbia (Parris Watts). (168pp 2 f $8.00) HE 526

Wellness and health promotion programs are becoming increasingly popular. Although there are programs offered at a variety of settings, program evaluation is lacking. The purpose of this study was to develop and validate an instrument to assess the impact of college and university student wellness programs on program participants. Knowledge, attitudes, and behaviors in the areas of physical fitness, nutrition education, and stress management were evaluated. An item pool was developed and a preliminary administration of the instrument was conducted. Content validity experts examined the remaining items and made comments and suggestions. The final test contained 152 questions. A field test of the instrument was given to 207 subjects. An item analysis was completed to establish item validity. Corrected item-total correlations were calculated. A principle component factor analysis was conducted on the attitude and behavior domains to determine construct validity. Six factors were generated for both domains. All of the factors were named and coefficient alpha was computed for each factor. The knowledge section of the test suffered from a lack of variance. Twenty knowledge items remained following statistical analysis. The reliability for these items was low. The attitude section of the test was an improvement over the knowledge section. Twenty-nine attitude items survived statistical analysis. All three of the subscales within the attitude section had acceptable reliability coefficients. Four of the six factors that were generated had acceptable reliability coefficients. The behavior section of the instrument was comparable to the attitude section. Thirty-six items remained following item analysis. Two sections had acceptable reliability coefficients. Three of the six factors that were generated had acceptable reliability coefficients. This study was an initial attempt to develop and validate an instrument to assess the impact of college and university student wellness programs on program participants. Additional test administration and validation must be completed prior to the instrument being used to evaluate wellness and health promotion programs.


My curiosity about an apparent association between smoking and reduced strength of umbilical cord tissue led me to hypotheses concerning the breaking load, elongation and diameter of umbilical cords of infants out of smoking and non-smoking mothers. At the 16th pair tested significant differences were detected by sequential analysis of the breaking load of the placental third of the cord. Differences in average fracture load reached significance at the 23rd pair. Other measures were not significantly different. This decreased strength of umbilical cord tissue may indicate reduced tissue strength at all tissue levels and may, for example, explain why following a successful stop-smoking campaign in Alaska, a marked reduction in otitis media was observed in children of that population. Birth attendants should approach the labour of known heavy smokers with caution, and be prepared to use alternate methods to manage the delivery of the placenta. Anti-smoking advice during pregnancy should centre on effects to the mother and should be offered outside prenatal clinics.
 joints for both hands, and hand pain during activity. On each of
these variables, the treatment group improved more than the
control group. Findings suggest that a health education interven-
tion based on yoga and relaxation may be an effective way to
increase range of motion of the finger joints, decrease tenderness
of the finger joints, and decrease hand pain during activity.

Good, Debora L. COLLEGE WOMEN, ALCOHOL CONSUMP-
TION, AND NEGATIVE SEXUAL OUTCOMES, 1992. Ph.D.,
Oregon State University (Rebecca J. Donatelle). (140pp 2 f $8.00)
HE 509

While it is generally assumed that alcohol consumption plays
some role in the advent of negative sexual outcomes among
college students (sexually transmitted diseases, unplanned
pregnancies, and date rape), that role has not been empirically
demonstrated or quantified. The purpose of this study was to
assess the association of alcohol consumption with negative sexual
outcomes in college women. Specifically, this study attempted to
determine this association by means of a survey administered to a
population of women students from Oregon State University and
Western Oregon State College (n=430). Data collection took place
during winter term, 1991. Average monthly alcohol consumption
was assessed, as well as the frequency of alcohol consumption
prior to sexual intercourse. The association of alcohol consumption
with experiences of sexual coercion, in both the victim and the
perpetrator, was also assessed. Negative sexual outcomes assessed
were sexually transmitted diseases (STDs), unplanned pregnancies
and pregnancy “scars”, four categories of sexual coercion
(unwanted touching, verbally forced date rape, physically forced
date rape, and stranger rape), and unprotected intercourse
(condom usage). A strong association between alcohol consump-
tion and sexual coercion was found. Women who had experienced
sexual coercion consumed significantly more alcohol on the
average than those who had not had such experience. Also, it was
found that alcohol was consumed by the perpetrator, the victim, or
both in the majority (59-69%) of incidents of sexual coercion. While
women who had experienced STDs appeared to drink more (mean
monthly alcohol consumption=16.9 drinks) than those who had
not experienced STDs (mean monthly alcohol consumption=12.3
drinks), small cell size and sample variability made meaningful
statistical comparisons inappropriate. No association between
alcohol consumption and unplanned pregnancies and pregnancy
“scars” was found. Alcohol consumption prior to intercourse had
a paradoxical relationship with both sexually transmitted diseases
and condom usage: those who always or never drink prior to
intercourse were less likely to experience an STD and more likely
to use condoms than those who say they occasionally drink prior
to intercourse. It is recommended that university health educators
examine their perceptions regarding this relationship. A
secondary purpose of this study was to investigate what these
students believed are the specific actions that Canada can take, in
order to protect and enhance the education and health of women
and children of Third World Countries. Face-to-face interviews
were administered to a sample of twenty students drawn from the
female Chinese population at the University of Western Ontario in
London, Canada. From the literature, it was determined that the
education of women is one of the most reliable and universal
predictors both of their own health and of their child’s health.
Most researchers would agree that there is a relationship between
level of education and a rise in women’s productive labour, a
decrease in fertility and child mortality. These characteristics, in
turn, are empirically associated with increased contraceptive
knowledge and use, the adoption of family planning, and a desire
for a smaller family size and lower fertility. The results of the
interviews demonstrate that in general, there is a great similarity
between the views of the students interviewed and the literature
surveyed. Exceptions do exist; the students did not believe
delayed marriages or the single life were solutions to the popula-
tion problems. However, the degree of commonality justifies the
validity of both the interviews and the literature. The problems are
so many that there are no easy answers and no sure solutions. The
future holds a great deal of apprehension but despair must not be
the solution, only action can hope to solve the problems. Canada
can assist China in health education by providing funds, exchange
of knowledge, personnel, technology and new techniques, but
Canada must recognize the sensitivity of such intrusions into
Chinese culture and work cooperatively with scholars, teachers,
and health professionals.

Hannam, Susan E. SMOKELESS TOBACCO USE AMONG BIG
TEN WRESTLERS AND FACTORS ASSOCIATED WITH USE,
1992. H.S.D., Indiana University (James W. Crowe). (122pp 2 f
$8.00) HE 519

Two hundred thirty four of the 300 Big Ten wrestlers were studied
to determine their use of smokeless tobacco (SLT), beliefs about
SLT health consequences and discriminators of SLT use. A self-
report survey instrument was used to collect data. Self-reported
SLT use was validated by sputum analysis of a selected team. Data
were analyzed using discriminant function analysis (DFA), chi
square, t-tests, and Pearson correlation. Results indicated that 29%
of the wrestlers were current SLT users, and began SLT use at a
mean age of 13.6. There was a perfect correlation between self-
reported use and results of the sputum analysis. DFA, using 15
variables, correctly classified SLT users and non-users 27.7% above
chance. SLT users and non-users were significantly different in
their beliefs about the health consequences of using SLT. There
was a significant relationship between being a user and having
been exposed to SLT advertising. Nearly half of all Big Ten
wrestlers have used some form of SLT in the past year. This is
much higher than previously reported general public and college
student rates. There is evidence in this study that three variables
(prior cigarette smoking, receiving a free SLT sample, and alcohol
consumption) are strong discriminators of SLT use.

Hallman, Jayne E. THE EFFECT OF THE EDUCATION OF THIRD
WORLD WOMEN ON FAMILY HEALTH: A CHINESE EX-
AMPLE, 1992. M.A., University of Western Ontario (J. Stanley
Hill). (183pp 2 f $8.00) HE 527

The purpose of this study was to establish the relationship
between the level of education of women and the status of family
health in Third World countries. To this end, two methods were
used, a literature review, and interviews with female Chinese
students currently studying at the University of Western Ontario
to examine their perceptions regarding this relationship. A
secondary purpose of this study was to investigate what these
students believed are the specific actions that Canada can take, in
order to protect and enhance the education and health of women
and children of Third World Countries. Face-to-face interviews
were administered to a sample of twenty students drawn from the
female Chinese population at the University of Western Ontario in
London, Canada. From the literature, it was determined that the
education of women is one of the most reliable and universal
predictors both of their own health and of their child’s health.
Most researchers would agree that there is a relationship between
level of education and a rise in women’s productive labour, a
decrease in fertility and child mortality. These characteristics, in
turn, are empirically associated with increased contraceptive
knowledge and use, the adoption of family planning, and a desire
for a smaller family size and lower fertility. The results of the
interviews demonstrate that in general, there is a great similarity
between the views of the students interviewed and the literature
surveyed. Exceptions do exist; the students did not believe
delayed marriages or the single life were solutions to the popula-
tion problems. However, the degree of commonality justifies the
validity of both the interviews and the literature. The problems are
so many that there are no easy answers and no sure solutions. The
future holds a great deal of apprehension but despair must not be
the solution, only action can hope to solve the problems. Canada
can assist China in health education by providing funds, exchange
of knowledge, personnel, technology and new techniques, but
Canada must recognize the sensitivity of such intrusions into
Chinese culture and work cooperatively with scholars, teachers,
and health professionals.
An investigator administered survey was completed on 230 female adolescents (15-18 years) in six midwestern high schools stratified by geographic location and grade in school. The questionnaire was designed to investigate the effect of reading tampon labeling on subjects’ knowledge of tampon absorbency, toxic shock syndrome (TSS) and tampon usage patterns. A historical review of the tampon absorbency labeling regulation and its implementation was also addressed. The study found that female adolescents read tampon labeling, have low knowledge on tampon absorbency and high knowledge of TSS. Tampon labeling was the highest reported information source for TSS.

Herring, Rosa P. HEALTH BELIEFS, HEALTH VALUES, AND PREVENTIVE HEALTH PROMOTION ACTIVITIES OF AFRICAN- AND EURO-AMERICAN WOMEN: A COMPARATIVE STUDY, 1992. Ph.D., Texas Woman’s University (Leah E. Kaplan). (216pp 3 f $12.00) HE 528

What factors contribute to individuals’ participation in high risk behaviors that threaten their health, well-being, and longevity, when others do not? Is cultural orientation a chief factor? Are health beliefs, values, and health promotion activities different among subcultures of Americans? This study was designed to determine if there are ethnic or subcultural differences between African- and Euro-American women’s health beliefs, health values, and preventive health promotion activities, and to determine what factors influence positive lifestyles. Data were collected using Wallston, Wallston, and DeVellis’s (1978) Multidimensional Health Locus of Control Scale; Wallston’s (1974) adaptation of Rokeach’s Value Survey, and the Personal Lifestyle Activities Questionnaire developed in 1983 by Brown and associates. Data were analyzed using BMDP Statistical Software. No significant differences existed when African- and Euro-American women’s health locus of control beliefs and values were compared. Data analyses did reveal a significant difference between the groups regarding the following preventive health promotion activities: exercise, nutrition, and relaxation. A significant difference also was found between the groups when the relationships among their demographic variables were correlated with their health beliefs, values, and health behaviors.

Jensen, Marian. COMPARISON OF RISK FACTORS FOR CORONARY HEART DISEASE IN SEDENTARY AND PHYSICALLY ACTIVE COLLEGE STUDENTS, 1992. Ed.D., Brigham Young University (Steven W. Heiner). (112pp 2 f $8.00) HE 529

Sedentary (n=81) and physically active (n=207) college students attending a private university, ages 18 through 24 years were examined for cardiovascular risk factors, including cholesterol, high density lipoprotein (HDL), triglyceride, apolipoprotein B, hypertension, family history, and obesity in a nonsmoking population. Physically active college students had significantly lower triglyceride (p=.01) and apolipoprotein B (p=.01) values, and higher HDL (p=.02) values than sedentary college students, with no significant differences in cholesterol values. No differences were found in the two groups in regards to family history and obesity. Women had lower cholesterol values, and women taking oral contraceptives had lower cholesterol values than national norms. Two students from the total population (n=288) were found with elevated blood pressures, and one student was taking medication for diagnosed hypertension.


The purpose of this study was to identify HIV education needs and obstacles reported by secondary school home economics (N=789) and health (N=76) teachers. Nearly all of the health teachers taught about HIV and had instruction to do so, most often through local, state or national workshops. Resources most used were videotapes, pamphlets, and state curriculum guides. Most needed were films/videos and developmental guidelines for instruction. Overall the health teachers were comfortable teaching sensitive topics. They expressed some need for updates on IV drug use, homo/bisexuality and death and dying. Some of the health sample was not permitted to teach about safer sex (18%) and homo/bisexuality (25%). Over 20% rated overcrowded curriculums student attitudes, and lack of materials stressing abstinence as great obstacles to HIV education. In the home economies sample, 57% reported teaching about HIV. Most used pamphlets, videotapes, and locally developed curricula. Over half had instruction to help them provide HIV education, most through in-service programs and local workshops. Overall, the group had high levels of comfort in teaching HIV topics. Over half needed knowledge updates on IV drug use, homo/bisexuality, STDs, death and dying, and risk behaviors for HIV. Over 70% of the sample was permitted to teach all of the HIV topics with the exception of safer sex (70%) and homo/bisexuality (56%). In significant comparisons of the groups, health teachers were more likely to teach about HIV and to use state curricula and videos than home economics teachers. Fewer home economics teachers had instruction for providing HIV education and were lacking in state and national workshop/conference training. The home economics group needed information for planning programs and was less likely to be permitted to teach about nearly all of the HIV topics. Health teachers felt comfortable teaching homo/bisexuality and home economics teachers felt neutral. Lack of training was a moderate obstacle to the home economics group and no obstacle for the health group.

Kienow, Nancy L. DEATH EDUCATION AND DEATH ANXIETY IN STUDENT NURSE AIDS, 1992. Ph.D., Ohio State University (Philip Heit). (193pp 2 f $8.00) HE 510

The effects of a death education unit and several variables including: health locus of control, social value of the elderly, personal attitudes toward aging, and selected demographics on death anxiety variables anxiety in caring for the terminally ill and knowledge of death and dying were examined. The Collett and Lester Fear of Death scale was used. A pretest-post-test non-equivalent groups format was used with treatment and control groups. No satisfactory significant difference was noted between groups on anxiety in caring for the terminally ill. The death education unit increased knowledge but effected no statistical difference on any of the other variables. Student nurse aids...
displayed moderate to high levels of death anxiety, personal anxiety toward aging, and anxiety in caring for the terminally ill. Most students displayed an internal health locus of control. Student scores for social value of the elderly were low to moderate. Low positive relationships between internal health locus of control and fear of death of self were displayed. Females displayed a significantly higher level on three of the death anxiety variables. Caucasian-Americans displayed higher anxiety levels for fear of dying of self than did Afro-Americans. A longer death education unit, plus a longitudinal study may be necessary to produce results of more significance.


The objectives of this study were to evaluate and examine the relationships between actual dietary intakes of female college athletes and their nutritional knowledge, attitudes, and practices. Data for the study was obtained with a 3-day food record to measure actual dietary intake and a validated questionnaire to measure the knowledge, attitudes, and practices of the 34 varsity athletes. Stated hypotheses were tested using Pearson correlation coefficients. Results of the study indicated that the female athletes had reasonably adequate dietary intakes, although several selected dietary components were found to be below recommended standards. Mean energy intake (kcal) fell below the recommended allowance, but protein intake was adequate. Fat intake for most athletes was below the current guidelines of 30% of total calories. Of particular concern were the low intakes of fiber, calcium, zinc, and complex carbohydrates. Scores on the knowledge test averaged 50.5%, while attitudes and practices concerning nutrition were positive. Nutritional attitudes were positively associated with dietary intake and nutritional knowledge and practices. However, no correlation was found between nutritional knowledge and dietary intake or practices. Despite the level of nutrition knowledge, the athletes were aware of two basic concepts to maintain their weight: increasing carbohydrate by eating pastas, breads, and cereals, and decreasing fat by consuming less meat, eggs, whole milk products, butter, margarine, or heavy dressings. It was concluded that female varsity athletes might benefit from nutrition intervention which addresses an awareness of the importance of adequate energy intakes to ensure adequate protein, vitamins, minerals, and fiber and selection of nutrient-dense foods to maintain nutritional adequacy, particularly for those with lower caloric intakes.

Massad, Susan J. HIGH SCHOOL ATHLETES AND NUTRITIONAL SUPPLEMENTS: A STUDY OF KNOWLEDGE AND USE, 1993. H.S.D., Indiana University (Nathan Shier). (133pp 2 f $8.00) HE 533

Factors influencing use of nutritional supplements by high school athletes participating in one of five sports categories (contact, limited contact, strenuous, non-strenuous, and non-sports participation), were assessed. A Nutritional Supplement Use and Knowledge Survey was administered to 509 students, grades 9-12. Mean supplement use score was 10.87 +/- 11.42 (range 0-57). Mean knowledge score was 13.56 +/- 3.81 (range 1-21). Significant correlation coefficients (p<0.01) were obtained for supplement knowledge with use, and supplement use with gender. ANOVA found significant differences between: supplement use by gender (p<0.01), supplement use by sports category (p<0.05), knowledge scores by sports category (p<0.01). Discriminant function analysis indicated knowledge, supplement use, and sub scores for protein, vitamins/minerals, and carbohydrates were best discriminators of sport group membership. Greater knowledge about supplements was associated with less use, hence, education can be a deterrent. Contact sports participants, and males reported greatest supplement use. Strenuous and non-strenuous groups scored highest on knowledge items. This study may help coaches, teachers, physicians, and parents identify nutritional misconceptions held by adolescents. Use of steroid alternatives, which pose health hazards, should be examined more extensively in adolescent male athletes and in contact sports participants.


The purposes of this study were to determine the nature and extent of health-promotion programs in Nova Scotian (N.S.) goods-producing industries and to identify the factors related to the implementation of corporate programs. Prior to this study, data concerning health-promotion programs in N.S. goods-producing industries were not available. Thus, this study served to fill an information gap. The data can serve as a baseline against which the progress of health promotion in N.S. goods-producing industries can be measured. In addition, the results allow N.S. health-promotion efforts to be compared with other industrial sectors. The PRECEDE framework and a corporate health-promotion model, adapted from Kolbe’s (1985) school health education model, formed the foundation of this study. A stratified random sample of 300 N.S. goods-producing industries was selected to participate in this study. A survey, developed for this study, was mailed to the firms after validity and reliability checks were conducted. A 74% response rate was achieved. This study identified three main factors that were positively related to the implementation of corporate-health-promotion programs; the size of the firm, the employment of occupational health personnel, and the CEOs’ personal commitment to health-motion. This study did not confirm relationships between the perceived success of the firm and the presence of programs A relationship between the documentation of the corporate impact of ill health and the presence of programs was not confirmed. Occupational health/ safety services were offered by the majority (81%) of firms. Annual social/recreation programs (73%), and healthy environment activities (78%) followed closely behind. Ongoing recreation/social programs were less popular (43%). Alcohol/drug education programs were offered by 35% of firms. Smoking cessation, fitness, back care/fitness, hypertension control, EAP, nutrition/ weight control, retirement planning programs were offered by fewer than 30% of firms. Only 13% of firms offered stress management programs. More than 50% of firms with health-promotion programs had implemented them with the belief that the programs could contribute to reductions in accident and absenteeism rates, and improvements in well-being, productivity, and morale. Inadequate facilities and personnel, employee and management’s lack of interest, shift schedules, and financial constraints appear to be the main barriers to the implementation of corporate health-promotion programs within N.S. goods-producing industries. The findings of this study suggest that if the
corporate-wellness movement is to gain momentum, both employee and employer awareness must be raised. They must gain an intimate understanding of the personal and corporate effects of health-promotion programs. The findings of research projects must be disseminated to the business community and new projects documenting the cost-effectiveness and impact of corporate programs must be launched. Programming and marketing strategies that address the barriers blocking the development of programs must also be developed. Planners should focus on the creation of flexible, community-based, corporate-health-promotion models that can be adopted by a wide variety of firms.

Miner, Kimberly J. COVERAGE OF SKIN CANCER PREVENTION IN PROFESSIONAL JOURNALS AND THE POPULAR PRESS, 1992. Ph.D., Texas Woman’s University (Judith A. Baker). (109pp 2 f $8.00) HE 534

The purpose of this study was to review skin cancer prevention and suntan articles in professional health education journals and in the popular press as a means to compare coverage of skin cancer prevention, ozone layer depletion, and suntanning norms. Articles were also reviewed for coverage of individual sun protection measures and coverage of collective skin cancer risk reduction through policy and legislative reform. A total of 155 articles indexed in the Reader’s Guide to Periodical Literature (1986 through 1991) under skin cancer causes, skin cancer prevention, suntan, and suntan products were reviewed for this study. An additional nine articles published in professional health education journals from 1986 through 1991 were also reviewed. Analysis of the 164 coding forms indicated that (a) individual sun protection measures were covered with greater frequency than public policy measures, (b) risk reduction through public policy reform was covered with greater frequency in professional health education journals, and (c) individuals from different professions were not cited within the articles with equal frequency. This content analysis provides evidence of coverage of contemporary tanning norms in the popular press, as well as the presence of misleading information and contradictory messages regarding personal protection from ultraviolet radiation.

Paczolt, Thomas M. SAFETY BELT KNOWLEDGE, ATTITUDES, AND BEHAVIORS AMONG MINORITY ADOLESCENTS, 1991. M.S., Purdue University (Marlene K. Tappe). (84pp 1 f $4.00) HE 501

The purpose of this study was to measure knowledge, attitudes, and behaviors that govern safety belt use among minority adolescents. Attitudes and knowledge were assessed by utilizing segments of previously used instruments (Mori, 1988; Werch, 1988). Data were collected from 288 black adolescents from two urban midwestern high schools. The survey instrument included demographic information, driving experience, safety belt use, accident experience, accident injury/loss experience, law/enforcement attitudes, enforcement-related safety belt use behavior, safety belt knowledge, perceived law understanding, and the extent to which subjects favored or disfavored safety belt laws. The statistical analyses utilized were descriptive statistics, principle components factor analysis, Cronbach’s alpha reliability analyses, Pearson’s product-moment correlational analyses, analysis of variance, and independent sample t-tests. Based on these analyses it can be suggested that there are no significant gender differences in safety belt use. A strong relationship, however, was found between significant others’ safety belt use and personal safety belt use. Knowledge and total safety belt usage, and perceived law understanding and safety belt use. Subjects were more likely to wear safety belts with their mother/step mother/female guardian than with their father/step father/male guardian. These results lead to the suggestion that subjects’ knowledge about safety belts is less as important as their perceived understanding of the safety belt laws. This study can serve as a stepping stone for further investigation regarding safety belt use among minority populations.


The purpose of this study is to look at selected sexual attitudes, beliefs, and sexual health practices among adolescent and young adult males. Specifically, the study examines adolescent and young adult males’ sexual development and experiences, contraceptive use, sexually transmitted disease (STD) prevention practices, and, to a limited extent, public health clinic utilization. The subjects (n=125) were all males age 15 to 40, who came into the Clackamas County Health Department for their own appointment or accompanying a sexual partner. Subjects were asked to fill out the Men’s Health Questionnaire, a 48-item questionnaire covering the aforementioned topics. The results of the Men’s Health Questionnaire showed that the males examined in Clackamas County are similar to males elsewhere in the United States. The average age of first intercourse in this population of males is 14.8 years old, with 54.2 percent experiencing intercourse for the first time between the ages of 13 and 16. As is also typical of United States males, 58.8 percent of the participants in this study are having sex with multiple partners in the last year. Of the males who indicated they had had more than one sexual partner (n=78), 24.3 percent of them had had five sexual partners in the last year. The lifetime number of sexual partners for 34.3 percent of the participants was 6 to 10. Another 12.8 percent had 11 to 20 sexual partners; 19.2 percent had 21 to 50 sexual partners; and 12.8 percent had more than 50 lifetime sexual partners. In addition, over a third (38.5%) of these males reported having had an STD and 85.9 percent reported sometimes or never protecting themselves from their partner’s bodily secretions. The number of males who used condoms was reported to be 78.3 percent of the sample, although only 14.0 percent said they always used protection. These findings indicate expanded efforts in sexuality education are needed in this population. These efforts need to include comprehensive information on sexual development, initiation into sexual activity, and contraceptive and STD prevention practices.

Roeschlein, Debra L. GENDER DIFFERENCES REGARDING KNOWLEDGE OF CHILD HEALTH AND DEVELOPMENT AMONG HIGH SCHOOL STUDENTS, 1992. M.S., Indiana University (Kathleen R. Gilbert). (123pp 2 f $8.00) HE 521

The problem of the study was to evaluate high school students knowledge regarding child health and development, and to examine their attitudes toward disciplinary measures. Specifically the research was aimed at evaluating the differences between male and female high school students. Approximately two hundred...
students from health education courses at two high schools in Bloomington, Indiana were used as subjects. The Iowa Child Development Test (ICDT) used consisted of 45 questions divided into the following four categories: 7 child development questions, 14 child health questions, 17 child discipline question, and 7 questions to determine family structure, future plans, and educational background. A t-test indicated that there were significant differences between how males and females scored on the child health and child development portions of the test, with females scoring significantly better on health and development overall, and health by itself. A one-tailed Pearson correlation showed that as scores on the child health and development test decreased the number of harsher responses on the discipline section increased for males and females as a group, as well as for males and females separately.

Rose, Andy N. A COMPARISON OF HEALTH RISK SCORES BETWEEN PARTICIPANTS AND NONPARTICIPANTS OF A PHASE II REHABILITATION PROGRAM, 1991. M.S., Brigham Young University (Brent Q. Hafen). (54pp 1 f $4.00) HE 536

This study compared the health risk scores of participants and nonparticipants in a phase II cardiac rehabilitation program for patients who were treated by coronary bypass surgery. A total of 80 post arterial coronary bypass surgery patients were surveyed. Health risk scores were measured using a self reported instrument called Heart Attack Risk Score. The analysis of the data revealed that participants of a phase II cardiac rehabilitation program scored lower on the Heart Attack Risk Score than those who did not participate in the program. The null hypothesis stating that no difference exists in health risk scores between post arterial coronary bypass surgery patients who participate and those who do not participate in a phase II cardiac rehabilitation program was rejected at the .05 level of significance.

Russell, Linda M. DENTAL HEALTH ATTITUDES AND KNOWLEDGE LEVELS OF RURAL AND SUBURBAN TEXAS, 1991. M.S., Texas Woman’s University (William B. Cissell). (84pp 1 f $4.00) HE 530

This study was conducted to measure and compare differences in dental health knowledge and dental health attitude levels between patients in a selected rural dental practice and those in a selected suburban dental practice. Using a descriptive survey method with a quasi-experimental research design, dental health knowledge and dental health attitude levels were determined and compared in a convenience sample of 120 dental patients. Some demographic information was also collected and the data was interpreted using descriptive and inferential statistics. There were statistically significant differences in dental health knowledge and dental health attitude levels between the two dental groups. Differences in average age level in each dental practice, education levels, and differences between dental insurance and dental practice sites were all revealed; however, there was no statistically significant difference between males and females in dental health knowledge and dental health attitude levels.

Sims, Gigi-Terese. SEXUALITY EDUCATION: A DESCRIPTIVE STUDY OF ADOLESCENT INTERESTS AND PERCEIVED NEEDS AS REPORTED BY MIDDLE SCHOOL STUDENTS, 1992. M.S., Oregon State University (Margaret M. Smith). (144pp 2 f $8.00) HE 512

The purpose of this study was to collect information on relevant sexuality education content for adolescents by assessing students’ interests and perceived needs. Subjects in this study were middle school students. Two methods of data collection were employed, therefore, this study was conducted in two phases. In the first phase, questionnaires were completed by 224 sixth, seventh, and eighth grade students of the Greater Albany School District. Responses from the Student Sexuality Education questionnaire (SSEQ) revealed sexuality topics of importance based on interest and perceived need. Subsequent to identifying sexuality topics of importance, statistical analyses were performed on each sexuality topic. Kruskal-Wallis analyses determined that five sexuality topics (of 23 listed in the SSEQ) were significant between sixth, seventh, and eighth grade students. Seventeen topics tested statistically significant when female and male responses were submitted to Mann-Whitney analyses. Differences between grade levels and sexes were identified for three topics in both tests of significance. These topics were female reproductive system, male reproductive system, and dating. In the second phase of this study, semi-structured interviews were conducted with 31 students who completed the SSEQ. Student consent, grade level, and sex were criteria used in selecting the Phase II sample. Students’ responses to Interview Guide questions were tape-recorded, transcribed, and content analyzed. An analysis of the transcripts revealed similarities and differences between Phase I and II data. In both phases, students reported that AIDS, STD’s, preventing STD’s, preventing pregnancy, and sexual abuse were most important to learn about in school. Additional data that emerged during the interview process related to preferred sources and grade levels for sexuality education. Students generated a list of suggestions for relevant sexuality education. Their suggestions were summarized. A synthesis of Phase I and II results led to recommendations for school administrators and educators. Recommendations were also provided for future research.

Smith, Mark A. REDUCING ALCOHOL CONSUMPTION AMONG UNIVERSITY STUDENTS: RECRUITMENT AND PROGRAM DESIGN STRATEGIES BASED ON SOCIAL MARKETING THEORY, 1992. M.S., Purdue University (David R. Black). (53pp 1 f $4.00) HE 503

Attracting participants and developing appealing comprehensive alcohol reduction programs is an exigent priority due to the serious physical and emotional consequences of drinking. A systematic probability sample of 67 students, representative of a large midwestern university and the nation, completed a survey for improving recruitment and design of alcohol reduction programs specifically for university students. The results indicate that recruitment can be enhanced by providing a flexible, convenient, low-cost program that encourages friends’ participation, communicating alcohol-related risks, and offering university credit or refunds as participation incentives. The design of alcohol reduction programs can be optimized by emphasizing the positive outcomes from reducing alcohol consumption, improving the quality and quantity of alternatives to the social atmosphere connected with alcohol, and soliciting respected opinion leaders to communicate alcohol reduction messages. Audience segmentation data are provided for targeting specific subpopulations based on alcohol consumption behavior, gender, and age. Social marketing theory provides pertinent information for enhancing recruitment and improving the design of alcohol reduction programs for university campuses.
Snyder, Gail A. DENTAL HYGIENISTS’ KNOWLEDGE, ATTITUDES AND INFECTION CONTROL PRACTICES IN RELATION TO AIDS AND AIDS PATIENTS, 1992. Ph.D., Temple University (Marvin R. Levy). (119pp 2 f $8.00) HE 513

Although much has been published concerning guidelines for infection control in the dental environment, limited documentation is found on dental hygienists’ attitudes toward AIDS patients and their knowledge of and actual clinical infection control practices to prevent disease transmission to either themselves or their patients. A self-administered survey questionnaire, with fixed alternative responses, was mailed to a random sample (N=300) of licensed practicing dental hygienists in the Commonwealth of Pennsylvania to document their infection control practices, their attitudes toward AIDS patients, and their knowledge of clinical infection control practices. A total of 220 questionnaires were returned for a response rate of 73.3%; however, 66 questionnaires had to be excluded because the respondents were not currently practicing and thus did not qualify as subjects for the study. As a result, the number of participants for whom data were analyzed was 154. Surveyed hygienists were quite knowledgeable about AIDS, had a comprehensive knowledge of AIDS infection control procedures, and possessed a moderate or high feeling of worry concerning the treatment of AIDS patients. However, there were only a few operator and laboratory infection control procedures that a large percentage of the surveyed hygienists routinely practiced. These were: (a) the use of glasses, masks and gloves (including rewashing hands and replacing immediately if a glove is punctured or torn), (b) the use of disposable items whenever possible, and (c) surface disinfection of light handles, instrument bracket trays (with all their receptacles and control switches) and patient chair switches. Knowledge of infection control procedures for AIDS was found to be associated with the utilization of effective infection control practices. Accurate knowledge of the disease AIDS was not found to correlate with dental hygienists’ attitude toward AIDS patients. The use of appropriate infection control practices was found to be associated with less fear concerning the treatment of AIDS patients. In addition, hygienists’ infection control practices varied according to their perception of patient HIV status.

Song, Lin. LIFESTYLE CHANGES AS RELATED TO THE RISK OF CORONARY HEART DISEASE IN CHINESE STUDENTS AT OREGON STATE UNIVERSITY, 1993. Ph.D., Oregon State University (Margaret M. Smith). (121pp 2 f $8.00) HE 537

This study examined lifestyle changes as related to the risk of coronary heart disease (CHD) in Chinese students at Oregon State University (OSU). The study population included male students or scholars from the People’s Republic of China who were attending OSU during spring term 1992. Fifty subjects were interviewed. A structured questionnaire was used. The questionnaire included eight categories of information: (1) bodyweight and blood pressure, (2) diet, (3) alcohol consumption, (4) cigarette smoking, (5) physical activity, (6) psychological stress, (7) acculturation factors, and (8) demographic factors. Results indicated that for this group of Chinese students, bodyweight, consumption of dietary fat, dairy products, soft drinks, and psychological stress had increased significantly during their stay in the US. Meanwhile, the level of physical activity had decreased. These changes, especially if continued, may have the potential to increase their risk of developing CHD. On the other hand, there were no significant changes in blood pressure and alcohol consumption. For cigarette smokers, smoking had decreased. Their responses to the open-ended questions, the reasons given for bodyweight changes included diet, decreased physical activity, and increasing age. Diet changes were attributed to food availability, relative price, and convenience. For decreased cigarette smoking, lack of smoking environment was considered to be the most important factor. Automobile use, limited spare time, and no friend to play with were the reasons for decreased physical activity. Finally, pressure in school, financial difficulty, and worrying about future were considered to be the reasons for increased psychological stress. Multiple regression analysis indicated that the length of US stay and decreased physical activity were significant predictors for bodyweight gain. The length of US stay was also a significant predictor for changes in total dietary fat. Having financial aid from school was associated with decreased physical activity. Living as single was significantly associated with increased psychological stress. This study failed to identify any significant associations between acculturation factors and changes in the CHD risk factors.

Tennent, Sylvia R. AN EVALUATION OF THE EFFECTS OF A SMOKING PREVENTION PROGRAM ON MIDDLE SCHOOL STUDENTS’ KNOWLEDGE AND ATTITUDES CONCERNING CIGARETTE SMOKING, 1991. M.A., Texas Woman’s University (Judith A. Baker). (74pp 1 f $4.00) HE 514

This descriptive research study was conducted to determine if there was a difference in middle school students’ pretest and posttest scores on measures of knowledge and attitudes concerning cigarette smoking, before and after the presentation of a smoking prevention program. Data were obtained from 63 middle school students, enrolled at a large middle school in the southeast section of Fort Worth, Texas, during the Spring of 1991. Thirty-two students constituted the experimental group, and 31 students constituted the comparison group. Two hypotheses were tested. A 45-minute health education program on smoking prevention was presented to the experimental group. Pre- and posttest knowledge and attitudes were measured by the Smoking Knowledge Questionnaire (SKQ) and the University of Illinois Attitude-Belief Scale on Smoking (ABSS). Each subject completed a 58-item questionnaire which was comprised of 4 demographic questions, 10 multiple-choice knowledge questions, and 44 attitude-belief questions. The data were analyzed using the BMDP statistical package. Pooled tests were used to test the hypotheses, which were tested at a .05 level of significance. Based on the results, subjects in the experimental group scored higher on posttest measures of knowledge and attitudes than subjects in the comparison group.

Teschner, Pamela J.S. COMPARATIVE ANALYSIS OF FACTORS INFLUENCING PARTICIPATION IN AN EMPLOYEE HEALTH PROMOTION PROGRAM, INCLUDING CHARACTERIZATIONS OF PARTICIPANTS AND NONPARTICIPANTS, 1992. Ph.D., Oregon State University (Rebecca J. Donatelle). (122pp 2 f $8.00) HE 515

With rapidly rising health care expenditures, health care cost containment has become a major issue facing this nation. A phenomenal growth in worksite health promotion has occurred with the recognition that these programs have the potential to reduce these costs. However, to be effective as a cost containment strategy, health promotion programs must successfully attract
participants, particularly those whose health is most at-risk. Due to limited research on issues of participation, there is a need to investigate the characteristics of individuals attracted to worksite health promotion programs and the factors that influence their participation. The purpose of this study was to explore the characterization of participants and nonparticipants and to examine the factors that influence participation in health promotion programs. A self-selected participant group (n=173) was compared to a nonparticipant group (n=146) with respect to sociodemographic characteristics, health care costs, health status, and health risk behaviors. Qualitative and quantitative data were collected from the employer’s records and from a questionnaire designed to address specific components of the program. Results indicated that management/administrative staff were more likely to participate in the health promotion program than were classified or faculty staff. For the period of the survey, participants were also more likely to be nonsmokers and were less likely to be injured on-the-job during one of the survey years. The workers’ compensation claims costs for nonparticipants were significantly higher in one survey year and over the two-year average period considered. However, the non-participant claims were strongly influenced by one costly claim in 1988. The two groups did not differ when the absenteeism data from the employer’s records were analyzed. In addition, it was found that subjects with the highest levels of participation also had the fewest number of children living in the household. Time constraints as a result of job schedule, work/activity load, and meeting times of the activities were the most important factors limiting participation in the program. Further research is needed to assess program effectiveness and program impact upon employee health and health care costs. The analysis should be conducted over a longer period of time and comparisons should be made within as well as between groups.


In order to reduce the number of occupationally related accidents and illness, the Federal Government enacted Public Law 91-596, Williams-Steiger Occupational Safety and Health Act, on December 29, 1970. The law established the Occupational Safety and Health Administration (OSHA) which has for the last 22 years placed the focus of its attention on establishing physical changes in the workplace. Although OSHA has promulgated many worker safety and health training requirements, these have to a large measure been undefined and open to a wide range of interpretations. Even when implemented, the effectiveness of many occupational safety and health educational programs on changing worker safety behaviors appears to be only slightly useful. The purpose of this study was to investigate the effectiveness of regularly scheduled daily supervisor verbal feedback on worker use of personal protective equipment (PPE). A quasi-experimental two group by three times design with repeated measures on the second factor was used. The study design employed five phases which included: (1) time one measure of worker subjects’ behavior four months prior to intervention, (2) a two-months intervention in which supervisor subjects provided worker subjects with verbal feedback about their use of PPE, (3) time two measure of worker subjects’ safe behavior, (4) a one-and-a-half months reversal period in which supervisor subjects discontinued providing worker subjects with verbal feedback about their use of PPE, and (5) time three measure of worker subjects’ safe behavior. A convenience sample of 28 male supervisors and 311 male workers from a southern New Jersey asbestos abatement company participated in the study. Analysis of Covariance, with supervisor age and experience as covariates, was employed and manipulated so that the effects could be explained for specified conditions. The results showed that the intervention had significant impact on the safety behavior of worker subjects in the study group. Worker subjects’ safety behavior scores increased throughout the intervention period, but began to decline during the reversal phase of the study. These study findings provided empirical support for the effectiveness of regularly scheduled daily supervisor verbal feedback on workers’ use of selected PPE.

Vink, Marc P. THE EFFECT OF REGULARLY SCHEDULED DAILY SUPERVISOR VERBAL FEEDBACK ON USE OF PERSONAL PROTECTIVE EQUIPMENT, 1993. Ed.D., Temple University (Patricia M. Legos). (178pp 2 f $8.00) HE 531

Wood, Martin L. PRESCHOOL CHILDREN’S ASSESSMENT OF HEALTH VALUE RELATED TO SELECTED NONHEALTH VALUES, 1992. Ph.D., Indiana University (Mohammad R. Torabi). (266pp 3 f $12.00) HE 523

A sample of 137 Indiana preschool children (3-6 yrs.; mean age=55.6 mos.) was presented with a pictorial, paired comparison adaptation of Rokeach’s Value Survey (1967), with the aim of assessing the value subjects placed on health relative to the values of sharing, family, friendliness, property, and rules. Subjects were drawn from preschool/nursery schools, day care centers, and recreation facilities (family home care). An interval scale of value rankings was produced, and the association between health preference and several demographic variables was tested using chi square. Although the subjects ranked health high, it was perceived as less important than rules. Boys and girls did not differ significantly in their ranking of health, nor did children of different ages or past experience with poor health. A significant association was revealed between race and health preference.
Blacks ranked health first among the six values, ahead of other racial groups. Paternal socioeconomic status was significantly associated with health preference, but the relationship was not positive. Finally, child care setting was significantly associated with health value. Children enrolled in preschool/nursery school settings ranked health first, higher than children in day care centers or family care.


This study evaluated the relationship between health locus of control and self-directed behavior change, and the impact of the Health and Lifestyle Management class on the change of health locus of control among Brigham Young University students. In all, 175 subjects were surveyed in the correlational study. A total of 353 subjects were included in the test-retest study. Health locus of control was measured by Multidimensional Health Locus of Control Scales. The intent and action to participate in self directed behavior change as well as demographic data were collected. The analysis of data indicated that internal health locus of control was positively related to the intent and action to initiate and participate in a self-directed behavior change project. People who believed that their health was under the control of the “powerful others” were significantly unlikely to express the intent for behavior change. Finally, the Health and Lifestyle Management Class had no significant impact on the change of health locus of control among the study subjects.

PSYCHOLOGY

ANXIETY

Berno, Kimberly A. AN EXAMINATION OF RIDER AROUSAL IN THE THREE PHASES OF AN EQUESTRIAN COMBINED TRAINING EVENT, 1990. M.S., University of North Carolina at Greensboro (Daniel R. Gould). (94pp 1 f $4.00) PSY 1585

This study examined the perceived optimal level of state anxiety/task type relationship. More specifically, this investigation was conducted to directly determine if different levels of multidimensional state anxiety were perceived to exist for peak performance in the three different phases (dressage, cross country and stadium jumping) of an equestrian combined training event. State anxiety was viewed retrospectively as a multidimensional construct by employing the Competitive State Anxiety Inventory-2 (Martens et al., 1983). Two hypotheses were formed about the level of state anxiety. First, retrospectively perceived cognitive state anxiety would not differ across the three phases of the equestrian combined training event prior to the rider’s best performance(s). Second, somatic state anxiety would be lowest for dressage, medium for stadium jumping and highest for cross country prior to the competition. Data were collected, using a mailed questionnaire, from 200 equestrians randomly drawn from a national organization. One hundred fifteen riders returned the survey and the results revealed that their multidimensional state anxiety levels did indeed vary across the three phases (cognitive state anxiety, \(F(2, 218)=6.03, p<.003\); somatic state anxiety, \(F(2, 204)=9.53, p<.005\); self-confidence, \(F(2, 204)=4.28, p<.01\)). Moreover, because different levels of state anxiety were perceived to exist, the Landers and Boutcher’s (1986) task complexity scale, mailed to ten experts, was used to verify that task complexity differed for the three phases of the combined training event. It was predicted that the Landers and Boutcher task complexity scale would reveal that dressage was the most complex task, while cross country would be the least complex task. Stadium jumping would have a total complexity score falling between these two events. The scale failed to differentiate complexity between the tasks (\(F(2, 10)=256.49, p<.360\)). As a follow-up, the difference between the subject’s self-perceived task complexity ratings of the three phases and their perceived optimal levels of multidimensional state anxiety were examined. Results revealed that there was a relationship between perceived task complexity and optimal state anxiety. Findings from this study lend support to the belief that task type and perception of task complexity are important variables in the arousal-performance relationship. It was also suggested that advancements must be made in task characteristic assessment procedures before further advances can be made in the area.

Fuller, Tamela G. THE EFFECTS OF A WEIGHT TRAINING COURSE ON STRESS LEVELS AND LOCUS OF CONTROL IN COLLEGE FEMALES, 1992. M.S., Brigham Young University (Ronald L. Rhodes). (59pp 1 f $4.00) PSY 1706

This study compared stress levels and locus of control in college females after eight weeks of participation in a weight lifting course to college females who were in a control group. This exploratory study found that in the college setting, participation in a weight
lifting class does not appear to reduce stress levels or increase internal locus of control. Since this study is exploratory, more studies should be done on this topic.

Gup, Marc L. CONQUERING ANXIETY IN GRADE SCHOOL AGED SWIMMERS THROUGH THE USE OF IMAGINATIVE PLAY, 1992. M.S., Springfield College (Barbara E. Jensen). (140pp 2 f $8.00) PSY 1707

Ss for this study were 38 grade school students participating in beginning swimming classes at a local Young Men’s Christian Association (YMCA). They were randomly assigned to either an E group or a C group upon registering for the Summer swim session. The Ss in the E group participated in 10 swimming classes, 2 per wk for 5 wks, where imaginative play was incorporated into the instruction. Imaginative play was not incorporated into the instruction for the C group. All Ss were administered the State-Trait Inventory for Children and a test of 15 specific aquatic skills three times during the session, at the second, fifth, and final lesson. Two 2 x 3 ANOVAs with one independent factor (method of instruction) and one repeated factor (testing period) were used to analyze the data. A Pearson product-moment correlation coefficient was computed to determine the intercorrelation between aquatic skill score and state anxiety score for the three testing periods. No differences (p>.05) were found between the two groups in state anxiety level or swimming skill level. State anxiety scores were found to be significantly different (p<.05) across the three testing periods for the imaginative play group. A negative relationship between aquatic skill and state anxiety was significantly (p>.05) less than zero on the final testing date.


The relationship between anxiety and athletic performance has been a critical area of study in sport psychology from both practical and conceptual perspectives. New theories examining this relationship are emerging which need to be examined and compared in order for our understanding of the anxiety-athletic performance relationship to progress (Gould & Krane, in press). The primary purpose of the present study was to examine two innovative approaches concerning the relationship between anxiety and athletic performance by comparing predictions based on the multidimensional anxiety theory and catastrophe theory. The multidimensional anxiety theory predicts that cognitive and somatic anxiety will differentially and independently relate to performance on the pre-determined motor task when cognitive anxiety is high, while self-confidence and group integration social are positively related to both group integration social and group integration task, while self-confidence and group integration social were positively related (p<.05) related to both group integration social and group integration task.

McDonald, Kimberley D. THE RELATIONSHIP BETWEEN PRECOMPETITIVE ANXIETY AND TEAM COHESION, 1993. M.S., Springfield College (Mimi Murray). (129pp 2 f $8.00) PSY 1718

Ss included in this study were 113 male and female high school varsity athletes. Each S completed the Competitive State Anxiety Inventory-2 and the Group Environment Questionnaire. During analysis of the CSAI-2 subscales a negative relationship (p<.05) was found to exist between cognitive anxiety and state self-confidence. The relationship among anxiety and cohesion scores were also analyzed. Cognitive anxiety was negatively related (p<.05) related to both group integration social and group integration task, while self-confidence and group integration were positively related (p<.05) related to both group integration social and group integration task. Differences between highly cohesive and low cohesive teams in regard to the member’s levels of cognitive anxiety, somatic anxiety, and self-confidence were analyzed utilizing an independent groups t-ratio. The mean cognitive anxiety and mean self-confidence scores for individuals on the highly cohesive team were significantly lower than and greater than, respectively, the low cohesive team. The researcher concluded that the environment with little perceived threat and greater social support might facilitate optimal levels of arousal.

Mills, Brett D. CATASTROPHE MODEL OF ANXIETY AND PERFORMANCE: APPLICATION TO FIELD HOCKEY, 1992. M.A., Ball State University (Marvin Gray). (81pp 1 f $4.00) PSY 1670

The purpose of this investigation was to determine the effects of cognitive anxiety and physiological arousal on performance on a pre-determined motor task, and the application of the catastrophe model of anxiety and performance to women’s field hockey. There were six subjects (three in group 1 and three in group 2). Cognitive and somatic anxiety values were measured before and after a one day competition using the Competitive State Anxiety Inventory 2. Performance was evaluated before and after the one day competition using the motor task: shooting on goal. The data were analyzed using the ANOVA-Repeated Measures and the Scheffe’ F-test was used to determine the significant difference among treatment conditions. It was apparent that physiological arousal, and the associated somatic anxiety, were not detrimental to performance on the pre-determined motor task when cognitive anxiety was low. However, when cognitive anxiety was high, performance on the pre-determined motor task was associated with catastrophic effects.

Scallen, Stephen. AN EMPIRICAL EXAMINATION OF THE ZONE OF OPTIMAL FUNCTIONING THEORY, 1992. M.S., Ball State University (Douglas L. Weeks). (103pp 2 f $8.00) PSY 1753
The study examined Hanin’s (1980) zone of optimal functioning (ZOF) theory. The purpose of this investigation was to determine whether being in or out of a ZOF could be used to predict performance of 19 female and 16 male varsity college swimmers. Determining ZOFs required a two part strategy. In part one, subjects retrospectively revealed optimal anxiety using the SAI and CSAI-2 anxiety inventories. Standard deviations from this portion of the study were used to determine the size of individual ZOFs. Each swimmer was assigned SAI cognitive, somatic, and self confidence ZOFs. In part two, swimmers rated level of anxiety prior to competition. Pre-competition anxiety scores were compared to individual ZOFs to determine if swimmers were within or outside their ZOFs prior to performance. A performance score of 1 was assigned to swimmers whose competition time was better than their mean time for previous competition, while a score of 0 was assigned to those swimmers whose performance time was worse than their mean time for previous competition. Tetrachoric correlations were computed to determine the magnitude of relationship between location about ZOF and subsequent performance score. Results indicated that being within SAI and somatic ZOFs were related to above average performance for male swimmers. A somatic-cognitive interaction was also significant for male swimmers. No significant relationships were identified for female swimmers possibly due to questionable reliability and validity of anxiety responses for females. It was concluded that data for male swimmers supported ZOF theory.


This study examined changes in State Anxiety (SA), Acoustic Startle Eyeblink Response amplitude (ASERAMP) and latency (ASERLAT) following exercise at 40% and 75% of VO2peak in physically active (N=14) and inactive (N=13) men. These changes were compared to a experimental control condition of quiet rest. The groups did not differ on trait anxiety nor psychological outcome-expectancy values for physical activity. The influence of the experimental conditions on cognitive and somatic aspects of state anxiety was also explored. Emotion-focused coping (COPINGEF) and problem-focused coping (COPINGPF) were examined as covariates of SA, ASERAMP and ASERLAT. Concordance of SA and ASER changes was also investigated. SA and ASER measures were obtained 5 minutes prior to (PRE 1) and at 5 (POST 1) and 25 minutes (POST 2) after each experimental condition. A 2(Group)-by-3(Condition)-by-2(Time) repeated measures ANOVA with the last two factor repeated was used for statistical analysis in a counterbalanced designed. Results indicated a significant reduction in SA across time (Wilks’ Lambda=.55, F(2,24)=8.73, p=.001). A significant group-by-condition-by-time interaction was found for ASERAMP (Wilks’ Lambda=.78, F(4,22)=2.32, p=.09) revealing an increase in ASERAMP following quiet rest for the active men and an increase in ASERAMP following exercise at 75% VO2peak for inactive men. A significant group-by-condition-by-time was also obtained for ASERLAT (Wilks’ Lambda=.55, F(4,15)=3.05, p=.049), but post hoc analysis failed to identify any significant simple effects. Concordant responses for SA and ASER were seen at POST 2 after quiet rest (r=.37, p<.05) and at POST 1 following exercise at 75% of VO2peak for SA and ASERLAT (r=.37, p<.05). With physical activity status and trait anxiety controlled, COPINGPF significantly increased the explained variance in the percent change in ASERAMP (β=.48, R2 change=.23, p<.05). These results indicate that quiet rest is equally as effective as exercise for reducing anxiety in a non-clinical population. The reduction in SA was modest, but the effect size (25) in consistent with past literature. In addition, SA changes are not differentially influenced by physical activity status. ASER changes are inconsistent with expected outcomes based on research evidence of regional brain neurochemical changes accompanying exercise. However, ASER’s may have been dependent on low initial SA. INDEX WORDS: Cognitive Anxiety, Emotion, Exercise Intensity, Expectancy, Psychophysiology, Seven day Recall, Somatic Anxiety, Startle Reflex, Stress Coping Styles.


To examine the efficacy of the Zone of Optimal Function (ZOF) and inverted-U theories of anxiety and performance 67 collegiate (27 female, 40 male) track and field athletes were evaluated for trait, baseline state, and recalled best state anxiety (STAI). Subjects completed a predicted precompetition anxiety version of the STAI one to three days before four track meets. Actual anxiety was assessed one hour before each competition. Task specific and individualized variants of the inverted-U hypothesis were contrasted with ZOF. Athletes were classified into optimal or non-optimal anxiety groups according to procedures specified for each theory. All performances were standardized as Percent NCAA qualifying, Percent Season’s Best, IAAF Multi-event Points, and Coach’s Rating. ANOVA revealed that optimal anxiety defined by either inverted-U variant was not associated with better (p<.05) performance. However, subjects with precompetition anxiety values within ZOF performed better (P<.05) than cases when anxiety was outside of ZOF in all tests, except Coach’s Rating (p<.05). In accordance with ZOF theory, the athletes could accurately predict precompetition anxiety (r=.77, p<.05). These results indicate that ZOF theory was superior to variants of the inverted-U hypothesis in explaining the anxiety/sport performance relationship.


PROBLEM: It is generally believed that anxiety plays a role in athletic performance, and this has been especially true for young athletes. Such assumptions are derived from basic principles of the inverted-U hypothesis. However, extant research has failed to clearly support this premise. Hanin (1986) has presented an alternative model to the role of anxiety and sport performance called Zone of Optimal Function (ZOF) theory. ZOF theory contends that a substantial percentage of athletes perform well at high levels of anxiety. There is evidence supporting ZOF theory with adolescent and adult athletes, but information concerning younger athletes is lacking. The problem of this investigation was to determine if ZOF theory can be generalized to young athletes.
Assessments of actual precompetition anxiety and ratings of fun were made for each competition. PROCEDURES: The subjects (N=40) for this investigation were male and female (9-12 years old) participants in a summer youth track and field club. State anxiety as well as optimal precompetition anxiety were assessed via Spielberger’s (1973) State-Trait Anxiety Inventory for Children (STAI-C). Precompetition anxiety was measured in individual athletes one hour prior to competition for both easy and hard meets. Gender differences were also examined. Participants in this study were categorized into low, moderate or high anxiety groupings, and the athlete’s individual optimal values (i.e., ZOF) determined. FINDINGS: A substantial percentage (26%) of all young athletes reported performing best when anxiety levels were high, and these high levels of anxiety had no adverse effects on individual ratings of fun. CONCLUSIONS: Findings from this study support previous work done with adolescent and adult athletes. These findings indicate that high precompetition anxiety does not harm sport performance in many young athletes, nor does it diminish perceptions of fun experienced through athletic competition.

Youngstedt, Shawn D. DOES BODY TEMPERATURE MEDIATE ANXIOLYTIC EFFECTS AF ACUTE EXERCISE, 1991. M.A., University of Georgia (Rodney K. Dishman). (150pp 2 f $8.00) PSY 1619

This study tested the hypothesis that anxiety reduction following acute exercise is due to increased body temperature. Changes in state anxiety, blood pressure, and spontaneously and photically evoked electrocortical activity (EEG) were compared following four 20-minute conditions: (1) cold (18-23°C) or (2) thermoneutral (32-35°C) cycling at 70% VO₂peak in shoulder deep water, (3) passive warm water immersion (38-40°C), and (4) a quiet rest condition. Psychological outcome-expectancy, discomfort and thermal sensation during the conditions were also measured to determine their influences on the dependent measures. Eleven physically active, aerobically fit (cycle VO₂peak=57 ml kg⁻¹ min⁻¹) subjects counterbalanced design. Esophageal temperature and thermal sensation during the conditions were also measured to determine their influences on the independent measures. Eleven physically active, aerobically fit (cycle VO₂peak=57 ml kg⁻¹ min⁻¹ ±5.8) males were randomly assigned to the conditions in a within-subjects counterbalanced design. Esophageal temperature increased equally during thermoneutral cycling (+1.45°C ±.05) and passive heating (+1.51°C ± .06), was blunted during cold cycling (+.40°C ± .05), and was unchanged at rest. Significant condition-by-time (F(6,48)=7.84, p<.001) and condition (F(3,24)=17.74, p<.01) effects were observed for mean arterial pressure (MAP). MAP decreased significantly following thermoneutral cycle and passive heating conditions. Reductions occurred from pre-treatment to 10 minutes post-treatment for thermoneutral cycling (61 mm Hg ± 2 to 73 mm Hg ± 2.7) and passive heating (86 mm Hg ± 2.5 to 74 mm Hg ± 1.4). No significant changes in MAP followed the other conditions. There was a significant time effect for absolute (μV²) and relative (%) of total, μV²) EEG activity: delta frequencies decreased, while changes α and β frequencies increase from pre-treatment to post-treatment. State anxiety did not change across condition or time. The physiological influences of exercise on MAP cannot be separated from the psychophysiological influences by the methods used in this study. Hence, it is inappropriate to make inferences regarding anxiety and EEG activity during manipulations of body temperature at rest and a 70% VO₂peak does not support the thermogenic hypothesis of anxiety reduction with acute exercise. INDEX WORDS: State Anxiety, Blood Pressure, Electrocortical Activity, Exertion.

ATTITUDES AND VALUES

Allred, Debbie. AN INVENTORY DESIGNED TO DETERMINE ATTITUDES TOWARD DANCE EDUCATION, 1990. M.A., Brigham Young University (Phyllis C. Jacobson). (107pp 2 f $8.00) PSY 1729

The purpose of this thesis was to develop an instrument which could be used to accurately and reliably measure attitudes about dance education. After developing the instrument, the sample population was used to determine the validity of the instrument, which was then revised to give administrators, teachers, departments and any other interested party the ability to measure dance education attitudes with reliability and accuracy. While the information available about dance education attitudes is painfully small, this thesis and the accompanying tested instrument is one effort to increase our knowledge base about how we are perceived as dance educators and how much value is placed on dance education. Hopefully, as the data emerges we will find ways to increase in a favorable manner the attitudes toward dance education and its value, and as these results are measured and reported, dance will grow in leaps and bounds. Using the instrument will give us insight and motivate us to action. Only by being informed can we ever hope to preserve the art called dance.

Bett, Allan. CHANGING ATTITUDES TOWARD PHYSICALLY DISABLED PERSONS USING A VIDEOTAPE SPORT INTERVENTION, 1991. M.S.Ed., State University of New York College at Brockport (Francis X. Short). (107pp 2 f $8.00) PSY 1586

The study investigated the effect of a videotape intervention on the attitudes toward physically disabled persons. The subjects were 86 elementary and secondary students from the same school district. Utilizing a stratified random sampling technique, subjects were assigned to control and experimental groups for each age range (11 to 13 and 16 to 19). All subjects completed the Attitude Toward Disabled Persons Scale, Form 0, on three occasions with two-week intervals. The experimental group witnessed a 17-minute videotape of a wheelchair basketball game before the second administration. Results of the study indicated that the experimental group experienced a positive gain in attitude between the first and second administrations while the control group did not. This positive gain, however, decreased by the third administration but remained significantly higher than the first administration. The subject’s age was not a significant factor in attitude change. The study concluded that a sport videotape is an effective way to change attitudes toward disabled persons but that the resultant change decreases over time.

Blackwell, Eugene B., Jr. AN INVENTORY FOR ASSESSMENT OF ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD HEALTH-RELATED PHYSICAL FITNESS, 1990. Ph.D., University of Georgia (Ann E. Jewett). (94pp 1 f $4.00) PSY 1587

The purposes of this study were to develop an assessment instrument for measurement of high school students’ attitudes toward health-related fitness; and to determine whether students who have participated in a mandated fitness course have more positive attitudes toward health-related fitness than students who have not participated in such a course. Content validity was accomplished by having experts review the statements that were written to express attitudes toward each of the components of...
health-related fitness. The results of the expert review were used to develop an initial attitude inventory. A pilot study was conducted by administering the attitude inventory to 56 male and female high school students. The final Attitude Toward Fitness (ATF) inventory, based on the results of the pilot study analysis, was administered to 506 high school students in June, 1990. A Kruskal-Wallis one-way ANOVA was used to determine whether students who had completed the mandated fitness course had significantly higher scores on the ATF inventory than those students who had not taken the course. The analysis demonstrated that students who had taken the mandated fitness course scored significantly higher. A Kendall tau correlation coefficient was utilized to determine whether students with positive attitudes toward general health-related fitness would also have positive attitudes toward each of the subdomains of health-related fitness. The analysis showed that students who scored high on general health-related fitness scored high on each of the subdomains of health-related fitness. A Kruskal-Wallis one-way ANOVA was used to determine whether there was a significant difference in attitude scores based on gender. The analysis revealed that there were no significant differences based on gender. It was concluded that participation in mandated fitness courses appeared to improve student attitudes toward health-related fitness in general and toward each of the components of health-related fitness and that students who have positive attitudes toward general health-related fitness are likely to have positive attitudes toward each of the components of health-related fitness. Additionally, it was shown that attitudes toward health-related fitness do not seem to be related to gender.

Blitzer, Laura E. A QUALITATIVE CASE STUDY OF STUDENTS' PERCEPTIONS OF EXPERIENCES IN A SPORT SKILLS CLASS, 1993. Ph.D., University of Georgia (Wilma M. Harrington). (170 pp 2 f $8.00) PSY 1732

The purpose of this study was to discover the meanings participation in a sport skills class had for students and to assess those meanings based on participant descriptions. Data were collected through participant observation using field notes and a field diary, interviews with randomly selected informants, and activity journals. They were intended to answer two research questions: (1) What meanings are constructed by participants who experience a beginning level volleyball class in which a personal meaning model is used; and (2) Are the participant's meanings the same as those identified in the personal meaning model? Data were sorted and categorized (Corbin & Strauss, 1990) according to emergent themes using a constant comparative strategy (Glaser & Strauss, 1967). Methodological triangulation (Denzin, 1978) was utilized to strengthen the study. Participant generated categories and subcategories of meaning included enjoyment, environmental interaction, social interaction, and skill enhancement. Environmen tal interaction contained the subcategories: improvement, relationships, and social sensitivity. Social interaction included: instruction, teamwork, and game play. Skill enhancement's subcategories included learning, spatial awareness and participation. Enjoyment was a free standing category. The following conclusions were drawn from the findings: (1) The experimental course produced meaningful experiences; (2) Student involvement in course processes was described as valuable by participants; (3) The reflective practice of journal writing encouraged participant awareness of what each found personally meaningful; (4) Fun, enjoyment and socializing were components of the class that were important to participants; and (5) Improving and using skills developed in class were meaningful activities in terms of class participation and future experiences. Participants did attach meanings to different aspects of the course and those meanings were indeed self-selected and personally interpreted. This supports a case for involving students in developing ways of discovering what they believe is meaningful. Although attempts at broad generalizations are limited, the findings suggest that a sport skills class can be designed to produce meaningful experiences and to be viewed favorably by participants. INDEX WORDS: Personal Meaning, Case Study, Sport Skills Class

Cho, Kwang M. ATTITUDES OF KOREAN NATIONAL ATHLETES AND COACHES TOWARD ATHLETICS PARTICIPATION, 1990. Ph.D., University of Iowa (Gary F. Hansen, Donald R. Casady). (164 pp 2 f $8.00) PSY 1621

The purposes of this study were to investigate the attitudes of Korean national athletes and coaches toward athletics participation and to compare the attitudes of the subjects classified into various subgroups according to the biographical data. The Stubbs Attitudinal Inventory was used to measure attitudes in this study. This instrument was translated into Korean in order to obtain valid responses. The subjects were 313 Korean national athletes and 35 coaches who were members of 19 different athletics teams and who were preparing for the 1990 Peking Asian Games. From March 16 through March 29, 1990, this investigator traveled to Korea to collect the data from the 528 potential subjects who were housed in the “Taenung National Athletes’ Training Village” and six other training centers. The .05 level of significance was selected for testing the null hypotheses. A one-way analysis of variance and follow-up Tukey/Kramer test were used to test the hypotheses investigated in this study. The IBM 39 computer in the Weeg Computing Center at The University of Iowa and accompanying Statistical Analysis System (SAS) software were used for running the statistical tests. The major conclusions based on the statistically significant findings of this study are: 1. Korean national athletes and coaches have a favorable attitude toward athletics participation. 2. Korean national athletes and coaches have favorable attitudes toward the following three values of athletics participation: (a) self-concept and character development, (b) social and moral, and (c) general. 3. Korean national athletes in dual court and team sports have more favorable attitude toward athletic participation than do athletes in dual combative and individual sports. 4. Korean female national athletes have more favorable attitudes toward athletics participation than do male athletes. 5. Korean national athletes who have placed in world wide competition have more favorable attitudes toward athletics participation than do athletes who have not placed. 6. Korean national coaches have more favorable attitudes toward athletics participation than do athletes.


The problem was to identify the public and private exemplars of American and English 13-year-olds, understand the reasons behind their choices and determine influence levels. 50 subjects were selected from an American junior high school; 50 more from an English comprehensive school of comparable size and location. Socio-economic similarity was tested using the Hollingshead two-
factor index of social position (1957). Only subjects falling in class groups II or III (“middle class”) were studied. The total sample included 19 English females, 18 English males, 18 American females and 19 American males. Data were gathered using a paper-and-pencil instrument. Results were categorized using Harris’ (1987) schemas for exemplar domain and attributes. Finally, exemplar influence was determined using McEvoy and Erickson’s (1981) five-point typology. Subjects in both countries more frequently selected male exemplars, and considered more people “admired” than “heroic.” American subjects chose more private exemplars than the English. Entertainment exemplars were selected most often by females, and sports exemplars by males. Influence level averaged 2.4 for English subjects and 2.7 for American subjects on a scale of 1-5 (with one representing least influence). Only male subjects registered the highest level of influence.

Ellerd, Andria. VARIABLES RELATED TO KNOWLEDGE LEVELS OF AGING AND PLANNING FOR FUTURE AGING OF TEXAS HIGH SCHOOL GRADUATES, 1991. M.A., Texas Woman’s University (Leah E. Kaplan). (80pp f $4.00) PSY 1627

Considerable research has been conducted on various age levels with respect to individuals’ levels of knowledge of the aging process, but few researchers have examined if this is an influencing factor in affecting behavior such as decision making regarding the elderly. The purpose of this study was to determine high school graduates’ levels of knowledge regarding the aging process, and to determine if this knowledge was related to each of the following variables: subjects’ ethnicity, their previous formal education regarding the aging process, and whether they had lived with people 65-years-old or older in their immediate households for one year or more. In addition, the purpose was to examine the variables to determine whether they were predictive of a vote to support a political platform for the aged. Analysis of the data from 95 respondents indicated that behavior such as voting may not necessarily be predicted by knowledge or other variables such as ethnicity, experiences of living with people 65-years-old or older in their immediate households for one year or more, or previous formal education regarding the aging process.

Francis, Nicholas C. COLLEGIATE SOCCER PLAYERS’ PERCEPTIONS OF SPORT PSYCHOLOGY, SPORT PSYCHOLOGISTS AND SPORT PSYCHOLOGICAL SERVICES, 1991. M.S., University of North Carolina at Greensboro (Daniel Gould). (183pp 2 f $8.00) PSY 1660

The major purpose of this study was to conduct an assessment of collegiate soccer players’ perceptions of, and attitudes towards sport psychology. The specific purposes included an assessment of (1) players’ perceptions of the nature of sport psychology; (2) players’ sport psychology education; (3) players’ attitudes relative to the use of sport psychological skills; and (4) the kind of services that the players desire from sport psychologists. Questionnaires were administered to 99 male and 44 female collegiate soccer players representing eight collegiate soccer programs in the mid-Atlantic region of the United States. In addition, a subsample of eight of these players were interviewed to obtain more in-depth information. Descriptive statistics were used to report the closed-ended questionnaire items and open-ended questionnaire items were subjected to an inductive analysis. Finally, each of the eight interviews were transcribed verbatim, and idiographic profiles were constructed for each interview subject under each of the four purposes. Results showed that soccer players’ perceptions of sport psychology are accurate but limited, indicating a lack of any detailed understanding. Overall, attitudes towards sport psychology and sport psychological services could best be described as receptive but inquisitive. The players wanted to learn more about the field of sport psychology and what it had to offer. The major implication to arise from the results of this study, is the need to educate soccer players about the specifics of sport psychology and about psychological skills that might assist them.

Glenn, Cherie A. ATTITUDES OF THERAPEUTIC RECREATION PROFESSIONALS TOWARD PERSONS WITH AIDS AND THE RELATIONSHIP OF THEIR ATTITUDE TO THEIR KNOWLEDGE OF AIDS, 1992. M.S., Pennsylvania State University (John P. Datillo). (129pp 2 f $8.00) PSY 1662

Attitudes of therapeutic recreation professionals toward persons with AIDS and the professionals’ knowledge of AIDS were examined throughout Pennsylvania. A mail questionnaire, developed by the investigator through a modification of a questionnaire developed by Atchinson, Beard, and Lester (1990), was utilized to determine if there was a relationship between attitudes of therapeutic recreation professionals toward persons with AIDS and their knowledge of AIDS. A sub-problem of the study was to determine if there was a relationship between demographics (i.e. gender, education level, attendance at conferences/inservices, sources of information, social acquaintance with persons with AIDS, and knowingly caring for a person with AIDS), knowledge, and attitudes. Descriptive statistics (frequencies and percentages) were used to calculate an average of correct answers. Pearson correlation coefficients were calculated to determine relationships between knowledge and attitude variables. A Likert summated scale was used to measure the attitudes of the therapeutic recreation professionals participating in the study. No significant relationship between knowledge about AIDS and attitudes toward persons with AIDS was found. In examining the relationship between demographics and knowledge
This study examined the interactive effect of moral judgment, gender, sport type and length of collegiate athletic participation on legitimacy ratings of athletic aggression and identified which variables predict an athlete's legitimacy ratings for potentially injurious sport acts. A cognitive developmental framework based on Rest’s Four Component Model of moral judgment served as the theoretical basis from which to examine the effect of personal and situational variables thought to mediate legitimacy judgments about athletic aggression. The subjects were female and male collegiate athletes (n=198) and undergraduate students (n=52) from a private, liberal arts university. Athletes comprised 18 teams representing 12 sports. Length of athletic participation ranged from one to four years. Data collection instruments included the Defining Issues Test, and Continuum of Injurious Acts. Data were statistically treated using analysis of variance tests and multiple regression analyses. Contrary to the hypothesis, athletes in the high moral judgment group did not view the commission of injurious acts significantly more unacceptable than those in the low moral judgment group. Male athletes had significantly lower moral judgment scores than female athletes. The hypothesis that male, compared to female athletes, would judge a significantly higher level of aggressive sport acts as legitimate was supported. Although the mean moral judgment score of athletes was significantly lower than that of undergraduate students, there was no significant difference between the aggression legitimacy ratings of collegiate athletes and undergraduate students. There was a significant difference in the aggression legitimacy ratings of the high and low length of athletic participation groups but in a direction opposite that hypothesized. High experience athletes had lower ratings than less experienced athletes. There was no support for the hypothesis that participants in sports with higher versus lower potential for aggressive behavior would judge acceptable a greater number of injurious acts. Multiple regression analyses revealed that all of the personal and situational variables contributed to the prediction of legitimacy ratings of aggression except for sport type. In the stepwise analysis, gender was the most significant predictor accounting for 14.2 percent of the variance in legitimacy ratings.

Knudson, Gail A. THE EFFECT OF A WHEELCHAIR SPORTS PRESENTATION ON MODIFYING ATTITUDES OF JUNIOR HIGH SCHOOL STUDENTS TOWARD PHYSICALLY DISABLED PERSONS, 1990. M.P.E., University of British Columbia (Sharon A. Bleuler). (131pp 2 f $8.00) PSY 1665

The Contact Hypothesis (Amir, 1969) suggests that attitudes toward a minority group can be modified. However, attitudinal change depends upon the nature of the contact. The main purpose of this study was to examine the effect of the B.C. Wheelchair Sports Demonstration Team Presentation on attitudes of junior high school students toward physically disabled persons. This was measured by the Attitudes Towards Disabled Persons Scale (ATDP) (Yuker et al., 1960) and the Modified Issues in Disability Scale (MIDS) (Makas, 1985). The treatment consisted of a one hour structured program that included contact with physically disabled persons and information about their disabilities. One hundred and thirty-one able-bodied students (ages 13-15) from four junior high schools in two British Columbia school districts participated in this study. Students from one school in each district attended the British Columbia Wheelchair Sports Demonstration Team...
Presentation. Students from the other school did not attend and were assigned to the control group. This research used a one-group pretest-posttest design with a posttest-only control group as a follow-up four weeks after the treatment. Subjects in the experimental group completed the ATDP prior to and immediately after the treatment. As a result of the high correlation (r=.91) between the MIDS and ATDP with a prior sample of 15 year old students, both experimental and control groups completed only the MIDS four weeks after the treatment. All subjects completed the Social History Questionnaire (SHQ) (Makas, 1989) on each occasion. The SHQ gathered information on gender, birth date, place of residence and prior contact with physically disabled persons. A t-test for dependent samples comparing differences between pre- and posttest MIDS scores of the experimental group was not significant (p=.112 for a 2-tailed test). However, in the follow-up portion of the study, an analysis of variance of the ATDP found a significant difference between the experimental and control groups (p=.007). There were no significant interactions of gender, age or previous contact with treatment. The findings of this study show that able-bodied students’ attitudes can be positively modified with an information plus contact program. Although the modification was not immediate, a delayed effect occurred. Three focuses of further investigations might include the following: a need for attitude modification research related to disabled persons particularly in the junior high school age group; continued reliability and validity testing of the MIDS, and a refinement of the SHQ to more accurately assess prior contact with disabled persons.

Lambeth, Kelly K. JOB SATISFACTION AMONG SECONDARY LEVEL TEACHERS, 1991. M.S., Texas Woman’s University (Bettye Myers). (74pp 1 f $4.00) PSY 1635

Utilizing the paired comparison instrument developed by Lindahl (1949) to measure job satisfaction, the present study examined the factors teachers said were important with what their supervisors thought the teachers would say was important to their job satisfaction. Additionally, the questions of number of years of teaching experience, gender, and level of teaching assignment (junior high or high school) were examined with respect to factors affecting job satisfaction of teachers. Based upon data provided by 323 secondary-level teachers, the findings indicated that the teachers ranked the factors (1 to 10) as: good wages, appreciation, job security, management loyalty, working conditions, interesting work, understanding, tactful disciplining, promotion, and in on things. Accordingly, the 34 supervisors and secondary administrators indicated that they thought the teachers would rank the job satisfaction factors in the following 1 to 10 order: appreciation, understanding, management loyalty, working conditions, job security, in on things, good wages, interesting work, tactful disciplining, and promotion. Within the delimitations of the study, the data warrant three conclusions. First, the Irving I.S.D. secondary-level teachers consider good wages, appreciation, and job security as the top factors of job satisfaction. Secondly, the administrators do not have a clear perception of what teachers want from their jobs. Thirdly, the values secondary-level teachers place on job satisfaction are not profoundly affected by personal factors such as gender, years of teaching experience, and level of teaching assignment.

Munro, Regina. ANABOLIC STEROIDS: KNOWLEDGE, ATTITUDE, AND BEHAVIOR IN COLLEGE AGE STUDENTS, 1991. M.S., Arizona State University (Charles B. Corbin). (107pp 2 f $8.00) PSY 1603

The problem was to examine knowledge, attitude, and behavior concerning anabolic steroids (AS) in college age students. The perceived importance of strength, sport competence, body attractiveness, and conditioning was also measured. Subjects were selected from general education courses taught at a major southwestern university. Instrumentation consisted of a categorical response questionnaire on AS and the Fox Perceived Importance Scale (Fox, 1987). Analysis of Variance indicated that neither knowledge nor attitude differences existed among subjects based on the type of facility used. Males who used weight room facilities were found to have significantly different behaviors from males who did not use the weight room. Male weight room users were found to have had more contact with AS use behavior. This included both personal use and knowing someone who used steroids. Males had significantly higher behavior scores than females. Typically males and females perceived attractiveness, strength, sport, and conditioning to be important. Males who used weight rooms were especially likely to perceive strength, sport, and attractiveness to be important. Similar results were found for females with attractiveness and sport. It was concluded weight room users are more prone to exhibit AS behaviors and perceive strength, sport, attractiveness, and conditioning to be important.

Neumayer, Robert J. HOW LEISURE BELIEFS RELATE TO ATTITUDES TOWARD THE NORMALIZATION PRINCIPLE AS PERCEIVED BY SERVICE PROVIDERS FOR PEOPLE WITH MENTAL RETARDATION, 1993. Ph.D., Pennsylvania State University (Herberta M. Lundegren). (161pp 2 f $8.00) PSY 1671

This study attempted to ascertain attitudes towards the principle of normalization of service providers for people with mental retardation in addition to their beliefs about concepts of leisure. Leisure concepts were classified into two major categories representing either a classical sense of leisure or a more modern sense of leisure. If a respondent had a more classical concept toward leisure then it was hypothesized that that same person might have a more negative attitude towards the normalization principle. Service providers’ perceptions of the normalization principle were also acquired and compared to their attitudes toward the principle of normalization and their beliefs about the concepts of leisure. A mail survey was randomly distributed during the spring of 1992 to 400 service providers for people with mental retardation. Two-hundred and forty-one (60%) of the subjects responded to the survey. Results indicate there is no clear evidence that service providers who perceive leisure in the classical sense are also more likely to be against the normalization principle than those who view leisure in more modern terms. Secondary results, however, indicate that some factors do relate to the theory that beliefs about leisure might affect attitudes toward normalization. Most pronounced is the significant relationship between service providers’ profession, showing that therapeutic recreation specialists were in least agreement with the normalization principle. Lastly, service providers’ perception of normalization also related to their attitudes toward the normalization principle.
The primary purpose of this study was to determine whether a pattern of increasingly more desirable attitudes toward high school academics existed among Big Ten Conference football players who graduated from high school at various stages of the enforcement of NCAA Bylaw 14.3.1, popularly known as Proposition 48. A second purpose of the study was to determine whether a difference existed in the extent of influence certain persons and/or requirements had on respondents to develop desirable attitudes toward high school academics. The 247 respondents to the High School Academic Attitudes Questionnaire were varsity football players at four Big Ten Conference universities during the 1989-90 academic year. Data collected from each respondent included: biographical data, college entrance examination information, high school academics attitudes information, and external influences information. Data were analyzed using a one-way analysis of variance (ANOVA) and Kendall's coefficient of concordance. Any statistically significance differences discovered at the .05 level were further analyzed using the Scheffe post hoc multiple comparison test. No pattern of increasingly more desirable attitudes about study habits, concern for grades, behavior patterns, and attendance patterns in high school was found among the respondents. Respondents who graduated from high school most recently possessed a greater desire to earn a college degree than those who graduated in the early stages of NCAA Bylaw 14.3.1 enforcement. The three most positive influences on respondents' development of desirable attitudes towards high school academics were parents, high school athletics coaches, and high school teachers. The three least positive influences were NCAA Bylaw 14.3.1, high school principals, and state graduation requirements. Although respondents who graduated from high school most recently possessed a greater desire to earn a college degree than those who graduated in the early stages of NCAA Bylaw 14.3.1 enforcement, it remained a very minimal influence on the development of desirable attitudes towards high school academics. Greater emphasis should be placed on encouraging high school student-athletes to develop attitudes which facilitate successful academic achievement in students. Utilization of the positive influences of parents, high school athletics coaches, and high school teachers should be incorporated into such efforts.

Pizarro, Ana. SPORT SOCIALIZATION OF URBAN COSTA RICAN CHILDREN, 1991. M.S., Texas Woman's University (Claudine Sherrill). (183 pp 2 f $8.00) PSY 1674

The process by which urban Costa Rican children become socialized into sport was examined. Subjects were 257 boys and 265 girls, ages 9 to 12 years, from five different public schools from the urban area of the province of San Jose, Costa Rica. The Sport Interest Inventory provided separate scores for one dependent variable (active sport involvement) and five independent variables (values toward sport, family, friends, teacher, and opportunity set). Three separate stepwise regression analyses were computed for each gender in order to examine the hypotheses. The first analysis included all variables, whereas the second and third analyses examined the influence of four types of family members and same- and opposite sex friends. It was concluded that the sport socialization process in Costa Rica is different for boys and girls. Opportunity set and male friends are the most important sport socializing agents for boys, and values toward sport and mother are the most important sport socializing agents for girls.

Smith, Geoffrey C. VALUE ORIENTATIONS OF PRESERVICE PHYSICAL EDUCATION TEACHERS, 1992. M.A., University of Georgia (Ann E. Jewett). (72 pp 1 f $4.00) PSY 1646

The educational value orientations of 20 preservice physical education teachers in a senior-level professional preparation course were studied. Value orientations are the foundation from which particular methods of instruction, goals for student learning and the organization of the curriculum are developed. These value orientations reflect the philosophical positions which influence educational goals for student learning. The Ennis Value Orientation Inventory was administered twice to determine the prioritization of five value orientations: self actualization, social reconstruction, disciplinary mastery, learning process, and ecological integration. Discriminating cut-off scores classified the preservice teachers in the categories of high priority, low priority or no priority for each value orientation. The low and high prioritization of all of the value orientations showed that all 20 preservice teachers were represented with at least one value orientation. Correlation matrices produced significant negative correlations between particular value orientations. The value orientations self actualization, social reconstruction, and ecological integration correlated negatively with disciplinary mastery and learning process. A student information questionnaire was used to collect data regarding socialization influences in the preservice teachers' backgrounds in physical education. Data analysis pertaining to the possible relationship between the socialization items and the value orientations provided no supporting evidence of any meaningful relationships. INDEX WORDS: Physical Education Teacher Education, Value Orientations, Curriculum Perspectives

Solomon, Gloria B. THE RELATIONSHIP BETWEEN MORAL REASONING MATURITY AND LEGITIMACY JUDGMENTS ABOUT GENDER STRATIFICATION IN A YOUTH SPORT CONTEXT, 1993. Ph.D., University of California at Berkeley (Brenda J.L. Bredemeier). (307 pp 4 f $16.00) PSY 1755

This study was designed to examine the relationship between children's moral reasoning maturity and their legitimacy judgments about gender stratification. There were two purposes for this study: one, to create a measure to assess children's interpretive and legitimacy judgments of gender stratification and two, to assess the moral reasoning-legitimacy judgment relationship. Two preliminary investigations were conducted in order to develop the measure of gender stratification assessment. For the main study, 160 children were interviewed using three measures: a background questionnaire, the Gender Stratification Interview, and the Distributive Justice Scale (Enright, Franklin, & Manheim, 1980). At the time of the study, all of the children were participating in one of four organized youth sport programs: baseball, softball, t-ball, and soccer. ChiSquare analyses and tests for differences between proportions revealed that children interpreted sport as a context where gender stratification exists. Specifically, study participants characterized boys as more advantaged in sport because they were more highly skilled. Most children (66.1%) judged gender stratification as illegitimate. Specifically, older children, girls, and children with more sport experience were more likely to exhibit a difference between their interpretive and legitimacy judgments.
Although these children interpreted the sport situation as one that advantages boys, in their legitimacy judgments, they suggested that both boys and girls should be awarded sporting opportunities basing this view on the principle of fairness. For these three subgroups, there was a notable difference between what they recognized and what they considered legitimate in the context of sport. A series of nonparametric correlation statistics and analyses of variance (ANOVAs) revealed no significant relationship between children's moral reasoning maturity and their legitimacy judgments about gender stratification. These findings were discussed in terms of the literature on peer conformity, the supposition that positive justice reasoning may occur in sports, the distinctiveness of the two scales, and the salience of the DEJ in the sport context.

Stanley, Linda S. THE DEVELOPMENT OF AN INSTRUMENT TO ASSESS THE ATTITUDES TOWARD CULTURAL DIVERSITY AND CULTURAL PLURALISM AMONG PRESERVICE PHYSICAL EDUCATION MAJORS, 1992. Ph.D., University of Georgia (Wilma M. Harrington, James R. Okey). (165pp 2 f $8.00) PSY 1647

The purpose of this study was to develop and validate an instrument to assess attitudes toward cultural diversity and cultural pluralism among preservice physical educators. The Cultural Diversity and Cultural Pluralism Attitude Assessment (CDCPAA) was developed using procedures for instrument development in the affective domain defined by Gable (1986). Items were developed from a review of the literature in multicultural education and physical education curriculum guides. Content validity for the items was established by a panel of experts from the areas of multicultural education and physical education. Readability of the CDCPAA was established by a panel of judges representative of the students for whom the instrument was developed. The CDCPAA consisted of 60 questions and was constructed using a six-point Likert scale. The CDCPAA was completed by 215 physical education majors enrolled in the final two years of a teacher preparation program at 11 universities. Internal consistency reliability was established for the instrument as a whole with an alpha reliability coefficient of .91. Construct validity was determined utilizing Principal Components Analysis, Image Components Analysis, and Alpha Factor Analysis. To insure robustness of the described factors, the Varimax orthornonal rotation and the Harris-Kaiser oblique rotation were employed. The results of the factor analytic procedures defined three factors which measured the degree of positive attitudes toward cultural pluralism. This was a somewhat unexpected finding. It was hypothesized that the instrument would be able to classify respondents as either having positive attitudes or negative attitudes toward cultural pluralism. Instead, the CDCPAA placed respondents on an underlying continuum measuring the level of positive attitudes toward cultural pluralism. For this study, cultural diversity was defined as consisting of the five components of race/ethnicity, gender, socioeconomic level, religious affiliation, and language. In addition to the three cultural pluralism factors, the factor analytic procedures defined the components language, religious affiliation, and socioeconomic level, three of the five hypothesized components of cultural diversity. These factor structures contained fewer statements than the first three factors defined, so it was recommended that the cultural diversity factors be further developed before being included as part of the instrument. A final instrument was developed from the first four factors. This instrument demonstrated both construct validity and internal consistency reliability. The final instrument, the Pluralism Assessment for Physical Educators (PAPE) consists of 19 statements. The PAPE measures the degree to which a respondent possesses positive attitudes toward cultural pluralism and whether an individual is comfortable or uncomfortable with diversity. The four scales are Appreciate Cultural Pluralism, Value Cultural Pluralism, Implement Cultural Pluralism, and Uncomfortable with Cultural Diversity. INDEX WORDS: Cultural Diversity, Cultural Pluralism, Multicultural Education, Teacher Education, Physical Education, Affective Measurement, Instrument Development

Stilger, Vincent G. INDIANA HIGH SCHOOL FOOTBALL PLAYERS' ATTITUDE, KNOWLEDGE, AND USE OF ANABOLIC-ANDROGENIC STEROIDS, 1993. H.S.D., Indiana University (James W. Crowe). (169pp 2 f $8.00) PSY 1756

A sample of 873 Indiana high school football players were used as subjects to investigate their attitude, knowledge, and use of anabolic steroids. Subjects were given a survey instrument consisting of 50 questions that measured demographic information, players knowledge and attitude surrounding the use of anabolic steroids, and availability, use, reasons for use, and how anabolic steroids are taken. The data were analyzed using descriptive statistics, Chi-square, Student t-test, Hotelling’s t-test, and MANOVA. Analysis of the survey instrument indicated the reliability of the knowledge items to be .71 and the Cronbach’s Alpha of the attitude items .83. The results indicate that 6.3 % of Indiana high school football players were current or former anabolic steroid users. The average age of first time use of anabolic steroids was 14.01 years and 15% began taking them before the age of ten. There were differences in attitude and knowledge between anabolic steroid users and non-users, but could not be statistically distinguished among users by race, position played, and class rank. Therefore, it was concluded that the anabolic steroid survey instrument provides a reliable measure of knowledge, attitude, and use of anabolic steroids among Indiana high school football players. Indiana high school football players lack knowledge regarding the adverse physical and psychological effects of anabolic steroids. Implementations should include anabolic steroid education beginning in the fourth and fifth grades.

Stueck, Patricia M.O. PHYSICAL ACTIVITY PATTERNS AND CHARACTERISTICS OF HIGH SCHOOL STUDENTS IN A GOVERNOR’S HONORS PROGRAM, 1992. Ed.D., University of Georgia (Ted A. Baumgartner). (171pp 2 f $8.00) PSY 1650

The purpose of this study was to identify factors that effect the participation of high school students in physical activity. Groups were formed based on gender, major area, and physical activity levels to determine if they differed in fitness status, time spent in activity, attitudes toward and attraction for physical activity, estimation of ability for physical activity, and physical activity group. Subjects for this study were 434 10th and 11th grade students attending a six week Georgia Governor’s Honors Program. A health-related fitness test was administered to determine the subjects’ fitness status. Activity group membership was based on data from daily physical activity logs. Data were collected using pre, post, and follow-up measures of time spent in physical activity, estimation of physical capabilities and attraction to physical activity, outcome expectancies and perceived barriers to physical activity. The follow-up data were collected three months after the Governor’s Honors Program to determine changes that took place over time. The results on gender indicate
that the males were more fit, more active, and more positive toward physical activity than the females. The genders did not differ on outcome expectancies and barriers to exercise. Dancers accounted for most of the differences among the major areas. They were more active, more positive to physical activity and perceived fewer barriers to exercise than the others. The activity groups differed in attitudes and fitness and activity levels. The active group was more fit, more active, and more positive toward physical activity than the fitness minors or the inactive group. They also perceived less barriers to exercise than the other two groups. The fitness minors changed their physical activity patterns over time by increasing the time they spent in vigorous physical activity. The major conclusions of the study were: (1) a difference in attitudes toward and reasons for engaging in physical activity exists between genders and among activity groups; (2) students’ estimation of their physical abilities and attraction to physical activity can positively change over time; and (3) a lecture/lab type health related fitness course can increase student participation in physical activity over time. INDEX WORDS: Determinants of Physical Activity, Exercise Promotion, Fitness Curriculum, Fitness Education, Fitness Programs, Health-Related Fitness, Physical Activity Patterns


The purpose of this study concerns the development of a valid and reliable team-orientation instrument which measures tendencies towards multidimensional team-based attitudes within interactive, interdependent elite sport groups. The theoretical basis utilized to build a conceptual model includes team norms and team dynamics. Specifically, the components hypothesized to tap team-based attitude include team maintenance, team identity, team unity, cohesive norms, task-orientation, team motivation and aspirations, and locomotive norms. Team norms and team dynamics theory, existing inventory content, and interviews with expert coaches and elite athletes were all considered in developing the initial item pool. Based on operational definitions, expert judges performed an initial validation by fitting items within the appropriate construct. The empirical testing of the inventory was based on data from subjects (N=153) from the Canada West University Athletic Association. Lisrel VI confirmatory factor analysis, exploratory factor analysis, and reliability (internal consistency) were applied to the data. Factor loadings, goodness of fit index, chi-square to degrees of freedom ratio, root mean square residual, and Cronbach’s alpha all provided evidence for initial support of the hypothesized factor structure. A paired groups correlated t-test with a sub sample (N=52) of the initial subject population provided evidence of reliability (stability) over time. A multivariate Hotellings T2 with individual subjects (N=53) and team subjects (N=53) resulted in significant differences between the two groups for all factors and a TBA total score. This known-groups difference test proved the inventory could differentiate between individual and team athletes, providing support for construct validity. Coaches rated players on their level of cohesion and locomotion. Correlation coefficients failed to produce relationships between the coaches rating and the athletes’ TBA Inventory score. However, this may have been due to the low number of coach respondents (N=3), or the very source of external validation (the coaches’ rating) being inaccurate. The psychometric analysis provided support of the factor structure, along with reasonable validity and strong reliability results. Given the potential of the inventory in team dynamics research, sport scientists are encouraged to further test the TBA model, to develop a more parsimonious fit of the data to the model, inventory refinement, and population generalizability.

Woods, Lydia A. DEVELOPMENT OF AN INVENTORY TO ASSESS MULTICULTURAL EDUCATION ATTITUDES, COMPETENCIES, AND KNOWLEDGE OF PHYSICAL EDUCATION PROFESSIONALS, 1992. Ed.D., University of Georgia (Ann E. Jewett).(227pp 3 f $12.00) PSY 1653

The primary purpose of this study was to develop a reliable and valid instrument to assess the attitudes, competencies, and knowledge of physical education professionals, concerning multicultural education. The secondary purpose was to assess the attitudes, competencies, and knowledge of the sample used to validate the instrument. Data were obtained through the administration of the Multicultural Attitudes, Competencies, and Knowledge inventory, to sixty-eight physical education professionals in the Milwaukee public school system. An estimate of the instrument’s general performance was obtained through computation of the means and standard deviations of the sections of the instrument and its categories. Internal consistency was determined by the computation of the coefficient alpha for the total test and for each of its categories. The total test reliability coefficient for the Attitude section was .82, for the Competencies section ,95 and for the Knowledge section .86. These coefficients indicated a high reliability for the overall instrument. The Pearson product-moment correlation coefficient was used to establish stability. The correlation coefficients for the categories in the Attitude and Knowledge section all showed significance at the .05 level. Evidence of content validity was established by using a panel of expert witnesses. Item-total test correlations were used to provide an index of predictive validity for each test item. Factor analysis gave further evidence of validity and support for the pre-established categories. Four factors emerged and were highly correlated with the pre-established original categories, indicating overall validity of the instrument. In assessing the attitudes, competencies, and knowledge of the teachers in the sample used to validate the inventory, the data were analyzed in terms of percentages of total responses scored as correct. A large percentage of this group of physical educators expressed generally positive attitudes toward multicultural education and believed that physical education has a part in implementing multicultural educational practices and concepts. They rated themselves slightly above moderately competent in abilities to implement multicultural education in the gymnasium. Average scores on the knowledge section indicated that these teachers were knowledgeable about multicultural goals and objectives, concepts and theories, and terminology. INDEX WORDS: Multicultural Education, Teacher Assessment, Multicultural Attitudes, Multicultural Competencies, Multicultural Knowledge, Physical Education Curriculum, Physical Education Teaching

BEHAVIOR ANALYSIS

Allan, Diane E. GENDER DIFFERENCES IN SPORT CENTRALITY, 1992. M.A., University of Western Ontario (Cary Boydell). (117pp 2 f $8.00) PSY 1695
Psychological centrality refers to the importance an individual places on various components (i.e. work, family) of his/her life (Gecas & Seff, 1990; Rosenberg, 1965). For some individuals sport functions as one of these components. It is proposed that when sport occupies a central role in one's life, the individual will possess some degree of sport centrality. The five objectives of this study were: (a) introduce sport centrality, (b) identify items related to sport centrality, (c) compare these sport centrality related items by gender, (d) determine if a scale that measures sport centrality could be developed, and (e) if a scale was developed, determine whether gender differences existed. From 1986-91 a questionnaire was distributed to a sample of female and male varsity basketball, volleyball, and hockey teams at four Ontario universities. The present study examined only the 99 female and 122 male basketball and volleyball athletes who were unsuccessful candidates during the tryout process. A review of the questionnaire identified 43 items that reflect sport centrality. Eight of these items revealed significant gender differences. Next, five factor analyses were performed and the one-factor solution using ten items was accepted as the most suitable measure of sport centrality. This scale explained 55.2% of the variance with a high measure of internal consistency (.91). When the scale was run separately for females and males the gender differences were slight; it explained 53.4% (reliability=.90) and 56.9% (reliability=.91) of the variance for females and males respectively. These findings suggest that female and male athletes who aspire to participate at the university level possess similar characteristics of sport centrality.

Andersen, Steven J. THE EFFECTS OF ACQUAINTANCE RAPE PREVENTION PROGRAMMING ON MALE ATHLETES’ SEXUAL AND DATING ATTITUDES, 1992. M.P.H., University of Wisconsin-La Crosse (Margaret Dosch). (91pp 1 f $4.00) PSY 1696

The sexual and dating attitudes of male athletes who participated in an acquaintance rape prevention program were compared to those receiving no program. The program utilized was developed from Ohio State University’s “Stop Rape” program. College male athletes (N=66) at the University of Wisconsin-Platteville were assessed using the “Sexual and Dating Attitudes Survey.” A preanalyses examined pre-posttest values within groups and the null hypotheses examined pre-posttest values between the experimental and control groups. The nonparametric statistics used were the Wilcoxon and the Mann-Whitney U respectively. A significant difference was observed within Experimental Group B (N=29) and when this group was compared to the control (N=26) and to Experimental Group A (N=11). No significant difference was observed within Group A or when this group was compared to the control. Though the small sample size may have influenced these results, they suggest that a difference in attitudes may exist between various athletic organizations. It was determined that the program produced a positive change in the attitudes of the majority of male athletes. Program goals, objectives, outline, and handouts are provided.

Belling, Laura R. THE RELATIONSHIP BETWEEN SOCIAL PHYSIQUE ANXIETY AND PHYSICAL ACTIVITY, 1992. M.A., University of North Carolina at Chapel Hill (Barbara E. Ainsworth). (145pp 2 f $8.00) PSY 1655

This study examined the association between physical activity (PA) behaviors and social physique anxiety (SPA) in 75 males and 75 females. SPA was measured with the SPA Scale. PA was measured by self-report questionnaires. Subjects with the twenty highest and twenty lowest SPA scores were also interviewed about their PA habits and PA enjoyment. PA enjoyment was assessed by the Physical Activity Enjoyment Scale. Data were analyzed with Pearson product-moment correlation, one-way ANOVA, Stepwise multiple regression, Stepwise discriminant function, and Chi-Square analyses. Overall, results showed that SPA was inversely related to PA level (r=-.18, p<.05). Subgroup analyses showed the following (p<.05): 1) PA was lower in high SPA vs. low SPA males (r=-.65), 2) SPA scores were higher in females than males, (r=.33), 3) exercise enjoyment was inversely related to SPA (r=-.44), 4) high SPA females preferred to exercise alone (discriminant function coefficient=-.753), and 5) high SPA females preferred to exercise in the back of exercise classes (X²=10.48). These findings suggest that high SPA influences exercise behavior and is related to low PA levels in males.


The purpose of this study was to compare the effectiveness of various forms of exercise prescription on the physical activity and exercise behavior of individuals at different stages of exercise. One-hundred and eighty clerical/support staff from Temple University volunteered. Of those, 113 (62.78%) were accepted into the study and of those, 108 (95.58%) completed the study. Subjects were healthy females, 18 to 50 years old (M=36.89), 72.57% represented minority populations, and 52.21% had attended college for some period of time. After being classified by their pre-intervention stage of exercise (SOE), subjects were randomly assigned to receive one of three treatments: (a) Lifestyle Exercise Prescription (LEP) which encouraged increased routine physical activity, (b) Structured Exercise Prescription (SEP) which encouraged increased high intensity exercise, or (c) No Exercise Prescription (NEP) which informed subjects of their predicted VO₂max and body fat percentage. LEP and SEP subjects also received stage-specific feedback and two exercise pamphlets. All materials were communicated in written form and delivered through the mail. After one month, subjects were assessed on: average daily free living physical activity METS (ActMETS), Lifestyle Exercise Inventory (LEI) percentage, and weekly leisure time exercise METS (ExMETS). A 3 (SOE) x 3 (Exercise group) multivariate analysis of covariance, with subject's pre-intervention stage of exercise (SOE), and ExMETS serving as covariates, was performed on the vector of dependent variables and revealed a significant main effect for exercise group (p<.05). Univariate analyses of covariance were then performed on each variate and revealed a significant effect for Exmets group (p<.01). A Tukey HSD test revealed that LEP subjects (Adj. M=28.52) exercised significantly (p<.05) more than NEP subjects (Adj. M=17.36). Fleiss’ test of many proportions revealed that subjects in the earlier SOE improved their SOE status significantly more than subjects in the later SOE (p<.001). Furthermore, McNemar’s test for change indicated that significantly (p<.05) more subjects improved (28.7%), rather than regressed (9.3%), in their SOE status. This study supports the combined use of the LEP, stage-specific feedback, and minimal contact communication strategies for the design and delivery of exercise interventions at the worksite.
The purpose of this exploratory study was to determine if psychological and physiological responses during a period of normal baseline training are similar to psychological and physiological responses during a period of increased training conducted at the same intensity as the baseline training. Eleven moderately trained male and female endurance runners participated in the study. During the first week of training, baseline training week, runners ran their average weekly distance over five consecutive days. During the second week of training, increased training week, runners ran 1.5 times their average weekly distance, over five consecutive days. Runs were conducted between 70-75% maximal aerobic capacity each week. Psychological measures were collected prior to, during, and after each run and physiological measures were collected twice each run. A series of repeated measures ANOVAs were conducted to examine weekly, temporal, and daily changes in psychological and physiological responses. The results of the weekly analyses revealed that mood became less negative and more positive during the increased training week as compared to the baseline training week, and that the runners were not physiologically stressed any differently by the increased training. Temporal analyses revealed that mood became more positive and less negative over time during runs and daily analyses revealed that mood tended to become less negative over successive days of training each week. Results indicate that five days of increased training does not result in mood disturbance or physiological stress compared to baseline training conducted at the same intensity.

Cook, Yvonne H. THE RELATIVE EFFECTS OF A LIVE AND VIDEOTAPED INSTRUCTOR ON RATINGS OF PERCEIVED EXERTION AND SUBJECTIVE FEELINGS OF STUDENTS IN AN AEROBIC EXERCISE CLASS, 1992. M.S., University of Tennessee, Knoxville (Craig Wrisberg). (57pp 1 f $4.00) PSY 1623

With the increased level of participation in fitness activities, videotaped exercise programs have become extremely popular. The purpose of this study was to determine whether exercising to a live presentation versus exercising to a videotaped presentation during an aerobic dance session had a differential influence on subjects’ ratings of perceived exertion (RPE) and their general feelings (FS) about the exercise experience. A within-subjects design was used, with all subjects experiencing an equal number of exercise sessions under both conditions (live and videotaped). A counterbalanced order was used. The 23 female subjects were from an intact “Exercise to Music” class offered at The University of Tennessee. The independent variables were the two exercise conditions (live and videotaped), and the dependent variables being measured were the RPE and FS scores. In order to control the intensity of the exercise, subjects were asked to stay within 150–160 beats per minute, which was monitored by using heart rate instruments and palpations taken from the carotid artery in the neck. No significant difference between the live and videotape conditions for either measure was evident. It is recommended that further studies be conducted integrating the two instruments [Borg’s RPE scale (1982) and Rejeski’s FS scale (Rejeski, Best, Griffith & Kenney, 1987)] in an applied setting such as a classroom or fitness center.

Caruso, Christina M. PSYCHOLOGICAL AND PHYSIOLOGICAL CHANGES ASSOCIATED WITH A PERIOD OF INCREASED TRAINING, 1993. Ph.D., University of North Carolina at Greensboro (Diane L. Gill). (159pp 2 f $8.00) PSY 1698

The present study examined the effect of heart rate (HR) deceleration biofeedback training on golf putting performance. It was hypothesized that those subjects trained to produce a pattern of HR deceleration (phasic biofeedback) would putt better than those subjects trained to produce a lowered HR level (tonic biofeedback) or those subjects not trained in HR patterning (control). It was also hypothesized that during putting, subjects in the phasic biofeedback condition would show greater HR deceleration during the four seconds preceding stroke initiation than subjects in either the tonic biofeedback or control conditions. The results did not support the first hypothesis. The phasic biofeedback group did not putt significantly better than the tonic biofeedback and control groups. The results of this study did not provide support for the second hypothesis. The phasic biofeedback condition did not show greater HR deceleration than the tonic biofeedback or control conditions. Self-report measures of attentional focus did not help explain the results of this study. It is possible that although subjects in the biofeedback conditions learned to control their HR during training, the transfer of this skill was inhibited due to the constant schedule of feedback during training. Future research is needed to determine the biofeedback procedures that optimize the retention and transfer of HR deceleration from training to the preshot routine of the golf putt.

Culligan, Christopher T. EXERCISE ADHERENCE: EFFECTIVENESS OF A BROAD-BASED ADULT FITNESS PROGRAM, 1991. M.S., Arizona State University (Charles B. Corbin). (84pp 1 f $4.00) PSY 1592

In some college fitness courses students are not required to attend a formal class, but only need to accumulate a specified number of attendance hours in a fitness facility. This study determined the extent to which program participants followed the guidelines of proper exercise, and describes characteristics of adherers/droutouts and consistent participants. Data was from 522 adults who enrolled and participated in a two credit community college fitness class. Results revealed 277 (53%) of those who took part in the fitness course passed. Of those who participated 77 people or 14.7% exercised in the facility two or more times per week on a consistent basis. Overall, nearly two thirds of those who participated were not active consistently enough to reap health or physical fitness benefits. A fitness assessment administered prior to beginning the program showed adherers to be slightly superior in cardiovascular fitness and muscular strength. People who were most consistent in their exercise were found to be significantly older. Females in the high consistency category when compared to females in the low consistency groups, were found to be as heavy, possess similar body fat, and be weaker in abdominal strength when they started the program.

Damarjian, Nicole M. EFFECT OF HEART RATE DECELERATION BIOFEEDBACK TRAINING ON GOLF PUTTING PERFORMANCE, 1992. M.S., University of North Carolina at Greensboro (Debra J. Crews). (68pp 1 f $4.00) PSY 1658

The perceptions of high school volleyball players concerning the actual leadership behavior of their coach were related to the injury occurrence of the athletes. The Leadership Scale for Sports (LSS),
developed by Chelladurai and Saleh (1980), was administered to 102 female varsity high school volleyball players, from the Pioneer Valley Interscholastic Athletic Conference. Prior to the third or fourth game of the regular season, the LSS questionnaire was administered either before or after practice. On a weekly basis each coach was responsible to send a record keeping form to the researcher, indicating the injury status of their team. A multiple regression analysis was computed with a criterion variable of the degree of injury (number of days missed) and the five predictor variables (5 subscale scores from the LSS). The analysis for the stepwise solution included one step, indicating ‘democratic behavior’ was the only significant (p<.05) variable needed to predict days missed. The total percentage of explained variability of the days missed injury score, explained by the ‘democratic behavior’ scores, was 19% (R²=.19, p<.05). The more athletes perceived their coach to display ‘democratic’ behaviors, the fewer the days the athletes missed due to injury.

Finch, Laura M. THE RELATIONSHIPS AMONG COPING STRATEGIES, TRAIT ANXIETY, AND PERFORMANCE IN COLLEGIATE SOFTBALL PLAYERS, 1993. Ph.D., University of North Carolina at Greensboro (Daniel Gould). (222pp 3 f $12.00) PSY 1736

Efforts have been made to understand more about the psychological characteristics that differentiate between more and less successful athletes, but little research exists examining the relationships between specific coping strategies and performance. The purpose of this investigation was to examine how athletes cope with stress and how their coping strategies influence their performance. One hundred and forty eight collegiate softball players from 13 teams competing across the Southeastern United States participated in this investigation. They completed the COPE, a questionnaire designed to assess various coping strategies, the Sport Anxiety Scale, a measure of trait anxiety, and a demographic questionnaire. Their coaches also completed a demographic questionnaire assessing each athlete’s coping ability, the impact it had on her performance, and the effort it took her to cope. Results revealed that athletes used a wide variety of coping skills to deal with the stress of sports. Specifically, subjects reported greater use of adaptive and emotion-focused strategies than maladaptive or problem-focused coping strategies. In addition, high trait anxiety levels were related to the type of coping strategy selected. Stepwise multiple regression analyses suggested 3.3% to 6.3% of the variance in batting performance and fielding average, respectively, was accounted for by the use of maladaptive coping strategies, specifically mental disengagement and denial. Stepwise discriminant function analyses suggested that coping effectiveness or ability (based on coach and athlete assessment) can be predicted in 56.8% to 84.5% of the cases. These results suggested that a profile of more effective copers includes low trait anxiety, high use of adaptive coping strategies, low use of maladaptive coping strategies, higher self-ratings of coping ability, and more automated coping skills.

Freeman, Patti A. THE EXPERIENCE OF “FLOW” DURING CHALLENGE EDUCATION ACTIVITIES FOR ADULTS, 1993. Ph.D., Indiana University (Barbara A. Hawkins). (148pp 2 f $8.00) PSY 1737

Two adult groups (4 male, 18 female, M=22.9 years) scheduled to participate in six-hour challenge education (CB) programs at Bradford Woods Outdoor Education Center were invited to participate in the study. The problem of the study was to examine the experience of flow at each phase of a hierarchical challenge sequence in a CE program for adults. A modification of Experience Sampling Methodology was applied. Data was collected prior to and immediately upon completion of every activity participated in during each CE program. Data analysis was based on a sample size of 115, the total number of usable questionnaires. Statistical analyses included chi-square goodness-of-fit, chi-square test of association, t-tests, principal component analysis, and a correlation analysis. The frequency of flow during the cooperation and problem solving phases of the CE program was significantly higher (<.05) than the average occurrence of flow during daily life. The overall occurrence of flow during the CE program was significantly higher (<.05) than the average occurrence of flow in daily life. There were no significant differences in the frequency of flow experiences among the phases of the CE program. The facilitators’ subjective experience was not significantly related to the participants’ experience of flow.

Fritts, Suzanne M. PSYCHOLOGICAL FACTORS THAT PREDISPOSE ATHLETES TO INJURY, 1992. M.Ed., Temple University (Michael L. Sachs). (87pp 1 f $4.00) PSY 1628

This study was performed to determine if there was a relationship between psychological states and athletic injury. Many studies have postulated that negative psychological states may predispose athletes to physical injury. Ten Temple University women gymnasts participated in this study. These gymnasts were given nine psychological inventories, including the Profile of Mood States, Coping Resources Inventory, Health Attribution Test, Eating Disorders Inventory, Sport Anxiety Scale, The Exercise Salience Scale, Life Experiences Survey—Athletes, Survey of Athletic Experiences, and the Social Network Scale prior to the start of their 1990-1991 gymnastics season. At various times during the season they were given the Profile of Mood States and the Incredibly Short Profile of Mood States to determine their current mood state. In addition, the injuries sustained by these gymnasts were tracked throughout the season by the student athletic trainer that was assigned to the gymnastics team. Descriptive data were presented for the Profile of Mood States, Health Attribution Test, The Exercise Salience Scale, Coping Resources Inventory, and the scores for the Health Attribution Test and the Coping Resources Inventory were within the normal limits. To date, the norms for The Exercise Salience Scale have not been established. The majority of the scores for the Profile of Mood States were within the normal limits, but the z scores indicated that some of the scores were above or below one standard deviation from the mean. However, all of these scores were in the direction of psychological health. Trend analyses were performed on the data to determine the patterns of mood fluctuations over time in relation to the approach of competition. Four linear trend analyses were performed with significant results in two of the four. No quadratic trends were shown, but all three cubic trends were found to be significant. These results implied that there was a great deal of fluctuation in the mood states of these gymnasts over time and that no general conclusions can be made regarding mood states and competition.

The purpose of this study was to investigate selected characteristics of U.S. wheelchair basketball players, their sport participation and their attitude towards their coaches. The 81 subjects, 56 males (69.1%) between 18 and 54 years old and 25 females (30.9%) between 18 and 32 years old responded to a 36 item survey on a 4 point Likert-Type scale. Scores ranged from 1 to 4 (1 being the most liked and 4 being the least liked). In general, there were no statistical significant differences found for the status of the coach (Q10) with (a) gender, (b) onset of disability, (c) education, (d) age at initiation of wheelchair basketball, and (e) coaches disability. There were neither found significant differences for status of coach with the interaction between gender and age at initiation of playing wheelchair basketball, and gender and onset of disability. The only significant difference found in this study was the status of the coach and accomplishment on the team with a value of .00, at p<.05. Based on Tukey’s test the female group who had an able bodied coach thought that the coach interfered with the accomplishment on the team. In general, the socialization agent ‘family’ was found to be the most influential agent for wheelchair basketball players who participated in this study. ‘Friends’, ‘peer groups’, ‘coach’, ‘school’, and ‘teacher’ followed in a ranking order from 2-6. The agents ‘school’ and ‘friends’ were found to be significant different at p<.05. Twenty eight coaches were surveyed to find background information for better understanding of the athletes responses. Twenty five were males (89.3%) and three were females (10.7%). Nineteen of them were able bodied and nine were disabled. Only one coach was certified in the sport that he was coaching.

Graham, Ralph E. THE RELATIONSHIP OF AEROBIC FITNESS, TYPE A BEHAVIOR PATTERN, AND HOSTILITY TO BAROREFLEX RESPONSES AND CARDIOVASCULAR REACTIVITY TO NONEXERTIONAL STRESSORS, 1990. Ph.D., University of Georgia (Rodney K. Dishman). (203pp 3 f $12.00) PSY 1629

The purposes of this study were to (1) determine if groups differing in aerobic fitness, Type A behavior pattern (TABP), or hostility differ in cardiovascular reactivity to non-exertional stressors or baroreflex responsiveness; and (2) determine if cardiovascular reactivity to stressors correlates with baroreflex responsiveness. Forty-four normotensive, Caucasian males aged 18-35 completed the Structured Interview for assessment of TABP and the Cook Medley Hostility Scale. On three subsequent days the following data were recorded: (1) heart rate (HR) and mean arterial pressure (MAP) responses to stressors (Jenison task, Quiz Electrocardiogram, and Cold Pressor); (2) cardiovascular responses to a graded series of 30-second applications of neck suction; and (3) peak oxygen uptake (V_{O2\max}) during cycle ergometry. Three-way repeated measures MANOVA’s were used to compare HR and MAP responses to stressors for High-Fit and Low-Fit groups, Type A and B groups, and High-Hositle and Low-Hositle groups. Group comparisons of baroreflex gain were performed by testing the slope differences in regression lines derived by predicting changes in HR from changes in estimated carotid sinus pressure. Baroreflex responses of the High-Fit and Low-Fit groups were also compared using 3-way repeated measures MANOVA. In the High-Fit group, HR increased less during the Quiz EKG, and HR was lower at all measurement times, compared with the Low-Fit group. Compared to Type B’s, Type A’s exhibited a larger HR increase during the Cold Pressor test, but faster post-stress HR recovery for all three stressors. No group differences in MAP changes or absolute MAP values were found. No evidence for group differences in baroreflex responsiveness was found for the High-Fit/Low-Fit or Type A/B comparisons. Baroreflex gain for the 0-5 second period of neck suction was greater for the High Hostile group than for the Low-Hositle group. HR’s for the 0-5 and 25-30 second time periods were lower in the Low Hostile group. No correlation was found between baroreflex HR changes and stress HR reactivity. The results provide some support for a fitness-related reduction of stress reactivity effect for fitness or TABP suggests that further refinement of the principal correlates of reactivity is needed. The results do not support the hypothesis of fitness-related or TABP-related differences in baroreflex responsiveness, but do suggest that hostility may be associated with enhanced baroreflex gain. INDEX WORDS: Aerobic Fitness, Baroreflex, Cardiovascular, Hostility, Stress, Type A Behavior Pattern


An athlete enters competition with certain perceptions concerning their ability to perform. These perceptions can be detected in the athlete’s self-talk, or internal dialogue, which often reflects a positive or negative image. Although it is difficult or impossible to change the physical situation, it may be possible to change the athlete’s perception of the situation by controlling the athlete’s self-talk. The purpose of this investigation was to examine the effects of a positive self-talk intervention program on collegiate fastpitch softball players’ performance and self-efficacy. The study lasted seven weeks and the sample consisted of 16 Division II collegiate fastpitch softball players. Performance scores were collected in a batting cage with subjects hitting against a jugs pitching machine, and self efficacy scores were obtained with a pre-hitting questionnaire that was completed prior to each hitting trial. Subjects were randomly assigned to one of two groups and performance scores and efficacy scores were collected during three conditions: baseline, self-talk, and a placebo goal setting condition. Group 1 went from the baseline condition to the self-talk condition to the placebo condition; and Group 2 went from the baseline condition the placebo condition to the self-talk condition. Statistical analysis (2x3 repeated measures ANOVA using the SPSS-X MANOVA program) revealed no clear, significant differences between the self-talk and placebo conditions in group performance scores or self-efficacy scores. However, individual data collected during a post-study interview revealed valuable insight into attitudes of the subjects towards the intervention program, with subjects reporting that the intervention program seemed to help their performance and their confidence. The hypothesis that a positive self-talk intervention program would improve performance was not supported by this particular study. Perhaps a longer intervention period would have resulted in significant differences. Past research seems to support the self-talk-performance relationship, but the evidence is not conclusive. Also, if self-talk does improve performance, does it do so by raising confidence or aiding athletes’ ability to focus. The current investigation found some support in the interview data for self-talk raising confidence and aiding athletes’ ability to focus. Future research should be geared towards theory development of this relationship. Self-talk is still a relatively new and relatively unexplored technique that deserves the attention of sport researchers.
Hanson, Carl L. THE EFFECT OF AUDITORY SUBLIMINAL RELAXATION MESSAGES AND ALPHA SYNTHESIZER ON RELAXATION, 1991. M.S., Brigham Young University (Richard Hurley). (55pp 1 f $4.00) PSY 1739

This study compared the effects of auditory subliminal relaxation tapes and alpha synthesizer on 28 college students. Electromyogram (EMG) and thermal skin temperature data were collected from four separate treatment combinations over a period of four sessions. Findings indicated that neither subliminal relaxation tapes nor an alpha synthesizer have the ability to induce relaxation. An interaction between alpha synthesizer and subliminal relaxation tapes was observed. However, the effects of the interaction was not significantly different from a baseline condition.


Techniques were employed to induce an external and internal attentional focus (AF) upon 13 male and 14 female collegiate swimmers. Ss answered an attentional focus questionnaire (AFQ) and completed a flexed-arm hang to exhaustion under 2 external focus conditions, listening to stimulative music (ST) and sedative music (SE), and 1 internal focus condition, watching their reflection in a mirror (SR). Hang time (HT) in sec and rating of perceived exertion (RPE) on a scale of 1 to 10 were measured. The order of the conditions was counterbalanced among Ss. Analysis of postexperimental responses by Ss from oral questioning indicated that the procedures used to induce the specific AF were partially successful. A MANOVA with repeated measures on HT and RPE revealed that HT was significantly longer for males than females (p<.05), but RPE was not significantly different (p>.05). There was a significant interaction of gender by condition on RPE (p<.05), but not HT (p>.05). Newman Kuels post-hoc tests indicated that RPE was significantly higher (p<.05) for females than males during SE and SR relative to ST. Female’s SE RPE was significantly higher (p<.05) relative to ST and SR. RPEs for males were not significantly different between conditions (p>.05). AFQ results indicated Ss did not utilize a specific AF while swimming.

Hill, Jeffery M. FLOW AND ANTI-FLOW IN THE UNIVERSITY CLASSROOM TEACHING EXPERIENCE, 1993. Re.D., Indiana University (Thomas J. Rillo). (169pp 2 f $8.00) PSY 1741

A purposive sample was derived from university faculty. Additional non-faculty respondents were selected to provide negative cases. Initially, data were gathered from a core respondent set utilizing two methods: stimulated recall and a modified Experience Sampling Method form, and semi-structured interview. Through formal and informal member checking, emergent design indicated semi-structured interview methodology for the remaining data gathering. Categorical saturation was confirmed with twelve respondents. Content analysis of audiotaped data yielded a hierarchical categorization structure. Consistent with grounded theory development, this process was concurrent with data gathering. Member checked data confirmed that both flow and anti-flow occur with the classroom teaching environment. Perceptions of flow were consistent with theory (Csikszentmihalyi, 1975). However, within this context, discrepancies were indicated with anti-flow theory (Allison & Duncan, 1987). Grounded theory emerged based upon contributing conditions for both flow and anti-flow: preparation, class interaction, personal state/mood, and the degree of success of the teaching strategy being utilized. Strategies faculty utilized in order to facilitate flow and remediate anti-flow within the classroom teaching environment were consistent with these conditions. Experience emerged as the critical factor in both development and success of these strategies.


An interpretive investigation of flow was conducted, involving both qualitative and quantitative methods of inquiry. The underlying purpose of the investigation was to gain an in-depth understanding of the flow state as experienced by elite athletes, including knowledge of those factors which may help or hinder flow from occurring. Twenty-eight elite-level athletes representing seven sports—track and field, cycling, triathlon, swimming, rowing, field hockey, and rugby—were the participants in this investigation. The athletes had all competed at an international level in their sport. Fourteen of the athletes were from Australia and 14 from New Zealand. Fourteen were females, and 14 males. The age range of the athlete was 18 to 35 years. Four purposes were addressed. The first purpose was to examine the flow state as it is experienced by elite athletes, and to ascertain whether athletes’ experience of flow paralleled Csikszentmihalyi’s (1990) model of the flow state. A combination of deductive and inductive content analyses of the 336 descriptors of flow confirmed that athletes’ flow experiences did parallel the theoretical descriptions of flow forwarded by Csikszentmihalyi. The second purpose of this investigation was to examine possible antecedent and preventive flow factors. Inductive content analyses of athletes’ responses to questions about what helps, prevents, and disrupts flow, resulted in 10 dimensions that synthesized the 361 themes suggested by the athletes. These themes and dimensions provided insight into factors that may influence the occurrence of flow for elite athletes. For example, some of the more salient factors influencing whether or not flow occurred included: preparation, both physical and precompetitive/competitive plans; confidence; focus, how the performance felt and progressed; and optimal motivation and arousal level, both of which were influenced by the balance between perceived skills and challenges in a situation. The third purpose of the investigation was to examine the perceived controllability of flow. The majority of the athletes perceived flow state to be controllable. An examination of the themes forwarded by the athletes for helping, preventing, and disrupting flow resulted in the following percentages of perceived controllable factor: 82% of the factors helping flow, 69% of the factors preventing flow, and 28% of the factors disrupting flow. The fourth and final purpose of the investigation was to examine the relationship of flow to peak performance and peak experience. All three events were found to be very alike, and there was little support for the idea that these are independent, experientially defined events, as has been found in previous research with non-athlete populations by Privette and Bundrick (1991).

Jacobson, Lynn B. THE RELAPSE PREVENTION MODEL AND EXERCISE MAINTENANCE BEHAVIOR., 1992. Ph.D., University of Oregon (Gary L. Stein). (106pp 2 f $8.00) PSY 1632
This study examined the modified relapse prevention model to explain exercise maintenance behavior. Exercise behavior was defined as a lapse behavior if subjects missed a scheduled class without performing a make-up session; it was defined as a maintenance behavior if subjects either attended class as scheduled or made up a session outside of class. The modified model contained four major paths: (a) the influence of self-efficacy cognitions on lapse/maintenance behavior, (b) the influence of causal attributions on lapse/maintenance behavior, (c) lapse/maintenance behavior influencing levels of self-efficacy cognitions, and (d) self-efficacy cognitions influencing causal attributions. In a university-based community aerobic exercise program, 165 female participants completed self-report questionnaires at three equidistant times throughout an 8-week aerobic exercise program. Results from multivariate analyses indicated that all proposed paths were statistically significant. Although self-efficacy and causal attributions, specifically locus of causality, significantly predicted future exercise behavior, explained variance was minimal. Further, when considering the influence of the causal attributions, self-efficacy no longer predicted exercise behavior. Maintainers reported higher levels of self-efficacy than lapsers, and those higher in self-efficacy reported more stable attributions. One unexpected finding was the direct relationship between exercise behavior and the locus of causality and stability causal attributions. Findings are discussed with reference to support and limitations for the modified model. Future research recommendations are presented which suggest direction for strengthening the relationships in the modified model. Finally, practical implications are presented; however, caution is advised before developing intervention programs based on the modified relapse prevention model.

Lantz, Christopher D. THE EFFECTS OF SOCIAL PHYSIQUE ANXIETY, GENDER, AGE, AND DEPRESSION ON PERCEIVED EXERCISE BEHAVIOR, 1991. M.A., University of North Carolina at Chapel Hill (Charles J. Hardy). (106pp 2 f $8.00) PSY 1600

The purpose of the study was to determine the relationship between social physique anxiety and exercise behavior as well as to examine the effects of gender, age, and depression as moderators variables. One hundred twenty male and 180 female subjects ranging in age from 18 to 60 completed the Social Physique Anxiety Scale (SPAS), Beck Depression Inventory (BDI), and the Minnesota Heart Health Program Leisure Time Physical Activity Questionnaire (MHHF). Within group correlational analysis and hierarchical product term multiple regression analysis were used to test for disjunctive and conjunctive effects as well as form and degree effects. The results indicated no significant degree effects, however for the form effect, a significant negative relationship between exercise behavior and SPA F(1,298)=19.018 P<.0001, R2=6%. Further steps in the regression analysis indicated that gender and age moderate this relationship in a singular or disjunctive manner, F(3,296)=12.873 P<.0001, R2=14.86%, R inc F(3,295)=10.54, P<.05. Interpretation of the disjunctive model indicates that physical activity decreases in older females with higher levels of SPA. It was concluded that SPA negatively influences exercise behavior and that the form of this relationship is moderated by gender and age in a disjunctive manner.

Martin, Jeffrey J. AN INVESTIGATION OF SELF-EFFICACY AND CONTROL THEORY WITH ELITE DISTANCE RUNNERS, 1992. Ph.D., University of North Carolina at Greensboro (Diane L. Gill). (131pp 2 f $8.00) PSY 1639

The purpose of this study was to investigate the role of self-efficacy, outcome expectations, and private self-consciousness (PSC) in elite adult distance runners. Correlational analyses indicated that both self-efficacy and outcome expectations were related to time for female runners and private self-consciousness was positively associated with self-ratings of performance. Elite female distance runners higher in self-efficacy and outcome self-confidence ran faster in their races than runners lower in these variables. Runners high in PSC and with positive outcome expectations were more satisfied with their performance based on outcome than were runners lower in private self-consciousness. Similarly, runners with negative self-efficacy expectations and high in PSC rated their performance based on time as better than runners with lower PSC. In addition, these same runners missed their time goals by less than runners lower in PSC. These findings provide only weak support for self-efficacy theory and are mixed in their support of control theory and the role of private self-consciousness.


The problem was to measure and describe the psychological variability of responses by individuals to specific scenes and temporal span fluctuations in a simulated Roasted Natural outdoor recreation experience. Six independent groups of college students, age 18-30, experienced a series of color photographic slides in various orders and temporal spans. Positive and negative events were reversed between groups for the first trial, while time was held constant. The second trial maintained an identical event order but altered the length of time between events. The third trial controlled the time span, but reversed the order of events between groups. Cumulative affective ratings of the experience were analyzed among groups and gender using the Self-Assessment Manikan (SAM). Independent t-tests indicate that the cumulative ratings were in significant and failed to uncover differences between groups. Females, however, tend to rate the cumulative experience higher in pleasure than males do. No gender differences were found within the arousal and control dimensions.


Sport analysis provides objective data regarding individual or team performance in the widespread belief that the information available is applicable to a future setting. Recent matches, often against different opponents, of two competitors scheduled to meet next are frequently analyzed in some form for a priori match information. An underlying assumption is that consistency in athletic performance exists, to the extent that these analyses duly inform the coaching process in preparation for the forthcoming contest. The hypothesis of this study was that an elite player’s match “profile” characterizes individual playing habits in squash and can be used to accurately predict future sport performance. The data comprised the quarter finals through final of the men’s Canadian Open Championship, 1988. The hypothesis was tested through the development and application of a stochastic Markov model for predicting future competition squash match play from past performance. The results, using two way chi-square analysis,
revealed consistency in individual athletic behavior between games (and also between matches) against the same opponent (p>.25), but not between matches against different opponents (p<.25). It seems that a player’s profile is dependent on the particular interaction between two individuals, and that this pattern is reproducible within this interaction. Importantly, however, the interaction is unique to the two players and not generalizable to other opponents. This suggests that additional information from the opponent is required if the model is to successfully predict future sport performance. The present model possesses no predictive validity beyond the scope of its previous observation(s), a restriction which unfortunately consigns the past to forever repeat itself. The application of the model for the identification of future optimal strategy has therefore little present utility. The attempt to model competitive sport performance is nonetheless a worthy pursuit, not least because it directs attention to the critical aspects of data which determine sport success. Further research is recommended to investigate whether an underlying order which characterizes player performance can be established. If no such individual signature can be identified in sport, the utility of commonly applying tactical strategy from previous observation(s) against different opponents must be questioned.


The purpose of the study was to determine if there was a difference in the degree of suicidal ideation, depressive symptoms, psychological distress and, hopelessness in four college student populations at Washington State University. The Activity and Thought Questionnaire, the Beck Depression Inventory, the Symptom Checklist-90-Revised and, the Hopelessness Scale were administered to one hundred and fifty nine (159) undergraduate students. The four groups in the study were male varsity college student-athletes (n=38), male non-varsity college students (n=38), female varsity college student-athletes (n=44), and female non-varsity college students (n=39). Chi Square analyses on the non parametric data generated from the Activity and Thought Questionnaire yielded one significant difference. The male varsity college student athletes worked out significantly more in the categories of over twenty hours per week and in the category of 15-19 hours per week than did the male non-varsity college students. The female non varsity college students worked out significantly less than did the female varsity college student-athletes in the 1-5 hours per week category. A 2 x 2 (Gender X Athletic Status) fixed effects factorial analysis of variance (ANOVA) revealed no significant differences among groups on the Beck Depression Inventory, the global severity index score on the Symptom Checklist-90-Revised or, on the Hopelessness Scale.

Millard, Linda. GENDER DIFFERENCES IN OVERT COACHING BEHAVIORS OF HIGH SCHOOL SOCCER COACHES, 1992. D.P.E., Springfield College (Gretchen A. Brockmeyer). (127pp 2 f $8.00) PSY 1640

Subjects in this study were 29 male and 29 female high school varsity and junior varsity soccer coaches. Each coach’s behavior was recorded for one complete contest during the middle of the competitive season through the use of the Coaching Behavior Assessment System (CBAS) (Smith, Smoll, & Hunt, 1977). The 10 CBAS scores for male and female coaches were compared with a MANCOVA with statistical control for years experience coaching, past athletic participation, and age. The male coaches in the study were found to be significantly older (p=.001) and to have significantly more coaching experience (p=.001) than the female coaches, while the females had significantly (p=.05) more past experience participating as athletes than did the males. When results were adjusted for these differences in years experience coaching, past athletic participation, and age, the male coaches were found to engage significantly more frequently in ‘Keeping Control’ (p=.001) and ‘General Technical Instruction’ (p=.04) and significantly less frequently in ‘General Encouragement’ (p=.04) than the female coaches. While these results are consistent with other studies, caution is expressed relative to their interpretation in light of cultural differences which may exist among males and females.

Miller-Tait, Jennifer. NONVERBAL BEHAVIOR OF NATIONAL FIGURE SKATING COACHES: EFFECTS UPON FEMALE ATHLETES DIFFERING IN AGE AND ATHLETIC MATURITY LEVELS, 1993. M.P.E., University of British Columbia (Sharon A. Bleuler). (124pp 2 f $8.00) PSY 1669

Enjoyment is a key motivational factor influencing both recreational and youth sport athletes (Scanlan, Stein & Ravlica, 1989). The enjoyment and satisfaction experienced by athletes may affect their continued participation and success in sport. Athlete satisfaction and enjoyment can be derived from factors such as achievement recognition, competitive achievement, mastery and coach/athlete relationships. An understanding of effective coaching leadership has involved the study of coach personalities, coach behaviors, and coach-athlete interactions. The view that leadership effectiveness is a function of both situational and individual coach and athlete characteristics has gained general acceptance (Chelladurai, 1983). The Multi-dimensional Model of Leadership (Chelladurai & Carron, 1978). Stresses that athlete satisfaction and performance are directly related to the congruency between athletes’ preferences for specific coach behaviors and actual coach behaviors demonstrated by the coach. The fact that athlete satisfaction is affected by the display of and/or the frequency of specific nonverbal behaviors may have an important impact upon the coaching profession. The purpose of this study was to identify the commonalities and/or differences in nonverbal behaviors displayed by National level figure skating coaches (3 male, 3 female.) when coaching athletes of specific age (6-10, 12-15, and 16 years and older) and athletic maturity (Preliminary-Juvenile, Novice-Senior) levels. The relationship between the display of certain nonverbal behaviors and athlete satisfaction within each of the various categories of athletes was assessed, as was the satisfaction of these athletes with their coaches. Coaches were videotaped while instructing three female athletes within each age and athletic maturity level (three 15 minute lessons for each athlete). A Nonverbal Behavior Checklist was developed from these tapes. This list was then given to three judges who viewed one tape of each skater (randomly selected). Judges recorded the specific behaviors and frequency of these displays seen on each tape. Skaters also completed an Athlete Satisfaction Questionnaire and were interviewed by the researcher. The coaches displayed significantly more rewarding/affiliating nonverbal behaviors with the Preliminary-Juvenile (6-10 years old) skaters than with the Novice-Senior skaters (16 years and older).
Researchers have substantiated the importance of physical activity to health maintenance, prevention of disease, and rehabilitation from numerous debilitating conditions. They also contend low exercise adherence rates pose a major U.S. health problem. In an attempt to understand and thereby facilitate adherence, researchers proposed the existence of stages in the adoption of the exercise habit and suggested that internal and external variables have differential effects across these stages. Prochaska’s Transtheoretical Model of Behavior Change had been used to empirically demonstrate this concept in individuals making a variety of behavior changes. Exercise adherence researchers pursued investigation of the Transtheoretical Model’s applicability to exercise behavior by administering questionnaires assessing subjects’ current use of exercise-related thoughts and behaviors. A similar stage/process relationship was found to exist as was exhibited in other behavior change situations. The purpose of this study was to further investigate and substantiate the applicability of the Transtheoretical Model to exercise behavior by extending the model to other more diverse populations. Two groups were administered questionnaires; the Working Group was comprised of employed individuals between the ages of 19 and 64, and the Older Group consisted of individuals 65 years and over. In the first phase of the study, factor analysis was employed to identify change processes used by subjects, followed by analysis of variance to ascertain differential use of these processes across the stages. Factor analysis demonstrated the existence of six psychological processes used by the Working Group and five by the Older Group. The analysis of variance was significant indicating differential use of these processes across the five stages of change. Each group also displayed unique characteristics in regard to process use patterns. The second phase of the study involved four comparisons designed to provide external validation for the independent variable of the first phase. Each comparison produced significant results, thus substantiating the validity of the independent variable. This study supports the applicability of the Transtheoretical Model to exercise behavior by demonstrating the existence of five stages of behavior change in the acquisition and maintenance of exercise behavior and the differential use of processes of change across these stages for both the Working and the Older Groups.

The problem of the study was to compare the assertiveness, self-esteem, and sex role stereotype acceptance levels among college women victims of sexual coercion in dating situations who engaged in help-seeking behavior after victimization, women who did not seek help, and non-victimized women. Fifty-six female subjects drawn from health education classes at three midwestern universities completed the survey instrument which collected data on assertiveness, self-esteem, sex role stereotype acceptance, and sexual coercion experience and help-seeking behavior. No differences in assertiveness and sex role stereotype acceptance were found among the three groups. The differences in self-esteem among groups was found to be of little practical significance. Results demonstrated that assertiveness, self-esteem, and stereotype acceptance are not appropriate factors to use in studying the differences in help-seeking behavior among women who are victims of sexual coercion in dating situations.

The purpose of this study was to investigate the process and impact of bodybuilding and, later, anabolic steroid use in the lives of ten bodybuilders. The data were analyzed in light of two perspectives, namely, the critical feminist theory of hegemonic masculinity (Carrigan, Connell, & Lee, 1987) and self-concept (Rosenburg, 1979). Structured interviews were used to examine the process by which individuals became involved in bodybuilding and, later, anabolic steroid use. The majority of the men were introduced to weight training through participation in an organized sport. Once involved in weight training and bodybuilding, gains occurred in muscular size and strength. This led to an enhancement in feelings of self-esteem and masculinity, largely due to peer reinforcement. At some point bodybuilding improvement plateaued causing frustration. Curiosity occurred pertaining to the efficacy of anabolic steroid use. After a period of indecision, the men chose to begin using anabolic steroids. Nine of the ten bodybuilders had overall positive experiences associated with anabolic steroid use. Physical side effects were experienced which reversed upon cessation of use. Bodybuilding and anabolic steroid use were found to reinforce hegemonic masculine characteristics.

The purpose of the researcher was to use a token economy system within an adapted physical education program to modify uncooperative behavior of trainable mentally retarded teenagers. The target behavior was following directions which was defined as responding to a blown whistle within 5 s. Seven subjects (6 males and 1 female) participated in a baseline observation, a 13 day token economy program, a post-treatment observation and a follow-up observation. During the baseline observation, the
The purpose of the present investigation was to determine how well proxy reports could predict the maximal aerobic power (VO2max) and physical activity (PA) level of children. A 490 4th and 5th graders, their parents, teachers, and PE teachers were asked to rate the PA of the children on a scale of 1 to 4 (sedentary to very active). The children also completed a more extensive activity questionnaire (SRA) and a submaximal cycle ergometer test to predict VO2max. The best predictor of a child’s VO2max was the PE teacher (r=0.417; p<0.01). The classroom teacher’s rating was best correlated with SRA (r=0.245; p<0.05), however, all correlations were weak. The mother’s and PE teacher’s reports increased the strength of an anthropometric model to predict VO2max by 5% (R2=0.54). The reports of the father and teacher, although significant, added relatively little to the strength of a model to predict PA. In conclusion, the PE teacher should be asked to provide an assessment of a child’s maximal aerobic power, none of the adult proxies could successfully predict PA, and a basic model with additional proxy reports from the mother and PE teacher could be useful in predicting VO2max.


The purpose of this study was to investigate the effects of an attentional focus training program (AFTP) on improvement in attention and soccer ability of young male soccer players at two age levels. The subjects for the study (N=40) were volunteers recruited from a Youth Soccer League in Philadelphia, Fall, 1991. The subjects were divided into two age groups (8 to 10, and 11 to 13) and then randomly assigned to one of two subject groups: (a) control group (CG), and (b) experimental group (EG). Assignment to the CG or the EG was on a random basis by lot. Coaches’ subjective assessment determined that the CG and EG were comparable in skill levels. The pre- and post-test procedure consisted of completion of the Test of Attentional and Interpersonal Style (TAS), a soccer measures test of attentional and interpersonal style (S-TAS), and three soccer ability tests (throw-in, dribbling, and place kick). The CG’s program consisted of 24 sessions watching films of soccer games and videotape replays of their actual games. The EG’s AFTP consisted of a 24-session program including relaxation, imaging, affirmations, meditation and concentration. All groups met with the researcher for 30 minute sessions, three times a week, for eight weeks during the course of the intervention period. The CG received no formal treatment while the EG participated in the AFTP. Statistically significant performance differences were demonstrated by the EG on the broad external attention (BET), the external overload attention (OET), the broad internal attentional focus (BIT), the internal overload attention (OIT), the narrow attention (NAR), and the reduced attention (RED), all beyond the .001 level. Also, statistical significance was demonstrated by the EG on the soccer throw-in measure and the place kick measure, both beyond the .001 level. No statistically significant differences in soccer dribbling measure were noted. Within the limitations of this study, it was concluded that the utilization of a specific AFTP as a psychological skills training procedure is effective in contributing to increased positive attentional traits (BET, BIT, NAR) and to decreased negative attentional traits (OET, OIT, RED) of young soccer players.

Parrish, Valerie D. THE USE OF PROXY REPORTS AS PREDICTORS OF MAXIMAL AEROBIC POWER IN CHILDREN. 1993. M.A., University of North Carolina at Chapel Hill (Robert G. McMurray). (53pp 1 f $4.00) PSY 1721

The extended objective measure of ego identity status (EMI) and a questionnaire concerning sexual behavior was administered to 208 college students to determine the relationship between the independent variables of identity status (both ideological and interpersonal) and sex and the dependent variables of type and frequency of contraception. Chi square test of association was used to test the differences between male and female respondents on interpersonal and ideological identities as well as on a number of other variables. As no
respondent was classified as identity achieved on either the interpersonal or ideological identity status, hypotheses were tested using four separate 2 X 3 factorial design analyses of variance. Two further analyses were done: A Scheffe’s test was used to assess significant M differences among the six sex by interpersonal identity status groups. Analyses of covariance holding the effects of variables on which males and females differed significantly also was done. The only significant effect was an interaction effect between sex and interpersonal identity statuses for frequency of birth control.

Poole, Karen L. USE OF THE EXERCISE BENEFITS/BARRIERS SCALE IN NORTH CAROLINA DEPARTMENT OF CORRECTION EMPLOYEES, 1992. M.A., University of North Carolina at Chapel Hill (Barbara E. Ainsworth). (126pp 2 f $8.00) PSY 1676

This study examined the association between levels of physical activity (PA) and Exercise Benefits and Barriers (EBB) in 424 men and 167 women. EBB was measured with the Exercise Benefits/Barriers Scale (EBBS). Physical activity was measured by the Lipid Research Clinic Physical Activity questionnaire. Data were analyzed with t-tests, Chi-Square, Pearson product-moment correlation, multiple linear regression, two-way ANCOVA, and logistic regression analyses. Overall, results showed that EBBs, Benefits, and Barriers scores (reverse scored) were significantly higher in active subjects versus inactive subjects (p<.05). There was no significant difference between men and women on total EBBs, Benefits, and Barriers scores (p>.05). There was also no significant interaction between PA level*gender on total EBBs, Benefits, and Barriers scores (p>.05). These findings suggest that active persons perceive greater benefits and fewer barriers to exercise participation compared to inactive persons.

Schubiger, Scott P. PERCEIVED AND PREFERRED COACH LEADER BEHAVIORS OF HIGH SCHOOL AND COLLEGE FOOTBALL PLAYERS, 1993. M.S., Springfield College (Mimi Murray). (111pp 2 f $8.00) PSY 1726

The researcher examined whether the Leadership Scale for Sports (Chelladurai & Saleh, 1980) could be used to assess football players’ preferences and perceptions of their coach’s leader behaviors. In addition, it was believed that the LSS (Chelladurai & Saleh, 1980) would be a good measure for establishing a relationship between overall player satisfaction and the scores on the LSS. Subjects utilized in the study were high school football players from central New Jersey and college football players from western Massachusetts. Two versions of the LSS (Chelladurai & Saleh, 1980) were used in this study, the perceived version and the preferred version. In addition, 2 of the 5 subscales were focused upon in this study: Competitive level (high school and college) and player status (starter and nonstarter) for the high school and college athletes were compared on the ‘Social Support Behavior’ and ‘Training and Instruction’ subscales of the LSS (Chelladurai & Saleh, 1980). Lastly, overall player satisfaction was compared with ‘Social Support Behavior’ discrepancy scores (absolute value of preferred scores minus perceived scores), and ‘Training and Instruction’ discrepancy scores. Results indicated that college players perceived a significantly greater amount of ‘Social Support Behavior’ and ‘Training and Instruction’ than the high school players, as well as preferring a significantly greater amount of ‘Social Support Behavior’. Finally, it was found that as both the ‘Social Support Behavior’ and ‘Training and Instruction’ factors decreased.


The purpose of this study was to investigate the impact of an audience upon perceived ability, self-efficacy, anxiety, and the learning of a novel motor task of task- and ego-oriented individuals. It was hypothesized that ego-oriented subjects in the audience condition would exhibit lower self-efficacy, perceived ability, performance, and higher anxiety than task-oriented subjects in the audience condition. Eighty undergraduate male volunteers, separated by their Task and Ego Orientation Sports Questionnaire (TEOSQ) scores, performed thirty trials on the Bachman Ladder in either alone or audience conditions. Results showed that subjects significantly increased in performance across most trial blocks, increased in anxiety, decreased in self-efficacy, and decreased in perceived ability. The nonsignificant interaction effects and main effects were attributed to the failure of the Task and Ego Orientation Sports Questionnaire to adequately dichotomize task- from ego-oriented subjects. An exploratory analysis supported this defense.

Smith, Alan L. EFFECT OF AN ACTIVE ATTENTIONAL STRATEGY ON RUNNING ECONOMY OF LOW ECONOMICAL RUNNERS, 1993. M.S., University of North Carolina at Greensboro (Diane L. Gill). (122pp 2 f $8.00) PSY 1682

This study examined attentional styles of an experienced group (N=36) of distance runners and the effect of specific attentional strategies on cardiorespiratory efficiency. Each subject completed an assessment of attentional style and relaxation use as well as a running economy (submaximal VO2) determination. The attentional style assessment was examined to determine if the subjects more often used an associative (body monitoring) or dissociative (external focus) attentional style during a distance race. Additionally, the 12 most economical and 12 low economical runners were compared to determine differences in attentional style use during racing, relaxation use during racing, and rate of perceived exertion (RPE) during the economy screening. Following the assessment phase, the 12 low economical subjects were asked to run in each of three counterbalanced conditions: control, passive association, and active association. Physiological (heart rate, V̇O2 and VO2) and psychological (anxiety, total mood disturbance, RPE) measures were compared across conditions within subjects. Overall, the total group of experienced runners used association more than dissociation during racing. MANOVA on the psychological variables comparing the high and low economical runners revealed a significant difference. Follow-up analyses indicated the groups did not differ in attentional style or relaxation use while racing, but the low economical group exhibited higher RPE during the economy screening. For the attentional conditions phase, MANOVA analyses on the physiological and psychological variables revealed no differences across conditions. Results showed that the experienced runners in this study use more association than dissociation during racing and that this use is not mediated by running economy status. High and low economical groups, however, may differ in how an associative strategy is used, as evidenced by a trend towards lower relaxation use by the low economical group. The lack of a definitive conclusion concerning the effect of attentional strategies on cardiorespiratory efficiency in this study is discussed.
A review of the research in the area of teacher education and especially in the domain of preservice teacher supervision in physical education has indicated the need for improvements in supervisory practices (Paese, 1984b; Tannehill & Zakrzesek, 1988). Although several contemporary, research-based supervisory innovations have been made available for use by university advisors and cooperating associate teachers, few of the methods have been practiced (and none of them extensively) in the actual school setting (Freiberg & Waxman, 1988; Siedentop, 1985; Taggart, 1988). Reasons for this phenomenon were considered in light of school culture and educational change research. The completed study measured the effects of specific supervisory feedback methods on the absolute and relative frequencies of four categories of feedback utilized by student teachers in secondary school physical education lessons. Data collected illustrated the magnitudes by which each condition of supervisory feedback changed the amounts and/or ratios of these types of feedback used by the subjects. Statistical analysis (MANOVA) of the data was used to determine that no significant differences existed amongst the groups as a result of the treatments and the repeated interventions. Implications for the most effective supervisory feedback strategies and for the development of alternate methods of student teacher supervision were discussed in light of both quantitative and qualitative results and observations.

Stephens, Dawn E. GOAL ORIENTATION AND MORAL ATMOSPHERE IN YOUTH SPORT: AN EXAMINATION OF LYING, HURTING, AND CHEATING BEHAVIOR IN GIRLS' SOCCER, 1993. Ph.D., University of California at Berkeley (Brenda Jo Light Bredemeier). (259pp 3 f $12.00) PSY 1685

The purpose of this study was threefold: 1) to examine the relationship between goal orientation and expectancy/value factors, 2) to create a measure to assess judgments about moral behavior in a youth sport context (JAMBSQ), and 3) to utilize this measure to investigate the relationship between achievement motivation and moral behavior factors. Analyses were based on 212 female soccer players (ages 10 through 14) and their coaches (n=21) who responded to soccer-specific test batteries. Results indicated that task orientation was significantly and positively associated with perceived ability, enjoyment, and importance of the task. Analyses found the JAMBSQ to be an internally reliable and consistent measure. In addition, pre-conventionally-oriented players indicated a greater likelihood to play unfairly than conventionally-oriented players, which is in agreement with the work of Bredemeier and Shields (Bredemeier, 1985; Bredemeier & Shields, 1986b), who found a lower level of moral reasoning to be associated with aggressive behavior. Regression and discriminant analyses indicated that self-described likelihood to play unfairly was best predicted by 1) players’ perceptions of both teammates’ unfair play and coaches’ ego goal orientation and 2) players’ moral orientation. These findings are in line with the work of Kohlberg (Higgins, Power & Kohlberg, 1984), who has suggested that moral atmosphere, in this case team norms, has a tremendous impact on the moral decision-making of individuals within that group context. These findings also complement Duda et al.’s (1991) results that found a connection between athletes’ ego orientation and their endorsement of unsportspersonlike play and Nicholls’ (1989) proposal that an individual’s goal orientation in an achievement context is indicative of her/his broader world views. This study extends previous work by creating a measure to assess players’ judgments about moral behavior in a sport context and by demonstrating a connection between players’ perceptions of their coaches’ goal orientation and the players’ judgments about moral behavior. These results also indicate that young athletes’ moral behavior may be related to their perceptions of their team norms, or moral atmosphere. Future researchers should take a multifaceted approach in assessing moral atmosphere in order to understand this relationship and focus on coaching variables such as leadership style.

Stephenson, Sheryl L. THE RELATIONSHIP BETWEEN PRENATAL EXERCISE AND POSTPARTUM DEPRESSION, 1993. M.P.E., University of British Columbia (Sharon A. Bleuler). (165pp 2 f $8.00) PSY 1686

Postpartum depression is a phenomenon that has baffled physicians and others involved with the care of childbearing women throughout history. Various theories and explanations of the causes of postpartum depression and suggested treatments have been found in the literature. Since exercise has been shown to be effective in treating and potentially preventing other forms of clinical depression, the purpose of this study was to explore the relationship between regular physical activity during the prenatal period and the incidence of postpartum depression. This study recruited 220 volunteer subjects from maternity wards of two hospitals in the Lower Mainland area. The subjects were requested to give information about their physical activity schedule before pregnancy, during their pregnancy period and after. Subjects were also given a demographic questionnaire, the Perceived Stress Scale and the Norbeck Social Support Scale to complete while in the hospital in the days immediately following childbirth. At six weeks postpartum, the women completed the Edinburgh Postpartum Depression Scale, a scale specifically developed to measure postpartum depression. Using two-way ANOVA, no relationship was found between regular physical activity and a lower incidence of postpartum depression. Since perceived stress and social support had been linked to postpartum depression in the literature, a multiple regression analysis was used to their relationships to the incidence of postpartum depression in the current study. Two profile analyses were used to determine if any relationships existed between demographic characteristics, such as age, income level, occupation, and postpartum depression. Perceived stress was the only variable that was found to be related to postpartum. A lack of significance between postpartum depression and the variables chosen in this study (with the exception of perceived stress) may indicate that there is still an unknown factor that makes postpartum depression unique when compared with other depressions. Further research is needed in the potential use of exercise for the treatment of postpartum depression. A clearer understanding of the exercise postpartum depression relationship is necessary before regular exercise might be used to affect the incidence of postpartum depression. It is also recommended that a more detailed record of physical activity be used to gather information about long term exercise schedule, frequency, duration and intensity of participation in physical activity.
Stoklosa, Sonya M. HOME COURT ADVANTAGE IN MEN'S AND WOMEN'S BIG TEN INTERCOLLEGIATE BASKETBALL, 1991. M.S., Purdue University (Joan L. Duda). (80pp 1 f $4.00) PSY 1613

The phenomenon of home court advantage (HCA) was studied to determine its existence and extent in Big Ten men's and women's intercollegiate basketball. Archival data was collected for a period of twelve years (1979-1990) across the men's teams and for a period of nine years (1982-1990) over the women's teams. In addition to examining the HCA, a secondary purpose was to calculate ability measures for each team over each season to determine the existence of team differences in winning and the effect of game location on HCA. Differences in gender in relation to the HCA were also assessed. The general linear model was used to compute the HCA in points. The Bradley-Terry model was used to generate numeric measures of ability and calculate the probability of the home team winning. There was a significant HCA for men's and women's intercollegiate basketball. The average points due to the HCA was 4.5. However, there were no significant differences between men and women the HCA winning percentages. High ability home teams had probability of winning at home when competing against lower ability visiting teams. No inter-team variability in points due to the HCA. There was also no time effect for the HCA.


The purpose of this study was to determine whether social loafing exists in an intact athletic team and to examine the effects of individual identifiability on group performance in rowing. The subjects, 24 male and 20 female collegiate rowers, were randomly assigned to single-sexed groups of four. All of the rowers completed a total of three rowing ergometer pieces, one in each of the three treatment conditions (alone, low identifiability, and high identifiability). The subjects rowed individually in the alone condition, and in groups of four in the low and high identifiability conditions. The only difference between the low and high identifiability conditions was that the performance splits were publicly announced every two minutes in the high identifiability condition but remained confidential in the low identifiability condition. The dependent variables include ergometer performance, measured by the distance traveled (in meters) over each of the three eight minute (men) or ten minute (women) ergometer pieces, and the subjects' perceived effort, identifiability, motivation, and competitiveness measured by the post ergometer piece and post-experiment questionnaires. The independent variable was the condition in which the ergometer piece was rowed (alone, low identifiability or high identifiability). A counter-balanced, within / subject design was used in which each subject performed three ergometer pieces, one in each of the three conditions, with a five minute (men) or eight minute (women) rest interval between each trial. Immediately following each ergometer condition the subjects completed the post ergometer questionnaire. Following all three ergometer pieces, the subjects completed a post experiment questionnaire regarding their perceived exerted effort, identifiability, fatigue, and motivation. A series of one-way, within subjects ANOVA's revealed no significant differences if ergometer performance across the three conditions for either the men or women. Furthermore, there was no significant difference in exerted effort between the alone, low identifiability, and high identifiability ergometer conditions. The results of the post ergometer piece and experiment questionnaires revealed that both the men and women felt significantly more identifiable to the other three rowers in their group in the high identifiability condition than in either the alone or low identifiability conditions. Furthermore, both the men and women felt significantly more competitive with the other in their four-person group when rowing under conditions of high identifiability than when rowing alone.


The purpose of this study was to investigate effects of a transformation of the Olympic Games on the American Olympic athlete’s retirement from sport process. A total of 599 Olympians who had retired from sport participated in this study. The subjects were limited to athlete members of the United States Olympic teams from the 1948 Winter and Summer Olympic Games up to and including the 1988 Olympic Winter Games. The subjects were categorized according to the decade in which their last Olympic Games participation occurred. The instrument utilized in this study was a modification of the written questionnaire constructed and employed by Roe in his study, “The Effects of Career Termination Upon Journeyman Professional Football Players.” Five major life areas were examined to determine the subjects’ adjustments to long-term, post-athletic life. Results indicated statistically significant differences were found in four of the life areas: (a) family relationship, (b) job satisfaction, (c) financial satisfaction, and (d) life satisfaction. There were no statistically significant differences in the subjects’ levels of health. In order to gain insight into the athletic retirement process, the study examined the subjects at three separate phases: (a) active-athlete, (b) athletic retirement, and (c) long-term, post-athletic retirement. The 1980 to 1988 Olympians and the members of the 1980 Summer Olympic team recorded statistically higher levels of depression and uncertainty as related to knowing what they wanted in life than did the 1948 to 1956 Olympians at all three athlete life phases. There were also statistically significant differences in the subjects’ feelings related to athletic retirement and the length of time it took the subjects to adjust to post-athletic life. In a comparison of the subjects and retired National Football League athletes, there were no statistically significant differences in the quality of current spousal relationships, current levels of health, and current quality of overall life satisfaction.

Thomas, Johnny D. A COMPARATIVE ANALYSIS OF THE LEADERSHIP STYLES OF HEAD FOOTBALL COACHES FROM TRADITIONALLY BLACK AND WHITE UNIVERSITIES AND COLLEGES, 1992. Ed.D., University of Missouri-Columbia (Alex Waigandt). (218pp 3 f $12.00) PSY 1687

This study was to determine whether there was a difference between the leadership styles of head football coaches from traditionally black and white universities and colleges in the NCAA at the Division I-AA level. The assistant coaches were requested to describe their respective head coaches’ leadership styles according to the Leader Behavior Description Questionnaire
Student development has been defined by B.B. Crookston (1972), as the “application of the philosophy and principles of human development in the educational setting”. Specifically related to higher education, student development describes the impact the institutional environment and experience has on students. The sport environment has been described by Loy, Kenyon & Moore as a mini-society or a participatory model of life. If it is agreed that this is an accurate description, it should follow that developmental opportunities in the larger world environment and those in the sport environment are similar. This study utilized Arthur Chickering’s developmental theory described in *Education and Identity* (1969) to investigate the perceived influence of participation in intramural sports activities on the development of the vectors purpose, interpersonal relationship, and autonomy. In addition, this study investigated the effects of commuter versus resident status on the development of the above mentioned vectors. Lastly, the results of this study will be utilized to identify strategies of intramural sports program design and delivery, which will increase its student development contributions. The method of triangulation was used to collect data for this study. The Student Development Task and Lifestyle Inventory (1987), specifically designed for evaluation of co-curricular programs, was utilized a Semi-Directed Focused Interview with each subject. The population of the study consisted of a stratified cluster sample of full-time undergraduates enrolled at Xavier University, Cincinnati, Ohio, during Spring 1990 and Fall 1990 semesters. A total of 44 participants (frequent and infrequent users) and 29 non participants completed the two-part collection process. The analysis of the participant categories of this study revealed a high positive perception by students about the importance intramural sports involvement has on the undergraduate educational experience. The positive perceptions, although lower, of the non-participant groups further substantiated the fact that co-curricular programs, in general, are part of total student development.

The purpose of the study was to examine the viability of two approaches to games teaching. The technique method focused primarily on skill instruction where the skill taught initially was incorporated into a game at the end of each lesson. The game centered approach started with a game or game-like situation. The initial activity in this method placed an emphasis on the development of tactical awareness and decision-making. Skills were taught only if the need for these arose in game situations. The focus was on the decision-making process that preceded the technique employed. In order to investigate the effects of the game-centered and technique-centered models of instruction data were collected from a study of 44 middle school children. The students were taught field hockey for 10 weeks. Two physical education specialists delivered the treatments. Both teachers used the technique and game centered approaches with different groups. The effects of the two models were monitored on the development of game playing ability including control, decision-making, and execution, declarative and procedural knowledge, and skill acquisition. Game playing ability was determined by coding the students during game participation. A pretest and posttest were administered for this variable and also for hockey skill (accuracy and time) and knowledge (declarative and procedural). An examination of the control variable during game participation was made by administering a 2 x 2 (time by group) analysis of variance (ANOVA) for repeated measures. Decision making and execution data during game play were analyzed by using separate 2 x 2 (time by group) multivariate analyses of variance (MANOVA) for repeated measures. These analyses were conducted to examine pretest and posttest scores, and group differences across time for dribbling, passing, shooting and tackling. If significant multivariate Fs were found (p<.05), univariate F-tests were used to locate specific differences for each dependent variable. Knowledge (declarative and procedural) and skill (accuracy and time) were also examined by using 2 x 2 (time by group) MANOVA for repeated measures. In general no significant differences were found between the two models of instruction on the development of game playing ability, hockey knowledge and skill. Significant time effects were found for the control and execution variables of game playing ability, and for the time variable on the skill test. A series of canonical correlations were also performed on the pretest and posttest data to look at the multivariate relationships among the following sets of variables (variates): (1) control, decision making, execution, (2) knowledge (declarative and procedural) and (3) skill (accuracy and time). A significant relationship was found between skill (shooting, accuracy and time) and game playing ability (control, decision-making, and execution) on the posttest.
assessed at 3 points using the preseason period; once on the first day, once at the midpoint, and once on the last day of preseason. The number of sessions missed due to injury was recorded by the athletic trainer at each institution. A one-way MANOVA was used to analyze the differences in the 6 subscale scores of the POMS for injured and non-injured athletes. During week 1 injured athletes scored significantly (p<.05) higher than did non-injured athletes on the POMS subscales of anger, confusion, tension, and depression, than did non-injured athletes. During week 3 of the preseason the anger, confusion, depression, and tension subscale scores of injured athletes were significantly (p<.05) higher than the scores of non-injured athletes. The Global Mood Scores of injured athletes were significantly (p<.05) higher than the Global Mood Scores of non-injured athletes for all three weeks of the preseason. There were significant (p<.05) increases in the anger, depression, and confusion scores of injured athletes from the first day of preseason prior to their injury. The depression subscale of the POMS was a significant (p<.05) predictor for those injuries which occurred during the second week of the preseason. Results are discussed with regards to the implications that increase training volume may have an association with mood state disturbances which relate to athletic injuries.

Wagner, Kay E. OVERCORRECTION AND TIMEOUT TECHNIQUES TO DECREASE TIME OFF-TASK DURING A GROSS MOTOR PERFORMANCE OF EMOTIONALLY DISTURBED MALES, 1991. M.S., Texas Woman’s University (Ron French). (103pp 2 f $8.00) PSY 1616

The purpose of this study was to examine the effectiveness of overcorrection and timeout on decreasing time off-task of males who are emotionally disturbed during the performance of a selected gross motor skill. The subjects were five males (CA 6 to 10 years) who were emotionally disturbed as defined by P.L. 94-142. All of the subjects were enrolled in one of two self-contained classrooms in an elementary school within the Dallas Independent School District. The subjects were chosen for the study based on their individual overhand throwing scores on the Test of Gross Motor Development and the continuous display of inappropriate behavior during their regular 45 min physical education class over a 3-day observation period. Each subject was randomly assigned an intervention, either timeout or overcorrection, for each of twelve 15-min group sessions. The subject engaged in the intervention only after he was verbally reprimanded once for displaying inappropriate behavior during the testing session. Data were collected off of a video tape of each session and the time off-task was calculated for each subject. The data were analyzed by the Wilcoxon nonparametric statistical procedure. This procedure yielded no significant differences between the baseline, interventions, or control sessions. The actual time off-task, statistically and from visual inspection, supports the original hypothesis: There is no significant difference between overcorrection and timeout techniques in decreasing inappropriate behavior. However, the frequency of the overcorrection intervention was lower than that of the timeout intervention.

Wood, Nadine M. S. EFFECTIVENESS OF SELECTED COMPONENTS IN BEHAVIORAL WEIGHT-LOSS INTERVENTIONS: A META-ANALYSIS, 1992. M.S., Oregon State University (Rebecca J. Donatelle). (180pp 2 f $8.00) PSY 1652

The purpose of this study was to conduct a metaanalysis to determine which components used in behavioral weight loss interventions were most effective in producing weight loss. This project was a replication and expansion of a study conducted by Bennett (1986). Published and unpublished studies written between January 1, 1985 and March 1, 1992 were located through an extensive search of the literature. Only studies meeting specific inclusion criteria were included. Three dependent variables (mean posttreatment weight loss (MPWL), mean follow-up weight loss (MFWL), and maintenance ratio (MR)) were used to determine the effect of 39 independent variables. Overall mean analysis, Pearson Product Moment Correlations, and ANOVA were employed to determine significant relationships (p<.05) between the dependent and independent variables. A total of 130 treatments were coded from 77 studies. Mean pooled weight loss was 12.89 pounds at posttreatment and 12.96 pounds at follow-up. MPWL was most affected by longer weeks of treatment duration and higher number of hours of treatment contact. Higher weight losses were also found at posttreatment in those programs that used strict diets of ≤1000 kcalories per day, conducted exercise in the treatment sessions, held treatments in a hospital or clinical setting, and employed professional therapists as opposed to students or lay leaders. The primary determinants of MFWL appeared to be longer treatment duration and treatment contact hours, higher amounts of weight loss reported at posttreatment, strict diets of ≤1000 kcalories per day, and hypnotherapy used in treatment. Use of hypnotherapy, no monetary incentives, and individual contact during treatment appeared to be the primary determinants of MR. While effective during the treatment phase, monetary incentives negatively affected MFWL. Additionally, higher monetary incentives coupled with higher monetary refunds negatively affected MFWL and MR. Based on the conclusions of this metaanalysis, the following recommendations were made. Increase the amount of research conducted on the use of hypnotherapy as an effective behavioral strategy in weight loss programs. Competition and monetary incentives not be used as the only motivator for weight loss in a treatment program. In order to avoid inflated weight loss results, calculation of weight loss results should include all participants in the treatment program rather than just those who completed treatment.


8 men and 8 women subjects were angered or not angered and required to aggress against the instigator to anger, who was an experimental confederate. A 2 x 2 x 5 ANOVA with trials (5) as a with-in subject variable was used to examine the effect of gender and level of anger (angered and not angered) on the frequency, target preference, and perceived effort (Rating of Perceived Exertion) of the striking (with a club) behavior. The following significant results were found: (1) Men struck more frequently than women and (2) the mean number of strikes for men and women increased across trials. (3) Men directed a higher proportion of strikes to the most vulnerable target area allowed. (4) Men reported higher perceived exertion scores in striking and (5) a significant difference for trials was found. The data supports a view of men as more aggressive when a violent aggressive behavior is studied and have implications for professional training in which individuals may be required to aggress or may be the target of aggressive behavior.
**CREATIVITY**

Green, Jill. *Fostering Creativity Through Movement and Body Awareness Practices: A Postpositivist Investigation into the Relationship Between Somatics and the Creative Process*, 1993. Ph.D., Ohio State University (Seymour Kleinman/Patricia A. Lather). (320pp 4 f $16.00) PSY 1738

Somatics and creativity reflect inner processes. Somatics studies body/mind experience from within. Creativity theorists have described aspects of creativity such as a heightening of sensory experience, relaxation, risk taking, and the abilities to surrender and self-actualize. These commonalities suggest a relationship between these fields. This study investigates the relationship between somatics and creativity as experienced by participants in a somatics/creativity project. The study initially sought to: 1) explore how these student participants experience somatic and creative processes, 2) determine if and how they find a relationship between the processes, and 3) understand how somatic practice may foster creativity in this environment. However, as the investigation took a "postmodern turn," new issues emerged. The study began to raise questions such as: How is somatic experience inscribed by culture? Do personal somatic power and social change work against each other or is it possible to move toward social change through somatics and creative experience? Thus, the study also sought to explore how somatics and creativity might be used as a vehicle for socio-political change as well as personal change. The postpositivist analysis, from interviews, observation, and documentary analysis, indicate that the participants expressed a relationship between somatics and creativity and that somatic practice provided a context for facilitating creativity. However, there was also an overwhelming response that the participants had not experienced somatic practice as separate from the creative process. The findings also break down the dualism between self and society. Somatic and creative work provided a vehicle for personal change, but in most cases, were also inseparable from socio-political change. The study presented the danger of working from an individualistic construction of self and raised conflicts between humanist theories of creativity and somatics, and critical, feminist and postmodern theory. The inquiry concludes that a post-humanistic reconceptualization of creativity may be needed. This framework recognizes, not a static foundational self, but a changing self. It is tied to inner authority and resists technologies of normalization and dominant meaning systems. In this sense somatics and creativity are also not separate but are interwoven with a changing and struggling self.

**MOTIVATION**

Hanson, Julia M. *The Relationship Between Personal Incentives for Exercise and the Selection of Activity Among Patrons of Fitness and Recreation Centers*, 1990. M.S., Brigham Young University (Mark S. Clarke). (113pp 2 f $8.00) PSY 1740

The purpose of this study was to examine the relationship between personal incentives for exercise and the selection of activity. The Personal Incentives for Exercise Questionnaire (PIEQ) was administered to patrons of fitness or recreation centers (n=278) to determine if there was a relationship between incentives to exercise and the mode of exercise. A descriptive analysis was first performed on the data, and a graph of each individual was drawn of the mean scores for each of the ten incentive categories addressed in the PIEQ. Four multivariate analyses were then conducted and because of significance found, appropriate univariate analyses were performed. It was found that racquetball, tennis or team sports participants had high competition and affiliation incentives. Aerobics participants also reported high affiliation incentives, but in addition they scored high for the weight management, appearance and fitness incentives. Results of this study suggest that there is a relationship between personal incentives for exercise and the selection of activity.


The investigation was designed to determine whether subjects who set specific difficult goals perform better than those who are simply told to “do your best” on three 12-min endurance swim tests. Subjects from two separate collegiate fitness swimming classes (N=30) were assigned to one of the following goals setting conditions: (a) short-term and long-term goals (n=15), or (b) a goal of “do your best” (n=15). All the subjects participated in three 12-min endurance swim tests on the second, fifth, and seventh weeks of the 7 week course. A 2 x 3 ANOVA with a repeated measure on the second factor (testing occasions) was used to analyze the data. Performance was measured based on the total number of yards swum in 12-min. No differences (p>.05) were found between the two groups in performance over the three testing occasions. Although significant gains (p<.05) were found in 12 min endurance swim performance for both groups on the three endurance swim testing occasions, no interaction was found (p>.05) between the goal setting treatment program and the testing occasion with respect to the 12-min endurance swim test. Possible reasons for the lack of difference between the two groups included the nature of the goal, the nature of the subject, and the nature of the nature of the task.

Martin, Kathleen A. *The Effects of Mental Imagery on Intrinsic Motivation*, 1993. M.A., University of Western Ontario (Craig R. Hall). (157pp 2 f $8.00) PSY 1747

Paivio (1985) has suggested that mental imagery could be used to increase motivation. Specifically, the frequency, persistence, and efficiency of the overt practice of physical skills may be enhanced by imagery the performance of these activities. In the present six session study, 39 absolute beginner golfers were randomly assigned to either an imagery treatment condition (Performance and Outcome Imagery or Performance Imagery) or a no imagery (Control) condition. During the first three sessions of the study, all subjects were taught how to put a golf ball. In addition, imagery treatment subjects participated in an imagery training program designed specifically for the golf putting task, while the Control subjects followed a physical training program consisting of golf-related stretches and muscle conditioning exercises. For the final three sessions, subjects were told that the emphasis of the study was on performance, as the experimenter was interested in how many puts they were able to sink. During this second, performance-oriented phase, subjects in the Performance Imagery group
spent significantly more time practicing the golf putting task than subjects in the Control group. Subjects who used imagery also set higher goals for themselves and were more adherent to their training programs outside of the laboratory. These results suggest that imagery has a motivational function.

McCarthy, Laurence M. PATTERNS OF IRISH SPORT BEHAVIOR, 1993. Ph.D., Ohio State University (Patrickanathan Chelladurai/D.R. Howard). (263pp 3 f $12.00) PSY 1749

A total of 390 (males=185, females=201, unknown=4) of 1,500 people randomly selected from the register of electors in Ireland responded to a 121-item questionnaire eliciting their rates of and reasons for participation, non-participation, and spectating in various sports and physical activities; their perceptions of barriers to and facilitators of participation and spectating; and their background. Factor analyses yielded (a) three factors of reasons for participation — Competitiveness, Well-being, and Recreation; (b) three factors of reasons for non-participation — Lack of Proficiency, Lack of Facilities, and Lack of Social Support; (c) three factors of facilitators of participation — Relative Proximity, Facilities and Cost, and Lower Commitments; (d) two factors of reasons for spectating — Enjoyment of Competition and Leisure Pursuit; and (e) two factors of facilitators of spectating Social Surroundings and Lower Family Constraints. Exercise walking, swimming, and cycling were the most popular participant activities, while gaelic football, soccer, and hurling were the most popular spectating activities. Females rated significantly higher than males Well-being and Recreation as reasons for participation; Lack of Proficiency and Lack of Social support as reasons for non-participation; Relative Proximity, and Facilities and Cost as facilitators of participation; Leisure Pursuit as a reason for spectating; and Less Family Constraints and Improved Social Surroundings as facilitators of spectating. Males rated significantly higher than females Competitiveness and win orientation as a reason for participation. There were also several significant differences among sub-groups defined by age, marital status, education, region of residence, and employment situation. More specifically, single 18-24 year old males with a tertiary education were most likely to spectate. These differ-

Thomas, Tracy L. ADOLESCENT MOTIVES FOR PARTICIPATING IN THE 1993 NATIONAL YOUTH SPORTS PROGRAM AT WASHINGTON STATE UNIVERSITY, 1993. M.S., Washington State University (Sandia L. Hupp). (117pp 2 f $8.00) PSY 1758

The purpose of this study was to examine whether there were gender differences in sport achievement orientation of varying levels of sport participation. Three hundred and thirty undergraduate students, 165 males and 165 females, were selected as subjects for the study. Among those subjects, there were 110 intercollegiate athletes, 110 intramural athletes, and 110 nonathletes. The Sport Orientation Questionnaire (Gill & Deeter, 1988) was utilized to measure sport specific achievement orientations of competitiveness, win orientation, and goal orientation. The questionnaires were administered in the classroom setting during the regularly scheduled instructional sessions. Three separate 2 x 3 (gender x levels of sport participation) independent groups ANOVAs were used to detect the differences in competitiveness, win orientation, and goal orientation of male and female intercollegiate athletes, intramural athletes, and nonathletes. The results revealed that males had higher (p<.05) levels of competitiveness and win orientation than females. Intercollegiate athletes tended to be more (p<.05) competitive and win oriented than nonathletes. Further, gender differences were most evident in the levels of competitiveness with males scoring higher than females. However, goal orientations were not (p>.05) differentiated between males and females. It is suggested that coaches be aware of such gender differences and similarities and organize sport activities to emphasize and enhance personal goals for young adults.

McCarthy, Laurence M. PATTERNS OF IRISH SPORT BEHAVIOR, 1993. Ph.D., Ohio State University (Patrickanathan Chelladurai/D.R. Howard). (263pp 3 f $12.00) PSY 1749

The Leisure Motivation Measurement (short scale) instrument (Beard & Ragheb, 1983) was used to assess adolescent motives for participating in the 1993 Summer National Youth Sport Program at Washington State University. This instrument consists of four subscales. The subscales examined in this study were: intellectual motivation, social motivation, and competence mastery motivation. Subjects were 158 adolescent males and females between the ages of 10 and 16 residing in rural counties in Washington and Idaho. Descriptive statistics were used to summarize the demographic data (age, gender, and economic status). A two-way ANOVA revealed no significant interaction effects between age and gender on the three motivational attributes: intellectual motivation, F(1, 151)=0.03, p>.85; social motivation, F(1, 152)=0, p>.05; competence-mastery motivation, F(1, 152)=0.38, p>.05. A significant difference was found with gender and social motivation, F(1, 152)=7.34, p<.01. A significant difference was found

Ruan, Nianyu. SPORT ACHIEVEMENT ORIENTATION OF MALE AND FEMALE INTERCOLLEGIATE ATHLETES, INTRAMURAL ATHLETES, AND NONATHLETES, 1993. M.S., Springfield College (Mimi Murray). (114pp 2 f $8.00) PSY 1678

The purpose of this study was to examine whether there were gender differences in sport achievement orientation of varying levels of sport participation. Three hundred and thirty undergraduate students, 165 males and 165 females, were selected as subjects for the study. Among those subjects, there were 110 intercollegiate athletes, 110 intramural athletes, and 110 nonathletes. The Sport Orientation Questionnaire (Gill & Deeter, 1988) was utilized to measure sport specific achievement orientations of competitiveness, win orientation, and goal orientation. The questionnaires were administered in the classroom setting during the regularly scheduled instructional sessions. Three separate 2 x 3 (gender x levels of sport participation) independent groups ANOVAs were used to detect the differences in competitiveness, win orientation, and goal orientation of male and female intercollegiate athletes, intramural athletes, and nonathletes. The results revealed that males had higher (p<.05) levels of competitiveness and win orientation than females. Intercollegiate athletes tended to be more (p<.05) competitive and win oriented than nonathletes. Further, gender differences were most evident in the levels of competitiveness with males scoring higher than females. However, goal orientations were not (p>.05) differentiated between males and females. It is suggested that coaches be aware of such gender differences and similarities and organize sport activities to emphasize and enhance personal goals for young adults.
with age and competence-mastery motivation, F(1, 152)=4.11, p<0.02. An independent t-test revealed a significant difference (.01) between economic status and competence-mastery motivation.

**MOTOR LEARNING AND CONTROL**


The problem was to examine basketball lay-up opposition form and shooting accuracy development while using drills emphasizing tactile, whole and/or part arrangement. Thirty-two middle school aged subjects were randomly assigned to four groups while conducting three sessions of ten massed trials and were evaluated with the study developed criterion instrument. Multiple Analysis of Variance for the significance (p<.05) of variability among four means regarding opposition form and shooting accuracy were conducted. The significant main group effect for shooting accuracy, F (3.28)=4.59, p=.01 with no over time effect. F (1.28)=3.93, p=.092, indicated that the initial group difference was not effected by the study treatment. Mean pre to post percentage changes were modest for the first three groups, 3.2%, 5.6%, 13.3%, while the fourth group slightly decreased, 8%. The opposition form MANOVA indicated no main effect. F (3.28)=92, P=.446, but displayed an over time effect. F (1.28)=31.16, P=.0001. Overall results indicate that subjects significantly improved in lay-up opposition form but not in shooting accuracy in all four drill/groups used in this study.


This study investigated whether timing control mechanisms would vary as a function of training and tasks in two experiments. Forty-eight college-age subjects were tested in each experiment. Both experiments had an acquisition phase and a transfer phase. Experiment I required subjects to learn a timing task by matching five time intervals with six key presses. During the transfer phase, subjects performed three tasks (20 trials each): the same relative timing, different relative timing, and auditory tasks. Mixed-design ANOVAs of RMSE, SD, and phasing data indicated that only extensive training (320 trials) eliminated the initial differences in RMSE, SD, and phasing. Transfer results suggested that a centralized control mechanism became more important for the temporal organization with more extensive training. In Experiment II, 48 subjects pressed the six-key sequence as quickly and accurately as possible. After training, two transfer tasks (speed reduction and direction reversal) were performed. Mixed-design ANOVAs of SD, phasing data, and segment MTs indicated that the organization of temporal properties was mainly influenced by the use of different effector conditions and the kinematics of the timing tasks, regardless of the training schemes. These findings favor the composite model of timing.

Choboy, Jon A. INFLUENCE OF MENTAL IMAGERY ON TENNIS SERVICE ACCURACY OF INTERMEDIATE LEVEL TENNIS PLAYERS, 1992. M.S., Springfield College (Mimi Murray). (97pp 1 f $4.00) PSY 1700

Subjects for this study were 37 adult intermediate level tennis players from the Western New York area. The subjects were randomly assigned to 4 different training conditions: mental imagery (8), physical practice (10), mental imagery/physical practice (10), and progressive relaxation (9). The level of intermediate was determined, utilizing the United States Tennis Association’s National Tennis Rating Program. All subjects were pre and post-tested, in compliance with the guidelines of the United States Professional Tennis Association, to determine each subject’s tennis service accuracy. The relaxation and imagery groups were exposed to audio-taped versions of their assigned treatment. As a prerequisite, the imagery group was administered the same progressive relaxation as that received by the relaxation group. Each group completed 8 training sessions over a 10 day period between the pre and post-tests. A 1 x 4 analysis of covariance (ANCOVA) was conducted on the data. The dependent variable was the post-test tennis service accuracy score, with the pre-test as the covariate. While the differences were not significant (p>.05), the physical practice group improved the most, followed by the imagery and relaxation groups respectively. The mental imagery/physical practice group declined slightly.

Collier, Douglas H. GOAL DIRECTED MOVEMENT IN INFANTS WITH DOWN SYNDROME, 1993. Ph.D., Indiana University (Dale A. Ulrich). (196pp 3 f $12.00) PSY 1734

Seven infants with DS and seven motor-age matched controls (12-24 weeks) were divided equally into two groups to examine whether the introduction of a goal directed component to movement would increase the rate of supine leg movement and alter selected kinematic variables when compared to spontaneous leg movement. Data collection took place in the home while the infant lay supine on a crib. After observing a stationary mobile (2 minutes) all subjects received conjugate reinforcement via the overhead mobile (10 minutes). An extinction phase followed (2 minutes). Following the experimental protocol, anthropometric data was recorded. Results demonstrated that leg movement rate did not differ between groups but that conjugate reinforcement resulted in a significant increase in movement rate over baseline for both groups. Group differences in the peak velocity, amplitude and duration of leg movements were not found. Group differences in the peak velocity, amplitude and duration of leg movements across experimental conditions were not found. Examination of rate data and kinematic profiles of subjects acquiring the contingency revealed substantial individual differences in peak velocity, amplitude and duration over experimental conditions. Results supported the dynamic systems principle that introducing specific task demands results in the modification of movements on a highly individual basis.

This study consisted of three parts: 1) designing a checklist to act as a standard for knowledge of breaststroke swimming, 2) testing collegiate experts for comparison and 3) testing age group swimmers using the final checklist. Part 1 subjects included 2 college swimming coaches, 1 former All-American swimmer and 1 former Olympic coach. After using the Delphi technique, 85 variables were recorded as the checklist. Part 2 used 4 college swimmers (2 males and 2 females) that were also All-American caliber. These swimmers were questioned about all aspects of breaststroke swimming. Their responses were ranked technical, verbal and demonstrated as well as spontaneous, generally probed and specifically probed. Part 3 consisted of 22 age group expert swimmers ages 8-18. These subjects’ responses were ranked in the same way as the collegiate subjects’. Gender and rank were not significant factors. Younger experts knew less and tended to use less verbal and technical responses. Distance was an important factor for the number of correct versus wrong answers and the number of technical responses with 200 yard swimmers exceeding 100 yard swimmers. One age group swimmer and one college swimmer were re-tested due to the response discrepancy between them and their peers.

Duncan, Susan C. THE ROLE OF COGNITIVE APPRAISAL AND FRIENDSHIP PROVISIONS IN CHILDREN’S EXPERIENCE OF AFFECT IN PHYSICAL ACTIVITY, 1992. Ph.D., University of Oregon (Maureen R. Weiss). (169pp 2 f $8.00) PSY 1626

Although evidence exists to suggest that affect is important to children’s motivation in physical activity, relatively little research has examined the antecedents and consequences of affect among youth engaged in physical activity. Cognitive psychologists suggest that affective reactions are preceded by appraisal of an event or outcome, which may be intuitive (almost automatic) or reflective. One influential form of reflective appraisal is causal attributions. Causal attributions are thought to influence behavior through the mediation of expectancy and affect. In other words, causal attributions and, particularly, the dimensional nature of these attributions, influence the type and amount of affect experienced in a given setting. In addition to causal attributions, social aspects are also proposed to influence the affect children derive from their involvement in physical activity. For example, social or friendship provisions, such as companionship and esteem support, are proposed to influence affect and subsequent motivation in children who participate in physical activity. The present study examined the mediating affect in the influence of achievement-related aspects (perceived success and causal attributions), and friendship provisions (companionship and esteem support), on choice and future expectancies for success and enjoyment. Subjects (N=422) were seventh and eighth grade students participating in physical education classes. Participants completed a battery of self-report measures designed to assess the variables of interest at the end of a school term before students knew their final grade. Using structural equation modeling techniques results confirmed the mediational role of affect on choice and future expectancies for success and enjoyment. Direct influences were also evident from perceived success to future expectancies for success, and from personal control to future expectancies for enjoyment. Companionship and esteem support had a significant direct effect on choice, and esteem support also directly influenced future expectancies for success and enjoyment. Furthermore, students’ participation in organized physical activity outside of school (years of experience) directly influenced the antecedent variables as well as choice and future expectancies for success. Findings are discussed with reference to the nature of affect, its mediational role in influencing motivation, and its importance in children and youth’s physical activity experiences.

Garcia, Clersida. A FIEL workplace STUDY OF HOW YOUNG CHILDREN LEARN FUNDAMENTAL MOTOR SKILLS AND HOW THEY PROGRESS IN THE DEVELOPMENT OF STIKING, 1991. Ph.D., Michigan State University (Crystal Branta). (266pp 3 f $12.00) PSY 1661

The purpose of this study was to examine closely how young children learn fundamental motor skills and, more specifically, to observe how children progress in the development of striking as a result of their interactions in their regular motor skills class. The study was conducted over a period of six consecutive months. Fieldwork research methodology was used and data were collected using participant observation, videotaping, audiotaping, formal and informal interviews, and document gathering. Data analysis was an ongoing process during the fieldwork. After completion of the fieldwork, the whole corpus of data was analyzed in order to identify emerging patterns. These patterns were then checked against data from other sources. Analysis of children’s daily interaction while learning fundamental motor skills revealed gender differences relating to the way children learn. Girls were found to learn through a cooperative style. Boys were found to learn via a competitive style. A cultural pattern of cooperative interaction among Asian children was found in the setting. In the developmental sequence of striking, children showed patterns that were slightly different from the stages of striking hypothesized by Seefeldt and Haubenstricker (1974). An ABC stage sequence of striking was identified with three transitions between stage B and stage C. The study has implications for teaching, learning, and research on the development of fundamental motor skills. This study provided insightful information about the particular ways girls and boys learned skills in this setting. Cooperation and competition should be considered as two forms of social interaction that can be in conflict within different gender and cultural groups. Variability in the development of striking should be expected and seen as a sign of progress toward more mature forms of the skill. In the area of research, this study offers a new approach for understanding how movement patterns develop through continuous observation over time, as well as the opportunity to investigate the influence of a child’s social, affective, cognitive, environmental, and experiential background in the acquisition of motor skills.

Halliday, Nancy. THE EFFECTS OF CONTEXTUAL INTERFERENCE AND THREE LEVELS OF DIFFICULTY ON THE ACQUISITION, RETENTION, AND TRANSFER OF HOCKEY STRIKING SKILLS BY SECOND GRADE CHILDREN, 1992. Ph.D., Temple University (Michael Goldberger). (175pp 2 f $8.00) PSY 1630

The purpose of this study was to examine the effects of contextual interference and three levels of difficulty on the acquisition, retention, and transfer of hockey striking skills by second grade children. The 54 second grade children received a total of 24 practice trials on each of three tasks in either a blocked, blocked-random, or random format. The tasks consisted of: striking a stationary ball to a stationary target 15 feet away (easy task), striking a rolling ball to a stationary target (medium task), and moving to strike a rolling ball to a stationary target (difficult task). Absolute error, absolute constant error, and variable error scores

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were calculated for the third day of acquisition, for two novel transfer tasks, and for the original acquisition tasks after a seven day retention period. Data for acquisition and retention were analyzed using a 3 (contextual interference) x 3 (level of difficulty) design with repeated measures on the last factor. Transfer data were analyzed using a 9 (contextual interference before and after) x 2 (level of difficulty) design with repeated measures on the last factor. Both the random and the blocked-random practice groups showed significantly less variability in performance on the easy task at the end of acquisition. It is possible that by the third day of acquisition the learning of the easy task was established to the point where the results were similar to short-term retention results observed in other contextual interference studies. The retention results revealed that the performances of the blocked and the blocked-random groups on the easy task were significantly less variable than those of the random group. Results of this study indicate that the blocked-random and blocked practice conditions may be more beneficial for children. Lack of significant findings for the medium and difficult level tasks may be an indication that these types of tasks are too difficult for second grade children, or that the combination of these three tasks produced levels of contextual interference that were too great to be of benefit to second grade children.

Hoffman, Mark. THE EFFECTS OF PROPRIOCEPTIVE TRAINING ON POSTURAL SWAY USING THE BIOMECANICAL ANKLE PLATFORM SYSTEM™ ON HEALTHY SUBJECTS, 1993. M.A., San Jose University (V. Gregory Payne). (77pp 1 f $4.00) PSY 1742

Twenty-eight healthy high school students (16 male, 12 female), with no previous lower leg pathology or injury, volunteered for an investigation of the effects of ankle disk training on postural sway in a modified Romberg stork stand. The parameters of medial-lateral sway (X) and anterior-posterior sway (Y) were measured. All subjects were pre tested on the Kistler force platform while standing on the bare foot of the dominant leg in a modified Romberg position. Subjects in the experimental group (n=14) trained, using the Biomechanical Ankle Platform System™, 3 times per week for 10 weeks while the control subjects (n=14) did not train. All subjects were post tested following the training period. ANOVA yielded significant differences on both the medial-lateral (X) and anterior-posterior (Y) parameters of postural sway. In conclusion, 10 weeks of proprioceptive ankle disk training significantly decreased postural sway in both the medial-lateral (X) and anterior-posterior (Y) directions.

Holcombe, Robert A. THE EFFECTS OF AUDITORY BIOFEEDBACK ON THE ACCURACY OF THE TENNIS VOLLEY, 1991. M.S., Brigham Young University (Kathryn Lewis). (122pp 2 f $8.00) PSY 1709

This study examined the relationship between an auditory biofeedback instrument and volley accuracy scores. Sixty volunteers were found in three beginning tennis classes at Brigham Young University. The subjects were assigned to three treatment groups according to pretest accuracy scores. These scores were compared to posttest accuracy scores to determine treatment effectiveness. When the subjects' scores were analyzed, accuracy scores varied significantly between the treatment, placebo, and control groups (p=0.0018). According to this study, the treatment group's success was a result of auditory biofeed-

College males (N=22, mean age=21.3) were randomly assigned into 3 groups (SP, VB, VR) and practiced under specific, variable/blocked, and variable/random schedules respectively, performing 5 sets of 45 jump-shots for each set (total=225). Two posttests were given, 1 for retention performance from a prepracticed position, and 1 for transfer performance from a new position. Each posttest consisted of 45 shots. Two ANCOVAs, with day 1 practice percentage being the covariate were calculated for the detection of treatment effect during retention and transfer among the groups. An LSM post-hoc test was employed subsequently to determine differences between pairs of groups for percentage of successful shots. Level of significance was set at (p<.05) for all tests. No differences among the groups were found during retention (p=.61). Difference was detected during transfer, with the VR group performing better than the VB group (p=.02). The results indicated no superiority of variable over specific practice schedules for both retention and transfer. Also, it appeared that VR schedules were more effective than VB schedules for performance from a novel position.

Langley, David J. STUDENT COGNITION DURING MOTOR SKILL LEARNING, 1992. Ph.D., University of Oregon (Kim Graber, Lois Youngen, Paul Schempp). (212pp 3 f $12.00) PSY 1636

A theoretical framework published by Doyle in 1977 assumes that student thought processes intervene between teacher behavior and student performance. Few studies in physical education have examined this mediation process during skill learning. Therefore, the primary research questions that guided this study were: (a) What are the student thoughts and perspectives when learning a motor skill, and how do these thoughts and perspectives change during a ten week university activity course? (b) To what degree are student thoughts and perspectives on skill learning issues similar to or different from the instructor’s perspective on the same issues? Twenty university students enrolled in a ten week Bowling I course and their instructor served as participants. Both qualitative and quantitative data were collected. Qualitative data included field notes, informal interviews, formal interviews, think aloud transcripts, written responses to daily questions, and various instructional documents. Quantitative data included bowling scores, the total strikes and spares per game, the total pins converted on the first throw per frame, and the standard deviation of this statistic. Qualitative data were analyzed by using techniques associated with grounded theory. Themes were gradually developed and focused on describing the learning environment, student thoughts and perspectives during skill learning, and differences between instructor and student perspectives on skill learning. Changes in quantitative performance were analyzed through a within-subject repeated measures MANOVA and associated follow-up tests. The following results were derived from the data: (a) Student learning can be characterized as a personal, constructive, and meaning-filled process. Students behaved in an active rather than a passive role regarding the processes affecting their learning; (b) Major differences were found between student and instructor perspectives on student skill learning; (c) Qualitative changes in student thoughts and perspectives were evident on a group level despite the lack of robust changes in the quantitative performance of the group.

Li, Jianmin. THE EFFECT OF SHORT TERM EMG BIOFEEDBACK ON NECK MUSCLE RELAXATION FOR ROTARY PURSUIT PERFORMANCE, 1990. D.P.E., Springfield College (Barbara E. Jensen). (169pp 2 f $8.00) PSY 1601

Sixty-six volunteer college students were randomly assigned into three groups (E1, E2 and C). All of the subjects performed a total of 9 blocks of rotary pursuit with 5 trials in each block. Both E1 and E2 groups received 10 min EMG biofeedback training and EMG biofeedback during the resting period between the trials, but only the E1 group received EMG biofeedback while performing the rotary pursuit task. The subjects who had no prior experience in EMG biofeedback were able to use the auditory EMG biofeedback information to relax the target muscle group while performing a motor task. Also, these subjects were able to maintain reduced muscle tension during the transfer trials when the biofeedback was withdrawn. The subjects in E1 group had greater neck muscle tension reduction than the subjects in C group. In addition, the subjects in the E1 group also appeared to have higher performance efficiency.

Lundy-Ekman, Laurie. SOFT NEUROLOGICAL SIGNS IN CLUMSY CHILDREN: INDICATORS OF TIMING AND FORCE CONTROL DYSFUNCTION, 1990. Ph.D., University of Oregon (Marjorie H. Woollacott). (102pp 2 f $8.00) PSY 1638

This dissertation investigated the neural basis for clumsiness in seven and eight year old children. Clumsy children often show two different types of abnormal movements on neurologic tests. The two types of abnormal movement may implicate basal ganglia or cerebellar dysfunction, although this interpretation of soft signs is controversial. The basal ganglia soft neurologic signs are extraneous motions. The cerebellar abnormal movements include tremor when reaching, inability to perform fast alternating movements, and inability to accurately reach a target. The soft signs were used to categorize the clumsy children as either basal ganglia or cerebellar. According to Keeler and Ivry (1987), the basal ganglia are involved in force control and the cerebellum is involved in timing control. If this theory is correct, children with basal ganglia signs should be poorer at force control than normals and children with cerebellar signs. Children with cerebellar signs should be poorer at timing than normals and children with basal ganglia signs. Three tasks were used to determine force and timing control. For the force control task, a horizontal target line was presented on a video screen and the subjects pressed a button to produce a force corresponding to the height of the target line. Subjects received visual feedback about their force control on one half of the trials, and no feedback on the other trials. For the timing production task, the subjects produced a simple rhythm. For the time judgments, subjects listened to two pairs of tones and stated whether the second pair had a longer or shorter amount of time between tones. As predicted, the children with basal ganglia signs performed significantly worse on force control than the other children. The children with cerebellar signs were worse than the others on both production of timing and timing perception. These results support the theory that the basal ganglia are involved in force control and the cerebellum is important for timing control. The results show that specific diagnosis of motor dysfunction in
clumsy children is possible, which may lead to development of treatments aimed at improving identified timing or force control problems. The results also indicate that soft signs can predict specific motor control dysfunction in clumsy children.

Manser, Michael P. EFFECTS OF RELATIVE FREQUENCY OF CONCURRENT VISUAL FEEDBACK ACQUISITION AND RETENTION. 1992. M.S., Ball State University (Douglas L. Weeks). (96pp 1 f $4.00) PSY 1746

The purpose of the study was to determine the effect of variations in relative frequency of concurrent visual feedback (CVF) acquisition and retention of a serial skill. Subjects (n=24) were college-aged females with no gymnastics experience. Subjects viewed a demonstration tape of a skilled gymnast performing a series of seven gymnastics dance skills consisting of simple and complex movements. Following this, subjects performed the dance sequence in front of a floor to ceiling mirror for concurrent visual feedback on a certain percentage of acquisition trials. The percentage of trials a subject received CVF depended on the group to which a subject was assigned: 100% relative frequency of CVF, 50% CVF (given on alternating trials), 50% faded CVF, or a control group that received no CVF. All subjects participated in three, 12-trial acquisition sessions on different days. A two-trial short-term no-CVF retention test was administered after each acquisition session with one long-term retention test administered 72 hours after the last acquisition session. The results of this study indicated no significant differences in form rating scores between groups. Thus, variations in the relative frequency of CVF during acquisition did not seem to enhance or detract from acquisition or retention performance. In addition, the ability to reproduce the correct sequence was not dependent upon the variation in the frequency of CVF employed throughout acquisition trials. The presence of a significant session effect in both acquisition and retention form rating indicated that learning did occur regardless of the presence or absence of CVF.

Marranca, Harriett A. EFFECT OF AGE ON REACTION AND MOVEMENT TIMES IN GIRLS AND WOMEN, 1992. Ph.D., Texas Woman’s University (Barbara E. Gench). (127pp 2 f $8.00) PSY 1717

The purpose of this study was twofold: (a) to determine the degree to which fractionated response times differ in girls and women as a function of age and (b) to compare these results with that of a study completed in 1962 by Hodgkins. The objective of the latter was to determine whether there would be any substantial differences in the results of the two studies. Occasionally, the ability to reproduce the correct sequence was not dependent upon the variation in the frequency of CVF employed throughout acquisition trials. The presence of a significant session effect in both acquisition and retention form rating indicated that learning did occur regardless of the presence or absence of CVF.

McMillan, Monique C. DIFFERENCES IN MOVEMENT SPEED BETWEEN SIX YEAR OLD CHILDREN AND ADULTS ON THREE MOTOR TASKS. 1992. M.S., Purdue University (Howard Zelaznik). (74pp 1 f $4.00) PSY 1668

Developmental differences in motor performance between children have been studied. Younger children perform more slowly than older children. Recently, Kail discovered that on cognitive tasks reaction times for children were a constant proportion of reaction times for adults. The proportions remain relatively constant for an age group across a variety of cognitive tasks. In the present thesis the ubiquity of the constant proportion finding was examined in the motor domain. The motor performance of six year old children and adults was compared on three motor skills: peg transfer, maximum rate finger tapping, and Fitts’ reciprocal movement task. Children were significantly slower than the adults on all of the tasks. In accordance with Kail’s work, within each task the movement times for children were a constant proportion of the movement times for adults. The proportions for the pegboard and tapping tasks were similar to the proportions reported by Kail, but in the Fitts’ task Kail’s equation did not describe the data accurately. These results lead to the suggestion that the speed of motor task performance is not limited solely by cognitive processes.

Mount, Julie. ROLE OF POSTURAL ADJUSTMENT IN THE TRANSFER OF AN UPPER EXTREMITY MOTOR SKILL FROM ONE BODY POSITION TO ANOTHER. 1994. Ph.D., Temple University (Michael Sachs). (133pp 2 f $8.00) PSY 1751

The purpose of this study was to investigate whether practicing an upper extremity motor skill with the trunk in one position improved performance of that upper extremity skill with the trunk in a different position, and to determine if there was negative transfer from the postural adjustment component of the task affecting the performance. Sixty-two healthy right-handed adults, ages 20 to 37 years, were randomly assigned to the experimental or the control group. The novel task to be learned was throwing a dart underhanded towards a target. The two body positions examined were sitting on an anteriorly slanted seat with the trunk vertical, and reclining on a table with the trunk at a 45° angle to vertical. Surface electrodes were attached to the subjects’ abdominal and spinal muscles bilaterally, the right anterior deltoid, and finger flexors. Analyses of variance showed that for subjects on the chair, performance was significantly better for subjects who had practiced on the chair than for subjects who had practiced on the table or subjects who had not practiced at all. There was no difference in performance on the chair for subjects who had practiced on the table compared to subjects who had not practiced at all. Among subjects on the table, there were no significant differences in performance among subjects who had practiced on the table, subjects who had practiced on the chair, and subjects who had not practiced at all. Subjects who switched to a different position had a greater proportion of inappropriate to appropriate postural muscle activity, as measured by electromyography, than subjects first learning the skill in that position. The difference for subjects who had practiced in a different position represented a tendency to use the postural strategy used during the first session. This finding suggests that there was negative transfer of the
postural component of the task when the same upper extremity task was performed in a different body position. However, there was no correlation between the postural ratios and the performance scores, suggesting that negative transfer of the postural component did not significantly affect performance of the upper extremity skill.

Oguchi-Chen, Fumiko. CHARACTERISTICS OF THOUGHT PROCESSES AND KNOWLEDGE STRUCTURES OF NOVICE TENNIS PLAYERS, 1990. M.P.E., University of British Columbia (Gary D. Sinclair). (193pp 2 f $8.00) PSY 1672

Performers of physical skills development knowledge structures in which the content, structure and process of special skills as well as context information are represented (Allard & Burnett, 1985; Gardner, 1985; Vickers, 1986). In the teaching of sports and physical education we deal with complexly organized knowledge structures and mental operations and changes occur as one (students, athletes, teachers and coaches) progresses from the novice to expert levels. The differences between the knowledge representation of experts and novices were documented in many areas, such as chess (Chase & Simon, 1973), physics (Chi, Feltovich & Glaser, 1981), mathematics teaching (Leinhardt & Smith, 1985) and gymnastics (Vickers, 1986). The basic purpose of this study was, for pedagogical reasons, to better understand the development of the novice performers’ knowledge structure by exploring their thought processes in action. The focus was upon novice tennis players during the game situation. Four novice level volunteer students from a physical education tennis performance class were the subjects of this study. A multiple case study method utilizing both qualitative and quantitative data was employed. The qualitative method and procedure of stimulated recall (Grimmert, 1982; Housner & Griffey, 1985; Peterson, 1982; Tuckwell, 1980) was used to obtain verbal reports disclosing the novices’ thought processes when reviewing the video tape segments of their play. Quantitative performance data using the CompuTennis scoring system were analyzed in order to verify the accuracy of the subject’s comments during the analysis of their interview transcriptions. Moreover, field notes and two questionnaires completed multiple source data base in order to permit the analysis of a subject in all dimensions. A description of what the players thought and felt during the interview in relation to their tennis performance was presented and the players’ thought processes and knowledge structures were analyzed and interpreted in relation to the complex internal and external cues reported in particular game situations. Diagrammatical summary of each case was presented as a representation of a player’s thought processes and knowledge structures. As well, a novice player’s thought processes and knowledge structures were discussed with a comparative view in relation to selected stage theories (Anderson, 1982; Dreyfus & Dreyfus, 1986; Jewett & Mullan, 1997). The present multiple cases revealed common themes across the cases of the novices as well as distinct individual differences in terms of the breadth, depth, organization and accessibility of the knowledges, working memory capacity and information processing efficiency (Kyllonen & Christal, 1989). Moreover, from the results of the study, developmental processes of compilation, composition and proceduralization of knowledges of action (Anderson, 1982) in the tennis game situation were discussed. Finally, the implications were discussed for the designs of instruction of skill performance.


Thirty-two male and female subjects from the Indiana School for the Blind (n=16) and St. Thomas Elementary School, Indianapolis, IN (n=16) participated as volunteers. Prepubertal status was determined by a physician. Non-Visually impaired (NVI) subjects were randomly assigned to a training or control group, as were visually impaired (VI) subjects. All subjects were pretested for isokinetic strength, isotonic strength, and kinesthetic memory (movement reproduction) of the elbow flexors, EMG amplitude of the biceps brachii, and upper arm circumference. The experimental group trained with weights 3 times a week for 8 weeks. A Post-test followed the training program. Analysis of data utilized planned comparisons for the dependent variables of muscular strength, EMG amplitude, movement reproduction scores, and arm anthropometrics. Statistically significant findings (p<.05) included isokinetic and isotonic strength increases in VI trained subjects, isotonic strength increases in VI trained subjects, and an increase in EMG amplitude following training in the VI trained subjects. The results from this investigation indicated that such strength gains are associated with an increase in neural activity. In addition, strength training did not appear to adversely affect movement reproduction accuracy in either VI or NVI children.

Reeves, Lynda P. MOTOR ABILITY TESTING OF SPEECH HANDICAPPED PRESCHOOL CHILDREN: A VALIDATION STUDY, 1991. Ph.D., Texas Woman’s University (Barbara E. Gench). (212pp 3 f $12.00) PSY 1643

The primary problem of this investigation was to determine if the Peabody Developmental Motor Scales [PDMS] (Folio & Fewell, 1983) and Motor Profile [MP] (Bruininks, Rynders, & Ilmer, 1990) are valid assessment tools of gross and fine motor skills for preschool children with a speech handicap. Children between the ages of 3.0 and 5.11 years (N= 60) with a speech handicap were selected from public school districts in the North Texas Region. Each subject completed both tests within 5 consecutive school days. According to the results of the principal factor analysis technique, the PDMS is a valid assessment tool of gross and fine motor skills for preschool children with a speech handicap. The MP is not a valid assessment instrument of gross and fine motor skills for preschool children with a speech handicap. Based on the results of the MANOVAs, the PDMS and MP tend to discriminate among the three age groups of preschool children with a speech handicap. According to the results of the one-sample t-tests, there was a tendency for the speech handicapped children to perform the PDMS gross and fine motor skills lower than the norm at each age level. The MP gross motor skill performance of the preschool children with a speech handicap was lower than the national norms at each age group.

Rehor, Peter R. CURRICULUM DEVELOPMENT FOR EXERCISE BEHAVIORAL CHANGE, 1991. Ph.D., University of Georgia (Ann E. Jewett). (175pp 2 f $8.00) PSY 1644

The focus of this study was to design a personal meaning fitness education curriculum model built on the ecological integration value orientation using seven selected purposes as identified in the Purpose Process Curriculum Framework. The second purpose was
to assess the effect of the instructional program deriving from the model on exercise adoption and adherence. Forty-four males and females enrolled in the Fitness for Life (FFL) jogging classes at the University of Georgia formed the control (n=20) and the experimental (n=24) group. The instruction of the control group followed the FFL learning objectives. The experimental group, in addition to the FFL program, was exposed to the behavioral change education intervention constructed with emphasis on ecological integration and personal meaning. The seven-day recall and Stage of Exercise Adoption were used to assess activity level and rate of exercise adoption/adherence in both groups. All subjects were pretested on activity level, stage of exercise adoption, aerobic capacity and body mass index. Following ten weeks of the program, both the experimental and control group were posttested on both dependent variables. This test was followed up by two additional posttests (six weeks and thirteen weeks after completion of the FFL course schedule) comprised of the activity level assessment and the stage change of exercise behavior. A two way analysis of variance (ANOVA) with repeated measures and test of significance of the difference between two independent proportions were applied to check for a significant difference in activity level and stage of exercise adoption between the experimental (N=24) and the control group (N=20). The results of the ANOVA indicated no significant difference in activity level or stage of exercise adoption across all four measures, the test of significance for proportions revealed that the proportion of students in the maintenance stage at the terminal point of the study was significantly different between the groups. INDEX WORDS: Curriculum Model, Ecological Integration, Exercise Adherence, Exercise Behavioral Change, Fitness Education, Personal Meaning Fitness Model, Physical Education Curriculum Development, Purpose Process Curriculum Framework, Stage of Exercise Adoption, Transtheoretical Model.

Reid, Michael E. THE MOTOR DEVELOPMENT OF INFANTS AND CHILDREN EXPOSED TO COCAINE WHILE IN UTERO, 1991. Ed.D., Temple University (Marcella Ridenour). (151pp $8.00) PSY 1645

This study demonstrates a statistically significant difference in the acquisition of gross motor skills among 5-, 10-, and 15-month old subjects prenatally exposed to cocaine and subjects of the same age who were not prenatally exposed to cocaine. Cocaine exposure status was determined by the infant’s urine toxicology screening conducted at birth for all participants. Entrance criteria allowed inclusion of only those participants whose mothers were black; considered to be of good health during an uncomplicated pregnancy which was monitored by medically supervised prenatal care; and manifested in a spontaneous vaginal delivery without complication. Participants were required to have been born at the Martin Luther King, Jr./Drew Medical Center and remain a permanent resident of the South Central Los Angeles Health District. All participants also had to conform to conventional standards of good health and clinical normalcy, both at birth and at time of testing; with the only exception being cocaine exposure status for the experimental group (of which the investigator was blind). Based on analysis of variance procedures, it was concluded that cocaine exposure status consistently increased performance across all age groups on both test instruments (Bayley Scales of Infant Development and Infant Mullen Scales of Early Learning gross motor subtests), which were determined to be highly correlated (p=0.05) across 5-, 10-, 15-month, experimental, and control groups. Correlation coefficients were 0.96, 0.88, 0.93, 0.81, 0.96, and 0.97 respectively. This study employs a definitive look at the effects of prenatal cocaine exposure on motor development in the absence of more obvious medical and developmental anomalies addressed in the overwhelming body of clinical studies. A performance profile which suggests dysfunctional components of gross motor behavior in the presence of accelerated skill acquisition is discussed.

Ross, James R. A COMPARISON OF DIRECT INSTRUCTION AND COMPUTER-ASSISTED INSTRUCTION ON LEARNING A MOTOR SKILL BY FOURTH GRADE STUDENTS, 1992. M.S., Springfield College (James B. Robertson). (126pp $8.00) PSY 1724

Fourth grade (N=83) level subjects were randomly assigned to one of three teaching method groups: (a) TI, (b) CAI, and (c) CWO. Each student had not received any professional instruction regarding the triple jump. All subjects had interacted with a computer at each grade level upon entering Kindergarten to the time of the study. Each group received three 40-min periods of instruction, including 5-10 min of warm-up time, on successive and separate days. Each 40-min period was divided into 3 sections: (a) 5-10 min warm-up, (b) 15-min instructional time, and (c) main practice time with no verbal and visual cues nor feedback from the instructor. The difference between the teaching methods could be found during the instructional time. TI group subjects experienced the triple jump through a series of progressive skills accompanied with drill and repetition of practice presented by an instructor. The CAI group used worksheets and a computer program to help focus on the key points of emphasis of the triple jump during the main instructional time. Subjects of the CWO group were each given 15 min of computer time to interact with the computer program. Worksheets were not given to this group. Verbal reinforcement and feedback was not provided by the instructor during any computer-time period during the study. On the fourth day of the main study, each of the groups received a 7-item multiple choice knowledge test. On the fifth day, each of the subjects was given a skill test. Using a subjective component rating scale, three raters viewed and scored each subject’s skill test performance. Although there was no significant (p=0.00) difference found between the TI and CAI groups concerning the knowledge test, the TI group did score significantly (p=0.00) higher than the CWO group on the skill test. The TI group scored significantly higher than the CWO group on both skill and knowledge tests.

Russell, Diane. THE EFFECTS OF PROTOTYPIC EXAMPLES AND VIDEO REPLAY ON ADOLESCENT GIRLS’ ACQUISITION OF BASIC FIELD HOCKEY SKILLS, 1991. M.F.E., University of British Columbia (Gary D. Sinclair). (133pp $8.00) PSY 1679

This study examined and compared the effect of two feedback methodologies (visual and traditional) on the degree of skill acquisition for the two field hockey skills, Indian dribble and moving drive. Forty-seven female physical education students, ages 12 to 14 years, practised two basic field hockey skills for four consecutive classes. The experimental group was presented with a prototypic example, video feedback (VF), and checklist analysis while the control group was taught by traditional feedback methods which included teacher and student demonstrations in conjunction with verbal feedback. Performance evaluations were made by comparing scores on the Russell (1989) Field Hockey
Checklist of Critical Behaviours. Motivational and attitudinal aspects were compared by the use of a Learning Perceptions Questionnaire. An ANCOVA of the Indian dribble performances did not reveal a significant difference between the methodologies. Analysis of the degrees of improvement was made using two comparisons (a) percentage improvement calculations revealed a mean of 27% for the control group and 31% for the experimental group. (b) the Hale and Hale (1972) procedure indicated means of 7.42 and 7.24 for the control and experimental groups, respectively. The ANCOVA of the moving drive indicated a significant difference (F = 5.72, p < .05) between the methodologies in favor of the experimental group. The improvement comparisons revealed (a) mean scores of 10% for the control group and 32% for the experimental group, (b) the Hale and Hale procedure results revealed mean scores of 5 and 13 for the control and experimental groups, respectively. The analysis of the Learning Perceptions Questionnaire revealed that the subjects in experimental group perceived that the checklists helped them to focus on the correct and incorrect behaviors and that watching the prototypic example in conjunction with personal performances helped to improve their skill level, thus providing a motivational element.

Shewokis, Patricia A. CONTEXTUAL INTERFERENCE EFFECTS IN MOTOR LEARNING: HOW LEVELS OF RETROACTIVE INHIBITION AFFECT MEMORY AND TRANSFER, 1993. Ph.D., University of Georgia (Patricia Del Ray). (144pp 2 f $8.00) PSY 1754

Retroactive inhibition has been suggested to influence the performance of subjects who learn tasks in a blocked (BL) practice order in contextual interference studies (Liu, 1991; Davis, 1988; Meewes, 1987; Shea & Titzer, in press). Specifically, the role of retroactive inhibition (RI) is offered as a way to understand the poor performance of BL subjects in retention. BL subjects are exposed to varying amounts of RI due to normal and appropriate counterbalancing of the order of task presentations. RI is the poor retention of a task as a result of other tasks interpolated between the practice of the task and the retention test of that task. The present study was designed to investigate the effects of contextual interference and RI on the learning of multiple timing tasks using the following methodological strategies: test multiple tasks in retention; create independent BL retention groups and test on a single retention task; and isolate the effects of RI on BL subjects. The experimental apparatus was a modified Bassin anticipation timer. The objective of the task was to push a hockey puck to a target coincident with the illumination of the last lamp of the runway. Eighty-one females, aged 18-27 years, completed a self-report activity questionnaire on their skill level and training in conjunction with personal performances helped to improve their skill level, thus providing a motivational element.

Shimakawa, Tsuguyo. EFFECTS OF VISUAL TRAINING ON VISUAL PERSISTENCE, CATCHING, AND ATTENTIVENESS: A CASE STUDY, 1992. M.A., California State University, Long Beach (Janet M. Fisher). (141pp 2 f $8.00) PSY 1680

The purpose of this investigation was to determine whether a visual training program would enhance the ability of visual pursuit, catching skills, and attentiveness in a child with Attention Deficit Hyperactivity Disorder (ADHD). A second question was whether amelioration in attentiveness would be related to improvements in visual pursuit. Both experimental and control subjects received a series of visual and gross motor testing. Attentiveness during testing was recorded. A questionnaire regarding attention was used for descriptive information. The experimental subject received a 4-week visual training. This study resulted in an effective use of visual training for improving visual pursuit and catching skills in a child with ADHD. The results indicated that individualized instruction assisted the subjects to maintain the attention while performing the tasks. Educators and parents who instruct children with visual and attention problems may find that individualized instruction and appropriate teaching techniques can be useful.

Smith, Steven D. THE EFFECTS OF INTEGRATION IN PHYSICAL EDUCATION ON THE MOTOR PERFORMANCE AND PERCEIVED COMPETENCE CHARACTERISTICS OF EDUCABLE MENTALLY RETARDED AND NONHANDICAPPED CHILDREN, 1989. Ph.D., Michigan State University (Gail M. Drummer). (214pp 3 f $12.00) PSY 1611

The purpose of this research was to determine the effects of integration in physical education classes on the motor performance and perceived competence characteristics of educable mentally impaired (EMI) and nonhandicapped (NH) children aged 8 to 11 years. The 15 EMI and 45 NH children were assigned to one of four physical education classes: (a) a nonintegrated class of 8 EMI children, (b) a nonintegrated class of 18 NH children, (c) an integrated class of 4 EMI and 13 NH children, or (d) an integrated class of 4 EMI and 14 NH children. Each of the four classes met for 90 minutes per session, four days per week for four weeks. The curriculum emphasized fundamental motor skills, including locomotor and object-control skills in the context of soccer and softball units. Motor skill performance was assessed.