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"Do Current Physical Education Curricula Meet the Needs of Adolescent Girls?"

Brittnee Broussard; Lorraine Killion, Ed.D.; Israel Msengi, Ed.D.
Lamar University

Recent USDHHS statistics show 31.7% of children and adolescents are overweight or obese (Ogden et al., 2010). Thousands of children participate in physical education classes daily. NASPE Standard #6 states children should “value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.” However, the 2005 Youth Risk Factor Surveillance Study indicates that 9.6% of youth do not engage in enough moderate to vigorous physical activity (PA). Physical Education Teacher Education (PETE) programs prepare teachers to meet NASPE standards. However, apathetic and negative attitudes are often exhibited towards PA. The purpose of this study was to determine if teachers’ attitudes affect the motivation of adolescent girls and their willingness to participate. The study was a three-phase project: Phase #1 – examined the desired outcomes of P.E. by adolescent girls; Phase #2 – examined the curricula provided by P.E. teachers; and Phase #3 – examined the body image perceptions of adolescent girls. When tested for internal consistency reliability, the questionnaire was found to be highly reliable ($\alpha = .858$). Upon IRB approval, randomly selected adolescent girls (N=68) from three schools in the district participated in the Phase I interview. More than 50% of the girls were affected by their teacher’s attitudes, exhibited little interest in participating, and found their classes boring and repetitive. The Phase I interview responses were then used to generate questions for Phase II of the study. In this phase of the study, teachers (N=7) were interviewed regarding their curricula. Results demonstrated the teachers’ curricula was primarily games and sports skills. Part III of the study examined body image using figural stimuli (Stunkard, Sorensen, & Schulsinger, 1983). Results demonstrated an average BMI of 29.2 for the girls and 65.2% fell within the CDC classification of overweight and/or obese. Moreover, 62.5% of the girls reported they were dissatisfied with their body. It was recommended that a negative connotation of P.E. could possibly be changed by offering modern and innovative strategies such as the use of video format (Wii, Zumba, etc.) to engage adolescent girls in activities they find interesting to enhance motivation and improve physical fitness. In addition, motivational strategies to boost girls’ self-esteem should be further examined. Physical education classes that meet NASPE Standard #6 could raise self-esteem and engage adolescent girls in meaningful and enjoyable activities and could be valuable in increasing levels of PA and reducing body dissatisfaction in adolescent girls.

School Students' Motivation, Perceived Persistence/Effort, and Physical Activity Engagement in Physical Education

Sean Busse and Tao Zhang, University of North Texas
Denton, Texas, 76203-5017
Phone: 940-565-3417; Fax: 940-565-4904
E-mail: Sab0303@unt.edu

Background/Purpose: It is well-documented that middle school years are a time of critical importance in developing a lifestyle that will likely persist into the adult years, but physical activity levels of middle school students have decreased in recent years (NASPE, 2010). Given the importance of school physical education in the promotion of students' physical activity, it is imperative to motivate students to be physically active within and beyond physical education classes. With the goal of understanding how to increase students' persistence/effort and physical activity levels in physical education, the major purpose of this study was to examine the predictive strengths of self-determined motivation on middle school students' perceived persistence/effort and in-class physical activity engagement. In this study, self-determined motivation includes intrinsic motivation, identified regulation, external regulation, and amotivation. **Method:** Participants were 219 students from a public middle school who responded to standardized surveys assessing their self-determined motivation (Guay et al., 2000) and perceived persistence/effort (Guan et al., 2006) at the end of a physical education class. Students' in-class physical activity was assessed using Accusplit pedometers (Accusplit Inc., Livermore, CA). Correlation analyses and multiple regression analyses were used to examine relationships among students' self-determined motivation, persistence/effort, and in-class physical activity (pedometer steps). **Analysis/Results:** Correlation analyses indicated that intrinsic motivation and identified regulation were positively related to persistence/effort and pedometer steps, whereas amotivation was negatively associated with persistence/effort. Pedometer steps were unrelated to persistence/effort. The regression analyses revealed that intrinsic motivation and identified regulation were positive predictors of persistence/effort ($R^2 = 31.6\%$; $\beta = .29, .28, p < .01$ respectively). For the pedometer steps, intrinsic motivation emerged as the only predictor ($R^2 = 6.5\%$; $\beta = .30, p < .01$). **Conclusions:** Intrinsic motivation was the most important predictor of students' perceived persistence/effort and in-class physical activity. This finding highlighted the importance of enhancing students' intrinsic motivation when designing school-based interventions to promote students' engagement and physical activity.

An Examination of Athletic and Academic Performance in BCS Football

Brandon Classen and Christopher Hannah, Master's Students, Baylor University, Waco, TX 76798

Phone: 254-498-8627

Fax: 254-710-3527

Email: Brandon_Classen@baylor.edu and Christopher_Hannah@baylor.edu

Jeffrey C. Petersen, Ph.D., Baylor University, Waco, TX 76798 (Advisor)

Phone: 254-710-4007

Fax: 254-710-3527

Email: Jeffrey_Petersen@baylor.edu

A perennial question of football players, coaches, and athletic administrators has been, "Success in the classroom, or on the field?" It has become a common belief that collegiate athletic programs cannot have both, but must choose whether to be academically or athletically successful. Ivy League schools traditionally carry some of the highest student-athlete GPA's but lower national rankings and winning percentages, in great contrast with the six major conferences within the Bowl Championship Series (BCS). In February of 2005, the NCAA released the first Academic Progress Rate (APR) scores. The APR measures academic performance through the factors of eligibility and retention, two of the strongest indicators of student-athlete graduation, and APR results are also used as a basis for sanctions in programs that do not perform well academically (Lucas & Lovaglia, 2005). This relatively new measure has allowed NCAA officers to enforce penalties against programs who do not meet the minimum APR score of 925. The purpose of this study was to examine the effects and interactions of academic performance upon overall team performance in football.

This study focused on APR and winning percentage for each conference within the BCS for five seasons dating from 2004 to 2009. This study further examined each individual school within the Big XII Conference. A significant but weak positive correlation ($r = .232, p < .001$) between APR scores and winning percentage. During that timeframe, a matching trend of APR score (up, down, or unchanged) with winning percentage was noted 60% of the time within all BCS Conference schools. A stronger trend was found for the Big XII member schools where 79% of the time the winning percentage followed the trend of the APR. ANOVA analyses revealed no significant differences between conferences for mean winning percentage, but did reveal a significant difference [$F_{(5, 319)} = 3.35, p = .006$] for mean APR scores with the ACC ($M = 958.0$) significantly higher than the Big XII ($M = 940.5$). Since APR is still a relatively new measure, the need for continued study is evident. The initial correlation and trends identified show a positive relationship between academic performance and winning that should be further explored.

Analyses of Fitness and Health-Related Internships:
Evaluations and Journals

David Cutton, Ph.D.
Texas A & M University—Kingsville
Department of Health and Kinesiology
MSC 198 – 700 University Blvd.
Kingsville, TX 78363-8202
Voice (361)808-9932 – Fax (361)593-2141
Email: gatorsrule84@yahoo.com

This manuscript represents the results of a qualitative study that examined students' evaluations of their internships and related coursework (N=18). All responses from an open-ended questionnaire and weekly journals were recorded, and divided into words, phrases, or sentences. Summaries of the responses were then coded and categorized based upon previous research guidelines. The following data emerged from our analyses, students: (a) overwhelmingly indicated that they had more effectively learned how to develop an appropriate health appraisal and exercise prescription for various populations, (b) enhanced their ability to effectively communicate their knowledge to, and motivate, a diverse population of clients, (c) cited the importance of continuing education and professional development in the workplace, (d) learned to improve in their ability to accept and learn from constructive criticism, (e) felt prepared for their internship, but also indicated a need for more program administration and quality assurance related content in their coursework, and (f) cited their need to improve their rapport with clients/patients, and enhance their interpretation of variables assessed during testing and evaluation. Recorded field notes also confirmed the findings. In conclusion, the data: (a) indicated recommendations for improvement of fitness and health-related internship experiences, (b) suggestions for follow-up self-studies, and (c) will help departments to clarify and evaluate their program to meet the needs of students and our professions.

Experiences of Weight-Related Stigma and Exercise Motivation among College Students

Jennifer Faulkner and Christy Greenleaf
University of North Texas
Denton, TX 76203
Phone: 940-565-3415 Fax: 940-565-4904
E-mail: Christy.Greenleaf@unt.edu

Background and Problem: According to objectification theory (Fredrickson & Roberts, 1997), internalizing social body ideals, which are generally unrealistic and unattainable, leads to body shame and appearance anxiety. Body shame and appearance anxiety are hypothesized to increase the risk of experiencing negative mental and physical health outcomes. For example, individuals who feel concerned about their bodies may avoid physical activity. The experience of objectification may have an even stronger influence on individuals who feel stigmatized because of their weight (e.g., Shaprow & Vartanian, 2008).

Purpose: To extend previous research, the aim of this study was to examine associations between key components of the objectification theory framework, experiences of weight stigma and exercise motivation and behaviors among undergraduate students.

Method: One-hundred fifty-four male ($n = 102$) and female ($n = 52$) undergraduates completed a survey packet that included a demographic and physical activity assessment, Body Surveillance and Body Shame subscales of the Objectified Body Consciousness Scale (McKinley & Hyde, 1996), Social Physique Anxiety Scale (Hart et al., 1989), Weight Stigma in Fitness Environments Scale (developed for this study), and Exercise Avoidance Motivation Scale (modified from Shaprow & Vartanian, 2008).

Results: Body shame and social physique anxiety were both positively associated with weight stigma and exercise avoidance motivation ($ps < .05$). Social physique anxiety and exercise avoidance motivation were negatively associated with self-reported physical activity ($ps < .05$). Participants with higher BMI also reported higher levels of social physique anxiety, weight stigma, and exercise avoidance motivation ($ps < .05$), however BMI was not associated with self-reported physical activity.

Conclusions: The results of this study offer preliminary evidence suggesting that negative psychological experiences of objectification, such as body shame and social physique anxiety, and weight stigma are associated with problematic health motivation and behaviors, such as exercise avoidance. Additional research is needed to determine possible causal relationships between these psychological variables and important health behaviors.

Exploring Physical Activity and Motivation: A Case Study Approach
Amy Held and Christy Greenleaf
University of North Texas
Denton, TX 76203
Phone: 940-565-3415 Fax: 940-565-4904
E-mail: Christy.Greenleaf@unt.edu

Background and Problem: There are numerous physical and mental health benefits associated with physical activity (Pate, Pratt & Blair, 1995). For middle age and older women, changes life demands and priorities may influence motivational factors associated with physical activity. Objectification theory posits that as women get older, less value is placed upon appearance which may allow women to value their bodies more for ability and function and thus lead to engaging in positive health behaviors such as physical activity (Fredrickson & Roberts, 1997). Moreover, as women grow older, sources of motivation to be physically active may shift from external to internal (Brunet & Sabiston, 2011).

Purpose: The purpose of this study was to explore physical activity motivation among women ages 45-65 years. Using a case study approach, we were interested in identifying life factors associated with physical activity initiation, maintenance, and discontinuation, as well as changes in motivation across the women's lives.

Method: Participants, six women who had been physically activity within the past two years, were individually interviewed by the first author. A semi-structured interview guide was used and interviews were audiotaped. The audiotaped interviews and researcher field notes were used to develop case conceptualizations of each participant. Participants read and confirmed the accuracy their case conceptualization.

Results: Participants identified a number of life-related factors, such as child-rearing and illness, as factors that directly influenced their physical activity. Each case was unique in that a combination of factors were associated with physical activity and motivation.

Conclusions: For the six women interviewed in this study, life demands directly impacted their ability and motivation to be physically active. Across the lifespan, women tend to face different challenges and life circumstances that can facilitate or inhibit physical activity. Additional research is needed to determine if and how health professionals can be more effective in helping women engage and persist in physical activity when facing various life demands.

The Negative Impact of Excessive Muscular Tension on Swimmers

T. W. Henrich, G. J. Soukup, H. Barton-Weston, and B. Carleton

University of the Incarnate Word, 4301 Broadway, Box 90, San Antonio Texas
henrich@uiwtx.edu 210-829-6036

Swimming proficiently is governed by the ability of the body to consume oxygen for energy production, to increase resistance on the propulsive surfaces such as the hands and feet. Beginners must decrease resistance on the non-propulsive surfaces of the body in simple ways such as keeping their faces in the water and keeping their toes pointed. Further beginners need to be able to control their breathing and keep it in rhythm with the movements of their arms and legs. It has been proposed that the abdominal and erector spinae muscles of swimmers remain contracted during swimming to decrease form resistance or drag on the swimmers' and improve forward propulsion. We hypothesized that contracting these muscle groups would negatively impact pulmonary functions and increase oxygen consumption thereby decreasing the distance that could be completed by a beginning swimmer. In a laboratory setting we tested a group of subjects involved in swimming exercise to determine whether holding the body in this elongated and tense position would cause decrements in pulmonary functions including vital capacity, maximal ventilatory volume, and forced vital capacity for one second. We also sought to determine if this position would cause increase oxygen consumption. Lower pulmonary functions ($p < .02$) and higher resting oxygen consumption ($p < .05$) were observed while the abdominal and erector spinae muscles were contracted. We recommend against contracting the abdominal and erector spinae muscles during swimming because of the additional oxygen cost to the swimmers and the associated decrements in pulmonary function. Further we recommend that the traditional strategy of having people learn to relax during swimming.

Key Words: Swimming, Ventilation, $\dot{V}O_2$, Propulsion, Resistance

A Comparison Between Traditional and Non-Traditional Teaching Methods for Aquatic Readiness Skills in Children with Disabilities

Gwang Yon, Hwang, M.S. and Ronald Davis, PhD., Texas Woman's University

Statement of Problem

Teaching methods for swimming vary especially when applied to children with and without disabilities. Traditional teaching methods (i.e., Red Cross Learn to Swim) may not be appropriate for children with disabilities. The problem with some traditional teaching methods is the assumption that all children have developed their water readiness skills prior to enrollment. Water readiness skills must be established to ensure safe and developmentally appropriate swimming skills (e.g., breath control and stroke development) for all children, especially those with disabilities. Children with disabilities can improve their water readiness skills using a non-traditional approach called the Halliwick method. The Halliwick method does not use any flotation devices as it is designed to encourage water adaptation, breathing control, balance and motor control through manual assistance and physical support. The problem is traditional *learn to swim* programs that include children with and without disabilities might not separate instruction, resulting in swimming progress being marginalized for children with disabilities. Therefore the purpose of this pilot study was to determine the difference between traditional and non-traditional (Halliwick) teaching methods for aquatic readiness skills of children with disabilities age 6-10 years.

Method and Procedures

The Humphries Assessment of Aquatic Readiness (HAAR) was used in a pre/post control group design to measure aquatic readiness across a 15 week adapted swim program. The HAAR consists of five phases: phase I (mental adjustment; 5 items), phase II (introduction to water environment; 11 items), phase III (rotations; 3 items), phase IV (balance and controlled movement; 8 items), and phase V (independent movement in water; 6 items). Scoring is recorded in two manners, a phase by phase point total and an overall total for all five phases. The total score was divided by the total possible to calculate the percentage of accomplishment (Humphries, 2008). An independent *t*-test was used to analyze the pre/post aquatic readiness skills between the experimental (n=4) and control groups (n=4) for total percentage score of all five phases of the HAAR. A paired *t*-test was used to compare the pre/post aquatic readiness skills within the experimental and control groups also using total percentage scores from HAAR. Due to small sample size, a phase by phase analysis between and within both groups was not possible. Phase by phase analysis was compared using line graphs.

Results

The results of the study did not support previous literature regarding improvement of aquatic readiness skills in children with disabilities using traditional versus non-traditional teaching methods (Pan, 2010). There was no significant difference in aquatic readiness skills between the experimental and control groups pre ($t = .779, p = .465$) post instruction ($t = 1.716, p = .137$). However, there were within group differences which were supported in the literature. Children with disabilities within the experimental group showed a significant pre/post improvement in aquatic readiness skills (28.6%, $t = -3.920, p = .030$) as did the children within the control group (11.1%, $t = -4.698, p = .018$). Results of the phase by phase visual analysis, indicated the experimental group scored higher across all five phases and suggested a possible difference. It is likely the results of this study were affected by sample size. Future studies need to include larger sample size to address this limitation. Based on the results of this study, the two teaching methods were equally effective on the acquisition of water readiness for children with disabilities according to total score. A phase by phase analysis should be conducted to include more participants which would provide greater treatment sensitivity of the data.

Equal Status Track Competition for Paralympic and Olympic Athletes

Gwang Yon, Hwang, M.S. and Ronald Davis, PhD.

Texas Woman's University

Statement of Problem

Equal status relationship between Paralympic and Olympic Games competition has been established for event facilities, management of events, but not in event competition. Demonstration wheelchair track races have occurred in Olympic competitions in 1984, 1988, and 1996, but never has there been a side by side competition to include ambulatory and wheelchair users in the same race. Justification for such a competition event might exist in the performance times of the two groups of athletes. Given both competitions are considered world class events, merging wheelchair racers and ambulatory runners in specifically targeted distances could identify an equal status relationship and have the potential to create a combined world class inclusive competition. Therefore, the purpose of this study was to compare performance differences between Paralympic and Olympic track athletes by gender for the events of 100, 200, 400, 800, and 1500 m events for the past four Paralympic and Olympic competitions.

Method and Procedures

The highest functional level of spinal cord injury (SCI) was used as selection criteria for Paralympic athletes (i.e., track classification T54). Gold medal performances in 100, 200, 400, 800, and 1500 m races were selected for comparison between Paralympic and Olympic male and female athletes. The researcher accessed the Paralympic and Olympic databases for the years 1996, 2000, 2004, and 2008 in the stated events (<http://www.paralympic.org> and <http://www.databaseolympics.com>). All data analyses were performed using the Microsoft Office Excel 2007 for Microsoft Windows.

Results

Overall the 100 m performances improved across all four years of competition for both groups and genders. The Paralympians remained slower than the Olympians in this event. The male athletes for both competitions recorded better performances than the female athletes. In the 200m, the performance gap between the Paralympians and Olympians appeared to be narrowing. The female gold medalists with SCI decreased the performance gap between the Olympians from a mean of 6.9 to 5.78 sec for the years 2000 and 2008. Overall the Olympians were faster than the Paralympians across the years investigated.

Similar performances and results were identified in the 400 m competition. Again, Paralympians appeared to be narrowing the gap between athletes with and without disabilities.

In the 800 and 1500 m races, the male Paralympic athletes recorded the fastest performances overall for all athletes in 2000, 2004, and 2008. The male Olympians were the second fastest group overall for the same years in the 1500 m race.

Summary

The purpose of this study was to compare performance differences between Paralympic and Olympic track athletes by gender for the competitions of 1996, 2000, 2004, and 2008. The overall profile of results appeared to suggest the performance gap was inversely related to the distance of the races. Shorter races (i.e., 100 m, 200 m, and 400 m) appeared to favor Olympians while middle distance and distance races favored Paralympians. The results of this study should be used as a basis for consideration of inclusive (equal status) elite level competition for middle distance and longer track events.

Body Dissatisfaction Levels of High School Students in a Southeast Texas Region

Lorraine Killion, Ed.D., Texas A & M University-Kingsville
Israel Msengi, Ed.D., CHES, Lamar University

The prevalence of overweight among adolescents has nearly tripled in the past two decades (Troiano & Flegal, 1998). NHANES IV data indicate 30.4% of adolescents ages 12-19 years are overweight with higher rates reported for minorities. Obesity is impacting young people of Hispanic and African American descent particularly (NCHS, 2002). Over 27% of Hispanic male teens and 26% of non-Hispanic black female teens are reportedly overweight. Risk factors for heart disease and type II diabetes occur with increased frequency in overweight minority adolescents compared to those with a healthy weight; moreover, overweight youth are over 70% more likely to become overweight or obese adults (Texas Children's Hospital: Fact Sheet, 2011). *Overweight* and *obese* categories are determined using age- and gender-specific Centers for Disease Control and Prevention (CDC) criteria. Previous research has examined the obesity issue from various perspectives. Culture has shown to be a powerful determinant of body type preference (Sobal, 1995) and socioeconomic status has been shown to be inversely related to obesity (Kumanyika, 1994). This study examined the relation between overweight adolescents and perceptions of body image satisfaction in a southeast Texas region. Upon IRB approval, 110 students (males=19, females=91) from six high schools voluntarily participated in the study. Body Mass Index (BMI) scores were obtained from the participants using a standard Lohman protocol for height and weight measures. BMI scores were then compared to the CDC's age- and gender-specific percentile standards. The results demonstrated of the 110 participants, the overall mean BMI was 25.7 (males=28.6; females=25.1). Further examination indicated 21.1% of males and 20.7% of females were overweight. In addition, 36.8% of males and 16.1% of females were classified as obese. Examination of BMI scores by ethnicity showed African American students had a higher BMI ($M=28.02$); 31.5% overweight and 27.8% obese. An overall level of dissatisfaction of body image was 54.5% (males=42.1%; females=57.1%), and the dissatisfaction level of body image by ethnicity was 65.6% for White, 52.9% for Hispanic, and 52.7% for Black students. Obesity is a multifaceted problem that needs immediate attention. Perception of body image satisfaction could provide information regarding the psychosocial aspects of the obesity problem (Sallis, 2003). It is important to explore the contributing factors to the obesity issue so that successful interventions can be designed and implemented to better address the obesity issue. These findings suggest the need for innovative interventions to help adolescents develop a healthy body image and healthy ways to manage their weight.

Reported Technology Experiences of Physical Education Student Teachers

Jennifer M. Krause, Ph.D., University of Texas at San Antonio

San Antonio, TX 78249

Phone: (210) 458-5998 Fax: (210) 458-5873

Email: jennifer.krause@utsa.edu

Statement of the Problem

Technology has become an integral and expected part of society, and particularly, physical education. Opportunities and expectations for the use of technology for teaching and learning are growing. Despite NASPE (2008) standards, however, both pre-service and in-service teachers have reported low levels of confidence for integrating technology into physical education (Liang et al, 2006).

Methods

The purpose of this mixed-method study was to explore pre-service physical education teachers' sources of self-efficacy to integrate technology into their student teaching experiences in the forms of mastery, vicarious, and feedback experiences, according to Bandera's (1986) Self-Efficacy Theory. The sample consisted of 60 pre-service physical education teachers enrolled in their first student teaching placements in the Mid-Atlantic.

Procedures

Pre-service teachers completed a series of three online technology logs over the course of one student teaching placement where they reported instances of successful and unsuccessful mastery, vicarious, and feedback technology experiences. Experience by type descriptive statistics and frequency counts were completed.

Results

Pre-service teachers reported having more successful experiences ($N = 220$) with technology than they had unsuccessful experiences ($N = 19$). They reported the most successful mastery experiences with music players (19.9%), computers for teacher's use (16.5%), Internet (11.2%), and pedometers (10.6%). Their most successful vicarious experiences occurred with computers for teacher's use (33.3%) and pedometers (24.2%). The most successful feedback received was with regard to the use of computers for teacher's use (25%), pedometers (22.2%), and music players (16.7%). Pre-service teachers reported the most unsuccessful mastery experiences occurred with computers for teacher's use (36%) and heart rate monitors (27%). The most unsuccessful vicarious experiences were had with pedometers (40%) while the most unsuccessful feedback was with regard to heart rate monitors (67%).

Summary of Findings

Pre-service teachers reported a majority of their experiences with technology as successful, which was inconsistent with previous research in this area. Although results were positive overall, reports of unsuccessful experiences may suggest that preparation or professional development programs make an effort to provide additional instruction in those areas.

Player Position as it Relates to Batting Averages in Baseball

Chet Martin, PhD, Tarleton State University
Kayla Peak, EdD, Tarleton State University
Joe Gillespie, EdD, Tarleton State University
Nate Schlieman, Tarleton State University

Box T-0370 Stephenville, TX 76402

Phone: 254-968-9346

Email: rmartin@tarleton.edu, peak@tarleton.edu, jgilles@tarleton.edu

Baseball record books are filled with many great hitters, most of whom do not play the catching position. The top hitters since the inception of recording statistics are outfielders. In fact, of the top 10 players with the highest batting average, 8 listed outfield as their main position played. **Statement of the Problem:** The purpose of this study was to determine the differences in batting averages of Major League Baseball players and the NCAA players as it relates to player position on the field. Specifically, the study analyzed player defensive positions and the direct impact on batting average. **Methods:** Sixty-one teams (30 from MLB and 31 from NCAA) were analyzed resulting in a subject pool of 1,054 total players from the professional teams of the American and National Leagues as well as those enrolled in the Division I institutions of the PAC-10, Big 12, and SEC conferences during the 2008 season. **Procedures:** The positions were placed into groups excluding pitchers. Data was collected from NCAA institutions and ESPN.com. Positions were ranked by taking the average of each group and comparing to one another. Data obtained was analyzed with descriptive statistics, Spearman-Rank Difference Method of Correlation, and One-Way ANOVA. **Results:** Results revealed no statistical difference in overall batting averages; however, there was a statistical difference found between catchers and right fielders as well as catchers and second basemen among Major League players. When combining all positions between both leagues (MLB and NCAA), there was a statistical significance between first basemen and catchers. Although no statistical significance was found, a coach may want to use the results of this study to create a lineup based on positions and their batting average. For example, third base in MLB averaged 2.83 plays per game and also had the third lowest batting average. Based on the low total of defensive participation in a game, it could be possible to substitute out this low hitter for a more offensive hitter without losing much defense. It is possible to take a low batting average from a position and substitute a more offensive hitter into this spot based on the average number of defensive plays this position received. The results could allow baseball coaches to manipulate a lineup to create a more offensive lineup.

A GPS/GIS Augmented Analysis of Overweight and Obesity Levels of Students in a Southeast Texas School District

Israel Msengi, Ed.D, CHES, Lamar University
Lorraine Killion, Ed.D., Texas A & M University-Kingsville

Overweight and obesity impact the quality of life socially and economically. The prevalence of overweight and obesity has reached epidemic proportions in the U.S. The CDC's Behavioral Risk Factor Surveillance System (BRFSS) identified the Southeast U.S. as having high rates of obesity ($BMI \geq 30$) with Texas at $M=28.7$. BRFSS also reported 31.7% of children in the U.S. were ≥ 85 th percentile for BMI and 16.9% were ≥ 95 th percentile for age. In addition, overweight children have a high likelihood of becoming overweight adults, increasing the risk for future adverse health outcomes. The purpose of this study was to investigate the levels of overweight/obesity in a school district in southeast Texas. Archival data were examined to identify existing obesity levels. Body Mass Index (BMI) was examined ($N=4063$) with cross-sectional analysis by grade, age, and gender. To determine the obesity levels of students, FITNESSGRAM teacher-reported archival data was analyzed. BMI was then percentile ranked using Centers for Disease Control (CDC) ratings. This study targeted middle school children ($N=2,908$) only. BMI levels for these children (52.5% boys, 47.5% girls) were calculated. Based on the age- and sex-specific percentiles for BMI, the students were classified as normal weight (5th-85thile), overweight (≥ 85 thile) or obese (≥ 95 thile). Age and gender comparisons indicated significant differences between males and females with higher BMI for older and female students. An independent samples *t-test* revealed significant BMI mean differences between genders for age 12, $t(301)=8.20, p<.001$, with males BMI being lower ($M=22.3, SD=1.22$) than females ($M=23.22, SD=.78$); age 13, $t(301)=6.99, p<.001$; age 14, $t(301)=13.57, p<.001$). Younger students (ages 11-12) overall had a lower BMI ($M=22.1$) compared to older (age 13-15) students ($M=23.5$). Of major concern was an inability to examine possible racial disparity due to data unavailability. Using GIS to map school locations and their levels of obesity, a buffer (1 mile) was created around the school classified as obese (≥ 95 ile) and having the highest BMI level ($BMI=24.5$). Two possibilities emerged: 1) to further identify the problem and provide appropriate interventions, the surrounding neighborhood within a one mile radius of the school should be targeted (within the buffer parameters) and; 2) there should be innovative, engaging, and appealing educational interventions designed for school children and adults that are geared toward increasing levels of physical activity and reducing levels of obesity in the surrounding neighborhood.

A Texas Collegiate and Not-for-Profit Fitness Center Accessibility Analysis

Jeffrey C. Petersen, Ph.D., Baylor University, Waco, TX 76798

Phone: 254-710-4007

Fax: 254-710-3527

Email: Jeffrey.Petersen@baylor.edu

Kyle McClure, M.S.Ed., Baylor University, Waco, TX 76798

Phone: 210-254-2722

Fax: 254-710-3527

Email: Kyle.McClure@baylor.edu

The Americans with Disabilities Act (ADA) of 1990 was created with the intent to offer equitable facilities and services for individuals with and without disabilities. Now more than two decades since the ADA was enacted, research on the accessibility of fitness and recreation centers indicates that accessibility of facilities is still a major barrier to individuals with disabilities participating in regular physical activity (Rimmer, et al., 2004). According to recent demographic trends, the need for accessible facilities will continue to increase. However, several studies have shown a lack of accessibility within fitness and recreation centers (Cardinal & Spaziani, 2003; Figoni et al., 1998; Rimmer et al., 2005). In order to address facility accessibility, a determination of current accessibility levels must be established, and plans to improve accessibility must be developed and then implemented.

The extensive, 401-item, Accessibility Instruments Measuring Fitness and Recreation Environments (AIMFREE) survey was used to assess 34 fitness facilities across the state of Texas. College and university fitness centers ($n = 12$) and not-for-profit community fitness centers ($n = 22$) were examined based upon 15 of the 16 sections of the AIMFREE survey related to the physical aspects of the facility and the facility policies and programs. The summary scores, based upon a 7-point Likert scale, for each of the 15 sections was determined and revealed that the highest rated components included elevators ($M = 6.07$), water fountains ($M = 6.00$) and parking ($M = 5.53$). The least accessible facility aspects included: phones ($M = 3.56$), pools ($M = 4.32$), and locker rooms ($M = 4.44$). ANOVA analyses to compare mean summary scores between collegiate and not-for-profit public facilities revealed several significant differences. First, access route and entrance areas were significantly more accessible [$F(1, 32) = 6.18, p = .018$] in college facilities ($M = 5.25$) than the non-profits ($M = 4.27$). The level of professional support and training related to accessibility was significantly higher in the collegiate setting ($M = 4.33$) compared to the not-for-profit public facilities ($M = 3.32$).

Accessibility of fitness centers is of great importance as individuals with disabilities seek greater fitness and healthier lifestyles. A lack of fitness facility accessibility in a local community creates a significant barrier in attaining or maintaining a positive fitness level. The findings of this study not only provided baseline descriptive data on accessibility of Texas fitness centers but also provided valuable information that can be used to inform facility operators and administrators about the removal of barriers both within the facility's structural design and within its operational policies.

Achievement Goals, Physical Activity, and Health-related Quality of Life in College Students

Melanie Rose, Tao Zhang, and Xiangli Gu, University of North Texas
Denton, Texas, 76203-5017
Phone: 940-565-3417; Fax: 940-565-4904
E-mail: MelanieRose@my.unt.edu

Background/Purpose: Achievement goal theory has been a powerful motivational framework used to explain motivational outcomes in physical activity (PA) settings (Duda, 2007). Within achievement goal theory, the 2×2 achievement goal model, including mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance goals, has recently been used to explain motivational outcomes in PA (Elliot & McGregor, 2001; Conroy et al., 2003). Health-related quality of life (HRQOL) is a multi-dimensional concept that includes domains related to psychosocial and physical functioning. Although regular PA may benefit HRQOL in the general population (Varni et al., 2001), the influence of 2×2 achievement goals on college students' PA and HRQOL has received little attention. Thus, this study attempted to examine the relationships among 2×2 achievement goals, PA, and HRQOL in college students. **Method:** Participants were 325 students (130 males and 195 females; $M_{age} = 21.4$; 78.2% White) enrolled in PA classes in a southern university. They completed surveys validated in previous research assessing their perceptions of achievement goals, PA, and HRQOL. **Analysis/Results:** Correlational analyses revealed a pattern of significant relationships among the study variables. Three regression analyses indicated that mastery-avoidance, performance-avoidance, mastery approach, and performance-approach were significant predictors of psychosocial functioning of HRQOL ($R^2 = 18.6\%$; $\beta = -.38, -.18, .22, .14$, respectively, all $p < .01$). For physical functioning of HRQOL, mastery-avoidance, mastery-approach and performance-approach emerged as significant predictors ($R^2 = 15.0\%$; $\beta = -.37, .26, .16$, respectively, all $p < .01$). Finally, mastery approach was the only positive predictor of PA ($R^2 = 2.0\%$; $\beta = .14$, $p < .05$). **Conclusions:** These findings suggest emphasizing skill-mastery and self-improvement, rather than end-results and peer comparison in PA classes, will be associated with a higher level of PA as well as HRQOL. The results support the notion that improving competence in self-referenced standards will promote PA and HRQOL, rather than fixating on avoiding self-referential incompetence and performing worse than others.

Pre-Service Physical Education Teachers' Content Knowledge of Physical Activity and Health Related Fitness

Jose A. Santiago¹, James G. Disch², Julio Morales³, and Mark Gaus¹

¹ Sam Houston State University, ² Rice University, Houston, TX 77005, ³ Lamar University,

Beaumont, TX, 77710

Phone: (936) 294-1170

E-mail: jas083@shsu.edu

Background/Purpose:

Pre-service physical education teachers should acquire desirable levels of content knowledge in order to be effective and successful teachers (Siedentop, 2002). Physical Education Teacher Education (PETE) programs are placing emphasis on the acquisition of physical activity and health-related fitness content due to the high incidence of childhood obesity and physical inactivity in our society. Therefore, the purpose of this study was two fold: (a) to assess pre-service physical educators' content knowledge of appropriate physical activity (APA) and health-related fitness (HRF) and (b) to examine the relationship between content knowledge of APA and HRF.

Methods:

Sixty-one pre-service physical educators from a university PETE program located in southeast Texas participated in this study. Pre-service teachers completed the 41 multiple-choice Appropriate Physical Activity and Health-Related Fitness (APAHRF) test. The APAHRF test was validated and found to have a *K-R 20* reliability coefficient of 0.83 (Santiago, Morales, Disch, & Gaus, in press).

Analysis/Results:

Teacher scores were computed for the overall APAHRF test and expressed as percentages. The pre-service teachers total percentage score was 54.8% ($M = 22.5$, $SD = 3.2$). When the analysis was conducted by test category, pre-service teachers scored 52.5% ($M = 10.4$, $SD = 2.0$) on APA and 57.4% ($M = 12.0$, $SD = 2.2$) on HRF. Pearson product-moment correlation coefficient analysis between test categories resulted in $r = .09$, $p = .455$.

Conclusions:

Consistent with Miller and Housner (1998) and Petersen, Byrne and Cruz (2003), the poor performance of pre-service physical educators on the APAHRF test may raise concerns for PETE university programs. The low correlation between the test categories may suggest that neither APA or HRF are being taught well. It is suggested that PETE programs re-examine the content of physical activity and health-related fitness and provide practical applications of the content throughout the curriculum.

Impact of a Semester Long Dimension of Wellness Class on Undergraduate College Students Mile and a Half Run Times

Gregory J. Soukup, Sr. – University of the Incarnate Word
San Antonio, TX 78209
Phone: (210) 832-2176
Email: soukup@uiwtx.edu

The CDC and ACSM in 1995 recommended that all healthy American adults aged 18-65 years-old needed moderate-intensity aerobic physical activity for a minimum of 30 minutes five days each week or vigorous-intensity aerobic activity for a minimum of 20 minutes for three days each week. The USDHHS (2008) reported regular moderate-vigorous physical activity in adults improved health and significantly lowered risks of developing several chronic diseases in Americans. The CDC (2005) reported that 23.7% of American adults reported no physical activity. The CDC in 2006 also reported that less than half of American adults met the physical activity recommendations established by them in 1995. Data from the CDC in 2007 showed that rates of physical activity in Americans begin to significantly decline before adolescence and this significant decline continues into adulthood. Implementation of an aerobic exercise program in sedentary adults has been reported to improve cardiorespiratory fitness levels from 5 – 30% (Rahl, 2010). The University of the Incarnate Word requires that undergraduate students take a Dimension of Wellness class as a requirement for graduation. Students receive classroom instruction on physical, spiritual, occupational, social, emotional, and intellectual wellness. The curriculum emphasizes the improvement of the physical well-being of all students and provides structured aerobic exercise activities at every class. The wellness curriculum required students to perform one hour of aerobic exercise in class and 30 minutes per week outside of class. This study wanted to determine if a university wellness course produced significant positive improvements in student mile and a half run times at the end of a semester of instruction. Permission for the study was obtained from the university Institutional Review Board and data were collected from 70 students (female-56/male-14) with an average age of 21 years-old. Pre and Post 1 ½ mile times were collected three months apart. A T-test was used to determine differences in times and the level of significance was established at $p < .05$. The average pre-test 1 ½ mile time was 17:29 and the post-test mean was 16:20. A 7% improvement in student 1 ½ mile times was determined by the end of class. The difference in times was significant at the .000 level. This study suggests that university students significantly improved their 1 ½ mile run times and aerobic fitness levels after just three months of regular physical activity in a wellness class. The researcher suggests that a college curriculum that requires an undergraduate wellness class during the freshman year combined with a required physical education activity class every semester could significantly improve the aerobic health of university students by the end of their college education.

Moderate to Vigorous Physical Activity Heart Rates of Pre-School Head Start Students

Kampol Surapiboonchai¹, James Eldridge², and Tinker D. Murray¹; Texas State University, San Marcos, TX¹ and the University of Texas of the Permian Basin, Odessa, TX². Please correspond to Tinker Murray at tm05@txstate.edu; 512-245-2953; 512-245-8678 (FAX)

Intro/Problem: Over 25% of preschool children are overweight and over 8% are considered to be obese (Ward, *MSSE*, 2010). Early childhood opportunities for physical activity and exercise are important to help prevent weight gain and to promote proper physical development. However, there are limited data available about the physical activity levels of pre-school children (3, 4, and 5 year olds), especially with regards to moderate to vigorous physical activity (MVPA). **Purpose:** The purpose of this study was to collect baseline criterion data on Head Start participants for comparison with the future development of a simple observational tool to evaluate MVPA in other pre-school populations. **Methods/Procedures:** In the spring of 2011, students (N = 57; 23 females, 34 males; Mean BMI = 16.75, 75th percentile; 89.5% Hispanic and 92.6% economically disadvantaged) in Head Start classes associated with the San Antonio Independent School District (SAISD) were studied (approved by the Texas State IRB) to determine their heart rate responses (criterion measure) to sitting at rest, walking at self-selected paces between class activities (mean = 2.6 mph), and jumping (20 jumps continuously). Students participated in daily Head Start curricular activities that included MVPA programming. Resting and MVPA heart rates (HRS) were measured using pediatric sized Insta-Pulse[®] heart monitoring bars. Resting HRS were measured after students had been sitting quietly for 5 minutes. Walking (moderate activity) and jumping (vigorous activity) HRS were measured immediately (within a minute after the activity). Descriptive statistics and a multivariate analysis of variance were calculated using SPSS, version 15 statistical package software. A significance level of $p < 0.05$ was used. **Results:** There were no significant differences between females and males for mean BMI (16.56 vs. 16.82), mean resting HRS (100.33 vs. 95.89) or mean jumping HRS (162.18 vs. 155.98). However, girls did have significantly higher walking mean HRS (120.67 vs. 110.67). The observed MVPA HRS responses were slightly lower (~10 beats) than those in middle school-age populations who have been evaluated using more sophisticated heart rate monitoring techniques. **Conclusions:** These preliminary results show that the collection of HRS at rest and MVPA were feasible in this pre-school population, and that there were measurable differences between females and males for walking. The use of simple heart rate monitoring described in the current study should provide a criterion measure to validate planned future studies using an observational scale to determine pre-school MVPA levels.

Modifying DDR® to be Inexpensive and Effective

Joshua Tarbay and Ryan Stewart
Tarrant County College, Fort Worth
Phone: (315) 885-8519 Email: joshua.tarbay@tccd.edu

Abstract

The problem addressed in this study was the increasing number of overweight and obese children and the increased demand for cost-effective methods of combating this epidemic. One method used to promote weight loss and to increase movement levels and cardiovascular endurance among school-aged children, is the Konami® brand dancing game, Dance Dance Revolution® (DDR). DDR® requires players to mimic onscreen arrows pointing either up, down, left, or right with foot taps on an interactive dancing platform typically costing \$50.00 and up. This study investigated whether dancing on or around a simple rubber floor spot (which costs \$4.00), could stimulate as much movement and workout intensity as the interactive, virtual dancing platform. This study used 100 volunteer participants, ages 18-25, recruited from a southern state college's physical education department. The 100 participants were divided into two groups: A DDR® interactive dancing pad group and a rubber floor spot group. By comparing the movement (pedometer scores) and intensity levels (mean heart rate increases) of the two groups while dancing on two different types of floor pads, conclusions were made regarding the interactive dance platform's necessity. The results found no significant difference in mean heart rate increases ($n = 50, \alpha = .05, p = .072$) or mean total steps taken ($n = 50, \alpha = .05, p = .374$) amongst either independent variable group. Due to the lack of significant difference in workout intensity and movement, more schools can now justify a DDR® purchase (utilizing the less expensive rubber spots), thereby making a positive social impact in the current obesity epidemic.

Gender Differences in Body-Related Psychological Constructs
Victoria Kristi Taylor, Jennifer Faulkner, and Christy Greenleaf
University of North Texas
Denton, TX 76203
Phone: 940-565-3415 Fax: 940-565-4904
E-mail: Christy.Greenleaf@unt.edu

Background and Problem: In this study, we were interested in exploring gender differences across a number of body- and weight-related constructs. Previous research has indicated that women, in comparison to men, are more likely to experience anxiety and concerns about their physique (John & Ebbeck, 2008). Moreover, concerns about one's physique may be associated with stigmatizing experiences and avoidance of physical activity settings (Vartanian & Novak, 2011), thus we were also interested in possible gender differences in stigma, exercise avoidance, and attitudes toward obesity.

Purpose: The purpose of this study was to explore possible gender differences in body shame, body surveillance, social physique anxiety, weight stigma, exercise avoidance and attitude towards obese people.

Method: Participants included 241 (94 female, 147 male) undergraduate students. Participants completed the Body Surveillance and Body Shame subscales of the Objectified Body Consciousness Scale (BSurv, BShame; McKinley & Hyde, 1996), Social Physique Anxiety Scale (SPAS; Hart et al., 1989), Weight Stigma in Fitness Environments Scale (WS-FIT; developed for this study), Exercise Avoidance Motivation Scale (EAMS; modified from Shaprow & Vartanian, 2008), and Attitudes Toward Obese People Scale (ATOPS; Allison et al., 1991).

Results: Two separate MANCOVAs, with BMI as a covariate and gender as the independent variable, were conducted. In the first MANCOVA, body shame, body surveillance, and social physique anxiety were the dependent variables. The main effect for gender was significant ($p < .001$), with women scoring significantly higher on surveillance, shame, and social physique anxiety than men ($ps < .05$). The second MANCOVA included stigma, exercise avoidance, and attitudes toward obese people as dependent variables. The multivariate effect was significant ($p = .004$). Women scored high than men on exercise avoidance motivation and experiences of stigma within physical activity settings ($ps < .05$).

Conclusions: Consistent with previous research, women did report higher levels of body- and weight-related concerns and were more likely to have had stigmatizing experiences within and a desire to avoid physical activity settings. Additional research is needed to better understand mechanisms underlying these gender differences.

Jacob Tucker, Graduate Student
University of North Texas
940-369-5187
jacotuck@gmail.com
Poster Presentation

TAHPERD 2011 Abstract

TITLE: Relationship between Sedentary Behavior and Meeting the *FITNESSGRAM*® Cardiorespiratory Fitness and Body Composition Healthy Fitness Zones™ in Middle School Students.

AUTHORS: Jacob S. Tucker, Scott B. Martin, Allen W. Jackson, James R. Morrow, Jr., Christy A. Greenleaf, and Trent A. Petrie

Research indicates children and adolescents' media use may be linked to their weight, partly because increased screen time (i.e., watching television and movies or playing on computers and mobile devices) is a sedentary act that replaces physical activities that could expend more calories. To reverse overweight and obesity increases in Texas, Senate Bill 530 was passed in 2007 requiring school districts to assess the health-related physical fitness of students in grades 3 through 12 each year. The *FITNESSGRAM*® physical fitness assessment battery designed for children and adolescents and consisting of items that measure aerobic capacity, muscular strength and endurance, flexibility, and body composition was selected as the statewide measure.

PURPOSE: The purpose of this study was to determine whether middle school students' daily hours of combined screen time relates to their cardiorespiratory fitness (CRF) and body composition as measured by the *FITNESSGRAM*®.

METHODS: Middle school students ($n = 1515$) who completed the *FITNESSGRAM* physical fitness assessment and a self-report health-related survey were included in the study. *FITNESSGRAM* CRF (based on the 20m PACER), body composition (calculated BMI from height and weight measurements), and sedentary behavior (combined daily hours of television viewing and videogame playing) were assessed. Students were classified as achieving the Healthy Fitness Zone™ (HFZ) or being in the Needs Improvement Zone™ (NIZ) for CRF and BMI based on their gender and age. Sedentary behavior was separated into ≤ 2 hours and > 2 hours per day of combined television viewing and video game playing, which is based on the American Academy of Pediatrics recommended guidelines (see <http://aap.org/advocacy/releases/june2711studies.htm>).

RESULTS: Logistic regression analyses were conducted to examine whether daily sedentary behavior was related to middle school students' CRF and BMI. After controlling for gender, results revealed that middle school students who participate in ≤ 2 hours of combined television watching and videogame playing were more likely to meet the CRF HFZ standard (OR = 1.873, .95 CI = 1.437 – 2.441, $p \leq .001$) and BMI HFZ standard (OR = 1.941, CI = 1.456 – 2.586, $p \leq .001$).

IMPLICATIONS: Middle school students should participate in at least 60 minutes of daily physical activity and spend less than two hours per day watching television and movies and playing videogames on computers and mobile devices to increase their chances of meeting the *FITNESSGRAM* CRF and body composition HFZ standards.

How Does Participation in a Disability Sports Event Impact Kinesiology Majors?

L. Waugh Graham, Kinesiology, Texas Christian University,
J. Shaw, Kinesiology, Texas Christian University, and
S. Asher, Kinesiology, Texas Christian University

8208 Mt. Shasta Circle, Fort Worth, TX 76137

Phone: (940) 447-2322

E-mail: leslie_sportslover@yahoo.com

PURPOSE

The purpose of this investigation was to determine how participation in a disability sports event impacts kinesiology majors. Specifically, to investigate the reservations and fears about working with individuals with disabilities by kinesiology majors before and after the disability sports event.

METHOD

Participants were undergraduate student in a Kinesiology Adapted Physical Activity course. Participants were required to participate in a disability sports event, where they played wheelchair soccer, wheelchair basketball, and sitting volleyball against able-bodied individuals. A questionnaire was developed, by a review of literature, to determine the exposure and experience participants had had with individuals with disabilities and to explore their reservations and fears about working with individuals with disabilities before and after the disability sports event. Data gathered from the questionnaire was analyzed using open, axial, and selective coding (Burnaford, Fisher, & Hobson, 2001).

RESULTS

Based on the results, reservations or fears about working with individuals with disabilities either remained the same or decreased. Specific comments were documented on how the disability sports event impacted the kinesiology majors and how to improve the events for the future.

CONCLUSIONS

These results support the exposure of kinesiology majors to a disability sports event to help reduce reservations and fears of working with individuals with disabilities. Future research should be focused on developing a better disability sports event and determining if participation in the event will influence attitudes about individuals with disabilities.

Professors' Perceptions of Teaching Behaviors of Effective General and Adapted Physical Educators

L. Waugh Graham, Kinesiology, Texas Christian University
R. French, Kinesiology, Texas Woman's University
D. Nichols, Kinesiology, Texas Woman's University
L. Silliman-French, Kinesiology, Texas Woman's University

8208 Mt. Shasta Circle, Fort Worth, TX 76137

Phone: (940) 447-2322

E-mail: leslie_sportslover@yahoo.com

PURPOSE

The purpose of this investigation was to determine, and then compare and contrast, the performance-based teaching behaviors during the act of teaching for two populations of practitioners: (a) general physical educators, who work with students with disabilities in integrated classes and (b) adapted physical educators, who work with students with disabilities in segregated classes.

METHOD

A mixed methods design that involved both quantitative and qualitative methods with both sequential and concurrent procedures was used (Creswell, 2003). The sampling design was purposive to find participants, who were professors of master's degree programs in general physical education. A telephone interview was developed to determine the performance-based teaching behaviors included in the training and evaluation of students in general and adapted physical education. Data gathered during the telephone interviews were analyzed using open, axial, and selective coding (Burnaford, Fisher, & Hobson, 2001). The Internet questionnaire, *Performance-based Teaching Behaviors of General and Adapted Physical Education Teachers*, that was sent as a blind carbon copy email to the participants consisted of informed consent information and close-ended questions. Questions for the internet questionnaire were developed using a three-step approach: (a) review and analysis of performance standards and competencies listed in the literature, the *National Standards for Beginning Physical Education Teachers* (NASPE, 2003), the *NASPE/AAHPERD Advanced Physical Education Standards* (NASPE, 2001), and the *Adapted Physical Education National Standards* (Kelly, 2006); (b) information obtained from the telephone interviews; and (c) validity and reliability feedback. Participants ranked the importance of 145 teaching behaviors in two different physical education environments. Data from the internet questionnaire was analyzed using descriptive statistics and a Wilcoxon nonparametric matched-paired signed-ranks test for related samples (Thomas, Nelson, & Silverman, 2005).

RESULTS

Based on the results, performance-based teaching behaviors were similar across the two different environments, but specific teaching behaviors were identified for effective teaching of students with disabilities in adapted physical education.

CONCLUSIONS

These results could be applied to pre-service general and adapted physical education programs. Future research should be focused on developing an assessment tool for pre-service teachers.

Selected demographic characteristics of the basketball players in the Red River Conference of National Association of Intercollegiate Athletics in the 2010/2011 league

BY Shanae Williams*, W.W.S. Njororai, & Chasmine Coleman*

ABSTRACT

Intercollegiate Athletics is a highly competitive endeavor in the United States of America. Parents strive hard for their child to excel in sports so that he/she can be recruited by high profile Institution on an athletic scholarship. Coaches use all forms of recruitment strategies to get the highest ranked talents especially in basketball and football. Due to the high publicity that is associated with college sports, especially National Collegiate Athletic Association (NCAA), the public is more focused on the athletics programs dominated by big institutions. However, operating in the shadow of NCAA is the National Association of Intercollegiate Athletics (NAIA) that comprises four year colleges/universities with small populations. These institutions also have athletics programs with scholarship including basketball, volleyball, track and field, cross country, soccer, and baseball among others. Basketball is listed as a winter sport. Although there is paucity of research on the demographics of student athletes particularly in the NAIA, this study aimed at establishing the selected characteristics of the basketball players in the Red River Conference of NAIA. Archival data were obtained from the 2010/2011 player profiles representing the different institutions in the conference. This conference includes colleges/universities located in Louisiana, Texas, Oklahoma and New Mexico. The institutions include Bacone, Huston-Tillotson, Jarvis, Langston, Louisiana State University-Shreveport, Our Lady of the Lake, Paul Quinn, South West, South Western Assemblies of God, Texas College, Texas Wesleyan, and Wiley College. A total of 165 male and 151 female players were listed on the basketball rosters. Regarding the women teams, there were 45 (29.8%) freshmen, 24 (15.9%) sophomores, 46 (30.46%) juniors and 36 (23.84%) seniors. For the men, the proportions were slightly different with 31 (18.79%) freshmen, 31 (18.79%) sophomores, 60 (36.36%) juniors and 43 (26.06%) seniors. When the players are broken down according to team match roles, there were 91 (60.26%) guards, 49 (32.45%) forwards and only 11 (7.29%) centers for women teams. For the male teams, there were 82 (54.67%) guards, 56 (37.33%) forwards, and only 12 (8%) centers. Basketball is also physique driven and the player profiles had incomplete information on weight. However, their height averaged 74.25 inches (188.60 cm) ranging from 66 to 84 inches (167.64 – 213.36 cm) for the men while the women averaged 67.87 inches (172.39 cm) with the range being 61 to 78 inches (154.94 – 198.12 cm) tall. Of interest were the home states/countries of the players. The Red River Conference Basketball league in 2010/11 had 97 (64.24%) from Texas, 15 (9.93%) from Louisiana, 11 (7.29%) from California, 07 (4.64%) from Oklahoma, 05 (3.31%) from New Mexico for the women teams. The rest came from 10 other states and one International student from France. For the men, players came from 20 states and 08 foreign countries. The dominant states were Texas with 78 (47.27%), 19 (11.52%) from Louisiana, 14 (8.48%) Oklahoma, 9 (5.45%) International students including one each from Brazil, Bahamas, Ghana, Nigeria, Zaire, Macedonia, Benin and two from Serbia, followed by Illinois with 08 (4.85%), California with 6 (3.64%), among others. These results demonstrate the dominance of the Red River by players at the junior level. This could be due to transfers from Junior colleges or drop outs from the NCAA schools. Interestingly, women freshmen had better chances to make the team than their male counterparts. The majority of players lacked height thereby predisposing them towards the guard position. The paucity of centers on the male and female teams is worth exploring. The dominance by Texas born players was outstanding though understandable. This could be due to there being more institutions from the state and also the incentive of state funds for the players going to an in-state school to supplement the athletics scholarships. It is also interesting that women are drawn from fewer states and international countries than the men. This is in line with societal values of being cautious with girls and allowing more adventure for boys. However, recruitment of players from a wider field would help impact the players better not only in terms of approach to the game but also social and cultural attitudes that are needed to navigate the modern globalized world.