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HUDGENS, VIVIAN ANN. Attitudes Toward Physical Activity and Self-Perceived Body Image of Selected Black High School Women. (1975) Directed by: Dr. Rosemary McGee. Pp. 81.

It was the purpose of this study to investigate the relationship between attitudes toward physical activity and self-perceived body image of selected black high school women. The study attempted to determine what values the subjects held toward physical activity, body image, and body esteem. The study attempted to define the relationship between the two concepts of body image and body esteem. Finally, the study tried to determine the relationship between high and low body image groups and scores on the physical activity scales.

The Kenyon Attitude Toward Physical Activity Inventory was administered to ninety black high school women. All of the subjects were enrolled in regular physical education classes at four South Carolina schools.

Scores on the physical activity scales were analyzed. The means of each scale were used to determine the values held by the students. The body image and body esteem values were also determined by application of the means.

The Pearson Product-Moment correlation was used to determine the relationship between body image and body esteem.

A biserial correlation was applied to determine the relationship between high and low body image groups and scores on the physical activity scales.

The women most valued physical activity as health and fitness, as social experience, and as aesthetics. They least valued physical activity as the pursuit of vertigo. These women expressed neither a strongly negative or positive body image or body esteem.

A correlation coefficient of .4801 showed very limited relationship between body image and body esteem.

There was very little relationship between the high and low body image groups and the scores on the physical activity scales.

ATTITUDES TOWARD PHYSICAL ACTIVITY
AND SELF-PERCEIVED BODY IMAGE
OF SELECTED BLACK HIGH
SCHOOL WOMEN

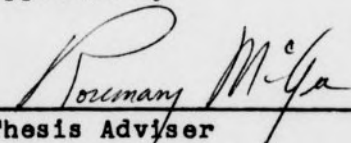
by

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CHAPTER I

INTRODUCTION

The civil rights movement has been a significant force in American society since the middle 1950's. With it came the raging and, more often than not, fiercely reluctant tides of social change. The movement has spawned a new type of black youth, more aware of society's injustices, bolder in expressing this awareness, and more aggressive in obtaining rights as a human being.

Blacks as a group have experienced a different acculturation process than whites. The role of the black man and woman has been influenced and, in many instances, determined by value orientations that are institutionalized within the fabric of American life. Black Americans have been considered inferior to white Americans. Values shared by the larger white society have functioned to covertly exclude blacks as potential beneficiaries of constitutionally-guaranteed individual rights. Thus, blacks have been exposed to the most intense, humiliating, and crippling form of discrimination in virtually every sector of American society. As a result, a number of writers have theorized that self and group derogation among blacks is a reflection of their perceptions of cultural inferiority and

rejection by white society. Investigators, such as Pettigrew (1964) and Schulz (1969), claimed that self-derogation among blacks persists as a lifelong characteristic.

Each individual perceives himself and his surrounding environment differently. Self-perceived images of the black person can only exist in uneasy juxtaposition with the contamination of the American color-caste complex. Redding (1962) observed,

From adolescence to death there is something very personal about being a Negro in America. It is like having a second ego which is as much the conscious subject of all experience as the natural self. It is not what the psychologists call dual personality. It is more complex and, I think, more morbid than that. In the state of which I speak, one receives two distinct reactions--the one normal and intrinsic to the natural self; the other, entirely different but of equal force, a prodigy created by the accumulated consciousness of Negroness. (1962, p. 12)

Dollard (1957) insisted that the black personality cannot be unmarked by the experience of caste discrimination based on color. Body color becomes extremely important to the black person. As Dai (1953) pointed out,

. . . the color of one's skin, which does not occupy the consciousness of children of other cultures, is here made an issue of primary importance, and the personality problems thus created are almost as difficult to get rid of as the dark skin itself. (1953, p. 560)

In a taped recording, Means (1972) illustrated the severity of the acceptance of blackness for his own five year old son.

What about the darkness of your skin?

I don't like darkness on my skin. I like brown though 'cause brown is a pretty light color.

What about black?

Black is a dark color. I like black a little bit.

Do you like black on your skin?

I like a little bit of black on my skin, but not much.

Why not? What color would you like to have on your skin if you didn't have black or brown?

Whitel (1972, p. 54)

Nearly thirty years ago Clark and Clark (1947), in their classic doll study, hypothesized that self-hate and racial group rejection developed in black children at a very early age. Subsequent studies by Horowitz (1939), Goff (1959), and Sciara (1972) have confirmed the suggestion of self-hate among blacks.

In the years immediately following World War I, a Jamaican Negro, Marcus Garvey, attracted the attention of the black world. Garvey was a forerunner of the black consciousness movement. He brought to the black people, for the first time, a sense of pride in being black. The movement, accelerating in the past several years, has enabled millions of black people to see themselves as basically good human beings.

A black culture ideology, accompanied by the slogans "Black Power" and "Black Is Beautiful," has focused on

Afro-American symbols and has attempted to generate more positive self-identification and an acceptance of blackness. Black Americans, whose cultural heritage was shattered and largely lost during the long period of slavery, today are seriously engaged in the re-creation of their own African heritage through black studies programs. The media have shown a greater awareness of cultural pluralism, and a positive black image is being presented to children in an unprecedented saturation pattern. "I AM SOMEBODY!", as Jesse Jackson used to chant in his speeches across the country, is evidence of the emerging black pride.

The black community regards the movement with ambivalence. As Morgan (1973) pointed out,

Those of us who have refused to consider ourselves "different" and insist that "Black is beautiful" run the risk of encountering fierce resistance from those of us who have absorbed the negativity associated with Blackness to the extent that we perceive ourselves entirely with negative eyes. (1973, p. 27)

The findings of studies focused on the self-image of blacks have been inconsistent. Kozol (1969) argued that black children in many ghetto schools are driven to accept a more and more negative self-image. Carpenter and Busse (1969) found that self-concepts of black welfare children were slightly more negative than those of white welfare children. In 1972, Sciara noted a denial of color among blacks and suggested that "Black is beautiful" is more a concept in rhetoric than in reality.

However, Coleman, et. al. (1972) reported that black children show levels of self-esteem as high as whites. Rosenberg (1972) found that blacks do not have particularly low self-esteem. Baughman (1971, p. 42) stated: "Blacks and whites may reach this level by different routes because of their different experiences, but they are not to be distinguished because one has more self-esteem than the other."

Coleman (1972) suggested that if a child feels that his environment is capricious, or random, or beyond his ability to alter, then he may conclude that attempts to affect it are not worthwhile, and stop trying. Baughman (1971) asserted that:

. . . the critical factor for the black child--as far as his self-esteem is concerned--revolves around how he perceives himself treated within the black community compared to how other black children are treated in the same community. (1971, p. 44)

Rose (1964) stressed that all minority persons are not "maladjusted products of cultural ambivalence but rather adjusted participants in a marginal culture, itself the product of accommodation to differential treatment (p. 126)."

In black communities, there is a greater proportion of female-headed or matriarchal families than in white communities. The black woman has been recognized by both white and black communities for her independence, solidarity, and strength. Ladner (1971) described the concept of black womanhood in these terms.

The strongest conception of womanhood that exists among all preadult females is that of the woman who has to take a strong role in the family . . . value is imparted by mothers to daughters, and by women to girls in a variety of ways . . . they accept the situation as a part of life and tradition in the Black community It is against this backdrop that the symbol of the resourceful woman becomes an influential model in their lives. (1971, p. 127-130)

Frazier (1939) supported Ladner's description of the black woman.

As a rule, the Negro woman as wife or mother was mistress of her cabin, and, save for the interference of master or overseer, her wishes in regard to mating and family matters were paramount. Neither economic necessity nor tradition has instilled in her the spirit of subordination to masculine authority. (1939, p. 102)

Ladner (1971) conducted a longitudinal study with thirty adolescent black females, aged 13-18 years old. She found:

- (1) the Afro-American girls' extended families and peer groups are the principle vehicles for the creation and maintenance of the positive self-percepts
- (2) the girls neither disliked themselves nor wanted to be white, but they did dislike the physical environment in which they lived and attributed blame for its condition to outside sources
- (3) the successful role model of the girls is primarily the resourceful woman who can care for herself and her family
- (4) the acquisition of a formal education is perceived by many girls as crucial to being resourceful
- (5) bearing a child is often perceived as the symbol of womanhood because childbirth signifies the assumption of responsibility

- (6) the desired marital partner is perceived as the man who can function as protector, supporter, and companion to his family
- (7) in the absence of such a partner, marriage is regarded by the girls with ambivalence, although premarital sexual relations and children born out of such relations are not rejected (1971, pp. xiv-xv).

The black female has been integral to the ongoing of her community. Unlike her white counterpart, she has filled instrumental positions both in her family and community. The black community has provided more opportunities for women for participation in sports and physical activities and has, at the same time, been more accepting of the female athlete. This is probably a result of this tradition in black society for the woman to fulfill necessary functions responsibly (Edwards, 1973).

Hart (1971) commented on the difference between white and black society's acceptance of the woman athlete.

There is a startling contrast between the Black and white female athlete. In the Black community it seems that a woman can be strong and competent in sport and still not deny her womanliness. She can even win respect and high status; Wilma Rudolf, Wyomia Tyus, Elaine Brown, for example. (1971, pp. 64-65).

Interests and attitudes toward physical activity are affected by a complexity of socio-cultural factors. Activity selections are influenced by cultural demands, and social class might also affect the activities that the individual is expected to learn. Physical educators need to

recognize the dilemma among black women today who are caught in the whirlwind of changing status and changing roles.

Generalizations about what all black high school women want, think, or feel are impossible to make. The characteristics that determine the self-image of one black woman are different from another. However, if attitudes are as potent a factor in shaping actions of individuals or groups as socialpsychologists deem them to be, then any information pertaining to these attitudes held by black high school women could contribute to the understanding of why they react as they do to present physical activities.

Statement of the Problem

It was the purpose of this study to investigate the attitudes toward physical activity and self-perceived body image of selected black high school women. Based on the responses to Kenyon's subdomains of physical activity, the answers to the following questions were sought:

1. What values do selected black high school women have for physical activity?
2. Which values do the selected students value most for physical activity, and which values do they value least?
3. What values do selected black women students have for self-perceived body image and body esteem?

4. What is the relationship between the scores on body image and body esteem?
5. What is the relationship between high and low body image groups and the scores on the physical activity scales?

Definition of Terms

The following terms were used in this study and the concepts used are incorporated in the definitions.

Attitude is "a complex, but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular psychological objective, whether it be concrete or abstract (Kenyon, 1968, p. 30)."

Body Esteem is represented by the eight adjectival pairs identified by Kenyon from the list of twenty-four body image adjectives. The pairs are: ugly-beautiful, graceful-awkward, clean-dirty, light-heavy, feeble-vigorous, free-restricted, hot-cold, fast-slow.

Body Image is "a person's visual concept of his body, which grows out of present and past perceptions (Darden, 1972, p. 7)." For the purposes of this study, body image will be represented by the score obtained from the Kenyon Attitude Toward Physical Activity Inventory.

Physical Activity is "organized, (structured), non-utilitarian (in an occupational or maintenance sense), gross

human movement, usually manifested in active games, sports, calisthenics, and dance (Kenyon, 1968, p. 97)." Physical activity is reduced to the following categories by Kenyon: social experience, health and fitness, pursuit of vertigo, aesthetic experience, catharsis, ascetic experience, and chance (Kenyon, 1968, pp. 98-101).

Values ". . . are an inclusive set of deep-lying attitudes and beliefs that tend to direct the person's habitual responses in various situations (Carter, 1959, p. 593)."

Basic Assumptions

It was assumed that Kenyon's Attitude Toward Physical Activity was a valid, reliable research instrument for measuring physical activity among high school women. It was also assumed the attitude toward physical activity is a reflection of the values held for it. A final assumption was that the subjects would give true responses to the concepts in the scales.

Scope of the Study

This study was limited to selected black high school students enrolled in regular physical education classes at Mann High School, Riverside High School, and Eastside High School in Greenville, South Carolina, and Fort Mill High School, Fort Mill, South Carolina during the spring of the 1973-1974 academic year. The subjects do not represent

subsamples large enough to allow generalizations to be made of all black high school women. In addition, the study of self-perceived body image and body esteem was limited to the singular administration of the Kenyon Inventory.

Significance of the Study

Studying the values held for physical activity seems to be a realistic approach to gaining a better understanding of why students select certain activities in the general physical education program. Self-esteem and body image may also be associated with attitude toward and involvement in physical activity. No research could be found concerning attitudes held by black high school women. There appeared to be a need for a study of this type dealing with attitudes and values toward physical activity and body image, both in terms of a basis for program implications and evaluation of effectiveness of the program for black women.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The purpose of this study was to investigate the attitudes toward physical activity and self-perceived body image of selected black high school women. Although little has been written concerning the attitudes and body image of black women, the review of literature yielded some interesting observations.

The review of literature was divided into four sections. These sections included: (1) Studies Dealing With Attitudes, (2) Studies Relating to Body Image, (3) Studies Concerning Black People, and (4) Studies Relating to Physical Activity as Measured by the Kenyon Attitude Toward Physical Activity Inventory.

Studies Dealing With Attitudes

The development of attitudes involves the integration of numerous, specific responses of a similar type. Such attitudes, some would assert, determine the entire adjustment of the individual. Formation of positive attitudes toward active participation in physical activity is one of the major concerns of physical education programs. Thus, understanding the nature of attitudes toward physical

activity experiences seems essential in attempting to develop them.

Attitudes have been defined as

. . . a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Allport, 1935, p. 810).

Bird (1940, p. 143) explained it as "an adjustment of an individual toward a selected aspect of his environment or of his own conduct." Kenyon (1968, p. 30) described attitudes as

. . . a complex, but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular psychological objective, whether it be concrete or abstract.

The concept of attitude is an abstraction from a large number of related acts or responses. The definitions imply a mental state, a hypothetical construct that refers to something that cannot be observed.

Titchner (1928) realized that attitudes were an important part of the consciousness and an indispensable part of the individual's psychological armament. He wrote:

Behind everything lies a cortical set, a nervous bias, perhaps inherited and permanent, perhaps acquired and temporary. This background may not appear in consciousness at all; or it may appear as a vague, conscious attitude (passive imagination, or again as a more or less definite plan, aim, ambition, intention (active imagination). Whether conscious or not, the nervous disposition determines the course of consciousness (1928, pp. 422-423).

The development of attitudes has been perceived by Allport (1935) through four processes: integration, differentiation, trauma, and adaptation. Because attitudes are learned and are influenced by past experiences, they may be changed or influenced by teaching.

The power of attitudes has been explained by Allport (1935, p. 839) in these terms:

. . . unless they are admitted, through inference, as real and substantial ingredients in human nature, it becomes impossible to account satisfactorily either for the consistency of any individual's behavior or for the stability of any society.

Remmers (1954, p. 52) supported this: "Attitudes, the way individuals and groups feel about the various aspects of their world, are probably more determinative than mere cognitive understanding."

Investigation of the verbal attitudes of a select group may give information which will, in many instances, allow an individual to make reliable predictions concerning the behavior manifested by members of the group in various social situations. Bird (1940, p. 145) pointed out that

Knowing that special groups have their own distinctive evaluations and reactions toward phases of institutional life, and also knowing that these groups manifest unique constellations of opinions, we are then able to draw inferences regarding other groups, whose verbal conduct we do not know, from the manner in which opinions are endorsed. We may, by comparison or contrast, learn more about persons than is immediately evident from their endorsement regarded as isolated events, but what we learn belongs almost entirely on the plane of verbalization or of opinion.

Bohnke (1971), in his study concerning attitudinal differential between Negro and Caucasian intercollegiate athletes, indicated that the direction and intensity of the expressed verbal attitudes of his study population could reflect the attitudes of other members of their own ethnic groups within the general population. He found the general attitude of intercollegiate athletes toward intercollegiate athletics to be favorable, although some felt that they were being exploited by intercollegiate leaders.

Most past research studies in attitude have been restricted to the narrower confines of physical education, neglecting the multidimensionality of physical activity. In 1951, Wear's studies led the way for a great many attempts to investigate the individual's attitude toward physical education.

Moyer, Mitchem, and Bell (1966) used a Modified Wear Attitude Inventory to determine the attitudes of freshmen and junior women toward the required physical education program. A preference was indicated for individual sports, and there was a highly favorable attitude toward physical education.

Vincent (1967) also used the Wear Attitude Inventory to analyze attitudes as values and activity groups; correlations were computed between attitude and success. College women expressed appreciation of the contributions of physical education, and the attitudes were generally more

favorable for those students enrolled in gymnastics and tennis. There was a significant relationship expressed between attitude and success but no conclusion about the cause and effect relationship.

Bell and Walters (1953) devised a questionnaire consisting of three parts: a checklist response of pertinent background material; questions based on the objectives of physical education; and the Wear scale. It was given to all freshmen and seniors who were in or had taken the required program at the University of Michigan. Individual sports were most frequently engaged in by both the freshmen and seniors. The freshmen spent more time out of class engaging in physical activity. A positive and significant relationship was found between the attitude and the extent to which they enjoyed physical education and the extent to which the instructors were interested in them as individuals.

Using the Sonstroem Physical Activity Attitude Inventory, Neale, Sonstroem, and Metz (1969) concluded that high and low fit boys do not differ in expressed attraction to physical activity. The level of physical fitness was related to self-perceived attitudes in relation to physical activities.

Campbell (1968) administered the Wear Attitude Inventory to 199 college males. The subjects were placed into groups according to the size of the high school attended, the college of matriculation, and the current physical

education class they were enrolled in. No significant variation in attitudes concerning physical education could be predicted by size of high school, area of academic interest, or preference of physical activity. In 1969, Campbell again administered the Wear Inventory, the 50 yard dash, and the 600 run-walk to 240 eighth grade boys. He found that no relationship existed between attitude scores and fitness scores.

Keogh (1962) investigated the attitudes of 136 men and 130 women to determine if students differed in their attitude toward the general benefits or values of physical education and if men and women differed in this respect. He found that there was no significant difference in the stated attitude toward physical education by men or women. The subjects endorsed the social, physical, and emotional values of physical education but differed in their opinions regarding the relative value of a physical education program in the school curriculum.

The relationship between strength and attitudes of 200 college women enrolled in physical education classes at Michigan State University was studied by Wessel and Nelson (1964). There were two groups of women whose stated responses toward physical activity were extremes of high or low. A very favorable attitude toward physical education as an activity course was evident as measured by the Wear Attitude Inventory, and strength among the college women was

significantly related to attitude toward physical education and physical activity.

One hundred fourteen eleventh grade girls representing three socioeconomic groups were tested to determine whether there were any differences between the groups with reference to personal-social adjustment, attitude toward physical education, and physical fitness. Young (1970) administered the California Test of Personality, the Wear Inventory, and the AAHPER Youth Fitness Test to the subjects. The results indicated a significant difference between socioeconomic groups in the matter of personal-social adjustments. There were no significant differences between the socioeconomic groups with reference to either physical fitness or attitude toward physical education.

Studies Relating to Body Image

Body scheme was regarded by Fisher and Cleveland (1958) as a frame of reference which influences some of the individual's modes of perception and also his ability to perform certain skills.

His concept of his base of operations must necessarily be significant in influencing how he conducts himself. For example, if he pictures his base as fragile, one would assume that he would be more likely to be timid in his life excursions than if he ascribes strength and solidarity to it. (1958, p. 345)

Schilder (1951) perceived body image as the picture an individual has of his own body. Darden (1972, p. 7)

regarded it as "a person's visual concept of his body, which grows out of present and past perceptions." Fisher and Cleveland (1958) believed that as an individual perceives his body he becomes uniquely ego involved.

Perceptions and attitude toward the individual's body seem directly related to what he will feel regarding another person. Jacob (1963, p. 28) stated that "an intact neurological body scheme is essential to understanding other people." Schilder (1951) observed that experiences in pathology revealed that when left and right orientation is lost in regard to one's body, there is a loss also of orientation in regard to the bodies of other people. Moreover, Schilder stated that when knowledge of the body is lacking or incorrect, then all action for which this particular knowledge is necessary will be faulty.

Harris (1973) further stressed the importance of body image.

Man cannot feel or express anything except in terms of his own body. He perceives only within the framework of his awareness of the attitude and the orientation of his body. This awareness of body image is that which relates man with space and happenings outside of his body while at the same time it separates him from space and events. This allows him to interact and react with his environment and with others. (1973, pp. 138-139)

The individual begins to organize his body perceptions early in life (Jacob, 1963). As he differentiates himself from his surrounding environment, the "self" and the "non-self" begin to take shape. Fisher and Cleveland (1958)

observed that at an early age individuals begin to pay more attention to certain body parts than others, and that some parts are always in the forefront of awareness while others may be ignored.

Knowledge of the body is formed by self-observation and self-discovery, but observing others provides an additional frame of reference for the individual's perception of his own body. Importantly, Schilder (1942) observed that individuals are more interested in those parts of the body which provoke the interest and action of others.

Bodily perceptions are developed within a framework of experiences of the body and the memory of these experiences. The recorded neurological and psychological image of the body may be affected greatly by changes in weight, fitness, strength, stature, skill and ability (Harris, 1973).

Using a body image identification test, Gottesman and Caldwell (1966) observed that body image is related to psychosomatic symptoms, level of aspiration, tolerance of stress, and the ability to relate well to others on a personal level.

Rohrbacher (1973), testing the influence of a special camp program for obese and heavyweight boys, found that weight was associated in a positive manner with change in body image.

In 1965, Doudlah tried to determine the relationship between self-concept, body image, and movement concepts of freshmen women with low and average motor ability. She found little relationship between discrepancy of body image and the level of performance on novel skills tasks. She also found no relationship between self-concept and accuracy of body image.

Caskey and Felker (1971) investigated social stereotyping of elementary school girls. They observed that social stereotyping is evident as early as the fourth grade. The elementary school girls of all three body types unfavorably stereotyped the endomorphic body type, and the girls favorably endorsed the ectomorphic body type. Staffieri (1967) concluded that common behavior traits were associated with various body types in six to ten year old boys.

Jacob (1963) observed that appreciation of an individual's body needs to be constantly reinforced with a sense of "what I can do" supported by enjoyment. He suggested more emphasis on the elementary grades in areas which give a sense of body mastery and a sense of identity.

Seven year old boys were investigated by Hart (1971) to determine the accuracy with which they estimate their shoulder width under dynamic and static conditions. Hart hypothesized that the real body image represents an average perception of body size, and that demands of varying situations may cause the body boundary to fluctuate.

Lewis (1961) studied the expressed values of college women in physical education at the University of Georgia in relation to selected social factors. She found that sports in conflict with a woman's self-image are rejected for another sport.

The existence of body image phenomena appears to be adequately validated. However, the relationship of the body image to other areas of human behavior does not appear to have been clearly established. Vincent and Dorsey (1968) concluded that a general relationship does not seem to exist between body image and physical performance.

Studies Concerning Black People

Past research has often neglected the black person, and norms and information have been limited. However, the literature did yield some comparative studies about blacks.

Hutinger (1959) investigated the differences in speed between American Negro and white children in the 35-yard dash. The distance was short enough to eliminate the endurance factor. The mean scores indicated that the Negro children were superior in speed.

Berger and Paradis (1968) tested 115 boys for physical fitness. Two groups based on race, age, and socioeconomic level completed the AAHPER Youth Fitness Test. Although there were no significant differences between age, height, weight, and socioeconomic level, the black students

exceeded the white students significantly on the shuttle run, 50-yard dash, 600-yard run, and composite fitness score.

A study by Barker and Pontieux (1968) identified the relationships between race and the measures of physical fitness included in the AAHPER Youth Fitness Test. The effects of the variable of socioeconomic status were controlled, partialled out, or held constant. Racial differences in physical fitness generally favored the Negro pupils, especially after the socioeconomic variable was partialled out. Negro boys exceeded white boys to a significant extent in six of the seven fitness tests. Negro girls surpassed white girls to a significant extent on five of the seven tests, while the white girls surpassed the Negroes on one of the tests.

Burdeshaw (1968) investigated the acquisition of elementary swimming skills by Negro and white college women. The study included performance, motor ability, buoyancy, and body measurement for the 57 women. The evidence indicated that the Negro group was significantly superior in motor ability, while the white group was significantly superior in swimming performance and was more buoyant.

Williams and Scott (1953) studied the validity of the frequently expressed opinion of accelerated gross motor development of black children. The subjects were selected from two sharply contrasting socioeconomic backgrounds.

Visits in the home were devoted to observation of the subjects interacting with the mother. Interviews concerned various aspects of dealing with and handling the baby which were believed to be important for motor development: the amount of restriction and/or freedom of movement; means by which the child was restrained; the extent and kind of contact permitted with other objects; and the amount of time in play and types of games played. The subjects from the low socioeconomic group were much more active, free, and uninhibited. They had a closer, more direct and manipulating relationship to their environment than babies from the higher socioeconomic group. Thus, Williams and Scott suggested that acceleration of gross motor development was not a racial characteristic but was related to ways in which the children were cared for and handled.

Studies Relating to Physical Activity As
Measured by the Kenyon Attitude Toward
Physical Activity Inventory

Past research studies in attitude toward physical activity have suffered because characterization has been limited to such confines as physical education and physical fitness. In 1951, Wear designed two equivalent forms of a physical education attitude scale. The literature showed repeated use of the Wear scale. Adams, in 1963, developed two other scales for measuring attitude toward physical education. Using the Thurstone technique, Richardson (1960)

constructed two equivalent forms of an equal-appearing interval scale which was designed to evaluate attitude toward physical fitness and exercise.

Attempting to resolve the inadequacies of the earlier, unidimensional scales, Kenyon (1968) proposed a model to characterize physical activity as a sociopsychological phenomenon. He constructed a conceptual framework based on a logical analysis of the function physical activity served in contemporary society. He reported that

. . . if people tend to behave the way they are expected to behave, it is conceivable that their motor behavior, that is, how, or even whether they play the game, is largely determined by the members of his reference group. (1969, p. 178)

Kenyon believed attitude toward physical activity to be a function of the perceived instrumental value associated with the activity in question. In 1968, he developed the Attitude Toward Physical Activity Inventory. He reduced physical activity to six independent dimensional scales: (1) as a social experience, (2) for health and fitness, (3) as the pursuit of vertigo, (4) as an aesthetic experience, (5) as catharsis, and (6) as an ascetic experience. Later, at the suggestion of John Loy, he added the seventh dimension of physical activity characterized as chance. The Inventory, which isolated the seven domains, was thought to represent the individual's perceived values held toward physical activity.

Kenyon developed the Inventory according to the semantic differential technique. The semantic differential procedure, which includes multidimensionality, is a combination of a scaling procedure and a controlled association method. The subjects are asked to respond to a concept by rating it on a continuum of seven interval rating scales, each bounded by a pair of bipolar adjectives. The purpose is to measure the meaning of various concepts by having people judge the concepts against a series of descriptive scales.

Osgood, Suci, and Tannenbaum (1957) developed the semantic differential procedure. They concluded that the ultimate criterion of meaning is still introspection in the subject. However, judgement of an attitude, they found usually varies along three main dimensions: (1) evaluation, (2) potency, and (3) activity.

Despite deliberate and independent variations in the sampling of scales, of concepts, and of subjects, three dominant and independent factors kept reappearing: an Evaluation Factor (represented by scales such as good-bad, pleasant-unpleasant), a Potency Factor (represented by scales such as strong-weak, heavy-light), and an Activity Factor (represented by scales such as fast-slow, active-passive, and excitable-calm). (1957, p. 82)

Evaluation is the most important factor of the three dominant factors in the affective meaning system, followed by potency and activity.

A promising unit of analysis for understanding the sociopsychological aspects of physical activity is that of

attitude. If attitudes are predispositions to respond, i.e., states of readiness, as Kenyon indicates, then analysis of the readiness state for physical activity within individuals or groups of individuals can be attempted. An accurate assessment of the attitudes that various groups have toward physical activity could be determined by such a clarification.

Mullins (1969) studied the function of race, sex, and socio-economic level in expressed attitudes toward physical activity. Attitudes of 190 students were assessed by Kenyon's Attitude Toward Physical Activity scales. Race was the most significant factor accounting for the variance in attitude toward physical activity as social and aesthetic experience in male and female data. Race was also significant in accounting for the variance in attitude toward physical activity as the pursuit of vertigo in male and female analysis. The interaction of race and socio-economic level was significant in attitude toward physical activity as aesthetic experience for males, as pursuit of vertigo for male and female, and as ascetic experience for females. The attitudes were generally favorable. Negroes displayed a more positive attitude than whites, and males reacted more positively than females.

In a study by Dotson and Stanley (1972), achievement in athletics was most highly related to physical activity that was characterized as an ascetic experience. However,

Alderman's (1970) study of male and female championship athletes revealed that both groups rated physical activity as an aesthetic experience as having the strongest meaning for them. Social experience and catharsis rated behind aesthetic experience. A low response toward physical activity as an ascetic experience was predominant.

Straub and Felock (1974) used Kenyon's Attitude Toward Physical Activity scale with delinquent and non-delinquent girls. Non-delinquent girls valued physical activity as a social experience significantly higher than delinquent girls.

Delforge (1973) investigated the attitudes of handicapped and non-handicapped college students toward physical activity. One hundred students were grouped accordingly: (1) ambulatory physically handicapped, (2) wheelchair physically handicapped, (3) non-handicapped, and (4) college athletes. He found no significant differences in attitudes toward physical activity in general or toward each of the dimensions of physical activity. All groups expressed significantly more positive attitudes toward physical activity as a social experience, as a means to health and fitness, as an aesthetic experience, and as catharsis than they did toward physical activity as the pursuit of vertigo or as an ascetic experience.

Administering his own scale to 4000 male and female secondary students in Canada, Australia, England, and the

United States, Kenyon (1968) found that among male and female students the most positive attitudes were those held as a social experience, as health and fitness, as an aesthetic experience, and as catharsis. Less positive attitudes were assigned to physical activity as the pursuit of vertigo, as an ascetic experience, and as chance. Sex differences were significant for each of the seven domains. Females in the study expressed a more positive attitude toward physical activity perceived as a social experience, as health and fitness, as an aesthetic experience, and as catharsis.

Recently, Simon and Smoll (1974) developed their own multidimensional semantic differential scale based on Kenyon's model for physical activity. They made changes in wording and adapted the scale to elementary aged children, grades four through six. The highest mean scores for the children in relation to physical activity were: (1) as a social experience, (2) for health and fitness, (3) as an aesthetic experience, and (4) as catharsis.

CHAPTER III

PROCEDURE

Overview

The Kenyon Attitude Toward Physical Activity Inventory was administered to ninety black high school women. The scores on the physical activity scales and body image scale were then analyzed to determine attitudes toward physical activity and self-perceived body image of the selected women. Scores on the body esteem scale, parts of which were selected and taken from the body image scale, were analyzed to determine attitudes toward body esteem.

Selection of Subjects

The subjects used in the study were black high school women who were enrolled in regular physical education classes during the spring of 1974. Ninety subjects were used in the study.

Women who participated in the study were from four public high schools in South Carolina. Subjects were enrolled in the Greenville County School System at Riverside High School, Eastside High School, or Mann High School. The other subjects were students at Fort Mill High School, Fort Mill, South Carolina. The selection of subjects was limited

to those individuals who participated in the regular physical education programs of the respective schools.

All subjects used in the study completed the seven physical activity scales and the body image scale of the Kenyon Attitude Toward Physical Activity Inventory.

Selection of Tests

The Kenyon Attitude Toward Physical Activity Inventory was selected after reviewing testing instruments for measuring attitudes and self-perceived body image. The Inventory consists of seven independent, dimensional scales for measuring attitudes toward physical activity. The subjects are asked to respond to a concept by rating it on a series of seven interval rating scales, each bounded by a pair of bipolar adjectives. The same eight adjectival scales are employed for each physical activity concept. The subject responds to each concept with one of seven choices, thus indicating her attitude toward physical activity.

The body image scale consists of a concept followed by twenty-four bipolar adjectival pairs concerning the feelings of the subject for her body. Again, the subjects respond to the concept by rating it on a series of the seven interval rating scales.

The body esteem scale consists of eight pairs of bipolar adjectives taken from the body image scale. Although a part of the body image scale, Kenyon has

identified these eight pairs as having possible significance apart from the total body image scale.

A copy of each of the scales appears in Appendix A.

The Kenyon Attitude Toward Physical Activity Inventory was selected because it provided multidimensionality. The scale has been used successfully with high school students, and norms are available for both male and female groups. The scale is easily administered to large groups and can be done in approximately 25-35 minutes. The Inventory appeared to fit the purpose and design of the study.

Administration of Tests

The Kenyon Attitude Toward Physical Activity Inventory was administered to all subjects during the scheduled physical education class. Teachers were contacted and permission was given to administer the scales. The scales were administered by the respective teacher at the beginning of the class period. The author met with each of the teachers on three occasions prior to the administration of the scales to ensure consistency of administration.

Administration of the test was made to small groups. Before the administration of the scales, a statement revealing the purpose of the study was read to the subjects. The statement asked for integrity in responding to the concepts of both scales and expressed appreciation for the subject's help and cooperation.

Following distribution of the scales, the subjects were urged to follow the printed directions as the teacher read them aloud. If there were no questions, the subjects were then asked to read the concepts and respond to the scales. At the completion of the scales, the subject returned the scales and joined her class.

Analysis of Data

The physical activity scores were then analyzed to investigate the attitudes toward physical activity of the selected black high school women.

The body image scores were analyzed to determine what values selected black high school women had for self-perceived body image and body esteem, and to determine if students exhibiting a certain body image value physical activity differently than those women exhibiting another body image.

The body esteem and body image scores were investigated to determine what relationship existed between the two concepts.

In order to determine the values held for physical activity by the participating black high school women, the means of the scores for each scale were used.

The values the women held for self-perceived body image and body esteem were determined by the mean score.

For purposes of determining the relationship between the body image and body esteem scores, the Pearson Product-Moment Correlation was applied.

Additional analysis in determining the relationship of physical activity values to self-perceived body image was accomplished by application of the biserial correlation.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The Kenyon Attitude Toward Physical Activity Inventory was administered to ninety black high school women enrolled in four South Carolina public high schools. The Inventory consisted of seven physical activity scales and a body image scale. The physical activity scales were social experience, health and fitness, vertigo, aesthetic, catharsis, ascetic, and chance. The body image scale contained 24 pairs of bipolar adjectives. Eight adjectival pairs, extracted and identified from the body image scale by Kenyon, formed the body esteem scale. Scores on the physical activity scales, body image scales, and body esteem scales were then analyzed to determine what values the students held for physical activity and whether different values existed among the seven scales and among the body image and the body esteem scales.

Values for the Physical Activity Scales

The scores made by the ninety black women on the physical activity scales were analyzed first. To determine what values the students held for physical activity, the means of each scale were used. A score of 32 was considered neutral, having no significant meaning to the subjects.

Table 1 illustrates the neutral point of 32 on a physical activity scale. A score of eight was the minimum score possible with eight polar adjectives, while a score of 56 was the highest possible score since there were seven steps in semantic space. The range of scores was 48. Half the range equalled 24, plus the base of eight to give the mean score of 32. Those means farthest from 32, above or below, were considered to be the most meaningful to the subjects.

Table 1
Physical Activity Scale Neutral Score

8.	relaxed	__	:	__	:	__	:	__	:	__	:	__	:	__	:	__	tense
		8		16		24		<u>32</u>		40		48		56			

As shown in Figure 1, the 47.755 mean for the health and fitness activity scale was the highest rated mean score of all seven scales. Social experience in physical activity registered a mean of 47.555, as the second most highly valued scale. The aesthetic scale indicated a 47.088 mean and was also highly valued by the women.

The vertigo scale with a mean of 36.577 was the lowest rated. The ascetic mean, 37.811, rated next to the vertigo scale as being least valued.

Though there were differences in the mean scores of all the activity scales, no scale registered below the neutral point of 32. This indicated that none of the

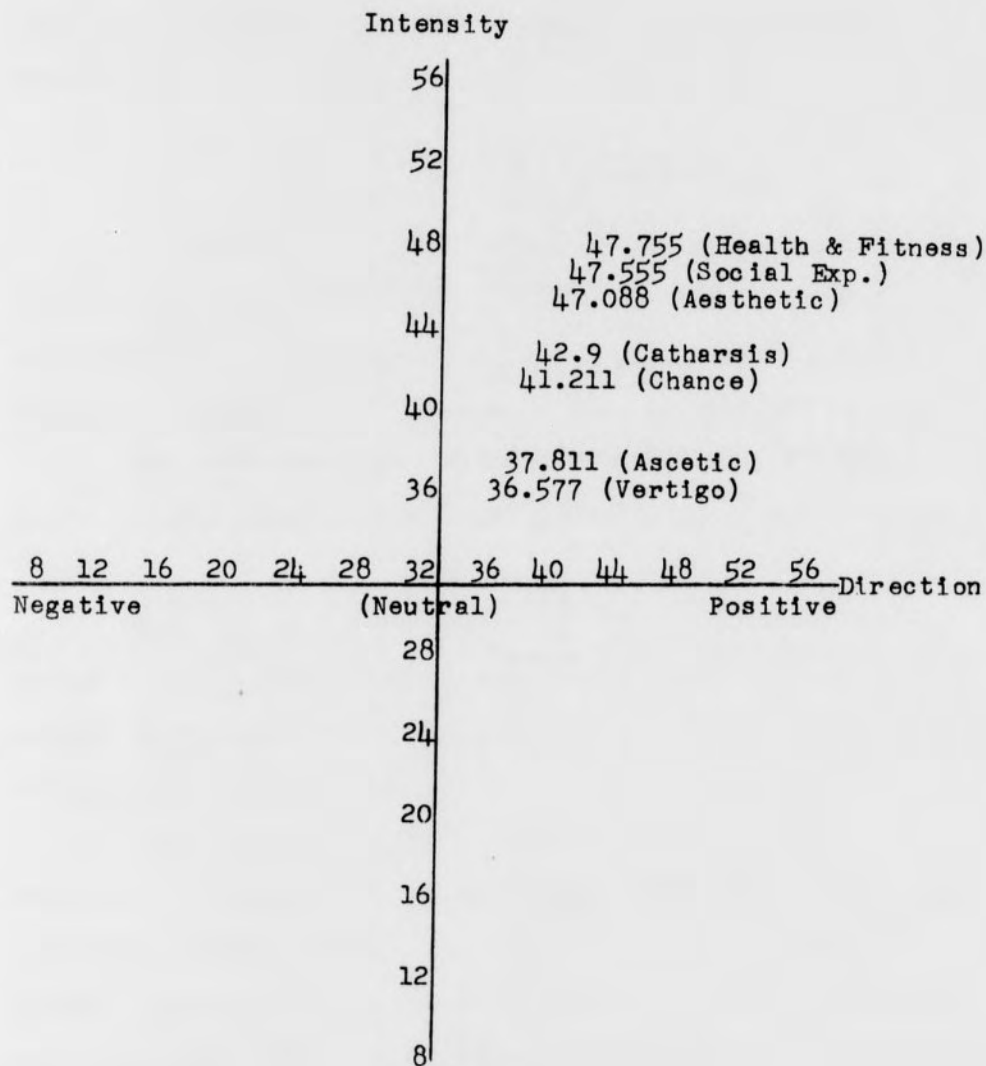


Figure 1

The Intensity and Direction of the
Physical Activity Means

physical activity scales had negative meaning to these women.

Interpretation of the Physical Activity Scales

The resultant means indicated that the health and fitness activity scale was valued most highly among all seven scales. The social experience and aesthetic scales were also valued highly by the women participants.

The vertigo scale was the least valued activity scale. The ascetic scale also scored poorly with the subjects.

Both the catharsis and chance physical activity scales rated between the highly valued health and fitness, social experience, and aesthetic scales and the lower valued vertigo and ascetic scales.

The high favorability registered for social experience and aesthetics may suggest that black women perceive the value of sports and dance forms as a means to greater personal acceptance. Though faced with a positive changing role, this preoccupation with acceptance may be a direct reflection of the inferior social position that blacks have traditionally maintained. It may also be feasible to suggest that the favorability with aesthetics is a reflection of a changing, more positive and wholesome concept of the self and blackness.

Values for Self-Perceived Body Image
and Body Esteem

The body image scale was assumed to represent each subject's self-perceptions. The list of 24 pairs of bipolar adjectives was measured against Kenyon's descriptive scale, MY BODY: AS IT REALLY IS. On each scale, the subjects made marks to indicate their position between the adjectives. For each mark, a weight was assigned to it according to its position on the continuum. The weight of any mark could range from 1-7.

From the body image list of 24 adjectival pairs, eight sets were identified by Kenyon as representing body esteem (P. Berlin, personal conference, April, 1974). The eight pairs were: ugly-beautiful, graceful-awkward, clean-dirty, light-heavy, feeble-vigorous, free-restricted, hot-cold, and fast-slow. Kenyon thought these eight pairs could conceivably represent the concept without the entire 24 item scale.

Interpretation of Values for Self-Perceived
Body Image and Body Esteem Scales

Table 2 indicates that the mean for body image was 92.1. A score of 168 was the highest possible attainable score for the 24 item scale. The body esteem mean for the ninety women was 30.5. A score of 56 was the maximum score attainable for the eight items of the body esteem scale.

The means for both scales fall within the neutral area of nonmeaningfulness. As shown in Table 3 the relative

Table 2
 Mean Scores for Self-Perceived Body
 Image and Body Esteem

Scale	Number of Subjects	Mean Score
Body Image	90	92.1
Body Esteem	90	30.5

Table 3
 Relative Position of Body Image
 and Body Esteem Means

Scale	Negative Meaning	Neutral	Positive Meaning
	*		
Body Image 24.	___ : ___ : ___ : ___ : ___ : ___		
	24 48 72 96 120 144 168		
Body Esteem 8.	___ : ___ : ___ : * : ___ : ___		
	8 16 24 32 40 48 56		

position of both means on the scales is approximately the same.

The concepts of body image and body esteem were not meaningful to these students as measured by these scales.

Relationship Between Body Image and Body Esteem Scores

Table 2 indicated the means for the body image and body esteem scales. To determine the relationship between body image and body esteem, the Pearson Product-Moment Correlation was applied. The correlation coefficient of .4801 was not large but for a number of ninety it was significant, showing some relationship between the body image and body esteem variables. The relationship was significant at the .05 level of confidence.

The relationship between the two concepts was limited. For these ninety women, the concepts of body image and body esteem, as identified by Kenyon, were not interchangeable.

Relationship Between Body Image and Physical Activity Scores

The relationship between students with certain body image scores and physical activity values was determined by the application of the biserial correlation. Two groups, one composed of students who scored above and one of students who scored below the median body image score, were formed. The relationships to each of the seven physical activity scales were then determined.

Table 4 shows that there was very little relationship between students exhibiting a certain body image and the way they valued the seven physical activity scales. The body image scores did not show an appreciable influence of the values for the physical activity scales.

Table 4
Biserial Correlation of Body Image Scores
and Physical Activity Values

Physical Activity Scale	P.A. Mean	Median Body Image Score	p	q	r_b
Social Experience	47.555	93.1	.49	.51	.4218
Health and Fitness	57.755	93.1	.49	.51	.4218
Vertigo	36.577	93.1	.47	.53	.4216
Aesthetic	47.088	93.1	.49	.51	.4218
Catharsis	42.9	93.1	.50	.50	.4219
Ascetic	37.811	93.1	.50	.50	.4219
Chance	41.211	93.1	.47	.53	.4216

p = proportion of the subjects in the higher group
q = proportion of the subjects in the lower group

It was interesting to note the differences of the physical activity means, from the highest registered mean of 47.755 for health and fitness to the lowest valued mean of 36.577 for vertigo, and the close similarity of coefficients for the body image scores and the physical activity values. This suggested that the body image phenomenon did not have

influence on the kinds of physical activities the ninety women valued. This seems logical since the body image scores fell within the neutral range of meaningfulness. This may also suggest that the selection of an individual's activities cannot be based on a single factor such as body image. It is more likely that the interests in and attitudes toward physical activity for each individual are affected by a complexity of personal and sociocultural factors. Moreover, for high school aged women, it would appear that past experiences in physical activities would influence acceptance of and participation in certain physical activities.

CHAPTER V

SUMMARY AND CONCLUSIONS

It was the purpose of this study to investigate the attitudes toward physical activity and self-perceived body image and body esteem of selected black high school women. The subjects used were ninety black women from four high schools in South Carolina.

The Kenyon Attitude Toward Physical Activity Inventory was administered to each subject. The Inventory consisted of seven, independent, multidimensional physical activity scales and a body image scale. Eight adjectival pairs from the body image scale formed the body esteem scale.

Based on the responses to the Inventory, the answers to the following questions were sought.

1. What values do selected black high school women have for physical activity?

All seven physical activity scales had positive value for the subjects, even though some scales were more positively valued than others. The means of all the scales fell above the neutral score of 32.

2. Which values do the selected students value most for physical activity, and which values do they value least?

Different values of mean scores did exist among the physical activity scales. The physical activity scales that were most highly valued were physical activity as health and fitness, as a social experience, and as aesthetics.

The students least valued physical activity as the pursuit of vertigo and as an ascetic experience. The latter two scales registered very near to the neutral area.

3. What values do selected black women students have for self-perceived body image and body esteem?

The concepts of body image and body esteem seemed to have little value to these black women students. They expressed neither strong negative or positive meaning to these students.

4. What is the relationship between the scores on body image and body esteem?

The relationship is significant but small. The coefficient was .4801. The two scales were not synonymous for these ninety women.

5. What is the relationship between high and low body image groups and the scores on the physical activity scales?

There was very little relationship between the high and low body image groups and the scores on the physical activity scales. Those students who indicated a high body image related to the physical activity scales in much the same way as those students who expressed a lower body image.

Body image seemed to have no appreciable relationship to the various dimensions of physical activity.

The data generated by Kenyon's multidimensional physical activity scales can be used to show where, within subcultures, the most positive values of attitude toward physical activity lie. This study disclosed that, among these ninety black women, the highest favorability was registered as health and fitness, as social experience, and as aesthetics. The least favorability was registered as the pursuit of vertigo.

The study revealed that body image had no appreciable influence on the various dimensions of physical activity. This may suggest the complexity of factors involved in the selection of physical activities and account for the wide divergency of activities participated in by individuals within the society.

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APPENDIX A

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The purpose of this inventory is to measure the amount of physical activity performed by individuals in a community. It is designed to be used by individuals who are interested in their own physical activity levels and who want to know how they compare with others in their community. The inventory is designed to be used by individuals who are interested in their own physical activity levels and who want to know how they compare with others in their community. The inventory is designed to be used by individuals who are interested in their own physical activity levels and who want to know how they compare with others in their community.

There is no right or wrong answer to this inventory.

If you feel that you are not getting enough physical activity, you should consider increasing your activity level. You can do this by walking, jogging, swimming, or participating in other physical activities. You should aim for at least 30 minutes of moderate physical activity most days of the week.

APPENDIX A

PHYSICAL ACTIVITY INVENTORY

QUESTIONS

1. How many days per week do you engage in physical activity?
 2. How long does each session last?
 3. How often do you walk or jog?
 4. How often do you swim?
 5. How often do you participate in other physical activities?
 6. How often do you climb stairs?
 7. How often do you carry heavy loads?
 8. How often do you perform other physical activities?

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INSTRUCTIONS

(using direct responses)

The purpose of this inventory is to measure the meaning for you of certain concepts of physical activity by judging them against a series of descriptive scales. In taking this test, please make your judgements on the basis of what these things mean to you. On each page of the booklet you will find a different idea or concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order in which they are given.

Here is how you are to use these scales:

If you feel that the concept in the box at the top of the page, for example "REFEREE," is very closely related to one end of the scale, you would place your check-mark as follows:

REFEREE

fair X : _____ : _____ : _____ : _____ : _____ : _____ : unfair

or

fair _____ : _____ : _____ : _____ : _____ : _____ : X : unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

fair _____ : X : _____ : _____ : _____ : _____ : _____ : unfair

or

fair _____ : _____ : _____ : _____ : _____ : X : _____ : unfair

If the concept seems only slightly related to one side as opposed to the other side (but is not neutral), then you should check as follows:

Instructions (cont'd)

fair _____ : _____ : X : _____ : _____ : _____ : _____ : unfair

or

fair _____ : _____ : _____ : _____ : X : _____ : _____ : unfair

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you are judging. If you consider the concept to be neutral on the scale (that is, both sides of the scale seem equally associated with the concept), or if the scale makes no sense, (that is, it is unrelated to the concept) then you should place your check-mark in the middle space:

safe _____ : _____ : _____ : X : _____ : _____ : _____ : dangerous

IMPORTANT: (1) Place your check-mark in the middle of spaces, not on the boundaries:

 THIS NOT THIS
 X
_____ : _____ : X : _____ : _____ : _____

- (2) Be sure you check every scale for every concept--do not omit any.
- (3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgement. Work at a fairly high speed through the test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless because we want your true impressions.

Name (print) _____ Grade _____

Using the Scales Below, Express on the
Answer Sheet What the Concept in the Box Means to You

PHYSICAL ACTIVITY AS A SOCIAL EXPERIENCE

Sports, games and other forms of physical recreation whose primary purpose is to provide opportunities for social participation; that is, to meet new people and continue personal friendship.

As you proceed, always be thinking about the idea or concept in the box.

1. good _____ : _____ : _____ : _____ : _____ : _____ : _____ : bad
2. worthless _____ : _____ : _____ : _____ : _____ : _____ : _____ : worthwhile
3. pleasant _____ : _____ : _____ : _____ : _____ : _____ : _____ : unpleasant
4. sour _____ : _____ : _____ : _____ : _____ : _____ : _____ : sweet
5. nice _____ : _____ : _____ : _____ : _____ : _____ : _____ : awful
6. sad _____ : _____ : _____ : _____ : _____ : _____ : _____ : happy
7. clean _____ : _____ : _____ : _____ : _____ : _____ : _____ : dirty
8. relaxed _____ : _____ : _____ : _____ : _____ : _____ : _____ : tense

Using the Scales Below, Express on the Answer Sheet What the Concept in the Box Means to You

PHYSICAL ACTIVITY FOR HEALTH AND FITNESS
 Participating in physical activity primarily to
 improve one's health and physical fitness

As you proceed, always be thinking about the idea or concept in the box.

1. good _____:_____:_____:_____:_____:_____:_____ bad
2. worthless _____:_____:_____:_____:_____:_____:_____ worthwhile
3. pleasant _____:_____:_____:_____:_____:_____:_____ unpleasant
4. sour _____:_____:_____:_____:_____:_____:_____ sweet
5. nice _____:_____:_____:_____:_____:_____:_____ awful
6. sad _____:_____:_____:_____:_____:_____:_____ happy
7. clean _____:_____:_____:_____:_____:_____:_____ dirty
8. relaxed _____:_____:_____:_____:_____:_____:_____ tense

Using the Scales Below, Express on the Answer Sheet What the Concept in the Box Means to You

PHYSICAL ACTIVITY AS A THRILL BUT INVOLVING SOME RISK
Physical activities providing, at some risk to the participant, thrills and excitement through speed, acceleration, sudden change of direction, and exposure to dangerous situations.

As you proceed, always be thinking about the idea or concept in the box.

1. good ___ : ___ : ___ : ___ : ___ : ___ : ___ bad
2. worthless ___ : ___ : ___ : ___ : ___ : ___ : ___ worthwhile
3. pleasant ___ : ___ : ___ : ___ : ___ : ___ : ___ unpleasant
4. sour ___ : ___ : ___ : ___ : ___ : ___ : ___ sweet
5. nice ___ : ___ : ___ : ___ : ___ : ___ : ___ awful
6. sad ___ : ___ : ___ : ___ : ___ : ___ : ___ happy
7. clean ___ : ___ : ___ : ___ : ___ : ___ : ___ dirty
8. relaxed ___ : ___ : ___ : ___ : ___ : ___ : ___ tense

Using the Scales Below, Express on the Answer Sheet What the Concept in the Box Means to You

PHYSICAL ACTIVITY AS THE BEAUTY IN HUMAN MOVEMENT
Physical activities which are thought of as possessing beauty of certain artistic qualities such as ballet, gymnastics or figure skating.

As you proceed, always be thinking about the idea or concept in the box.

1. good _____:_____:_____:_____:_____:_____:_____ bad
2. worthless _____:_____:_____:_____:_____:_____:_____ worthwhile
3. pleasant _____:_____:_____:_____:_____:_____:_____ unpleasant
4. sour _____:_____:_____:_____:_____:_____:_____ sweet
5. nice _____:_____:_____:_____:_____:_____:_____ awful
6. sad _____:_____:_____:_____:_____:_____:_____ happy
7. clean _____:_____:_____:_____:_____:_____:_____ dirty
8. relaxed _____:_____:_____:_____:_____:_____:_____ tense

Using the Scales Below, Express on the Answer Sheet What the Concept in the Box Means to You

PHYSICAL ACTIVITY FOR THE RELEASE OF TENSION
 The participation (or watching others participate) in physical activities to get away from the problems of modern living; to provide a release from "pent up emotions."

As you proceed, always be thinking about the idea or concept in the box.

1. good ___ : ___ : ___ : ___ : ___ : ___ : ___ bad
2. worthless ___ : ___ : ___ : ___ : ___ : ___ : ___ worthwhile
3. pleasant ___ : ___ : ___ : ___ : ___ : ___ : ___ unpleasant
4. sour ___ : ___ : ___ : ___ : ___ : ___ : ___ sweet
5. nice ___ : ___ : ___ : ___ : ___ : ___ : ___ awful
6. sad ___ : ___ : ___ : ___ : ___ : ___ : ___ happy
7. clean ___ : ___ : ___ : ___ : ___ : ___ : ___ dirty
8. relaxed ___ : ___ : ___ : ___ : ___ : ___ : ___ tense

PHYSICAL ACTIVITY AS PROLONGED AND STRENUOUS TRAINING
 Physical activities which require long periods of strenuous and often painful training; which involve stiff competition and demands that the individual give up a number of pleasures for a period of time.

As you proceed, always be thinking about the idea or concept in the box.

1. good ___ : ___ : ___ : ___ : ___ : ___ : ___ bad
2. worthless ___ : ___ : ___ : ___ : ___ : ___ : ___ worthwhile
3. pleasant ___ : ___ : ___ : ___ : ___ : ___ : ___ unpleasant
4. sour ___ : ___ : ___ : ___ : ___ : ___ : ___ sweet
5. nice ___ : ___ : ___ : ___ : ___ : ___ : ___ awful
6. sad ___ : ___ : ___ : ___ : ___ : ___ : ___ happy
7. clean ___ : ___ : ___ : ___ : ___ : ___ : ___ dirty
8. relaxed ___ : ___ : ___ : ___ : ___ : ___ : ___ tense

Using the Scales Below, Express on the Answer Sheet What the Concept in the Box Means to You

PHYSICAL ACTIVITY AS GAMES OF CHANCE
 Games and sports where chance and luck are more important than skill in determining the winner, such as dice or horse racing.

As you proceed, always be thinking about the idea or concept in the box.

1. good _____ : _____ : _____ : _____ : _____ : _____ : _____ bad
2. worthless _____ : _____ : _____ : _____ : _____ : _____ : _____ worthwhile
3. pleasant _____ : _____ : _____ : _____ : _____ : _____ : _____ unpleasant
4. sour _____ : _____ : _____ : _____ : _____ : _____ : _____ sweet
5. nice _____ : _____ : _____ : _____ : _____ : _____ : _____ awful
6. sad _____ : _____ : _____ : _____ : _____ : _____ : _____ happy
7. clean _____ : _____ : _____ : _____ : _____ : _____ : _____ dirty
8. relaxed _____ : _____ : _____ : _____ : _____ : _____ : _____ tense

KENYON'S CHARACTERIZATIONS OF THE PHYSICAL
ACTIVITY SUBDOMAINS

APPENDIX B
KENYON'S CHARACTERIZATIONS OF THE PHYSICAL
ACTIVITY SUBDOMAINS

KENYON'S CHARACTERIZATIONS OF THE PHYSICAL
ACTIVITY SUBDOMAINS

1. Physical Activity as a Social Experience. Claims that participation can meet certain social needs of individuals have long emanated from professional sources. It was postulated that lay opinion would be similar, that is, physical activity engaged in by groups of two or more is perceived by many as having some social value. To the extent that physical activity is play, Huizinga (1930) writes that such experiences provided opportunities for "sharing something important." Thus physical activity as a social experience was characterized by these physical activities whose primary purpose is to provide a medium for social intercourse, i.e., to meet new people and to perpetuate existing relationships. Although such events as school or college dances and bowling immediately come to mind; almost any physical activity can serve such a purpose, either incidently or by design.

2. Physical Activity for Health and Fitness. That a sizeable proportion of contemporary western people, whether active themselves or not, believe that physical activity has the capacity to enhance personal health, probably needs little documentation. The formation of the President's Council on Physical Fitness, the widely prevalent health studio, the writings of physical educators, and the

statements of the medical profession, all serve to suggest that it is plausible to believe that many feel health through physical activity is both possible and desirable. Therefore, it was posited that some physical activity can be characterized primarily by its contribution to the improvement of one's health and fitness. Obviously, calisthenics and other conditioning exercises are for such a purpose, but conceivably, many activities could be similarly oriented.

3. Physical Activity as the Pursuit of Vertigo. The suggestion that certain physical activities can provide a medium for pursuing vertigo comes from Caillouis (1961).

Games based on the pursuit of vertigo

. . . consist of an attempt to momentarily destroy the stability of perception and inflict a kind of voluptuous panic upon an otherwise lucid mind. In all cases, it is a question of surrendering to a spasm, seizure, or shock which destroys reality with sovereign brusqueness

Various physical activities . . . provoke these sensations, such as the tight rope, falling or being projected into space, rapid rotations, sliding, speeding, and acceleration of vertilinear movement separately or in combination with gyrating movement.

. . . men surrender to the intoxication of many kinds of dance, from the common but insidious giddiness of the waltz to the many, mad tremendous, (sic) and convulsive movements of dances. They derive the same kind of pleasure from the intoxication stimulated by high speed on skis, motor cycles, or in driving sport cars. (23-25)

McIntosh (1963), has criticized Caillouis' concept of games for the pursuit of vertigo pointing out that the sensation one receives on an amusement park device, (classified

by Caillois as vertiginous), is not the same as an activity over which the participant has some control.

Caillois' category of vertigo is thus seen not to be fundamental but to sub-divide within his classification of competition and chance depending on whether resourcefulness or resignation is the dominant factor. (p. 126)

Despite such criticism, physical activity as the pursuit of vertigo has been retained as a category in the present model, since early empirical evidence showed it to have considerable promise. However, the chance element has been attenuated so that physical activity as the pursuit of vertigo is considered to be those physical experiences providing, at some risk to the participant, an element of thrill through the medium of speed, acceleration, sudden change of direction, or exposure to dangerous situations, with the participant usually remaining in control. In that he usually approaches vertigo without actually achieving it, the experience becomes the pursuit of vertigo. It is possible that the instrumental value here is latent. The participant may not recognize vertigo as the common element, but rather views sports such as skiing, diving from a high platform, heavy weather sailing, mountain climbing, sky diving, etc., as apparently unrelated.

4. Physical Activity as an Aesthetic Experience. The proposition is advanced here that many people believe that at least some forms of physical activity are generally pleasing to the eye, and have a capacity for satisfying aesthetic

tastes. Although some may consider skilled movement as beautiful in a broad prospective from ballet to Olympic gymnastics, others would insist on a much narrower range of physical activities--perhaps restricted to the creative and expressive movements primarily found in the dance. The important point is that physical activity is often perceived as having aesthetic value for the individual--that is activities are conceived of as possessing beauty or certain artistic qualities.

5. Physical Activity as Catharsis. Upon analysis of the results of using "recreational activities" as a category of physical activity, it becomes apparent that the concept is too nebulous to be useful, and that it does not sufficiently characterize the function of a certain kind of activity for the individual. It seemed that both these difficulties might be overcome by narrowing the conception to physical activity perceived as providing a release of tension precipitated by frustration through some vicarious means. The notion that a reduction in tension is achieved by expressing hostility and aggression, either directly or by attacking the instigator of the frustration, or more commonly, through venting one's hostilities through some equivalent forms of aggressive behavior, is the "catharsis hypothesis" (Berkowitz, 1932). The use of catharsis in this sense, however, departs somewhat from the meaning the term has in the context of Greek dance. Nevertheless, writers

from philosophers to psychiatrists, have, for some time, been employing "catharsis" in a more general sense, often with respect to physical activity and sport. Despite the frequently made claims for catharsis through substitute aggression, including the use of play and sport, the findings of Berkowitz (1932) cast doubt upon the existence of the phenomenon. Again, however, what is important is whether or not physical activity is perceived as having a cathartic function, that is, the belief that physical activity can provide a release from frustration and so called pent up emotions created by pressures of modern living.

6. Physical Activity as an Ascetic Experience. The development of this dimension was based upon the argument that if sport provides a medium for the expression of superiority as McIntosh (1963) suggests, then those who aspire to high levels of achievement, regardless of the sport, recognize the need to delay gratification and to be able to endure long and strenuous periods of training. The associated punishment of the body (although seldom inflicting permanent damage) is seen by some to be somewhat akin to religious asceticism. It would seem that contemporary sport provides an analogy. Championship performance today requires athletes to undergo a kind of "ascetic" experience whereby physical activity for him becomes long, strenuous,

and often painful training and stiff competition demanding a deferment of many gratifications.

7. Physical Activity as Chance. That there is an element of chance associated with many games and physical activity is obvious. In view of the popularity of gambling based upon sports contests, it would not be surprising to find some persons preferring this aspect of physical activity to others. Moreover, there is some theoretical support for this contention (Cailllois, 1961; Roberts and Sutton-Smith, 1963; and Loy, 1968). Thus, for the purposes of this study, certain physical activities are considered as having a sizeable chance element and that certain persons value this over other elements.

APPENDIX C

INSTRUCTIONS AND COVER STORY FOR ADMINISTERING THE
KENYON ATTITUDE TOWARD PHYSICAL
ACTIVITY INVENTORY

My name is Ann Hudgens and I am interested in finding out how black high school women feel about physical activity and about themselves. Miss Ellerbe has agreed to administer this questionnaire to you to help me find the answers to these questions.

It is very important that you give your cooperation and that you give truthful answers to the scales. They concern how you feel. There are no right or wrong answers, just your feelings.

This study will take about a year and next year I should be able to tell you the results of your questionnaire and those of other black high school women, if you will contact me. I appreciate your help and cooperation in helping me find out about how black high school women feel about physical activity and themselves.

(The Inventory will then be passed out and the instructions read aloud to them.)

RAW DATA SCORES

Subject	Physical Activity							Body Weight	Heart Rate
	1	2	3	4	5	6	7		
1	52	51	47	42	33	23	26	75	117
2	51	49	34	30	20	15	15	65	115
3	54	51	45	43	37	30	20	70	120
4	52	49	37	32	24	17	14	66	115
5	47	47	34	29	19	13	13	63	111
6	49	46	37	32	21	15	13	67	116
7	51	47	38	33	25	17	13	71	118
8	47	45	31	26	16	11	11	60	110
9	50	48	35	30	20	14	12	64	112
10	53	50	37	32	22	15	13	68	114
11	54	50	38	33	23	16	13	70	116
12	51	48	35	30	20	14	12	66	112
13	54	50	37	32	22	15	13	68	114
14	54	47	36	31	21	14	11	72	116
15	49	47	35	30	20	14	11	65	112
16	50	47	34	29	19	13	11	64	111
17	48	46	37	32	21	14	12	63	110
18	54	50	37	32	22	15	13	68	114
19	54	50	37	32	22	15	13	68	114
20	50	48	35	30	20	14	12	66	112
21	50	48	35	30	20	14	12	66	112
22	50	48	35	30	20	14	12	66	112
23	50	48	35	30	20	14	12	66	112
24	50	48	35	30	20	14	12	66	112
25	50	48	35	30	20	14	12	66	112

APPENDIX D

RAW DATA SCORES

RAW DATA SCORES

Subject	Physical Activity							Body Image	Body Esteem
	1	2	3	4	5	6	7		
1	54	51	47	54	33	35	56	84	33
2	41	40	34	44	38	35	35	99	39
3	56	54	48	48	47	50	50	78	24
4	51	50	39	50	50	43	49	90	35
5	49	43	34	45	49	38	38	101	33
6	39	56	39	42	41	26	40	92	36
7	43	41	38	37	36	37	31	73	32
8	46	45	33	52	38	53	38	98	35
9	56	56	35	31	32	38	29	111	38
10	56	56	20	53	8	32	53	92	30
11	46	52	28	16	56	7	45	104	36
12	51	49	33	48	55	53	21	84	27
13	44	43	40	49	45	42	42	94	26
14	56	41	38	56	36	33	33	72	35
15	40	49	26	30	43	34	47	86	26
16	42	49	12	46	37	41	38	103	32
17	40	39	42	55	36	29	19	115	38
18	56	50	8	56	19	32	40	99	34
19	51	44	19	56	37	34	43	93	31
20	56	56	14	55	56	8	32	100	29
21	50	56	14	56	56	38	56	104	37
22	42	35	34	40	41	46	37	95	32
23	43	44	28	44	37	32	36	97	35

Subject	Physical Activity							Body Image	Body Esteem
	1	2	3	4	5	6	7		
24	41	52	49	47	51	51	51	101	35
25	55	55	55	55	55	55	55	83	26
26	38	35	17	29	32	30	35	90	26
27	43	40	38	39	35	35	31	79	34
28	34	41	29	33	35	26	44	95	32
29	26	34	24	38	33	24	16	90	34
30	49	43	50	50	49	27	47	85	21
31	49	49	27	53	46	12	45	80	23
32	38	35	35	43	35	31	51	87	28
33	50	35	18	27	32	33	42	94	37
34	56	38	23	44	54	34	22	98	21
35	56	56	53	46	51	37	54	90	24
36	56	56	29	49	44	51	45	89	24
37	43	55	39	48	54	40	49	80	20
38	48	52	45	50	22	47	31	88	33
39	56	56	42	50	45	14	56	74	21
40	56	56	47	56	56	43	56	94	29
41	46	53	56	53	56	50	56	75	29
42	56	56	50	56	56	56	56	90	26
43	55	53	56	54	56	56	50	87	26
44	50	52	49	53	40	42	50	94	34
45	50	47	44	56	43	38	12	112	37
46	55	56	55	55	55	56	56	86	28
47	56	56	56	56	52	54	53	114	28

Subject	Physical Activity							Body Image	Body Esteem
	1	2	3	4	5	6	7		
48	56	53	49	53	34	54	43	100	29
49	47	48	42	49	28	49	20	94	31
50	55	47	46	55	25	55	43	127	31
51	56	47	33	51	47	52	0	86	30
52	56	55	56	56	50	44	56	94	33
53	45	55	42	47	41	44	41	84	25
54	45	47	17	53	46	21	31	87	27
55	49	56	29	44	50	53	32	101	34
56	56	50	24	47	45	33	50	86	35
57	30	50	50	56	33	49	33	90	26
58	39	42	35	50	35	37	38	95	31
59	50	47	0	45	56	46	15	92	29
60	45	32	48	49	33	31	56	96	25
61	49	45	24	56	34	32	40	91	32
62	43	44	29	48	44	27	42	91	32
63	49	48	42	34	46	44	44	77	26
64	37	39	34	55	47	26	11	110	38
65	23	56	44	54	47	47	47	106	39
66	53	50	29	48	48	17	41	88	29
67	52	50	29	53	50	23	33	111	34
68	48	49	40	40	40	44	42	102	30
69	56	56	56	56	56	51	53	73	23
70	39	39	49	43	37	25	44	93	30
71	56	56	56	56	44	43	56	94	30

Subject	Physical Activity							Body Image	Body Esteem
	1	2	3	4	5	6	7		
72	56	56	56	48	56	42	56	96	35
73	44	37	18	29	35	24	44	50	26
74	0	0	49	48	54	48	54	93	30
75	56	56	45	56	8	56	56	99	35
76	56	56	32	54	45	42	51	90	34
77	56	56	38	56	54	43	8	96	28
78	49	49	23	50	48	8	46	90	31
79	42	56	56	8	38	44	20	80	32
80	49	51	42	49	45	49	53	87	28
81	46	30	26	29	32	28	37	97	28
82	56	33	35	34	25	36	35	99	32
83	44	47	32	53	50	32	48	101	34
84	56	56	56	56	56	41	32	106	34
85	45	39	28	39	45	33	40	93	32
86	48	55	27	48	52	29	38	85	36
87	34	49	48	45	48	44	50	87	28
88	51	51	11	46	46	22	56	83	24
89	49	52	39	43	38	39	51	92	29
90	38	45	39	37	47	38	46	78	30

SCORING PROCEDURE FOR PHYSICAL ACTIVITY SCALES
AND BODY IMAGE SCALE

SCORING PROCEDURE FOR PHYSICAL ACTIVITY SCALES
AND BODY IMAGE SCALE

1. good 7 : 6 : 5 : 4 : 3 : 2 : 1 bad
2. worthless 1 : 2 : 3 : 4 : 5 : 6 : 7 worthwhile
3. pleasant 7 : 6 : 5 : 4 : 3 : 2 : 1 unpleasant
4. sour 1 : 2 : 3 : 4 : 5 : 6 : 7 sweet
5. nice 7 : 6 : 5 : 4 : 3 : 2 : 1 awful
6. sad 1 : 2 : 3 : 4 : 5 : 6 : 7 happy
7. clean 7 : 6 : 5 : 4 : 3 : 2 : 1 dirty
8. relaxed 7 : 6 : 5 : 4 : 3 : 2 : 1 tense

 MY BODY: AS IT REALLY IS

relaxed	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	tense
ugly	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	beautiful
usual	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	unusual
sick	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	healthy
graceful	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	awkward
inadequate	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	adequate
rugged	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	delicate
clean	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	dirty
hard	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	soft
short	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	tall
light	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	heavy
large	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	small
masculine	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	feminine
feeble	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	vigorous
flexible	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	rigid
weak	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	strong
free	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	restricted
persist	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	letting up
passive	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	active
hot	<u>4</u> : <u>4</u> : <u>4</u> : <u>4</u> : <u>4</u> : <u>4</u> : <u>4</u>	cold
excitable	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	calm
simple	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	complex
fast	<u>7</u> : <u>6</u> : <u>5</u> : <u>4</u> : <u>3</u> : <u>2</u> : <u>1</u>	slow
permanent	<u>1</u> : <u>2</u> : <u>3</u> : <u>4</u> : <u>5</u> : <u>6</u> : <u>7</u>	changeable