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CULTURAL DIFFERENCES IN PERCEIVED PHYSICAL COMPETENCE, SELF-ESTEEM, AND GENDER TRAITS IN FEMALE UNIVERSITY STUDENTS

Ivy-Teresa Collins

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CULTURAL DIFFERENCES IN PERCEIVED
PHYSICAL COMPETENCE, SELF-ESTEEM, AND GENDER
TRAITS IN FEMALE UNIVERSITY STUDENTS

BY
IVY-TERESA COLLINS

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF
MASTER OF SCIENCE
IN
PHYSICAL EDUCATION

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UNIVERSITY OF RHODE ISLAND

1993

ABSTRACT

With the assistance of six bilingual judges, Spanish translations of the Physical Self-Perception Profile, Rosenberg Self-Esteem, and a physical activity recall questionnaire were developed and administered to a sample of 43 bilinguals. Then Spanish and English versions, respectively, plus, versions of the Personal Attributes Questionnaire were administered to 95 university female students in Mexico and 122 females students in the U.S.A. Results showed that Mexican women engaged in as much leisure activity and significantly more total physical activity than U.S.A. women. They evaluated their bodies as significantly more attractive, as compared to U.S.A. females, and these evaluations were positively associated with leisure and non-leisure activity. While their endorsement of positive masculine traits was similar to that of the U.S.A. sample, their endorsement of positive feminine traits, unlike the U.S.A. sample, was related to self-esteem and to leisure activity. These results reflect both the transfer of cultural values as well as traditional Mexican gender roles.

ACKNOWLEDGMENT

I wish to thank Gabriella Cuesta, Sandra Sandoval, Hilda Nellie Mireles, and Jamie Candelaria for their commitment in translating three of the test inventories. Dr. Thomas Morin, for overseeing the translation project and culturally preparing me for international research in Mexico. My advisor, Dr. Richard Polidoro, for organizing my intern placement in Mexico. And Dr. Robert Sonstroem, my major professor, for his tenacious dedication to this project and support in me.

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The purpose of this study was to compare in U.S.A. and in Mexican women the degree and manner of association between exercise and self-perceptions of physical competence. Fox and Corbin (1989) have developed the Physical Self-Perception Profile (PSPP) which assesses general physical self-worth (PSW) as well as more specific subdomains of perceived sport competence (SPORT), physical condition (COND), attractive body (BODY), and strength (STREN). Research with U.S.A. women has identified attractive body as the subdomain most closely associated with both PSW and self-esteem (SE) (Fox & Corbin, 1989; Sonstroem, Speliotis, & Fava, 1992; Sonstroem, Harlow, & Josephs, in review). Sonstroem (1992) reported that a large number of middle-aged women enrolled in aerobic dance classes rated possession of an attractive body as the most important of the four subdomains. Paradoxically, many awarded the lowest of the subdomain ratings to their own bodies. Meanwhile, research has identified strong associations between the COND subscale and self-reports of exercise (Sonstroem, et al., in review; Sonstroem, 1992).

Little is known presently about the exercise habits of Mexican women and their self-perceptions regarding competence at exercise. We do know that self-perceptions are influenced by societal role expectations (Rosenburg, 1979). Quite conceivably, Mexican self evaluations will be influenced by role expectations specific to the Mexican culture. In the U.S.A., the fit, independent, and assertive exercising female is well recognized as someone "in synch" with the prevailing expectations of our culture. Mexican women, however, have been characterized as dependent, submissive, and passive (Champion, 1979). Traditional sex-roles in Mexico have been described as "machismo" and "self-sacrificing women"

syndromes (Lara-Cantu, 1989). The latter, refers to dependent, conformist, unimaginative, and timid attitudes in women (Lara-Cantu, 1989).

Sex role expectations were assessed by the Personal Attribute Questionnaire (PAQ) (Spence, Helmreich, & Stapp, 1974). A 35-item Spanish translation (Diaz-Loving, 1983) of the PAQ was employed. The PAQ possesses three scales: masculine, feminine, and masculine-feminine. The masculine scale (M+) contains items generally believed to be more characteristic of males than females. These items assess traits typically valued in society such as self-assertiveness, independence, and competitiveness. The feminine scale (F+) contains items characterizing females as dependent and interperson-oriented. The masculine-feminine scale (M-F+) contains items which are socially desirable that differentiate the sexes with high scores indicative of a masculine orientation. For example, an item relating to "very home oriented" would receive a score of "1" or "2", while "very worldly" would receive a score of "4" or "5". Since all three scales assess stereotypical personality trait prized by the population, Spence, Helmreich & Stapp (1974) have argued for the use of additional scales employing adjectives judged to be socially undesirable by society. PAQ forms employed in the present study contained scales with characteristics generally considered socially undesirable in both sexes, a negative masculine scale (M-) and a negative feminine scale (F-).

Other study-developed translations included the Rosenberg Self-Esteem Inventory (SEI) assessing global self-esteem and a physical activity recall questionnaire. It is believed that all of the above translations will contribute to developing greater information regarding the degree of female physical activity in two cultures, as well as, associations among physical activity, personal self-perceptions, and sex role expectations. Specifically,

this study hypothesized that female Mexican students would report lower levels of physical activity than U.S.A students, higher body and femininity scores, and lower levels of masculinity scores.

Procedures

Inventories

Physical Self-Perception Profile (PSPP). The PSPP is a 30-item inventory containing four subdomain subscales of six-items each: perceived sport competence (SPORT), physical condition (COND), attractive body (BODY), physical strength (STREN) and the domain scale of physical self-worth (PSW) (Fox & Corbin, 1989). Subjects were presented with contrasting descriptions of people. For example, "Some people feel that they are not very good when it comes to sports" or "others feel that they are really good at just about every sport". Subjects responded to a four-choice alternative format of "sort of true for me" or "really true for me".

Rosenburg Self-Esteem Inventory. The SEI is a highly recommended content-free scale that assesses global self-esteem (Rosenburg, 1965). Subjects were presented 10-items (e.g. "On the whole, I am satisfied with myself") and responded to a 4-point Likert scale.

Personal Attribute Questionnaire (PAQ). The shortened 35-item Spanish translation of the PAQ (Diaz-Loving, 1983) was scored to contain M+ items (n=8), F+ items (n=8), M- items (n=6), F- items (n=8) and M-F items (n=5).

Physical Activity Recall Questionnaire. The 49-item activity check list was developed based on Taylor's assessment of the intensity of both

work and leisure activities (Taylor, Jacobs, Schucker, Knudsen, Leon & Debacker, 1978). Physical activities were arranged in categories and subjects indicated the activities they participated in and the duration of participation to the nearest .5 hour in the past seven days. Hours were then multiplied by the intensity code for that activity as provided by Taylor, et al. (1978). Activity scales included the categories of : recreational walking (WALKREC), work or vocational related walking (WALKWORK), fitness activities (FIT), recreational water activities (WATER), sport activities (ATHLETE), lawn and garden tasks (LAWN), and household tasks (HOME). WALKWORK, HOME, and LAWN scores were totaled to form a non-leisure category (NLEIS) and WALKREC, FIT, WATER, and ATHLETE categories were summed to provide a leisure score (LEIS). A TOTAL score was obtained from summing all activities.

Methodology

Phase 1: instrument development

The PSPP, SEI, and a physical activity recall questionnaire were translated into Spanish by two native Spanish speaking students from Argentina and Puerto Rico attending the University of Rhode Island. The inventories were later reviewed and modified by three native speaking Mexican students and a university professor.

Forty-three bilingual students were recruited from area universities in Rhode Island. Subjects signed an informed consent form and completed on alternate days two inventory packets consisting of the PSPP, SEI, PAQ, and the physical activity recall questionnaire in Spanish and English. Test administration was counterbalanced. Administrations were separated by a

time interval of 1 to 3 weeks. Therefore, perfect agreement between test scores was impaired not only by possible language differences but by time as well. Based on these considerations a Pearson r correlation of .50 was a priorily specified for item inclusion in the main study (Appendix E). This resulted in deletion of the following: 1 COND item, 4 SE items, and 1 F-item. Additionally, the activity category LAWN was deleted from the study with a between language versions correlation of .002. Other low activity scale correlations were: WALKREC ($r=.482$), WATER ($r=.375$), HOME ($r=.273$), and NLEIS ($r=.414$).

Phase 2: main study

White female undergraduate students ($n=122$) at the University of Rhode Island represented the U.S.A. sample. Subjects were recruited from an undergraduate psychology class, a drama class, and from the student union. The Mexican sample ($n=95$) attended courses in the language department (mainly English classes) at La Universidad de Pedagogica ($n=62$) and Universidad Nacional Autonoma México (UNAM) ($n=33$) in Mexico City. Ages of both U.S.A. and Mexican samples ranged from 18 to 24. First, Cronbach alphas were computed for all psychological scales. Based on this analysis, 1 SE item was deleted which left a scale of five items.

Results

Sample differences

The upper portion of Table 1 presents Cronbach alphas, means and standard deviations for each national sample and t-tests for significant differences between samples. It is seen that the M-F scale possesses very

low internal consistency ($\alpha=.38$ and $.33$ for U.S.A. and Mexican samples respectively). The F- scale exhibited an extremely low internal consistency in the Mexican sample ($\alpha=.02$). With only a few exceptions, Mexican Cronbach alpha values tended to be smaller than U.S.A values. In summary, the very low internal consistencies for the Mexican scales of M-F, M-, and F- indicate that study results employing these scales should be interpreted with caution. The lower portion of Table 1 contains scale means, standard deviations and t-tests for sample differences for each of the physical activity scales.

In terms of the total amount of reported activity, the study hypothesis was incorrect. Mexican women scored significantly higher in TOTAL activity than U.S.A women ($t=-2.57, p<.01$). This difference appeared to result mainly from significantly larger NLEIS values ($t=-5.28, p<.001$). The value of 63.86 in Table 1, translates into approximately 9 hours weekly of housecleaning or correspondingly fewer hours for more strenuous tasks such as carpentry or heavy lifting. Surprisingly, Mexican women reported significantly larger ATHLETE scores ($t= -2.06; p< .04$). This scale consisted of sport activities such as volleyball, gymnastics and rollerskating. The only scale the U.S.A scored significantly higher in was FIT. This included activities such as jogging, weight-lifting, bicycling.

Contrary to study hypothesis, Mexicans scored significantly lower ($p<.001$) than U.S.A. subjects at endorsing positive female traits. F+ means were 3.75 and 4.08 for Mexican and U.S.A. respectively. However, F- traits were endorsed significantly more in Mexicans than in the U.S.A sample ($t=-4.54, p<.001$). Because of previously reported low internal consistency values for the F- scale, significant differences between groups were calculated on the seven individual items of the F- scale. Compared to U.S.A.

women, Mexican women reported being significantly “more servile”, “very fussy”, “whiny”, and “very spineless”. U.S.A. women received significantly higher scores on the “very complaining” scale. Additionally, Mexican women failed to report significantly lower levels of M+ scores (Table 1) as hypothesized. In fact the M+ means for the two groups were very comparable. Perhaps, this reflects a cross-culture transfer of values.

As expected, there were no significant differences between U.S.A. and Mexican undergraduates in SE and PSW scores. Significant differences were reported in the COND and BODY scales. The U.S.A. sample reported itself as better conditioned and the Mexican sample, as hypothesized, attributed greater body attractiveness to itself.

Variable relationships

Table 2 presents correlation coefficients calculated between important study variables. As would be hypothesized, all subdomains PSPP scales correlated significantly with PSW and SE in the Mexican sample. These relationships plus the internal consistency values in Table 1 provide preliminary validity for the Spanish translation of the PSPP and for its use in the Mexican culture. However, size of relationships is somewhat different in the two samples. In the U.S.A. sample, attractive body developed the largest subdomain coefficient with SE ($r=.43$) and with PSW ($r=.72$). In the Mexican sample, these BODY, SE and BODY, PSW relationships were smaller, while SPORT and COND developed the larger subdomain associations with SE and PSW respectively. Moreover, while BODY is highly related to more general indices of overall self-regard (i.e. SE and PSW) in the U.S.A. sample, it is not significantly associated with any of the three physical activity indices: LEIS, NLEIS, and TOTAL. In the

Mexican sample, however, BODY is significantly related to all three activity indices. In contrast to Mexican women who have significantly more favorable self-evaluations of their bodies and view the body in a functional capacity, U.S.A. women appear to base their self-esteem to a greater extent in an attractive body which however, has little functional value for them. Based on past research as well as lower mean values in the present study, U.S.A. women are significantly less satisfied with their bodies.

PSPP subdomain scores have been shown to be related, in previous research, to self-reports of physical activity. Data in Table 2, again support this hypothesis. The fact that associations are more frequent and larger in the Mexican sample provide further validity for this Spanish version of the PSPP. The cultural importance of athletics in Mexico is supported by the uniformly large SPORT associations with physical activity shown in Table 2.

As found repeatedly in the literature, the M+ scale is the PAQ variable most closely associated with SE (Table 2). This is seen to be true of both samples. Masculine values, especially M+ scores, are also closely associated with self-reports of exercise. These associations are somewhat larger in the Mexican sample.

The PAQ variable presenting the most striking contrast between groups is F+. While the U.S.A. had significantly lower F+ scores than the Mexicans, these F+ scores were negatively associated with SE and presented a coefficient ($r = -.17$) approaching significance. Meanwhile, these values were not significantly associated with leisure exercise but with NLEIS ($r = .21$, $p < .05$) (Table 2). F+ scores in the Mexican sample, however, were positively and significantly associated with SE ($r = .29$) and with leisure activities ($r = .20$).

Discussion

This study presents the somewhat surprising conclusion that Mexican women report as much leisure physical activity as U.S.A. women and significantly more physical activity associated with work and home functions. This physical activity was significantly associated with the PSPP variable of sport competence, physical condition, attractive body, strength, and general physical self-worth. Therefore, validity is developed for the study-developed Spanish version of the PSPP.

It should be noted that large amounts of non-leisure walking and household tasks contributed to the Mexican TOTAL physical activity score. This amount of walking could be due to lower economic conditions and the type of transportation system in Mexico City. However traditionally, household tasks have typically been ascribed to women in the Mexican culture. Perhaps, it is these deep-rooted societal traditions which lead Mexican women to describe themselves as servile, whiny, and spineless (all F- adjectives). Adaptation of a traditional feminine role, appear not to disconcert these women. Their F+ scores were positively and significantly related to both SE and to leisure physical activity. Conversely, U.S.A. F+ scores were negatively although not significantly related to SE and to non-leisure physical activity. The fact that "complaining" represented the only F- adjective with significantly larger U.S.A. means, perhaps summarizes a comparative condition of feminine role acceptance on the part of Mexican women.

Henderson (1978) reported that the U.S.A. media including television, films, radio, records, newspapers and magazines has strongly influenced concepts of roles and gender traits. Supposedly, it acts as an affluent agent

in shaping Mexican male-female concepts that are typical of the U.S.A. This could explain the fact that Mexican women ascribed male characteristics to themselves in a degree equal to that of U.S.A. women. Other data indicative of cross-cultural influence include larger reports of leisure activity with this leisure activity being primarily related to the M+ scale ($p < .01$). However, it is very interesting and provocative that the correlation between the M+ and F+ scale was $-.16$ in the U.S.A. sample and positive $.36$ in the Mexican sample.

This study portrays a feminine Mexican culture which appears to be adapting certain positive aspects of the U.S.A. feminist movement such as leisure exercise and the affirmation of more masculine social traits. At the same time this culture evinces satisfaction with traditional feminine roles and respects the female body for functional as well as attractive qualities.

We are often prone to rely on stereotypes alone in our perception of a culture. This study shows that Mexican women who possess forceful, masculine characteristics are not ridiculed. Verily, these masculine characteristics do not interfere with prized feminine traits; rather, they relate to their self-esteem.

Table 1

Reliability, descriptive statistics, and t-tests for significant differences in U.S.A. and Mexican samples.

<u>Scales</u>	<u>U.S.A. Cronbach Alpha</u>	<u>Mexican Cronbach Alpha</u>	<u>U.S.A Mean (S.D.)</u>	<u>Mexican Mean (S.D.)</u>	<u>t</u>	<u>p</u>
SE	.77	.62	3.65 (.51)	3.63 (.48)	0.24	n.s.
PSW	.85	.75	2.98 (.66)	3.04 (.69)	-0.57	n.s.
SPORT	.85	.75	2.98 (.64)	3.04 (.71)	-0.71	n.s.
COND	.84	.76	3.28 (.66)	3.08 (.76)	2.12	.04
BODY	.88	.69	2.73 (.70)	2.99 (.65)	-2.82	.01
STREN	.84	.56	3.23 (.56)	3.20 (.52)	0.40	n.s.
M-F	.38	.33	3.03 (.54)	2.89 (.57)	1.86	n.s.
M+	.73	.74	3.56 (.54)	3.43 (.61)	1.63	n.s.
M-	.64	.42	2.47 (.58)	2.55 (.52)	-1.12	n.s.
F+	.76	.80	4.08 (.51)	3.75 (.63)	4.11	.000
F-	.68	.02	2.76 (.57)	3.06 (.41)	-4.54	.000

Table 1
(Continued)

<u>Activity Variables</u>	<u>U.S.A. Cronbach Alpha</u>	<u>Mexican Cronbach Alpha</u>	<u>U.S.A. Mean (S.D.)</u>	<u>Mexican Mean (S.D.)</u>	<u>t</u>	<u>p</u>
WALKREC	-	-	41.27 (41.61)	44.08 (59.65)	-0.39	n.s
WALKWORK	-	-	71.61 (19.59)	24.80 (43.13)	-2.77	.01
FIT	-	-	19.62 (26.68)	11.82 (25.59)	2.17	.03
WATER	-	-	03.78 (10.95)	04.90 (15.61)	-0.62	n.s.
ATHLETE	-	-	11.52 (23.17)	19.77 (33.19)	-2.06	.04
HOME	-	-	10.69 (18.51)	36.33 (53.66)	-4.46	.001
LEIS	-	-	77.45 (63.34)	80.22 (101.37)	-0.23	n.s.
NLEIS	-	-	21.80 (27.07)	63.86 (73.89)	-5.28	.001
TOTAL	-	-	99.34 (95.39)	144.14 (156.30)	-2.57	.01

Table 2

Relationships among PSPP, PAQ, and Physical activity recall variables for U.S.A. and Mexican samples.

	SE	PSW	LEIS	NLEIS	TOTAL
<u>U.S.A.</u>					
SPORT	.35**	.56**	.30**	.00	.26**
COND	.31**	.62**	.34**	-.03	.28**
BODY	.43**	.72**	.05	.11	.09
STREN	.22*	.39**	.37**	.08	.34**
M-F	.31**	.22*	.08	.09	.10
M+	.54**	.54**	.19*	.14	.21*
F+	-.17	-.18*	-.13	.21*	-.17
<u>Mexican</u>					
SPORT	.42**	.70**	.57**	.28**	.50**
COND	.37**	.71**	.49**	.19	.41**
BODY	.36**	.53**	.45**	.23*	.40**
STREN	.25*	.59**	.39**	.12	.31**
M-F	.33**	.22*	.32**	.25*	.33**
M+	.57**	.46**	.37**	.27**	.37**
F+	.29**	.16	.20*	.14	.20

* = $p < .05$

** = $p < .01$

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APPENDIX A
INFORMED CONSENT FORMS

APPENDIX A-1 **INFORMED CONSENT**

I have been asked to participate in a research project described below. The main researcher, Ivy Collins, will explain the project to me. I must be at least 18 years of age to participate in this study. If I am under the age of 18 years old I should not participate. I should feel free to ask questions at anytime. If I have more questions later, I may discuss them with Ivy Collins (401) 792-2976.

Project description: I will be asked to answer some questions on what college students think about themselves, their roles in life, and about their physical activity involvement. It is emphasized that there are no right or wrong, no good or bad responses to the questions I am answering. I understand that I should respond exactly as I feel, so more can be learned about college students and their leisure time. The questions will require approximately 20 minutes of my seated time.

Possible risks: Boredom, self-consciousness.

Confidentiality: I understand that my confidentiality is legally protected and will be fully preserved. Data will remain confidential and will not be linked with names if published. I understand that this is an ongoing project and I may be asked to participate again in the future. If this study causes me any injury, I should write or call the University of Rhode Island's Director of Research, 70 Lower College Road, The University of Rhode Island, Kingston, RI 02881 (Telephone: 792-2635).

Decision to quit: The decision whether or not to participate in this study is completely up to me. I do not have to participate. If I decide to take part in this study, I may quit at any time. Whatever I decide, will not in any way effect my academic, athletic or recreation participation at URI. If I wish to quit, I simply inform Ivy Collins (401) 792-2976 of my decision.

Right of complaints: If I am not satisfied with the way this study is performed, I may discuss my complaints with Ivy Collins, anonymously, if I choose. Or I can contact Dr. Sonstroem, 106 Tootell Center, The University of Rhode Island, Kingston RI 02881 (telephone: 792-5434).

I have read the Consent Form, My questions have been answered. My signature on this form means that I am at least 18 years of age, that I agree to participate in this study, and that I completely understand the information described to me.

_____
Signature of Participant

_____
Signature of Researcher

_____
Printed Name

_____
Printed Name

_____
Date

_____
Date

APPENDIX A-2 **INFORME DE CONSENTIMIENTO**

He sido llamado para participar en el proyecto de investigación descrito abajo. La investigadora principal, Ivy Collins, me explicará el proyecto. **Debo tener por lo menos 18 años de edad para participar en este estudio. Si tengo menos de 18 años, no debo participar.** Puedo sentirme libre para hacer preguntas en cualquier momento. Si luego tengo más preguntas, puedo discutir las con Ivy Collins (401) 792-2976.

Descripción del proyecto: Tendré que responder algunas preguntas acerca de lo que los estudiantes universitarios piensan sobre sí mismos, sus roles en la vida y sobre su compromiso con la actividad física. Se enfatiza que no hay respuestas correctas o incorrectas, buenas o malas, a las preguntas que voy respondiendo. Entiendo que debo responder exactamente como siento, de esta manera se puede conocer más acerca de los estudiantes universitarios y su tiempo libre. Las preguntas requerirán aproximadamente 20 minutos mientras estoy sentado.

Posibles riesgos: Aburrimiento, auto-conocimiento.

Confidencialidad: Entiendo que mi confidencialidad está legalmente protegida y que será completamente preservada. Los datos permanecerán confidenciales y no serán conectados con nombres si son publicados. Entiendo que este es un proyecto a continuar, y puedo ser llamado para participar nuevamente en el futuro. Si este estudio me causa algún perjuicio, debo escribir o llamar al Director de Investigaciones de la Universidad de Rhode Island, 70 Lower College Road, The University of Rhode Island, Kingston RI 02881, Teléfono (401) 792-2635.

Decisión de abandonar: La decisión de participar o no en este estudio, es completamente mía. No tengo la obligación de participar. Si decido tomar parte en este estudio, puedo abandonarlo en cualquier momento. Lo que decida, de ninguna manera afectará mi participación académica, atlética, o recreativa en URI. Si deseo abandonarlo, simplemente le informo a Ivy Collins (401) 792-2976.

Derechos de queja: Si no estoy satisfecho con el modo en que este estudio es llevado a cabo, puedo discutir mis quejas con Ivy Collins, anónimamente, si lo prefiero. O puedo contactar al Dr. Sonstroem, 106 Tootell Center, The University of Rhode Island, Kingston, RI 02881, Teléfono (401) 792-5434.

He leído este formulario de consentimiento. Mis preguntas han sido repondidas. Mi firma en este formulario significa que tengo por lo menos 18 años de edad, que estoy de acuerdo en participar en este estudio y que entiendo completamente la información que se me ha descrito.

_____
Firma del participante

_____
Nombre impreso

_____
Fecha

_____
Firma del investigador

_____
Nombre impreso

_____
Fecha

APPENDIX B
LETTERS OF PARTICIPATION

APPENDIX B-1
LETTER OF PARTICIPATION

I have agreed to participate in a study and to answer some questions on the following pages. **I must be at least 18 years of age to participate in this study. If I am under the age of 18 years old, I should not participate.** By answering these questions, I am indicating my willingness to participate.

The purpose of these questions is to develop ideas on what college students think about themselves, their roles in life, and about their physical activity involvement. It is emphasized that there are no right or wrong, no good or bad responses to the questions I am answering. I should respond exactly as I feel, so that more can be learned about college students and their leisure time.

I should not place my name anywhere on the inventories, answer sheets or even on this letter of participation. All data will remain anonymous if published. I should feel free to ask questions at anytime. If I have questions later, I should contact the main researcher, Ivy Collins at (401) 792-2976 or Dr Robert Sonstroom at 106 Tootell Center, The University of Rhode Island, Kingston RI 02881 (401) 792 5453. I understand that this study has been approved by the research review board at the University of Rhode Island and the University of Mexico.

I realize that the decision to participate in this study is completely up to me. I do not have to participate; however, if I decide to participate I may quit at anytime. Furthermore, discontinuing my participation in this study will not in any way effect my academic, athletic, or recreation participation at URI. If I wish to quit, I simply inform Ivy Collins of my decision. In the event that I feel that this study has caused my any injury, I should call or write to the University of Rhode Island's Director of Research, Kingston, RI 02881, Telephone (401) 792-2635.

APPENDIX B-2
CARTA DE PARTICIPACION

He sido llamado para participar en el proyecto de investigación descrito abajo. La investigadora principal, Ivy Collins, me explicará el proyecto. **Debo tener por lo menos 18 años de edad para participar en este estudio. Si tengo menos de 18 años, no debo participar.** Puedo sentirme libre para hacer preguntas en cualquier momento. Si luego tengo más preguntas, puedo discutir las con Ivy Collins (401) 792-2976.

Tendré que responder algunas preguntas acerca de lo que los estudiantes universitarios piensan sobre sí mismo, sus roles en la vida y sobre su compromiso con la actividad física. Se enfatiza que no hay respuestas correctas o incorrectas, buenas o malas, a las preguntas que voy respondiendo. Entiendo que debo responder exactamente como siento, de esta manera se puede conocer más acerca de los estudiantes universitarios y su tiempo libre. Las preguntas requerirán aproximadamente 20 minutos mientras estoy sentado.

Entiendo que mi confidencialidad está legalmente protegida y que será completamente preservada. Los datos permanecerán confidenciales.

La decisión de participar o no en este estudio, es completamente mia. No tengo la obligación de participar. Si decido tomar parte en este estudio, puedo abandonarlo en cualquier momento. Lo que decida, de ninguna manera afectará mi participación académica, atlética, o recreativa en mi universidad. Si deseo abandonarlo, simplemente le informo a Ivy Collins (401) 792-2976.

Si no estoy satisfecho con el modo en que este estudio es llevado a cabo, puedo discutir mis quejas con Ivy Collins, anónimamente, si lo prefiero. O puedo contactar al Dr. Sonstroem, 106 Tootell Center, The University of Rhode Island, Kingston RI 02881, Teléfono (401) 792-5434.

APPENDIX C
ENGLISH AND SPANISH INVENTORIES

APPENDIX C-1
ENGLISH INVENTORIES

DIRECTIONS

On the following pages you will find several questions asking what college students think about themselves, their roles in life, and about their physical activity involvement. Please read each question thoroughly and give the answer which best applies to you. Please place your answers on the computer sheet which was given to you.

1. Flip the answer sheet over to side two and fill out only the sex and birth date information in the left hand corner of the answer sheet. **You must be at least 18 years of age to participate in this study.** Once this is completed flip the answer sheet back over to side one.
2. **DO NOT WRITE YOUR NAME** on any of the sheets.
3. Read each question carefully and then completely blacken in the appropriate circle on the answer sheet that matches your response. **USE ONLY A #2 PENCIL.**
4. Fill-in only one letter on the answer sheet for each question.
5. The last set of questions asks the types of activities and the total hours spent engaging in the activity. Please circle the activities you participate in and write out the number of hours of participation directly on the questionnaire.
6. If you have any questions at any point, please stop and ask for clarification.

Thank you for taking the time to fill-out the questionnaire. Your effort and support are greatly appreciated!!

Appendix C-1 English Inventories

WHAT AM I LIKE

These are statements which allow people to describe themselves. There are no right or wrong answers since people differ a lot.

First decide which one of the two statements best describes you.

Then go to that side of the statement and check if it is "sort of true" or "really true"
FOR YOU

Really
True
For Me

Sort of
True
For Me

Sort of
True
For Me

Really
True
For Me

A

B

C

D

Some people are
very competitive.

BUT

Others are not quite
so competitive.

1.
A B

Some people feel
they are not very
good when it comes
to playing sports.

BUT

Others feel that they
are really good at just
about every sport.

C D

2.
A B

Some people are not
very confident about
their level of physical
conditioning and fitness.

BUT

Others always feel
confident that they
maintain excellent
conditioning and fitness.

C D

3.
A B

Some people feel that
compared to most, they
have an attractive body.

BUT

Others feel compared
to most, their body is
not quite so attractive.

C D

4.
A B

Some people feel that
they are physically
stronger than most
people of their sex.

BUT

Others feel that they
lack physical strength
compared to most others
of their sex.

C D

5.
A B

Some people feel
extremely proud of
who they are and what
they can do physically.

BUT

Others are sometimes not
quite so proud of who
they are physically.

C D

6.
A B

Some people feel that
they are among the
best when it comes to
athletic ability.

BUT

Others feel that they
are not among the
most able when it
comes to athletics.

C D

7.	A	B	Some people make certain they take part in some form of regular vigorous physical exercise.	<u>BUT</u>	Others don't often manage to keep up regular vigorous physical exercise.	C	D
8.	A	B	Some people feel that they have difficulty maintaining an attractive body.	<u>BUT</u>	Others feel that they are easily able to keep their bodies looking attractive.	C	D
9.	A	B	Some people feel that their muscles are much stronger than most others of their sex.	<u>BUT</u>	Others feel that on the whole their muscles are not quite so strong as most of their sex.	C	D
10.	A	B	Some people are sometimes not so happy with the way they are or what they can do physically.	<u>BUT</u>	Others always feel happy about the kind of person they are physically.	C	D
11.	A	B	Some people are not quite so confident when it comes to taking part in sport activities.	<u>BUT</u>	Others are among the most confident when it comes to taking part in sport activities.	C	D
12.	A	B	Some people do not usually have a high level of stamina and fitness.	<u>BUT</u>	Others always maintain a high level of stamina and fitness.	C	D
13.	A	B	Some people feel embarrassed by their bodies when it comes to wearing few clothes.	<u>BUT</u>	Others do not feel embarrassed by their bodies when it comes to wearing few clothes.	C	D
14.	A	B	When it comes to situations requiring strength, some people are one of the first to step forward.	<u>BUT</u>	When it comes to situations requiring strength, some people are one of the last to step forward.	C	D
15.	A	B	When it comes to the physical side of themselves some people do not feel very confident.	<u>BUT</u>	Others seem to have a real sense of confidence in the physical side of themselves.	C	D

16.	A	B	Some people feel that they are always one of the best when it comes to joining in sports activities.	<u>BUT</u>	Others feel that they are not one of the best when it comes to joining in sports activities.	C	D
17.	A	B	Some people tend to feel a little uneasy in fitness and exercise settings.	<u>BUT</u>	Others feel confident and at ease at all times in fitness and exercise settings.	C	D
18.	A	B	Some people feel that they are often admired because their physique or figure is considered attractive.	<u>BUT</u>	Others rarely feel that they receive admiration for the way their body looks.	C	D
19.	A	B	Some people tend to lack confidence when it comes to their physical strength.	<u>BUT</u>	Others are extremely confident when it comes to their physical strength.	C	D
20.	A	B	Some people always have a really positive feeling about the physical side of themselves.	<u>BUT</u>	Others sometimes do not feel positively about the physical side of themselves.	C	D
21.	A	B	Some people are sometimes a little slower than most when it comes to new skills in a sport situation.	<u>BUT</u>	Others have always seemed to be among the quickest when it comes to learning new sport skills.	C	D
22.	A	B	Some people feel extremely confident about their ability to maintain regular exercise and physical conditioning.	<u>BUT</u>	Others don't feel quite so confident about their ability to maintain regular exercise and physical condition.	C	D
23.	A	B	Some people feel that compared to most, their bodies do not look in the best of shape.	<u>BUT</u>	Others feel that compared to most their bodies always look in excellent physical shape.	C	D
24.	A	B	Some people feel that they are very strong and have well developed muscles compared to most people.	<u>BUT</u>	Others feel that they are not so strong and their muscles are not very well developed.	C	D

25. A B	Some people wish that they could have more respect for their physical selves.	<u>BUT</u>	Others always have great respect for their physical selves.	C D
26. A B	Given the chance, some people are always one of the first to join in sports activities.	<u>BUT</u>	Other people sometimes hold back and are not usually among the first to join in sports.	C D
27. A B	Some people feel that compared to most they always maintain a high level of physical conditioning.	<u>BUT</u>	Others feel that compared to most their level of physical conditioning is not usually so high.	C D
28. A B	Some people are extremely confident about the appearance of their bodies.	<u>BUT</u>	Others are a little self-conscious about the appearance of their bodies.	C D
29. A B	Some people feel that they are not as good as most at dealing with situations requiring physical strength.	<u>BUT</u>	Others feel that they are among the best at dealing with situations which require physical strength.	C D
30. A B	Some people feel extremely satisfied with the kind of person they are physically.	<u>BUT</u>	Others sometimes feel a little dissatisfied with their physical selves.	C D

WHAT DO I FEEL ABOUT MYSELF IN GENERAL

PLEASE ENTER THE MOST APPROPRIATE RESPONSE FOR YOU
ON THE COMPUTER ANSWER SHEET

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
31. On the whole, I am satisfied with myself.	A	B	C	D
32. At times I think that I am no good at all.	A	B	C	D
33. I feel that I have a number of good qualities.	A	B	C	D
34. I am able to do things as well as most other people .	A	B	C	D
35. I feel that I do not have much to be proud of.	A	B	C	D
36. I certainly feel useless at times.	A	B	C	D
37. I feel that I am a person of worth, at least on an equal plane with others.	A	B	C	D
38. I wish I could have more respect for myself.	A	B	C	D
39. All in all, I am inclined to feel that I am a failure.	A	B	C	D
40. I take a positive attitude toward myself.	A	B	C	D

The items below inquire about what kind of person you think you are. Each item consist of a pair of characteristics, with the letters A-E in between.

For example:

Not at all artistic   A.....B.....C.....D.....E   Very artistic

Each pair describes contradictory characteristics that is, you cannot be **both** at the same time, such as very artistic and not at all artistic.

The letters form a scale between the two extremes. You are to chose a letter which describes where you fall on the scale. For example, if you have no artistic ability, you would chose A. If you think you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth. Remember to answer quickly. Your first impression is the best. Use a #2 pencil and be sure to answer every question using the answer sheet provided.

---

41. Not at all aggressive	A.....B.....C.....D.....E	Very aggressive
42. Very whiny	A.....B.....C.....D.....E	Not at all whiny
43. Not at all independent	A.....B.....C.....D.....E	Very independent
44. Not at all arrogant	A.....B.....C.....D.....E	Very arrogant
45. Not al all emotional	A.....B.....C.....D.....E	Very emotional
46. Very submissive	A.....B.....C.....D.....E	Very dominant

47. Not at all excitable in a major crisis	A.....B.....C.....D.....E	Very excitable in a major crisis
48. Very passive	A.....B.....C.....D.....E	Very active
49. Not at all egotistical	A.....B.....C.....D.....E	Very egotistical
50. Not at all able to devote self completely to others	A.....B.....C.....D.....E	Able to devote self completely to others
51. Not at all spineless	A.....B.....C.....D.....E	Very spineless
52. Very rough	A.....B.....C.....D.....E	Very gentle
53. Not at all complaining	A.....B.....C.....D.....E	Very complaining
54. Not at all helpful to others	A.....B.....C.....D.....E	Very helpful to others
55. Not at all competitive	A.....B.....C.....D.....E	Very competitive
56. Subordinates oneself to others	A.....B.....C.....D.....E	Never subordinates oneself to others
57. Very home oriented	A.....B.....C.....D.....E	Very worldly

58. Very greedy	A.....B.....C.....D.....E	Not at all greedy
59. Not at all kind	A.....B.....C.....D.....E	Very kind
60. Indifferent to others' approval	A.....B.....C.....D.....E	Highly needful of others' approval
61. Very dictatorial	A.....B.....C.....D.....E	Not at all dictatorial
62. Doesn't nag	A.....B.....C.....D.....E	Nags a lot
63. Not at all aware of feelings of others	A.....B.....C.....D.....E	Very aware of feelings of others
64. Can make decisions easily	A.....B.....C.....D.....E	Has difficulty making decisions
65. Very fussy	A.....B.....C.....D.....E	Not at all fussy
66. Gives up very easily	A.....B.....C.....D.....E	Never gives up easily
67. Not at all self-confident	A.....B.....C.....D.....E	Very self-confident
68. Does not look out only for self; principled	A.....B.....C.....D.....E	Looks out only for self; unprincipled

69. Feels very inferior	A.....B.....C.....D.....E	Feels very superior
70. Not at all hostile	A.....B.....C.....D.....E	Very hostile
71. Not at all understanding of others	A.....B.....C.....D.....E	Very understanding of others
72. Very cold in relations with others	A.....B.....C.....D.....E	Very warm in relations with others
73. Very servile	A.....B.....C.....D.....E	Not at all servile
74. Not at all gullible	A.....B.....C.....D.....E	Very gullible
75. Goes to pieces under pressure	A.....B.....C.....D.....E	Stands up well under pressure

PHYSICAL ACTIVITY RECALL

Listed below are a series of **MODERATE** and **VIGOROUS** physical activities. Related activities are grouped under general headings. Please read the list and circle those activities in which you have participated **within the last seven days**. Record only time actually engaged in the activity (exclude breaks, rest periods, etc.). Also include any other moderate or vigorous physical activities not already included on the list (exclude **LIGHT** physical activities such as office work, light housework, very light sports such as bowling, or any activities involving sitting).

ACTIVITIES

TOTAL HOURS FOR THE LAST 7 DAYS TO THE NEAREST .5 HOURS

WALKING

Brisk or speed walking

_____

Dancing- parties, festivals, social gatherings

_____

Dancing- aerobics, ballet, ballroom, etc.

_____

Hiking

_____

Mountain climbing

_____

Voluntarily using stairs instead of elevator

_____

Walking to and from work

_____

CONDITIONING EXERCISES

Bicycling- to work/for pleasure

_____

Bicycling competitively

_____

Home Exercise

_____

Health club/recreation center

_____

Jogging/running

_____

Weight lifting

_____

WATER ACTIVITIES

Canoeing/rowing

_____

Sailing

_____

Scuba diving

_____

Snorkeling

_____

Surfing

_____

Swimming at pool

_____

Swimming at beach- exclude
sun bathing, resting

Water skiing

SPORTS

Badminton

Baseball

Basketball

Fencing

Field Hockey

Fishing

Touch Football

Gymnastics

Golf

Horseback riding

Hunting

Martial Arts

Racquetball

Rollerskating/Ice skating

Soccer

Softball

Table Tennis

Tennis

Volleyball

LAWN AND GARDEN ACTIVITIES

Gardening- weeding, cultivating

Mowing lawn

Raking leaves

Shoveling/digging

HOME AND WORK ACTIVITIES

Carpentry _____

Construction- building fences,
laying bricks, etc. _____Heavy housecleaning- cleaning
windows, mopping floors, etc. _____

Heavy lifting and carrying _____

Painting- walls, house, fence _____

**PLEASE LIST OTHER ACTIVITIES
WHICH ARE NOT INCLUDED ABOVE****TOTAL HOURS**

_____

_____

_____

_____

_____

_____

_____

_____

PLEASE CHECK ONE:

_____ I am an undergraduate student.

_____ I am a graduate student

PLEASE CHECK ONE:

_____ White (non Hispanic) All persons of European origins

_____ Black- All persons having origins in Africa

_____ American Indian or Alaskan Native

_____ Asian or Pacific Islander

_____ Hispanic- All persons of Mexican, Puerto Rican, Cuban, Central or South
American origins

_____ Other: _____

APPENDIX C-2 **SPANISH INVENTORIES**

Instrucciones

En las páginas siguientes encontrará varias preguntas acerca de lo que piensan los estudiantes universitarios sobre sí mismos, sus roles en la vida y sus compromisos con la actividades físicas. Por favor lea cada pregunta minuciosamente y marque la respuesta que mejor se aplique a usted. Por favor, anote las respuestas en la hoja de computación que le fue entregada.

1. Pase al lado dos de la hoja de repuestas y llene solo el sexo y la fecha de nacimiento en el costado izquierdo de la hoja. **Debe tener por lo menos 18 años de edad para participar en este estudio.** Una vez que estos datos están completados de vuelta a la hoja del lado uno.
2. NO ESCRIBA SU NOMBRE EN NINGUNA DE LAS HOJAS.
3. Lea cada pregunta en forme cuidadosamente y luego llene completamente el óvalo apropiado en la hoja según su respuesta. **UTILICE SOLAMENTE UN LAPIZ NUMERO 2.**
4. Llene solamente una letra por cada pregunta en la hoja de respuestas.
5. La última serie de preguntas se refiere a los tipos de actividades y al número total de horas destinadas a realizar la actividad. Por favor, haga un círculo en las actividades que participa y escriba el número total de horas de participación directamente en el cuestionario.
6. Si tiene alguna pregunta en cualquier momento, por favor detengase y pregunte para aclarar su duda.

Gracias por tomarse el tiempo de llenar el cuestionario.
Su esfuerzo y colaboración son altamente apreciados.

Appendix C-2

¿COMO SOY YO?

A continuación hay unas declaraciones que permiten a las personas describirse a sí mismas. No existen respuestas correctas o incorrectas, ya que cada persona es diferente.

Primero, decida cual de las dos declaraciones es la que mejor lo describe (la del lado izquierdo o la del lado derecho).

Luego, concéntrese en el lado que mejor lo describa y marque si es "verdaderamente cierto" para usted o si es "mas o menos cierto" para usted.

		<u>EJEMPLO</u>	
VERDADERAMENTE CIERTO <u>PARA MI</u>	MAS O MENOS CIERTO <u>PARA MI</u>	MAS O MENOS CIERTO <u>PARA MI</u>	VERDADERAMENTE CIERTO <u>PARA MI</u>
A	B	C	D
	Algunas personas son muy competitivas .	<u>PERO</u>	Otras no son muy competitivas.

1.	Algunas personas no se sienten que están muy capacitadas para participar en los deportes.	<u>PERO</u>	Otras personas se sienten muy capacitadas para participar en todos los deportes.	<u>C</u>	<u>D</u>
<u>A</u>	<u>B</u>				
2.	Algunas personas no se sienten muy seguras de su condición física.	<u>PERO</u>	Otras personas se sienten muy seguras de su excelente condición física.	<u>C</u>	<u>D</u>
<u>A</u>	<u>B</u>				
3.	Algunas personas sienten que poseen un cuerpo atractivo al compararse con la mayoría de las demás personas.	<u>PERO</u>	Otras personas sienten que no poseen un cuerpo atractivo al compararse con la mayoría de las demás personas.	<u>C</u>	<u>D</u>
<u>A</u>	<u>B</u>				
4.	Algunas personas se sienten más fuertes físicamente que la mayoría de las personas de su mismo sexo.	<u>PERO</u>	Otras personas se sienten menos fuerte físicamente que la mayoría de las personas de su mismo sexo	<u>C</u>	<u>D</u>
<u>A</u>	<u>B</u>				
5.	Algunas personas se sienten muy orgullosas de como son y de sus capacidades físicas.	<u>PERO</u>	Otras personas no se sienten orgullosas de cómo son físicamente.	<u>C</u>	<u>D</u>
<u>A</u>	<u>B</u>				

6.	A B Algunas personas se sienten entre las mejores, en términos de su capacidad atlética.	PERO	Otras personas no se sienten entre las más capacitadas en términos de su capacidad atlética.	C	D
7.	A B Algunas personas insisten en hacer algún ejercicio vigoroso con frecuencia.	PERO	Otras personas no hacen ejercicio vigoroso con frecuencia.	C	D
8.	A B Algunas personas sienten que les es muy difícil mantener un cuerpo atractivo.	PERO	Otras personas sienten que mantener un cuerpo atractivo no les cuesta mucho trabajo.	C	D
9.	A B Algunas personas sienten que sus músculos son más fuertes que la mayoría de las demás personas de su mismo sexo.	PERO	Otras personas no sienten que sus músculos son tan fuertes como las de la mayoría de las personas de su mismo sexo.	C	D
10.	A B Algunas personas no se sienten muy felices con su imagen y lo que pueden hacer físicamente.	PERO	Otras personas siempre se sienten satisfechas con su imagen y lo que pueden hacer físicamente.	C	D
11.	A B Algunas personas no se sienten lo bastante confiadas para participar en los deportes.	PERO	Otras personas se sienten muy confiadas para participar en los deportes.	C	D
12.	A B Algunas personas rara vez mantienen un alto nivel de condición y capacidad físicas.	PERO	Otras personas siempre mantienen un alto nivel de condición y capacidad físicas.	C	D
13.	A B Algunas personas se sienten avergonzadas de su cuerpo si se visten con poca ropa.	PERO	Otras personas no se sienten avergonzadas de su cuerpo al vestirse con poca ropa.	C	D
14.	A B Cuando se presentan situaciones que requieren fuerza física, algunas personas siempre se ofrecen a ayudar.	PERO	Cuando se presentan situaciones que requieren fuerza física, otras personas casi nunca se ofrecen a ayudar.	C	D
15.	A B Algunas personas tienen muy poca confianza con respecto a sus capacidades físicas.	PERO	Otras personas se sienten muy confiadas con respecto a sus capacidades físicas.	C	D
16.	A B Algunas personas sienten que se encuentran entre las mejores cuando se trata de su participación en los deportes.	PERO	Otras personas no sienten que se encuentran entre las mejores cuando se trata de su participación en los deportes.	C	D

17.	Algunas personas se sienten		Otras personas siempre se	
A	B incómodas en ambientes	PERO	sienten a gusto en am-	C D
	donde están haciendo		bientes donde están haciendo	
	ejercicios físicos o practicando		ejercicios físicos o practicando	
	deportes.		deportes.	
18.	Algunas personas se sienten		Otras personas rara vez	
A	B que las demás personas las	PERO	sienten que las demás	C D
	admiran por su condición		personas las admiran por su	
	física y atractiva.		condición física y atractiva.	
19.	Algunas personas carecen		Otras personas se sienten	
A	B de confianza con respecto	PERO	muy confiadas con respecto	C D
	a su fuerza física.		a su fuerza física.	
20.	Algunas personas siempre		Otras personas algunas	
A	B poseen una actitud	PERO	veces no poseen una actitud	C D
	positiva con respecto a		positiva con respecto a su	
	su condición física.		condición física.	
21.	Algunas personas son más		Otras personas son más	
A	B despacio para aprender	PERO	rápidas para aprender	C D
	un nuevo deporte.		un nuevo deporte.	
22.	Algunas personas se sienten		Otras personas no se	
A	B muy confiadas con respecto	PERO	sienten muy confiadas	C D
	a su capacidad de mantener		con respecto a su capacidad	
	un ritmo constante de ejer-		de mantener un ritmo	
	cio y una buena condición		constante de ejercicios y una	
	física.		buena condición física.	
23.	Algunas personas sienten		Otras personas sienten que	
A	B que, al compararse con	PERO	al compararse con otras,	C D
	otras, nunca se ven bien		siempre se ven bien	
	físicamente.		físicamente.	
24.	Algunas personas sienten		Otras personas sienten que	
A	B que al compararse con las	PERO	no son fuertes y que al	C D
	demás, son muy fuertes y		compararse con las demás	
	que su músculos están		no poseen músculos que están	
	bien desarrollados.		bien desarrollados.	
25.	Algunas personas quisieran		Otras personas siempre	
A	B sentirse más orgullosas de	PERO	se sienten orgullosas de	C D
	su condición física.		su condición física.	
26.	Cuando la oportunidad se		Cuando la oportunidad se	
A	B presenta, algunas personas	PERO	presenta, otras personas	C D
	siempre se encuentran		siempre se abstienen de	
	entre las primeras en		participar en los deportes y no	
	participar en actividades		se encuentran entre las	
	deportivas.		primeras participantes.	

27.	A B	Algunas personas sienten que al compararse con las demás, siempre son capaces de mantener un alto nivel de condición física.	PERO	Otras personas sienten que, al compararse con las demás, no son capaces de mantener un alto nivel de condición física.	C D
28.	A B	Algunas personas se sienten con confianza con respecto a su imagen física.	PERO	Otras personas se sienten inseguras y tímidas con respecto a su imagen física.	C D
29.	A B	Algunas personas no se sienten tan capacitadas como las demás en situaciones que requieren el uso de fuerza física.	PERO	Otras personas se sienten entre las más capacitadas en situaciones que requieren el uso de fuerza física.	C D
30.	A B	Algunas personas se sienten muy satisfechas físicamente.	PERO	Otras personas se sienten algo insatisfechas físicamente.	C D

COMO ME SIENTO ACERCA DE MI MISMO EN GENERAL

POR FAVOR ANOTE LA REPUESTA MAS APROPIADA PARA
USTED EN LA HOJA DE COMPUTADORA

	Fuertemente De <u>Acuerdo</u>	De <u>Acuerdo</u>	En <u>Desacuerdo</u>	Fuertemente En <u>Desacuerdo</u>
31. En genral, estoy satisfecho conmigo mismo.	A	B	C	D
32. A veces pienso que no sirvo para nada.	A	B	C	D
33. Siento que tengo algunas buenas cualidades personales.	A	B	C	D
34. Soy capaz de hacer cosas tan bien como las otras personas.	A	B	C	D
35. Siento que no tengo mucho de que sentirme orgulloso.	A	B	C	D
36. A veces me siento inútil.	A	B	C	D
37. Siento que valgo tanto como las demás personas.	A	B	C	D
38. Me gustaría tener más respecto por mi mismo	A	B	C	D
39. En general, me inclino a pensar que soy un fracaso.	A	B	C	D
40. Tengo una actitud positiva hacia mi mismo.	A	B	C	D

Las siguientes preguntas nos permiten comprender mejor el tipo de persona que usted siente ser. Cada pregunta consiste de un par de características, con cinco alternativas posibles (A-E). Por ejemplo:

Nada artístico	A B C D E	Muy artístico

Cada par describe características contradictorias, es decir, no puede ser usted ambas al mismo tiempo (muy artístico y nada artístico).

Las letras forman una escala entre los dos extremos. Usted debe de escoger la letra wque describa mejor su posición dentro de la escala. Por ejemplo, si usted cree no poseer ninguna habilidad artística, escogería A. Si usted cree ser medianamente hábil, escoja C, y si usted cree que es mejor de lo normal, escoja D. RESPONDA RAPIDAMENTE. SU PRIMERA REACCION ES LA MEJOR.

41. Nada agresivo	A B C D E	Muy agresivo
42. Muy chillón (a)	A B C D E	Nada chillón (a)
43. Nada independiente	A B C D E	Muy independiente
44. Nada arrogante	A B C D E	Muy arrogante
45. Nada emocional	A B C D E	Muy emocional
46. Muy sumiso	A B C D E	Muy dominante
47. Nada nervioso en un problema grave	A B C D E	Muy nervioso en un problema grave

48. Muy pasivo (a)	A	B	C	D	E	Muy activo (a)
49. Nada egoísta	A	B	C	D	E	Muy egoísta
50. Nada capaz de darse por completo a otros	A	B	C	D	E	Capaz de darse totalmente a otras
51. Muy firme de carácter	A	B	C	D	E	Muy débil de carácter
52. Muy rudo (brusco)	A	B	C	D	E	Muy gentil (amable)
53. Nada quejumbroso (a)	A	B	C	D	E	Muy quejumbrosa (a)
54. Nada servicial con los demás	A	B	C	D	E	Muy servicial con los demás
55. Nada competitivo (a)	A	B	C	D	E	Muy competitivo (a)
56. Me subordinó mucho ante otros	A	B	C	D	E	No me subordinó nada ante otros
57. Muy hogareño (a)	A	B	C	D	E	Nada hogareño (a)
58. Muy aprovechado (a)	A	B	C	D	E	Nada aprovechado (a)
59. Nada amable	A	B	C	D	E	Muy amable

60. No busca la aprobación de los demás	A	B	C	D	E	Necesita la aprobación de los demás
61. Muy dictatorial (mandón)	A	B	C	D	E	Nada dictatorial (mandón)
62. Nada molón (a) (fregón)	A	B	C	D	E	Muy molón (a) (fregón)
63. Nada consciente de los sentimientos de otros	A	B	C	D	E	Muy consciente de los sentimientos de otros
64. Le es fácil tomar decisiones	A	B	C	D	E	Le es difícil tomar decisiones
65. Muy exigente	A	B	C	D	E	Nada exigente
66. Se da por vencido fácilmente	A	B	C	D	E	No se da por vencido fácilmente
67. Nada seguro (a) de sí mismo (a)	A	B	C	D	E	Muy seguro (a) de sí mismo (a)
68. No piensa en sí mismo solamente, tiene principios	A	B	C	D	E	Piensa en sí mismo solamente, no tiene principios

69. Se siente muy inferior	A	B	C	D	E	Se siente muy superior
70. Nada h3st3l	A	B	C	D	E	Muy h3st3l
71. Nada comprensivo (a)	A	B	C	D	E	Muy comprensivo (a)
72. Muy fr3o (a) en sus relaciones con los dem3s	A	B	C	D	E	Afectuoso (a) en sus relaciones con los dem3s
73. Muy servil	A	B	C	D	E	Nada servil
74. Nada cr3dulo (a)	A	B	C	D	E	Muy cr3dulo (a)
75. Se enferma bajo presi3n	A	B	C	D	E	Es muy estable bajo presi3n

ACTIVIDADES FISICAS

Abajo hay una lista con una serie de actividades físicas moderadas y rigurosas. Las actividades que están relacionadas, están agrupadas bajo un encabezamiento general. Por favor, lea la lista y marque con un círculo aquellas actividades en las cuales haya participado **durante los últimos siete días**. Cuente solamente el tiempo empleado en la actividad (excluya pausas, períodos de descanso, etc.). También incluya cualquier otra actividad física moderada o rigurosa que no está incluida en la lista (excluya actividades físicas suaves como trabajo en la oficina, tareas livianas del hogar, deportes muy livianos o cualquier actividad que uno haga sentado).

**Total de horas durante
los últimos 7 días (a la .5
hora más cercana)**

CAMINATA

Caminata a paso acelerado

_____

Danza- fiestas, festivales,
reuniones sociales

_____

Danza- aeróbicos, ballet,
en salón de baile

_____

Caminatas en subida

_____

Escalar montañas

_____

Voluntariamente usar
escaleras en lugar del ascensor

_____

Caminar a/y del trabajo

_____

EJERCICIOS DE ACONDICIONAMIENTO

Ir en bicicleta al
trabajo/por placer

_____

Ciclismo competitivo

_____

Ejercicios en el hogar
(maquina de ejercicios)

_____

YMCA, centro de salud o
acondicionamiento, centro de
recreación

_____

Jogging/correr

Levantar pesas

ACTIVIDADES ACUATICAS

Canotaje/remar

Navegar en veleros/navegación

Buceo

Buceo con tubo de respiración

Surf

Natación en piscina

Natación en la playa- excluir
el tiempo fuera del agua

Esquí acuático

DEPORTES

Badminton

Béisbol

Baloncesto/Básquetbol

Esgrima

Hockey sobre césped

Pesca

Fútbol americano

Gimnasia

Golf

Hipismo (montar a caballo)

Caza

Artes Marciales

Juego de raqueta/ráquetbol

Patinar o patinar en hielo

Fútbol

Pelota blanda/sóftbol

Tenis de mesa/"ping-pong"

Tenis

Vólibol

ACTIVIDADES DE JARDINERIA

Jardinería- plantar, cultivar

Cortar el pasto

Rastrillar hojas (de árbol)

Trabajar con pala/ desenterrando

ACTIVIDADES DE ARREGLOS EN EL HOGAR

Carpintería

Construcción- hacer cercas, poner ladrillos, etc.

Limpieza pesada del hogar- barrer limpiar ventanas, fregar pisos, etc.

Portando y levantando cosas pesadas

Pintar- paredes, casas, cercas

OTRAS ACTIVIDADES

TOTAL DE HORAS

APPENDIX D
REVIEW OF THE PROBLEM

APPENDIX D **REVIEW OF THE PROBLEM**

Human behavior has been critically examined in terms of societal sex roles in which various traits differentiate the sexes. In the past, research methodology and instrumentation typically classified subjects as masculine or feminine (Comrey, 1970). Thus, theorists viewed appropriate sex-typing as important for good adjustment and mental health (Bandura, 1969). These measurements, often called M-F tests, viewed either the masculine male or the feminine female as psychologically advantaged, more so than the less sex-typed individual that fell between the two extremes.

A different viewpoint evolved contradicting previous sex-typing, arguing its restrictiveness and possible detrimental effects to individual development (Antill & Cunningham, 1980). The Bem Sex Role Inventory (BSRI) and the Personal Attributes Questionnaire (PAQ) were among the first to measure masculinity and femininity separately, and found that while some individuals demonstrated distinct masculine or feminine traits, others called androgynous scored high on both traits (Bem, 1974; Spence, Helmreich, and Stapp, 1975).

Typically, Latin-American studies have identified women in traditional sex-roles, with little regard to androgyny (Champion, 1979; Lara-Cantu, 1987). Champion (1979) reports that the portrayal of women as physically beautiful and as sex objects in the Mexican culture illustrates the importance of bodily attractiveness. However, Champion states that bodily attractiveness is not as important as facial features as indicated by Mexican women and men. Furthermore, documentation illustrates that cultural and societal values have deeply affected traditional sex-roles and male-female

stereotyping. Using the Bem Sex Role Inventory, Lara-Cantu (1989) refers to sex-roles in Mexico as "machismo" and "self-sacrificing women" syndromes. The first is characterized by extreme aggressiveness, uncompromising male-to male relationships, and sexual aggressiveness and arrogance in male-female relationships. The latter characterization refers to dependent, conformist, unimaginative and timid attitudes in women (Lara-Cantu, 1987, 1989). However, findings suggest that stereotypical negative feminine traits are less evident in higher socioeconomic backgrounds (Lara-Cantu, 1987).

Past research has examined such constructs as body image (Fallon & Rozin, 1985; Ford & Drakes, 1982) self-esteem (Gruber, 1986; Sonstroem, 1984), perceived competence (Feltz & Brown, 1984), physical self-efficacy (Ryckman, Robbins, Thorton & Cantell, 1982) and physical estimation (Fox, Corbin, & Couldry, 1985; Sonstroem, 1978) as an attempt to understand clearer the variables that sport participation in U.S.A. samples. Consequently, little is known about the exercise habits of Latin-American women. Presumably, cultural influences and role expectations will heavily effect sport involvement.

Recently, Fox and Corbin (1989) developed the Physical Self-Perception Profile (PSPP) that evaluates four general subdomains of the physical self (e.g. perceived sport competence, physical condition, bodily attractiveness, and physical strength). These four subdomains were developed along with a general physical self-worth subscale (PSW), that reflects feelings of pride, self-respect, satisfaction and confidence at the domain level. With the use of a self-esteem scale, the hierarchical structure of Fox and Corbin's PSPP measurement provides correlation opportunities between the subdomain and domain (PSW) scales as well as self-esteem.

The present study utilized four inventories: Physical Self-Perception Profile (PSPP), Rosenberg Self-Esteem Inventory (SEI) (Rosenburg, 1965), Personal Attributes Questionnaire (PAQ) and a physical activity recall. The purpose of this study was two-fold. First, a spanish translation of the PSPP, SEI, and the physical activity recall was developed and administered to 43 bilingual students. Then Spanish and English versions, respectively, were administered to university female undergraduates in Mexico and the U.S.A. to examine cultural differences in perceived physical competence and the mechanisms that may influence physical involvement.

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APPENDIX E
TABLE 1-A

Appendix E
Table 1-A

English and Spanish validity values for initial study variables (PSPP, SEI, PAQ, and physical activity recall questionnaire).

<u>Variables</u>	<u>English Mean</u>	<u>Spanish Mean</u>	<u>Pearson r</u>
Item 1	2.30	2.20	.808
Item 2	2.21	2.21	.823
Item 3	2.88	2.72	.779
Item 4	2.60	2.42	.710
Item 5	2.49	2.40	.638
Item 6	2.89	2.84	.742
Item 7	2.95	2.93	.727
Item 8	2.16	2.02	.701
Item 9	2.79	2.79	.734
Item 10	2.33	2.44	.650
Item 11	2.30	2.28	.807
Item 12	2.30	2.33	.571
Item 13	2.28	2.17	.827
Item 14	2.33	2.67	.706
Item 15	2.63	2.33	.764
Item 16	2.77	2.79	.564
Item 17	2.38	2.60	.192
Item 18	2.88	2.88	.724
Item 19	2.47	2.42	.871
Item 20	2.42	2.70	.774
Item 21	2.30	2.35	.808
Item 22	2.65	2.70	.667
Item 23	2.47	2.26	.616
Item 24	2.77	2.81	.735
Item 25	2.40	2.23	.760
Item 26	2.56	2.65	.805
Item 27	2.59	2.60	.757
Item 28	2.67	2.81	.513
Item 29	2.55	2.47	.598
Item 30	2.64	2.63	.719
Item 31	1.81	2.02	.590
Item 32	2.98	2.91	.671
Item 33	1.47	1.67	.287
Item 34	1.67	1.69	.575
Item 35	3.26	3.33	.451

APPENDIX E
TABLE 1-A (Continued)

<u>Variables</u>	<u>English Mean</u>	<u>Spanish Mean</u>	<u>Pearson r</u>
Item 36	2.88	2.74	.814
Item 37	1.79	1.72	.493
Item 38	2.35	2.48	.703
Item 39	3.44	3.35	.513
Item 40	2.02	1.93	.633
Item 41	2.88	3.05	.808
Item 42	3.58	3.70	.676
Item 43	3.88	3.77	.890
Item 44	2.23	2.19	.713
Item 45	3.93	3.72	.849
Item 46	3.37	3.21	.736
Item 47	3.09	3.23	.771
Item 48	3.49	3.53	.648
Item 49	2.23	2.30	.609
Item 50	3.81	3.98	.666
Item 51	2.14	2.29	.650
Item 52	3.84	3.88	.675
Item 53	3.00	2.98	.639
Item 54	4.02	3.98	.618
Item 55	3.63	3.56	.820
Item 56	3.40	3.33	.682
Item 57	2.72	2.29	.744
Item 58	3.85	3.79	.502
Item 59	4.12	4.07	.718
Item 60	2.93	2.91	.807
Item 61	3.28	3.12	.791
Item 62	2.59	2.63	.800
Item 63	4.05	4.07	.629
Item 64	2.79	2.95	.801
Item 65	2.63	2.84	.751
Item 66	3.70	3.77	.648
Item 67	3.40	3.40	.769
Item 68	1.95	2.16	.662
Item 69	2.98	3.00	.667
Item 70	2.35	2.40	.736
Item 71	3.93	3.91	.619
Item 72	3.79	3.78	.913
Item 73	2.86	3.19	.664
Item 74	2.76	2.67	.414
Item 75	3.60	3.74	.655

APPENDIX E
Table 1-A (Continued)

	English <u>Mean</u>	Spanish <u>Mean</u>	Pearson <u>r</u>
<u>Activity Variables</u>			
WALKREC	30.3	27.3	.482
WALKWORK	14.5	20.4	.548
FIT	15.6	14.7	.861
WATER	.907	1.72	.375
ATHLETE	16.0	16.8	.958
LAWN	1.31	.681	.002
HOME	6.98	8.93	.273
LEIS	61.4	60.5	.863
NLEIS	22.6	30.0	.414
TOTAL	83.9	90.5	.806

APPENDIX F
TABLE 2-A

APPENDIX F
TABLE 2-A

Physical activity intensity codes (Taylor, et al., 1978) for the physical activity recall questionnaire.

WALKING

Brisk or speed walking	6.0
Dancing- parties, festivals, social gatherings	5.5
Dancing- aerobics, ballet, ballroom, etc.	8.0
Hiking	4.0
Mountain climbing	8.0
Voluntarily using stairs instead of elevator	8.0
Walking to and from work	4.0

CONDITIONING EXERCISES

Bicycling- to work/for pleasure	4.0
Bicycling competitively	9.0
Home exercise	4.5
Health Club/ recreation center	6.0
Jogging/ running	6.0
Weight lifting	3.0

WATER ACTIVITIES

Canoeing/ rowing	3.5
Sailing	7.0
Scuba diving	7.0
Snorkeling	5.0
Surfing	8.0

Swimming at pool	6.0

Swimming at beach- exclude sun bathing, resting	6.0

Water skiing	6.0

SPORTS

Badminton	7.0

Baseball	3.0

Fencing	4.5

Field Hockey	9.0

Fishing	3.5

Touch Football	8.0

Gymnastics	7.0

Golf	3.5

Horseback riding	6.0

Hunting	5.0

Martial Arts	9.0

Raquetball	12.0

Rollerskating	6.0

Soccer	7.0

Softball	5.0

Table Tennis	4.0

Tennis	8.0

Volleyball	4.0

LAWN AND GARDEN ACTIVITIES

Gardening- weeding, cultivating	4.5
Mowing lawn	4.5
Raking leaves	4.0
Shoveling/digging	5.0

HOME AND WORK ACTIVITIES

Carpentry	3.0
Construction- building, fences, laying bricks, etc.	8.0
Heavy housecleaning	6.0
Heavy lifting and carrying	10.0
Painting- walls, house, fence	4.5

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