

GAHPERD Journal

Issue 50 / Volume 1 / 2018



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Mission Statement

GAHPERD, Inc. is a non-profit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD, Inc. is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation, dance and related fields.

President's Message

Spring 2018

2018! What an exciting time to be a health and physical education professional in Georgia! It also marks a significant year in my career, as I retire May 31. Reflecting on a teaching career that began in 1976 led me to choose BE THE ONE as the theme for 2018. I want to challenge each GAHPERD member to BE THE ONE to interrupt the status quo of health and physical education in Georgia.

SHAPE America's website (www.shapeamerica.org/) identifies some of the issues that need interrupting:

- Georgia does not require 30 minutes of daily physical education for elementary students;
- Georgia does not require 45 minutes of daily physical education for middle and high school students; and
- Georgia does not require that certified physical education teachers teach physical education in elementary schools.

Not mentioned in SHAPE America's report, but perhaps the most concerning issue, is that Georgia's Professional Standards Commission (PSC) allows a teacher holding a certification in any subject area to be certified in health and physical education by passing a written test (GACE). Although there is currently no research supporting the need to require physical education teachers to complete an accredited teacher preparation program in the field, there is a plethora of supporting anecdotal evidence.

At a division meeting of all physical educators attending the 2017 GAHPERD Convention final session, many teachers cited experiences working with individuals who "GACED-in". Perceptions include the following:

- An increase in the number of students injured in class due to the inability of the teacher to safely and effectively manage space, equipment, and large numbers of students;
- Negative impacts on student learning due to the lack of content knowledge and understanding of developmentally appropriate skill task progressions; and
- Increased pressure on the qualified health and physical education teacher to take over the planning and instruction for the incompetent co-worker.

Bringing change to policy may seem insurmountable; however, you have the opportunity to BE THE ONE to interrupt the current state of health and physical education in Georgia. I challenge you to become an advocate for quality health and physical education by taking action in any of the following ways:

- Support efforts for assessment in health and physical education. We must be able to identify the degree to which our students are meeting psychomotor, cognitive, and affective learning objectives.
- Start collecting your own data. Document your observations of alternatively certified co-workers. How many students are injured in class, for example?
- Participate in SpeakOut! Day, February 13-14 in Washington, DC.
- Encourage all of the health and physical education teachers in your district to join GAHPERD. Go to www.gahperd.org for more information.

- Stay informed! GAHPERD and SHAPE America have online legislative action centers on their websites.
- Educate your school administrators. Invite them to attend the state convention and district workshops.

In 2017 we saw many positive changes, with the passage of ESSA and the beginning of a Recess Bill in Georgia. BE THE ONE to make sure we continue the forward progress in 2018!





Message from the Editor:

In this issue of the GAHPERD Journal, you will find specific content to help you grow as a professional. The issue includes two peer reviewed manuscripts. I hope you enjoy reading both professional articles, with the first related to mindfulness, exercise, and stress reduction; and the second related to competitiveness comparisons among Millennials.

In addition to the scholarly work in this current issue, you will also see physical education content from Cassie Ferrell, VP for the General Division plus highlights and a few advertisements.

Finally, I encourage you to check out the information for upcoming workshops, specifically one scheduled for April 13 on the UWG campus.

If you have comments or questions, please contact me at bheidorn@westga.edu.

GAHPERD Journal



Editor

Dr. Brent Heidorn
University of West Georgia

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Physical Education

PROFESSIONAL DEVELOPMENT WORKSHOP



April 13, 2018
8 am - 3 pm
UWG Coliseum



**Lunch & funding for
80 half-day substitutes provided**

Day to include: Fitnessgram booster session, effective teaching and student learning in physical education, large group games, and more

*Sponsored by Georgia Shape &
Georgia Association for Health, Physical Education, Recreation, and Dance*

Integration Galore

Word Builders– ELA/MATH

- ◆ Equipment needed– 5 sets of the alphabet plus extra vowels, 3-4 buckets, hula hoops for every 2 students
- ◆ Objective– running, spelling, building sentences, scrabble (grades 4-5)
- ◆ Set-Up– Buckets on one side of the gym, hula-hoops on the opposite side

On the teachers cue, one partner begins running to any bucket to grab a letter (s) (teacher may change amount of letters every time). Student takes letter (s) back to hula-hoop, gives partner a high-5, then partner runs and repeats. This continues until all letters are gone. Once all letters are gone, students start building words from the letters they obtained while running. K-2 build sight and spelling words. 3-5 work on vocabulary words and making sentences. Each word is worth a certain amount of points depending on the length of the word. i.e. 3 letter word= 10 points, 4 letter word= 20 points.

Older grade levels get 100 bonus points for making a sentence with their words. (2nd-5th grade)

4-5th grade like to play Scrabble, students try to build the longest word to start the game and build from there. Scoring is at teacher discretion.

Dinosaur Dribbling- March Madness- Science

- ◆ Equipment needed- Pool noodles, basketballs, bean bags, tennis balls, yarn balls, poly spots, pictures of dinosaur fossils
- ◆ Objective- dribble with finger pads, dribble with direction, switch hands while dribbling, teamwork
- ◆ Set-up- bean bags, tennis balls, yarn balls in the middle of the gym, poly spots on the outside of the gym for students to stand on, teacher in the middle of the gym with a pool noodle.



Review dribbling before you start the game. Teacher stands in the middle of the gym with a pool noodle. Once the music starts, students dribble from their poly spots to the middle of the gym using their finger pads, keeping the ball at their waist, and eyes up. Once students arrive at the middle of the gym, they try to grab a dinosaur fossil and dribble it back to their poly spot. If the teacher (T-Rex) tags a student with the pool noodle, student must drop the fossil and dribble back to their spot. Student gives partner a high-5 and they dribble. Students with the most fossils at the end of the song wins the game.

****Note**** You can change the fossils to any animals they are learning about in class.

Battle of Fort Sumter- Social Studies

- ◆ Equipment needed- 12 hula hoops, 6-8 foam Frisbees
- ◆ Objective- throw a Frisbee towards a stationary target, catch Frisbees from opposing team, team work, corporation (whiffle ball on cone for grades 4-5)
- ◆ Set-Up- make two forts on one side of the gym, other two on opposite side of gym. One hula-hoop on the ground, lean the other two against each other, on the inside of the one on the floor. Place Frisbees in the middle of the gym.



Review throwing and catching a Frisbee before starting the game. I like to play this game when they are actively learning about the Civil War in class. Explain the history behind the battle and that it was the only battle in the Civil War that no one lost their life.

To start the game, two teams start on opposite side of the gym. On teachers cue, students' run and grab a Frisbee and try to fire at the other team's forts. If a student, catches a Frisbee thrown by the other team, the person that threw the Frisbee must drop and complete ten Trojan push-ups then they are back in the game. If you do not catch your Frisbee and are hit by enemy crossfire, you must drop and do ten Trojan push-ups. Students may protect their own forts for short periods and then they must switch with another solidier. If one team knocks down one fort, the fort may be rebuilt and the game continues. If both forts are knocked down, the game is over.

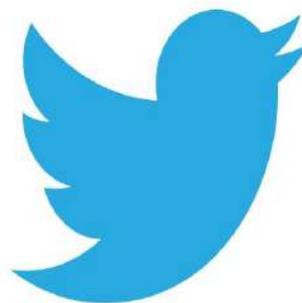
** Note for 4th and 5th grades, I add a whiffle ball on a cone and if the while ball is knocked down, the game is automatically over even if both forts are still standing.

Special thanks to Cassie Robinson for submitting this content

Physical Education Teacher at Ruth Hill Elementary– Newnan, GA



Instagram
@RHESPE



Twitter
@CassieFerrell5

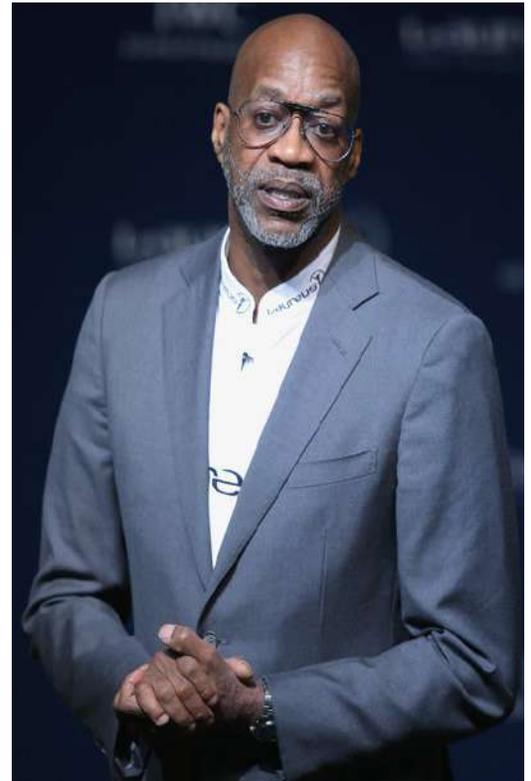
Dag Folger "Critical Topics in Education" Speaker Series

U.S. Olympian Edwin Moses—Featured Speaker

University of West Georgia Coliseum

Tuesday, March 6, 2018

We are excited to announce Edwin Moses, a two-time Olympic gold medalist, physicist, and businessman as our guest lecturer. As a two-time Olympic gold medalist and physicist, Edwin Moses has set world records in his event, the 400 meter hurdles, using his education background in physics to perfect the technical aspects of his athletic performance. Taking his passion for sports abroad, he currently sits as the Chairman of The Laureus World Sport for Good Foundation, which uses sports to bring about social change on numerous continents. Dr. Moses also speaks around the country and the world promoting the Olympic movement, fostering the development of "drug-free" sports, and defending the rights of amateur athletes at all levels. In his speaking events, he focuses on sharing his insights and story to inspire others in the areas of leadership, goal setting, and commitment to achieving personal success.

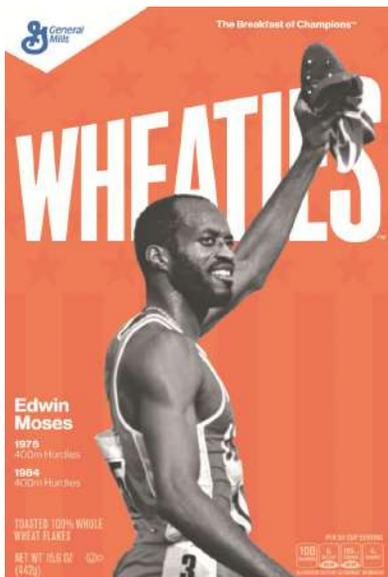


Schedule for Tuesday, March 6

2:00-3:00 pm	Business and Philanthropy of Sports
4:00-5:00 pm	Kinesiology and Physics of Sports
7:00-8:00 pm	Keynote Lecture
8:00-9:00 pm	Autograph Signing

To learn more about Dr. Moses, visit his website: <http://www.edwinmoses.com/>

For more information pertaining to this event, contact Dr. Brent Heidorn (bheidorn@westga.edu)



Edwin Moses

The Power of Quantum Performance



- Two-time Olympic gold medalist in the 400m hurdle event
- 122 consecutive victories spanning 9 years, 9 months, and 9 days
- 1984 Sports Illustrated Co-Sportsman of the Year
- MBA from Pepperdine University, BS in Physics from Morehouse College
- Chairman of The Laureus World Sport for Good Foundation, which uses sports to bring about social change worldwide
- Inspirational speaker on topics in leadership, determination, and diligence to achieve personal excellence

Tuesday, March 6 • 7:00 pm

University of West Georgia
Coliseum

Register for free at:
westga.edu/education/dag-folger

UNIVERSITY of 
West Georgia | College of Education

For more information: westga.edu/coe

Mindfulness, Exercise, and Stress Reduction:

The Effects of a Physical Education

Mindfulness-Based Exercise

Course in Increasing Physical Activity

By TJ Exford, Ph. D.

Assistant Professor of Exercise Science

Alabama State University

Abstract

Research among college students supports a relationship between heightened levels of stress and behavior patterns that may compromise health (Bowen & Marlatt, 2009). Previous research with college students supports the effectiveness of the mindfulness-based stress reduction program (MBSR) on reducing stress (Deckro, 2002). Despite the many clear physical and mental health benefits of an active lifestyle many college students are not actively engaged in physical activity levels of moderate exercise for at least 30 minutes, 5 days a week or vigorous exercise for 20 minutes, 3 days a week for developing and maintaining cardiorespiratory and musculoskeletal fitness (Garber et al., 2011). The purpose of this study was to examine the effects of a Physical Health Education (PHED) mindfulness-based exercise course on perceived stress, mindfulness, and physical activity levels among college students.

Introduction

Regular physical activity has many physical and mental health benefits that are immediate and long term. Participating in physical activity increases endurance, strength, and flexibility, promotes healthier muscles, bones, and joints, and increases energy (calorie) expenditure for improved metabolism and body composition. Physical activity increases energy allowing individuals to feel more alive and alert (CDC, 2015). Physical activity provides opportunities for improving physical, psychological and emotional wellbeing, reducing the risk of lifestyle diseases, relieving stress, increasing positive mood, enhancing life skills, reducing mental fatigue, increasing concentration and reducing the tendency for aggressive behavior (Brymer & Davids, 2016). Participating in



regular physical activity physical activity can improve health. People who are physically active tend to live longer and have lower risk for heart disease, stroke, type 2 diabetes, depression, and some cancers (CDC, 2014).



Physical inactivity among students is a significant public health concern with 48% of adolescents reporting participation in physical activity 60 minutes per day on 5 or more days (Kann et al, 2016). There are noted declines as students enter college and again immediately after graduation (Sparling, 2002). There are reports that up to 50% of college students are not physically active at the recommended levels (Dinger, 1999) Despite the well-known health benefits of physical activity most adults are leading sedentary lifestyles (CDC, 2013). Most of the cited reasons for not engaging in physical activity carry undertones of negative judgment and perceptions of physical activity. Negativity is the opposite of the non-judgmental tenet of mindfulness. Mindfulness is a process whereby an individual observes their immediate experience using an open and non-judgmental stance. The Mindfulness-Based Stress Reduction (MBSR) program was developed by Jon Kabat-Zinn in 1979 at the Stress Reduction Clinic at the University of Massachusetts Medical Center in Worcester, Massachusetts. Mindfulness has gained national recognition as a special edition feature on the cover of Time Magazine (2016, September) and Newsweek Magazine (2017, August).

Research suggests that perceived stress plays an important role between health and inactivity. The goal of MBSR practice is to reduce stress and suffering by developing peace and balance in the mind and body, as well as insight into the mental and physical conditions that inhibit an individual's capacity to respond pro-actively and effectively to everyday events (Kabat-Zinn, 1998). Mindfulness is "the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment" (Kabat-Zinn, 2003, p. 145).



This concept of attentiveness is at the core of many different streams of Buddhist meditation practice and has gained popularity in the West in recent decades (Bachelor, 1994). Mindfulness training involves paying attention to sensory experience and focuses on bringing your awareness into the present. It is a directed focus mental practice that may take many forms.

This development of insight allows an individual to pro-actively respond to prioritized values of health and exercise for increased motivation and adherence to exercise. Prioritized values of health and exercise can be promoted through skills taught in the MBSR program with the predictive outcomes of increased physical activity and mindfulness that improves physical and mental health and quality of life. Therefore, the purpose of this study was to assess the effectiveness of a 15-week curriculum-based physical activity intervention on increasing physical activity levels, mindfulness, and reducing perceived stress of college students.

A comprehensive review of literature did not reveal any published studies examining the effects of a mindfulness-based physical activity instructional college program. An alarming 57% of college students surveyed, using the National College Health Assessment (American College Health Association, 2006), reported that they did not engage in moderate exercise for at least 30 minutes, 5 days a week or vigorous exercise for 20 minutes, 3 days a week for developing and maintaining cardiorespiratory and musculoskeletal fitness (Garber, et al., 2011).

Method

Participants

Approval from the Institutional Review Board for Human Subjects at the university was granted. A total of 50 students (34 female and 16 male) who were enrolled in a

PHED walking for fitness activity course at a large southeastern university participated in this study.

The sample population ages were 19- 25, 41 out of the 50 students enrolled completed the course, 34 participants had complete data (pedometer and surveys) and only these were used in the statistical analysis. Participants were randomly stratified according to gender. The PHED walking for fitness course demographics by gender included 34 females (68%) with 16 (32%) males. The demographics by race were 78% Caucasian (39), 18% Black (9), 2% American Indian or Alaskan (1), and 2% Asian or Pacific Island. Demographics by class level was 6% freshmen, 24% sophomores, 12% juniors, 54% seniors, and 4% second degree.

Materials

Data were collected through online surveys and a pedometer. Survey data collected included gender, level, ethnicity, age range, college/school, reason for course enrollment, experience in meditation practices, perceived stress, and mindfulness.

Perceived Stress Scale

The Perceived Stress Scale (PSS) survey is a 10-item instrument that uses a 5-point Likert scale to assess the degree to which situations in one's life are appraised as stressful. Items were designed to determine how unpredictable, uncontrollable, and overloaded respondents find their lives. The questions in the PSS ask about feelings and thoughts during the last month. In each case, respondents are asked how often they felt a certain way. Evidence for validity showed that higher PSS scores were associated with (for example): failure to quit smoking, failure among diabetics to control blood sugar levels, greater vulnerability to stressful life-event-elicited depressive symptoms, and more colds.

Kentucky Inventory of Mindfulness Skills

The Kentucky Inventory of Mindfulness Skills (KIMS) survey is a 39-item instrument that uses a 5-point Likert scale. The 4 factors measured representing elements of mindfulness are (1) observing or attending to sensations, perceptions, thoughts, and feelings; (2) describing or non-judgmental labeling of these internal experiences with words; (3) acting with awareness rather than on "automatic pilot"; and (4) accepting without judgment, allowing, or being nonjudgmental or non-evaluative about present moment experience.

Physical Activity

The participants' daily step count and aerobic step count were measured using the Omron HJ-720 ITC pedometer. This is an electronic monitor that records step counts on both vertical and horizontal planes. This device offers many advantages such as, it can be worn either in a pocket or clipped to a belt, records and stores information in its memory for 42 days, resets automatically at midnight, and cannot be zeroed manually. Other advantages for the monitor are, it measures the dimension of intensity (aerobic steps, achieved at moderate intensity level = 3 METs), and records the amount of time spent in moderate-to-vigorous physical activity.



Procedure

Letters of informed consent were obtained and measurements of weight, height and stride length of all participants were collected. An Omron HJ-720 ITC pedometer was distributed to each participant. Each participant was asked to wear the pedometer for one week (five week days and two weekend days) during waking hours to assess physical activity at four data collection points. At the end of each data collection week the researcher collected the pedometers from the participants. The PSS and KIMS questionnaire data were collected online. The PSS (Cohen, 1988) and KIMS (Baer, Smith, & Allen, 2004) were previously validated.

Participants were randomly stratified to ensure that each group was represented proportionally by gender. The control group received instruction associated with the development and maintenance of cardio-respiratory fitness through a walking exercise program. The intervention group received instruction associated with the development and maintenance of cardio-respiratory fitness through a walking exercise program and instruction in stress reduction employing mindfulness meditation techniques.

The walking for fitness course objective was for students to develop an understanding of the basic concepts of exercise terminology, the health benefits associated with exercise, stretching techniques to prepare for exercise, and to introduce walking as a lifelong physical activity program. As a course requirement, all students completed an online textbook and tracking system for physical and health education courses. This tracking portal system contained material covering exercise vocabulary, health benefits of exercise, the FITT principle, behavior change, preparing and recovering from exercise, and an activity profile.

During the course scheduled meeting time students in the control group participated in 15 minutes of static stretching of targeted muscle groups of the upper and lower body at the beginning of class and concluded the class with 30 minutes of walking. The walking program schedule included an indoor and outdoor walking path. The control group followed the indoor walking path during the odd numbered weeks of the semester and the outdoor walking path was followed during the even numbered weeks of the semester.

The intervention group received a stress reduction curriculum designed for students to develop an understanding of the basic concepts of mindfulness-based stress reduction, learn skills that could be used to reduce overall life stress, and basic mindful practice and guided classroom activities. The intervention started with body awareness meditation, and was followed by sitting meditation with a focus on sensory objects of awareness, breathing awareness, sounds, body sensations, thoughts and a loving kindness mantra meditation. During the course scheduled meeting time, students in the mindfulness group participated in 15 minutes of mindfulness meditation at the beginning of class and concluded the class with 30 minutes of walking. The mindfulness instructor administered instructions for the 30-minute walking program. The intervention group followed the outdoor walking path during the odd numbered weeks of the semester and the indoor walking path was followed during the even numbered weeks of the semester. The walking program alternated for the two groups.

Results

Pedometer Average Step

A two-way repeated measures of ANOVA was utilized to examine the differences between pre, 4th week, 8th week, and post physical activity levels, mindfulness, and perceived stress among the college students and whether these measures are different based on group.

Within-Subjects Effect

The results of the two-way ANOVA tests of within-subjects show a significant difference between time (pre, 4th week, 8th week, and post physical activity levels) ($F(df = 3,96) = 3.62, p > .05, \eta^2 = .10$). The results of the t test show a significant change between pre and 4th week physical activity levels and 4th and 8th week physical activity levels in the control group. The results show a significant increase in physical activity levels from pre (mean = 6134, $SD = 2341$) to the 4th week ($M = 6982, SD = 2416$), $t(34) = -2.64, p < .05, d = .45$, wherein there is a significant decrease in physical activity levels from the 4th week (mean = 6826, $SD = 2266$) to the 8th week ($M = 5892, SD = 1970$), $t(33) = 2.93, p < .05, d = .50$.

Between-Subjects Effect

The results of the two-way ANOVA tests of between-subjects show no significant difference between the control and intervention group on physical activity levels ($F(df = 1,32) = .103, p > .05, \eta^2 = .003$). Overall, the results show that group did not contribute any percentage to the variance in physical activity levels.

Kentucky Inventory of Mindfulness Skills

Within-Subjects Effect

The results of the two-way ANOVA tests of within-subjects show no significant difference between pre, 4th week, 8th week, and post mindfulness levels ($F(df = 3,84) = .76, p > .05, \eta^2 = .03$).

Between-Subjects Effect

The results of the two-way ANOVA tests of between-subjects show no significant difference between the control and intervention group on mindfulness levels ($F(df = 1,28) = 2.61, p > .05, \eta^2 = .09$). Both control and intervention groups reported similar mean scores on mindfulness levels (control: $M = 129, SE = 3.46$; intervention: $M = 122, SE = 3.03$).

Perceived Stress Scale

Within-Subjects Effect

The results of the two-way ANOVA tests of within-subjects show no significant difference between pre, 4th week, 8th week, and post perceived stress levels ($F(df = 3,87) = 2.56, p > .05, \eta^2 = .08$).

Between-Subjects Effect

The results of the two-way ANOVA tests of between-subjects show no significant difference between the control and intervention group on perceived stress levels ($F(df = 1,29) = .88, p > .05, \eta^2 = .03$). Both control and intervention

groups reported similar mean scores on perceived stress levels (control: $M = 15.66, SE = 1.22$; intervention: $M = 17.21, SE = 1.11$). Overall, the results show that group did not contribute any percentage to the variance in perceived stress levels.

Discussion

The assessment of the effectiveness of a 15-week curriculum based physical activity intervention on increasing physical activity levels, mindfulness, and reducing perceived stress of students revealed no differences between the control and intervention group. Findings have shown that, mindfulness-based stress reduction (MBSR) programs have demonstrated increases in mindfulness and stress-reduction among college students (Caldwell et al, 2010). This study implemented an adaptation of the MBSR program for inclusion into a PHED semester course. Future research should explore additional PHED designs that will include components of group dialogue and discussions aimed at enhancing present moment awareness in everyday life and tailored instruction emphasizing increased physical activity.



Limitations of the Study

Limitations in the study were primarily the amount of time given to mindfulness skills instruction during the course and the absence of group dialogue and discussion. A traditional mindfulness based stress reduction program is an 8 week course in which participants attend once a week for 2 hours, concluding with an 8 hours mindfulness retreat. This study was implemented for 15 minutes 3 times a week and did not include an 8 hour mindfulness retreat.

Implications/Recommendations for Future Research

The data indicates a need for college students to be exposed to activities that aid in increasing mindfulness, reducing stress, and increasing physical activity. This may be accomplished through regular exposure to mindfulness activities that are embedded in physical and health education activity courses offered at colleges and universities. Future studies should consider an increase in time allotted for the mindfulness component and the addition of a day retreat.

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SHAPE America—Southern District

Dear Southern District Member,

I hope you are making plans to attend the [2018 SHAPE America National Convention & Expo](#) in Nashville, TN, March 20-24. Since the national convention is being held in a Southern District state, we will not hold a separate Southern District Conference. This year we are all in this together and will be co-hosting the national convention.

As president of Southern District, I encourage you to take advantage of the exceptional professional development opportunities that will be provided. Also, please join us at the Southern District Awards Luncheon honoring the 2018 Southern District award recipients, including Milton Wilder, Bonnie Richardson, Angela Stark, Amy Wheeler, Keith Young, Rebecca Acosta, Shana Classen, Yu Chun “Jean” Chen, Darrien Watson, Tecca Kilmer, and the Tobacco Settlement Endowment Trust, Oklahoma.

You can purchase tickets when you register for the convention. If you have already registered, it’s possible to go back to your registration information and add the luncheon.

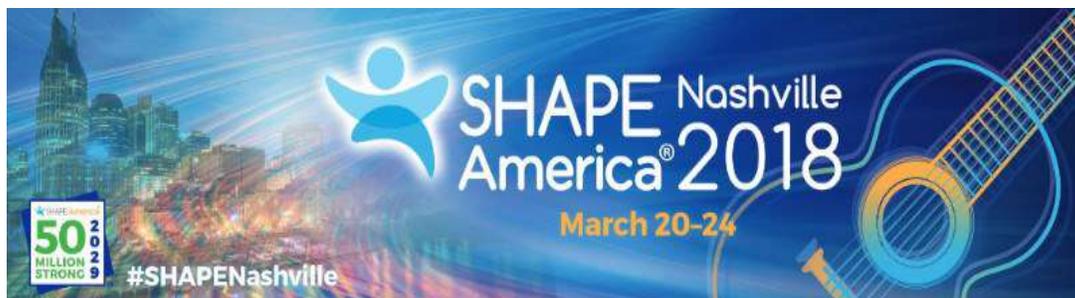
I’d also like to tell you about a wonderful opportunity to honor a colleague, outstanding professional or family member with a special Southern District Acknowledgement Award. Each award costs \$30 and the net proceeds go to support Future Professional activities. We will make the presentations during the awards luncheon, but can mail a certificate to those recipients unable to attend.

Please take a moment to learn more about [Southern District Acknowledgement Awards](#). It’s a great way to thank someone who has made a difference in your life or career — or show appreciation for someone’s contribution to the profession.

I look forward to seeing everyone in Nashville!

Dee Castelvechi

President, SHAPE America Southern District



An Examination of Competitiveness between Gender, Race, and School Classification of Millennial Students: An Exploratory Study

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Abstract

Competitiveness is defined as the desire to win in interpersonal situations. Gender and age differences in competitiveness are widely cited throughout the literature; however, such differences need to be examined from a generational perspective. The purpose of this exploratory study is to compare competitiveness levels between gender, race, and age of students within the Millennial Generation. The design of this study was a quantitative, quasi-experimental, cross-sectional descriptive study. A 31-item researcher design questionnaire was administered to current university students ($n=1724$) to measure physical activity, course satisfaction, and sport orientation (Competitiveness, Win Orientation, and Goal Orientation). T-tests and ANOVAs were used to determine if significant differences in the demographic independent variables existed between groups, while Pearson's correlation was used to examine relationships. Results revealed statistically significant differences in sport competitiveness between gender, school classification, and race.

The millennial generation includes individuals born between 1980 and 2000 who have been raised in a digital era (Kaifi et al., 2012; Martin, 2005). The millennial generation, also known as Nexters, the Echo Boomers, and Generation Y, is the most recent generation entering today's workforce. Millennials are characterized as independent individuals who need constant feedback and responsibility to feel they are satisfying others as well as themselves (Martin, 2005). They have benefited from technological advances, which has created a need for freedom and a dislike for micro-management (Glass, 2007; Martin, 2005).

The characteristics of this generation have often been classified as narcissistic, assertive, and confident (Guha, 2010; Twenge, Konrath, Foster, Campbell, & Bushman, 2008a, 2008b). Millennials are achievement-oriented and driven to accomplish novel opportunities in a way that fosters accountability in their own actions (Kaifi et al., 2012; Kowske et al., 2010). In addition, millennials view themselves more favorably and perceive themselves as healthier and more fit

than past generations, even though they are the least healthy (Deal et al., 2010).

One quality needing examination within the millennial generation is motivation to be physically active and, more specifically, competitiveness in both exercise and sport. Competitiveness is defined as the desire to win in interpersonal situations and is positively associated with narcissism and assertiveness and negatively associated with self-esteem (Emmons, 1984; Raskin & Terry, 1988). Two of the major factors contributing to competitiveness are the persistence or desire to win and the win-loss record of one's team (Hines & Groves, 1989). Desire to win can be measured via sport and exercise motivation. The self-determination theory views motivation along a continuum from a motivation to intrinsic motivation (SDT, Deci & Ryan, 2008). Intrinsic motivation is



defined as being self-motivated as a result of fulfillment or autonomy and inherent pleasure from an activity (Deci & Ryan, 1985). Extrinsic motivation can be defined as engaging in a behavior due to an expected or separate outcome (Ryan & Deci, 2000). Within the SDT, the cognitive evaluation theory focuses on extrinsic motivation and explains how it is influenced by external factors like rewards, competition, and feedback (Deci & Ryan, 1985). That being stated, since a competitive environment influences an athlete's extrinsic motivation, this can have a harmful effect on his/her intrinsic motivation and self-esteem. Many competitive individuals are often outcome-oriented people and focus on the end result of the activity as opposed to having a process-orientation. However, there are also task-oriented people who simply focus on the challenge of the event and are able to better maintain their intrinsic motivation (Frederick & Schuster, 2003).



Gender stereotyping of men puts greater emphasis on competition, strength, and power than it does on women, which would explain why men are considered more competitive and participate in sporting events more often (Eccles & Harold, 1991). Females usually report lower self-esteem values and lower expectancy levels on their achievement because they take more responsibility for their failures and have a hard time attributing success to talent (Gill, 1986; Eccles et al., 1991; Garrett et al., 2013). Generation X research indicates that males tend to be more outcome-oriented while women are more goal-oriented (Gill, 1986; Frick, 2011). While there is considerable research on the influences of competition and motivation on gender, less emphasis has been placed on racial differences in competition and motivation towards sport and exercise. The purpose of this study was to examine differences in competitiveness between gender, race, and school classification within Generation Y. It was hypothesized that results would reveal statistically significant competitiveness differences in gender, race, and school classification. Understanding gender and racial differences in competitiveness in a college sample provides initial understanding to when differences in sport preferences may develop. With further research with a K-12 sample, the findings could help K-12 teachers plan and implement programs that are specific to the competitive orientation and demographic of their students.

Method

During the last two weeks of the semester, participants were recruited from various physical activity classes including aerobic training, weight training, and sport-based classes. Following informed consent, participants responded to a demographic questionnaire and the Sport Orientation Questionnaire (see Figure 1). Survey completion was completely voluntary; however, in order to increase participation, students were verbally recruited by their instructor

with a bonus grade incentive.

Participants

The participants in this study were 1724 (872 males & 852 females) college-aged students enrolled in mandatory physical activity classes at a midsize southeastern university. The participants were between 18 to 22 years old and were classified based on class level ($n = 273$ freshmen, $n = 623$ sophomores, $n = 408$ juniors, $n = 420$ seniors). The student sample was also racially diverse ($n = 374$ black, $n = 1178$ white, $n = 20$ Hispanic, $n = 86$ Asian, $n = 66$ other).

Measures

Demographic Questionnaire

Participants responded to questions regarding gender (i.e. Male, Female), race (i.e. Black, White, Hispanic, Asian, Other), age (i.e. in years), and school classification (i.e. freshman, sophomore, junior, senior).

Sport Orientation Questionnaire (SOQ; Gill & Deeter, 1988).

The SOQ is a 31-item questionnaire that assesses sport-specific motivation. The SOQ was found to have high internal consistency (.79) and test-retest reliability (.73) (Gill & Deeter, 1988; Gill, Dzewaltowski, & Deeter, 1988). The SOQ asks participants to respond to various items rating competitiveness on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree." The SOQ measures sport orientation in three categories, including competitiveness, win orientation, and goal orientation.

Statistical Analysis

The present study is a quantitative, quasi-experimental, cross-sectional descriptive study. Descriptive statistics included the means and standard deviation ranges overall and as a function of gender, race, and school classification. Data analysis included t-tests and ANOVAs to determine whether differences existed between the demographic independent variables on the dependent variables of the SOQ ($\alpha < .001$).



Results

Results indicate statistically significant differences in competitiveness for gender (see Table 1), race (see Table 2), and school classification (see Table 3). A one-way ANOVA revealed a significant difference ($p < .001$) between race and competitiveness levels. Scheffe's post-hoc test indicated specific differences in race and school classification.

Table 1

Mean Competitiveness Scores for Male and Female Participants within the Millennial Generation

Gender	Mean	Standard Deviation
Male	23.35	11.096
Female	30.18*	10.750

*Significant difference from Males ($p < .001$)

Table 2

Mean Competitiveness Scores for Race within the Millennial Generation

Race	Mean	Standard Deviation
Black	26.69	10.849
White	27.05	11.428
Hispanic	30.10	10.397
Asian	21.58*	14.360
Other	26.73	9.486

*Significant difference from all other categories of race ($p < .001$)

Table 3

Mean Competitiveness Scores for School Classification within the Millennial Generation

School Classification	Mean	Standard Deviation
Freshmen	23.30*	11.552
Sophomore	26.96	10.693
Junior	27.18	11.873
Senior	28.16	11.632

*Significant difference from all other categories of School Classification ($p < .001$)

Discussion

The results of this study support the hypothesis that gender, race, and school classification would differ in terms of competitiveness. The fact that females scored higher on sport orientation when compared to males is contrary to previous research (Gill, 1986; Spence & Helmreich, 1983). Males are socialized and taught from a young age to be motivated to engage in sport and exercise (Knisel et al., 2009), have higher perceptions of competence when compared to females (Biddle, Atkin, Cavill, & Foster, 2011; Fredricks & Eccles, 2005), and overall higher sport competitiveness (Deaner & Smith, 2013). That said, female sport and exercise participation has risen over the past few decades (Dufur & Linford, 2010). Such a rise in female sport participation may contribute to the present results indicating a statistically significant difference in sport competitiveness be-



between genders. Lastly, for social and cultural reasons, it has become more acceptable for women to participate in a variety of sport and exercise domains when compared to previous decades, thus indicating a rise in female sport competitiveness (Frick 2011). Future research should examine the different motivating factors that lead women and men to exercise or engage in sport.

In terms of race, Asians scored statistically significantly lower on sport competitiveness than the other racial groups. This can potentially be explained by model minority that refers to the perceived success both educationally and economically of the Asian Americans in the Western culture (Mooko, 1995). This idea places most of its emphasis on academic standards, which could deter emphasis on extracurricular activities such as physical exercise and sport. Such competitive levels in academia may decrease time, effort, or priority on sport competitiveness. In addition, physical inactivity is higher among minorities, thus providing evidence that motivation and competitiveness towards sport may be lower (Crespo et al., 2000).

Additional results revealed that freshmen scored significantly lower on competitiveness scores than sophomores, jun-



iors, and seniors. Although research is lacking regarding competitiveness levels and school classification, these results do not support past research in which younger males were significantly more competitive than older males (Garratt et al., 2013; Medic et al., 2013). In a study with elite swimmers, compared to the fifth year age category, first year students reported greater psychological capacity, training, and motivation as compared to the fourth or fifth year age category (Medic et al., 2013). However, the present sample may not generalize to the elite athlete sample. Lastly, one study found freshmen and sophomores exercise less frequently than juniors and seniors, a potential explanation for the lower self-reported competitiveness and motivation (Reed & Phillips, 2005). Further research needs to examine more in-depth exercise motivation along the SDT continuum to better understand these motivational differences (Deci & Ryan, 1985).

Overall, results indicate a statistically significant difference in sport orientation. Further research should directly compare generations in sport and exercise motivation and activity level. The influence of the college transition should be examined for the effect on sport and exercise motivation and behavior. However, the present study provides initial results for Millennial students' sport competitiveness levels.

Understanding differences in Millennial students' sport competitiveness can help higher education professionals in terms of teaching and training Millennials who want to work with the K-12 population. The differences in sport competition between race, gender, and school classification allow those who work with the K-12 population to develop sport and physical activity programs tailored to their students. Those in higher education who work with Millennials can understand why competitiveness may differ generationally and how sport can be organized to overcome such barriers to participation.

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From pages 9-13

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From pages 15-20

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