

Articles

Epidemiology

202-209

Parental Activity as a Determinant of Activity Level and Patterns of Activity in Obese Children
Lisa E. Kalakanis, Gary S. Goldfield, Rocco A. Paluch, and Leonard H. Epstein

The purposes of this study were to measure the level and pattern of moderate-to-vigorous physical activity (MVPA = > 4.5 METs) and examine predictors of activity in obese children. Fifty-one 8-12-year-old children seeking obesity treatment wore accelerometers for 3 or 4 days. Children averaged 12.2 bouts of MVPA per day that lasted an average of 4.2 min, while parents engaged in 3.9 bouts of MVPA that lasted 4.2 min. Hierarchical regression models showed parent activity improved the prediction of obese children's activity levels and the number of bouts of MVPA but not the duration of MVPA. These results suggest that programs to increase physical activity in obese children should structure the activity in short bouts and attempt to increase parental physical activity.

Motor Control and Learning

210-218

Divided Attention in Bimanual Aiming Movements: Effects on Movement Accuracy
David E. Sherwood and Valarie Rios

The role of focusing attention on one limb or both limbs in a bimanual aiming task was investigated in two experiments. Participants were prompted to focus attention on either limb (Experiment 1) or were free to choose their attentional strategy (Experiment 2). Fifty-two college-aged participants made quick, bimanual lever reversals in the sagittal plane over 20° and 60° in 210 ms to the reversal point. In both experiments, spatial accuracy was better when participants focused their attention on a single limb compared to the nonattended limb and when they paid attention to both limbs. However, no differences were shown on a no-knowledge of results (KR) retention test when participants paid attention to both limbs. In the second experiment, differences were maintained on a no-KR retention test when participants continued to select their own attentional strategy, although the statistical effect was smaller than in the first experiment. The findings suggested that the movement parameter selection process benefited from attentional focus.

Pedagogy

219-231

Through the Years: A Longitudinal Study of Physical Education Teachers From a Research-Based Preparation Program
Amelia Mays Woods and Susan K. Lynn

This study investigated factors that enhanced and constrained the career development of six teachers, who had graduated from the same university teacher education program, in their induction years (Woods & Earls, 1995) and again later in their career cycles. Three participants were physical education teachers (PETs), and three were former physical education teachers (FPETs). Fessler's (1985) Teacher Career Stage Model provided the theoretical framework. Data sources were: interviews with teachers and their teacher educators and direct observations of lessons. Results indicated that the PETs continued to have skill development as their primary teaching objective. The teachers maintained many of their teaching skills, and shifted between the career cycles of "competency building" and "enthusiastic and growing." All three FPETs left their physical education positions during the career frustration stage and at the time of publication were in the career exit stage.

232-242

The Effects of Augmented Feedback on Students' Perceptions and Performance
Karen B. Fredenburg, Amelia M. Lee, and Melinda Solmon

The effects of augmented feedback on perceptions of ability (SPA), practice behaviors, and performance during motor skill instruction of a novel task were investigated. Fourth-grade students (N = 103) were randomly assigned to one of four conditions: (a) no feedback; (b) motivational feedback; (c) task feedback; or (d) motivation and task feedback. They then practiced simple and complex cupstacking skills. On a relatively simple task, the type of feedback did not have a significant effect on children's SPA, practice behaviors, or performance; but on a more complex task, differential effects of feedback were evident. Results indicate that informational feedback is an important factor in facilitating student engagement, fostering positive perceptions of ability, and ultimately improving performance on a challenging task.

Psychology

243-256

Leadership and Satisfaction in Tennis: Examination of Congruence, Gender, and Ability
Harold A. Riemer and Kathy Toon

The study investigated: (a) the congruency hypothesis, and (b) the member characteristics hypotheses relating to ability and gender, of Chelladurai's (1978) Multidimensional Model of Leadership. One hundred forty-eight tennis players (77 women) competing at the NCAA Division I and II Tennis Championship level participated in the study. Results indicated athlete satisfaction (Athlete Satisfaction Scale; Riemer & Chelladurai, 1998) was not dependent on the congruence between preferred and perceived leadership behavior. Other results indicated that an athlete's level of ability did affect preferences for leadership behavior. Further, while athlete gender was responsible for some variance in preferences for autocratic behavior and positive feedback behavior, the gender of the athlete's coach had a significant effect on the athlete's preferences for social support behavior.

257-266

Predictors of Aggressive Tendencies in Girls' Basketball: An Examination of Beginning and Advanced Participants in a Summer Skills Camp
Dawn E. Stephens

This study was designed to extend previous research on aggressive tendencies and moral atmosphere in two ways: (a) to include participants of two skill levels in a summer youth basketball skill camp and (b) to examine the influence of the coach on participants' aggressive tendencies. The participants were 136 youth from either a beginning (n = 89) or an advanced sport camp (n = 47). Results indicated that primary predictors of aggressive tendencies for both skill levels included participants' perception of their teammates' behavior in the same situation and their willingness to injure others if their coach requested. These findings are consistent with previous research establishing team norm as a significant predictor for self-described aggressive tendencies in a sport situation.

Research Notes

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The Effect of Aerobic Exercise on Recovery Ambulatory Blood Pressure in Normotensive Men and Women
Michele M. Fisher

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Acute Effects of Static Stretching, Proprioceptive Neuromuscular Facilitation Stretching, and Maximum Voluntary Contractions on Explosive Force Production and Jumping Performance
Warren Young and Simon Elliott

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Interval Cryotherapy and Fatigue in University Baseball Pitchers
Frank M. Verducci

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A Preliminary Study to Determine Instrument Responsiveness to Change With a Walking Program: Physical Activity Logs Versus Pedometers
Catrine Tudor-Locke

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Attentional Patterns of Horseshoe Pitchers at Two Levels of Task Difficulty
Alan M. Prezuhy and Jennifer L. Etnier

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Benefits of Self-Control in Dyad Practice
Gabriele Wulf, Anke Clauss, Charles H. Shea, and Chad A. Whitacre

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The Role Aggression Plays in Successful and Unsuccessful Ice Hockey Behaviors
Jane P. Sheldon and Christine M. Aimar

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Effect of Pretesting on Feeling States and Self-Efficacy in Acute Exercise
John C. Spence and Chris Blanchard