Body Dissatisfaction, Peer Victimization, and Self-Worth and the Effects of Race and Gender

Past research suggests that youth who are overweight experience negative social interactions and peer victimization as well as decreased self-worth. The authors of the present study were also interested in adolescents’ feelings about their body (i.e., body dissatisfaction) as a predictor of peer victimization and self-worth. The purpose of the study was to compare an objective measure of weight status (body mass index [BMI] z-score) with feelings about weight as predictors of peer victimization and, in turn, changes in self-esteem. Racial differences in these relationships were explored because more African American adolescents are classified as overweight compared to non-Hispanic White adolescents, but African American youth report less body dissatisfaction. Gender differences were also explored because of past reports of gender differences in body dissatisfaction and self-worth. Participants included 236 boys and girls ages 10-16 with an overrepresentation of overweight/obese adolescents. Participants were recruited from a teen health clinic (30% of the sample) and a clinic serving overweight/obese teens (70% of the sample). Participants completed a survey to assess global self-worth and body dissatisfaction at Time 1, and another survey assessing self-worth and peer victimization six months later (Time 2). The body dissatisfaction scale included items about muscularity concerns to increase the validity of the scale for boys. Height and weight were obtained from physicians’ records, and BMI z-score was calculated based on growth charts for age and gender from the Centers for Disease Control and Prevention. Multi-group path analyses were tested to determine whether BMI z-score and body dissatisfaction directly predicted peer victimization and changes in self-worth. Peer victimization was also examined as a mediator of the relationship between Time 1 variables and changes in self-worth. For African American adolescents, body dissatisfaction was associated with decreased self-worth. For White adolescents, BMI z-score was directly associated with decreased self-worth, and body dissatisfaction predicted decreased self-worth via peer victimization. For boys, body dissatisfaction directly predicted greater peer victimization and decreases in self-worth. For girls, body dissatisfaction predicted decreases in self-worth through effects on peer victimization. For all groups, body dissatisfaction was directly or indirectly associated with lower self-worth. Therefore, physical activity interventions should consider strategies for reducing body dissatisfaction in order to support adolescents’ self-esteem. Because of differing relationships, however, the meaning of being overweight in terms of one’s gender and racial identity should also be considered.


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Do You Run The Day or Does The Day Run You?

Across the globe, elite athletes are required to undertake education alongside their sports training to ensure they are well prepared for life after sport. To assist with this endeavor, many countries set up Sports and Academic Training Centers (SATCs) to allow athletes to train and live in the same location. Such a facility can enable athletes to maximize their use of time, which is imperative for their performance, well-being, motivation, and recovery. Despite the recognized importance of time management, there is little research into how elite athletes maintain their educational commitment and well-being, whilst also training hard to improve their sporting performances at the highest level. The purpose of the current study, therefore, was to explain how athletes managed their time to allow them to perform in sport competitions and write academic exams, by looking at how they made sense of situations and what factors made them adapt their time management strategies. In addition, it also examined whether time management differed based on years training at SATCs (1st versus 3rd year) and with training volume. To achieve this purpose, interviews were conducted with a number of athletes currently training in the first (n = 6) and third (n = 6) years of a SATC. The analyses of the interviews demonstrated that athletes made time management decisions based on prior experience, rather than by assessing options. If a conflict was noticed in the time frames that the center had imposed, then the athlete would change their strategy. With regards to the comparisons between year groups, whilst there were some similarities, it was clear that the first years reported more emotion-focused strategies, whereas the third years reported more problem-focused strategies. There were few differences based on training volume. The results are consistent with the Recognition-Primed Decision model, which was originally used to
explain how experts use experience to make decisions in changing contexts, adapted to time management in elite sports. The results allow an in-depth understanding of the decision-making process and products (i.e. strategies used) in natural settings.


### After the Game: Exploring Postgame Parental Involvement in Youth Sport

Parental involvement in youth sport is an important factor in young athletes’ competitive sport enjoyment and long-term participation. However, parents may engage in negative or unsupportive behaviours with their child which have the potential to detract from the athletes’ sport enjoyment. Researchers have examined parental involvement and spectator behaviour within competitive settings, however it is important to examine how parents may be involved in their child’s sport participation post-competition and the content of post-game conversations between parents and athletes. The current study examined parent and athlete perceptions of preferred parental behaviours before, during, and after competitive youth sport games, attending in particular to post-game parental involvement in youth sport. Data included semi-structured interviews and focus groups with 102 parents and children involved in junior Australian football. While identified themes included rewards/awards associated with youth athletes’ performances and the junk food culture surrounding youth sport, by far the most salient theme was debriefing post-game. Debriefing refers to parents discussing the child’s sport performance. Debriefing with athletes after the game was frequently practised by sport parents, and participants reported that it was common for parents to keep track of their child’s statistics as a way of initiating post-game discussions. Debriefing was viewed as an important ‘job’ by sport parents to try and support their child’s continued sport development. Parents attempted to provide criticism as well as motivation to athletes post-game, and although parents acknowledged that debriefing may be viewed negatively by their child, it was also viewed as valuable and an important mechanism for athletes to learn about dealing with criticism. Athletes responded positively to post-game debriefing in cases where feedback was supportive or motivational; however, athletes responded negatively when feedback was viewed as corrective, critical, or negative. The authors suggested that potentially negative parental involvement in youth sport was not confined to the competitive sport setting itself, and post-game discussions were presented as potentially problematic spaces for negative parental involvement in sport. The authors highlighted the need to distinguish between performance and participation goals for parents of youth athletes and that post-game debriefing with athletes should focus on supportive behaviours to positively shape their child’s sport experiences. In the future, researchers may advance this area of literature by examining parent-athlete communication styles and identifying adaptive and maladaptive modes of communication to promote positive developmental outcomes among young athletes, and by examining patterns of communication among parents and athletes within longitudinal research designs.


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### The When, Where, Why, and With Whom of Sedentary Behavior of Older Adults

Older adults are the most sedentary segment of society. There is limited research about the context of sedentary behavior in older adults. Understanding the context of sedentary behavior may inform interventions that target such behavior in older adults. This study aimed to quantify the type of sedentary behavior in which older adults engage and describe the when, where, why, and with whom such behavior occurs. The sample included a convenience sample of 36 community-dwelling older adults aged 65 years or older. Participants wore an activPAL monitor and a Vicon Revue time-lapse camera. Sedentary behavior was identified using data from the activPAL and the context was extracted from the pictures taken during the sedentary periods longer than 2 minutes. The sedentary behavior international taxonomy classification system was used to analyze the context of the pictures by two independent researchers. This taxonomy included elements of type, purpose, time, environmental context, social context and associated behavior. A total of 52 days were available for data analysis. The number of sedentary bouts and total sedentary time were analyzed. The majority of sedentary behavior was spent at home, for leisure. Over 36% of sedentary behavior was screen-based, with TV viewing making up 84% of total screen time. Further, the majority of sedentary bouts occurred in the afternoon and were done predominately on their own. Most sedentary behavior was done indoors. Seated social activities were infrequent but prolonged. Finally, sedentary behavior did not occur in conjunction with associated health behaviors. Understanding the contextual factors of sedentary behavior of older adults can inform the design of interventions to reduce sedentary behavior.