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# What motivates young Latina females along the U.S. Mexico border region to participate in team sports?

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WHAT MOTIVATES YOUNG LATINA FEMALES ALONG THE U.S.  
MEXICO BORDER REGION TO PARTICIPATE IN TEAM SPORTS?

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## **Dedication**

To my parents Adela and David Pichardo, who loved and supported me through my years in and out of school. Thank you for loving and supporting me!

To my brothers and sisters and not to forget my gorgeous nieces and nephews, I do this for you!

WHAT MOTIVATES YOUNG LATINA FEMALES ALONG THE U.S.  
MEXICO BORDER REGION TO PARTICIPATE IN TEAM SPORTS?

by

DORA A. PICHARDO, B.S.

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Mom, I Love You!!

Thank you to my girls, my past athletes, for making me a better coach.

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## Abstract

Physical activity gives women and girls an overall better quantity of life and positive health benefits. Statistics indicate lack of participation in physical activity and exercise by the U.S. general population and among the Latino population in particular. The primary purpose of this study is to explore the variables that motivate young Latinas to play and eventually continue to stay involved in team sports. This is a survey correlational study including young Latina females a U.S.-Mexico border community. Statistical analysis included frequencies, means, and Pearson Product Momentum Correlations. Sixty-nine participants (12 to 15 years old) completed the survey. The response rate was 86% (69/80). The most consistent reasons across grade levels for participating in sports included fitness, skill/mastery, and fun/excitement. There was no statistical significance among the seven subscales across grade levels. Correlational analyses indicated a positive and significant correlation between skill and competitiveness in 9<sup>th</sup> grade ( $r = .994$ ), 8<sup>th</sup> grade ( $r = .825$ ) and participants with athletic parents ( $r = .612$ ). The literature lacks studies that address young Latina females on this type of important health issue and more research needs to be conducted.

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## **Chapter 1: Introduction**

Research suggests that boys and girls between the ages of 6 and 9, as well as their parents, are equally interested in team sports participation (Lopiano, 2002). There are an estimated 25-35 million children under the age of 18 who participate in sports in the world (Siengenthaler, & Gonzalez, 1997). According to the Women's Sports Foundation (2008) girls, by the age of 13-14, drop out of sports at a six times greater rate than boys. In general, female sports participation has increased. Could this be true with young Latinas as well? What motivates young Latina females along the U.S.-Mexico border region to participate in team sports?

### **1.1 Latinos**

According to the U.S. Census Bureau (2008), the Latino population represents 15.4% (46.9 million) of the total U.S. population. Latinos represent 36.5% (8.9 million) of the population in Texas; and 82% (600,000 people) of the El Paso county total population (U.S. Census Bureau, n.d.).

The largest ethnic minority group in the U.S. is the Latino population. The Latino population will become 25% of the U.S. population by 2050 (Perez-Escamilla, & Putnik, 2006). With this statistics, we cannot forget that U.S. is home to the most obese people in the world, and Latinos and their children have been affected by overweight and obesity (National Council of La Raza, 2006). One in four (25%) adults, 23.7% of children, and 23.4% of adolescents Latinos living in the U.S. in 2005 were obese (National Council of La Raza, 2006). Not to mention that among Mexican American women, 73% are overweight or obese, as compared to only 61.6% of the general female population (U.S. Department of Health & Human Services, 2008). Latina girls are the second most overweight group of children in the U.S., potentially increasing future

health risks (Flores, et al., 2002). With such alarming obesity statistics, a great deal of focus has been placed on the causes of obesity.

The prevalence of chronic conditions (cardiovascular diseases, diabetes, hypertension, and obesity) and risky behaviors (smoking, substance abuse, poor diet) among Latino immigrants tends to increase as they become acculturated into U.S. society even as their access to health care services tend to improve (Ham, Yore, Kruger, Health, & Moeti, 2007). Society wants to know what can be done to decrease this health problem and many other health problems by researching, and finding out what motivates young girls to participate in team sports. If society could figure out how to encourage physical activity and sports participation, then they would help decrease this problem before it worsens, with the results of saving a few lives.

It is a known fact that physical activity is very important for preventing chronic diseases, disabling conditions, and risk factors for chronic diseases (Ham, Yore, Kruger, Health, & Moeti, 2007). Among population groups, Latinos are the most physically inactive racial/ethnic group in the U.S. despite an increase in their level of leisure time physical activity during the past decade (Ham, Yore, Kruger, Health, & Moeti, 2007). Physical activity is known to be a very effective way to keep females healthy. Physical activity gives women/girls an overall quantity of life and positive health benefits (Women's Sports Foundation, 1999). How can one make physical activity fun so youth will not see it as work or time consuming? How about playing sports? A recent study suggested that motives for sports participation are more desirable than those for exercise and may facilitate improved adherence to physical activity recommendations (Kilpatrick, Hebert, & Bartholomew, 2005). Sports are one way to stay active and have fun by doing something one loves, and not having to see it as a chore.

Women's Sports Foundation (2008) is dedicated to advancing the lives of girls and women through sports and physical education. They are fighting for equal opportunities for daughters, granddaughters and nieces to participate in sports so they too can derive the psychological, physiological, and sociological benefits of sports participation. This learning experience through sports and physical education can enhance a girls and women's life for years to come. Encouraging young females to play sports at an early age will help their athletic skill level. With such a higher athletic skill level, girls will enjoy and have fun playing sports in after school activities when they are offered in middle school. Sports early on are a necessity because when a girl reaches her adolescence she hits a critical transition period in which habits begin to form (Cohen, Brownell, & Fenix, 1998).

## **1.2 Statement of the Problem**

Between the age of 6 and 9, boys and girls, as well as their parents have been suggested to be equally interested in team sport participation (Women's Sports Foundation, 2008). Not just that, there is an estimated 25-35 million children who participate in organized team sports around the world (Siengenthaler, & Gonzalez, 1997). Unfortunately by the age of 13-14 girls seem to drop out of sports at a six times greater rate than boys do (Women's Sports Foundation, 2008). This study explores the positive and negative influences that young Latinas receive from fitness, skill/mastery, fun/excitement, affiliation, recognition, team factors, ego/competitiveness, and family support in which motivates or influences these girls to play, and continue playing team sports. Meaning that, this study will explore the variables that motivate young Latina females to continue their participation in team sports. This study will also try to address the missing

research on what motivates young Latino females living on the U.S.-Mexico border region to participate in sports.

### **1.3 The Purpose of the Study**

The primary purpose of this research is to explore the variables that motivate young Latina females to play and eventually continue to stay involved in team sports. The seven response variables were created from the subscales of the developed survey.

### **1.4 Research Questions**

- 1.** Are there any mean differences across response variables (seven subscales) and the grade levels?
- 2.** Are there any mean differences across response variables (seven subscales) and parental participation in sports?
- 3.** What are the perceived levels of importance in relation to the response variables (seven subscales) across specified demographics variables?

### **1.5 The Need of the Study**

The need of this study is to address the missing research on the perceived reasons that motivate young Latina females living on the U.S.-Mexico border region to participate in sports. To the knowledge of this investigator, no previous studies have addressed the factors that encourage young Latinas to participate in sports. There should be more research to inform the development of programs that support Latinas participation in sports. Effective sports participation programs for young Latinas will contribute to health maintenance and disease prevention among this population group.

## **1.6 Assumptions**

This study was designed and conducted under the following assumptions:

1. The sample represents the population.
2. Self-reporting from respondents is accurate and genuine.
3. Instrument is reliable and valid.

## **1.7 Delimitations**

This study applies only to middle school, freshmen and sophomore Latinas living in the U.S.-Mexico community.

## **1.8 Study Summary**

The following chapters will discuss what the study is all about. Chapter 2 is a review of the literature including previous research related to the topic of interest of this study. Chapter 3 describes the basic research plan which defines the design, population, sample size, and methods for data collection, data management, and data analysis. Chapter 4 presents the results of the study. Chapter 5 discusses and interprets the results of the study.



## Chapter 2: Literature Review

Obesity is a major epidemic in this country and U.S. is home to the most obese people in the world. According to statistics, one-third of U.S. adults, 34% of adult women (Women's Health Resources, 2009), 15.5% of adolescents (ages 12-19), and 15.3% of children (ages 6-11) were obese in 2005 (National Council of La Raza, 2006). With such alarming obesity statistics, much focus has been placed on the causes of obesity. It is a known fact that physical activity is very important for preventing chronic diseases, disabling conditions, and risk factors for chronic diseases (Ham, Yore, Kruger, Health, & Moeti, 2007).

“Latinos and their children have been particularly affected by the prevalence of overweight and obesity” (National Council of La Raza, 2006). One in four adults, 23.7% of children, and 23.4% of adolescents Latinos living in the U.S. were obese in 2005 (National Council of La Raza, 2006). The obesity data in Texas are also alarming, as 28.3% of the total population is obese (Centers for Disease Control and Prevention, 2009b). Not to mention the 32.3% of Latino adults living in Texas categorized as obese (Centers for Disease Control and Prevention, 2009a).

Texas is one of the largest and most populated states in the U.S., and the Latino population is estimated at 36.5% (8.9 million). El Paso is the 6<sup>th</sup> largest city that lies in west Texas, east of New Mexico and north of Ciudad Juárez, Mexico. El Paso is the 22<sup>nd</sup> largest city in the U.S., and the Latino population in this Chihuahuan Desert city is 82%. El Paso is a growing community, and Socorro Independent School District (SISD), the setting for this study is one of the fastest growing school Districts in the state of Texas. SISD attendance rate is 95.9%, with a total of 74.4% of students economically disadvantaged. SISD has 39,771 enrolled students with a 94.4% Hispanic/Latino Population (Socorro Independent School District, 2010).

Low levels of physical activity are reported in many subgroups of women including adolescent girls (Taylor, et al., 1999). Physical activity is known to be a very effective way to keep women and girls healthy. Physical activity gives women and girls a healthier life with many positive health benefits. Physical activity has to be fun so people won't see it as work or time consuming, and it has been suggested that playing sports may be a successful solution for keeping people active. A recent study suggested that motives for sport participation are more desirable than those for exercise, and may facilitate improved adherence to physical activity recommendations (Kilpatrick, Hebert, & Bartholomew, 2005). Sports are one way to stay active, and have fun by doing something you love, and not having to see it as a chore.

Kilpatrick, Hebert, & Bartholomew (2005) researched the difference between college men and women's motives for sport participation and exercise. They concluded that both female and male students reported intrinsic motives, such as enjoyment and challenge, for engaging in sports, whereas the motivations for exercise were more extrinsic and focused on appearance, weight, and stress management. By promoting sports, society can increase excitement and enjoyment in people's lives and will surprisingly improve physical activity and health status.

A recent study examined the reasons why certain youth participate in sport programs (Borden, Perkins, Villarruel, & Stone, 2005). Researchers concluded that Latina youth top reason to participate in certain programs was for personal development and confidence. Another study discussed the gender specific motivational factors for middle school youth (Sirard, Pfeiffer, & Pate, 2006). The authors surveyed a total of 1692 students (853 boys and 839 girls), 10 to 15 years of age, and 83% of whom were White. The study concluded that female participants were motivated to play sports because of the social opportunities they provide, and boys because of the competitive aspects.

Koivula (1999) conducted a study with 202 women and 208 men from the Royal Institute of Technology, and that investigated the possible effects of gender-typing on motives given explicitly for sports participation and on actual participation in physical exercise. The study concluded that 25 year-old women rated appearance as most important motive for sports participation, while for men it was competition. On another study, the same author found that boys and girls socialize unequally from birth into categories of physical activity, which results in men and women having different experiences with sports (Kioivula, 1995).

The study by Kilpatrick, Hebert, & Bartholomew (2005) discussed the differences regarding what motivates women and men to participate in sports and exercise. Men reported higher levels of motivation than did women for challenge, competition, social recognition, and strength and endurance, with the largest effect size difference for competition. Women rated one motive, weight management, higher than men.

Another recent study examined the factor structure of the Sport Friendship Quality Scale (SFQS) and compared two models of participation motivation among female adolescent team sport participants that included 72% Caucasian participant (McConough, & Crocker, 2005). This research concluded that self-worth weakly predicted sport commitment, and friendship quality had a weak relationship with self-worth and sports commitment.

Another article discussed self-motivation and physical activity among Blacks and Whites adolescent girls (Motl, Dishman, Felton, & Pate, 2002). This article concluded that there were no differences between Black and White adolescent girls when it came between self-motivation and moderate and vigorous physical activity and sports involvement.

A study examined objective and subjective physical activity levels of Latino and gender differences in physical activity among Latinos (Marquez, & McAuley, 2006). The author

concluded that Latino men participated in significantly greater occupational and overall objective and subjective physical activity than Latina women. Studies have found that despite the numerous physical and psychological benefits associated with regular, leisure time physical activity; leisure time inactivity rates for Latinos have been reported to be the highest among all ethnic and racial groups (Crespo, Smit, Andersen, Carter-Pokras, & Ainsworth, 2002).

These studies have indicated many interesting and surprising factors on what motivates young White and Black adolescents. With all these findings, there has been very little research conducted on what motivates young Latinas adolescents to participate in sports. The fact is that Latinos are the most physically inactive racial/ethnic group in the U.S., despite an increase in their level of leisure time physical activity during the past decade (Ham, Yore, Kruger, Health, & Moeti, 2007). As the Latino population continues to grow, one has to say that it is time for new research to be conducted.

Are 12 to 15 year-old girls already thinking of appearance and weight control at this tender age and would this be the number one motive for why they decide to play and continue playing team sports? Parents, coaches, friends and even self-motivation have been proposed by the literature as reasons for why young females decide to participate in sports.

## **2.1 Motivation**

Motivation is the biological, emotional, cognitive, or social forces that activate and direct behavior (Encarta, 2009). Motivation is said in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal. A key issue in physical activity and sports participation research is developing an understanding of motivation (Kilpatrick, Hebert, & Bartholomew, 2005). And although physical activity takes many forms, most research designed to enhance

motivation for and adherence to physical activity focuses on exercise behavior and ignores sport participation (Kilpatrick, Hebert, & Bartholomew, 2005).

It has been said that motivation to continue to participate in sport can be described using Harter's theory of motivated behavior (Crocker, Hoar, McDonough, Kowalski, & Niefer, 2004). She suggests that perceptions of competence in various domains of the self (athletic, academic, social, behavioral conduct, and appearance) and social support and positive regard from significant others contribute to perceptions of self-worth. All these various domains of self influence motivation both directly and mediated by affect (McDonough, & Crocker, 2005). This may be that young girls participate in sports because they have very high support from their friends and family. Would this also apply to young Latinas?

## **2.2 Benefits**

Physical and psychological health have both been shown to benefit from regular participation in physical activities (Koivula, 1999). Exercise and sport participation has been established as an important factor in reducing the risk of many physical problems such as cardiovascular disease, high blood pressure, obesity, breast cancer, and mental problems (Women's Sports Foundation, 2008). Studies have found that regular physical exercise such as playing sports is good for a girl's body, mind, and spirit (Gavin, 2008). Women's Sports Foundation (2008) found that high school girls who play sports are less likely to be involved in an unintentional pregnancy, get better grades, and have higher high school graduation rates. Studies have concluded that girls that play sports also learn teamwork and goal-setting skills, exhibit fewer health problems, and enhance self-confidence. Girls involved in athletics feel better about themselves, both physically and socially as sports can cut the pressure of everyday life.

Most importantly, sports help women continue this healthy lifestyle into adulthood (Gavin, 2008; Women's Sport Foundation, 2007).

### **2.3 Parents & Peers**

It is often the nature of the particular sports organization that determines whether or not sports involvement is a positive or negative experience, but the “majority of kids greatly benefit from just participating in sports” (Let the Kids Play, 2005). It is parental involvement related to the continuation of young girls playing sports? In recent research, support from family and friends was a significant contributor to physical activity for both male and female students (Keating, Guan, Pinero, & Bridges, 2005). The same study found that family support was very important to female students, whereas friend support was more powerful for the male students. It has been proposed that girls whose parents regularly exercise are much more likely to continue their involvement in sports than those whose parents are inactive (Sport and Recreation Queensland, 1998). There might be other kind of background and traditions that motivate young girls to join and participate in sports. Parental involvement is a key aspect in youth sports; however, parents need to understand and remember the reasons children themselves choose to participate (Crandall, 2007).

### **2.4 Coaches**

Coaches have a significant influence on young girls' involvement in team sports. As a coach, one needs to create a better environment to make sure that young girls continue playing sports to stay active and healthy, and take advantage of the lifelong benefits sports could offer

them in the future. Without the coaches' support, female athletes lose interest and passion for the game, not knowing that sports participation could benefit them for years to come.

Coaches should be trained to understand the physical, emotional, and social needs of the children they are coaching (Sired, Pfeiffer, & Pate, 2006). It has been argued that more women coaches in sports would facilitate a greater female participation (Women's Sports Foundation Yorkshire, 2004).

## **2.5 Why Girls Do Not Play**

Women's Sports Foundation (2008) research indicates that boys and girls between the ages of 6 and 9 and their parents are equally interested in sports participation. Participation in sports, a primary vehicle of physical activity among youth, declines during early adolescence, with particularly low rates found among adolescent girls (McDonough, & Crocker, 2005). So why is it that by the age of 14, girls seem to drop out of sports at a six time greater rate than boys? One reason is that sports participation is seen as a masculine activity; sports are a traditionally male domain, male sporting events receive far more media coverage, and participation in competitive sports violates females' traditional sex-roles and movement patterns (Eitzen, & Sage, 1993; Snyder, & Spreitzer, 1978). Also, girls and women do not receive the same positive reinforcement that boys and men do about their sport participation. These gender-based stereotypes probably influence participation in sports activities (Alley, & Hicks, 2005).

Children and young girls quitting organized sports occur more often than one might think. According to research, approximately 70-75% of children will quit playing a sport by the age of 14 (Ganzberg, 2008). Why do these children want to stop playing sports? Some researchers came to the conclusion about why girls stop or quit playing sports. Reasons were

such as lack of playing time, overemphasis on winning, other activities are more interesting, lack of fun, coaching/adult behaviors, dissatisfaction with performance, and lack of social support (Ganzberg, 2008).

## **2.6 Why Girls Play**

I believe girls that continue playing sports after 14 and 15 years old is because they become passionate for the game and because their competitive nature will naturally take over. These girls still have fun but have found something that they are good at, which not many people could do.

It is also important to point out the girls who participate in sports exhibit fewer behavior problems. For example, in a large U.S. study, Jeziorski (1994) found that participants in sports earned better grades, behaved better in the classroom, had fewer behavior problems outside the classroom, dropped out less frequently, and attended school on a more regular basis with fewer unexcused absences as compared to nonparticipants. While many youth are involved in some kind of sports, others are reluctant to become involved. This is due perhaps because of low self-perceptions of their ability, because they have not been given the opportunity to try any of the sports available, or because their interest has not been stimulated (Donaldson, & Ronan, 2006).

Brandi Chastain, a professional woman's soccer player, once wrote ["I KNOW, not believe, sports are CRITICAL for young girls. I call them the 5 C's, Challenge, Communication, Competition, Community and Celebration. All these categories fulfill a life necessity. The time has finally come that now encourages young girls and women to explore the depths of their psychological, physical and emotional components so they may too see how sports impact their person off the field"] (Chastain, 2008).



The primary purpose of this study is to explore the variables that motivate young Latina females to play and eventually continue to stay involved in team sports. This study also aims to address the missing research on what motivates young Latina females living on the U.S.-Mexico border region to participate in sports.

## **2.7 Literature Review Summary**

This study is aimed at exploring what motivates young Latinas to participate in sports. The literature discusses many different motivators from different races and gender in physical activity and sports. The literature also discusses important benefits that help young adults live a better overall life when participating in physical activity and sports.

## **Chapter 3: Methodology**

### **3.1 Research Method**

A quantitative correlation survey study was used. The research's primary purpose is to explore the variables that motivate young Latina, to play and continue to stay involved in sports. Variables of interest included (fitness, skill/mastery, fun/excitement, affiliation, recognition, team factors, ego/competitiveness, and family support). Participants were asked to complete a Survey. The Modified Participation Motivation Survey (MPMS) (See Appendix C) for this study was adapted from the Participation Motivation Questionnaire (PMQ) (McCullagh, Matzkanin, Shaw, & Maldonado, 1993).

### **3.2 Participants**

Participants included 12-15 year old Latino females from 7<sup>th</sup> -10<sup>th</sup> grade levels chosen from athletic after school activities that live in a low-middle income community of East El Paso, Texas. A purposive sample was used for selecting participants. Participants were believed to be representative of the given population (e.g. girls who are involved in after school team sport activities). Some of these girls were students this investigator has been coaching or has coached previously.

### **3.3 School Selection**

Participants included 69 female athletes from two different schools in the Socorro Independent School District in El Paso, Texas. The schools were located in a lower-middle class neighborhood. The reason these two schools were selected was because they have a higher percentage of Latino population compared to the other SISD schools.

### **3.4 Procedure**

The study obtained Institutional Review Board's approval from the University of Texas at El Paso (UTEP) and Socorro Independence School District (SISD). Once approval was granted from both institutions, parental consent was requested from all potential participants. An effort was made to meet with parents to explain the study, and the benefits and potential risks of the study. Eighty participants were purposely selected. These included 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade young Latina females involved in after school athletic activities. Twenty participants per grade level were included. Once parental permission was received, surveys were distributed during practice time, and directions were read and explained. Students were specified that there is no right or wrong answers. It was explained that the survey was based on their own opinions. Students were asked to be quiet, and not to talk and distract other students that were still taking the survey. Every student used a folder to cover their survey to make sure no students shared answers. Once they were all done taking the surveys, surveys were picked up, and participants were thanked for their cooperation. All students took the survey on the same day so students did not talk to other students about it, especially with other students that were part of the research. All surveys were coded, and then stored at my residence for safe keeping.

### **3.5 Variables (Seven Subscales)**

The following variables were included in the study:

1. Fitness: A state of being fit.
2. Skill/Mastery: Proficiency obtained through training or experience and understanding of a subject (e.g. a certain sport).
3. Fun/Excitement: Something you obtain pleasure from.

4. Affiliation/Recognition: To become closely associated with and to be accepted or recognized for doing something (e.g. a friend).
5. Team Factors: Reasons to join a sport.
6. Ego/Competitiveness: An aggressive willingness to compete.
7. Family Support: Help from family to continue doing something you like.

Previous studies have identified these variables as relevant to explaining why many individuals participate in sports.

### **3.6 Instrument**

Data collection was conducted through the MPMS. The Survey used was a modified version of the Participation Motivation Questionnaire (PMQ) that measures individual's reasons or motivations for participating in physical activity (McCullagh, Matzkanin, Shaw, & Maldonado, 1993). The MPMS consist of two parts. Part I included five basic demographics questions. Part II of the Survey included items on a five-point frequency scale rating 1 to 5, with 1 being "not at all important" and 5 being "very important". The variables that this study explored in the positive and negative influences that young Latina females receive were: fitness (3 items), skill/mastery (6 items), fun/excitement (4 items), affiliation (2 items), recognition (4 items), team factors (5 items), ego/competitiveness (3 items), and family support (4 items). The researcher used the opinions of all participants, Latina athletes, to compare the frequency of similar or differing opinions.

### **3.7 Data Management**

Surveys were coded to ensure confidentiality and facilitate data entry. Completed surveys were entered and analyzed using SPSS statistics 17.0 (Chicago, Illinois: SPSS Inc. 2008). Means for each of the domains of interest were computed. Frequencies were obtained and reported from most of the data collected (demographic questions and domains of interest).

### **3.8 Data Analysis**

Analyses included frequencies, descriptive statistics, correlational analysis (Pearson Product Momentum Correlation), and ANOVAs. One-way analysis of variance was performed to carry out the comparison for research questions one and two. These analysis were followed by Turkey's Q-test, a post-hoc multiple comparison procedures. Question three was answered through correlational analyses. The Pearson Product Momentum Correlation is a statistical test used to determine if a relationship exists between two variables. The means for the team sport participation motives and young Latina females' usage were computed and compared to determine if a relationship existed between the two variables. Surveys were analyzed to determine if there were relationships between the means by grade level.

This design and data analysis plan provided the means for answering the three research questions for the study. Additionally it provided a description of the participating population. The results derived from these analyses are presented in Chapter 4.

## Chapter 4: Results

This chapter presents the demographic characteristics of the population, and the reliability of the survey instrument using the Cronbach's Alpha. The results of the analyses conducted to answer the three research questions are also presented. The three research questions of interest are: 1) Are there any mean differences across response variables (seven subscales) and the grade levels?, 2) Are there any mean differences across response variables (seven subscales) and parental participation in sports?, and 3) What are the perceived levels of importance in relation to the response variables (seven subscales) across specified demographics variables?

A total of 80 participants from two different schools were included in this study. Sixty-nine returned the parent consent form (See Appendix A) and completed the survey. The response rate was 86% (69/80). The data was collected in March, 2010.

The demographic characteristics of the respondents are shown in Table 4.1. Most of the respondents were 13 years old (31.9%) and in the 8<sup>th</sup> grade (47.8%). The majority (92.8%) of the respondents were born in the U.S. and Hispanic/Latino (98.6%). Most (40.6%) reported speaking both Spanish and English at home. The majority (76.8%) reported that they had athletic parents and with more than one year of experience (85.4%).

Table 4.1: Demographics

Demographics		Frequency	Percentage
Age	12	15	21.7
	13	22	31.9
	14	19	27.5
	15	13	18.8
Grade	7th	23	33.3
	8th	33	47.8
	9th	5	7.2
	10th	8	11.6
US Born	Yes	64	92.8
	No	5	7.2
Race/Ethnicity	Hispanic/Latino	68	98.6
	Other	1	1.4
Language	Spanish	22	31.9
	English	19	27.5
	Both	28	40.6
Athletic Parents	Yes	53	76.8
	No	16	23.2
Sports Participation	Yes	68	98.6
	No	1	1.4
Sports Experience	< 1 Year	10	14.5
	1-2 Years	21	30.4
	2-4 Years	21	30.4
	4 or More Years	17	24.6
	Total	69	100.0

Table 4.2 shows responses to survey questions by seven different subscales. The Survey had a five-point frequency scale. The frequency scale rated 1 to 5; with 1 being “not at all important” and 5 being “very important”. Note that “not at all important” across indicates the number of questions for each subscale consisted that the value score for “not at all important” is

1. Similarly a score of 20 in fun/excitement means that the participant finds fun and excitement to be a very important reason for playing sports.

Table 4.2: Frequency Scale

Total Importance	Fun/Excitement	Affiliation/Recognition	Team Factors	Competitiveness	Parent Support	Fitness	Skill/Mastery
Not at all Important	4	6	5	3	4	3	6
Not Important	8	12	10	6	8	6	12
Somewhat Important	12	18	15	9	12	9	18
Important	16	24	20	12	16	12	24
Very Important	20	30	25	15	20	15	30

#### 4.1 Survey Reliability

The Cronbach's Alpha reliability for the survey was acceptable. See Table 4.3 for reliability scores for the seven subscales in the Modified Participation Motivation Survey.

Table 4.3 Reliability Statistics

	Cronbach's Alpha	Number of Items
Fitness	.852	3
Skill/Mastery	.735	6
Fun/Excitement	.721	4
Affiliation/Recognition	.815	6
Team Factors	.801	5
Competitiveness	.888	3
Parent Support	.783	4
All Items	.902	31



## 4.2 Descriptive Statistics

The averages (mean) for each of the variables of interest are presented below. Mean scores represent the perceived importance of each variable of interest. Tables 4.4 through 4.10 present mean scores by grade levels for perceived importance for the seven subscales: fitness, skill/mastery, fun/excitement, affiliation, recognition, team factors, ego/competitiveness, and family support.

The 8<sup>th</sup> grade level participants selected perceived affiliation/recognition and team factors as important factors on why they participate in sports. The 9<sup>th</sup> grade level participants selected perceived fitness and parent support as important factors on why they participate in sports. The 10<sup>th</sup> grade level participants selected perceived skill/mastery, fun/excitement, and ego/competitiveness as important factors on why they participate in sports.

One-way ANOVA yielded no significance by grade level, and the only variable that had a strong significance with Athletic Parents was fun/excitement.

Table 4.4: Fitness

	<b>Total # of Athletes</b>	<b>Mean (Average)</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
Fitness				
7th	23	11.3478	2.56920	.53572
8th	33	11.4848	3.18317	.55412
9th	5	11.6000	3.50714	1.56844
10th	8	9.8750	4.15546	1.46918
Total	69	11.2609	3.10906	.37429

Table 4.5: Skill/Mastery

Skill/Mastery	Total # of Athletes	Mean (Average)	Std. Deviation	Std. Error
7th	23	25.3478	3.37920	.70461
8th	33	24.7879	4.12127	.71742
9th	5	24.0000	6.51920	2.91548
10th	8	27.1250	3.48210	1.23111
Total	69	25.1884	4.00836	.48255

Table 4.6: Fun/Excitement

Fun/Excitement	Total # of Athletes	Mean (Average)	Std. Deviation	Std. Error
7th	23	16.3478	3.26982	.68180
8th	33	17.2424	2.64611	.46063
9th	5	15.0000	4.84768	2.16795
10th	8	18.1250	1.64208	.58056
Total	69	16.8841	3.00263	.36147

Table 4.7: Affiliation/Recognition

Affiliation/Recognition	Total # of Athletes	Mean (Average)	Std. Deviation	Std. Error
7th	23	17.0000	5.76825	1.20276
8th	33	17.9697	5.40535	.94095
9th	5	16.8000	3.76829	1.68523
10th	8	15.3750	2.82527	.99888
Total	69	17.2609	5.18383	.62406

Table 4.8: Team Factors

Team Factors	Total # of Athletes	Mean (Average)	Std. Deviation	Std. Error
7th	23	16.3478	4.53881	.94641
8th	33	16.8788	4.41416	.76841
9th	5	14.4000	5.59464	2.50200
10th	8	14.1250	3.31393	1.17165
Total	69	16.2029	4.44767	.53544

Table 4.9 shows the influence of enjoyment of competition perceived by the participants. The mean score for 7<sup>th</sup> graders (10.4783) indicates that enjoyment in competition is only perceived as somewhat important as a reason why they play sports. For 10<sup>th</sup> graders the mean score (12.2899) indicates that they perceive the enjoyment in competition to be important.

Table 4.9: Ego/Competitiveness

Ego/Competitiveness	Total # of Athletes	Mean (Average)	Std. Deviation	Std. Error
7th	23	10.4783	3.97572	.82899
8th	33	11.4848	3.09355	.53852
9th	5	11.6000	3.43511	1.53623
10th	8	12.6250	2.06588	.73040
Total	69	11.2899	3.34796	.40305

Figure 4.1 shows an increase of perceived importance in competitiveness from 7<sup>th</sup> to 10<sup>th</sup> grade participants.

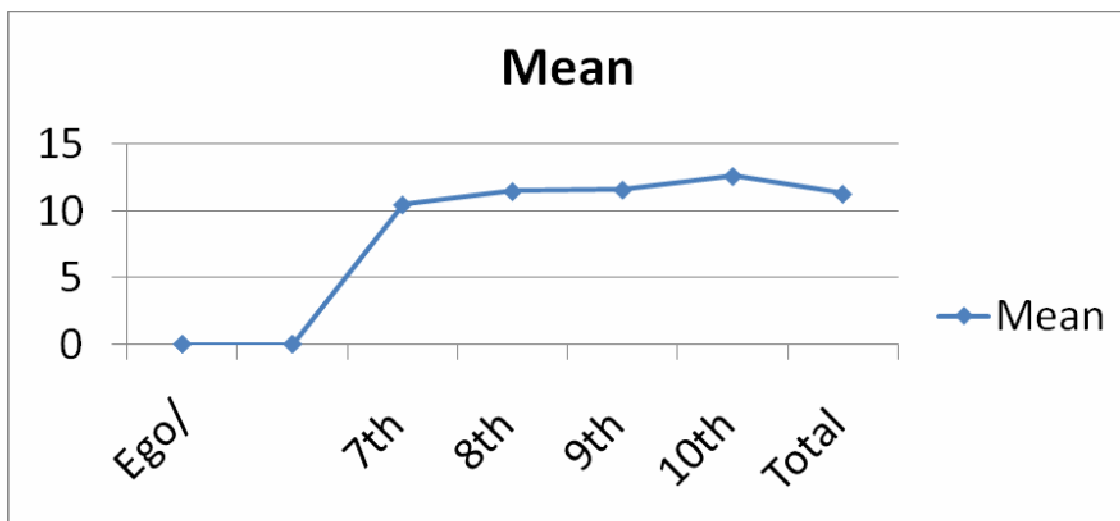


Figure 4.1: Ego/Competitiveness

Table 4.10: Parent Support

Parent Support	Total # of Athletes	Mean (Average)	Std. Deviation	Std. Error
7th	23	14.5652	4.41924	.92147
8th	33	15.2424	3.16258	.55053
9th	5	16.4000	6.06630	2.71293
10th	8	11.6250	3.66206	1.29474
Total	69	14.6812	4.00548	.48220

Figure 4.2 shows increase in perceived importance of parental support from 7<sup>th</sup> grade to 9<sup>th</sup> grade; then a significant drop in the 9<sup>th</sup> - 10<sup>th</sup> grade.

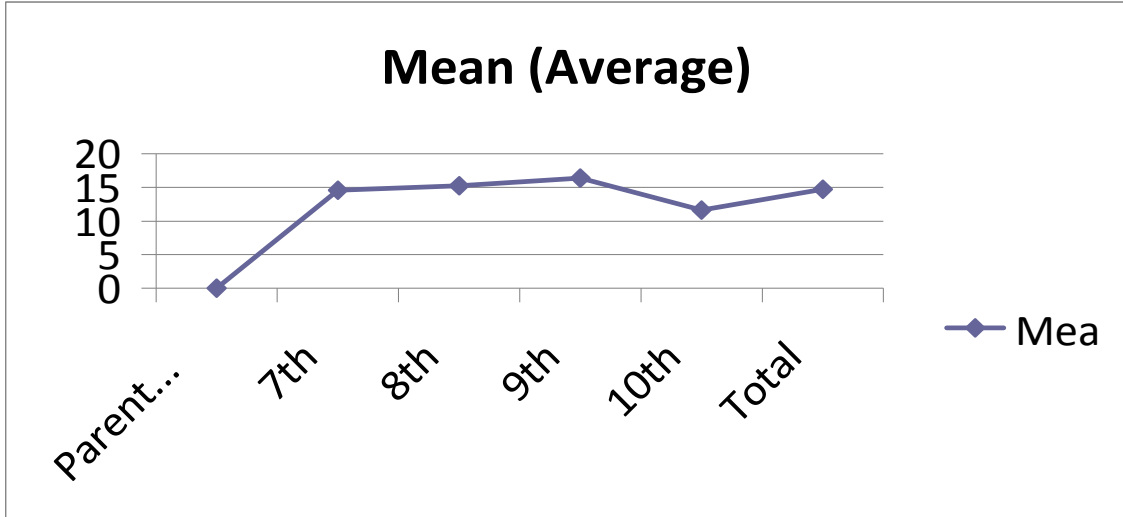


Figure 4.2: Parent Support

Regarding perceived importance of parental participation in sports, there were a total of 53 (76.8%) of participants parents that participated in sports throughout there lives. The results of the One-way ANOVA (Table 4.11) indicate a strong significance (.007) between athletic parents and fun/excitement. The remaining six variables yielded no significance to athletic parents.

Table 4.11 ANOVA Significance

		Sum of Squares	df	Mean Square	F	Sig.
TOTALFUN	Between Groups	64.455	1	64.455	7.872	.007
	Within Groups	548.618	67	8.188		
	Total	613.072	68			

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Results indicate that a high percentage (32%) of participants had a father who played sports, and 26% indicated that both parents played sports (Table 4.12).

Table 4.12: Parent Sports Participation

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Mom	13	18.8	24.5	24.5
	Dad	22	31.9	41.5	66.0
	Both	18	26.1	34.0	100.0
	Total	53	76.8	100.0	
Missing	System	16	23.2		
Total		69	100.0		

Means (average) and standard deviation of all subscales in the Survey are included in Table 4.13. The highest standard deviation of all subscales is TOTALAFFREC (total of affiliation and recognition) with a 5.18, meaning that there is much more variability, scores are more spread out and not consistent. Where in TOTALFUN (total of fun) the standard deviation is 3.00, (the scores are much closer together -consistent answers-or around average.

Table 4.13: Subscales Total Mean & Standard Deviation

Subscales	Mean	Std. Deviation	N
TOTALAFFREC	17.2609	5.18383	69
TOTALTEAM	16.2029	4.44767	69
TOTAL COMPETITIVE	11.2899	3.34796	69
TOTALPARENT	14.6812	4.00548	69
TOTALFUN	16.8841	3.00263	69
TOTALFIT	11.2609	3.10906	69
TOTALSKILL	25.1884	4.00836	69

The highest and the most consistent ranking from all grade levels in the perceived importance on why they participate in sports seems to be because of the fitness, skill/mastery, and fun/excitement that it gives these young athletes. It was also found that the least important or somewhat important perceived motivation were affiliation (social connection) and recognition. A big difference or gap in all subscales in the questionnaire was competitiveness, where 7<sup>th</sup> graders seem to perceive as somewhat important while 10<sup>th</sup> graders found it important as the reason why they play sports.

Correlations by grade and by parental participation in sports are presented in Table 4.14 through Table 4.19. The next section will explain that the stronger the relationship between these two variables, the higher the perceived importance of the subscale as the reason why the participants play and continue to play sports. The weaker the relationship between the two variables, the lower the perceived importance of the subscale as the reason why they play and continue to play sports.

### **4.3 Correlation**

The total correlations between the grade levels and the seven subscales are presented below. For the twenty-three 7<sup>th</sup> grade participants, the correlation between fitness and affiliation/recognition, and fun and team factors showed the highest significance (Table 4.14). A number of strong correlations starting with their strongest (skill and competitiveness) among the thirty-three 8<sup>th</sup> graders, 9<sup>th</sup> grade participants, and participants with athletic parents (76.8%) was presented (Table 4.15, 4.16, and 4.18). For the 10<sup>th</sup> grade participants, the correlation between skill and fun was the only significant correlation (Table 4.17). For the participants with non-

athletic parents (23.2%), the correlation between parent support and fun had the highest significance and among others (Table 4.19).

Pearson correlation between fitness and affiliation/recognition for the twenty-three 7<sup>th</sup> grade participants was  $r = .607$  (Table 4.14).

Table 4.14: 7<sup>th</sup> Grade Correlations

7 <sup>th</sup> Grade Pearson Correlation	TOTALAFFREC	TOTAL TEAM	TOTAL COMPETITIVE	TOTAL PARENT	TOTAL FUN	TOTALFIT	TOTALSKILL
TOTALAFFREC	1	.467*	.303	.503*	.308	.607**	.294
TOTALTEAM	.467*	1	.398	.314	.543**	.219	.075
TOTALCOMPETITIVE	.303	.398	1	-.073	.102	.148	.346
TOTALPARENT	.503*	.314	-.073	1	.376	.418*	.242
TOTALFUN	.308	.543**	.102	.376	1	.364	.116
TOTALFIT	.607**	.219	.148	.418*	.364	1	.368
TOTALSKILL	.294	.075	.346	.242	.116	.368	1
	23	23	23	23	23	23	23

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Pearson correlation between skill and competitiveness for the thirty-three 8<sup>th</sup> grade participants was  $r = .825$  (Table 4.15).

Table 4.15: 8<sup>th</sup> Grade Correlations

8 <sup>th</sup> Grade Pearson Correlation	TOTALAFFREC	TOTAL TEAM	TOTAL COMPETITIVE	TOTAL PARENT	TOTAL FUN	TOTALFIT	TOTALSKILL
TOTALAFFREC	1	.524**	.578**	.359*	.212	.477**	.557**
TOTALTEAM	.524**	1	.581**	.470**	.490**	.351*	.536**
TOTALCOMPETITIVE	.578**	.581**	1	.636**	.569**	.331	.825**
TOTALPARENT	.359*	.470**	.636**	1	.549**	-.096	.649**
TOTALFUN	.212	.490**	.569**	.549**	1	.134	.572**
TOTALFIT	.477**	.351*	.331	-.096	.134	1	.272
TOTALSKILL	.557**	.536**	.825**	.649**	.572**	.272	1



Pearson correlation between skill and competitiveness for the five 9<sup>th</sup> grade participants was  $r = .994$  (Table 4.16).

Table 4.16: 9<sup>th</sup> Grade Correlations

9 <sup>th</sup> Grade Pearson Correlation	TOTALAFFREC	TOTAL TEAM	TOTAL COMPETITIVE	TOTAL PARENT	TOTAL FUN	TOTAL FIT	TOTAL SKILL
TOTALAFFREC	1	-.327	-.259	-.433	.041	.579	-.224
TOTALTEAM	-.327	1	.960**	.981**	.848	-.283	.973**
TOTALCOMPETITIVE	-.259	.960**	1	.969**	.811	-.203	.994**
TOTALPARENT	-.433	.981**	.969**	1	.816	-.390	.974**
TOTALFUN	.041	.848	.811	.816	1	-.397	.870
TOTALFIT	.579	-.283	-.203	-.390	-.397	1	-.251
TOTALSKILL	-.224	.973**	.994**	.974**	.870	-.251	1

Pearson correlation between skill and fun for the eight 10<sup>th</sup> grade participants was  $r = .846$  (Table 4.17).

Table 4.17: 10<sup>th</sup> Grade Correlations

10 <sup>th</sup> Grade Pearson Correlation	TOTALAFFREC	TOTAL TEAM	TOTAL COMPETITIVE	TOTAL PARENT	TOTAL FUN	TOTALFIT	TOTAL SKILL
TOTALAFFREC	1	-.021	-.633	-.261	.173	.601	.096
TOTALTEAM	-.021	1	-.389	.299	-.108	-.424	-.596
TOTALCOMPETITIVE	-.633	-.389	1	-.135	.226	-.306	.444
TOTALPARENT	-.261	.299	-.135	1	-.134	-.229	-.309
TOTALFUN	.173	-.108	.226	-.134	1	-.290	.846**
TOTALFIT	.601	-.424	-.306	-.229	-.290	1	.021
TOTALSKILL	.096	-.596	.444	-.309	.846**	.021	1

Pearson correlation between skill and competitiveness for the all fifty-three participants that had parents that participated in sports through out their life was  $r = .612$  (Table 4.18).

Table 4.18: Athletic Parents Correlations

Athletic Parents	TOTALAFFREC	TOTAL TEAM	TOTAL COMPETITIVE	TOTAL PARENT	TOTAL FUN	TOTALFIT	TOTAL SKILL
TOTALAFFREC	1	.482**	.311*	.376**	.206	.492**	.386**
TOTALTEAM	.482**	1	.395**	.446**	.382**	.139	.255
TOTALCOMPETITIVE	.311*	.395**	1	.188	.391**	.102	.612**
TOTALPARENT	.376**	.446**	.188	1	.303*	.051	.282*
TOTALFUN	.206	.382**	.391**	.303*	1	.013	.467**
TOTALFIT	.492**	.139	.102	.051	.013	1	.187
TOTALSKILL	.386**	.255	.612**	.282*	.467**	.187	1

Pearson correlation between parents and fun for the all sixteen participants that had parents that did not participate in sports was  $r = .668$  (Table 4.19).

Table 4.19: Non-Athletic Parents Correlations

Non-Athletic Parents	TOTALAFFREC	TOTAL TEAM	TOTAL COMPETITIVE	TOTAL PARENT	TOTAL FUN	TOTALFIT	TOTAL SKILL
TOTALAFFREC	1	.255	.429	.226	.166	.553*	.116
TOTALTEAM	.255	1	.495	.539*	.631**	.207	.443
TOTALCOMPETITIVE	.429	.495	1	.425	.306	.127	.601*
TOTALPARENT	.226	.539*	.425	1	.668**	.139	.657**
TOTALFUN	.166	.631**	.306	.668**	1	.014	.470
TOTALFIT	.553*	.207	.127	.139	.014	1	.000
TOTALSKILL	.116	.443	.601*	.657**	.470	.000	1

## Chapter 5: Discussion

### 5.1 Introduction

The literature and previous studies have discussed what motivates young females to participate in physical activities and play team sports. A very few studies included young Latinas. This explored the variables that motivate young Latina females to play and eventually continue to stay involved in team sports.

Quantitative data was collected in this study through a 41-item survey completed by 69 young Latina girls from 12-15 years old from the SISD in El Paso, Texas. This quantitative correlation survey study analyzed relationships between variables through the use of correlational statistics. Main variable included fitness, skill/mastery, fun/excitement, affiliation, recognition, team factors, ego/competitiveness, and family support.

The reliability of the MPMS was acceptable, which contribute to the relevance of this study (See Table 4.3). Correlation by grade and by parents was computed in Table 4.14 through Table 4.19. Note that the stronger the relationship between variables, the higher the perceived importance of (the subscale) as the reason why the participants play and continue to play sports.

### 5.2 Discussion and Conclusion

The highest and the most consistent rankings from all grade levels in the perceived importance of the seven subscales were Fitness, Skill/Mastery and Fun/Excitement. It was also found that the least perceived important influence factor were Affiliation (social connection) and Recognition. The results show that the older these girls get, the more important they perceive competitiveness to be in why they play sports.

A big difference or gap in all subscales was competitiveness. As study shown in Table 4.9, 7<sup>th</sup> graders perceive competitiveness as “somewhat important” (mean = 10.4783), while 10<sup>th</sup> graders perceive it to be “important” (mean = 12.6250). The results seem to indicate that the older these girls get, the more importance they give to competitiveness as the reason why they continue to play sports. They may like the taste of victory and to test their ability against the opponent.

Table 4.10, shows a big drop on perceived importance of parental support when a Latina female hits the 10<sup>th</sup> grade. The 7<sup>th</sup> graders perceive it to be slightly important when it comes to parental support, and ranked it a 14.5652. Then as they continue to pass to the next grade level they find parental support a little more important as a reason why they continue to play sports. Then in Figure 4.2, a big drop is shown between the 9<sup>th</sup> graders and the 10<sup>th</sup> graders, they ranked parental support somewhat important (11.6250) in the reason why they play sports. The older the Latina athlete gets the more important parental support is to them until the dramatic age after 13-14, when girls seem to drop out of sports at a high rate. At age 14 and 15 is when girls seem to find their independence and find self-motivation to decide to continue to play sports (Figure 4.1).

Parental involvement in sports seems to be important for the participants in this study. A high 76.8% (Table 4.1) of participants indicated that their parents have participated in sports at one point in their lives.

There was no statistical significance among the seven subscales across grade levels. The only variable that had a strong significance with Athletic Parents was fun/excitement. The correlational analyses among 7<sup>th</sup> grade participants found a strong positive correlation between affiliation/recognition ( $r = .607$ ) (Table 6.0). Among 8<sup>th</sup> and 9<sup>th</sup> grade participants, there was a strong positive correlation between skills and competitiveness ( $r = .825$  and  $r = .994$ ) (Table 4.15)

and 4.16). Among 10<sup>th</sup> grade participants, there was a strong positive correlation skills and fun ( $r = .846$ ) (Table 4.17).

Among participants whose parents played sports, this study found a slight positive correlation between skill and competitiveness ( $r = .612$ ). Among participants whose parents did not play sports, there was a slight positive correlation between parental support and fun ( $r = .668$ ) and skills ( $r = .657$ ), and between fun and team factors ( $r = .631$ ) (Tables 4.18 and 4.19).

### 5.3 Conclusion

The finding of the present study on what motivates young Latinas to participate in team sports has been examined. The results of the study suggests that the strongest and more common perceived reason across grade levels is why young Latinas play sports is because of the skills they want to learn from the sport and competitiveness of playing. They study examined the most consistent ranking from all grade levels in the perceived importance for the Latinas participation in sports. These were fitness, skill/mastery and fun/excitement (Tables 4.4, 4.5, and 4.6). According to other findings, fun was one of the main reasons why participants decided to play sports. The study also makes it know that these young Latinas perceive affiliation (social connection) the least important reason for participation in sports (Table 4.7).

The results of this study also suggest that across grade levels skill and competitiveness are the strongest and most significant reasons why young Latinas in this study play sports. They sure seem very competitive, and self-motivated to learn the skills they need to be good at the sport they decide to be involved in.

A high 76.8% of participants have athletic parents. This seems to perceive the importance of this motivational factor on why these young Latinas decided to participate in sports.

The correlation among participants helped us understand how an athlete is motivated to play sports. First, an athlete will start joining sports to affiliate with other athletes. Then, they will find the love of competition and the will to improve their skills. As they get older and more experience they find the enjoyment of winning with the talent they have acquired.

#### **5.4 Further Research**

Further research must be conducted to address the lack of research on what motivates young Latino females living on the U.S.-Mexico border region to participate in sports. There are no previous studies with young Latina females on this important recreational and health issue. There should be more programs that support and encourage the participation of young Latinas in sports. If these programs are neglected, we will have serious consequences that will be risking these young Latinas lives. By participating in sports the risk factors for chronic disease such as obesity, cardiovascular disease, cancers, high blood pressure, and many more will be decreased.

#### **5.5 Limitations of Study**

A limitation of this study was that participants were chosen based only on the convenience method. Results must be interpreted cautiously. Most of the participants were or once were the researcher's students or athletes and the Survey was self-reported. Therefore, responses might have been influenced because of the researcher's relationships to the participant. The study explored participants' self-reported perceptions, which might not be accurate. Another limitation potential limitation is the small sample size. There was also an inconsistency in the number of participants by grade levels, there was only five 9<sup>th</sup> graders compared to thirty-three 8<sup>th</sup> graders.

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## Appendix A: Parent Consent Form

### University of Texas at El Paso (UTEP) Institutional Review Board Informed Consent Form for Research Involving Human Subjects

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**Protocol Title:** What Motivates Young Latina Females Along the U.S. Mexico Border Region To Participate In Team Sports?

**Principal Investigator:** Dora A. Pichardo

**UTEP: College of Education**

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#### 1. Introduction

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Your child is being asked to take part voluntarily in the research project described below. Please take your time making a decision and feel free to discuss it with your friends and family. Before agreeing to let your daughter take part in this research study, it is important that you read the consent form that describes the study. Please ask the study researcher or the study staff to explain any words or information that you do not clearly understand.

#### 2. Why is the study being done?

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Your daughter has been asked to take part in a research study to determine what motivates young Latina females to play and eventually continue to stay involved in team sports.

Approximately, 80-100, will be enrolling in this study in the SISD at Jane A. Hambric School and El Dorado High School.

Your daughter is being asked to be in the study because she is a 12-15 year old young Latina females from 7<sup>th</sup> -10<sup>th</sup> grade levels chosen from athletic after school activities that live in a low-middle income Far East community of El Paso Texas.

If you decide to allow your daughter enroll in this study, her involvement will last about 1 day to two weeks depending if she is interviewed.

### **3. What is involved in the study?**

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If you agree to allow your daughter take part in this study, the research team will: Your daughter is invited to complete a Sports Participation Survey. The survey includes a demographic section including age, race-ethnicity, language use, academic information, present sport played, number of years of sports participation, and parent involvement in sports. Some participants will be interviewed discussing reasons for sports participation. No personal information will be gathered during the study.

### **4. What are the risks and discomforts of the study?**

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There are no known risks to your daughter should you choose to allow her participation in this study other than a loss of confidentiality, which is unlikely because there are no names attached to the survey forms.

### **5. What will happen if I am injured in this study?**

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The University of Texas at El Paso and its affiliates do not offer to pay for or cover the cost of medical treatment for research related illness or injury. No funds have been set aside to pay or reimburse you in the event of such injury or illness. You will not give up any of your legal rights by signing this consent form. You should report any such injury to Dora A. Pichardo at (915) 252-1438 and to the UTEP Institutional Review Board (IRB) at (915-747-8841) or [irb.orsp@utep.edu](mailto:irb.orsp@utep.edu).

### **6. Are there benefits to taking part in this study?**

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There will be no direct benefits to your daughter for taking part in this study. Your daughter's participation may benefit her and others as she will contribute to the study, which may benefit to help us figure out what helps motivate young Latina females to participate in team sports and continue playing in high school.

### **7. What other options are there?**

---

You have the option not to allow your daughter take part in this study. There will be no penalties involved if you choose not to allow your daughter take part in this study.

### **8. Who is paying for this study?**

---

No money needed.

### **9. What are my costs?**

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There are no direct costs.

### **8. Will I be paid to participate in this study?**

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You or your daughter will not be paid for taking part in this research study.

### **11. What if I want to withdraw, or am asked to withdraw from this study?**

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Taking part in this study is voluntary. You have the right to choose not to allow your daughter to take part in this study. If your daughter does not take part in the study, there will be no penalty.

If you choose for your daughter to take part, you and your daughter have the right to stop at any time. However, we encourage you to talk to a member of the research group so that they know why your daughter is leaving the study. If there are any new findings during the study that may affect whether your daughter want to continue to take part of, you will be told about them.

The researcher may decide to stop your daughter's participation without your permission, if he or she thinks that being in the study may cause harm.

### **12. Who do I call if I have questions or problems?**

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You may ask any questions you have now. If you have questions later, you may call insert Dora A. Pichardo at (915) 252-1438, dapichardo@miner.utep.edu.

If you have questions or concerns about your daughter's participation as a research subject, please contact the UTEP Institutional Review Board (IRB) at (915-747-8841) or irb.orsp@utep.edu.

### **13. What about confidentiality?**

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All surveys and recordings will be analyzed and then stored in at my residence in a lockable safe for safe keeping. Your daughter's part in this study is confidential. None of the information will identify you by name.

#### 14. Mandatory reporting

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N/A

#### 15. Authorization Statement

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I have read each page of this paper about the study (or it was read to me). I know that being in this study is voluntary and I choose to allow my daughter be in this study. I know I can stop my daughter from being in this study without penalty. I will get a copy of this consent form now and can get information on results of the study later if I wish.

Participant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Participant Signature: \_\_\_\_\_ Time: \_\_\_\_\_

Participant or Parent/Guardian Signature: \_\_\_\_\_

Consent form explained/witnessed by: \_\_\_\_\_

Signature

Printed name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## Appendix B: Child Consent Form

### University of Texas at El Paso (UTEP) Institutional Review Board Assent Form for Research Involving Human Subjects

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**Protocol Title:** What Motivates Young Latina Females Along The U.S. Mexico Border Region To Participate In Team Sports?

**Principal Investigator:** Dora A. Pichardo  
**UTEP: College of Education**

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I am being asked to decide if I want to be in this research study because I am a 12-15 year old young Latina females from 7<sup>th</sup> -10<sup>th</sup> grade levels chosen from athletic after school activities that live in a low-middle income Far East community of El Paso Texas.

I know that to be in this study I will:

- Have to complete a Sports Participation Survey. The survey includes a demographic section including age, race-ethnicity, language use, academic information, present sport played, number of years of sports participation, and parent involvement in sports. My involvement will last about 1 day to two weeks depending if I get interviewed.
- I know that I will not get a compensation of any kind if I volunteer for this study.

I asked and got answers to my questions. I know that I can ask questions about this study at any time.

I know that I can stop being in the study at any time without anyone being mad at me. I will not get in trouble if I stop being in the study.

I know that only the people who work on this research study will know my name.

I want to be in the study at this time. I can ask about what happened in the study.

Child's Printed Name: \_\_\_\_\_

Child's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness or Mediator: \_\_\_\_\_ Date: \_\_\_\_\_

I have explained the research at a level that is understandable by the child and believe that the child understands what is expected during this study.

Signature of Person Obtaining Assent:

\_\_\_\_\_ Date \_\_\_\_\_



## Appendix B: Survey

### Modified Participation Motivation Survey

#### PART I

1. Your Age: 12 13 14 15
2. What Grade are you in? 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup>
3. Where you born in the United States? Yes No Not Sure
4. Race/Ethnicity Hispanic/Latino White/Anglo African American/Black Other
5. Which language do you speak most at home? Spanish English Both Other
6. Did your parents play sports? Yes No
7. If you answered yes to question 6, who played sports, your mom, dad, or both and what sports did they play  

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8. Do you currently participate in a sport (circle one): Yes No
9. What sport(s) do you currently participate in:  

---
10. How long have you been participating in team sports?  
Less than 1 year 1-2 years 2-4 years 4 or more

## PART II

Using the scale below, please circle a number 1 to 5 which answer you think best answers the following statement **why you decided to play sports:**

		<b>Not at all Important</b>			<b>Very Important</b>	
<b>Fitness</b>						
1	To stay in shape	1	2	3	4	5
2	To be physically fit	1	2	3	4	5
3	To get exercise	1	2	3	4	5
<b>Skill/Mastery</b>						
4	To improve my skills	1	2	3	4	5
5	To learn new skills	1	2	3	4	5
6	I feel good when I play well	1	2	3	4	5
7	To do something I'm good at	1	2	3	4	5
8	To compete	1	2	3	4	5
9	I like the challenge when I compete	1	2	3	4	5
<b>Fun/Excitement</b>						
10	To have fun	1	2	3	4	5
11	The team spirit	1	2	3	4	5
12	Because of the excitement	1	2	3	4	5
13	Because of the action	1	2	3	4	5
<b>Affiliation</b>						
14	To spend time with friends	1	2	3	4	5
15	To meet new friends	1	2	3	4	5

### Recognition

16	To gain status or recognition	1	2	3	4	5
17	To be popular	1	2	3	4	5
18	To please others important to me	1	2	3	4	5
19	To feel important	1	2	3	4	5

### Team Factors

20	I like the coaches or instructors	1	2	3	4	5
21	Because my coach inspired me	1	2	3	4	5
22	I like the uniforms	1	2	3	4	5
23	To use the equipment or facilities	1	2	3	4	5
24	I like being apart of a team	1	2	3	4	5

### Ego/Competitiveness

25	To win against others	1	2	3	4	5
26	To test my ability against others	1	2	3	4	5
27	To compete against others	1	2	3	4	5

### Parent Support

28	My parents encourage me to participate in sports	1	2	3	4	5
29	My parents are proud that I play sports	1	2	3	4	5
30	My parents go to almost all my games	1	2	3	4	5
31	My parents are emotional supportive	1	2	3	4	5

## Curriculum Vitae

**Dora A. Pichardo** is a dedicated, big hearted hard working educator that strives to make a difference in children's life. She will do anything to develop a positive environment for students so they can play and learn comfortably. As a devoted athlete she encourage students to stay active, learn self-motivation and good sportsmanship in physical education and after school athletics. Recently she is an Elementary Physical Education Teacher at Jane A Hambric School in the Socorro Independent School District in El Paso, Texas. This will be her fifth year teaching since she stated teaching in July, 2005. She has also been coaching after school athletics (volleyball, softball, track, and basketball) since the first year she started teaching. She was a substitute teacher in the Ysleta Independent School District in El Paso, Texas from April 2005 through May 2005. She was a long term substitute in the Socorro Independent School District in El Paso, Texas from Nov.17, 2004 though April 1, 2005 at Ensor Middle School.

In May 2010, she graduated with a Master of Arts (Education/MA, Teacher Education) at the University of Texas at El Paso (UTEP) in El Paso, Texas. In December 2004, she graduated with a Bachelors of Science (Major-Kinesiology/Teacher Certification, Minor-Mathematics) at Angelo State University in San Angelo, Texas. In May 2001, she graduated with a Liberal Arts Associates at Midland Community College in Midland, Texas. In May 1999, she got her High School Diploma at Ysleta High School in El Paso, Texas. In Dec. 4, 2004 she took her Texas Examination of Education Standards (**TEXES**) and became a certified teacher. She go certification in Pedagogy and Professional Resp. EC-12 and Kinesiology (Physical Education) EC-12.

She is a certified Personal Trainer (Aerobics and Fitness Association of America (AFAA)). She was Coach of the Year at Jane A. Hambric School in 2008. She was an All-Academic Softball Team in the NCAA Lone Star Conference in 2003 when she attended Angelo State University. She was a softball player at Ysleta High School were she was First Team All-District 3-4A, First Team El Paso Times, and All-City All-Academic Team District 4-1A. She is a very athletic person that enjoys working out, weightlifting and jogging three to four times a week. She loves sports and is still play softball, volleyball and kickball in many city leagues. She mainly enjoy playing many other individual, group, outdoor, and lifetime activities when the opportunity is there.

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This thesis/dissertation was typed by Dora A. Pichardo.