

The Relationship Between Psychological Climate and Social Physique Anxiety and Self-Presentational Efficacy

Sarah K. Hamamoto, Dan C. Desmond, & Kathleen S. Wilson
California State University, Fullerton

Introduction

- Group exercise classes have been identified as settings where body-related concerns might be present (Martin & Fox, 2001)
 - Social physique anxiety (SPA):** perceptions of negative evaluation of one's physique (Hart et al., 1989)
 - Self-presentational efficacy (SPE):** confidence to present oneself to others (Leary & Atherton, 1986).
- In exercise settings, SPA and SPE have shown to be associated with aspects of the group, such as group support (Martin & Fox, 2001) and social interactions (Carron & Prapavessis, 1997).
- As SPA and SPE may be related to feelings of safety and comfort in the group setting, one might speculate that psychological climate (PC; Brown & Leigh, 1996; Spink et al., 2013) would be related to the experience of body-related concerns.
 - Psychological climate is described below

Purpose

The purpose of this study was to examine the relationship between PC and both SPA and SPE

Psychological Climate

Psychological Safety

Supportive Management

- The expectations and flexibility of the leader perceived by an individual
- "My leader gives me the authority to participate as I see fit." (4-items)

Role Clarity

- Individuals perceive clarity in their roles regarding expectations and the consistent predictability of task norms
- "I feel very useful in my role in the class." (3-items)

Self-Expression

- Freedom that individuals feel they have in expressing themselves in the group
- "I feel free to be completely myself around the class." (2-items)

Psychological Meaningfulness

Contribution

- Perception that one's contribution to the task is meaningful
- "My contribution is very valuable to the class." (3-items)

Challenge

- Whether individuals feel that their required task within the group is challenging
- "It takes all my resources for me to succeed in this class." (2-items)

Brown & Leigh, 1996

Methods

Participants:

- University students ($N=394$) enrolled in sixteen-week group-based activity courses (Resistance Training, Physical Conditioning, Aerobics, and Cardio Kick-Boxing)
 - Gender:** 125 males (31.7%) and 269 females (68.3%)
 - Age:** 18 – 46 ($M=21.45$, $SD=3.41$)
 - Ethnicity:** Hispanic ($n=150$, 38.1%), Asian/Pacific Islander ($n=112$, 28.4%), Caucasian ($n=78$, 19.8%), & Multi-racial ($n=29$, 7.4%)

Procedure:

- Midway through the semester, participants completed a questionnaire during class time

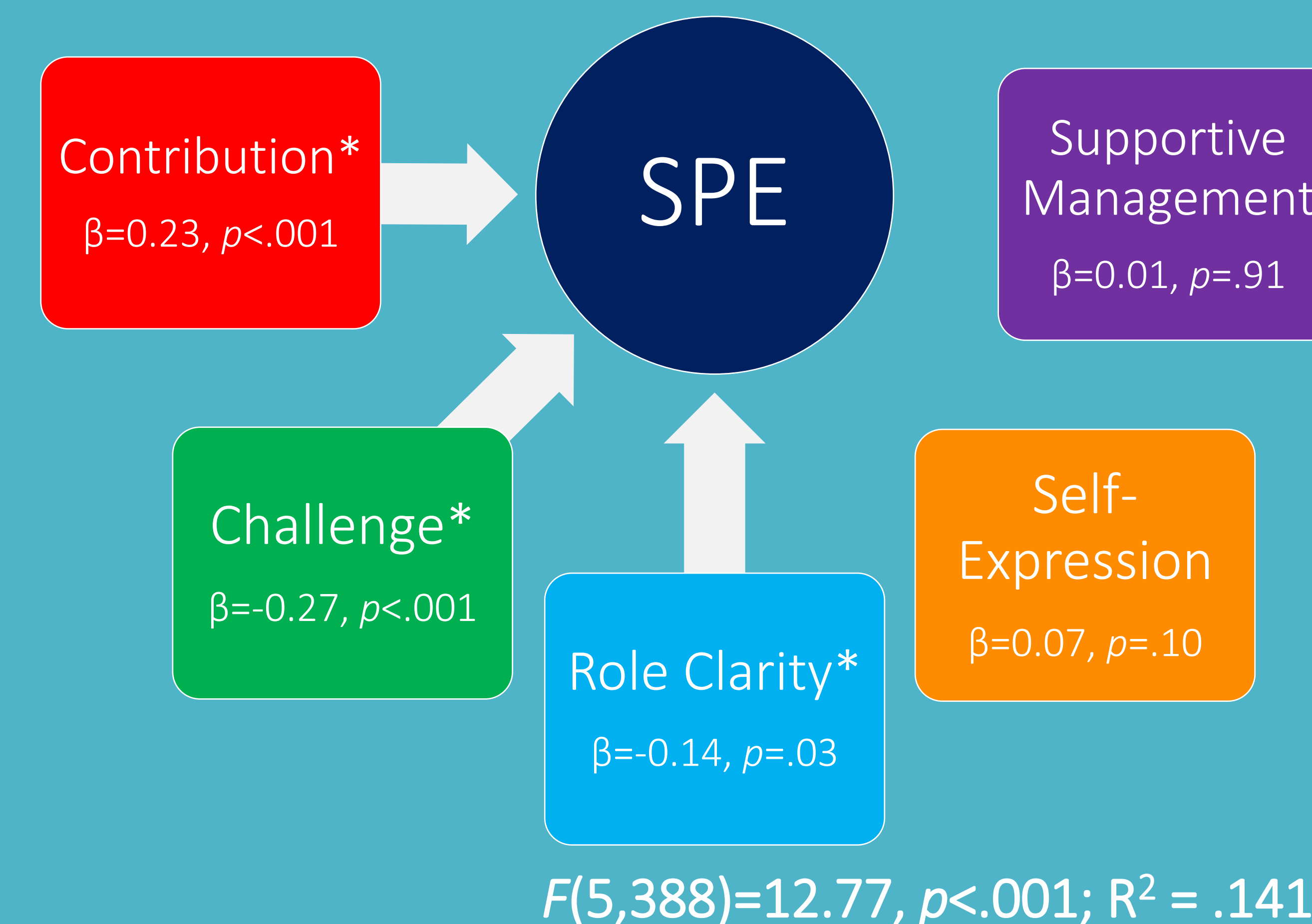
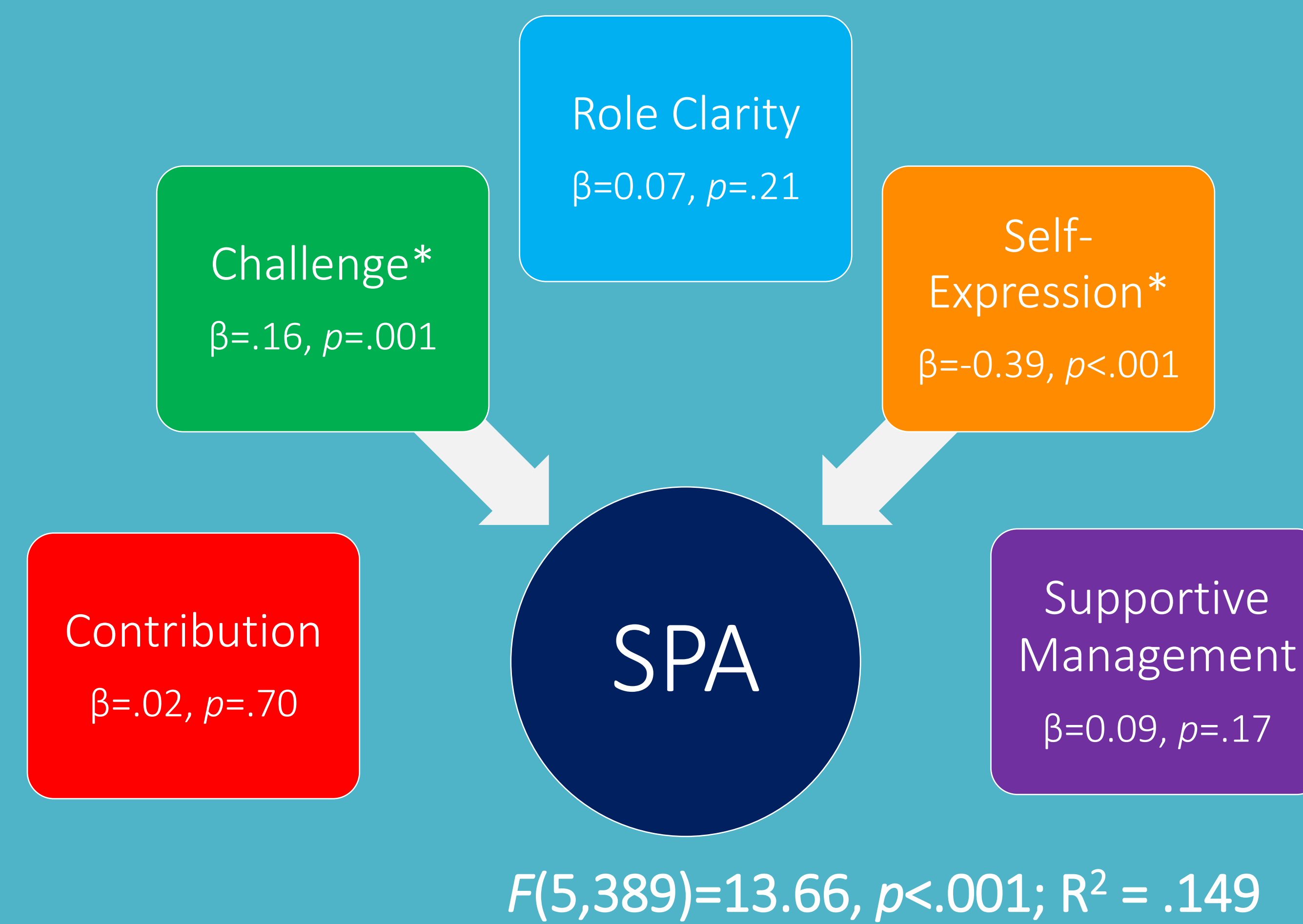
Measures:

- PC was measured by a 21-item questionnaire (Spink et al., 2013)
 - 1 (Strongly Disagree) to 7 (Strongly Agree)
- State SPA was measured by a 9-item questionnaire adapted from Martin-Ginis et al., (2011)
 - "I feel uptight about my physique/figure in this class."
 - 1 (Not at all) to 5 (A great deal)
- SPE was measured by a 5 item questionnaire (Gammage et al., 2004)
 - "How confident are you that...in this class other people will think that your body looks fit and toned?"
 - 0% (Not at all confident) to 100% (Completely confident)

Analysis:

- Separate multiple regressions were performed with the 5 PC subscales prediction SPA and SPE

Results



Discussion

- Both psychological safety and meaningfulness emerged as predictors of SPA and SPE
 - Previous research relating PC to effort only had psychological safety (self-expression and role clarity) emerge (Hamamoto et al., 2015)
- Challenge was associated with higher SPA and lower SPE
 - Perhaps perceiving challenge may have affect individuals' perceptions about presenting themselves in a positive manner (i.e., as fit) and/or lead to increased worry about negative evaluations (Leary, 1992)
- Contribution was positively related to SPE
 - The frequency of the class (2x per week for 16 weeks) may made it more meaningful for participants and their contributions more salient (Gammage et al., 2004)
- Self-expression was negatively related to SPA
 - Individuals who do not feel comfortable sharing their feelings may also have concerns about negative evaluation from others (Spink, 1992)
- Role clarity was negatively related to SPE
 - It might be speculated when individuals know their roles and expectations for those roles are clear, they may feel more self-presentational pressures (Leary, 1992; McKnight et al, 1991)

Strengths

- Large sample ($n=394$) that was ethnically diverse
- Samples were collected from a variety of group activity courses: Resistance Training, Aerobic Fitness, Physical Conditioning, and Cardio Kickboxing

Limitations

- Limited ability to generalize due to the recruitment of only registered students in university activity classes
 - Classes for university credit may be different than drop in classes or classes offered through fitness center
- Hierarchical nature of the data (participants nested within classes) not considered
- Cross sectional study limits ability for causal statements