The Influence of Physical Attractiveness and Gender on Perceived Competence of Sportscasters

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Abstract

The media tends to represent female athletes as women first and athletes second (Koivula, 1999). The present study investigated whether this same trend was present for female sportscasters, using a self-presentational framework. Self-presentation is the process by which people try to control how others see them (Leary, 1995). One factor that may influence the type of image they try to project is their roles held in society, including gender roles. The gender roles for a man include dominance, assertiveness, and masculinity, while the gender roles for a woman include nurturer, femininity, and attractiveness (Deaux & Major, 1987). By contrast, sports broadcasters are expected to be knowledgeable, assertive, and competent. Research suggests that female sports broadcasters are seen as less competent and less persuasive than male sports broadcasters (Mitrook & Dorr, 2001; Ordman & Zillmann, 1994, Toro, 2005). One reason for this difference may be that the gender roles for a man are much more similar to those of a sportscaster, compared to those of a woman. Thus, there may be a conflict between the two roles for women. The present study investigated whether the gender and perceived attractiveness of sportscasters influenced the audience’s perceptions of the level of competence that a sportscaster demonstrates.

Two hundred and four male ($n=75$) and female ($n=129$) undergraduate students were recruited from a southern Ontario university to participate in the study. The average age of the male participants was 21.23 years ($SD=1.60$), and the average age for female participants was 20.67 years ($SD=1.31$). The age range for all participants was from 19 to 30 years ($M=20.87$ years, $SD=1.45$). After providing informed consent, participants randomly received one of four possible questionnaire packages. The participants
answered the demographic questionnaire, and then proceeded to view the picture and read the script of a sports newscast. Next, based on the picture and script, the participants answered the competence questionnaire, assessing the general, sport specific, and overall competence of the sportscaster. Once participants had finished, they returned the package to the researcher and were thanked for their time.

Data was analyzed using an ANOVA to determine if general sport competence differs with respect to gender and attractiveness of the sportscaster. Overall, the ANOVA was non-significant ($p > .05$), indicating no differences on the dependent variable based on gender ($F(3, 194) = .637, p = .426$), attractiveness ($F(3, 194) = .070, p = .791$), or the interaction of the two ($F(3, 194) = .043, p = .836$). Although none of the study hypotheses were supported, the study provided some insight to the perceived competence of female sportscasters. It is possible that female sportscasters are now seen as competent in the area of sports. Sample characteristics could also have influenced these results; the participants in the current study were primarily physical education and kinesiology students, who had experience participating in physical activity with both men and women. Future research should investigate this issue further by using a video sportscast. It is possible that delivery characteristics such as voice quality or eye contact may also impact perceptions of sportscasters.
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Table of Contents

Chapter 1—Introduction ........................................................................................................... 8

1.1 Background ....................................................................................................................... 8

1.1.1 Women in Society ........................................................................................................ 8

1.1.2 Women in the Media .................................................................................................... 8

1.1.3 Women in the Sports Media ......................................................................................... 9

1.2 Social Role Theory .......................................................................................................... 10

1.3 Self-Presentation ............................................................................................................ 11

1.3.1 Role Conflict .............................................................................................................. 11

1.4 Statement of the Problem ............................................................................................... 12

1.5 Definitions ....................................................................................................................... 12

1.6 Purpose .......................................................................................................................... 13

1.7 Hypotheses ...................................................................................................................... 13

1.8 Limitations ....................................................................................................................... 13

1.9 Significance ..................................................................................................................... 14

Chapter 2—Literature Review ............................................................................................... 16

2.1 Women in Society ............................................................................................................ 16

2.1.1 History ....................................................................................................................... 16

2.2 Sports Media .................................................................................................................. 16

2.2.1 Athletes 'sports' coverage ......................................................................................... 16

2.3 Sportscasters ................................................................................................................... 18

2.3.1 Career Opportunities and Satisfaction ..................................................................... 19

2.4 Social Role Theory ......................................................................................................... 20
2.5   Self-Presentation................................................................. 21

2.5.1  Impression Motivation...................................................... 21

2.5.2  Impression Construction.................................................. 22

2.5.3  Roles............................................................................. 23

2.5.4  Role Conflict................................................................. 24

2.6   Gender and Sportscasters.................................................. 24

2.7   Physical Attractiveness..................................................... 26

Chapter 3--Methodology.......................................................... 29

3.1   Participants........................................................................ 29

3.2   Materials ........................................................................... 29

3.2.1  Consent Material............................................................ 29

3.2.2  Demographic Questionnaire............................................. 29

3.2.3  Photographs................................................................. 30

3.2.4  Sports Script................................................................. 31

3.2.5  Competence of Sportscasters Questionnaire....................... 31

3.2.6  Attractiveness............................................................... 32

3.3   Procedures.......................................................................... 32

Chapter 4--Results ................................................................. 33

4.1   Data Screening................................................................. 33

4.2   Manipulation Check............................................................ 33

4.3   Gender Differences............................................................. 34

4.4   Correlation Analyses........................................................... 34

4.5   Influence of Gender and Perceived Attractiveness on Perceived Competence  35
Chapter 5—Discussion .................................................................................................................. 36
Limitations .................................................................................................................................. 40
Future Research .......................................................................................................................... 41
References .................................................................................................................................... 43
Table 1: Attractiveness Ratings for Male and Female Sportscasters by Participants’ Gender ........................................................................................................................................... 49
Table 2: Attractiveness Ratings for Male and Female Sportscasters ............................................. 50
Table 3: Ratings of Competence by Gender of Participants .......................................................... 51
Table 4: Correlations Between Sports News Viewing on Television, Attractiveness Rating, and Competence of Sportscasters ............................................................................................................. 52
Table 5: Mean Summary of General and Specific Sport Competence of Sportscasters ............. 53
Figure 1 ......................................................................................................................................... 54
Appendix A .................................................................................................................................... 56
Appendix B .................................................................................................................................... 64
Appendix C .................................................................................................................................... 66
Appendix D .................................................................................................................................... 68
Appendix E .................................................................................................................................... 84
Appendix F .................................................................................................................................... 86
Appendix G .................................................................................................................................... 91
Appendix H .................................................................................................................................... 93
Appendix I .................................................................................................................................... 96
Chapter 1 -- Introduction

Sociological and psychological research are two areas of study that overlap in some areas. When dealing with the topics of gender and sports, sociological issues inevitably arise, and it is important to discuss these topics briefly. However, it was not the purpose of this paper to provide an in depth discussion of the history and sociology involved with gender and sports. Rather, the following research examined the influence of gender and attractiveness on individual perceptions from a psychological perspective.

1.1 Background

1.1.1 Women in Society. Women working outside the home, running major corporations, and leading governments first became visible in 1920 when women were given the right to vote (White & Young, 1999). Prior to this time, women were seen only as caregivers to their children. While women have clearly come a long way since then, the question remains whether they have come far enough. Despite the advances made towards gender equality, society still stereotypes men as strong, dominant, and assertive, while women are seen as nurturing, emotional, and sensitive (Harrison & Lynch, 2005; Leary, 1995; Wood & Eagly, 2002). Even today, it is critical for women in the public eye to present a softer, feminine image so that they can uphold their gender roles (Allen, 2003).

1.1.2 Women in the Media. One area that historically was dominated by men was the newsroom. Women’s involvement in news media and sports media was a short lived era in the 1940s, when, during World War II, there was a lack of male reporters (Creedon, 1994). However, after the war, newsrooms again became a male dominated domain. Not until the 1970s did women appear on television news regularly (Allen,
Initially, the motive behind women in the newsroom was to add a softer, friendlier look to humanize the news (Allen). Although women were added to the news, they were limited in the stories they reported, a trend still present in today's news. Cann and Mohr (2001) found that women reported on stories that focused primarily on "soft" news, such as health and art. They also found that news stories by men, on average, were longer than women's reports (Cann & Mohr). Thus, men spent more time on camera, and were given more "serious" stories to cover. In addition, women reporters were much less likely to cover certain types of stories including men's sports (Cann & Mohr).

With the advancement of women in the general news, and the growing numbers of women participating in sports, it was inevitable for women to enter sports news (Coakley, 2001). Pioneers such as Jane Chastain, Donna De Varona, and Jeannie Morris paved the way in the 1960s for female sportscasters (Schwartz, 2003). However, not until the 1980s did women take a prominent role as sports announcers, when women such as Linda Cohn and Hannah Storm were hired by ESPN and CNN as sport anchors (Schwartz). TSN was close to follow when Terry Leibel joined in 1984 as the host of a national sports program (Vella, 2004).

1.1.3 Women in the Sports Media. Despite the fact that women have made great strides in the media, in particular the general news, one of the hardest areas for women to achieve equality with men is in sports news. Although coverage of women's sports has increased, and more women are employed as sports reporters, they are still not equal to men in the sports world and still lag behind men's sports coverage (Knight & Giuliano, 2002; Koivula, 1999; Rogers & Thorson, 2002; Smith-Fullerton, 2003). Koivula investigated gender stereotyping in sports media and found that a gender disparity still
Sports are associated with qualities such as competitiveness, aggression, confidence, and independence, all attributes that can conflict with the roles of women, who are seen as nurturing and delicate (Coakley & Donnelly, 2004; Harrison & Lynch, 2005). Thus, women who participate in sports or are involved in the sports media need to fulfill two roles. Like men, in order to achieve success in the sports world, women must be assertive, strong, and demonstrate competence in the area of sport and broadcasting. However, women in the media must also be sensitive and caring so they do not alienate viewers. Unfortunately, these qualities may be inherently inconsistent, leading to a potential conflict. One framework through which this conflict can be examined is social role theory.

1.2 Social Role Theory

Social role theory states that men and women have specific roles that society places on them according to their gender (Eagly, Wood, & Diekman, 2000). Each of these roles has associated with it a set of norms, or expectations for behaviour. Specifically, a man will act in a masculine manner (e.g., confident and aggressive) while a woman will act in a feminine manner (e.g., nurturing and delicate). When behaviours are consistent with gender roles, there is no conflict and no risk to a person’s social status. However, if they are inconsistent, a conflict may arise, with potentially negative outcomes. This may create a more difficult situation to engage in social interaction (Harrison & Lynch, 2005). Self-presentation is one framework through which this conflict can be investigated.
1.3 **Self-Presentation**

Also called impression management, self-presentation is the process by which people try to control what others think of them (Leary, 1995). This attempt to control or regulate what others think of you can happen on a conscious or unconscious level (Schlenker & Weigold, 1992). Generally, the impressions people attempt to create are truthful. However, people do edit information about themselves so that the impressions they portray help them reach their desired goals (Leary, 1995). Most times those impressions are consistent with what other people (i.e., the targets of self-presentational behaviours) desire or value. If others have conflicting expectations, however, it can be difficult to meet all expectations (Schlenker & Weigold, 1992).

1.3.1 **Role Conflict.** A role is a set of behaviours associated with a specific place in society (Leary, 1995). A role conflict exists when a person holds two roles, but those roles are incompatible with each other because the requirements of one role are in opposition to those required by another (Leary). For women working in sports media, the potential for this conflict exists. Sportscasters are expected to demonstrate confidence, knowledge, assertiveness, competence, and aggression (Coakley & Donnelly, 2004). For men, these attributes are consistent with the male stereotype. However, for women, many of these attributes are in direct contrast to female stereotypes. Women also have norms that they are expected to follow consistent with their gender roles. Women are expected to be ladylike, attractive, nurturing, delicate, sensitive, tender, and caring (Deaux & Major, 1987). These competing expectations can lead to a conflict, in which an attempt to fulfill one set of behaviours necessarily makes it impossible to fulfill the others. That is, it
is almost impossible for women to be sensitive and caring, as well as aggressive and assertive at the same time.

1.4 **Statement of the Problem**

Does fulfilling the role of a woman conflict with fulfilling the role of a sportscaster? The increasing presence of women in the media has suggested that they can report the general news and sports with equal skill as men (Cann & Mohr, 2001). However, despite this fact, they are still believed to be less able to report sports compared to men (Mitrook & Dorr, 2001; Ordman & Zillmann, 1994; Toro, 2005). One reason may be that in order for women to appear on television, they must be feminine, caring, and attractive. However, these characteristics are much less valued, and in fact may be detrimental, for sportscasters (Schwartz, 2003). Thus, the very qualities that may get women hired in the first place, may undermine their ability to be taken seriously later on.

1.5 **Definitions**

**Attractiveness**: Pleasing to the eye (Lexico Publishing Group, 2005).

**Norms**: A set of rules to follow when presenting impressions (Leary, 1995).

**Perceived Competence**: The skills, or abilities that a sportscaster demonstrates as well as sports related information that a sportscaster learned through experience (Lexico Publishing Group, 2005).

**Role**: A set of behaviours associated with a specific place in society (Leary, 1995).

**Role Conflict**: The incompatibility that exists when the requirements of one role are in opposition to those required by another role (Leary, 1995).

**Self-Presentation**: The process by which people monitor and control how they are perceived by others (Leary, 1995).
**Sportscaster**: A person who reads sports news or describes sporting events on the radio or television (Lexico Publishing Group, 2005).

1.6 *Purpose*

The purpose of the present study was to examine the gender role conflict that may exist for female sportscasters. Specifically, this study examined whether the gender and perceived attractiveness of sportscasters influenced the audience’s perceptions of the level competence of these sportscasters.

1.7 *Hypotheses*

Ho: There will be no difference in perceived competence between male and female sportscasters.

H1: Male sportscasters will be perceived as more competent than female sportscasters.

Ho: There will be no difference in perceived competence between attractive female sportscasters and less attractive female sportscasters.

H2: Attractive female sportscasters will be perceived as more competent than less attractive female sportscasters.

Ho: There will be no difference between the attractiveness of male sportscasters and their level of perceived competence.

H3: Attractive male sportscasters will be perceived as more competent than less attractive male sportscasters.

1.8 *Limitations*

As with every study, there were limitations within the proposed study. The first limitation was the lack of realism in the study. Sports broadcasting is the reporting of
factual sporting events usually on television or radio. The present study used photographs and a script, which could have influenced the participants’ ability to assess sportscasters accurately. The people pictured in the photographs are not real sportscasters, and as a result, they do not provide an authentic representation. Although every attempt was made to ensure the pictures were as similar as possible (e.g., gender, ethnicity, age, facial expression of the target, and characteristics of the photographs) there were slight variances between the photographs (e.g., some photographs were slightly higher resolution). These differences may have impacted the perceptions of the participants. Sportscasters might gain confidence through years of experience and credibility of stories. Also, factors such as facial expression and tone of voice could have influenced perceived competence that cannot be translated through a picture (static) and a script (written- not ‘delivered’). Finally, participants in the present study were all university students in a physical education and kinesiology class. Therefore, results are generalizable only to this group.

1.9 **Significance**

This study is important for several reasons. First, no past published research has used a theoretical framework to investigate the impact of gender on perceptions of sportscasters’ competence in their field (Mitrook & Dorr, 2001; Ordman & Zillmann, 1994; Toro, 2005). It is important to conduct research based on theory to draw conclusions and create concrete hypothesis. Second, bringing awareness to gender issues in sports media is important, otherwise women will continue to be stereotyped and limited in their careers. It is crucial for women to go beyond limits placed on them by their gender roles, or society will continue to not give them the credit or respect they
deserve. The sports world is dominated by men, but there are other areas of society that also reflect the same pattern of women not being able to advance beyond their gender roles, such as employment (Miller & Miller, 1995). Delaney (2003) suggested that sports are a microcosm of society. He further suggested that, sports can represent trends and ideals found in society as a whole.
Chapter 2—Literature Review

2.1  *Women in Society*

2.1.1  *History.* In the past both men and women have held very stereotypical roles in society. A man’s role has traditionally been the breadwinner of a family while a woman’s role was traditionally in the household, as a wife and mother. However, the 1970s started a wave of feminism, which led to a change in the traditional role of women (Hall, 1996). This wave of feminism helped women gain control of their bodies and make their own choices (Hall). Women started to become more financially independent and made advances in many areas of life. However, despite the fact that more women are entering the workplace, and there are fewer stay at home wives and mothers since the 1970s, the dominant role of a woman is still to be the nurturer in the family, and not the ‘breadwinner’ (Harrison & Lynch, 2005). While many women work full-time outside the home, they are also the primary caregivers for their children, and responsibility for household duties such as cooking and cleaning still falls primarily on their shoulders. Thus, even though women are breaking traditional gender roles in many areas of life, they still face challenges in other areas. One such area is sports.

2.2  *Sports Media*

2.2.1  *Athletes ‘sports’ coverage.* Amateur sports coverage has increased with the development of sport specific television stations such as ESPN and TSN. People now have the opportunity to watch a variety of sports from different countries 24 hours a day, 7 days a week. However, despite the availability of sports for television viewers, female athletes receive less air time compared to male athletes (Koivula, 1999). The sports media has made efforts to give women’s sports an opportunity to have its place on
television. In 2000, WTSN was developed to air women’s sports exclusively. However, due to low ratings and limited advertising dollars, the network was cancelled in 2003 (Canadian Newswire, 2003). Also Sports Illustrated for Women failed to create an audience and was cancelled in 2002. The cancellation of WTSN and SI for Women suggests that society still does not have the viewership required for the commercial interest in women’s sports.

In addition to receiving less overall coverage, female athletes’ representations in the sports media are very different than those of men. For example, women are frequently portrayed as infantile, and consequently are devalued and trivialized (Koivula, 1999; MacNeill, 1988). Koivula analyzed gender differences in televised sports. She found that female athletes were referred to by their first names rather than their last, and as girls rather than women. By contrast, males were referred to as men or guys, and announcers referred to them by their last names (Koivula). She also found that when a woman was interviewed, stories often focused on her domestic and personal life instead of her physical abilities and athletic accomplishments, emphasizing female athletes as women first, and as athletes second (Koivula). When men were interviewed, the interview focused on their athletic abilities. These differences give the impression that female sports are less important and less interesting than male sports (Koivula).

Contributing further to this issue, female athletes are often objectified by the media to increase television ratings. The content of women’s sports on cable has become more sexualized (MacNeill, 1988; Schwartz, 2003). MacNeill found that the female’s body was framed to be sexually appealing to the audience. Camera angles, framing, lighting, camera techniques, and audio commentary have all been used to focus on female
athletes as sex symbols (MacNeill). For instance, the camera angle in women’s sports is often at an upward tilting angle, which creates a sexual image (MacNeill, 1988). The framing of a woman’s body predominately focuses on the midsection, emphasizing a sexually active female body (MacNeill). Displaying female athletes as sex objects downplays their sport abilities and encourages the perception that “women sit on the sidelines watching, cheering, and being beautiful” (Smith Fullerton, 2003, p. 98). One example of this objectification of women’s bodies is women’s beach volleyball (Hovden, 2003). Women must wear one-piece or two-piece bathing suits with a maximum side width of seven centimetres while men must wear tank top and shorts imposed by the Fédération internationale de volleyball (FIVB, 2004). Thus, women are forced to wear much more revealing clothing. This change in the uniform was implemented to increase market value and audience demands (Hovden). The media claims that they are simply providing what the audience wants to see (Knight & Giuliano, 2002). If this claim is correct, it suggests that society values women in sports as attractive, sexual objects, rather than as athletes.

2.3 Sportscasters

Women entered the traditionally “men’s only” field of sportscasting in the 1960s and 1970s and much progress has been made since then. For instance, women are now co-hosts and anchors of sports programs such as TSN’s Sports Desk. Nevertheless, it is apparent that men still dominate sports media. In 2000, out of 416 sportscasters on major cable television stations 335 were males (Women’s Sport Foundation, 2003). Cann and Mohr (2001) found female reporters reported the least on male sports. They also found
male reporters reported stories longer in duration in comparison to female reporters.
Thus, gender appears to have an impact on what a woman's job is in sportscasting.

Further, the credibility of women sportscasters has often been questioned. For instance, when Hannah Storm was hired in 1989 by CNN, she was asked to complete a standard quiz to test her knowledge about sports. She later discovered that no male colleague took any quiz (Lainson, 1998). Beth Adubato was also quizzed to test her knowledge as a guest star on a radio show (Parker, 1998). Female sportscasters are constantly being asked to provide evidence of their abilities while male sportscasters are assumed to naturally be credible in sports news based on their gender.

2.3.1 Career Opportunities and Satisfaction. Although job opportunities for women in sports media have increased, the barriers that they face have also increased. One study suggested that women still experience the glass ceiling effect for women in sports media (Smucker, Whisenant, & Pedersen, 2003). Smucker et al. examined job satisfaction of women sport journalists. They concluded that opportunities were available to women to enter the field of sports journalism, however once there, promotions were sparse. That is, women tended to stay in entry level positions.

Women also continue to enter the sports media world in marginal ways and leave as a result of job dissatisfaction (Miller & Miller, 1995). For example, women are given fewer assignments, less air time to report, and fewer opportunities. As noted above, they are also expected to know more about sports in comparison to their male colleagues (Cann & Mohr, 2001; Miller & Miller, 1995). The question has been raised that if women are not given the same opportunities than their male counterparts, why are women hired? Smith Fullerton (2003) suggested women are “being hired for their looks” (p. 98). That
is, an attractive female sportscaster may help to increase audiences, in particular with the male audiences watching sports programming.

2.4 Social Role Theory

Social role theory may be a useful framework to consider how roles may operate in this situation. People hold multiple roles in society. For each role, people have expectations about appropriate behaviours. This theory states that the behavioural sex differences spring from the differential social roles held by women and men (Eagly, Wood, & Diekman, 2000). Women are expected to portray feminine roles and men are expected to portray masculine roles. When a person does not exhibit the roles society has assigned to them based on their gender, it creates social disapproval (Harrison & Lynch, 2005). For example, Harrison and Lynch (2005) found the perceptions of gender role orientation of athletes to be influenced by the sport in which they participated. An athlete participating in a stereotypical masculine sport (i.e., football) was perceived as having a masculine gender role orientation regardless of gender. By contrast, an athlete participating in a stereotypical feminine sport (i.e., cheerleading) was perceived as having a feminine gender role orientation. These findings further reinforce the fact that society still embraces gender roles that are placed on men and women in sports. Males and females do not want to create the social disapproval that follows when not meeting the expectations of gender roles. This social disapproval is not always as definite but can jeopardize a person’s social interaction (Harrison & Lynch, 2005). Self-presentation provides one explanation for the disapproval that may occur when gender role expectations are not fulfilled.
2.5 Self-Presentation

Also called impression management, self-presentation is the process by which people try to control what others think of them (Leary, 1995). The impression a person tries to create is based, at least in part, on the target, audience, or person receiving the impression (Baumeister, 1982). People impression manage for several reasons; to influence important outcomes, increase self-esteem, maintain private identities, and increase societal benefits. For example, people who create positive impressions tend to have more friends, and better jobs (Leary, 1995). They are also perceived more positively by others, which in turn can increase positive moods and feelings, and decrease negative ones. A sportscaster may self-present for the same reason. When a sportscaster comes across positively (e.g., knowledgeable, skilled, and entertaining), he or she will gain acceptance from the audience, and as a result gain job security.

It is important to note that the impressions people attempt to make are desired, but not necessarily positive. For example, adolescents may “play dumb” to avoid appearing too smart (or nerdy) to their friends. The process of deciding which impressions to make, and how to make them is described more fully in Leary and Kowalski’s (1990) two-component model of self-presentation (a diagram of this model can be found in Figure 1). According to this model, self-presentation is a function of two processes: impression motivation and impression construction.

2.5.1 Impression Motivation. Impression motivation refers to how strongly individuals wish to create a specific impression, such as being smart or athletic (Leary & Kowalski, 1990). Impression motivation is influenced by three factors: the goal relevance
of the impression, the value of desired goals, and the discrepancy between desired and current images.

The goal relevance of the impression describes how important the impression people make is to the achievement of their goals (Leary & Kowalski, 1990). The more important the impression is, the more motivated someone will be to create that impression. Goal relevance depends on three factors: publicity, dependency, and future interaction. When behaviours are public, when the achievement of goals is dependent on other people, or when an individual is likely to interact with the audience in the future, impression motivation is increased (Leary, 1995).

The value of desired goals refers to the specific importance of each goal to the individual (Leary & Kowalski, 1990). The factors that affect the value of desired goals include the availability of resources, the characteristics of the target, and the value of the target’s approval. The value of the goal increases as the availability of resources decreases which in turn increases motivation (Leary, 1995). Also, when a target holds favourable characteristics or when the target’s approval is highly valued, a person is more likely to be motivated to create and maintain the desired impression (Leary, 1995).

Finally, the discrepancy between the desired and current image also impacts impression motivation. The larger the discrepancy between how a person wants to be perceived, and how they think they are actually perceived, the greater the motivation to create the desired impression (Leary, 1995).

2.5.2 Impression Construction. The second component of the model is impression construction. Impression construction refers to how individuals decide what impression to create, and then how to create that impression (Leary & Kowalski, 1990).
Impression construction is influenced by five factors: self-concept, desired and undesired identity images, role constraints, target's values, and current or potential social image.

Self-concept refers to how someone describes him or herself (Leary, 1995). Generally, people will attempt to create impressions consistent with their self-concept (Leary & Kowalski, 1990). Furthermore, when people impression manage, they are limited to what is believable. Their desired identity must be believable not only to themselves but also to the target of the impressions (Leary & Kowalski). In addition, the impressions people attempt to create are generally consistent with desired identities, while inconsistent with undesired images (Leary, 1995). The chosen impressions must be consistent with expectations regarding individuals who hold a specific role in society, and also be consistent with the audience's preferences (Leary & Kowalski). Finally, with respect to desired impressions, individuals are limited by how they are currently perceived by others. With respect to the present study, the factor that is most relevant is role constraints.

2.5.3 Roles. For each role, people hold expectations about appropriate behaviours, and we tend to create impressions consistent with those roles. Sportscasters must project confidence, assertiveness, competence, and knowledge because those are the characteristics desired by the public. It is easy for males to follow these behaviours, as males are expected to be assertive and confident. On the other hand, females are expected to be sensitive, nurturing, and gentle. Men and women need to create impressions consistent with all their roles in society including gender, occupation, and social roles. However, because women's perceived social roles are different than men's, it may be
more difficult for them to fulfill their roles as sportscasters at the same time as their gender roles, leading to a conflict between gender and work roles.

2.5.4 Role Conflict. Self-presentational role conflict occurs when the public images required of one role are in direct opposition to those required of another role (Leary, 1995). Thus, individuals may be confused as to which role to fulfill, or be unable to fulfill both roles at once. For example, society dictates women are supposed to be feminine, attractive, and sensitive (Wood & Eagly, 2002). For women in the media, these characteristics may be even more important, so they attract male viewers (Schwartz, 2003). However, sportscasters are expected to be assertive and aggressive (Leary, 1995; Staurowsky & DiManno, 2002). The vastly different requirements set up a potential conflict between these two roles. As female sportscasters emphasize femininity, attractiveness, and sensitivity to gain jobs in sports broadcasting, they may be simultaneously undermining their ability to advance in their field, as they are taken less seriously and seen as less knowledgeable by the public. For male sports broadcasters by contrast, there is likely no role conflict. By fulfilling the expectations of a sportscaster, they are simply reinforcing the gender role of men. Thus, for women, a conflict may exist that does not for men. For sportscasters, this conflict may be based on several factors, including their gender and attractiveness (Toro, 2005).

2.6 Gender and Sportscasters

Gender of the sportscaster likely impacts the perceptions of the audience. Ordman and Zillmann (1994) conducted a study on gender differences in the persuasiveness and competence of sports reporters. The purpose of the study was to increase awareness of the relationship between gender and credibility of sportscasters. One hundred thirty-two
undergraduate participants were involved in the study. Using two mediums of communication, participants either listened to a radio version of a sportscast or read the script of a sportscast. Half the subjects received a story about basketball (a “male” sport) and the other half about gymnastics (a “female” sport) (Ordman & Zillmann). Commentaries attempted to persuade participants that unlikely teams would finish on top. The results indicated that women sports reporters were seen as less competent than male sports reporters about sports in general, and also about the reported sport, regardless of the sport covered or the gender of the participant. Ordman and Zillmann also found that the participants were more resistant to persuasive arguments from female sports reporters compared to male sports reporters for either story (basketball or gymnastics). Thus males were perceived as more persuasive and more competent. The authors concluded that men and women perceive female reporters to be less competent and persuasive than male reporters reinforcing the gender disparity in sports reporting (Ordman & Zillmann).

A similar study conducted by Mitrook and Dorr (2001) questioned whether the gender of the participant would influence the perception of female sports broadcasters’ credibility. The purpose of the study was to determine if female sports broadcasters were seen as less credible than male sports broadcasters, and if the gender of the participant affected their perceptions of credibility (Mitrook & Dorr, 2001). Seventy-eight students participated in this study. Using two simulated audiotape sports broadcasts, participants either heard a male sports broadcaster or a female sports broadcaster (Mitrook & Dorr). The questionnaire was developed from McCroskey’s (1966) measures for trustworthiness and competence. Results showed women were seen as having less expertise about sports, and were believed to be less qualified for reporting sports according to both male and
female participants (Mitrook & Dorr). Thus, gender of the sports broadcaster again had an effect on audience’s perception of their skills and knowledge, independent of the gender of audience members. Consequently, even when women do enter this field, they start [and remain] at a disadvantage compared to their male colleagues, and are not given the same opportunities from male or female viewers.

In similar research, Toro (2005) attempted to determine the audience’s perception of sportscasters’ credibility based on the attractiveness and gender of male and female sportscasters. A total of 32 male and female sportscasters’ photographs were used. Pictures varied in attractiveness such that half were considered attractive and half were considered less attractive, as determined by the researchers. The pictures were randomly placed and presented to the participants. Sixteen slide presentations were conducted where participants saw the photograph of a sportscaster (either male or female) and rated the credibility of the sportscaster on a zero (not very credible at all) to 100 (extremely credible) scale (Toro). Results indicated that male sportscasters were judged to be more credible than female sportscasters, with attractive male sportscasters identified as the most credible across all groups. The most attractive females were seen as more credible than the least attractive females. Although these findings indicate attractive females are more credible than less attractive females, the methods of this study show evidence of weakness. The authors used a single item measure of credibility (“How credible is this person as a sportscaster?”) but provided no evidence of validity or reliability.

2.7 Physical Attractiveness

While gender may play a role in how sportscasters are perceived, physical attractiveness may also be important. People want to be associated with attractive people
Past research has suggested that individuals who are seen as physically attractive are perceived as more intelligent, more competent, and happier (Farley, Chia, & Allred, 1998; Romano & Bordieri, 1989). Furthermore, they have greater success with social interactions (Dion, Berscheid, & Walster, 1972). Thus, in North American society, we value and accept those who are more attractive (Dion et al. 1972; Farley et al. 1998; Romano & Bordieri, 1989). However, in a male dominated area such as sport, this attractiveness may work against women, as they are taken less seriously.

Women in the sports media are continuously being symbolized as sex objects rather than as sport experts (Mitrook & Dorr, 2001). Lesley Visser, an American sportscaster, believes that “there are two kinds: those of us that [sic] love sports and end up on TV, and women who love TV and end up in sports” (Hiestand, 2003, p. 02). Female sportscasters have an obligation to meet a level of attractiveness and femininity to acquire or retain their jobs. For example, several women sportscasters and sports reporters have posed for Playboy magazine in the ‘Playboy’s Sexiest Sports Reporters’ issue, thereby emphasizing their appearance and sex appeal over their abilities (Merron, 2005; Staurowsky & DiManno, 2002).

When considering audience’s perceptions of credibility of sportscasters and attractiveness, Ordman and Zillmann (1994) examined the attractiveness of sportscasters on perceptions of competence. They found that attractiveness did not affect perceptions of competence. However, attractiveness was measured based on the voice from the audio commentary, thus questioning the validity of the measure. Toro (2005), by contrast, found the most attractive sportscasters were seen as more credible than the least attractive
sportscasters, regardless of the gender of sportscaster. This study provided important information on how sportscasters are perceived by the audience. However, two important limitations exist. First the attractiveness of the sportscasters was never re-tested to determine if the original attractiveness ratings were accurate. Second, the credibility construct assessed only one aspect of competence, and was assessed using a single item, untested measure.

The purpose of the present study was to examine the gender role conflict that may exist for female sportscasters. Specifically, this study examined whether the gender and perceived attractiveness of sportscasters influenced the audience’s perceptions of the level competence of these sportscasters.
Chapter 3--Methodology

3.1 Participants

Two hundred and four male (n =75) and female (n =129) undergraduate students were recruited from a southern Ontario university to participate in the study. The average age of the male participants was 21.23 years (SD =1.60), and the average age for female participants was 20.67 years (SD = 1.31). The age range for all participants was from 19 to 30 years (M = 20.87 years, SD = 1.45). The majority of the participants were physical education major and kinesiology majors (91.5%) with the remaining participants from a variety of academic backgrounds such as psychology, child and youth studies, and sport management.

3.2 Materials

3.2.1 Consent Material. A letter of information and consent form was given to each participant, along with a request for debriefing form to indicate if they would like the results of the study. Copies of the letter of information, consent form, and request for debriefing form can be found in Appendix A.

3.2.2 Demographic Questionnaire. The demographic questionnaire assessed variables such as age, gender, and education major. Using a 5-point Likert scale, participants were asked to describe how frequently they watched, listened to, and read about sports (see Appendix B). Sports media behaviours were based on television viewing, radio listening and reading of sports news. Participants most often watched sporting events on television (M = 3.44, SD = 1.04) and sports news on television (M = 3.30, SD = 1.42). Participants were least likely to listen to sporting events on the radio (M
= 1.72, SD = .79) and listen to sports news on the radio (M = 1.90, SD = .91). Participants moderately read about sports in newspapers or magazines (M =2.97, SD =1.15).

3.2.3 Photographs. Participants received one of four photographs which had been previously selected in a pilot study by the researcher (see Appendix C). The full pilot study description and results can be found in Appendix D. The purpose of the pilot study was to find the four photographs used in the present study, such that there was an attractive male and female, and a less attractive male and female. Eight black and white photographs (four male and four female) were selected by the researcher. Black and white photographs were chosen to eliminate differences between background, lighting, hair and eye colour. The pictures were headshots taken from the internet and none were pictures of actual sportscasters. Ninety-six participants were recruited for the study from the university campus. Pictures were selected such that the attractive and less attractive male photos were significantly different from one another, and the attractive and less attractive female photos were significantly different from one another. The results showed that the less attractive male was rated significantly less attractive than the attractive male (t(1, 32)= -12.82, p< .001). The attractive female was rated significantly more attractive than the less attractive female (t(1, 32)= 12.79, p< .001). Then, the two less attractive photos were compared to one another; the less attractive male was not significantly different from the less attractive female (p=.163). Similarly, the attractive photos were compared, and the attractive male was not significantly different from the attractive female (p=.041). Therefore, the final photos selected for the present study were labelled as: attractive male, attractive female, less attractive male, and less attractive female.
3.2.4 *Sports Script.* All participants received the same script of a sports broadcast. To ensure that there were no biases around gender of athlete, or sport, a gender neutral sport was chosen and the gender of the athlete featured in the script was not identified. The script described the results of a tennis tournament. The script focused on player performance and outcomes. A copy of the script can be found in Appendix E.

3.2.5 *Competence of Sportscasters Questionnaire.* A competence questionnaire was provided to determine how the sportscasters were perceived by participants (see Appendix F). The questionnaire is based on a similar instrument used by Ordman and Zillmann (1994) to assess persuasiveness and competence of sports reports through two communication mediums (print and audio). Preliminary investigation of the questionnaire validity was assessed using an item content review form (see Appendix G).

The questionnaire assessed one construct: competence of the sportscaster. Competence was assessed for tennis (sport specific), and for sports in general. Perceived competence refers to the skills, or abilities that a sportscaster demonstrates as well as sport-related information that a sportscaster has learned. Seven questions assessed the competence of the sportscaster in tennis, and seven assessed competence in sports in general. Example of questions include: How familiar is this sportscaster about sports, and how competent is this sportscaster about tennis. Each item on the competence questionnaire was assessed on a 5-point Likert scale ranging from 1=not at all to 5=very much so. In addition, a question about the overall quality of the sportscaster was addressed on the same 5-point Likert scale.
3.2.6 Attractiveness. Finally, the attractiveness of the photograph was evaluated to ensure the manipulation was successful. Each participant rated his/her photograph on an 8-point Likert scale, where 1 = extremely unattractive and 8 = extremely attractive.

3.3 Procedures

Once institutional ethics was cleared (see Appendix H), participants were recruited from the university campus. Posters were placed on bulletin boards around campus (a copy of the poster can be found in Appendix I). Furthermore, the researcher received prior approval from a professor to enter an undergraduate classroom before lecture to request participants to be involved in a study and distribute the questionnaire. The researcher explained the purpose of the study as a study to investigate the competence of sportscasters, how to complete the questionnaire, and requested all participants to be quiet and considerate while completing the questionnaire. Several assistants to the researcher then distributed the questionnaire and collected it back from the participants once they had completed it. If any students had questions they could contact the researcher via email at the address provided.

After completing informed consent, participants randomly received one of four possible questionnaire packages. The participants answered the demographic questionnaire, and then proceeded to view the picture and read the script. Next, based on the picture and script, the participants answered the competence questionnaire. Once participants finished, they returned the package to the researcher and were thanked for their time.
Chapter 4--Results

4.1 Data Screening

Once all the questionnaires were completed, data were entered into a quantitative data analysis software program, Statistical Package for the Social Sciences (SPSS) version 14.0. Two hundred and fourteen questionnaires were collected for this study. Initially, the data were screened for entry errors such as missing variables. Visual inspection of missing data revealed no consistent pattern, and was considered to be random (all skewness and kurtosis values less < 2) (e.g., Gammage, Martin Ginis, & Hall, 2004). Participants who failed to indicate their gender, rate the attractiveness of the photograph, or complete all items on the competence questionnaire were deleted from the sample (n = 7). The researcher calculated reliabilities for the competence subscales using Cronbach’s alpha for internal consistency (general sport competence $\alpha = .908$, specific sport competence $\alpha = .921$).

4.2 Manipulation Check

Means and standard deviations were calculated for the attractiveness ratings for each photograph for male and female participants. In order to determine if the attractiveness manipulation was successful, an ANOVA was performed using the attractiveness ratings of the four pictures as the dependent variable. The overall test was significant ($F(3, 206) = 42.915, p < .0001$). However, Tukey follow-up tests revealed that the manipulation was only partly successful. The attractive male and attractive female were significantly different from each other, however the less attractive male and less attractive female were not significantly different (see Table 1).
Examination of means revealed the presence of three outliers ($SD > 2$) for the attractive male photograph for the male participants (Gammage, Martin Ginis, & Hall, 2004). Thus, these cases were deleted. A second ANOVA using attractiveness ratings of the photographs revealed significant differences ($F(3, 203) = 51.51, p < .0001$). Tukey post-hoc follow-up tests revealed that the attractive female and less attractive female were significantly different from one another. The attractive male and less attractive male were also significantly different. However, the attractive female and attractive male were not significantly different, and the less attractive female and less attractive male were not significantly different from one another (see Table 2). Thus, once the outliers were removed, the manipulation check was deemed successful.

4.3 Gender Differences

Descriptive statistics (including means, standard deviations, skewness and kurtosis for the competence variables) were calculated for the total sample and by participants' gender (see Table 3). Visual inspection of the data suggested that all variables were normally distributed. In order to examine if gender differences in competence ratings existed, a MANOVA was calculated using the three competence variables (general sport competence, specific sport competence, and overall quality) as the dependent variables. The results showed no gender difference on any of the relevant variables ($F(3, 186) = 2.007, p = .114$). Therefore, the data was collapsed for subsequent analyses.

4.4 Correlation Analyses

Correlations were calculated to examine the relationships between competence (general sport competence, specific sport competence, and overall quality), attractiveness,
and viewing of sports news on television. The results can be found in Table 4. All three competence measures were correlated to each other. However, they were not associated with the amount of sports news an individual watched on television. The attractiveness of the sportscaster was negatively correlated to the frequency of sports news viewing.

4.5  *Influence of Gender and Perceived Attractiveness on Perceived Competence*

To examine the influence of the sportscasters’ physical attractiveness and gender on perceived competence, a 2 (attractiveness) x 2 (target’s gender) ANOVA was conducted. The three competence measures (general sport competence, specific sport competence, and overall quality) were found to be all highly correlated to each other (see Table 4). All of these variables were above .80 (high correlation) and thus were determined to be measuring the same variable of competence. The general sport competence measure was used as the dependent variables because it was the most highly correlated to both specific sport competence and overall quality. Overall, the ANOVA was non-significant \( (p > .05) \), indicating no differences on the dependent variable based on gender \( (F (3, 194) = .637, p = .426, \eta^2 = .003, \text{power} = .125) \), attractiveness \( (F (3, 194) = .070, p = .791, \eta^2 = .000, \text{power} = .058) \), or the interaction of the two \( (F (3, 194) = .043, p = .836, \eta^2 = .000, \text{power} = .055) \) (see Table 5).

In order to determine if viewing sports news on television impacted the relationship between sportscasters’ gender and competence, a correlation analysis was conducted. There was no correlation between viewing of sports news on television with general sports competence (see Table 4), so no MANCOVA was performed.
Chapter 5—Discussion

The present study investigated whether the gender and attractiveness of sportscasters would influence participants' perceptions of sportscasters' competence. The first hypothesis examined whether male sportscasters would be perceived as more competent than female sportscasters. This hypothesis was constructed from previous research that found male sportscasters to be perceived as more competent, persuasive, and knowledgeable about sports than female sportscasters (Mitrook & Dorr, 2001; Ordman & Zillmann, 1994; Toro, 2005). However, this hypothesis was not supported in this study as no differences between the perceived competence of male and female sportscasters for sports in general, and specifically about the reported sport (tennis) were uncovered.

This finding is in direct contrast to previous research, which has shown male sportscasters to be consistently perceived as more competent than female sportscasters (Mitrook & Dorr; Ordman & Zillmann; Toro). For example, Ordman and Zillmann found female sportscasters were rated as less competent than male sportscasters in two gender specific sports: basketball (male) and gymnastics (female). They suggested one reason for this was that stereotypes still exist around male and female sportscasters. However, the present study used a gender neutral sport (tennis), to prevent biases around gender specific sports. Gender specific sports could be associated with particular traits related to masculinity or femininity, while gender neutral sports avoid these same associations. Harrison and Lynch (2005) found that stereotypes were formed in part by the sport in which people participated. For instance an athlete participating in a stereotypical masculine sport (e.g., football) was perceived as having a masculine gender role.
orientation regardless of gender. Alternatively, an athlete participating in a stereotypical feminine sport (e.g., cheerleading) was perceived as having a feminine gender role orientation. When individuals participated in sports consistent with their genders (e.g., female cheerleader or male football player) they received social approval (Harrison & Lynch).

The second hypothesis stated that attractive female sportscasters would be perceived as more competent than less attractive female sportscasters. The results indicated that there was no significant difference between the attractive female sportscaster and the less attractive female sportscaster, failing to support this hypothesis. This finding is also in direct contrast to previous research. Toro (2005) found attractive female sportscasters to be significantly more credible than unattractive female sportscasters. However, the present study found no differences between the two female sportscasters. Ordman and Zillmann (1994) found attractiveness to have no effect on the audience’s perception of competence. However, they did find female sportscasters to be significantly less competent than male sportscasters.

This lack of difference in the present study could suggest that determining perceived competency of an individual is a characteristic that can be best measured through a person’s accomplishments and expertise in a field rather than solely physical appearance. The lack of significant results may also have resulted because attractiveness may have differential effects. More specifically, research has suggested that being physically attractive can have positive outcomes, such as more friends, or better jobs (Dion, Berscheid, & Walster, 1972; Romano & Bordieri, 1989). However, in this study, it may also be associated with negative characteristics. For example, some individuals may
think that an attractive female sportscaster obtained employment based solely on appearance. Thus, these opposite effects may have cancelled each other out in this study. Participants could have found it difficult to determine the competency of the sportscasters given that they were only given a photograph and script. It is also possible that perceived competence comes with work experience, and the participants had no other information about the sportscasters.

The last hypothesis was constructed from past research findings that attractive people are seen as more competent and intelligent than less attractive people (Farley, Rosina, & Allred, 1998; Romano & Bordieri, 1989). It was hypothesized that attractive male sportscasters would be perceived as more competent than less attractive male sportscasters. However, there was no significant difference between attractive male sportscasters and less attractive male sportscasters on perceived competence. By contrast, Toro (2005) found attractive male sportscasters to be the most credible overall. This investigation found male sportscasters to be rated as equally competent regardless of attractiveness. It is plausible that less attractive sportscasters could be seen as more serious, reducing the discrepancy between the two.

Although none of the study hypotheses were supported, the results are intriguing. The majority of the sample was comprised of physical education and kinesiology students. By contrast, previous studies have used college students from different majors such as speech (Mitrook & Dorr, 2001) and communications programs (Ordman & Zillmann, 1994; Toro, 2005). The differences in samples may be one reason the present study found such different results than previous research. Perhaps physical education and kinesiology students may be more willing to see women as equal to men in a sports
media setting. One reason for this may be that physical education and kinesiology students could be exposed to a wider variety of non-traditional (acceptable) gender roles more frequently with women in sport leadership roles. Furthermore, these students are involved in sports and physical activity which could reduce their tendencies to assign gender roles within sports settings. This suggests that if females participate in sports more regularly, and if society is exposed to women participating in physical activity more often, they could be changing some of the traditional gender roles society places on them.

The purpose of this study was to examine the gender role conflict that may exist for female sportscasters. The role of a sportscaster is to be assertive, knowledgeable, and competent, which is similar to that of a male’s role (masculine, dominant, assertive), but contrary to the female’s role, which is delicate, nurturing, and feminine. This study suggested that this role conflict may not exist in a sample of physical education and kinesiology students. Due to the population of this study, participants could believe that it is appropriate for women to assume roles that have been traditionally held by males in the area of sports. Thus, within this study, the male and female ‘sportscasters’ were perceived to be equally competent. Given that physical education students regularly participate in physical activity with both males and females, they may be less inclined to perceive a difference in competence around all aspects of sports compared to other populations. Thus, it may be that their own experiences participating in sport with men and women, may prevent negative impressions of female sportscasters’ competence and knowledge, and leave them more accepting to the idea of female sportscasters.
Limitations

As with any research, this study had several limitations. One such limitation was the questionnaire used to assess competence, as it was newly developed for the present study. Although pilot testing and reliability estimates in the present study suggested the measure was adequate, further work on this measure is certainly warranted. Also, the researchers in the present study were all women, which could have influenced the participants’ responses to questions based on gender.

Although every attempt was made to ensure the pictures were as similar as possible (e.g., ethnicity, and characteristics of the photographs) there were slight variances between the photographs. For instance, although the general age range of the individuals pictured in the photographs was between 18 and 35 years of age, the less attractive individuals were slightly older. In addition, although all individuals were photographed with slight smiles, the less attractive individuals had open mouthed smiles and looked away from the camera slightly while more attractive individuals had closed mouth smiles and looked directly at the camera, which could be perceived as ‘sexier’. Further, some photographs were slightly higher resolution than others. These differences may have impacted the perceptions of the participants.

In addition, the testing situation was quite artificial; rather than watching an actual sportscast, participants viewed a picture and read a brief, written script. Thus, participants may not have had enough information on which to base their decisions of competency. In practice, viewers may determine competence from other sources, such as mannerisms, voice, and facial expressions. However, although using video may be more realistic, it would also have several limitations from a research perspective. For example, it would be
difficult to control the mannerisms, facial expressions, and voice of all sportscasters. Thus, the use of a picture and script made it possible to take away many of the subjective factors that could influence perceptions of competence, that can only be conveyed via video, and focus on only the variables of relevance to the study (i.e., gender and attractiveness).

Also, other factors such as age, race, sex appeal, and sexuality were not measured in the present study, but could have influenced participants’ responses. For example, it may be that sex appeal, rather than attractiveness, influences perceptions of competence, such that women who are perceived as higher in sex appeal may be considered less competent. Further, the participants could have found it difficult to relate to the individuals in the photographs based on their age or race. However, the present study did not consider any of these potential influences.

Future Research

More women are playing an active role in sports and changing the perceptions of people who believe sports are a male domain. Expanding into other areas of sport such as coaching, sportscasting, and management may provide the opportunity to further break gender roles. It is possible that this increased involvement in sport will help to eventually allow women the opportunity to earn the credit they deserve in sports. Future research should investigate this issue further by using a video sportscast. It is possible that delivery characteristics such as voice quality or eye contact may also impact perceptions of sportscasters. However, these qualities and behaviours were not considered in the present study, and participants may have found it difficult to evaluate the competence of
sportscasters based solely on a picture and script. It would also be interesting to use a gender specific sport to investigate whether these gender stereotypes still exist.

The present study used students from physical education and kinesiology majors. Future research should make a comparative analysis between these students and those from other majors. It could be possible that physical education and kinesiology students are more willing to see male and female sportscasters equal in regards to competence in sport settings. It would also be useful to investigate perceptions of sportscasters’ competence with a more mature population. The present study used university students who may have a different perception of males and females in a sports media setting.

The present study proposed to investigate the role conflict that may exist for female sportscasters. Future research should interview female sportscasters themselves to see if they feel a role conflict. Nonetheless, this study has contributed to our knowledge of the influence of gender in sport, and perhaps suggests that the negative stereotypes that have traditionally existed may be lessening.
References


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Table 1.

*Attractiveness Ratings for Male and Female Sportscasters by Participants' Gender*

<table>
<thead>
<tr>
<th>Participants' Gender</th>
<th>Photograph</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Less Attractive Female</td>
<td>3.36</td>
<td>1.69</td>
</tr>
<tr>
<td></td>
<td>Attractive Female</td>
<td>6.60</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>Less Attractive Male</td>
<td>3.63</td>
<td>1.61</td>
</tr>
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<td></td>
<td>Attractive Male</td>
<td>5.25</td>
<td>1.78</td>
</tr>
<tr>
<td>Female</td>
<td>Less Attractive Female</td>
<td>3.86</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>Attractive Female</td>
<td>6.55</td>
<td>0.90</td>
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<td></td>
<td>Less Attractive Male</td>
<td>4.20</td>
<td>1.30</td>
</tr>
<tr>
<td></td>
<td>Attractive Male</td>
<td>6.39</td>
<td>1.38</td>
</tr>
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</table>

*Note.* Mean range is from 1 = extremely unattractive to 8 = extremely attractive for attractiveness.
Table 2.

Attractiveness Ratings for Male and Female Sportscasters

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Attractive Male</td>
<td>3.94&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.46</td>
<td>.18</td>
<td>-.73</td>
</tr>
<tr>
<td>Attractive Male</td>
<td>5.97&lt;sup&gt;b&lt;/sup&gt;</td>
<td>1.62</td>
<td>-.84</td>
<td>.40</td>
</tr>
<tr>
<td>Less Attractive Female</td>
<td>3.69&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1.57</td>
<td>.66</td>
<td>.58</td>
</tr>
<tr>
<td>Attractive Female</td>
<td>6.56&lt;sup&gt;b&lt;/sup&gt;</td>
<td>0.92</td>
<td>-.53</td>
<td>.19</td>
</tr>
</tbody>
</table>

*Note. Attractiveness ratings are scored from 1 = extremely unattractive to 8 = extremely attractive. Different superscripts indicate significant group differences (p < .05).*
Table 3.

*Ratings of Competence by Gender of Participants*

<table>
<thead>
<tr>
<th>Gender</th>
<th>General Sport Competence</th>
<th>Specific Sport Competence</th>
<th>Overall Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Skew</td>
</tr>
<tr>
<td>Male</td>
<td>23.20</td>
<td>4.42</td>
<td>-.168</td>
</tr>
<tr>
<td>Female</td>
<td>21.59</td>
<td>4.68</td>
<td>-.09</td>
</tr>
</tbody>
</table>

*Note.* General sport competence and Specific sport competence mean range were from 1-35. Overall Quality was assessed on one measure 1-5.
Table 4.

Correlations Between Sports News Viewing on Television, Attractiveness Rating, and Competence of Sportscasters

<table>
<thead>
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<tbody>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td>1</td>
<td>.015</td>
<td>.039</td>
<td>.051</td>
<td>-.193**</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. General</td>
<td></td>
<td>1</td>
<td>.780**</td>
<td>.812**</td>
<td>.091</td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Specific</td>
<td></td>
<td>1</td>
<td></td>
<td>.754**</td>
<td>.092</td>
</tr>
<tr>
<td>Sport</td>
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</tr>
<tr>
<td>Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Overall</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>.105</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Attractive</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.** Correlation is significant at the $p < 0.01$ level. News = Sports News on Television, Attractiveness = Attractiveness Rating.*
### Table 5.

**Mean Summary of General and Specific Sport Competence of Sportscasters**

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Attractive Male</td>
<td>22.30</td>
<td>4.80</td>
</tr>
<tr>
<td>Attractive Male</td>
<td>22.60</td>
<td>5.16</td>
</tr>
<tr>
<td>Less Attractive Female</td>
<td>21.90</td>
<td>3.97</td>
</tr>
<tr>
<td>Attractive Female</td>
<td>21.93</td>
<td>4.75</td>
</tr>
</tbody>
</table>

*Note.* Mean range is from 1-35 for general sport competence.
Figure 1
Leary and Kowalski (1990) Two Component Model of Self-Presentation
<table>
<thead>
<tr>
<th>Impression Motivation</th>
<th>Impression construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goal-relevance of impression</td>
<td>• Self-concept</td>
</tr>
<tr>
<td>• Value of desired goals</td>
<td>• Desired and undesired identity images</td>
</tr>
<tr>
<td>• Discrepancy between desired and current image</td>
<td>• Roles constraints</td>
</tr>
<tr>
<td></td>
<td>• Target’s values</td>
</tr>
<tr>
<td></td>
<td>• Current or potential social image</td>
</tr>
</tbody>
</table>

Figure 1: Leary and Kowalski (1990) Two Component Model of Impression Management
Appendix A
Letter of Information and Consent Form
Title of Study: Perceived Competence of Sportscasters  
Principal Researcher: Emma Davies, Master of Arts Candidate, Faculty of Applied Health Sciences  
Faculty Supervisor: Dr. Kimberley L. Gammage, Assistant Professor, Dept. of Physical Education and Kinesiology

DATE

Dear Potential Participant,

The research project in which you are being invited to participate is entitled, "Perceived Competence of Sportscasters." This study is being conducted by Emma Davies, under the supervision of Dr. Kimberley Gammage, a faculty member at Brock University. The purpose of this study is to examine factors that influence audience's perceptions of the level of competence of a sportscaster.

Your involvement and feedback are greatly appreciated and will help to further our understanding of how society perceives sportscasters. Participation will require approximately 15-20 minutes of your time. You will be asked to complete 2 short questionnaires, related to your perception of a sportscaster.

The study in which you are being asked to participate will involve male and female graduate and undergraduate students at Brock University. A written summary of our findings will be made available to you. Further dissemination will occur in academic journals and conference presentations; however, the specific identity of the participants in the study will not be disclosed. Any information that arises from participants will be treated with confidentiality and access to information that might identify participants will be limited to Emma Davies and Dr. Gammage. All participants are required to be at least 18 years of age or a Brock University student. The names of specific participants will not be attached to comments or issues raised within project reports or presentations generated from this study. Data will be kept in the locked office of Dr. Gammage, at Brock University. Only the principal investigator and faculty supervisor will have access to the data. All original written documents will be destroyed one year following the completion of the study. Participation in this study is voluntary and individuals may decline answering any question(s) within the questionnaire for which they find invasive, offensive, or inappropriate. There are no known physical or psychological risks associated with participating in this study. Participants may withdraw from the study at any time until questionnaires have been submitted, for any reason, without penalty. After this time, it will not be possible to withdraw your information due to the fact that the questionnaires themselves are not identifiable. Of course, people may choose not to participate and will not experience any negative consequences.

The study has been reviewed and has received ethics clearance through the Research Ethics Board at Brock University (File 05-130). Following the completion of our study we would be happy to send you an executive summary of our results. Should you wish to receive a summary, please complete the Debriefing Form attached. Should you have any questions or concerns about the
issues raised within this project, please feel free to contact Emma Davies by email at ed00ab@brocku.ca. If you have concerns about the study in general, please feel free to contact Dr. Kimberley L. Gammage at (905) 688-5550 extension 3772 or by email at kgammage@brocku.ca. Additionally, concerns about your involvement in the study may also be directed to the Research Ethics Officer in the Office of Research Services at (905) 688-5550 extension 3035. Thank you for your interest and involvement in this study.

Sincerely,

Emma Davies, BPhEd.
Master of Arts Candidate,
Kinesiology,
Faculty of Applied Health Sciences
ed00ab@brocku.ca

Kimberley L. Gammage, Ph.D.
Assistant Professor, Physical Education and
Faculty of Applied Health Sciences
(905) 688-5550, ext. 3772
kgammage@brocku.ca

Thank you for your help! Please retain this form for your records for further reference.
Brock University, Faculty of Applied Health Sciences
Informed Consent Form

Title of Study: Perceived Competence of Sportscasters
Principal Researcher: Emma Davies, Master of Arts Candidate, Faculty of Applied Health Sciences
Faculty Supervisor: Dr. Kimberley L. Gammage, Assistant Professor, Dept. of Physical Education and Kinesiology

Name of Participant: (please print) _______________________________________________________

➢ I have been given a copy of, and have read, the Letter of Introduction provided to me by the Principal Investigator conducting the research.
➢ I understand the present study will investigate factors that influence perceived competence of sportscasters.
➢ I understand that I must be a Brock University student, or 18 years of age or older in order to participate in this research.
➢ I understand this research is being conducted at Brock University.
➢ I understand that participation will involve 15-20 minutes of my time to complete a series of questionnaires. I understand that there are no known physical or psychological risks associated with participating in this study.
➢ I understand that my participation in this study is voluntary and that I may withdraw from the study at any time until my questionnaire has been submitted for any reason without penalty. After this time, I understand that it will not be possible to identify my questionnaire from others.
➢ I understand that I may ask questions of the researchers at any point during the research process.
➢ I understand that there is no obligation to answer any question that I feel is invasive, offensive, or inappropriate.
➢ I understand that I will receive no compensation for my participation.
➢ I understand that only the principal investigator and faculty supervisor will have access to the data. Data will be kept in a locked office at Brock University and will be shredded one year following completion of the study.
➢ I understand that, upon my request, I will receive a summary of the results.
➢ I understand that the results of this study may be submitted in academic journal articles and conference presentations and a summary of the results will be made available to the participants.
➢ As indicated by my signature below, I acknowledge that I am participating freely and willingly and I am providing my consent.
➢ I understand that if I have any further questions concerning the study I may contact Emma Davies by email at ed00ab@brocku.ca or Dr. Kimberley L. Gammage at (905) 688-5550 extension 3772 or by email at kgammage@brocku.ca.
➢ Additionally, concerns about my involvement in the study may also be directed to the Research Ethics Officer in the Office of Research Services at (905) 688-5550 extension 3035.
Thank you for your participation. Please retain a copy of this form for your records.

This project has been reviewed by, and received ethics clearance through the Office of Research Ethics Board, (File 05-130).
Title of Study: Perceived Competence of Sportscasters
Principal Researcher: Emma Davies, Master of Arts Candidate, Faculty of Applied Health Sciences
Faculty Supervisor: Dr. Kimberley L. Gammage, Assistant Professor, Dept. of Physical Education and Kinesiology

If you would like to receive a summary of the results of the study, please complete the following information.

If you would like to receive the information by email:

Name: _____________________________________________________________

Email Address: ______________________________________________________

If you would like to receive the information by mail please provide your name and address:

Name: _____________________________________________________________
(First Name) (Last Name)

Address: ____________________________________________________________
(Street Number) (Street)

(City) (Province) (Postal Code)
Brock University, Faculty of Applied Health Sciences
Summary of Results

Title of Study: Perceived Competence of Sportscasters
Principal Researcher: Emma Davies, Master of Arts Candidate, Faculty of Applied Health Sciences
Faculty Supervisor: Dr. Kimberley L. Gammage, Assistant Professor, Dept. of Physical Education and Kinesiology

DATE

Dear Participant,

We greatly appreciated your involvement in our study on “Perceived Competence of Sportscasters.” Because of your involvement in our study, we are able expand our knowledge on factors influencing perceptions of sportscasters’ competence. We will be able to conduct future research examining the role of physical attractiveness and sportscasters.

We greatly appreciated your time and willingness to be a part of this study and with this in mind we would like to offer our thanks.

Our study concluded that

These are very important findings because of

Thank you again for your help in this study. We hope it has been an enjoyable and informative experience for you. If you have any further questions regarding the study or the results themselves please feel free to contact Emma Davies by email at ed00ab@brocku.ca.

Sincerely,
Emma Davies, BPhEd.
Master of Arts Candidate,
Faculty of Applied Health Sciences

Kimberley L. Gammage, PhD.
Assistant Professor,
Faculty of Applied Health Sciences
Appendix B
Demographic Questionnaire
Demographic Questionnaire

1. **Gender** (Please circle one): Male Female

2. **Education major:**

3. **Age:**

4. **Approximately how frequently do you...**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch sport news on television?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Watch sport events on television?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Listen to sport news on the radio?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Listen to sport events on the radio?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Read about sport in the newspaper or magazines?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix C
Photographs
Attractive Female Target  
Less Attractive Female Target  
Attractive Male Target  
Less Attractive Male Target
Appendix D
Pilot Study: Perceptions of Attractiveness
Perceptions of Attractiveness

Sir Thomas Overbury (1613) wrote “All the carnall beauty of my wife is but skin-deep” and unknowingly created the popular saying ‘beauty is only skin deep’ (Lexico Publishing Group, 2005). However recent research has shown that beauty is not just skin deep. People who are seen as attractive are perceived as more intelligent, more competent, happier, and have greater success with social interactions (Dion, Berscheid, & Walster, 1972; Romano, & Bordieri, 1989). People in general want to be associated with attractive individuals more regularly in comparison to unattractive individuals (Kernis & Wheeler, 1981). Although much is to be learned from examining the benefits of being attractive, it is necessary to first determine who is perceived as attractive and who is not.

When determining attractiveness, past researchers have used several different types of stimulus materials (Bull, & Stevens, 1981; Lucker, Beane, & Guire, 1981; Osborn, 1996; Rowatt, Cunningham, & Druen, 1999). However, the most common method is the use of photographs. The experimenter used several professionally taken photographs of different targets, or the same target with their appearances modified with the use of makeup, lighting, camera angle, etc (Bull, & Stevens, 1981; Lucker, Beane, & Guire, 1981; Osborn, 1996; Rowatt, Cunningham, & Druen, 1999). Alternatively, photographs can be taken from school yearbooks (Cunningham, Barbee, & Pike, 1990). Other researchers have utilized drawings of male and female targets (Wade, Irvine, & Cooper, 2004). Today, with the availability of materials on the internet, the World Wide Web provides another means of obtaining stimulus methods.

In order to examine the impact of attractiveness on factors such as perceived competence and knowledge, it is essential to have stimuli that represent clearly
differentiated attractive and less attractive physical appearances. The purpose of the present pilot study was to generate such stimuli to be used in subsequent research. Specifically, the present study was used to find two male and two female photographs, such that one photograph of each gender is considered significantly more attractive than the other.

Methods

Participants

Ninety-six undergraduate and graduate participants (27 male, 53 female, and 16 who did not identify their gender) were recruited from a university campus. The mean age of participants was 22.14 years (SD=3.23). The participants’ age ranged from 17 to 32.

Materials

Demographic Questionnaire. Participants completed demographic information, including age and gender. Eight black and white photographs (four male and four female) were selected. The pictures were headshots taken from the internet. Each picture was similar with respect to lighting, background, and distance from target. All targets were Caucasian, wearing similar clothing styles (business casual) and of similar age (20-30 years).

Photographs. The four photographs for each gender were initially chosen by the researcher from the internet such that two were very attractive and two were less attractive. The four photographs for each gender were systematically rotated to avoid order effects. In addition, male and female photograph were also alternated.
Attractiveness Ratings. The attractiveness questionnaire asked participants to rate each of the eight photographs on an 8-point Likert scale, which ranged from 1=extremely unattractive to 8=extremely attractive consistent with the scale used by Cunningham, Barbee, and Pike (1990).

Procedures

Participants (n = 96) were recruited from classes and common areas (e.g., cafeterias) on campus. After completing informed consent, participants were given a questionnaire package. They immediately completed the questionnaire, and returned all materials directly to the researcher. Completion of the questionnaire took approximately five minutes.

Results and Discussion

Means and standard deviations were calculated for the attractiveness score of the most and least attractive male and female photographs and are shown in Table 1.

Table 1. Means and standard deviations for target pictures

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Sample 1 (n=33)</th>
<th>Sample 2 (n=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Attractive female</td>
<td>6.24^a</td>
<td>.830</td>
</tr>
<tr>
<td>Less Attractive female</td>
<td>3.36^b</td>
<td>1.03</td>
</tr>
<tr>
<td>Attractive male</td>
<td>6.67^a</td>
<td>.816</td>
</tr>
<tr>
<td>Less Attractive male</td>
<td>3.64^b</td>
<td>1.30</td>
</tr>
</tbody>
</table>

Note. Significant group differences denoted by superscripts

Given the large sample size and concerns about power, a random sample of 33 participants was selected. A series of paired sample t-tests were conducted, using the
most attractive and least attractive male and female photographs. Because multiple comparisons were made (i.e., two per picture), a Bonferroni correction was used to control the type I error rate, and alpha was set at $p < .0125$. The results showed that the less attractive male was rated significantly less attractive than the attractive male ($t(1, 32) = -12.82, p < .001$). The attractive female was rated significantly more attractive than the less attractive female ($t(1, 32) = 12.79, p < .001$). The less attractive male was not significantly different from less attractive female ($p = .163$), and the attractive male was not significantly different from the attractive female ($p = .041$). In order to confirm these results, a second random sample of 28 participants was drawn from the total. Again the results demonstrated the attractive female was rated significantly more attractive than the less attractive female ($t(1, 27) = 11.24, p < .001$). The attractive male was rated significantly more attractive than the less attractive male ($t(1, 27) = -8.28, p < .001$). The attractive female was not significantly different from the attractive male ($p = .858$). The less attractive female was not significantly different from the less attractive male ($p = .545$). Thus, pictures were determined to be distinctly attractive and less attractive within each gender, as well as not different in attractiveness across gender.
DATE: June 27, 2005
FROM: Linda Rose-Krasnor, Chair
       Research Ethics Board (REB)
TO: Kim Gamment, Applied Health Sciences
    Emma DAVIES
FILE: 04-410 DAVIES
TITLE: Perceptions of Attractiveness

The Brock University Research Ethics Board has reviewed the above research proposal.

DECISION: Accepted as clarified.
This project has received ethics clearance for the period of June 27, 2005 to September 1, 2005 subject to full REB ratification at the Research Ethics Board's next scheduled meeting. The approval may be extended upon request. The study may now proceed.

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol as last reviewed and approved by the REB. During the course of research no deviations from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written approval from the REB. The Board must approve any modifications before they can be implemented. If you wish to modify your research project, please refer to http://www.brocku.ca/researchservices/forms to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and approvals of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council. Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form Continuing Review/Final Report is required.

Please quote your REB file number on all future correspondence.
Office of Research Ethics
Brock University
Office of Research Services
500 Glenridge Avenue
St. Catharines, Ontario, Canada L2S 3A1
phone: (905)688-5550, ext. 3035    fax: (905)688-0748
e-mail: reb@brocku.ca
http://www.brocku.ca/researchservices/ethics/humanethics/
Brock University, Faculty of Applied Health Sciences
Informed Consent Form

Title of Study: Perceptions of Attractiveness
Principal Researcher: Emma Davies, Masters of Arts Candidate, Faculty of Applied Health Sciences
Faculty Supervisor: Dr. Kimberley L. Gammage, Assistant Professor, Dept. of Physical Education and Kinesiology

Name of Participant: (please print) ____________________________________________________________

➢ I have been given and have read the Letter of Introduction provided to me by the Principal Investigator conducting the research.
➢ I understand the present study will investigate perceptions of attractiveness
➢ I understand that I must be 18 years of age or older in order to participate in this research.
➢ I understand this research is being conducted at Brock University.
➢ I understand that participation will involve 5-10 minutes of my time to complete a series of questionnaires. I understand that there are no known physical or psychological risks associated with participating in this study.
➢ I understand that my participation in this study is voluntary and that I may withdraw from the study at any time until my questionnaire has been handed in for any reason without penalty. After this time, I understand that it will not be possible to identify my questionnaire from others.
➢ I understand that I may ask questions of the researchers at any point during the research process.
➢ I understand that there is no obligation to answer any question that I feel is invasive, offensive, or inappropriate.
➢ I understand that I will receive no compensation for my participation.
➢ I understand that only the principal investigator and faculty supervisor will have access to the data. Data will be kept in a locked office at Brock University and will be shredded one year following completion of the study.
➢ I understand results of this study will allow future research to investigate how attractiveness may influence perceptions.
➢ I understand that, upon my request, I will receive a summary copy of the results
➢ I understand that the results of this study may be distributed in academic journal articles and conference presentations and a summary of the results will be made available to the participants.
➢ As indicated by my signature below, I acknowledge that I am participating freely and willingly and I am providing my consent.
➢ I understand that if I have any further questions concerning the study I may contact Emma Davies by email at ed00ab@brocku.ca or Dr. Kimberley L. Gammage at (905) 688-5550 extension 3772 or by email at kgammage@brocku.ca.
➢ Additionally, concerns about my involvement in the study may also be directed to the Research Ethics Officer in the Office of Research Services at (905) 688-5550 extension 3035.

Signature of Participant: __________________________________________________________________________

Date: ____________________________
Thank you for your participation. Please keep a copy of the form for your records.
This project has been reviewed by, and received ethics clearance through the Office of Research Ethics Board, (File 04-410).
Brock University, Faculty of Applied Health Sciences
Participant Letter of Information

Title of Study: Perceptions of Attractiveness
Principal Researcher: Emma Davies, Masters of Arts Candidate, Faculty of Applied Health Sciences
Faculty Supervisor: Dr. Kimberley L. Gammage, Assistant Professor, Dept. of Physical Education and Kinesiology

June 1st, 2005

Dear Potential Participant,
The research project that you are being invited to participate in is entitled, "Perceptions of Attractiveness." This study is being conducted by Emma Davies and Dr. Kimberley Gammage, a faculty member at Brock University. The purpose of this study is to assess the attractiveness of men and women in photographs to be used in subsequent research.

Your involvement and feedback are greatly appreciated and will help to further our understanding of the perception of society’s views on attractiveness. Participation will require approximately 5-10 minutes of your time. You will be asked to complete 2 short questionnaires, related to your perceptions of physical attractiveness.

The study that you are being asked to participate in will involve male and female graduate and undergraduate students at Brock University. Results from this study will be used in future research to enhance our understanding of perceptions of attractiveness. A written summary of our findings will be made available to you. Further dissemination will occur in academic journals and conference presentations; however, the specific identity of the participants in the study will not be disclosed. Any information that arises from participants will be treated with confidentiality and access to information that might identify participants will be limited to Emma Davies and Dr. Gammage. All participants are required to be at least 18 years of age. The names of specific participants will not be attached to comments or issues raised within project reports or presentations generated from this study. Data will be kept in the locked office of Dr. Gammage, at Brock University. Only the primary investigator and faculty supervisor will have access to the data. All original written documents will be destroyed one year following the completion of the study. Participation in this study is voluntary and individuals may decline answering any question(s) within the questionnaire that they find invasive, offensive, or inappropriate. There are no known physical or psychological risks associated with participating in this study. Participants may withdraw from the study at any time until questionnaires have been submitted, for any reason, without penalty. After this time, it will not be possible to withdraw your information due to the fact that the questionnaires themselves are not identifiable. Of course, people may choose not to participate and will not experience any negative consequences.

The study has been reviewed and has received ethics clearance through the Research Ethics Board at Brock University (File 04-410). Following the completion of our study we would be happy to send you an executive summary of our results. Should you wish a summary, please complete the Debriefing Form attached. Should you have any questions or concerns about the issues raised by this project, please feel free to contact Emma Davies by email at ed00ab@brocku.ca. If you have concerns about the study in general, please feel free to contact Dr. Kimberley L. Gammage at (905) 688-5550 extension 3772 or by email at kgammage@brocku.ca. Additionally, concerns about your involvement in the study may also be directed to the Research Ethics Officer in the Office of Research Services at (905) 688-5550 extension 3035. Thank you for your interest and involvement in this study.
Sincerely,

Emma Davies, BPhEd.
Potential Master of Arts Candidate,
Kinesiology,
Faculty of Applied Health Sciences
ed00ab@brocku.ca

Kimberley L. Gammage, Ph.D.
Assistant Professor, Physical Education and
Faculty of Applied Health Sciences
(905) 688-5550, ext. 3772
kgammage@brocku.ca

Thank you for your help! Please take this form with you for further reference.
Brock University, Faculty of Applied Health Sciences
Debriefing Form

Title of Study: Perceptions of Attractiveness
Principal Researcher: Emma Davies, Masters of Arts Candidate, Faculty of Applied Health Sciences
Faculty Supervisor: Dr. Kimberley L. Gammage, Assistant Professor, Dept. of Physical Education and Kinesiology

If you would like to receive a summary of the results of the study please complete the following information.

If you would like to receive the information by email:
Name: 

Email Address: 

If you would like to receive the information by mail please provide your name and address:
Name: 
(First Name)  (Last Name)
Address: 
(Street Number)  (Street)
(Province)  (Postal Code)
Dear Participant,

We greatly appreciated your involvement in our study on "Perceptions of Attractiveness." Because of your involvement in our study we are able expand our knowledge of how these variables are related. We will be able to conduct future research examining the role of physical attractiveness on perceptions of others.

We greatly appreciated your time and willingness to be a part of this study and with this in mind we would like to offer our thanks.

Our study concluded that

These are very important findings because of

Thank you again for your help in this study. We hope it has been an enjoyable and informative experience for you. If you have any further questions regarding the study or the results themselves please feel free to contact Emma Davies by email at ed00ab@brocku.ca.

Sincerely,

Emma Davies, BPhEd.
Potential Master of Arts Candidate,
Faculty of Applied Health Sciences
Kimberley L. Gammage, PhD.
Assistant Professor,
Faculty of Applied Health Sciences
Gender: Male  Female  Age:  Major:

Using the following scale, please rate how attractive you think each of the photographs below are:

1  2  3  4  5  6  7  8
Extremely Unattractive
Using the following scale, please rate how attractive you think each of the photographs below are:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Unattractive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
Appendix E
Sports Script
Smith Takes Home Junior Title in Kentucky;

British Columbia teen tennis sensation Sam Smith was on fire all week at the Kentucky International Junior Tennis Derby, earning the singles title after surging through five tough opponents. This was Sam’s first competition since suffering a career threatening injury one year ago.

After a first-round bye, the fifth-seeded Smith had to endure a tough challenge from the American Jones, coming out on top in 3 sets. Smith rolled through matches against two fellow Canadians, and reached the finals with a 6-4, 4-6, 7-6(5) victory over another American youngster from Florida.

In the finals, Smith endured several rain delays to clinch the title with a 6-7(6), 6-2, 6-2 come-from-behind victory over the second-seeded Rios from Brazil. When asked about the final match, Sam said “I loved the opportunity to play against one of the best competitors in the league. Rios has such a different style of play, it’s always a challenge”. Winning the junior title puts Smith in contention for the Olympic tryouts.
Appendix F
Item Content Review Form
The competence questionnaire was developed specifically for this study. Items were constructed from previous research in the area of sports reporting (Ordman & Zillmann, 1994; Mitrook & Dorr, 2001). Two subscales were initially developed: perceived competence and perceived knowledge. Each question was created to investigate tennis-specific competence and knowledge and secondly, general sport competence and knowledge. Preliminary investigation of the questionnaire validity was assessed using an item content review form (ICRF). The ICRF assessed the relevance and comprehensiveness of the test items (Dunn, Bouffard, & Rogers, 1999). Expert judges were asked to participate based on their expertise in psychology, sociology, and overall knowledge of sports. Six judges were initially asked in person to complete the content relevance form. All six judges agreed to participate. An ICRF was emailed to each judge with instructions on how to complete the form. Judges were given definitions for each of the two constructs (competence and knowledge). They were then asked to assess how well each item matched the competence and knowledge domains. Items were scored on a 5-point Likert scale, ranging from 1 = poor match to 5 = excellent match. Additional space was provided for comments. Once finished with the ICRF, judges returned it to the researcher and they were thanked for their participation. Data was entered into the database where item scores, Aiken’s V coefficient, and Cohen’s effect size were calculated (see Tables 1 and 2).
Table 1.

*Mean Item-Content Relevance and V Coefficient for each Item Based on the Domain*

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Content Domain</th>
<th>Predicted</th>
<th>Mean</th>
<th>SD</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How competent is the sportscaster at delivering the sport news?</td>
<td>C</td>
<td>C&gt;K</td>
<td>4.83</td>
<td>0.41</td>
<td>0.96</td>
</tr>
<tr>
<td>2. How well-informed about sports in general is the sportscaster?</td>
<td>K</td>
<td>K&gt;C</td>
<td>5.00</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>3. How knowledgeable is the sportscaster about the reported sport?</td>
<td>K</td>
<td>K&gt;C</td>
<td>5.00</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>4. How experienced is this sportscaster in delivering sports news?</td>
<td>C</td>
<td>C&gt;K</td>
<td>4.00</td>
<td>1.26</td>
<td>0.75</td>
</tr>
<tr>
<td>5. How accurate was this sportscaster about the reported sport?</td>
<td>K</td>
<td>K&gt;C</td>
<td>4.00</td>
<td>1.26</td>
<td>0.75</td>
</tr>
<tr>
<td>6. How enthusiastic is this sportscaster’s delivery of the news?</td>
<td>C</td>
<td>C&gt;K</td>
<td>4.17</td>
<td>1.60</td>
<td>0.79</td>
</tr>
<tr>
<td>7. How qualified is this sportscaster?</td>
<td>C</td>
<td>K&gt;C</td>
<td>3.83</td>
<td>1.60</td>
<td>0.71</td>
</tr>
<tr>
<td>8. How likeable was the sportscaster?</td>
<td>C</td>
<td>C&gt;K</td>
<td>3.67</td>
<td>1.37</td>
<td>0.67</td>
</tr>
<tr>
<td>9. Did the sportscaster demonstrate familiarity with sports?</td>
<td>K</td>
<td>K&gt;C</td>
<td>4.5</td>
<td>0.84</td>
<td>0.875</td>
</tr>
<tr>
<td>10. How skilled in sports reporting is this sportscaster?</td>
<td>C</td>
<td>C&gt;K</td>
<td>4.67</td>
<td>0.52</td>
<td>0.92</td>
</tr>
<tr>
<td>11. How much of an expert was the</td>
<td>K</td>
<td>K&gt;C</td>
<td>4.33</td>
<td>1.21</td>
<td>0.83</td>
</tr>
</tbody>
</table>
sportscaster?

12. How reliable is the sportscaster about sports?

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Content Ratings</th>
<th>ES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Competence</td>
<td>Knowledge</td>
</tr>
<tr>
<td>1.</td>
<td>C&gt;K</td>
<td>4.83</td>
</tr>
<tr>
<td>2.</td>
<td>K&gt;C</td>
<td>2.17</td>
</tr>
<tr>
<td>3.</td>
<td>K&gt;C</td>
<td>2.00</td>
</tr>
<tr>
<td>4.</td>
<td>C&gt;K</td>
<td>4.00</td>
</tr>
<tr>
<td>5.</td>
<td>K&gt;C</td>
<td>2.50</td>
</tr>
<tr>
<td>6.</td>
<td>C&gt;K</td>
<td>4.17</td>
</tr>
<tr>
<td>7.</td>
<td>K&gt;C</td>
<td>3.83</td>
</tr>
<tr>
<td>8.</td>
<td>C&gt;K</td>
<td>3.67</td>
</tr>
<tr>
<td>9.</td>
<td>K&gt;C</td>
<td>3.00</td>
</tr>
<tr>
<td>10.</td>
<td>C&gt;K</td>
<td>4.67</td>
</tr>
<tr>
<td>11.</td>
<td>K&gt;C</td>
<td>3.50</td>
</tr>
<tr>
<td>12.</td>
<td>K&gt;C</td>
<td>3.17</td>
</tr>
<tr>
<td>13.</td>
<td>K&gt;C</td>
<td>3.67</td>
</tr>
</tbody>
</table>

*Note. p<.05, C = Competent; K = Knowledge; C>K: Competence was thought to be a better predictor than knowledge; K>C: Knowledge was thought to be a better predictor than competence.*

Table 2.

*Mean Content Relevance Scores and Cohen’s Effect Size*
Note. Large effect size <.80

Aiken’s V coefficient provides a statistical test to determine the significance of the judges’ ratings (Dunn et al., 1999). The V coefficient can range from zero to one. A value of one represents a strong significance between the judges’ ratings and the predicted construct; a value of zero is deemed irrelevant. Cohen’s effect size measures the distance between the two means of judges’ ratings for each construct. Cohen’s recommendations for effect size suggest a large effect size is .80 or greater, a medium effect size is .50, and a small effect size is .30. The ICRF suggested that there was a lack of differentiation between the perceived competence and perceived knowledge constructs. From the original seven competence and six knowledge items, only three items met the minimum criteria for each subscale. However, when the remaining items were examined, it was not clear that they captured the entire range of each construct. In addition, comments from the judges suggested that it was hard to differentiate between the two constructs as they seemed highly linked. Consequently, the two subscales were collapsed into a single construct labelled perceived competence, which encompassed knowledge (McCroskey & Young, 1981). Items that were deemed unclear or inappropriate for either domain according to judges’ comments were deleted. The remaining items made up the competence questionnaire, and included: competent, informed, knowledgeable, familiar, skilled, credible, and experienced.
Appendix G
Competence Questionnaire
Perceived Competence Questionnaire

Please circle the number that best represents your beliefs using the following scale

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very much so</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How competent is this sportscaster at delivering sport news?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. How competent is this sportscaster about tennis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. How informed is this sportscaster about sports in general?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. How informed is this sportscaster about tennis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. How knowledgeable is this sportscaster about sports?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. How knowledgeable is this sportscaster about tennis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. How familiar is this sportscaster about sports?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. How familiar is this sportscaster about tennis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. How skilled is this sportscaster in sports reporting?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. How skilled is this sportscaster in reporting tennis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. How credible is this sportscaster?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. How credible is this sportscaster about tennis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. How much of an expert is this sportscaster?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. How much of an expert is this sportscaster about tennis?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Overall the quality of the sportscaster was</td>
<td>Poor</td>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

16. Rate how attractive you think the individual in the photograph is?

1 2 3 4 5 6 7 8

Extremely Unattractive Extremely Attractive
Appendix H
Ethics Approval
DATE: December 20, 2005

FROM: Linda Rose-Krasnor, Chair
Research Ethics Board (REB)

TO: Kim Gammage, Applied Health Sciences
Emma Davies

FILE: 05-130 Davies

TITLE: Perceived Competence of Sportscasters

The Brock University Research Ethics Board has reviewed the above research proposal.

DECISION: Accepted as clarified.

This project has received ethics clearance for the period of December 20, 2005 to August 1, 2006 subject to full REB ratification at the Research Ethics Board's next scheduled meeting. The clearance period may be extended upon request. The study may now proceed.

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol as last reviewed and cleared by the REB. During the course of research no deviations from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written clearance from the REB. The Board must provide clearance for any modifications before they can be implemented. If you wish to modify your research project, please refer to http://www.brocku.ca/researchservices/forms to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form Continuing Review/Final Report is required.

Please quote your REB file number on all future correspondence.
Brenda Brewster, Research Ethics Assistant
Office of Research Ethics, MC D250A
Brock University
Office of Research Services
500 Glenridge Avenue
St. Catharines, Ontario, Canada L2S 3A1
phone: (905)688-5550, ext. 3035 fax: (905)688-0748
email: reb@brocku.ca
http://www.brocku.ca/researchservices/ethics/humanethics/
Appendix I
Poster
Purpose:
To examine factors that influence audience’s perceptions of competence of sportscasters.

Requirements:
Male and female Brock University Students
15-20 minutes of your time to fill out a questionnaire
Read and understand English
If interested please contact
Emma Davies, BPhEd.
Master of Arts Candidate,
Faculty of Applied Health Sciences
ed00ab@brocku.ca

Kimberley L. Gammage, Ph.D.
Assistant Professor, Physical Education
Faculty of Applied Health Sciences
(905) 688-5550, ext. 3772
kgammage@brocku.ca

This project has been reviewed by, and received ethics clearance through the Office of Research Ethics Board, (File #).