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# How Does Pressure to be Perfect Impact Pre-Collegiate Gymnasts?

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# How Does Pressure to be Perfect Impact Pre-Collegiate Gymnasts?

### A Synthesis of the Research Literature

## A Synthesis Project

Presented to the

Department of Kinesiology, Sport Studies, and Physical Education

The College at Brockport

State University of New York

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Physical Education

(Physical Education)

by

Caitlin Elsadek

May 13, 2019

# THE COLLEGE AT BROCKPORT STATE UNIVERSITY OF NEW YORK BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

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Gymna	asts?
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Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, The College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education).

Chairperson, Department of Kinesiology, Sport Studies, and Physical Education

Carly Houston-Wilson

5/15/19 Date

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#### Abstract

This synthesis highlights the available research of how pressure to be perfect impacts precollegiate gymnasts. With recent accusations of sexual assault from USA Gymnastics doctor, Larry Nassar and the idealism of looking aesthetically pleasing for success, this research was imperative.

The literature review examined evidence-based research in areas of body image and disordered eating issues, and pressure on young gymnasts. Specifically, this literature review used peer-reviews and scholarly articles to explore what kinds of pressure pre-collegiate gymnast encounter, from whom the pressure comes from, and the gymnast deals with the pressure.

Results showed that coaches, parents, teammates, and the gymnast themselves instigate pressure associated with achieving a perfect body image, perfection in sport, and continued practice even through injury without complaining. In turn, gymnasts deal with these pressures through prompting eating disorders and the act of silence when guidance is needed most.

Keywords: Gymnastics, pressure, perfection in sport, parents, coaches, and eating disorders, body esteem, pressure to be thin, success, coaches, relationship, stress, and commitment.

#### **Chapter One**

#### Introduction

The concept of flipping and twisting in the air may already seem complex in the sport of gymnastics. As high-level performance demands increase, the expectation of being close to perfect rise. This expectation puts not only physical pressure on gymnasts but psychological pressure as well. There are many factors that contribute to physical and psychological pressure, including the athletes themselves. Who/what are the sources of pressure on gymnasts and how do the athletes handle that pressure to be "perfect"?

"Between 1990 and 2005, an estimated 425,900 children from six to seventeen years of age were treated for gymnastics-related injuries in U.S. emergency departments, representing an average of 4.8 injuries per 1,000 gymnasts per year" (Mahoney, 2008 pg. 54). When a gymnast has been complaining about his or her ankle, wrist, muscle or another injury the coach may continue to expect hard work and participation in practice. "It has been long established that coaches create stress in athletes when punitive behaviors are emphasized in their relationship" (Bower, 1978 pg. 43). This puts the gymnast in a mindset of "playing through the pain".

Ultimately, a gymnast may grow into a repeated pattern of pushing through the pain because of fear of losing practice time or disapproval of the coach.

Other pressures weigh on gymnasts and those associated with them as well, often to the extent that they remain quiet in the face of abuse in order to retain a position on a high-level team. This coincides with the recent accusations of sexual assault from USA Gymnastics doctor,

Larry Nassar, who was sentenced to federal prison in December of 2017. "One hundred twenty-five women filed criminal complaints with police, more than 300 people — including victims, spouses, and parents — have filed civil suits against the doctor and the institutions that employed him for so long" (Kirby, 2018). There is a lot to be said about pressure to win and be successful within the sport.

"Athletes in aesthetic, weight – dependent, or endurance sports have been found to be more likely to utilize pathogenic weight-control methods than athletes from other sports" (Kosmidou, Prois, Giannitsopoulou, Siatras, Doganis, Prois, Douda & Fachantidou-Tsiligiroglou, 2015, p1). That being said, appearance within gymnastics plays a huge roll in the overall idea of perfection. Pressure to look thin and aesthetically pleasing is the ideal image for young gymnasts, "Belief among athletes and coaches that a reduction in weight or body fat could enhance athletic performance, increased athlete's risk in prevalence of eating disturbances (Kosmidou et al. 2015, p.2 particularly in judged sports where performance may be influenced by body, size, or weight" (Kosmidou et al. 2015, p.2) In fact, in a study by Kosmidou et al., (2015), of the twenty rhythmic gymnasts, thirteen of them had eating disorder symptoms and were actively dieting, all for the reason of improving their performance and/or appearance.

Not only can coaches put pressure on the gymnast to be perfect, but parents of gymnasts contribute as well. "Although parents want their child to enjoy the sport, they may also want her to become an Olympic Champion" (Smits, Jacobs, and Knoppers 2017, p.67). Considering all the time and finances parents devote to their child in order for them to compete and participate, a level of competitiveness between parents often develops and a form of 'status' is gained depending on the success of their child. "Many parents are influenced by the contemporary

sporting culture and establish standards of success in which victory is overemphasized, and, in some cases, they use their children's progress for their own status and personal objectives" (Smits, Jacobs, and Knoppers 2017 p. 67). This attitude can "cause physical and psychological damage that will last the entire lifetime of the athlete" (Doherty 1999) (Nunomura, & Oliveria 2013 p.2).

#### **Statement of Purpose**

The purpose of this study is to explore how the pressure to be perfect impacts pre-collegiate gymnasts. It will be guided by three specific research questions.

- 1. What kinds of pressures do pre-collegiate gymnasts encounter?
- 2. From whom does the pressure come?
- 3. How do gymnasts deal with pressure?

#### **Operational Definitions**

*Perfectionism*- "A network of cognitions, including expectations and interpretations of events and evaluations of oneself and others, characterized by the setting of unrealistic standards, rigid and indiscriminate adherence to these, and equating self-worth with performance" (Nordin, Harris and Cumming, 2003 p. 4)

*Grooming*- Grooming is a systematic process typically done over weeks, months or years to slowly lure and manipulate children into abuse. (USA Gymnastics)

Pre-Collegiate- occurring before college (Merriam Webster, 1828)

Body esteem- refers to self-evaluations of one's body or appearance (B. Mendelson, J.

Mendelson, and White, 2010 p.1)

#### **Assumptions**

For the purpose of this study, the following assumptions were made:

- 1. Literature was exhaustive and comprehensive
- 2. Researchers used effective and reliable instruments honestly and truthfully.
- 3. All participants in the studies completed instruments honestly, truthfully, and to the best of their ability,

#### **Delimitations**

For the purpose of this study, the following delimitations were applied:

- 1. All athletes in this study were pre-collegiate, (i.e., up to eighteen years old)
- 2. All athletes in this study competed in various branches of gymnastics (artistic and rhythmic).
- 3. All studies were data-based, peer reviewed, and published after 1997 in a scholarly journal which was available in English.
- 4. There was no limit to the location of study. Studies from around the world were included except those that were not translated into English.
- 5. All studies may include male athletes.

#### Limitations

For the purpose of this study, the following limitations were applied:

- 1. Although limited, the number of participants in each study is large enough to be helpful but not generalizable.
- 2. Loss of participants during the course of study due to retirement, injuries, and absence.
- 3. Athletes were only studied during athletic year.

#### Chapter 2

#### **Methods**

The purpose of this chapter is to review the process used to collect articles regarding how pressure to be perfect impacts pre-collegiate gymnasts. The State University of New York College at Brockport Drake Memorial Library database was used for the primary research. The studies selected for this synthesis were located using EBSCO Host, as well as "backward searches" from the references of articles. Within the EBSCO Host database, SPORTDiscus was the primary database that was used. Twelve articles were found using these databases to support the purpose and research questions in the study.

The criteria for critical mass articles included data-based articles published in academic journals between the years 1997-2019. For an article to be included and used as part of the critical mass, additional criteria also had to be met but articles were not excluded if published outside the United States. Full-text English transcript had to be available and articles had to include athletes that were pre-collegiate.

Keywords and phrases relevant to the research questions were used to find articles and research studies. Keywords used were as follows: gymnastics, pressure, perfection in sport, parents, coaches, and eating disorders, body esteem, pressure to be thin, success, coaches relationship, stress, and commitment. Different combinations of words and phrases were used to generate as many articles as possible that correlated support for this study. Combinations included: (1) Gymnastics AND pressure, (2) Gymnastics AND coaches, (3) Perfection in sport AND Gymnastics, (4) Perfection in sport AND coaches, (5) Perfection in sport AND pressure, (6)Pressure in sport AND perfection AND coaches, (7) Perfection in sport AND perfection AND parents, (8) Gymnastics AND coaches AND pressure, (9) Pressure AND gymnastics AND

pressure in sport, (10) Eating disorders AND gymnastics, (11) Eating disorders AND gymnastics AND pressure, (12) Pressure to be thin AND body esteem, (13) body esteem AND success, (14) coaches relationship AND stress, (15) coaches relationship AND stress AND commitment, (16) Grooming in sport. This process was repeated until literature was exhausted and appropriate literature for the critical mass was found.

Keywords *pressure* AND *gymnastics* resulted in identification of ten articles. Of those ten reviewed, only one was used for the review of literature. Keywords *perfection in sport* AND *gymnastics* established four results. Of these articles, two articles were used for the review of literature. Keywords *eating disorders* AND *gymnastics* generated 52 results. To refine these results further, the keyword AND *pressure* limited the search to seven. Of these seven, three articles. Keywords *body esteem* AND *success* developed seven outcomes. Of those seven reviewed, one article was used for critical mass.

Keywords *gymnastics* AND *coaches* resulted in 282 results. To further refine these results, the keyword AND *pressure* was applied to which produced nine results. Of these nine results, two articles were chosen for review of literature because it beast addressed the research question. Keywords *parents* AND *gymnastics* generated 66 results. Those 66 articles were reviewed and two met the criteria for the critical mass. Keywords *coaches relationship* AND *stress* produced 136 results. To refine these results further, the keyword AND *commitment* was added. This addition developed four results which one was used for review of literature.

Keywords *Pressure to be thin* generated 115 results. To refine this search, the keywords AND *body esteem* limited the search to seven results. After reviewing all seven articles, two articles were chosen and used for review of literature because they provided key content for my

research questions. Keywords *Grooming in sport* developed eleven results. Of those eleven reviewed, only one was used for review of literature.

The final five searches that were used for literature were achieved by backward searching from the references of other articles. Reoccurring authors from already chosen articles were noted and used to find the remaining articles that were used for the critical mass.

Articles included in this synthesis included both qualitative and quantitative methods. Five articles utilized qualitative methods, primarily interviews and questionnaires. ANOVA, Nvivo and standardized testing was used for analysis of five studies of quantitative data.

The smallest sample size was a phenomenological case study consisting of one participant. This study involved three unconstructed interviews that lasted between 30 and 120 minutes each. The largest study sample size consisted of 274 athletes in a quantitative study. A total of 915 gymnasts (118 males, and 797 females) were represented for the critical mass of this synthesis.

#### Chapter 3

#### **Review of Literature**

The purpose of this chapter is to review the literature that examines aspects of how the pressure to be perfect as a pre-collegiate athlete develops. Specifically, this chapter will review articles that describe the kinds of pressure pre-collegiate gymnasts encounter, from whom does the pressure come, and how the gymnast deals with that pressure. The review will be split into two categories; articles dealing with body image and disordered eating issues, and articles dealing with pressure on young gymnasts.

#### **Body Image and Disordered Eating**

A study by Kosmidou, Prois, Giannitsopoulou, Siatras, Doganis, Prois, Douda & Fachantidou- Tsiligiroglou (2015) aimed to investigate the short-term effects of an intervention to enhance positive body esteem, positive eating attitudes and decrease perceived pressure to be thin by significant others. This study included 49 athletes within the sport of rhythmic gymnastics with a mean age of 12 years old. Twenty-nine athletes were part of the intervention group and 20 were a part of the control group.

Data was collected through three one-hour meetings/interviews with small groups of four to five athletes per group, as well as self- reported questionnaires distributed by the researcher on topics such as; body esteem, eating attitudes, self-esteem, pressure, and global self- esteem. Both groups completed self-reported questionnaires at baseline and after intervention. This intervention program contained information about self, esteem, bodies in sports, bodies in rhythmic gymnastics nowadays and in the past, eating disorders, dealing with marketing messages, goal setting, overcoming problems, anxiety, attention, concentration, positive self-talk, and imagery. Interviews were conducted in an isolated area within the gymnasium, not including

parents or coaches. Coaches were not involved and given specific instructions to not change routines during practice in any way.

Using SPSS 15 and one sample t-tests, the effectiveness of the intervention was analyzed. This study found that thirteen out of twenty athletes had eating disorder symptoms (five from intervention group (IG) and eight form control group (CG)). Intervention portrayed a positive effect with an increased body image in IG and a decrease in eating attitudes in general, dieting scale and bulimia and food preoccupation, and perceived pressure to be thin by experts and parents. Body esteem showed no difference in pre-test between control group (CG) and intervention group (IG). But, post-test IG had higher scores in post-test than pre-test while CG showed lower scores in post-test than pre-test. Thus, this program reduced pressure to be thin by young women in rhythmic gymnastics. "Elite athletes and elite dancers are at a greater risk for developing eating disorders, disorders were predicted mostly by body image dissatisfaction and parental influences" (Kosmidou et al. 2015 p 10).

A study by Nordin, S., Harris, G., & Cumming, J. (2003) sought to compare three different kinds of gymnastics disciplines (artistic, rhythmic and acrobatics) on the indices of eating disturbance and to explore the association between perfectionism and eating disturbance. Participants included for this study were 50 female gymnasts that participated in one of three forms of gymnastics (artistic (17), rhythmic (17), sports acrobatics (16)) and currently competing.

Data was collected through Likert scale formation of four subscales of Eating Disorder Inventory (EDI); Perfectionism, Drive for thinness, Bulimia, and Body Dissatisfaction.

Questionnaires were completed during training sessions and away from coaches. This study found that rhythmic gymnastics scores were significantly higher in the Drive for Thinness (6.65)

and highest in the Total Eating Disturbance subscale (13.12), which was also the highest score within the whole study. Rhythmic gymnastics scored the lowest in the Bulimia subscale (1.00). Rhythmic gymnastics scored the highest in all EDI subscales. Artistic gymnasts scored highest in the perfectionism EDI subscale (4.06) but lower than rhythmic gymnastics (4.76). Sport acrobatics had the second highest score in the total eating disturbance subscale (6.13), and lowest scorning subscale in bulimia (0.44). 75% of the sample reported dieting because they believed their coach found them too fat or because they thought it would get them higher scores in competition by the judges.

"The result findings were the first to suggest that eating disorders were a significant problem in elite rhythmic gymnasts. Perhaps even more alarming is that the sample recruited for the present investigation was not elite in nature but consisted of young athletes who had just reached, or were about to reach, a critical point in their lives for physical and psychological development" (Nordin et al. 2003 p 9). The authors concluded that a gymnast that has developed a disordered eating attitude at a young age will surely be more vulnerable to developing further severe disturbances when puberty sets in.

A study by Neves, Meireles, Carvalho, Schubring, Barker-Ruchti,, & Ferreira, (2016), sought to determine how gymnasts' body dissatisfaction, risk factors for eating disorders, media internalization, perfectionism and mood state change during pre-competition, competition and post-competition seasons and to identify how these psychosocial indicators impact body dissatisfaction during the athletic season. All 20 participants in this study were female and between the ages of ten and eighteen years old.

This nine-month longitudinal study required participants to answer questions regarding body dissatisfaction, disordered eating and anthropometry measures. Completion of media

internalization, perfectionism, and state of mood questionnaires were also completed.

Measurements took place before evening practice (second practice of the day). Each questionnaire had separate subscales that were in a form of a Liket scale. The same measures were applied at three different time periods throughout the competitive season: pre-competitive period (T1), competition period (T2), and post-competition period (T3).

Despite limitations such as small sample sizes, loss of participants throughout the study due to injuries, Neves et al. (2016) found that the average score for the disordered eating subscale was significantly higher during competition period than after competition. "During the competition period, 45% of the gymnast indicated being dissatisfied with their body", Neves et al. (2016). This percentage decreased in pre and post- competition periods to 25%. Self-oriented perfectionism scored the highest in T1 (87.7), fluctuated in T2 (78.35), and increased again at T3 (79.60). Accordingly, a subscale within the BRUMS (Brunel Mood Scale), depression scored lowest at T1 (1.95), increased at T2 (2.80), and remained the same at T3 (2.80). "Thus, as research by Barker-Ruchti (2011) has shown, gymnasts are driven to be self-critical in their pursuit to perform flawlessly" (Neves et al. 2016, p.1749).

Bruin, Bakker, & Oudejans (2009) conducted a study to examine the relationship between disordered eating in female gymnasts and dancers and their perspective regarding achievement in sport and dance, with an emphasis on outperforming others (ego involvement). More disordered eating was expected than when personal progress (task involvement) was emphasized. The authors explained three different achievement goal theories (ego-oriented "performance climate", task-oriented "mastery climate" and goal-oriented) that categorized each athlete and their methods of achieving success.

This study involved 14 coaches of the Royal Dutch Gymnastics Union (KNGU) and 94 aesthetic performers. Of the 94 aesthetic performers, 59 of them were gymnasts and 35 of them were dancers with an average mean age of 15 years old. Data was collected by completing questionnaires that measured ego and task involvement, dieting, self-esteem, perfectionism, and weight-related peer and coach pressure. Questionnaires took 30-40 minutes to complete and were done in the presence of the researcher.

Bruin et.,al (2009) found that dancers showed lower self-esteem (SD=8.17) than gymnasts (SD=5.81) and reported greater perfectionism scores (Dancers SD=5.14) than gymnasts (SD= 4.64). Results also showed that gymnasts (3.47) had a higher dieting frequency scores than dancers (3.26) did, but dancers specified a higher score (0.83) in the weight control index questionnaire than gymnasts (0.80). Gymnasts (9.26) scored significantly higher in the coach/teacher pressure category than dancers (7.79).

This study showed that "both ego and performance climate were related to more frequent dieting, using more pathogenic weight control methods, greater perfectionism and perceiving more weight-related peer pressure" (Bruin et.,al 2009, p. 5), confirms that having a high ego orientation means that a female aesthetic performer is significantly more likely to report indices of disordered eating" (Bruin et.,al 2009, p. 5). The authors came to a conclusion that "aesthetic athletes' and performers' eating attitudes and dieting behaviors seem to be specifically connected to their drive for performance" (Bruin et.,al 2009, p. 6). Therefore, in order to maximize performance and wellbeing, one should consider a mastery environment rather than performance climate.

A study done by Francisco, Narciso, & Alarcao (2012) conducted a qualitative study that aimed to explore potential specific contextual and individual variables related to disordered

eating in a sample of male and female gymnasts and ballet dancers from different competitive levels. The participants used in this study were 249 ballet dancers (n=113) and gymnasts (n=136) of both sexes (47 male and 202 female). The mean age of the participants was 15 years old. The dancers were split into two categories; Elite dancers group, and Non-elite dancers group, as were the gymnastics; Elite gymnastics group, and Non-elite gymnastics group. The group of gymnasts included all four gymnastics disciplines; Acrobatics (n=62); Trampoline gymnastics (n=28); Rhythmic gymnastics (n=27); and Artistic gymnastics (n=19).

Data collection was scheduled around training or class times and occurred in small groups while in the presence of a researcher and without the presence of coaches/teachers.

Participants who were unable to participate in group sessions were given surveys by researcher or coach/teacher to complete at home. Completed surveys were handed in in a sealed envelope without any form of identification. Surveys took about 40 minutes to complete.

Questionnaires were in the form of a Likert scale and based on self-esteem, body image dissatisfaction (BID), disordered eating (DE) and involved choosing the participant's preferred body shape silhouette. Francisco et,al (2012) discovered that elite gymnasts had higher dissatisfaction with their body image than non-elite gymnasts but had similar general body dissatisfaction scores as elite female dancers. The authors suggest that "High pressure from gymnastics coaches in the contexts of high-level competitions and professional dance schools link such pressure to an increased risk for the development of eating disorders" (Francisco et.,al 2012, p. 497). The authors hypothesize that "most female ballet dancers and gymnasts feel physically quite well and thin enough in their daily lives, but they believe they need to present a thinner body for the practice of classical dance and gymnastics to coincide with the aesthetic ideals they think would enable them to achieve more success" (Francisco et.,al 2012, p. 496).

The authors concluded that "females seem to make a greater distinction between general and specific ideal body images" (Francisco et., al 2012, p. 496). Every female group showed significant differences between the two indicators of BID establishing that athletes are always dissatisfied with their image.

#### **Pressure on Young Gymnasts**

Smits, Jacobs, & Knoppers, A. (2016) sought to explore/provide insights into how athletes and parents made sense of current emotional abusive practices in elite youth sport. In this study, 14 elite gymnasts between the ages of 14 and 30, as well as 12 parents between the ages of 36 and 51 participated in semi-structured interviews that were one to two hours long. Within these interviews, athletes and parents were told to describe three techniques that coaches used during interactions with athletes that reinforces obedience; isolation, regulation, and intimidation. The parents involved in the study were the parents of the participating elite gymnasts. Topics such as history of involvement, goals, contact with other female gymnasts/parents, and culture experience (overall view/opinion of the sport) of elite women's gymnastics were also explored.

Smits et al., (2016) found that gymnasts were intimidated by their coaches and feared when they would get angry as they would utter threats out loud for others to hear. "Some practices may violate the rights of children and the belief that youth sport should be a positive pedagogical site" (Smits et al. 2016, p.68). Athletes learned to carry on, despite an injury and 'be tough' because "assertiveness or disagreement was seen as 'complaining' or 'whining'" (Smits et al. 2016, p.73), resulting in a normalized silence. "Female gymnasts had learned to 'manage' pain at an early age" (Smits et al. 2016, p.71).

Some of the words used by the gymnasts in the interview included; 'manipulating', 'very mean', being told you are a softie', 'swearing', screaming at you', and 'making you look ridiculous in front of others'. "Coaches need to learn to listen and athletes and parents need to learn how to ensure their voice is heard and taken seriously" (Smits et al. 2016, p.80). Smits et al., (2016) concluded that protecting athletes from future harm is critical and necessary change that should be taken seriously. Changing the contextual frame/culture of the gym where these athletes practice can be the difference between psychological/physical harm and positive pedagogical practice.

A study by Nunomura,& Oliveria (2013) aimed to better understand how gymnasts perceive parental support and how their attitudes and behaviors can influence, positively or negatively, the process of the training of an athlete. Participants involved in this study consisted of 163 total gymnasts (40 boys and 123 girls), who competed in national and state competitions. Being a qualitative research approach, data collection involved semi-structured interviews that were conducted on site and analyzed in three steps: pre-analysis, study of material, and inference.

Nunomura et al.,(2013) discovered that "most children perceive their parents as major motivators, which is favorable to progress in the sports career" (p.5). While analyzing transcriptions, some positive examples frequently stated: "always come to watch the competition" (A157), "they come to see the practices" (A73). "Source of pressure" was included among the negative perceptions of parental support. Examples implied by the gymnasts include: "do not let me quit because otherwise I will lose opportunities to do other things" (A147), "my father said that if I quit, it might not be a good action towards other people" (A148). "some

parents relive their own ambitions on the sports field through the children as we identify in the interview of A60", (Nunomura et al. 2013, p.9).

This study found that the "pressure exerted by parents is associated with low levels of motivation and the loss of enthusiasm for sports" (Nunomura et al. 2013, p.8). The authors also established that one participant did not appreciate her parents coming to her competitions because it was distracting, which was under the "encouraging" category. Nunomura et al.,(2013) came to the conclusion that "When parents hold high expectations, require too much and push their children to achieve certain results or to continue in the sport, it is very probable that the children will feel trapped and many will remain in the sports so to not disappoint their parents or for fear"(p.10) of letting them down.

Krane, Snow, & Greenleaf (1997) aimed to seek to understand and explain the behavior of an elite athlete, her coaches, and her parents and determine why the athlete behaved as she did. Being another qualitative study, the main participant was an American, former elite level gymnast "Susan" (a pseudonym) who was an Olympic hopeful. Data was collected through unstructured interviews, three separate times, that lasted up to two hours. The first interview involved asking the gymnast about her gymnastics career and experience as a gymnast. Follow up interviews asked "What drives an athlete to persist in sport under such extreme circumstances?" and a description of the role her parents, coaches, and peers play.

Krane et., al (1997) transcribed all interviews and had Susan review for correction. Using reflexivity and a feminist framework, axial coding resulted in three different dimensions; Motivational Climate, Evidence of an Ego Orientation, and Correlates of Ego Involvement.

Results showed that "Feminist critiques of sport have deplored the high value placed on objectifying and alienating one's body by overtraining and ignoring pain and injury", (Krane et

al. 1997, p.68). Susan also announced how she would resort to extremely unhealthy practices that were scrutinized and reinforced by coaches and parents to get closer to her Olympic goals.

Susan's parents were also a contributor of pressure as they believed that the excessive techniques were also necessary to elite sports performance. They reinforced perfection even after several serious injuries including a neck injury and paralysis, disregarding recommendations by doctors to quit gymnastics. "Susan's parents perceived the environment as "normal" and required for success" (Krane et al. 1977, p.60). The authors concluded that Susan put success before her body rather than caring for it, she used her body as a tool. Therefore, "rather than stressing the importance of normative, outcome-based goals, a focus on personal improvement and long-term, healthy training techniques should be sought" (Krane et al. 1977, p.68).

A study done by Nicholls, Levy, Jones, Meir, Radcliffe & Perry (2016) sought to assess an a priori model that included perceptions of the coach, coach-athlete relationship, stress appraisals, and coping. This study included a total of 274 athletes from the United Kingdom (n=176), Australia (n=42), and Hong Kong (n=56). Participants were aged between 16 and 45 years old from team and individual sports, contact and non-contact sports. All participants competed in international competition.

Data was collected by handing out questionnaires that were in the form of a Likert scale and consisted of a Coaching Behavioral scale, a Coach Athlete Relationship Questionnaire (CART-Q), Appraisal Measure (SAM), and a Coping Inventory for Competitive Sport (CICS). Using Omega point estimate, results revealed that "all aspects of coach behavior correlated positively with the 3Cs (closeness, commitment, complementary) of the coach-athlete relationship with the exception of negative personal rapport, which correlated negatively with all aspects of the coach-athlete relationship" (Nicholls et.,al 2016, p. 20). Nicholls et.,al (2016) also

found that coach-athlete relationship was significantly associated with stress appraisal.

Unsupportive coach behaviors positively predicted centrality and stressfulness. The authors concluded that "coaches should consider the impact of their behavior and the detrimental consequences of such unsupportive coaching" (Nicholls et al. 2016, p.24).

A study conducted by Owton, & Sparkes (2015) aimed to raise the awareness of sexual abuse in the sport and support change at the individual and group level while using a qualitative approach. The participant in this study was a 13-year-old, Bella (pseudonym), who wrote and released poems that reflected her pain and experience of being "groomed" and sexually assaulted by her coach. Data was collected and analyzed into three phases- grooming phase, abuse phase, resistance phase, and the recovery/survivorship phase. The main focus of this particular study was the grooming phase.

Bella stated numerous times that all she wanted was attention and approval from her male coach, Ray, who she also saw as 'the god'. Bella also mentioned how she would get teased by her peers about being the 'skinny little runt' and how she wasn't a 'natural' athlete. Healthwise, she would purposely make herself vomit to maintain her thin figure all in the hopes of pleasing and getting approval from her coach by (Owton, & Sparkes, 2015, p.735).

Owton, & Sparkes (2015) concluded upon Backenridge's, (2009) three types of coaches in sport typology' the flirting-charming coach, the seductive coach, and the authoritarian coach. The authors described how the elements of a triangulated relationship (sport opportunity, coach/authority figure inclination and athlete vulnerability) need to exist in order for a coach to act in their intent to abuse an athlete in their care. Therefore, "the structural conditions and power relationships, embedded in competitive sporting environments, specifically the power invested in

the coach, provide a unique socio-cultural context that offers a number of potentialities for sexual abuse and exploitation to take place" (Owton, & Sparkes, 2015, p.742).

#### Chapter 4

#### **Discussion**

The purpose of this chapter is to integrate the results of the articles mentioned in chapter three as well as answer the original research questions proposed in chapter one. This synthesis project examined ten articles with the anticipation of a better understanding of how pressure to be perfect impacts pre-collegiate gymnasts. Literature was divided into two categories: body image and disordered eating issues, and pressure on young gymnasts. This chapter will also discuss specific findings relating to the research question.

#### Research Question #1 What kinds of pressures do pre-collegiate gymnasts encounter?

The literature resulted in five articles that provided information on what kinds of pressure pre-collegiate athlete gymnastics encounter. The category of pressure encompassed research by Smits et al., (2017), Nunomura and Oliveria (2013), Krane et al., (1997), Nicholls et al., (2016) and Owton and Sparkes (2015). In a case study by Krane et., al (1997), "Susan's environment was rifle with emphasizing winning, perfect performances, performing through pain, and exemplar body appearance" (Krane et al. 1997, p.58). Susan herself stated how her coaches would get mad if she got an injury because of 'lack of concentration'. Additionally, her coaches would continue to push her to train no matter how serious the injury was.

Being as perfect as possible even during practices was extremely important as Susan states, "when perfection was not attained, coaches often resorted to physical punishments", "I was doing 300 push-ups without stopping, close to 200 to 250 sit-ups without stopping" (Krane et al. 1997, p.59). Excessive practice behaviors developed to which Susan would state "in my mind, practice made perfect. I had believed that pain is gain...And the more it hurt, the better it was" (Krane et al. 1997, p.65).

Pressure to be thin was found to be another kind of pressure as Susan stated "We had to tell coach everything we ate every single day. We had a diary and if we ate something that he (coach) did not approve of, he would tell our parents, he would make us feel so ashamed in front of everybody, he used public humiliation" (Krane et al. 1997, p.60). The fear of not looking thin and not gaining that approval gymnasts crave from their coach can be extremely detrimental, making it seem like the gymnast will do anything to achieve it. Findings from a study by Smits et.,al (2017) indicate that weight monitoring, both directly and indirectly, was an ongoing activity for gymnasts in the Netherlands.

In another study by Owton & Parks, 2017, Bella (pseudonym) stated how her coach would keep pressuring her to maintain her weight if she wanted to compete internationally. Bella struggled to keep her weight down to her coach's likings so she desperately decided to self-induce herself to vomit because she was scared her coach would get angry at her for not losing weight and maintaining a thin appearance.

#### Research Question #2 From whom does the pressure come?

The literature presented results that provided information regarding who the pressure comes from. Findings advocate that pressure comes from coaches, parents, teammates, and themselves. Nicholls et.,al(2016) suggests that "how a coach behaves can influence aggressive behaviors, thoughts, and anxiety among his or her athletes"(p17). "Unsupportive coaching occurs when coaches shout, manipulate, threaten, or upset the athlete, which is likely to be perceived as the coach exerting unwanted pressure" (Nicholls et al. 2016, p.17). Athletes, although, will continue to work with their coach despite feeling unsupported because "athletes who want to achieve success need specialized knowledge and skills that coaches are assumed to possess"

(Smits et al. 2016, p.66). This meaning that gymnasts see their coach's as a "God", essentially taking everything they say or advise to the extreme with self-assurance of potential success.

Parents were another indicator of pressure towards pre-collegiate gymnasts. "Social and cultural factors and parental support are essential to achieve the sport's high level of performance" (Nunomura et al. 2013, p.3). Athletes depend on their parents to transport them to practices, encourage good eating habits, be emotionally supportive, and to cover costs to train and compete. "Some parents require results, impose strict diet rules and interfere with the work of the coaches" (Nunomura et al. 2013, p.2). "Parents with this over-involved behavior want to make the decisions and play the role of 'coach'" (Nunomura et al. 2013, p.5). Pressure parents can also possess is the expectation of receiving financial and/or educational opportunities (such as scholarships).

Teammates were also a factor that contributed to pressure on pre-collegiate gymnasts. According, a qualitative study by Krane et.,al (1997) suggests that "athletes tend to judge their own success through demonstrating superior ability, especially while making it appear effortless"(p.62). Susan stated how she would have to prove her superiority by manifesting a need to "conquer" her opponents and hold a position over them (teammates). This translates the gymnast into being their own worst enemy and putting pressure on themselves. According to Neves et.,al (2017), "gymnasts are driven to be self-critical in their pursuit to perform flawlessly"(p.1749). Furthermore, "gymnasts scrutinize themselves more during times of learning as such periods directly focus on movement execution" (Neves et al. 2017, p.1749).

#### Research Question #3 How do gymnasts deal with pressure?

The literature resulted in five articles that provided information on how gymnasts deal with pressure. The category of body image encompassed research by Neves et al., (2017),

Kosmidou et al.,(2015), Nordin et al., (2003), Franciso et al., (2006), and Bruim et al.,(2009). Bruin et.,al (2009) states that "female gymnasts and dancers are known as high-risk groups for the development of eating disorders" (p.72). Attaining the ideal thinner/leaner body appearance is thought to "enhance performance or render better judgments and scores", "thus, disordered eating is at least partly related to the drive to perform well" (Bruim et al. 2009, p.72). Athletes will further their efforts of dealing with pressure of achieving the ideal, perfect body by "using drugs, and participating in several weight control and dieting behaviors" (Bruim et al. 2009, p.73). Dieting behaviors can include self-induced vomiting (bulimia) which can eventually lead to anorexia. Additionally, "gymnasts reported that their reasoning for doing so (actively dieting) was to improve performance and/or appearance, both of which may be considered to be the result from pressures specific to their sports participation" (Nordin et al. 2003, p.2).

A study by Francisco et at .,(2006) states that "elite athletes present higher levels of eating disorders compared to non-elite athletes"(p.479). Furthermore, this study "revealed similarities in physiques of elite rhythmic gymnasts and anorexia nervosa patients"(Francisco et al. 2006, p.482). Nordin et.,al(2003) found that "athletes participating in aesthetic sports report more anorexic indices than athletes participating in either ball games or endurance sports"(p.2). The authors concluded that "perfectionism was positively and significantly related to eating disturbances"(Nordin et al. 2003, p.6).

#### Chapter 5

#### **Conclusion and Future Research Recommendations**

The purpose of this chapter is to present conclusions for how pressure to be perfect impacts pre-collegiate gymnasts and make recommendations for future research.

#### **Conclusion**

The articles discussed within the categories of literature review indicate the many predicaments a gymnast may face when it comes to pressure. Specifically, the literature pointed out what kinds of pressure a pre-collegiate gymnast may face, who this pressure may come from, and how the gymnast manages to deal with the perceived pressure.

It is clear that gymnasts face numerous obstacles in the hopes of being remotely successful. But, when all is said and done, the importance of taking care of themselves and their body as a whole may come second after winning, and without even knowing, the gymnast is only hurting themselves and becoming their own source of stress. Consequently, partaking in acts of drug usage and eating disorders such as bulimia to achieve the ideal thin body.

Coaches should be more mindful of how they speak and act around their athletes. One action or comment could send the athlete into a really dark future of pain and agony. Gymnasts perceive their coach as a crutch to their greatest potential, meaning everything the coach says to the athlete is taken seriously. This could be a win or lose situation depending on the coachathlete relationship, which even that could get tricky. 'Grooming' has been a huge topic of disappointment within the gymnastics world after previous American team Olympic champions came out of hiding to announce their sexual harassment from the world renown, Larry Nassar, USA Gymnastics national team doctor. The gymnasts trusted him to fix their aches and pain to

continue pursuing their dream in representing their county within the sport, all the while these "treatments" were a simple act of sexual abuse.

Parents can be overwhelming and supportive at the same time. They are essential in the success of the gymnast in relation to costs, transportation, and support. Parents may step over the boundary of becoming a second coach per se, which translates the gymnast into the pressure of pleasing not only the coach, but the parent as well. This could be overwhelming making the sport not seem as "fun" as it was when they first started because the parent rides on their child's success as a form of status or a way of living through their child's experiences.

#### **Future Research Needs**

In the future, more research needs to be done on parents of competitive young gymnasts, especially their ideas and thoughts as to where they stand between being a parent and a coach and when to step back from a situation versus the appropriate time to involve themselves in a situation. Available research was very limited when pertaining to this specific sport. Likewise, it would be of interest to study how parents of young competitive gymnasts perceive themselves and their status quo.

Another possible recommendation for the future is to strictly study the fears and pressures of projected Olympic national team members as they practice day in and day out exactly a year before the Olympics. Being the best of the best within women's gymnasts and competing for a spot on the national team, it would be interesting to explore their experience and mindset as they work to being as close to perfection as possible before representing their nation for the world to see.

A final recommendation for future research includes how pressure to be perfect impacts collegiate gymnastics and comparing it to all three college divisions. While researching articles

for this synthesis, there weren't many articles that directly related to collegiate gymnastics and how they perceive pressure in being both a high-level competitive athlete while attaining a college degree.

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# Appendix A

# Article Grid

Theme	APA	Purpose	Methods &	Analysis	Findings	Discussion/	Research
	Citation	_	Procedures	-	_	Conclusion	Notes –
							Recomm
							endations
Body	Kosmid	The purpose	Participants:	- All	-Thirteen	-Intervention had positive	Recomm
Image	ou, E.,	of this study	49 athletes	calculate	out of	effect	endations
and	Proios,	was to	within the sport	d by	twenty	-the program included	:
Disord	M.,	evaluate the	of rhythmic	SPSS 15	athletes	multiple teaching methods	Similar
ered	Giannits	short-term	gymnastics	to	had eating	and approaches focusing on	studies
Eating	opoulou,	effects of an	(29 in the	examine	disorder	specific age of rhythmic	should
	E.,	intervention	intervention	effective	symptoms	gymnasts.	include
	Siatras,	to enhance	group and 20 in	ness of	(five from	"Rhythmic gymnastics	qualitativ
	Т.,	positive	the control	interventi	Interventi	(RG)athletes seem to be at	e
	Doganis	body	group).	on	on group	risk for eating disorders,	compone
	, G.,	esteem,	Mean age=12.35		(IG) and	even among other	nts, as it
	Proios,	positive	years	- One	eight form	gymnastics disciplines	is
	M.,	eating	Intervention	sample t-	control	(Nordin, Harris, &	proposed
	Fachanti	attitudes	consisted of	test was	group	Cumming, 2003)	also by
	dou-	and	three one-hour	used to	(CG))	-program reduced pressure to	Smith
	Tsiligiro	decrease	meetings	evaluate	-	be thin by RG experts	and
	glou, A.	perceived	throughout the	perceived	Interventi	"elite athletes and elite	Petrie
	(2015).	pressure to	three weeks	effective	on	dancers are in a greater risk	(2008).
	Evaluati	be thin by	Athletes were	ness of	increased	for developing eating	
	on of an	significant	organized into	interventi	in body	disorders, disorders were	
	Interven	others.	small groups of	on	esteem in	predicted mostly by body	
	tion		four to five		IG and	image dissatisfaction and	
	Program		athletes per		decreased	parental influences	
	on Body		group.		eating	(Francisco, Narciso, &	
	Esteem,				attitudes	Alarcao, 2013)	
	Eating		Methods:		and		
	Attitude		Ten-week		pressure		
	s and		intervention		to be thin		
	Pressure		program		by experts		
	to be		Using self-		and		
	Thin in		reported		parents		
	Rhythmi		questionnaires		-Body		
	С		on Body esteem,		esteem		

T _			T T	
Gym	nas	eating attitude,	category	
tics		self-esteem,	showed	
Athle		pressure, and	no	
. Scie	enc	global self-	difference	
e of		esteem	in pre-test	
Gymi	nas	-The	between	
tics		intervention	control	
Journ	nal,	group practiced	group	
7(3).		in different	(CG) and	
Retri	eve	gymnasium.	interventi	
d fro	m	Questionnaires	on group	
d.		were given to	(IG). But,	
https	://b	participants by	post-test	
rock	port	researcher.	IG had	
.idm.	.ocl	-Meetings were	higher	
c.org	z/lo	conducted in an	scores in	
gin?ı		isolated area	post -test	
http:/		within the	than pre-	
arch.	ebs	gymnasium	test while	
coho	st.c	-Wording and	CG	
om/le	ogi	content were	showed	
n.asp	ox?d	adjusted based	lower	
irect=		on age of	scores in	
e&dt	o=s	participants	post-test	
3h&2	AN	-Program	than pre-	
=114	-08	contained	test.	
5612	&si	information	-Eating	
te=el	nost	about self,	attitudes	
-live		esteem, bodies	category	
		in sports, bodies	had no	
		in rhythmic	difference	
		gymnastics	in	
		nowadays and in	between	
		the past, eating	groups for	
		disorders,	pre-test.	
		dealing with	However,	
		marketing	IG post-	
		messages, goal	test had	
		setting,	lower	
		overcoming	eating	
		problems,	attitudes	
		anxiety,	than CG	
		attention,	which	
		concentration,	showed	
		positive self-	higher	
		_	scores.	
	I	l l		

 <del>, , , , , , , , , , , , , , , , , , , </del>	
talk, and	-Dieting
imagery.	scale
-Parents were	category
involved after	showed
fourth session.	no
-Coaches were	difference
not involved and	between
given specific	groups in
instructions to	pre-test.
not change	Post-test
routines during	IG had
practice in	lower
anyway.	means
	scores
	than CG.
	CG
	showed
	higher
	score in
	post-test
	than pre-
	test.
	-Bulimia
	and Food
	Preoccupa Preocha Preoccupa
	tion
	category
	revealed
	lower
	means in
	IG post
	test than
	CG. IG
	had lower
	scores in
	post-test
	than pre-
	test. No
	difference
	in
	post/pre-
	test for
	CG.
	-Self-
	esteem of
	body
	loody

		image	
		showed	
		significant	
		difference	
		IG and	
		CG while	
		having no	
		significant	
		difference	
		in post-	
		test. CG	
		pre-test	
		mean was	
		much	
		higher	
		than post-	
		test mean.	
		-Pressure	
		to be thin	
		(by	
		coaches)	
		showed	
		significant	
		difference	
		in pre-test	
		between	
		IG and	
		CG with	
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		test mean	
		-Pressure	
		to be thin	
		(by	
		parents)	
		revealed	
		that IG	

					displayed		
					significant		
					ly higher		
					mean in		
					pre-test		
					that post-		
					test.		
Body	Nordin,	Purposes of	Participants:	ANOVA	-Drive for	-Bulimia and Body	Recomm
Image	S.,	this study	-50 female		Thinness-	Dissatisfaction scores were	endations
and	Harris,	(three-fold)	gymnasts who	-Four	Artistic	highest for artistic gymnasts.	1:
Disord	G., &	1. To	participated in	subscales	(1.75),	- "If a gymnast has	Future
ered	Cummin	compare	one of three	were	Rhythmic	developed a discorded	research
Eating	g, J.	three	different forms	used;	(6.65),	attitude towards eating	should
	(2003).	different	of gymnastics	Perfectio	Acrobatic	already at a young age, she	consider
	Disturbe	kinds of	and currently	n (P),	s (3.16)	will certainly be more	younger
	d eating	gymnastics	competing.	Drive for	-Bulimia-	vulnerable to be	samples
	in	on the	-Artistic (17),	Thinness	Artistic	development of a more	of
	young,	indices of	rhythmic (17),	(DT),	(1.07),	severe disturbance when	gymnasts
	competit	eating	sports acrobatics	Bulimia	Rhythmic	puberty sets in"	represent
	ive	disturbance.	(16).	(B), and	(1.70),	"Another perhaps more	ing
	gymnast	2. To	-Mean age=	Body	(Acrobatic	important factor associating	different
	s:	explore	11.64	Dissatisf	s (1.03).	gymnastics participation	gymnasti
	Differen	differences		action(B	-Body	with eating disturbances can	cs
	ces	in age	Methods:	D).	dissatisfac	be the motivational climate	discipline
	between	between	Likert scale was	-Items	tion-	created by the coach"	s.
	three	those	used on four	were	Artistic		Qualitati
	gymnast	gymnasts	subscales of	assessed	(2.67),		ve
	ics	reporting	Eating Disorder	using a	Rhythmic		research
	disciplin	higher and	Inventory;	Likert	(5.83),		can be
	es. Euro	lower scores	Perfectionism,	scale.	Acrobatic		used to
	pean	for eating	Drive for	-	s (4.13)		gain
	Journal	disturbances	thinness,	Participa	-Total		deeper
	of Sport	. 3. To	Bulimia, and	nts also	eating		insight
	Science,	explore the	Body	asked for	disturbanc		onto
	<i>3</i> (5), 1-	association	Dissatisfaction.	date of	es-		what
	14.	between	-questionnaires	birth,	Artistic		pressures
	doi:10.1	perfectionis	were completed	hours of	(3.88),		are
	080/174	m and	during training	training	Rhythmic		present
	6139030	eating	sessions and	per	(13.12),		as well as
	0073502	disturbance.	away from	session,	Acrobatic		their
			coaches	and	s (6.13)		sources,
				number	-		such as
				of	Perfection		coaches,
				training	ism-		parents,
				sessions	Artistic		teammate
				per week.	(4.06),		s, judges,

Rhythmic (4.76), Acrobatic s (2.88) -Acrobatic s (2.88) -Rhythmic gymnastic s scores significant ly higher in the Drive for Thinness and highest in the Total eating Disturban ce subscale. Rhythmic gymnastic s scored the lowest in the Bulimia subscale -Artistic gymnastic s highest scoring subscale was Perfection ism and lowest scoring subscale was BulimiaOf all four disciplines . rhythmic gymnastic s cored the lowest scoring subscale was Bulimia.			T .
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					eating		
					disturbanc		
					es"		
					(North,		
					Harris,		
					and		
					Cumming		
					2003 pg.		
					6)		
					-Hours of		
					training		
					unrelated		
					to eating		
					disturbanc		
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					-Rhythmic		
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- I	3.7	T.		apaa	es	(2) i d	
Body	Neves,	То	Participants:	SPSS	Only	- "During the competition	Further
Image	C. M.,	determine	-20 gymnasts	19.0 and	disordered	period, 45% of the gymnasts	research
and	Meireles	how	-Between ten	ANOVA	eating	indicated being dissatisfied	should
Disord	, J. F.,	gymnasts'	and 18 years old	-Nine-	remained	with their body" (pg. 1749)	consider
ered	Carvalh	body	-train 30-34	month	as an		looking
Eating	o, P. H.,	dissatisfacti	h/week	longitudi	explanator	-The average score for the	into the
	Schubri	on, risk		nal	y variable	disordered eating subscale	influence
	ng, A.,	factors for	Procedure:	investigat	for body	was significantly higher	of
	Barker-	eating	Measurements	ion	dissatisfac	during competition period	athletic
	Ruchti,	disorders,	performed on	-Body	tion.	than after competition.	seasons
	N., &	media	two consecutive	dissatisfa	tion.	unan arter competition.	on the
	Ferreira,	internalizati	days. Day one	ction was	-T1=	-"Martinsen, Bratland-	psycholo
						-	
	M. E.	on,	consisted of	analyzed	April	Sandra, Eriksson, and	gical
	(2016).	perfectionis	gymnasts	by using	2013 (pre-	Sundgot-Borgen (2010)	well-
	Body	m and mood	answering body	the Body	competitiv	concluded that losing weight	being of
	dissatisf	state change	dissatisfaction	Shape	e period)	to enhance performance is a	elite
	action in	during pre-	questionnaire	questionn	-	commonly accepted measure	gymnasts
	women'	competition,	and disordered	aire	T2=Augus	among adolescent elite	and
	s artistic	competition	eating measures	(BSQ)	t 2013	athletes. This behavior	evaluate
	gymnast	and post-	as well as	which	(competiti	deserves attention mainly	psycholo
	ics: A	competition	anthropometry	was	on period)	from parents and coaches	gical
	longitud	seasons and	measures. Day	answered		because it may trigger eating	variables
	_			1			1
	inal	to identify	two consisted of	through a	T3=Dece	disorders" (pg. 1749)	adopting

Γ	aturds - f	1. a.v. 41	1-4:	C	and an		1:cc
	study of	how these	completion of	five-	mber	"C	different
	psychos	psycho	media	point	2013	-"Gymnasts may scrutinize	methods.
	ocial	social	internalization,	Likert	(post-	themselves more during	
	indicato	indicators	perfectionism	scale.	competitio	times of learning as such	
	rs. Jour	impact on	and state of	-	n period)	periods directly focus on	
	nal of	body	mood	Disorder	-Diet	movement execution"(pg.	
	Sports	dissatisfacti	questionnaire.	ed eating	T1=11.5,	1749)	
	Sciences	on during	-Measurements	questionn	T2=13.25,		
	,35(17),	the athletic	took place	aire was	T3=10.45.	-"Thus, as research by	
	1745-	year,	before evening	divided	Max 78	Barker-Ruchti (2011) has	
	1751.		practice (second	into three		shown, gymnasts are driven	
	doi:10.1		practice)	areas: (1)	-Self-	to be self-critical in their	
	080/026			dieting,	oriented	pursuit to perform	
	40414.2			(2)	perfection	flawlessly" (pg. 1749)	
	016.123			bulimia,	ism		
	5794			and	T1=87.7,	-"Factors specific to WAG,	
				(3) oral	T2=78.35,	including extrinsic pressure	
				self-	T3=79.60.	regarding body weight and	
				control.	Max 126	body shape-enhancing"(pg.	
				Question		1750)	
				naire was	_	, ,	
				answered	Perfection	Limitations:	
				in the for	oriented	-small sample limited	
				of a	by others	generalizability of results	
				three-	T1=38.45,	-Loss or participants during	
				point	T2=40.75,	the course of the study due	
				Likert	T3=38.4.	to retirement, injuries, and	
				scale.	Max 63	absence during assessed	
				-Media	Wax 05	periods	
				internaliz		-Athletes were only studied	
				ation was		during one athletic year.	
						during one adhede year.	
				measured using the			
				Sociocult			
				ural			
				Attitudes			
				Towards			
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				estimate			
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Dragger	Cmita	To marrida	Dontininanta	Onolitati	-Isolation	Discussion:	Dacamere
Pressu	Smits,	To provide insights into	Participants: 14 elite	Qualitati		"Coaches need to learn to	Recomm endations
re on	F.,	_		ve	was	listen and athletes and	endations
Young	Jacobs,	how athletes	gymnasts (ages	NT:	described		: Tr-
Gymn	F., &	and parents	14-30 years) and	Nvivo	by a	parents need to learn how to	To
asts	Knopper	made sense	12 parents (ages	Software	parent as	ensure their voice is heard	explore
	s, A.	of current	36-51 years).	and	'The	and taken seriously" (pg.80)	and
	(2016).	emotional	36.4.4	coded	doors and	"various studies by Stirling	understan
	'Everyth	abusive	Method:	transcript	windows	and Kerr (2009, 2013) and	d what
	ing	practices in	Semi-structured	ions	of the	Barker- Ruchti (2009) found	needs to
	revolves	elite youth	recorded		gym are	that an asymmetric coach-	be done
	around	sport	interviews that		closed so	athlete dependency	for
	gymnast		were an hour to		that	relationship negatively	parents
	ics':		two and a half		nobody	influenced the ability of	and
	Athletes		hours. Sense-		can view a	athletes to report incidents	athletes
	and		making process		training	that were incongruent with	to enable
	parents		Athletes and		session	positive pedagogy" (pg. 67).	them to
	make		parents were told		and only	This research and its	question
	sense of		to describe three		the	accompanying theoretical	the status
	elite		techniques that		athletes	framework have also yielded	quo in
	youth		coaches used		and coach	insights into processes	youth
	sport. Sp		during		know	including those of grooming	sport
	ort in		interactions with		what is	for sexual abuse that rely on	_
	Society,		athletes that		happening	a gradual internalization of	
	20(1),		reinforces		,	such practices (Brackenridge	
	66-83.		obedience;		_	and Fasting 2005) (pg. 67).	
	doi:10.1		isolation,		Regulatio	6 / \(\frac{1}{16}\).	
	080/174		regulation and		n was		
	30437.2		intimidation.		described		
	015.112				as weight		
	4564				monitorin		
	4304				шошионн		

	1	T	1	1	T		1
					g was		
					practices		
					indirectly		
					and		
					directly.		
					-Athletes		
					learned to		
					carry on,		
					despite an		
					injury.		
					'Female		
					gymnasts		
					had		
					learned to		
					'manage'		
					pain.		
					Intimidati		
					on was		
					described		
					as 'fear of		
					the anger		
					of the		
					coach and		
					the threats		
					they heard		
					the coach		
					utter by		
					doing as		
					they are		
					told'		
Pressu	Nunomu	The aim of	Participants:	Semi-	"most	"Weiss and Hayashi(1995)	"Nash(19
re on	ra, M.,	this study	163 gymnasts	structure	children	show that parents of the	87) cites
Young	&	was to	total (40 boys	d	perceive	children involved with	that is
Gymn	Oliveria,	better	and 123 girls)	interview	their	artistic gymnastics dedicate	common
asts	M. S.	understand	-competed in	s	parents as	five to 25 percent of the	for
	(2013).	how the	state and	conducte	major	family budget to pay for the	parents to
	Parents'	gymnasts	national	d on site.	motivators	gymnastics activities of their	require
	Support	perceive	competitions		, which is	children" (pg.6).	their
	in the	parental	-Range of the	_	favorable	"Pressure exerted by parents	children
		-	study was	Collected	to	is associated with the low	
	Sports	support and	1				to
	Career	how their	restricted to the	data was	progress	levels of motivation and the	increasin
	of	attitudes	State of São	organize	in the	loss of enthusiasm" (pg.6)	gly try to
	Young	and	Paulo and the	d/analyze	sports	-Some parents discouraged	strive for
	Gymnas	behaviors	cities of Rio de	d in three	career"	their children from	perfectio
	ts. Scien	can	Janeiro, Curitiba,	steps:	(pg.5).	participating in the sport	n and

	T	T .	T			
ce of	influence,	and Porto Alegre	pre-	-one	because they themselves was	that this
Gymnas	positively or	due to	analysis,	gymnasts	too scared or thought it was	pressure,
tics, 5(1)	negatively,	competitive	study of	did not	too much for their child to	perhaps,
, 5-17.	the process	representatives	material,	appreciate	handle.	is
Retrieve	of the		and	her	-"Parents who are under-	responsib
d from	training of		inference	parents	involved are characterized	le for
https://b	their athlete.			coming to	by the lack of functional	physical
rockport				competitio	support, both emotional and	and
.idm.ocl				ns	financial"(pg.5).	psycholo
c.org/lo				because it	-"Moderate parents are	gical
gin?url=				is	characterized by flexibility,	illness"(p
http://se				distracting	but also direct the sports	g.7).
arch.ebs					career of their children with	-"Brustad
cohost.c				-parents	much firmness"(pg.5)	(1988)
om/logi				engage in	-"Unlike the parents that are	and
n.aspx?d				any	under-involved, moderates	Anderson
irect=tru				opportunit	seek feedback on the	, Funk
e&db=s				y that	coaches on the development	and
3h&AN				seeks	of their children in the sport	Smith
=88906				sponsorshi	and they can distinguish	(2003),
294&sit				p to	their roles parents from that	state that
e=ehost-				minimize	of the coach"(pg.6)	the
live				burden	-"Parents who demonstrate	pressure
				financially	excessive involvement	exerted
				on family	overemphasize victory and	by
				-	exhibit characteristics of	parents is
				"Although	those who cannot distinguish	associate
				parental	between their needs from	d with
				expectatio	those of their children"(pg.6)	low
				n is	-"Part of their own self-	levels of
				beneficial,	esteem (excessive parents) is	motivatio
				this can	related to the success of their	n and the
				become a	children and they seek to	loss of
				source of	realize their unfulfilled	enthusias
				pressure	expectations, dreams and	m for
				because	desires through their children	sports"
				some	by setting goals that, in most	(pg. 8).
				parents	cases, are unrealistic"(pg.6).	-"When
				relive	, 48-7	parents
				their own		hold high
				ambitions		expectati
				on the		ons,
				sports		require
				field		too much
				through		and push
				the		their
<u> </u>	<u>I</u>	I	I	****		

children	children
as we	to
identify in	achieve
the	certain
interview	results or
of A60"	to
(pg.7).	continue
-Pre-	in the
infant	sport, it
category	is very
revealed	probable
gymnasts	that the
A5 and	children
A50	will feel
mentioned	trapped
that their	and many
parents	will
accompan	remain
y the	the sports
developm	so to not
ent of	disappoin
their	t their
athletic	parents
career by	or for
asking	fear" (pg.
them if	10).
the feel	
good	
about	
practice	
and if this	
is really	
what they	
want to	
do.	
-Pre-	
infant	
category	
also had	
report	
about	
"Concerne	
d with	
health	
issues"	
with	

emphasis
on
gymnast's
diet "they
say I need
to eat well
to be able
to do the
things
(skills)"
(A75)
-Another
form of
support
reported
by the
gymnasts
is related
to the
need for
financial
resources
to stay
involved
in the
sport"In the
interviews
, this
aspect
emerged
in the
categories
Pre-Infant
and
Juvenile,
in which
the
gymnasts
mention
that
parents
"seek for
sponsorshi
p" (A33), "helped
neipeu

them
arrange
sponsorshi
p"
p (4.2)39
(A3)"(pg.
6).
-Some
reports
demonstra
ted
parental
support
through
"comfort"
-"when I
fail they
support me"
(A130) "If
you lose,
don't be
upset, do
not get
discourag
ed, keep
la alaina
looking
forward"
(A120).
-
"Logistics
"- "They
come get
me (after
practices)
", "pay for
everything
need"(pg.
6).
Commonts
Gymnasts
relates
"expectati
on" as
another
form of
101111 01

		support.	
		Athletes	
		reported,	
		"know	
		that I can	
		be	
		something	
		in life"	
		(A147),	
		"keeps	
		saying	
		that I'll	
		earn	
		medals	
		and be	
		able to do	
		things"	
		(A 19) (max	
		(A18) (pg.	
		6).	
		-"Source	
		of	
		pressure"	
		was	
		included	
		among the	
		negative	
		perception	
		s of	
		parental	
		support-	
		"Gymnast	
		s reveal	
		that	
		parents:	
		"do not let	
		me quit	
		because	
		otherwise	
		I will lose	
		opportunit	
		ies to do	
		other	
		things	
		(A147),	
		"tell me to	
		strive	

harder,	
bring back	
a medal,	
they tell	
me that I	
cannot	
miss (a	
practices)	
even	
when I am	
tired"	
(A117),	
"My	
father	
says that I	
must stay	
here (training)	
(training) until I am	
18 and I	
do not	
know	
why"	
(A22),	
"my	
father said	
that if I	
quit, it	
might not	
be a good	
action	
towards	
other	
people"	
(A148)	
(pg. 7).	
-Another	
recording	
unit	
associate	
with	
pressure is	
"concerne	
d with	
health	
issues"	
 · · · · · · · · · · · · · · · · · · ·	· ·

Body   Bruin,   To examine   he Royal Dutch   s   s   fatig; she gets sick" (A52) (ps. 48).			T	T	T	T .		Т
Body Image A. C., and						_		
Body Image and Bakker, Disord red red ered ered ered ered ered ere								
Body   Bruin,   To examine   Participants:   A (, , , and beir ered ered ered ered ered cred cred cre						sacrifices		
Body Image A. (. and Bakker, Disord Ferder Gred Cerd Cerd Cerd Cerd Cerd Cerd Cerd C						and risks:		
Body Image A. (. and Bakker, Disord Ferder Gred Cerd Cerd Cerd Cerd Cerd Cerd Cerd C						"My		
Body Image A. C., and Bakker, and Bakker, and Bakker, and Bakker, and Bakker, and Batker,						father		
Body Image A. (., and Bakker, Disord Ferded ered ered ered ered ered ered								
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Achieve ment gymnasts and 35 in dance) and dancers theory and their mean of 15.1 from gymnastics gymnasts and 35 in dance) and their mean of 15.1 gymnasts gymnasts (SD=5.81 more weight-related peer pressure" (pg.5). with more more weight-related peer pressure" (pg.5). with more		· ·			ANOVA	` ′		relations
ment gymnasts and 35 in dance) and dancers and dancers and their mean of 15.1 and specific properties are specific properties.		, ,	_	-				
goal and dancers and their and their mean of 15.1 and ego and pressure" (pg.5). with more					-Task		1 -	
theory and their mean of 15.1 orientatio reported -Ego-oriented athletes="win more				· · · · · · · · · · · · · · · · · · ·		,		
		_						
and   nerspective   vears   n in sport   greater   at all costs"   coach		and	perspective	years	n in sport	greater	at all costs"	coach
disorder towards questionn perfection coach				years	-	_	ut un 00000	
disorder towards     questionii   perfection		uisoluci	towards	l	questionii	pericetion	1	pressure.

ed	achievemen	-participants	aire	ism	-Strong ego-orientated	
eating:	t in sport	under the age of	(TEOSQ)	(Dancers	athletes=believe illegal	Recomm
Relation	and dance,	18 handed in a		SD=5.14)	advantage & harmful tactus	endations
ships of	respectively	written parental	-	than	brings high success.	:
disorder	. With an	permission	Perceive	gymnasts	- "Competitive thinness"	Further
ed	emphasis on	allowing	d	(SD=	between peers	investigat
eating	outperformi	participation.	motivatio	4.64)	-"The present study,	e if high
with	ng others	-Only high-level	nal	-Dieting	therefore, confirms that	ego
goal	(ego	aesthetic	climate	Frequency	having a high ego orientation	orientatio
orientati	involvement	performers who	in sport	average	means that a female aesthetic	n is
ons and	), more	did not	questionn	scores;	performer is significantly	particular
motivati	disordered	participate in	aire	Gymnasts	more likely to report indices	ly
onal	eating was	additional	(PMCSQ	= 3.47,	of disordered eating" (pg. 5)	detriment
climate	expected	competitive	)	Dancers=		al if
in	than when	sport activities		3.26.		accompa
female	personal	were included.	-Task	-Weight		nied by
gymnast	progress		and ego	control		low task
s and	(task	-data collection	orientatio	index		orientatio
dancers.	involvement	was scheduled	n in sport	average		n for
Psychol	) was	around training	questionn	scores,		disorder
ogy of	emphasized.	hours and in the	aire	Gymnasts		eating.
Sport	<b>r</b>	presence of the	measures	=.80,		8.
and		researcher.	'how	Dancers=		
Exercise		-competed	individua	.83		
,10(1),		questionnaires	ls	-Self-		
72-79.		took around 30-	typically	esteem		
doi:10.1		40 minutes to	define	average		
016/j.ps		complete	success	scores;		
ychsport		-complete	in sport'.	Gymnasts		
.2008.07		questionnaire	_	=38.46,		
.002		measuring ego	Perceive	Dancers=		
.002		and task	d	33.66		
		involvement,	motivatio	-		
		dieting, self-	nal	Perfection		
		esteem,	climate	ism		
		perfectionism,	in sport	average		
		and weight-	questionn	scores;		
		related peer and	aire	Gymnasts		
		coach pressure	measured	= 13.21;		
		couch pressure	'athletes'	Dancers=		
			perceptio	16.31.		
			ns of the	-Peer		
			degree to	pressure		
			which	average		
			their	sores;		
			coaches	Gymnasts		
	<u> </u>		coaches	Gymnasis		

,		,	
	created	=9.43,	
	mastery	Dancers=	
	and/or	10.47.	
	performa	Coach/Te	
	nce	acher	
	climates.'	pressure	
	-Dieting	average	
	behaviors	scores;	
	and	Gymnasts	
	weigh	=9.26,	
	character	Dancers=	
	istics	7.79.	
	measured	-Task	
	the use of	orientatio	
	weight	n average	
	control	scores;	
	practices	Gymnasts	
	such as;	=4.03,	
	exercisin	Dancers=	
		4.13	
	g in order to burn	4.13	
		Performan	
	calories,	ce climate	
	fasting/st		
	rict diets,	average	
	self-	scores;	
	induced	Gymnasts	
	vomiting,	=2.53,	
	use of	Dancers=	
	diuretics/	2.80.	
	diet pills,	-Mastery	
	and use	climate	
	of	average	
	laxatives/	scores;	
	supposito	Gymnasts	
	ries	=3.86,	
	Participa	Dancers=	
	nts were	3.88	
	also		
	asked to	-	
	report	Achievem	
	their	ent	
	current	variables-	
	height	antithetic	
	and	performer	
	weight to	S	
	which	perceived	

BMI was	themselve
calculate	s as more
d.	task-
_	oriented
Rosenbur	than ego-
g self-	oriented
esteem	as well as
scale	regards to
measured	motivatio
self-	nal
acceptan	climate,
ce and	aesthetic
self-	performs
worth.	perceiving
-Eating	to be
Disorder	mastery-
Inventory	oriented
-2	than
(subscale	performan
perfectio	ce-
nism)	oriented.
was used	-Ego
to	orientatio
measure	n was
perfectio	significant
nism.	ly and
-Weight-	positively
related	correlated
coach	with
and peer	dieting
pressure	frequency,
questionn	weight
aire	control,
measured	perfection
"weight-	ism, and
related	peer
peer	pressure.
pressure"	(table 2).
, "peer	-Strong
pressure"	relationshi
consisted	ps were
of; "girls	found
talk	with
regularly	coach
about	pressure
dieting",	Probate
arening,	

<del></del> _	1	
	"girls	peer
	judge	pressure.
	each	-Moderate
	other on	relationshi
	appearan	ps were
	ce, "girls	correlated
	talk over	with
	each	perfection
	other's	ism and
	bad	self-
	eating	esteem
	habits",	-Weak
	"girls are	relationshi
	pestered	ps
	about	correlated
	being	with
	unattracti	dieting
	ve or	and
	being	weight
	fat",	control.
	teams/cla	Control.
	ssmates	-Stronger
	use	ego
	unhealth	orientatio
	y weight	n was
	control	related to
	methods"	more
	inculous	dieting,
	-The	greater
	coach	perfection
	pressure	ism, more
	scale consisted	weight related
	of	
		peer
	example	pressure,
	items	and lower
	such as	self-
	"coaches	esteem,
	are	similarly
	urging	with
	girls do	performan
	diet and	ce climate
	"coaches	-Mastery
	attribute	climate
	failure to	was
		negatively

				girls'	related to		
				weight".	dieting		
				, orgine .	and coach		
					and peer		
					· •		
					pressure.		
					-No		
					relationshi		
					p between		
					task		
					orientatio		
					n and		
					disordered		
					eating		
Pressu	Krane,	The aim of	Participants:	Unstruct	-Most	- "Feminist critiques of sport	
re on	V.,	this study	American	ured	experienc	have deplored the high value	
Young	Snow,	was to seek	former elite level	interview	es	placed on objectifying and	
Gymn	J., &	to	gymnast,	S	described	alienating one's body by	
asts	Greenle	understand	"Susan" (a	3	by	overtraining and ignoring	
asis			,	- Reflexivi			
	af, C. A.	and explain	pseudonym)		gymnasts	pain and injury "(e.g.,	
	(1997).	behavior of	-began classes at	ty by	could be	Duquin, 1994; Messner,	
	Reachin	an elite	age of three	researche	framed	1990).	
	g for	athlete, her	-Olympic	r	with	- "In this study, Susan	
	Gold	coaches,	hopeful	-Open	achieveme	resorted to acting out	
	and the	and her		coding &	nt	behaviors, practicing and	
	Price of	parents and	Procedure:	axial	motivatio	competing while seriously	
	Glory:	why the	-The gymnasts	coding	n theory	injured, employing	
	A	athlete	and authors met	-	-Susan	unhealthy eating practices,	
	Motivati	behaved as	on three separate	Interview	was very	overtraining, and refusing to	
	onal	she did.	occasions for	s were	ego-	listen to medical advice in	
	Case		unstructured	grounded	involved	order to continue her quest	
	Study of		interviews	in a	_	toward the Olympic team"	
	an Elite		lasting	feminist	"Focused	(pg. 68).	
	Gymnas		approximately	view.	on	- "Susan was willing to	
	t. The		30 to 120	-Axial	demonstra	resort to unhealthy training	
						,	
	Sport		minutes.	coding in	ting her	practices, and her training	
	Psychol		-First interview	data	competen	practices were rationalized	
	ogist,11(		involved asking	resulted	ce and	and reinforced by her	
	1), 53-		gymnast about	in three	superior	coaches and her parents as	
	71.		her gymnastics	dimensio	skill in	important methods toward	
	doi:10.1		career and	ns:	relationshi	the attainment of her	
	123/tsp.		experiences as a	Motivati	p to her	Olympic goals" (Pg. 68).	
	11.1.53		gymnast.	onal	teammates		
			-Follow up	Climate,	and		
			interviews asked	Evidence	competito		
			"What drives an	of and			
	i .	l		J1 4114	l		

	1	
athlete to persist	Ego	rs" (pg.
in sport under	Orientati	58).
such extreme	on, and	
circumstances?"	Correlate	
As well as the	s of Ego	
role of her	Involvem	
coaches, family,	ent.	
and peers	-Ego-	
-A transcription	Involved	
was processed	Goal	
after each	Orientati	
interview and	on .	
Susan would	comprise	
review and make	d of two	
any corrections	themes:	
	Social	
	comparis	
	on and	
	External	
	feedback	
	and	
	rewards.	
	-	
	Correlate	
	s of Ego	
	Involvem	
	ent	
	comprise	
	d of two	
	themes:	
	Psycholo	
	gical	
	correlates	
	(Need to	
	show	
	superiorit	
	y, need	
	for	
	perfectio	
	n, self-	
	worth,	
	and	
	transition	
	ing) and	
	Behavior	
	al	
	aı	

				correlates			
				(Interacti			
				ons with			
				teammate			
				s,			
				excessive			
				practice			
				behaviors			
				, acting out			
				behaviors			
				, nontininat			
				participat			
				ion			
				through			
				injury,			
				and			
				unhealth			
				y eating).			
Pressu	Nicholls	The purpose	Participants:	Omega	-Coach	- "Coaches should consider	Recomm
re on	, A. R.,	of this study	-274 athletes	point	behavior	the impact of their behavior	endations
Young	Levy, A.	was to	-Ages between	estimates	max score	and the detrimental	: To
Gymn	R.,	assess an a	16 and 45 years	and	per	consequences of such	compare
asts	Jones,	priori model	old	confiden	subject	unsupportive behavior.	the
	L.,	that	-From team and	ce	=7;	Threat is associated with	effects of
	Meir,	included	individual	intervals	Physical	undesirable consequences	unsuppor
	R.,	perceptions	sports, contact	were	training=5	such as increased anxiety"	tive
	Radcliff	of coach,	and non-contact	calculate	.08;	(Pg. 24).	coach
	e, J. N.,	coach-	sports	d using	Technical		behaviors
	& Perry,	athlete	-Competed up to	the	skills=5.3	-"Further, aspects of an	among
	J. L.	relationship,	international	MBESS	9; Mental	athlete's perception of the	team
	(2016).	stress	competition	package	preparatio	coach-athlete relationship	versus
	Commit	appraisals,		in R with	n=4.54;	are related to appraisals and	individua
	ted	and coping	Procedure:	1000	Goal	coping" (pg. 25).	1 sport
	relations		Letters	bootstrap	setting=4.	,	athletes.
	hips and		distributed to	samples	22;	-One of the first studies	
	enhance		coaches and		Competiti	suggesting that strong coach-	
	d threat		participants	Seven-	on	athlete relationship might	
	levels:		including	point	strategies	have some undesirable	
	Percepti		questionnaires	Likert	=5.31;	consequences, given that	
	ons of		pack	scale	Personal	commitment was positively	
	coach		-Participants		rapport=5.	associated with threat.	
	behavior		asked to	Measures	01;		
	, the		complete assent	·	Negative		
	coach-		form	-47-item	personal		
	athlete		101111	CB	personai		
	auncie	<u> </u>		CD			

relations	 -Questionnaires	(Coachin	rapport=2.	
hip,	to be completed	g	42	
stress	in clubhouse of	Behavior		
appraisa	sports clubs in	al Scale)	-Coach-	
ls, and	the presence of a	– Seven-	athlete	
coping	trained research	point	relationshi	
among	assistant, and	Likert	p max	
athletes.	within three	scale	score per	
Internat	hours of a	-11-item	subject=7;	
ional	competition	Coach	Closeness	
Journal	starting.	Athlete	=5.47;	
of	starting.	Relations	Commitm	
Sports		hip	ent=5.14;	
Science		questionn	Complem	
&		aire	entarity=	
Coachin		(CART-	5.37	
g,11(1),		Q)	5.51	
<i>g</i> , <i>11</i> (1), 16-26.		-Stress	-Stress	
doi:10.1		Appraisal	appraisal	
177/174		Measure	max score	
7954115		(SAM)	per	
624825		-Coping	subject;	
024623		Inventory	Threat	
		for	(max	
		Competit	score	
		ive Sport	4.25)=	
		(CICS)	4.23)= 2.26;	
		(CICS)	Challenge	
			(max	
			score 5)=	
			3.48;	
			,	
			Centrality (max	
			score 5)=	
			2.95;	
			Control-	
			self (max	
			score	
			5)=3.86;	
			Control-	
			others	
			(max	
			score 5)=	
			3.41;	
			Uncontrol	
			lable (max	

<u></u>	
	score 4.75)= 2.18; Stressfuln ess (max score 4.25)=2.5 9.
	-Coping strategies max score per subject= 5); Mental imagery= 3.57; Effort expenditur e= 3.97; Thought of control=3. 45; Seeking support=2 .89; Relaxatio n=3.13; Logical analysis=3
	Distractio n-oriented coping; Distancin g (max score 4.5)=2.33; Distancin g (max score 4.75)=2.5 9; Mental

distraction	
(max	
score	
5)=2.35;	
Disengage	
ment-	
oriented	
coping(ma	
x score	
4)=2.22;	
Venting	
unpleasant	
emotions(	
max score	
5)= 2.7;	
Resignatio	
n/disenga	
gement(m	
ax score	
4)=1.74.	
7)-1.74.	
A11.2C	
-All 3Cs	
of coach-	
athlete	
relationshi	
p	
correlated	
positively	
with	
aspects of	
coach	
behavior	
with	
exception	
of	
negative	
personal	
rapport	
-Negative	
personal	
rapport	
correlated	
negatively	
with all	
aspects of	
the coach-	
	- 1

					athlete		
					behavior.		
					-All		
					positive		
					coach		
					behaviors		
					showed a		
					low		
					positive		
					correlatio		
					n with		
					task-		
					coping.		
					-Coach-		
					athlete		
					relationshi		
					p was		
					significant		
					ly		
					associated		
					with stress		
					appraisal.		
					Unsupport		
					ive coach		
					behaviors		
					positively		
					predicted		
					centrality		
					and		
					stressfulne		
D	0 4	773	D 1 1	DI C	SS.	(D (1 I ) (1	
Pressu	Owton,	The purpose	-Poems released	Phases of		-"Ray, the Instructor, 'the	
re on	H., &	of this study	by assaulted	Analysis:	QUALIT	god''' (pg. 735).	
Young	Sparkes,	was to use	victim reflecting	(1)	ATIVE		
Gymn	A. C.	Bella's	on abuse	Groomin		-Abuse between Bella and	
asts	(2015).	story as	experience with	g phase,	-"It took	Ray (coach) continued for	
	Sexual	clear	coach	(2)	years to		
	abuse	intention of		Abuse	realize	-Leachy (2010, 2011)	
	and the	raising the	-Interview by	phase,	what	suggests an association	
	groomin	awareness	researchers.	(3)	happened	between sexual abuse in	
	g	of sexual	(project)	resistanc	was	athletes and long-term post-	
	process	abuse in the		e phase,	wrong. I	traumatic symptomology,	
	in sport:	sport and	-Collaborative	(3)Exit	was in so	with core symptoms	
	Learnin	supporting	autoethnography	phase,	much	including re-experiencing,	
	g from	change at		(4)	pain.	avoidance and hyper-arousal.	
	Bellas	the	-Participants:	Recovery	Initially, I		
		ı - <del></del>				LL.	

Т	1			T	
story. Sp	individual	Bella	/survivor	tried to	-"Disclosing or re-counting
ort,	and group	(pseudonym)	ship	think of	sexual abuse experience can
Educati	level.	13 years of age	phase.	ways to	cause an aftermath of intense
on and			_	end the	ruptured in day-to-day life"
Society,			-Main	pain that	(pg. 733).
22(6),			focus	muted me	(48).
732-			was	and my	-Abuse continued for
743.				existence"	numerous years between
			grooming		· · · · · · · · · · · · · · · · · · ·
doi:10.1			phase	(pg. 733).	coach and athlete.
080/135					
73322.2				- "I get	-Three types of coaches in
015.106				teased	sport typology (Fasting and
3484				about	Backenridge, 2009) (1) The
				being a	flirting-charming coach, (2)
				'skinny	The seductive coach, (3) The
				little runt'	authoritarian coach
				and I'm	
				not a	
				'natural'	
				athlete"	
				(pg. 735).	
				-"look up	
				to	
				him(coach	
				) as my	
				instructor,	
				coach, and	
				father	
				figure"(pg	
				. 735).	
				. 133).	
				"I atomt to	
				-"I start to	
				desperatel	
				y seek his	
				(coaches)	
				approval"	
				(pg. 736).	
				-"I do the	
				best I can	
				to try and	
				impress	
				him	
				(coach)"	
				(pg. 737).	

-Coach
offering
private
tuition
-"I had to
stop going
to class
for a few
months
when I
injured
myself
after
being
pushed
and
pushed
too hard
in the
class by
him(coach
"(pg.
738).
-"it's a
nervous
excitemen
t, because
my
instructor,
my coach
thinks that
I am
clever and
important
"(pg.
738).
-"He
keeps
pressuring
me to
keep my
weight
down if I

	want to compete internatio nally" (pg. 738).
	-"I'm so desperate to lose the weight and impress him that I've started throwing up to try and control
	it"(pg. 739).  -"I'm more sacred of not losing the weight in case I
	get dropped from the team and in case he gets angry with me"(pg. 739).
	-"Nothing seems to be enough. Even when I win, my performan

					ce is never good enough" (pg. 739).		
					-I sit quietly and start worrying anxiously about how much 'lunch' will affect my weight" (pg. 739).		
					-"Ray (coach) makes everything seem normal"(p g. 740).		
					-"I'm used to handling the discomfor t and doing things I don't		
					really want to do"(pg. 740).		
Body Image and Disord ered Eating	Alarcao,	The purpose of this quantitative study was to explore potential specific	Participants: -249 aesthetic performers- ballet dancers (n=113) and gymnasts	Demogra phics consisted of -sex, age, height,	-BMI (Gymnasti cs)- Elite females (20.16), Non-elite (19.94)	-"High pressure from the gymnastics coaches in the contexts of high level competitions and professional dance schools link such pressure to and increased risk for the	Recomm endations: -Future studies should investigat

specific prediction is of softer of disorder deating among elite and nongelite and nongelite and nongelite and nongelite and hallet dancers. I shall dearcers and ballet dancers. Internat tonal Journal of Sport Psychol aggranastic (A279) doi:10.7 352/IIS Trampoline 1.0.7 (A279) (	~		( 105) 01 1				-
individual variables related to disordered admong among elite and non-nelite gymnast s and elite ballet dancers. Internat ional Journal of Sport Psychol of 29y,4366 (), 479, 406:10.7 352/IJS P2012.4 Sport P2012.4 Sport P32.1 Sport P32	Specific	contextual	(n=136) of both	weight		development of eating	e and
disorder ed ed related to disordered eating a mong elite and sample of eating an on-elite and non-elite and sample of male and female gymnast gymnast gymnasts and ballet dancers. Internat lonal competitive age 14.57. Group of Psychol oi:10.7 352/IJS Trampoline of gymnastics (n=27); and oi:10.7 352/IJS Trampoline gymnastics (n=27); and oi:10.7 3.3015 (n=28); Elite dancers. BMI was sp. Elite and non-elite activate activation of male and female samd 13 mon-elite dancers. Group of only females only females (n=47) mean (Gsubscale famale yymnastics (n=27); and oi:10.7 3.352/IJS Trampoline gymnastics (n=27); and oi:10.7 3.352/IJS Trampoline gymnastics (n=27); and oi:10.7 3.352/IJS Trampoline gymnastics (n=27); and oi:10.7 4.741sitic gymnastics (n=27); and participated in international gymnastics (n=19) . Elite dancers or group for only females only female of female (-0.75) monelite observed the work oil disciplines and climate (-0.75) and participated in international gymnastics (n=27); and participated in international gymnastics (ompetitions), 50 females and 19 males. Mean age =16.33 age =16.33 soloos. Soloos, age =16.33 soloos (d.52), showed similar levels of different data. Sp. Elite adners or spommasts (d.52), showed similar levels of disciplines self-cstcem" (pg. 495).  (4.64) -"For gymnasts, levels of bill by self-scatem (gymnasts (pg. 495).  (5.084), Non-elite obsentive age 14.57.  (6.075) -"Overall, females seem to make a greater distinction between the two indicators of eating disorders, or specific obsentive agent and specific disorders, or specific obsentive agent distinction between the two indicators of BID seare to be more similar, as only females (co.75) between the woll of them of th	-					disorders" (pg. 497).	-
ed cating among eating in a single of non-male and sample of female gymnasts s and and ballet dancers. Internat intend to 100 y. 479, 479, 479, 405; 1.015.  Journal of Sport Psychol ogy.4366 (), 479, 479, 405; 1.015.  Journal of Sport Psychol ogy.4366 (), 479, 479, 405; 1.015.  Journal of Sport Psychol ogy.4366 (), 479, 479, 479; 405; 1.015.  Journal of Sport Psychol ogy.4366 (), 479, 479, 405; 1.015.  Journal of Sport Psychol ogy.4366 (), 479, 479, 479; 405; 1.015.  Journal of Sport Psychol of opy.4366 (), 479, 479, 479; 405; 1.015.  Journal of Sport Psychol of Option only females included all four disciplines (m=28); calculate (d.4.52), the female stand and ballet dancers only females only female			_	-			_
eating among elite and sample of students (53 male and non-elite females and 13 mad ballet dancers.  Internat ional of Sport Psychol oggy.4366 (A.22);  3.015    Calculate females and 13 made ballet dancers group = 66 males and 13 made ballet dancers.  Internat ional of Sport Psychol oggy.436 (A.22);    Author of the provided and of Sport Psychol of Gy.436 (A.22);    Author of the participated in international gymnastics (n=27); and Artistic Gymnastics (n=19); and participated in international gymnastics (n=19); and participated in international gymnastics (ompetitions); 50 females and 19 males, Mean age = 16.33    Author of the provided and some of eating and sudents (53 to be thin support, of the data. (4.52), showed similar levels of stowed similar levels of			15.41		. •		
among elite and non- non- male and female gymnast s and and ballet dancers. Internat ional Journal of Spot Psychol ogy,4316 ), 479. doi:10.7 352/IJS P2012.4 3.015  among eating in a group =66 students (53) females and 13 males) mean age = 14.57. gymnasts to be thin and support (Subscale age=14.57. gymnasts included all four disciplines (Acrobatics (n=29); and by their importance (n=29); and competitive gymnastics (n=27); and Artistic gymnastics (n=27); and Artistic gymnastics (n=19)  I Elite Gymnastics gymnastics (n=27); and Artistic gymnastics (n=19)  I Elite Gymnastics group (n=69) participated in international gymnastics (competitions). 50 females and 13 males) mean age = 14.53. And ballet dancers from data and ballet dancers group on the group on th	ed			BMI was	s)- Elite	aesthetic performers (ballet	
elite and non- elite female gymnast s and ballet dancers.  Internat ional of Spot Psychol oggy.4366 (Acrobatics prompatitions).  P2012.4 3.015    Sample of females and 13 data. (4.64)	eating	disordered	-Elite dancers'	calculate	females	dancers or gymnasts)	different
non- elite gymnast gymnasts s and sollet dancers and ballet dancers futernat ional Journal of Spot Psychol (0.47). A79. doi:10.7 (0.62); (1.62); (2.7); and of:10.7 (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1.62); (1	among	eating in a	group =66	d by self-	(4.52),	showed similar levels of	discipline
elite gymnasts s and and ballet dancers.  International Journal of Sport Psychal ogy, 43(6), 479. doi:10.77  352/IJS P2012.4 3.015  The production of the practice of classical dance of the practice of classical dancers on production of the practice of classical dancer on production of the practice of classical dancer on the production of the practice of classical dancer on production of the practice of classical dancer of the practice of classical dancer on production on the production of the practice of classical dancer on the production of the	elite and	sample of	students (53	reported	Non-elite	self-esteem" (pg. 495).	s to
gymnast s and ballet dancers and ballet dancers. International solution of Spot Psychol ogy, 43(6), 1, 479. doi:10.7 352/IJS P2012.4 3.015	non-	male and	females and 13	data.	(4.64)		identify
s and ballet dancers group- different competitive dancers. International Journal of Spot Psychol ogy, 43(6), 479. doi:10.7 352/IIS P2012.4 2.3.015	elite	female	males) mean age	-Pressure		-"For gymnasts, levels of	which of
s and ballet dancers and geroup- form on only females support (n=47) mean age = 14.57.  Journal of Spot Psychol ogy, 43(6) , 479. doi:10.7 352/IIS P2012.4 3.015  Regumastics (n=27); and Artistic gymnastics (n=19)  Little Gymnastics (n=19)  Little Gymnastics (n=19)  Little Gymnastics group- (nef9) participated in international gymnastics competitions. So females and 19 males. Mean age = 16.33  Similar, as only females (similar, as only females (negumas is support (Gymnast (sy-bit ela and non-elite) present themselves as more dissatisfied than non-elite male (-0.75) on-elite dissatisfied than non-elite make a greater distinction make a greater distinction make a greater distinction make a greater distinction of significant differences between general and specific ideal body image because in every female (-1.00).  Female (-0.75) and between general and specific of of SID (general and specific of a support, non-elite of sissatisfied than non-elite make (-0.75) and between general and specific of significant differences between the two indicators of BID (Gymnast specific). Always showing more dissatisfication with their image as athletes" (pg. 2.496).  Female (-1.20).	gymnast	gymnasts	= 14.53.	to be thin	-General	BID seem to be more	them
ballet dancers from only females support liferent competitive levels.  International Journal of Spot Psychol ogy, 43(6), 1.79. doi:10.7 352/IIS P2012.4 3.015  Antitic gymnastics (n=27); and Artistic gymnastics (n=19)  International gymnastics (n=27); and Artistic gymnastics (n=19)  International Journal of Spot Psychol ogy, 43(6), 1.79. doi:10.7 (n=69) participated in international gymnastics competitions). 50 females and 19 males. Mean age = 16.33  International different competitive levels.  International Journal of Spot Psychol ogymnasts (n=47) mean (Subscale female (-0.75) sp. Elite female (-0.75) within, Support, Calculate female (-0.75) within, Support, Calculate female (-0.75) within, Support, Calculate female female (-0.75) within, Support, Calculate female female female female female female (-0.75) within, Support, Calculate female fem			-Non-elite	and	BID	similar, as only females	constitute
dancers. International different competitive levels.  International Journal of Spot Psychol of Ogy, 43(6), 479. doi:10.7	ballet	dancers	dancers' group=	social	(Gymnast	_	higher-
Internat ional journal of Spot Psychol of Ogy,43(6), 479. doi:10.7 352/IJS P2012.4 gymnastics (n=27); and pymnastics (n=19) , -Elite Gymnastics group (n=69) participated in international gymnastics competitions). 50 females and 19 males. Mean age =16.33 well as 100 for Spot Psychol of Ogy,43(6), of Spot Psychol of Ogy,43(6), age =14.57. Group of gymnasts to be sincluded all four disciplines (content to be conspetitions). 50 females and 19 males. Mean age =16.33 well as 100 for the develop ment of make a greater distinction between general and specific obtavened male cymnasts (co.84). Specific ol.84), Non-elite male (sissatisfied than non-elite male gymnasts (dissatisfied than non-elite male gymnasts (for the develop ment of make a greater distinction between general and specific disorders.  -*Overall, females seem to make a greater distinction between general and specific disorders.  -*Overall, females seem to make a greater distinction between the two indicators of BID (general and specific), always showing more dissatisfaction with more dissatisfaction with make a greater distinction between the two indicators of BID (general and specific), always showing more dissatisfaction with more dissatisfaction with make a greater distinction between the two indicators of BID (general and specific), always showing more dissatisfaction with more dissatisfaction with more dissatisfaction with more dissatisfaction with make a greater distinction make a greater distinction between the two indicators of BID (gymnast segrific). Always showing more dissatisfaction with more dissatisfaction with make a greater distinction mak	dancers.	from		support	` •		_
competitive levels.		different	1		,	_	groups
Journal of Spot   Symasts   Included all four disciplines (Acrobatics (Acrob			` ′	,	,		
gymnasts included all four disciplines ogy,43(6), 479. (Acrobatics and oi:10.7 352/IJS P2012.4 3.015   (n=62); climate gymnastics (n=27); and participated in international gymnastics ompetitions of high participated in high planes. Mean age =16.33   schools, as well as   (2.23)   "Overall, females seem to make a greater distinction between general and specific make a greater distinction make a greater distinction between general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal body image because in every female group there are significant differences between the two indicators of BID (general and specific ideal b		*	0	,	, ,	(4.8, 10.)	
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disciplines (Acrobatics and (In=62); climate (In=62); rampoline in sports (In=28); calculate (In=27); and (In=27); and (In=19)					( 31, 5)	-	
(Acrobatics (n=62); and climate in sports setting)- 352/IJS P2012.4 3.015  (Acrobatics (n=62); climate in sports setting)- Rhythmic gymnastics (n=27); and perceptio Artistic ns of gymnastics (n=19)  -Elite Gymnastics group (n=69) participated in international gymnastics competitions (high level competitions).  (Acrobatics (n=62); climate in sports setting)- Rhythmic gymnastics (n=28); calculate 1.20), Non-elite dymnastics (n=19)  -Pressure female (-1.00). perceptio hehaviors (n=19)  -Pressure female (-1.00). perceptio hehaviors (n=19)  -We hypothesize that most female ballet dancers and gymnasts feel physically quite well and thin enough in their daily lives, but they believe they need to present a thinner body for the practice of classical dance and gymnastics to coincide with the aesthetic ideals they think would enable them to achieve more success" (pg. 496).  (Acrobatics (n=62); climate in sports setting)-Future every female group there are studies with the every female group there are significant differences with every female group there are significant differences with studies with the woindicators of BID (general and specific), always showing (includin gymnast specific), always showing (includin gymnast specific), always showing (includin explore the two indicators of BID (general and specific in and specific in sport samples significant differences with the with the windicators of BID (general and specific in every female group there are significant differences significant differences significant differences significant differences is proferable.  In the two indicators of BID (general and specific in every female (-1.20).  In the two indicators of BID (general and specific in every female council arger samples (includin every female proved in every female (-1.20).  In the two indicators of BID (general and specific in every female (-1.20).  In the two indicators of BID (general and specific in every female (-1.20).  In the two indicators of BID (general and specific in every female (-1.20).  In the two	-			*	-Specific	<u> </u>	_
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-Elite organization group (n=69) and participated in international gymnastics competitions (high level competitions). 50 females and 19 males. Mean age =16.33 as well as competitions (a swell as described in the competitions at tinude, negative female gymnasts feel physically quite well and thin enough in their daily lives, but they of practice of classical dance at thinner body for the practice of classical dance competitions (as well as competitions). Support think would enable them to achieve more success" (pg. develop ment of eating carried and gymnast as well as competitions as well as competitions and gymnastics to coincide dance is protective achieve more success" (pg. develop ment of eating carried and gymnast achieve more success (pg. develop ment of eating carried and gymnast achieve more success (pg. develop ment of eating carried and gymnast achieve more success (pg. develop ment of eating carried and gymnast achieve more success).				Dellaviors		"We hypothesize that most	-
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50 females and 19 males. Mean age =16.33 clubs/dan ce schools, as well as (2.23) clubs/dan female (2.37), as well as (2.23) clubs/dan female (2.37), achieve more success" (pg. develop develop ment of eating						_	-
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age =16.33 schools, Non-elite as well as (2.23) -"Social support was not eating						4.0	
as well as (2.23) -"Social support was not eating						496).	-
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perceptio proved to a contextual disorders					(2.23)		_
				perceptio		proved to a contextual	disorders

	-Non-elite	ns of	-Eating	predictor for aesthetic	in young
	gymnasts'	social	Disorder	performers DE" (pg. 497).	females.
	group= 52	support	Examinati		
	female and 15	received	on	-"As such, it is possible that,	-Future
	males. Mean	by or	Questionn	more than belonging to the	qualitativ
	age= 15.27.	provided	aire	elite group, it is the level of	e studies
		to	(Gymnast	perceived pressure to be thin	would be
	Procedure	aesthetic	s)- Elite	that increases the risk for	useful in
	-Parental and	performe	female	DE" (pg. 497).	understan
	adolescent	rs in	(1.80),	48 /	ding the
	informed	those	non-elite	-"It aesthetic performers	domains
	consent	contexts	(1.30)	perceive pressure to remain	of global
	obtainment	by	(1.50)	thin in their environments,	self-
	-Data collection	coach/tea	-General	they are more likely to	esteem
	scheduled	cher or	BID	engage in unhealthy eating	that
	around training	parents.	Elite	behaviors, especially if they	better
	or class times	(Likert	female	also present low self-esteem	contribut
	and occurred in	Scale)	gymnasts	and are dissatisfied with	e to
	small groups.	Scarc)	(-0.84),	their body image in relation	aesthetic
	-Presence of	-Self-	Elite	to their activity (both of	performe
	researcher.	Esteem-	female	which seem to be influenced	rs feeling
	-Without	assessed	dancers (-	by the perception of the	good
	presence of	participa	0.89)	pressure to be thin)" (pg.	about
	coaches/teachers		0.69)	497).	
	coaches/teachers	nts global self-	Chasifia	497).	who they
	Domtining mass		-Specific	%£	are and
	-Participants	esteem.	BID	-"focus on promoting your	what they
	unable to	Using	Elite	aesthetic performers' self-	could do
	participate in	self-	female	esteem and satisfaction with	in all
	groups sessions	report	gymnasts	their activity -specific body	their
	were given	measure	(-1.20),	image, which is essential to	individua
	surveys by	consistin	Elite	reducing the impact of	l roles
	researcher of	g of ten	female	pressure to be thin on their	and
	coach/teacher to	statement	dancers (-	eating and weight- control	contexts.
	complete at	s relates	1.45)	behaviors" (pg. 498).	_
	home.	to self-	_		-Future
	Completed	esteem.	-Pressure	-Specifically, coaches and	studies
	surveys were	Six-point	to be Thin	teachers should understand	should
	handed in in a	Likert	Female	the impact of their behaviors	seek to
	sealed envelope	scale.	non-elite	and comments that leas	evaluate
	without any	-Body	gymnasts	aesthetic performers to adopt	the
	form of	Image	(3.02),	unhealthy practices	perceived
	identification.	Dissatisf	Female	(Buchholz, et al., 2008; Kerr,	pressure
	-Surveys took	action	Non-elite	et al., 2006) and should try	to be thin
	about 40 minutes	(BID)-	dancers	to adjust their demands to	on the4
	to complete	evaluated	(3.42)	healthier ideal body	aesthetic
		using the		requirements for the practice	
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Contour	of classical dance and	performe
Drawing	gymnastics" (pg. 498).	rs.
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