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**A Comparative Culture and Gender Study: Self, Parents, and Media Influences
on Adolescents' Exercise Intentions**

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Abstract

By integrating the Hierarchical Model of Physical Self-Perceptions in the physical domain (PSPP), the Youth Physical Activity Promotion (YPAP) model, and concepts from parental mediation of media use, this thesis examines the potential direct and indirect relationships of parental influence, body dissatisfaction, internalization of appearance ideals, and physical self-worth with adolescents' intention to exercise. To provide a comparative perspective across cultures and gender, we administered survey questionnaires to 576 Thai adolescents and 575 Indonesia adolescents, of which 577 (50.1%) were males and 574 (49.9%) were females.

Based on structural equation modeling analyses, we found significant cultural differences such that Thai adolescents were more influenced by the media as the effects of internalization and body dissatisfaction were stronger, whereas Indonesian adolescents were less influenced by the media in general, possibly due to stricter media regulations. In terms of gender differences; body dissatisfaction plays a bigger role in shaping females' intention to exercise, while physical self-worth appears to influence males more strongly. We also found strong support for the YPAP model, for both countries and for both genders.

Our findings contribute empirically to existing literature on the various factors affecting adolescents' intention to exercise. Although this topic has been explored in the West, this is arguably one of the first studies which integrated factors from various disciplines such as communication, psychology, and physical education, to examine their relationship with intention to exercise. Relevant authorities and organizations

can leverage on our findings to improve or initiate new health campaigns initiatives to reach their desired target audiences more effectively.

Background

In recent years, childhood obesity has reached an epidemic level in some countries and is on the rise in others (World Health Organization, 2003). The World Health Organization (WHO) recognizes that there is a dramatic rise in obesity levels in low- and middle-income urban settings, although obesity was regarded as a problem only in developed countries (WHO, 2012). The WHO estimates that 43 million children worldwide are overweight or obese, and interestingly, 81% of these children live in developing countries (Hendrick, 2010). In terms of total numbers, Asia has the highest number of overweight and obese children (Hendrick, 2010).

Increasingly, obesity among children has been found to be accompanied by diminishing physical activity, and is associated with greater time spent on sedentary pastimes like television viewing (Lobstein, Baur & Uauy, 2004). Approximately 60 percent of the population in the world fails to achieve the minimum recommended levels of physical activity, that is, 30 minutes of moderate intensity activity on most days of the week (Rivera, Date Unknown). Medical experts found that such a lack of exercise can be attributed to the growing affluence among Asian children (Tan, 2002).

Besides growing affluence, lack of exercise can also be attributed to the trend of increasingly high media usage in many Asian countries. For example, in Thailand, 24.8%, 27%, and 36.7% of Thai adolescents spent two to three hours, four to five hours, and at least six hours per day watching television or playing computer or video games, respectively (Deenan, 2003, as cited in Wattanasit, 2009). Three cross-sectional studies also found that most Thai youths were at a moderate level of physical fitness, while about 17-35% of Thai students had very low levels of physical fitness (Bureau of Sports Science, 2005a; 2005b, as cited in Wattanasit, 2009). Thus,

it hardly comes as a surprise that the percentage of obese Thai children increased from 12.2% to 15.6% within two years (Aekplakorn & Mo-suwan, 2009).

In Indonesia, a 2007 national survey puts the number of obese boys at 9.5% and girls at 6.4%, for adolescents aged 6 to 14, which are much higher than the previous figures of 4% in 1990 (Krismantari, 2010). Additionally, children living in busy cities usually lead sedentary lifestyles without much exercise, as their parents have little time, and lead inactive lifestyles themselves (Julia, 2011). This problem is compounded by schools, which do not put much emphasis on sporting activities, with only two to four hours of compulsory physical education lessons per week (Julia, 2011). Ironically, the Indonesian Ministry of Health has focused itself on battling malnutrition for so long and neglected the issue of obesity (Distler, 2010).

Based on this information, both Indonesia and Thailand appear to face problems in dealing with the rising obesity rates and the lack of physical exercise. Although similar in many aspects such as economic background, Indonesia and Thailand differs in other areas such as culture and religion. It is, therefore, worthwhile to compare both countries and find out whether different cultural settings play a role in parental mediation strategies and media consumption. The findings from our study may provide insights to the similar problem in other Asian countries.

Childhood obesity contributes to the risk of adulthood obesity and obesity-related diseases such as hypertension, diabetes, and cardiovascular diseases (WHO, 2012). Hence, the rising incidence of obesity among children and youth, and its related health issues, made it imperative for nations to include physical activity among the strategies of health promotion and disease prevention (U.S. Department of Health and Human Services, 1999).

With the continued promotion of physical activity and its health benefits, researchers have been interested in gaining a better understanding of psychological correlates of engagement in physical activity and early adoption of an active lifestyle. This explains the continued development in research areas such as physical self-worth, and their effect on youths' exercise behaviors. Furthermore, socio-cultural environments (i.e., parental influences and cultural contexts) have been found to significantly impact children's behavior.

Research Objectives

The purpose of this study is to identify differences across cultures and across genders, to examine the predictive utility of our conceptualized model for the intended level of physical activity of youths. Consequentially, we will investigate the relationship of parental influence, media influence as well as physical self-worth, with physical activity intention among Indonesian and Thai adolescents.

This study examines how different cultural and media environments will in turn influence the postulated relationships. Cultural differences were found in predictors of body dissatisfaction and disordered eating among women (Mukai, Kambara, & Sasaki, 1998), however little is known about cultural variations in the relative importance of parental mediation factors for physical self-worth, body dissatisfaction, and exercise intentions. With increasing evidence for sociocultural influences on increased internalization of body ideals and which in turn lead to body dissatisfaction, it is worthwhile to examine the integral effect of parents on the above factors and how they translate to exercise intentions.

We also aim to make several unique contributions to the literature, by examining two separate components of parental mediation: physical activity and media use. To our knowledge, very few studies have investigated both factors in a single study. This study also looks into the association of parental mediation, internalization of appearance ideals, body dissatisfaction and physical self-worth, and their subsequent influence on adolescents' exercise intentions. Numerous past studies have investigated the relationship of the above-mentioned factors on disordered eating behavior (Clark & Tiggemann, 2006; Morry & Staska, 2001; Tiggeman, 2003), but no study to date has made direct associations to exercise intention.

The importance of self-concept as a predictor of behavior, including exercise behavior, has been acknowledged since the beginning of educational and social psychology (Karteroliotis, 2008). The Hierarchical Model of Physical Self-Perceptions in the physical domain (PSPP), conceptualized by Fox and Corbin (1989) to study multidimensional physical self-concept, will be used in our study. However, this model alone may not be comprehensive enough as there are other factors affecting intention to exercise. Hence, we conceptualized a new model, borrowing key concepts from the Youth Physical Activity Promotion (YPAP) model by Welk (1999), to explain the effects of interpersonal communication with regard to parents influencing adolescents' self-concept and exercise behavior.

The other type of parental mediation, that is, parental mediation of adolescents' media use is also examined. Combining the above with two other media influence components, internalization of appearance ideals and body dissatisfaction, into an integrated model, our thesis serves to identify the effect of these independent variables on adolescents' intentions to engage in physical activity.

Literature Review

Physical Self-Perception Profile (PSPP)

The PSPP is primarily based on the work of Harter (1985) and Shavelson, Hubner, and Stanton (1976). Widely used to measure self-evaluations in the physical domain in relation to physical activity, it is a multidimensional and hierarchical model of physical self-concept (Fox & Corbin, 1989). According to Shavelson et al. in 1976 (as cited in Hagger, Ashford & Stambulova, 1998), global self-worth is a function of self-perceptions in different aspects of the self, known as domains. Personal self-perceptions are self-referent statements specific to the physical domain (Fox, 1997 as cited in Gilson, Cooke, & Mahoney, 2005). They include the domain of physical self-worth (PSW), and four sub-domain levels: perceived sport competence, physical conditioning, body attractiveness, and physical strength (see Figure 1 in Appendix A). As in previous studies, the term “physical self-worth” is used interchangeably with “physical self-perception”, “physical self-concept”, and “physical self-esteem” (Whitehead, 1995; Fox, 1997 as cited in Gilson et al., 2005).

Physical Self-Worth. This domain is described as a general feeling of pride, satisfaction, happiness, and confidence in the physical self (Hayes, Crocker, & Kowalski, 1999). Individuals are attracted to activities in which they show a high level of competence, thus physical self-worth should be positively related to levels of physical activity (Harter, 1978; Nicholls, 1984, as cited in Hayes et al., 1999).

Perceived Sport Competence. The first sub-domain of PSW refers to individuals’ self-perceptions of their sport and athletic ability, ability to learn sport skills, and confidence in the sport environment. It makes references to the perception that the individual has the ability to successfully engage in sport and to overcome

challenges related to their participation in sport practice, such as his or her desire to participate in these activities (e.g., “I am good in almost all sports”). Correspondingly, a high level of sport competence will lead to high PSW in individuals.

Perception of Physical Conditioning. This is an individual’s physical condition, resistance, physical state, capacity to keep active, and security in physical scenarios. Sonstroem, Speliotis, and Fava (1992) reported that the sub-domain of physical conditioning was the strongest predictor of exercisers and non-exercisers and the degree of physical activity participation in adults. A common finding among past studies (Fox & Corbin, 1989; Sonstroem, Harlow, & Josephs, 1994) suggested that physical conditioning is the component most reflective of physical activity levels.

Perception of Body Attractiveness. The third sub-domain refers to the perceived attractiveness of figure or physique, ability to maintain an attractive body, and confidence in appearance, and makes references to the favorability or unfavorability of an individual’s body image (e.g., “Compared to others, my body is not so good looking”). Perceived body attractiveness has been found in recent studies to be a significant indicator of an individual’s self-perceived physical self-worth (e.g., Lubans & Cliff, 2011), especially among adolescent girls.

Perception of Physical Strength. The last sub-domain refers to individuals’ perception of their strength, muscular development, and confidence in situations that require strength. This factor lies in relation to individuals of the same age and gender, as well as how physical activity affects their perceptions of physical strength they possess (e.g., “Compared to the majority of people of the same gender I believe that I lack physical strength”). A high level of perceived physical conditioning, body attractiveness, and physical strength contribute to a high level of PSW in individuals.

Relationship between PSPP and Intended Physical Activity

PSW was considered to be a significant determinant of physical activity (Weiss & Chaumeton, 1992 as cited in Cumming et al., 2011), with positive self-perception predicting greater levels of physical activity involvement. Moreover, a study conducted by Marsh et al. (1994) showed that the PSPP was able to effectively predict the degree and type of physical activity involvement. In our model, a direct link from the composite variable of PSW is drawn to intended physical activity (see Figure 3 in Appendix A).

Past literature have cited evidence that physical self-worth is an antecedent of key psychological and behavioral variables such as physical competence (Marsh et al., 1994). Based on motivation theories, people are drawn toward activities in which they can demonstrate a high degree of skill or competence (e.g., Harter, 1978; Nicholls, 1984, as cited in Hayes et al., 1999). Furthermore, Crocker, Eklund, and Kowalski (2000) found that personal self-perceptions predicted 27-29 per cent of physical activity variance in Canadians aged ten to 14 years. Therefore, we hypothesize that:

H1a: Physical self-worth is positively related to adolescents' intention to exercise in both Indonesia and Thailand.

In addition, boys had been found to have higher physical self-perceptions than girls and are also more physically active (Chen & Swalm, 1998). Other researchers suggested that this may be because boys usually spend more time participating in sport and therefore report higher perceived physical competence (Trew et al., 1999). Hence, based on the above research, we posit the following hypotheses:

H1b: Physical self-worth is more positively related to intention to exercise for boys than for girls.

Relationship between Parental Mediation and Physical Self-Worth

Two types of parental mediation are central to this study. First, we will examine parental mediation of physical activity, in terms of parental encouragement and support. Studies have shown that this type of parental influence has a significant influence on two sub-domains of PSW, specifically perceived sport competence and perceived body attractiveness, because children look to their parents for feedback on their physical capabilities (Kimiecik, Horn & Shurin, 1996; Welk, 1999).

Family members, especially parents, have been considered as an important agent of socialization who can affect children's body image and eating behavior through various mediation methods (McCabe & Ricciardelli, 2003). In Spitzack's study conducted in 1990 (as cited in Striegel-Moore & Kearney-Cooke, 1994), it was found that parents exert considerable influence on their children's physical appearance and eating habits.

Parental mediation, especially parental encouragement, is positively correlated with children's perceived competence, as postulated by Biddle and Goudas (1996). Although there were various predictors of perceived physical competence for boys and girls, past studies showed that there was generally a significant relationship between children's perceptions of their parents' mediation of their physical activity and their own perceived physical competence (Brustad, 1996). This relationship is further supported by Welk, Wood, and Morss (2003), who reported that parental mediation influenced perceived physical competence among a sample of elementary school children. Based on these evidences, we hypothesize that:

H2: Parental mediation of physical activity is positively related to adolescents' physical self-worth in both Indonesia and Thailand.

Relationship between Parental Mediation and Intended Physical Activity

According to the YPAP model (see Figure 2 in Appendix A), parents play a vital role in the development of physically active lifestyles in youths (Welk, 1999). Parents are sources of influence in the physical domain, either by influencing the child's physical activity directly or indirectly shaping their predisposing factors (Welk, 1999). We have hypothesized the indirect relationship in *H2*, followed by *H1*.

Past studies have revealed a range of successful parental influencing strategies such as direct role modeling, encouragement, parental beliefs about physical activity, and parental involvement in the pursuit of physical activity among children (Welk, 1999; Welk et al., 2003). The relationship between parental influence and health behavior in children and adolescents was shown in previous research (Baranowski, 1997 as cited in Trost, Sallis, Pate, Freedson, Taylor, & Dowda, 2003; Jinruang, 2002; Phuphaibul, Leucha, Putwattana, Nuntawan, Tapsart, & Tachudhong, 2005). Each of these strategies is described as follows:

Parental role modeling. This component captures the children's perception of their parents' interest and involvement in physical activity. Past studies revealed that role modeling can be explained by the physical activity level of parents (Freedson & Evenson, 1991; Moore et al., 1991, as cited in Chow, 2002).

Parental encouragement. This scale was borrowed from the social influence theory and Bandura's social cognitive theory (Smith, 2004). It measures the extent to which parents make an overt effort to encourage children to participate in physical

activity. It was found that parental encouragement was positively correlated with children's perceived competence (Biddle & Goudas, 1996), while other studies suggest that children look to their parents for feedback on their physical capabilities (Kimiecik et al., 1996; Welk, 1999, as cited in Smith, 2004).

Parental involvement. This scale measures overt and covert forms of social support such as parents personally playing with the child, and may also involve providing access or opportunities for physical activity (Welk et al., 2003).

Hence, we propose the following hypothesis:

H3: Parental mediation of physical activity is positively related to adolescents' intention to exercise in both Indonesia and Thailand.

Parental Mediation of Media Use

The next type of parental mediation that we will examine is parental mediation of media use. Parental mediation and media usage is a topic often discussed among researchers in the area of physical activity. Adolescents today have increased access to media no matter where they are, and frequently multitask with various forms of media. For instance, they may engage in instant messaging on their computers while completing school homework and watching TV at the same time (Roberts, Foehr, & Rideout, 2005). With excessive media use linked to body image dissatisfaction (Bell & Dittmar, 2011; Levine & Murnen, 2009), it is clear that parents have to do more to mediate their children's media usage. Three strategies are usually used by parents to mediate their children's media use (Mendoza, 2009):

Active/ instructive mediation consists of five items which taps on mediation frequency ("My parents try to help me understand what I see on TV"), categorization

("My parent points out why some things actors do are good") and supplementation ("My parent explains what something on TV really means"). This has been shown to be the most effective type of parental mediation (Fujioka & Austin, 2002; Livingstone, 2002; Nathanson, 1999; Pasquier, 2001 as cited in Mendoza, 2009).

Coviewing is described as watching or using media together with children without discussion. It has been found to increase the likelihood of negative media effects due to parents' silent endorsement, and if parents do not contradict the negative messages that are coviewed (Nathanson, 2001b).

Restrictive mediation is exercised by parents using rules and limitations on their children's media usage. These are most commonly used by parents, however, there is mixed evidence regarding its effectiveness (Warren, 2001; Weaver & Barbour, 1992 as cited in Mendoza, 2009).

In a field study of 627 children and 486 of their parents, Austin, Roberts, & Nass (1990) examined the effects of parental mediation and children's perceptions of the realism of television content, and found that effective parental mediation helped children attain a more realistic view of the world. Parental mediation can also be useful in influencing their children's comprehension, feedback, and imitation of the content viewed (Lin & Atkin, 1989; Dorr & Rabin, 1995, as cited in Gentile et al., 2004).

Relationship between Parental Mediation of Media Use and Internalization of Appearance Ideals

Additionally, parental mediation of media use is important with regard to the impact of media use on adolescent's body image perceptions, as most adolescents

watch television in their own homes, thus parents will be likely to help shape their perceptions of the images on screen (Browne, 1999, as cited in Mendoza, 2009). Furthermore, the amount of media exposure is a strong predictor of body dissatisfaction (Stice, Schupak-Neuberg, Shaw, & Stein, 1994, as cited in Cohen, 2006), despite the relationship being not necessarily causal (Cusumano & Thompson, 1997; Posovac, Posovac, & Posovac, 1998, Hargreaves & Tiggemann, 2003; Tiggemann, 2003, as cited in Cohen, 2006). A previous study (Rodgers, Paxton & Chabrol, 2009) had also highlighted the direct relationship between parental comments and body dissatisfaction and drive for thinness, which was mediated by internalization and appearance comparison.

Parental mediation is thus still important in mediating internalization, as it could reduce media exposure through restrictive mediation (Allen, Burrell, & Timmerman, as cited in Mendoza, 2009). Also, parental mediation is important to combat internalization of the media's body ideals, especially from young, as it is critical to the development of a healthy body image, for example through strengthening self-worth (Paxton, 2002). Thus the following hypothesis is examined:

H4: Parental mediation of media use is negatively related to internalization of appearance ideals in both Indonesia and Thailand.

Cultural Differences between Indonesia and Thailand

A culture's values and norms are often manifested in its media (Reilly & Rudd, 2009). The same goes for the idea of beauty and appearance ideals that exist in a society. Societal factors have a powerful impact on the development and maintenance of body shapes through the creation of an appearance culture that values, and reinforces cultural ideals of beauty and body shape (Thompson, Heinberg, Altabe,

& Tantleff-Dunn, 1999). As such, in our cross-cultural study, we are interested in the differences in cultural and media environment of Indonesia and Thailand. These differences may provide a deeper insight into the effect of variables like internalization of appearances and body dissatisfaction, which will be discussed later. We are taking an exploratory approach, as there has been no study to date which looks into the differences between Indonesia and Thailand, in this area of research.

Although both Indonesia and Thailand are Southeast Asian countries with similar economic contexts and population densities, it is interesting to note the cultural differences they have. Predominantly an Islamic country, Indonesia's media is relatively more conservative and portrays less of Western ideals of slender body shapes. For example, Muslim Indonesian women on television are not allowed to reveal their skin at the shoulders or legs, and even tight, curve-revealing clothing has also been banned recently (Gade, 2010). In addition, a study by Akiba (1998) (as cited in Ricciardelli, McCabe, Williams, & Thompson, 2007) examined a sample of Iranian males and found that Iranian males reported a more positive view of their bodies, as compared to American males. We can thus extend these findings to our study as Iran is a fundamentally Islamic country similar to Indonesia.

On the other hand, the main religion of Thailand, which is Buddhism, has been documented to tolerate relatively higher levels of sexual freedom as compared to other religions like Judaism and Islam (Hofstede, 1998 as cited in Nelson & Paek, 2008). Moreover, Thais have a comparatively liberal attitude towards sex (Amoni, 2012), which may influence media portrayals of ideal body images. A study done in 2008 revealed that advertisements in Thailand had significantly higher female and male nudity compared to advertisements in Brazil, Canada, China, South Korean, and the United States (Nelson & Paek, 2008). These differences may lead to differing

results for the effect of variables such as internalization of appearances and body dissatisfaction as they are closely related to the cultural and media environment within the country. Furthermore, other researchers have also strongly suggested the influence of culture differences on studies of body dissatisfaction (Rodges, Chabrol, & Paxton, 2011; Lau, Lee, Ransdell, Yu, & Sung, 2004).

Relationship between Internalization of Appearance Ideals and Body Dissatisfaction

Media images have been identified as powerful forces shaping appearance standards (Field, Cheung & Wolf, 1999; Levine, Smolak, & Hayden, 1994, as cited in Jones, Vigfusdottir, Lee, 2004). External media images have an impact on conceptions of self when individuals internalize these cultural appearance standards. As such, internalization has been a critical mechanism accounting for the influence of the media on body image dissatisfaction (Jones et al., 2004), and subsequently to body size discrepancy.

The term “internalization of appearance ideals” refers to the extent to which individuals endorse societal standards of attractiveness as personally relevant beliefs (Eriksson, Baigi, Marklund, & Lindgren, 2008). Although most people are exposed to the same media images and societal pressures regarding attractiveness, not everyone internalizes those standards to the same degree (Thompson & Stice, 2001). It has been found that women internalize media images much more than men (Frederickson & Roberts, 1997). Women are thus often more motivated to exercise for appearance enhancement reasons, including exercising to manage their weight, improve their body tone, and enhance their attractiveness (Strelan, Mehaffey, & Tiggemann, 2003).

Body dissatisfaction has been examined by many researchers in the past. The relevance of the media to body image among adolescents has been sufficiently studied. A survey by Field et al. (1999) found that 69% of adolescent girls reported that magazine pictures influence their idea of the perfect body shape. Analyzes of appearance magazines and their impact on adolescent boys have been rare, although recent research has verified the linkage between internalization of media appearance ideals with body dissatisfaction among elementary and middle-school boys (Cusumano & Thompson, 2000; Smolak, Levine & Thompson, 2001).

However, as mentioned earlier regarding specific differences in the cultural and media environment of Indonesia and Thailand, the effect of internalization of appearances on body dissatisfaction may be tricky to speculate. Hence we will be taking the exploratory approach in this study to examine the following research question.

RQ1: Will cultural differences between Indonesia and Thailand have an effect on the positive relationship between internalization of appearance ideals and body dissatisfaction among adolescents?

Relationship between Internalization of Appearance Ideals and Intended Physical Activity

Internalization of media ideals of body shapes has been shown to account for adolescents' varying body image responses and perceptions (Cattarin, Thompson, Thomas, & Williams, 2000; Halliwell & Dittmar, 2004; Tiggemann & McGill, 2004, as cited in Yamamiya, Cash, Melnyk, Posavac, & Posavac, 2004). In addition, research has consistently shown that internalization of societal standards of attractiveness, or appearance ideals, is related to body dissatisfaction, which in turn is

related to dieting and eating disorders (Keery, van den Berg, & Thompson, 2004; Vartanian, 2009; Vartanian & Hopkinson, 2010).

With regard to exercise, people who internalize media images they see may feel the need to aim toward the ideal image of beauty as present on television, leading them to undertake measures to improve their appearance such as dieting and exercising (Morry & Staska, 2001). In a recent study, it was found that internalization significantly predicted appearance motives (Vartanian, Wharton, & Green, 2012). The same study found that internalization of appearance ideals did not positively mediate reasons for exercise. Möschk (2008) reported that moderate levels of body image disturbance may encourage people to exercise more often. However, considering the differences in culture and media environments of Indonesia and Thailand, we formulate this research question to explore the possible effects of culture on this relationship which has been empirically supported in past literature.

RQ2: Will cultural differences between Indonesia and Thailand have an effect on the positive relationship between internalization of appearance ideals and adolescents' intention to exercise?

Body Dissatisfaction

Body image is defined as an individual's "perceptions, thoughts, and feelings about his or her body" (Grogan, 2008, p. 3). In physical activity studies related to body image, body dissatisfaction is most commonly studied as a denominator of exercise motivation. Body dissatisfaction occurs when people negatively evaluate their bodies. An important concept of body dissatisfaction is body size discrepancy (BSD), which has been conceptualized as the difference between current perceptions of one's body size and one's ideal body size (Cash & Szymanski, 1995).

Relationship between Body Dissatisfaction and Intention to Exercise

Individuals exercise for different reasons. Among them, certain individuals are motivated to exercise to improve their appearances, be it losing weight or improving body shape, as opposed to health reasons for exercising. These individuals tend to have higher levels of body dissatisfaction, social physique anxiety, and decreased self-esteem and physical self-worth (Thome & Espelage, 2007). Past studies have found that women are more motivated to exercise for appearance reasons than are men (Sebire, Standage, & Vansteenkiste, 2009). Appearance reasons for exercise are positively associated with body image concerns and body dissatisfaction (Vartanian et al., 2012).

However, with respect to the cultural differences mentioned, there may be differences in the effect of body dissatisfaction on intention to exercise thus we are taking the exploratory approach.

RQ3: Will cultural differences between Indonesia and Thailand have an effect on the positive relationship between body dissatisfaction and intention to exercise?

Gender differences have also been commonly noted in BSD research. For females, body dissatisfaction often stems from a desire to be thinner; hence their ideal body size is smaller than their current body size perceptions. Males, however, either report a desire to be thinner or to be bigger and more muscular (Furnham, Badmin, & Sneade, 2002). Females are also generally more dissatisfied with their physical appearance than males (Cooper & Fairburn, 1983; Furnham & Calnan, 1998, as cited in Furnham et al., 2002). In addition, based on aforementioned research on gender differences in body dissatisfaction, we posit the following hypothesis:

H5: Body dissatisfaction is more positively related to girls' intention to exercise than boys.

Relationship between Body Dissatisfaction and Physical Self-Worth

Apart from participation in physical activity, body image concerns have also been linked to self-concept. Body dissatisfaction can be seen as a central aspect for self-esteem, as individuals with low body satisfaction are more likely to be concerned about their physical shape. The reverse could also be true, that is, low self-esteem may cause individuals to be dissatisfied with their bodies (Furnham et al., 2002). Thus, individuals with a negative sense of self would reflect a low self-concept, thus providing a distorted body image (Furnham et al., 2002).

A study conducted among school children in Hong Kong found that BSD was negatively related to global physical self-concept (Lau et al., 2004). This indicates that the greater the actual–ideal body size discrepancy, the lower the children's physical self-concept. This is further supported by a study done using a sample of African-American college females, where physical self-concept was found to be significantly negatively correlated with dislike of specific body parts and weight concerns (James, 2001). However, taking into account the cultural differences of Indonesia and Thailand, we formulate the following research question:

RQ4: Will cultural differences between Indonesia and Thailand have an effect on the negative relationship between body dissatisfaction and physical self-worth?

With regard to gender differences in this respect, one study examining gender differences in body image dissatisfaction also found that only girls associated body dissatisfaction with the concept of self-esteem, while no relationship between the two

was found in boys (Furnham et al., 2002). Thus it is worthwhile to investigate whether body dissatisfaction will affect physical self-worth in girls more than boys among adolescents in Thailand and Indonesia. Thus, we posit the following hypothesis:

H6: Body dissatisfaction is more negatively related to physical self-worth of girls than boys.

Relationship between Body Mass Index and Body Dissatisfaction

In measuring body dissatisfaction, we also factored in body mass index (BMI) of our respondents. Body mass was included as a factor in the model because body weight has been an important factor in predicting body image disturbance for both girls and boys (Rosenblum & Lewis, 1999; Stice & Whitenton, 2002; Striegel-Moore, Dohm, Solomon, Fairburn, Pike, & Wilfley, 2000). According to U.S. guidelines, a BMI less than 18.5 is underweight, 18.5 to 24.9 is acceptable weight, 25 to 29.9 is overweight, and above 30 is obese (Cheng & Mallinckrodt, 2009). However, studies have found that Asian populations have higher proportion of body fat and increased risk for cardiovascular diseases and diabetes, compared with Caucasians at the same BMI (WHO, 2004). Therefore, Asian countries like Singapore have revised the BMI cut-off figures such that those with a BMI of 23 and above were at risk of developing diseases associated with obesity (Health Promotion Board Singapore, 2005).

Previous research on physical self-perceptions has shown that adolescents perceive their bodies more negatively if their BMI was higher (Crocker et al., 2003; Crocker, Sabiston, Kowalski, McDonough, & Kowalski, 2006; Raustorp, Stahle, Gudasic, Kinnunen, & Mattsson, 2005; Welk & Eklund, 2005, as cited in Knowles, Niven, Fawcner, & Henretty, 2009). In their study of nine to 12 year old girls, Clark

and Tiggemann (2006) found support for both socio-cultural and biological factors (which includes BMI) affecting these adolescents' body dissatisfaction. Consistent with previous studies, we hypothesize that:

H7: Body Mass Index is positively related to adolescents' body dissatisfaction in both Indonesia and Thailand.

In summary, the present study aims to examine the joint influence of parental mediation variables, physical self-worth, internalization of appearance ideals, and body dissatisfaction on exercise intentions among boys and girls across two Asian countries, namely Indonesia and Thailand. Extending past research in these areas, the above factors have been incorporated into a single integrative model by postulating the influence of parents on physical self-worth and adolescents' internalization of appearance ideals, levels of body dissatisfaction and their overall effect on intention to exercise. The model also examines the effect of BMI on body dissatisfaction and the latter's effect on physical self-worth. A diagrammatic representation of the conceptual model for the current study is provided in Figure 3 in Appendix A.

Method

Participants

The respondents in our study were from two different Southeast Asian countries, Thailand and Indonesia. We gathered data from a total of 1,159 respondents aged nine to 15 years old. Data for this study was collected in December 2011.

In order to avoid an excessive amount of missing values which may skew our results, we removed five cases from the Indonesian sample and three cases from the Thailand sample. These cases failed to meet the benchmark of 90% completeness for each questionnaire. Thus 1,151 respondents' data was used in the data analysis, comprising of 50.1% ($n= 577$) male and 49.9% ($n= 574$) female.

The sample from Thailand ($n = 576$), comprising 289 males (50.2%) and 287 females (49.8%), was collected from two government-run schools and one private school located in the city centre of Chiang Mai, Thailand. According to details on the socioeconomic status (SES) of the participants provided by the school principals (personal communication, December 8, 2011), the student body of each school was highly representative of the national average in terms of SES levels. Indonesian participants ($n = 575$), of which there were 288 males (50.1%) and 287 females (49.9%), were recruited from a single school comprising of primary and secondary students in the city of Pekanbaru in Sumatra, Indonesia. According to the school principal (personal communication, December 17, 2011), the students were mainly from an area characterized as middle class where the population matched the distribution of SES levels from Indonesia.

Looking at the two cities, both Chiang Mai and Pekanbaru are relatively similar in population size of close to a million, with 1,099,473 last recorded in the

2008 census of the Chiang Mai Metropolitan Area and 903,902 last recorded in the Pekanbaru 2010 census. Pekanbaru, meanwhile, has a greater population density of 1,430/km² as compared to Chiang Mai's 378.46/km².

Procedure

In accordance with data collection procedures in the two countries, permission to conduct this study was obtained from the school authorities and teachers. Participants were randomly selected by each school to complete the self-administered questionnaires during our school visits. An explanation of the general purpose of the study as well as the rights of individuals to withdraw from the study was provided at the beginning of the data collection exercise. Their rights of participants were also reiterated by the local teacher, to help the students understand fully regarding their participation. Participants were then asked to sign an informed consent form to indicate their willingness to continue their participation in the study. The questionnaire was administered in a regular classroom on a normal school day, with the presence of a local teacher and the research team to explain the questionnaire and clarify the meanings of the questions if they were unclear. Each participant took approximately 20 minutes to complete the questionnaire.

This study was designed to collect children's responses rather than their parents' responses because children's reports of parental mediation are more likely to be reliable than parents' reports (Rossiter & Robertson, 1975). Previous studies have identified inconsistent reporting between parents and their children (Greenberg, Ericson, & Vlahos, 1971; Kim, Baran, & Massey, 1988). For example, restrictive mediation exposure to mediated messages tends to be greater in parents' responses than in children's responses (Greenberg et al., 1971; Kim et al., 1988). To avoid the

possible inconsistent pattern of parental reports of parental mediation, this study asked only children to report on their parents' mediation of physical activity and media use.

Translation and Pilot Study

The English version of the questionnaire was translated into Thai and Bahasa Indonesia by local graduate students proficient in the respective languages. A pilot study was conducted with 30 adolescents (10 Singaporeans, 10 Thais, and 10 Indonesians) with similar characteristics to the populations studied. We checked the validity of the instruments and ensured the correct interpretation of questions in all three versions of the questionnaire. We sought feedback from the children regarding the understanding of the questionnaire, in order to make relevant modifications to the survey. The general response was very positive as all the children indicated that they could understand the questions and could answer them with their own ability.

Measures

The questionnaire consisted of 74 items, excluding eight demographics questions. (For full questionnaire in English, Bahasa Indonesian and Thai, please refer to Appendix B)

Physical Self-Worth

We adapted 26 items from the physical self-worth scale of the Physical Self-Perception Profile (Fox & Corbin, 1989) as well as from Whitehead's (1995) version of Fox and Corbin's (1989) Physical Self-Perception, with questions reworded for adolescents' better understanding. The items were loaded into five subscales, measuring general physical self-worth, physical strength, physical conditioning, body

attractiveness, and perceived sport competence. Fox and Corbin's (1989) scale was reported to have reasonably high levels of internal consistencies ranging from .81 to .92 and high test-retest coefficients ranging from $r=.74$ to .92 over a 16-day period (Hayes et al., 1999), while the reliability and validity of Whitehead's (1995) scale have been verified in several past studies (Smith, 1999).

The structure of the questionnaire was designed to be simple and easy to comprehend for our adolescent respondents, such that responses were indicated on a five-point Likert scale anchored by "strongly disagree" (1) and "strongly agree" (5). Six items were reverse scaled, as reverse coding can reduce probability of response set biases. It has also been reported that reverse coding is able to control for social desirability effects and the reference group effect which may be present in cross-cultural studies (Haggis, Biddle, Chow, Stambulova, & Kavussanu, 2003). Within each subdomain, scores were averaged to obtain a total of six scores, representing the scales of physical self-worth, physical strength, physical conditioning, body attractiveness, and perceived sports competence. Higher scores reflected a more positive perception of the respective subdomains.

Parental Mediation of Physical Activity

Two scales were developed to assess the proposed measures of parental mediation on physical activity. Past studies by Welk et. al (2003) have used four scales to assess parental influence on physical activity: parental role modeling, encouragement, facilitation, and involvement. In this study, we focus on two specific parental mediation strategies, namely parental encouragement and parental involvement, due to our study's main focus on direct, interpersonal communication. Items from previously validated scales were used to assess parental encouragement

and parental support and were adapted from the Children's Physical Activity Correlates (CPAC) instrument developed by Welk (1999), originally used to evaluate various psychosocial correlates of physical activity in children. The reliability alpha for the items was reported to range from 0.70 to 0.74 (Welk et al., 2003).

Parental Encouragement. The parental encouragement scale of the CPAC assessed the overt efforts of the parent to encourage the child to be physically active. Seven items, using a five-point Likert scale type (1 = Strongly Disagree, 5 = Strongly Agree), measure the extent to which parents made an effort to encourage children to participate in physical activity. Items were adapted from Welk et al. (2003), measuring respondents' agreement with statements like "My parents tell me that I am good at sports" and "My parents encourage me to play sports." Responses to the seven items were summated and averaged to create a score, with higher scores indicating higher levels of parental encouragement.

Parental Involvement. The parental involvement scale of the CPAC measures a more overt form of support, such as parents personally participating in physical activity with their child. Six items using a five-point Likert scale type (1 = Strongly Disagree, 5 = Strongly Agree) were used to measure the extent to which parents support their children to engage in physical activity. Examples include "My parents play sports with me" and "My parents take me to the venue of my physical activities." Respondents indicated their agreement with the five-point scale items.

Parental Mediation of Media Use

To measure parental mediation of media use, we adapted the scale developed by Valkenburg, Krcmar, Peters, and Marseille (1999). The scale originally had 30 items which was later reduced to 15 items as these 15 items had the highest internal

consistencies. These items were loaded into three types of parental television mediation: restrictive, instructive, and co-viewing styles. Each parental television mediation style was measured by five statements, on a five-point Likert scale, anchored by “strongly disagree” (1) to “strongly agree” (5).

Statements included in the active mediation style are: “My parent tries to help me understand what I see on TV” and “My parent points out why some things actors do are good.” With a high Cronbach’s alpha of .81, the scale is considered reliable (An & Lee, 2010). Similarly, scores for the five items are averaged to obtain a total score of instructive mediation. A higher score would indicate that parents are more likely to provide explanations, initiate discussions, and assist in interpreting television content to their children.

Statements included in the restrictive mediation style are: “My parent sets specific viewing hours for me” and “My parent forbids me to watch certain programs.” Past studies have validated the scale as a reliable one with Cronbach’s alpha = .79 (An, & Lee, 2010). A total score of restrictive mediation can be obtained by averaging the scores for the five items. A higher score would indicate that parents are more likely to restrict the amount of television viewing time and the amount of programs watched for their children.

Parents’ co-viewing mediation style was measured by such statements as: “My parent watches my favorite TV program together with me” and “My parent watches TV together with me because we are both interested in it.” The scale was validated in previous studies as a reliable scale with a Cronbach’s alpha of .61 (An & Lee, 2010). A total score for co-viewing mediation style was obtained by averaging the scores for

all five items. A higher score would indicate that parents and children are more likely to watch television together.

In our study, we are concentrating on active mediation of media use, also known as instructive mediation, as it has been recommended to be the most useful form of parental mediation over both restrictive mediation and covieing (Nathanson, 1999, as cited in Mendoza, 2009). Nathanson (2002) found that children who received active mediation from parents learns more from watching TV, and is better behaved. On the other hand, the effect of restrictive mediation has been found to be inconsistent, with adolescents displaying more aggression when subjected to very high and low amounts of restrictive mediation (Nathanson, 1999, as cited in Mendoza, 2009), and does not encourage children's critical thinking (Buijzen & Valkenburg, 2005). Covieing too, had been shown as ineffective in instances when parents do not comment on objectionable TV content, which serves as "silent positive endorsement" (Nathanson, 1999, 2001b, as cited in Mendoza, 2009). Furthermore, a study in South Korea (An & Lee, 2010) found that instructive, discussion-based mediation by parents promoted both children's perceptions of the difference realities of television and actual world as well as negative effects of television, while covieing and restrictive mediation did not. Due to the limitations of restrictive mediation and covieing, we feel that it is important to study active mediation on its own. In addition, a pre-test survey was conducted among 10 parents in Singapore, Indonesia and Thailand respectively, which found that active mediation was the preferred form of parental mediation of media use. Hence the variable is named as Active parental mediation of media use.

Internalization of Appearance Ideals

We utilized an eight-item internalization of media ideals scale, adapted from Jones et al. (2004), and Clark and Tiggemann (2006). Both versions were taken from the Internalization scale of the Sociocultural Attitudes Toward Appearance Questionnaire developed by Heinberg, Thompson, and Stormer (1995), which was used to assess respondents' internalization of media images and appearances ideals. Clark and Tiggemann's scale had amendments such as replacing "appearance" with "what I look like," to make it more comprehensible for adolescents. Examples of the items include, "I compare my body to TV stars or celebrities" and "Clothes look better on people who are thin." Measured on a five-point Likert scale, the internalization scale by Jones et al. (2004) was verified to have high internal consistency, with Cronbach's alpha at .75.

Body Dissatisfaction

We measured body dissatisfaction using the children's figure ratings scale developed by Tiggemann and Wilson-Barrett (1998). It consists of seven female figure drawings ranging from 1 (very thin) to 7 (very fat), providing an assessment of respondents' body dissatisfaction with reference to body weight and shape. For the first item, respondents were asked to indicate the figure which looks most like them (current), while the second item asked respondents to indicate the figure which they would most like to look like (ideal). The discrepancy between current and ideal is obtained as the first measure of body dissatisfaction. A negative score represents respondents' desire for a fuller figure, whilst a positive score represents the desire to be skinnier, both which represents body dissatisfaction. Body satisfaction is represented by a score of zero.

Respondents were also asked to rate celebrities on the same scale (celebrities). The second measure is thus obtained from the discrepancy between current and celebrities. The next item asked respondents to indicate the body shape which the opposite gender would perceive as ideal (opposite gender). This gives us the third measure which is obtained from the discrepancy between current and opposite gender.

Body Mass Index (BMI)

Respondents were asked to self-report their body height in meters and weight in kilograms. BMI was computed with this formula: $BMI = \text{weight} / (\text{height} \times \text{height})$.

Intention to Exercise

The dependent variable of intention to exercise was measured on a five-point Likert scale, using reliable scales that are previously validated (Courneya, 1995). Higher scores reflect a higher level of intention to exercise. Five items (e.g., “I intend to exercise regularly in my leisure time in the next 6 months.”) were used for assessment of intention to exercise. The Cronbach’s alpha for the scale showed high internal consistency, as it ranged between .88 and .89 (Fortier, Kowal, Lemyre, & Orpana, 2009).

Demographic Variables

A set of demographic questions asking for respondents’ age, gender, nationality, household income, current height and weight, were also included for purposes of analyses.

Analytical Approach

All data were analyzed using the Statistical Software Package for Social Sciences (SPSS). We analyzed data for Indonesia and Thailand separately, and for males and females separately. Means and standard deviations were computed for all variables. The alpha level of significance was set at .05 to lower the probability of a false positive. Cronbach's alphas were calculated for every subdomains to measure reliability of the variables. With all variables' Cronbach's alphas falling within the range of .71 to .94, they were of acceptable internal consistencies.

Exploratory factor analysis was then conducted to remove items which had low factor loadings, to improve the fit of our proposed model. Correlational analyses were used to determine the strength and direction of existing correlations between all variables in our theoretical model.

Structural equation modeling was finally utilized to assess the fit of the proposed model to the data collected and to examine the hypothesized relationships.

Results

Descriptive Statistics

Tables 1 and 2 show the means and standard deviations of all the variables used in the analysis, for Indonesia and Thailand, respectively. Independent sample t-tests showed that there were significant differences between the Indonesian and Thailand sample for all variables, physical self-worth ($t(1149) = 5.92, p < .001$), parental mediation for physical activity ($t(1149) = 3.72, p < .001$), active parental mediation for media use ($t(1149) = 4.99, p < .001$), internalization of appearances ($t(1149) = -3.42, p < .001$), BMI ($t(1149) = 44.88, p < .001$) and intention to exercise ($t(1149) = 4.84, p < .001$). On the other hand, independent sample t-tests showed that there were significant differences between males and females for all variables, namely physical self-worth ($t(1149) = 8.78, p < .001$), parental mediation for physical activity ($t(1149) = 4.22, p < .001$), active parental mediation for media use ($t(1149) = -1.94, p < .05$), internalization of appearances ($t(1149) = -2.45, p < .02$), BMI ($t(1149) = 2.52, p < .02$) and intention to exercise ($t(1149) = 5.31, p < .001$).

Table 1: Means and Standard Deviations for Indonesia and Thailand

Variable (or scale)	Indonesia (n= 575)		Thailand (n= 576)	
	<i>M</i>	<i>S.D.</i>	<i>M</i>	<i>S.D.</i>
Physical self-worth	3.21	.58	2.99	.65
Parental mediation for physical activity	3.15	.80	2.98	.76
Active parental mediation for media use	3.30	.84	3.32	.78

Internalization of appearances	2.67	.80	2.83	.73
BMI	19.80	5.25	19.88	3.97
Intention to exercise	3.56	.87	3.61	.91

Table 2: Means and Standard Deviations for Males and Females

Variable (or scale)	Males (n= 577)		Females (n= 574)	
	<i>M</i>	<i>S.D.</i>	<i>M</i>	<i>S.D.</i>
Physical self-worth	3.26	.63	2.95	.55
Parental mediation for physical activity	3.16	.80	2.97	.75
Active parental mediation for media use	3.26	.79	3.36	.72
Internalization of appearances	2.69	.81	2.81	.71
BMI	20.42	2.94	19.25	4.18
Intention to exercise	3.75	.89	3.42	.87

Table 3 shows the differences in body image discrepancies (BID: current body shape- ideal body shape) across both countries' samples. Negative BID indicates that the respondent wants to have a larger body shape, while positive BID indicates that the respondent wants to be skinnier. No BID indicates that the respondent is satisfied with his or her current body shape. Comparing across Indonesia and Thailand, Thai respondents are generally less satisfied with their bodies. 30.4% of Thais want to have a bigger body shape while 44.3% of Thais want to be skinnier. This is contrasted with

20.3% of Indonesians wanting a larger body shape and 43% wanting a thinner body shape. With cross-gender comparisons of body image discrepancies, females were found to experience greater body image discrepancy than males. 20.4% of females want to have a bigger body shape and more than half of females (50.4%) desire a skinnier body shape. Comparing this with males, 26.9% of males want to become bigger and only 22.7% want to become skinnier.

Table 3: Differences in Body Image Discrepancies

Indonesia (n= 575)		Thailand (n=576)	
BID categories	BMI	BID categories	BMI
Negative BID n= 117 (20.3%)	16.97 ± 2.99	Negative BID n= 175 (30.4%)	17.27 ± 2.32
No BID n= 211 (36.7%)	18.81 ± 4.58	No BID n= 146 (25.3%)	18.43 ± 2.08
Positive BID n= 247 (43%)	22.05 ± 5.70	Positive BID n= 255 (44.3%)	22.51 ± 4.09
Males (n=577)		Females (n=574)	
BID categories	BMI	BID categories	BMI
Negative BID n= 155 (26.9%)	17.67 ± 2.12	Negative BID n= 117 (20.4%)	16.35 ± 2.14
No BID n= 291 (50.4%)	19.39 ± 3.08	No BID n= 147 (25.6%)	17.78 ± 2.47
Positive BID n= 131 (22.7%)	23.21 ± 4.59	Positive BID n= 310 (54.0%)	21.42 ± 4.34

Factor Analysis and Reliability Analysis

We conducted the Cronbach's alpha reliability test on the scales in our questionnaire and took away the items which hindered the scales from obtaining an acceptable internal consistency, which is a minimum criteria of .70 (Nunally, 1978). Next, exploratory factor analysis using varimax rotation was conducted. Items which had low factor loading of below .40 and those that loaded on more than one factor were removed (Hair, Black, Babin, Anderson, & Tatham, 2006). Table 4 in Appendix C shows the retained measures and their respective Cronbach's alpha scores and loadings for Indonesia and Thailand.

A correlational analysis was carried out to examine the general relationships between age, gender, BMI, physical self-worth, parental mediation, internalization of appearances, body dissatisfaction and intention, for both Indonesia and Thailand.

As seen in Table 5 in Appendix D, BMI did not have significant correlations with other variables, except with body dissatisfaction for both samples. Body dissatisfaction had a significant negative correlation only with physical self-worth. Age was negatively correlated with physical self-worth. Parental mediation for physical activity and for media use were significantly positively correlated with physical self-worth and internalization of appearances, but not with body dissatisfaction. Notably, gender, physical self-worth, both types of parental mediation, internalization of appearances and body dissatisfaction were significantly positively correlated with intention to exercise. These were the similar trends across both samples from Indonesia and Thailand.

Structural Equation Modeling

In order to test the proposed model, a path diagram was constructed and structural equation modeling (SEM) procedures were used to test the hypothesized model with the AMOS 20.0 software. Data was analyzed using maximum likelihood estimation of the SEM. All the coefficients in the model are estimated simultaneously, and any coefficient therefore represents the relationship between two variables controlling for all other variables in the model (Kelloway, 1998). The technique accounts for the relationships among all exogenous and endogenous variables, and this allows for the estimation of direct and indirect effects, with an indirect effect being the influence of one variable on another through one or more intervening variables.

SEM analyses were conducted on each country's sample as a whole as well as on samples of boys and girls. Assessment of model fit was conducted using various fit indices to examine the fit of the overall model, as well as the fit of the individual parameters. As recommended by Hu and Bentler (1999), these indices include the Chi-square test, the Comparative Fit Index (CFI), Goodness-of-Fit Index (GFI), Tucker-Lewis Index (TLI), Incremental Fit Index (IFI) and the Root Mean Square Error of Approximation (RMSEA). For CFI, GFI, TLI and IFI, values exceeding .90 indicate an acceptable fit, although values exceeding .95 are considered preferable. For RMSEA, values below 0.8 indicate an acceptable fit, and those below 0.5 indicate a good fit (Hu & Bentler, 1999). The relative chi-square (CMIN/DF), obtained by dividing the chi-square by degrees of freedom, was also used to assess model fit, with a recommended maximum ratio of three and a ratio of less than two considered to be good (Byrne, 1991).

To improve the fit, we re-specified our model based on the path estimates and modification indices (MI) obtained. The links between BMI and physical self-worth ($\beta = .13, p = .36$), and between internalization of appearance and physical self-worth ($\beta = .11, p = .24$) were removed. The high modification index (MI=52.94) suggested a strong relationship between parental mediation of physical activity and active parental mediation of media use. A link between the two was thus added. In addition to overall model fit, model solution estimates (e.g., reliability estimates), factor correlations, and composite reliability coefficients were examined to permit a broader evaluation of the adequacy of the estimated models.

The final fitted theoretical model produced a significant chi-square for both Indonesia ($\chi^2(113)=241.28, p < .001$) and Thailand ($\chi^2(112)=357.12, p < .001$). Other fit indices for our Indonesian sample indicated a very good fit (CFI= .96, GFI= .96, TLI= .95, IFI= .96, RMSEA= .04, CMIN/DF= 1.59) of the model to our data. For the Thai sample, the fit indices (CFI= .93, GFI= .93, TLI= .94, IFI= .92, RMSEA= .06, CMIN/DF= 2.03) indicated an acceptable fit, suggesting that the data fairly fit our theoretical model across both countries.

All path estimates are shown in Figures 4 and 5 in Appendix A for Thailand and Indonesia respectively.

Thai Sample Results

The SEM model demonstrated strong support for our hypothesized relationships for the Thai sample on the whole. First, parents' mediation of their children's physical activity had significant direct positive ($\beta = .38$) and indirect positive effects ($\beta = .14$) on their children's intention to exercise, as mediated by

physical self-worth, which significantly positively related to intention to exercise ($\beta = .16$). In addition, parental mediation of physical activity also had a significant positive relationship with physical self-worth ($\beta = .74$), thus lending support to *H1a*, *H2*, and *H3*.

BMI was also significantly associated positively with body dissatisfaction ($\beta = .68$), supporting *H6*. Meanwhile, body dissatisfaction was found to have a significant, positive relationship with intention to exercise ($\beta = .11$), and a significant, negative relationship with physical self-worth ($\beta = -.23$). In addition, internalization of appearance ideals had a significant positive relationship with body dissatisfaction ($\beta = .09$) as well as the outcome variable of intention to exercise ($\beta = .15$). In addition, active parental mediation of media use was found to be significantly positively associated with internalization of appearance ideals ($\beta = .44$). This was an unexpected finding as *H4* had posited a negative relationship between the two variables. The implication of this finding will be discussed in the next section.

Indonesian Sample Results

The model yielded slightly different results for the Indonesian sample on the whole. Similar to Thailand, parents' mediation of their children's physical activity had significant direct positive ($\beta = .42$) and indirect positive effects ($\beta = .24$) on their children's intention to exercise, as mediated by physical self-worth, which significantly positively related to intention to exercise ($\beta = .39$). In addition, parental mediation of physical activity also had a significant positive relationship with physical self-worth ($\beta = .77$), thus lending support to *H1a*, *H2*, and *H3*.

BMI was also significantly and positively associated with body dissatisfaction ($\beta = .43$), supporting *H6*. With regard to the research questions proposed, active parental mediation of media use was found to be significantly associated with internalization of appearance ideals ($\beta = .52$), similar to Thailand. Again, this is in contrast with our hypothesized negative relationship between the two variables in *H4* and will be discussed in further detail in the next section. The rest of the data, however, differed from that of Thailand. Body dissatisfaction was not significantly linked to intention to exercise, neither was it linked with physical self-worth. Internalization of appearance ideals also had non-significant relationships with both body dissatisfaction and intention to exercise.

Gender Differences

With reference to Figure 6 and 7 in Appendix A, separate SEM analyses were conducted on male (CFI= .96, GFI= .94, TLI= .94, IFI= .95, RMSEA= .05, CMIN/DF= 1.68) and female (CFI= .96, GFI= .95, TLI= .94, IFI= .96, RMSEA= .04, CMIN/DF= 1.54) samples from both countries. There were significant gender differences found with regard to *H1b*, *H4* and *H5*, lending support to the three hypotheses. First, physical self-worth was found to have a significant, positive relationship with exercise intention ($\beta = .63$) for boys but was not significant to exercise intention for girls. Next, body dissatisfaction was found to have a significant, positive relationship with exercise intention ($\beta = .21$) as well as a significant, negative association with physical self-worth ($\beta = -.36$) for girls, but both links were not significant for boys. There were no other significant gender differences with regard to other links within the conceptual model.

Discussion

Obesity is a pressing problem in many Asian countries, rising rapidly in recent years and bringing about many problems such as diabetes and heart diseases (Yoon, Lee, & Lee, 2006). The current research focused on adolescents' exercise intention, and sought to extend understanding of the influence of parental mediation of physical activity and media use on Thai and Indonesian adolescents' physical self-worth and intended levels of physical activity.

Integrating the YPAP and PSPP model, as well as borrowing concepts from active parental mediation of media use, internalization of appearances and body dissatisfaction, we developed and conceptualized a model to provide a theoretical framework to understand the factors influencing adolescents' intentions of physical activity. We examined these variables together, to find out their effect in different countries, namely Indonesia and Thailand. By taking into account the differences in their culture and media environment, it was interesting to compare the various differences between these two countries that are closely located geographically in Southeast Asia, which no other study to date has examined closely. Gender differences were also looked into, to validate the findings from past research which focused on mostly developed countries.

Our key findings are: 1) our model was considered robust based on empirical data collected from Indonesia and Thailand; 2) certain differences exist between Indonesia and Thailand, mainly due to differences in culture, religion and media environment; and 3) gender differences remain pronounced as per past research done on developed countries. (Please refer to Appendix E for a summary of our findings.) Henceforth, our study serves to highlight the underlying factors influencing

adolescents' intention to exercise, and provide valuable insights for relevant authorities to improve current campaigns and other communication strategies to effectively target the adolescents and their parents.

Findings

First, our results demonstrated that both Indonesian and Thai adolescents have high levels of motivation to exercise when they have high physical self-worth. This finding is consistent with previous research, as we found a significant positive relationship between each sub-domain of PSW and adolescents' physical self-worth, thus providing strong support for the Hierarchical Model of Physical Self-Perceptions in the physical domain, developed by Fox and Corbin (1989). We also found a positive relationship between physical self-worth and intention to exercise, which validates previous research findings that people, including adolescents, are more inclined toward activities in which they think they are good at (Harter, 1978; Nicholls, 1984, as cited in Hayes et al., 1999).

Next, we examined the effect of parental mediation of physical activity on adolescents. In both countries, a significant positive relationship was found between physical self-worth and exercise intentions. Thus, Indonesian and Thai adolescents perceive that their parents provide strong encouragement and support for their personal self-perceptions in the physical domain, as well as their exercise routines. These findings provide strong evidence that parental influence has an indirect effect on physical activity through perceived physical competence, and a direct effect on physical activity as demonstrated in Welk's (1999) YPAP model. These two links are significant across both Indonesia and Thailand, and across both males and females.

While the above hypotheses were supported, our study found some differences between Indonesia and Thailand. Internalization of appearance ideals is related to body dissatisfaction and exercise intention only in Thailand. The difference in results may be attributed to the differences between Indonesia's and Thailand's media environment, as well as religious factors.

As mentioned earlier, Indonesia has a considerably more conservative media environment due to its predominantly Muslim environment. In Indonesia, there is comparatively less demand for foreign media content (BBG Strategy, 2010), while its own local TV programming is relatively conservative - a Nielsen research (2011) revealed that Indonesian television increased its religious programming from 182 hours in January 2011 to 222 hours in June 2011. Due to these restrictions, internalization of such conservative media images is likely to create little or negligible impact on conceptions of the self. Hence, Indonesian adolescents are less likely to compare their own body size to those of celebrities or models on television, or endeavor to attain body ideals that they internalize from TV.

On the other hand, Thailand has a media environment which is equipped with much more freedom than Indonesia (Servaes, Malikhao, & Pinprayong, 2008), which influences media portrayals of body image. An Abac poll in Thailand cited that only a very small percentage of the media is suitable for adolescents (The Nation, 2010). Another study in Thailand, which involved Thai soap opera TV actresses, found that many of the actresses had body image satisfaction problems and eating disorders, brought about by public demand, who saw the slender body image as the appropriate shape seen on TV (Pattanathaburt, 2005). Henceforth, consistent with previous findings (Morry & Staska, 2001; Jones et al., 2004), Thai adolescents may experience body dissatisfaction due to internalization, and also demonstrate a willingness to turn

to exercise to achieve or maintain an appearance ideals brought about by media portrayals of the body.

Media and religion may also account for other differences between Indonesia and Thailand. In addition to the above findings, we found that body dissatisfaction only predicts Thai adolescents' exercise intention, and has a negative effect on their physical self-worth. The conservative media in Indonesia may, once again, contribute to the explanation that Indonesian adolescents view their body more positively compared to their Thai peers as they show less idealized body images in their TV programming (Fromowitz, 2011). The same goes for Muslim females, as those who wear traditional Muslim clothing with a head veil prefers a larger body shape than other women wearing normal Western clothing (Dunkel, Davidson, & Qurashi, 2010), which points to the possibility that religion in Indonesia plays a role in reducing body dissatisfaction, and its subsequent effect on exercise intention and physical self-worth. Indonesian adolescents tend to view their bodies more positively thus leading to less exercise intention. At the same time, PSW is not affected by body dissatisfaction; this could be due to Indonesian adolescents having less exposure to the idealized body images in the media, due to Indonesia's media environment as discussed earlier.

Other than the differences in media environment in both countries, another possible reason could simply be that different cultures have different perspectives of acceptable body size and shape, as suggested by Lau et al. (2004). Indonesia may not place as much emphasis on the 'ideal appearance' as Thailand; as such this may be why body dissatisfaction is not as prevalent in Indonesia as in Thailand.

Contrary to our expectations, our study found a positive link between active parental mediation of media use and internalization. Although past studies have found

that increased parental mediation will lower internalization (Ricciardelli, McCabe, & Banfield, 2000), a positive relationship between these two factors was explained by Rodgers et al. (2009). They were investigating the effect of parents' comments about eating disturbance, on young adults and found that parental comments on appearance and weight, whether positive or negative, might increase pressure to stay thin and lead to a higher drive for thinness. Furthermore, according to Yamazaki and Omori (2011), active parental mediation, especially mothers' actions, has an effect on adolescents' internalization of thin ideal body shapes. As mothers themselves internalized thin ideals, their actions would inevitably and unknowingly encourage adolescents to strive for thinner body shapes. However, in our study, we were interested in parental mediation and not specifically that of mothers, thus this effect may be underestimated. Nonetheless, increase in active parental mediation of media use may lead to an increase in internalization of appearances due to parental comments and communication about body shape, which contributed to internalization of slim body ideals seen on TV or other forms of media.

Our study also found significant gender differences with regard to body dissatisfaction, physical self-worth, and exercise intention among adolescents. While both boys and girls were found to have certain levels of body discrepancies, girls wanted to be thinner, while boys tend to express a desire for a larger and heavier body shape. However, more girls than boys were dissatisfied with their bodies. In line with past research (Stice & Whitenton, 2002; Van Den Berg, Paxton, Keery, Wall, Guo, & Neumark-Sztainer, 2007), adolescent girls have a higher prevalence of body dissatisfaction than their male counterparts, and we found this to be supported in our study as well.

Furthermore, as per our prediction, we found that body dissatisfaction was more closely related to low physical self-worth for girls, while for boys, physical self-worth was not affected by body dissatisfaction. This result confirms past evidence on the relationship between body satisfaction and self-esteem showing that female body image satisfaction is more highly correlated with self-esteem (Lerner, Karabenick, & Stuart, 1973).

These findings suggest that the nature of body dissatisfaction for boys differs from that of girls. It supports the notion that the desire to gain weight among adolescent boys is associated with the wish for a bigger and more muscular body, commonly seen as the male ideal. Notably, the boys reported higher levels than girls on physical self-worth, particularly the individual subscales of physical conditioning and physical strength. In contrast, girls tend to often strive for thinness, as emphasized by the slender images prevalent in the media, a phenomenon which has been studied in much detail by past literature (Jones et al., 2004; Frederickson & Roberts, 1997). This contributes to greater body dissatisfaction in girls, and is reflected in their attempts to rectify it, with girls more likely than boys to translate dissatisfaction into intention to exercise.

This highlights an important difference in possible factors affecting intention to exercise among adolescent boys and girls. Our findings suggest that adolescent boys are more intrinsically motivated and more likely to exercise based on their physical self-worth and fitness reasons, be it improving or maintaining it, and can achieve this through rigorous exercise and weight training. On the other hand, girls are more likely to exercise for appearance reasons, such as wanting to look thin according to the societal ideals as conveyed by the media and as a result, improve their attractiveness. While exact reasons for exercise were not examined in this study,

past researchers have indicated that women tended to exercise more for reasons of weight control and tone, both of which are associated with high body dissatisfaction (Tiggemann & Williamson, 2000).

In addition, we also found that the positive relationship between BMI and body dissatisfaction is more significant for girls as compared to boys. Lawler and Nixon (2011) found the same results. In their study, BMI affected both boys and girls, but significantly more girls than boys desired a thinner and smaller body shape. The positive relationship between BMI and body dissatisfaction might be less significant in boys because a lesser proportion of boys have body dissatisfaction.

On the whole, adolescents with higher BMI in both Indonesia and Thailand also reported higher levels of body dissatisfaction than their lower-BMI counterparts. Body dissatisfaction has been linked to overweight and obesity in adolescents (Van den Berg et al., 2007; Yates et al., 2004). Adolescents may experience perceived pressure from influences such as media, parents and peers to be thin because of repeated societal messages telling them that they are not thin enough, hence fostering body dissatisfaction. Adolescents who are overweight or obese may develop a greater level of body dissatisfaction because of intense pressure from society to strive for the ideal and slender body type.

As seen in our study, the difference in body dissatisfaction across gender and culture may be due to different emphases on the idea of beauty and idealized appearance across gender and ethnicity. As such, this translates to how adolescents of both genders and cultures approach exercise and body dissatisfaction differently.

Also, adolescents in Thailand have higher media consumption than Indonesia (Russell, 2011; The Nielsen Company, 2010), and are exposed to more diverse types

of media. Indonesia is still under many restrictions with regard to media due to its Muslim ideals, and the things that can be shown in the media are comparatively limited compared to Thailand. As such, coupled with Thai adolescents' higher media consumption, both sets of adolescents' exercise intention are determined by a diverse set of factors.

Limitations and Directions for Future Research

As in all other studies, we recognize some limitations of our study. The sample we used for our study was a convenient sample from the schools we were able to contact, in Indonesia and Thailand. Although our respondents were not recruited via random sampling, our respondents were of similar gender proportions in both countries. Also, our questionnaire mainly consists of self-reported measures, which may be prone to recall biases and social desirability effects. We have made efforts to minimize this through the use of self-administrated surveys, as Nederhof (1985) recommended it as a method which lowers the salience of social desirability by isolating the respondent.

With regard to using the Youth Physical Activity Promotion Model, research by Horn and colleagues (1996) revealed that younger children primarily look to their parents for sources of feedback in their physical activities. Adolescents (beginning at about age 12), rely more on peers for performance evaluation and feedback, although parents are still important (Brustad, Babkes, & Smith, 2001; McGuire, Hannan, Neumark-Sztainer, Cossrow, & Story, 2002, as cited in Wattanasit, 2009). As our respondents consisted of pre-adolescents as young as the age of nine, as well as adolescents aged 12 to 15, the mix in age sample could contribute to some biases in our results.

Furthermore, the Figure Rating Scale (FRS) that we used to measure body dissatisfaction has some limitations. The line drawings used have no physical measurements, such as height and weight, associated with the figures thus it may be subjected to one's subjective perception. Also, body dissatisfaction that is measured using personalized figures may be hard for younger children to comprehend as they are required to identify with the figure drawings as their own body shape.

Despite these limitations, this study is one of the first to integrate the YPAP, PSPP, and parental mediation of media use among adolescents and investigating these factors across countries and across genders. Future research may look into extending our study to adolescents of different countries and cultures, as well as to a different age group, as the factors affecting their intention to exercise may be different from our results. These influences are intrinsically related to one another where some may constitute a more significant proportion of influence depending on the respondents' demographics. These differences may be due to cultural differences in more westernized countries where media influence play a greater role, or in more individualist countries where one's physical self-worth is affects intention to exercise more. An older age group constituting young adults aged from 18 to 25, may be studied, as they are more likely to be exposed to a greater diversity of media choices, especially with the rise in penetration of Internet and the influx of social media. Thus media influence may constitute higher influence on one's intention to exercise.

Currently, a cross-sectional design was used thus path analysis which we employed was not able to indicate the direction of causation. We were only able to assess the strength of causal relationships, with past literature and theories as the basis of judgment. A longitudinal study, tracking adolescents' changes in terms of parental,

media influences, internalization and body dissatisfaction over time, should be used in future studies to provide more concrete results showing causal relationships.

Theoretical and Practical Implications

Intervention strategies targeting adolescents have had a history of being hard to implement and succeed, as they tend to have little interest in developing proper health behaviors since they may not see the immediate benefits (Brown & Siegel, 1988). Our research gives a more comprehensive analysis of the significant factors affecting one's intention to exercise, thus enabling educators and parents to understand their children better and work together toward a healthier lifestyle. Interventions aimed at improving physical self-worth and body esteem may choose to focus on teaching adolescents to challenge the appearance ideals they observe in the media they are exposed to, in order to disrupt the internalization process, for example, through compulsory media literacy programs which can be implemented in all primary and secondary schools.

With regard to adolescents' pursuit of the ideal body shape, there should be a diversion of focus away from dieting and unhealthy eating habits and toward higher levels of physical activity. To achieve this, relevant health authorities should review the current message strategy used in campaigns aimed at discouraging dieting and disordered eating among adolescents. By focusing more on promoting exercise instead and placing more emphasis on the benefits and attractions of exercise, they can communicate the message that exercise is a good and healthy way to attain and maintain a desired body shape, rather than dieting.

In addition, relevant authorities ought to intervene and ensure that unrealistic body ideals are not overly portrayed in the local advertising and media, especially in

societies where media consumption is high such as Thailand. Emphasis should be put into regulating the local media and ensuring that advertisements as well as television shows do not have excessive amounts of unhealthy appearances ideals which can influence adolescents' negatively.

Furthermore, as parental influences were identified as particularly important in this age group, parents should be made more aware of how their mediating strategies, such as their intervention and comments made for the types of media their children are exposed to, can be useful in improving their children's body image perceptions as well as their intention to exercise. A recommended measure would be to closely monitor the contents of the media their children are exposed to and make informed choices on programs which are useful for their children. Co-viewing is also beneficial as parents can explain and help to guide their children's understanding of the programs and not to be negatively influenced by the 'ideal body shapes' celebrities and models possess. Parents should have access to such knowledge, through educational interventions targeted at them so that they can understand their influence and what they can do to eventually help heighten their children's intention to exercise.

Our results also support the idea that body dissatisfaction and internalization of appearance ideals are culturally specific, highlighting the importance of turning attention to cultural differences. Gender and cultural specific interventions for adolescents to improve their physical self-worth and perceptions of body image can be developed to target adolescents in different cultural contexts more effectively.

Moreover, there is a lack of campaigns and interventions which target adolescents in Indonesia and Thailand at present. In Indonesia, there is currently the 'Block the Fat, Shape Your Life' initiative, which encourages Indonesians to battle

obesity. The initiative includes a website equipped with a BMI calculator and an exercise guide, as well as a successful reality TV show ‘Bye Bye Big’, in which contestants compete in losing weight (Obesitas, Date Unknown). In Thailand, the Thai Health Promotion Foundation has initiated campaigns to promote physical activity together with government authorities, as well as supporting research for healthy living, and providing sponsorships for sports events (Thai Health Promotion Foundation, Date Unknown). These initiatives do not specifically target adolescents, and as far as we know, do not incorporate parental mediation, media use elements, or other mediating factors such as internalization and body dissatisfaction, which are integral to adolescents’ exercise behavior, as we found in our study. Thus, our results serve as a key platform to establishing a foundation for the government or relevant authorities to build on when planning for a campaign which promotes exercise, in a bid for a healthier nation and to solve the rising problem of obesity in the country.

Our study has effectively demonstrated the direct and indirect effects of parental, media influence and influence coming from within oneself (i.e., physical self-worth) on intentions to exercise among adolescents. As these factors were seldom combined to be studied in one study, this paper explored the underlying motivations and processes one goes through before developing the intention to exercise. This is an important contribution to the research area on motivations to exercise as well as in terms of practical implications where intervention strategies can be modified to be more effective in targeting adolescents. Most noteworthy, this research is the first to examine exercise intentions among adolescents across two large developing countries in South-East Asia.

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Appendixes

Appendix A

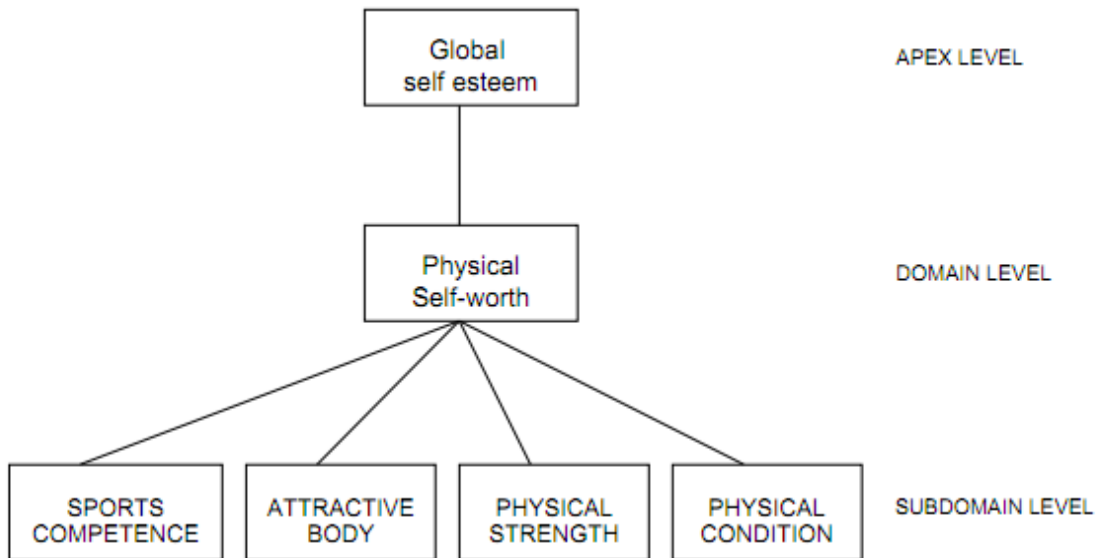


Figure 1: Hierarchical Model of Physical Self-Perceptions in the physical domain (Fox, 1990)

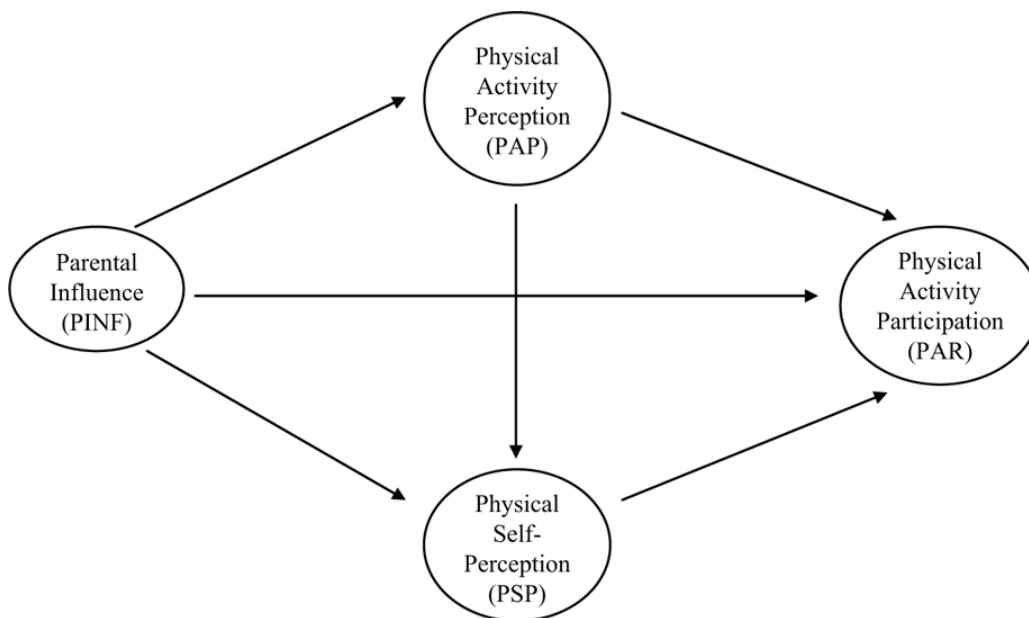


Figure 2: Youth Physical Activity Promotion Model (Cheung & Chow, 2010)

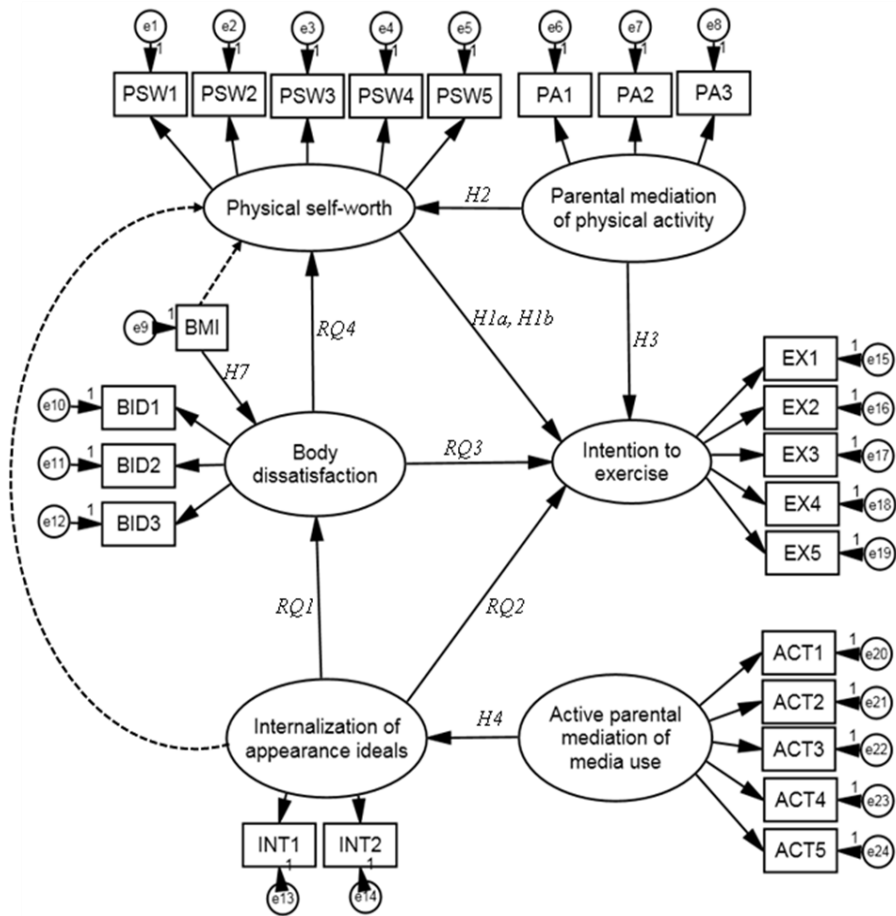


Figure 3: Initial hypothesized model. Links shown in dotted lines were removed following data analysis by SEM.

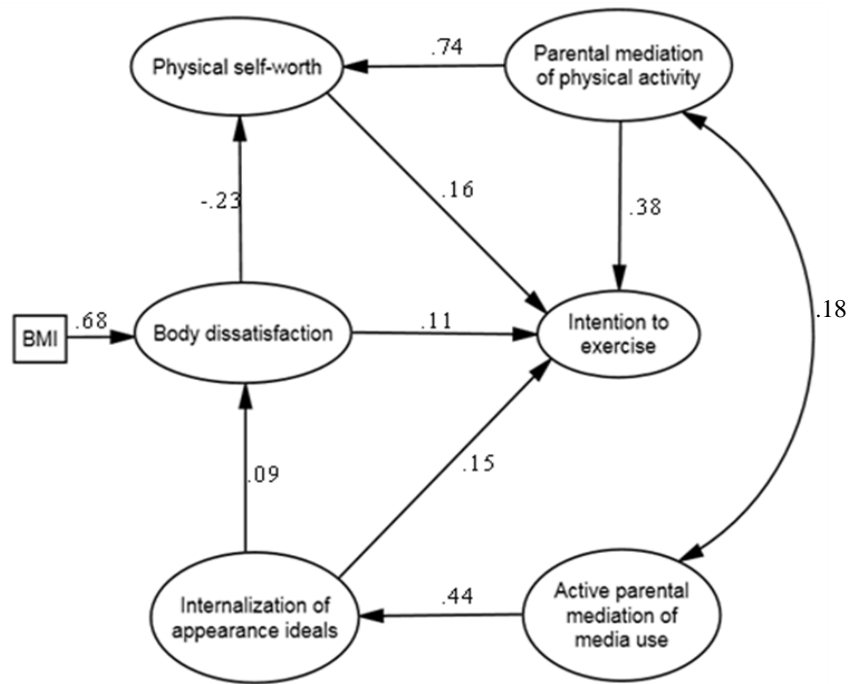


Figure 4: Final model for Thailand featuring standardized path coefficients for all relationships. Observed variables are excluded for clarity of presentation.

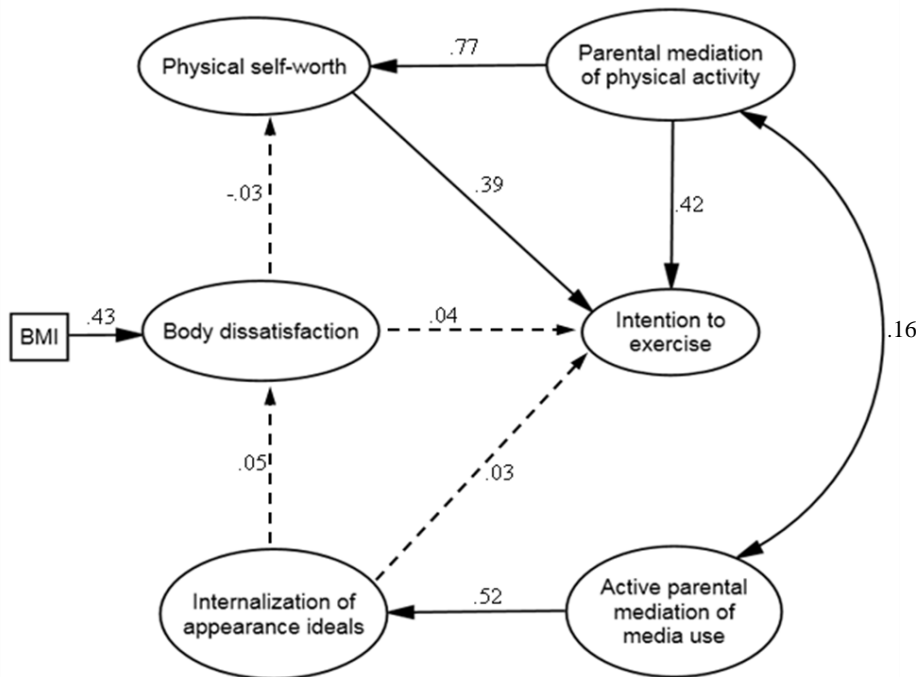


Figure 5: Final model for Indonesia featuring standardized path coefficients for all relationships. Non-significant links are shown in dotted lines. Observed variables are excluded for clarity of presentation.

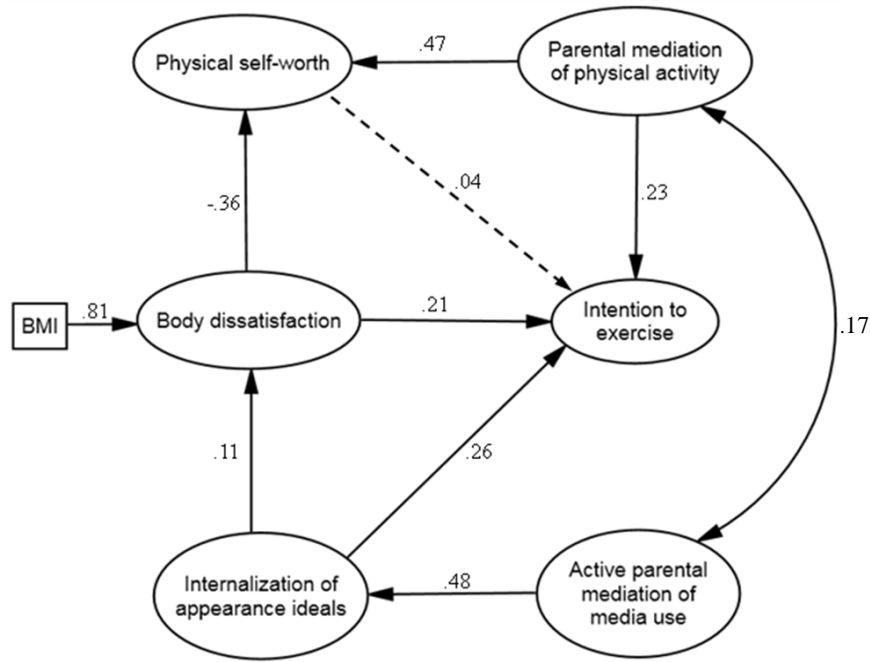


Figure 6: Final SEM model for girls, featuring standardized path coefficients for all relationships. Non-significant links are shown in dotted lines. Observed variables are excluded for clarity of presentation.

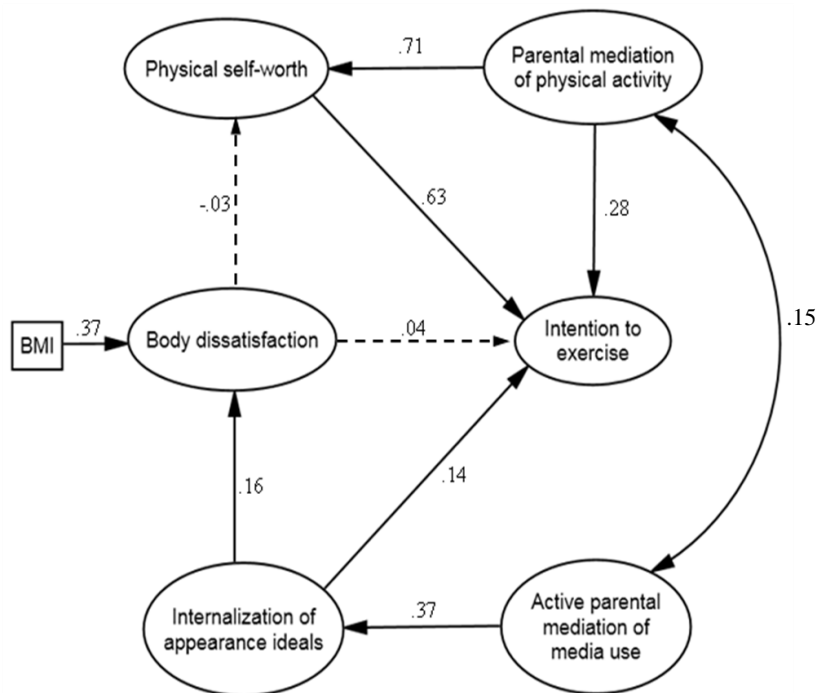


Figure 7: Final SEM model for boys, featuring standardized path coefficients for all relationships. Non-significant links are shown in dotted lines. Observed variables are excluded for clarity of presentation.

Appendix B

Male Student Survey, 2011

English

We are conducting this survey to better understand your attitudes towards physical activity (e.g. exercise and sports). Thank you for taking time to complete this survey. There are no right or wrong answers to the questions. Just share your thoughts with us as only your personal responses matter.

Your participation is completely voluntary. Your information will remain completely anonymous and results cannot be linked to individuals in any way - it is purely for the purposes of investigating students' attitudes towards physical activity. We will appreciate if you can answer **ALL** the questions in this questionnaire. However, if you are uncomfortable with any question in the survey, please feel free to skip it.

Please raise your hand if you require additional information or clarification. If you have any concerns about the study, you can contact us at leon0125@e.ntu.edu.sg.

Consent: I, _____ (Name of Student) from Class _____ hereby agree to participate in this project. I have been informed of the purpose and contents of this research project.

Signature of Student: _____

Name of Student: _____

Date: _____

SECTION A: PHYSICAL SELF-PERCEPTION

Please circle the answer that applies to you.

1.	Do you exercise	Yes	No
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On a scale of 1 to 5, answer the following questions by circling the answer that best describes your exercise behaviour currently.

2. How much time do you spend on sports or physical activity in general?

Little time	1	2	3	4	5	A lot of time
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3. During a typical 7-day period (a week), how frequently do you do the following kinds of exercise for **more than 15 minutes** during your free time?

		Very Seldom						Very Frequently
A.	Vigorous Exercise (Heart Beats Rapidly) e.g. running, jogging, hockey, football, soccer, squash, basketball, vigorous swimming, vigorous long distance cycling	1	2	3	4	5	6	7
B.	Moderate Exercise (Not Exhausting) e.g. fast walking, tennis, easy bicycling, volleyball, badminton, easy swimming)	1	2	3	4	5	6	7
C.	Mild Exercise (Minimal Effort) e.g. yoga, archery, fishing, bowling, golf, easy walking	1	2	3	4	5	6	7

Please circle the appropriate answer that best describes how you feel.
1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

4. How satisfied are you with your physical self?

		Strongly Disagree				Strongly Agree
A.	I am very proud of what I can do physically.	1	2	3	4	5
B.	I am always satisfied with my physical shape.	1	2	3	4	5
C.	I always have a good feeling about my physical shape.	1	2	3	4	5
D.	I feel very satisfied with how I am physically.	1	2	3	4	5

5. How much do you agree with the following statements regarding your physical strength?

		Strongly Disagree				Strongly Agree
A.	Compared to others of my age and sex, I feel that I lack physical strength.	1	2	3	4	5
B.	My muscles are as strong as the majority of people of my sex.	1	2	3	4	5
C.	In situations where strength is needed, I am always the first to volunteer.	1	2	3	4	5
D.	I lack confidence when it comes to physical strength.	1	2	3	4	5
E.	In comparison to others, I am very strong.	1	2	3	4	5
F.	I don't believe that I am as good as others when it comes to situations requiring physical strength.	1	2	3	4	5

6. How much do you agree with the following statements regarding your physical condition?

		Strongly Disagree				Strongly Agree
A.	I always stay in good physical shape.	1	2	3	4	5
B.	I always stay at a high level of fitness.	1	2	3	4	5
C.	I usually feel a little uncomfortable in places where people are doing physical exercise.	1	2	3	4	5
D.	I feel very confident about my ability to maintain regular exercise.	1	2	3	4	5
E.	As far as physical appearance is concerned, I do NOT feel very self-confident.	1	2	3	4	5

7. How much do you agree with the following statements regarding how you look?

		Strongly Disagree				Strongly Agree
A.	Compared with others, my body is NOT so good-looking.	1	2	3	4	5
B.	I have difficulty in maintaining a good-looking body.	1	2	3	4	5
C.	I feel embarrassed about my body when it comes to wearing few clothes.	1	2	3	4	5
D.	I often think that others admire me because my physical appearance is considered attractive.	1	2	3	4	5
E.	I feel that compared to the majority of people my body does not seem to be in the best shape.	1	2	3	4	5
F.	I feel insecure about my body.	1	2	3	4	5

8. How much do you agree with the following statements regarding your ability to do sports?

		Strongly Disagree				Strongly Agree
A.	I am very good at almost all sports.	1	2	3	4	5
B.	I do NOT feel confident when I have to take part in sport activities.	1	2	3	4	5
C.	I think that I am one of the best when it comes to sporting activities.	1	2	3	4	5
D.	I am usually one of the fastest in the class to learn new physical skills.	1	2	3	4	5
E.	When the opportunity arises, I am always one of the first to participate in sport activities.	1	2	3	4	5

SECTION B: PARENTAL MEDIATION OF PHYSICAL ACTIVITY

Please circle the appropriate answer that best describes how you feel.

1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

9. How much do your parents encourage you to engage in physical activity?

		Strongly Disagree				Strongly Agree
A.	My parents tell me that I am good at sports.	1	2	3	4	5
B.	My parents encourage me to play sports.	1	2	3	4	5
C.	My parents encourage me to try hard at sports.	1	2	3	4	5
D.	My parents feel that I do very well at all kinds of sports.	1	2	3	4	5
E.	My parents think that I am better than others my age at sports.	1	2	3	4	5
F.	My parents think that I am better than others at most sports.	1	2	3	4	5
G.	My parents are pretty sure that I am a good athlete.	1	2	3	4	5

10. How much do your parents support you to engage in physical activity?

		Strongly Disagree				Strongly Agree
A.	My parents play sports with me.	1	2	3	4	5
B.	My parents really help me to be good at sports.	1	2	3	4	5
C.	My parents give me equipment to play sports.	1	2	3	4	5
D.	My parents practice sports skills with me a lot.	1	2	3	4	5
E.	My parents give me financial support for my physical activity participation.	1	2	3	4	5
F.	My parents take me to the venues of my physical activities.	1	2	3	4	5

SECTION C: MEDIA USE AND PARENTAL MEDIATION

Please circle the appropriate answer that best describes how you feel.

1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

11. How much do your parents restrict you from watching television?

		Strongly Disagree				Strongly Agree
A.	My parent tells me to turn off the TV when I am watching an unsuitable program.	1	2	3	4	5
B.	My parent sets specific viewing hours for me.	1	2	3	4	5
C.	My parent forbids me to watch certain programs.	1	2	3	4	5
D.	My parent specifies in advance the programs that may be watched.	1	2	3	4	5
E.	My parent restricts the amount of my television viewing.	1	2	3	4	5

12. How much do your parents instruct or give you advice when watching television?

		Strongly Disagree				Strongly Agree
A.	My parent tries to help me understand what I see on TV.	1	2	3	4	5
B.	My parent points out why some things actors do are good.	1	2	3	4	5
C.	My parent points out why some things actors do are bad.	1	2	3	4	5
D.	My parent explains the motives of TV characters.	1	2	3	4	5
E.	My parent explains what something on TV really means.	1	2	3	4	5

13. How involved are your parents when watching television with you?

		Strongly Disagree				Strongly Agree
A.	My parent watches TV together with me because we both like a program.	1	2	3	4	5
B.	My parent watches TV together with me because we are both interested in it.	1	2	3	4	5
C.	My parent watches TV together with me just for the fun.	1	2	3	4	5
D.	My parent watches my favourite TV program together with me.	1	2	3	4	5
E.	My parent laughs with me about the things we see on TV.	1	2	3	4	5

Please read each of the following statements carefully and circle the answer that best describes how you feel.

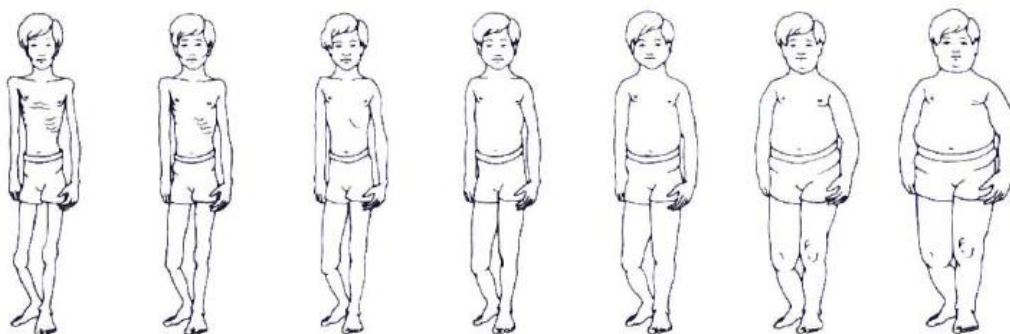
1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

14. To what extent do you agree with the following statements?

		Strongly Disagree				Strongly Agree
A.	I try to look like the people on TV.	1	2	3	4	5
B.	I learn how to look attractive by looking at celebrities on TV.	1	2	3	4	5
C.	I compare my body to TV stars or celebrities.	1	2	3	4	5
D.	I would like my body to look like the people on TV.	1	2	3	4	5
E.	People who are in good shape are better looking than people who are not in good shape.	1	2	3	4	5
F.	Clothes look better on people who are thin.	1	2	3	4	5
G.	Clothes look better on people who are in good shape.	1	2	3	4	5
H.	Watching TV makes me want to diet.	1	2	3	4	5

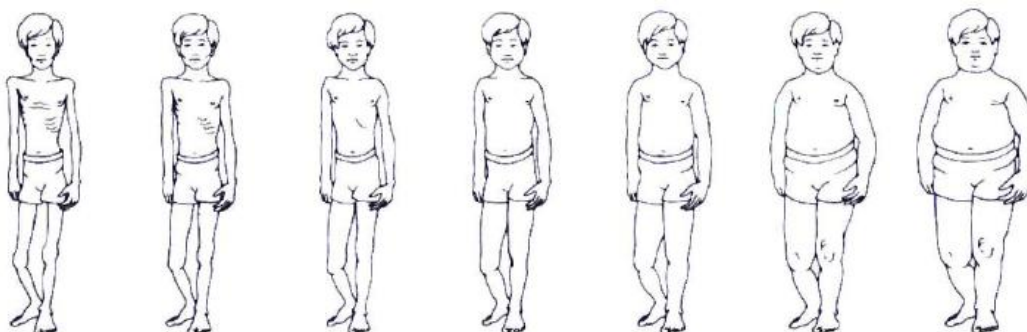
15. Please **CIRCLE** the answer to the following questions. Choose only 1 unless otherwise stated. In the event of uncertainty, please opt for the answer closest and best to your knowledge.

A Please mark your current body shape.



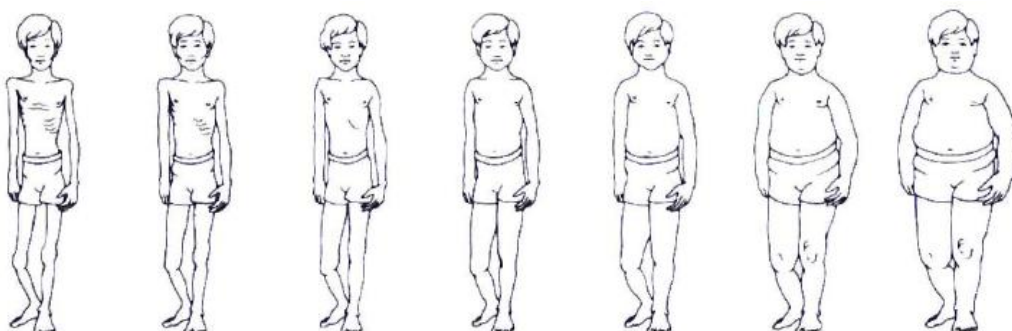
1	2	3	4	5	6	7
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B Please mark your ideal body shape.



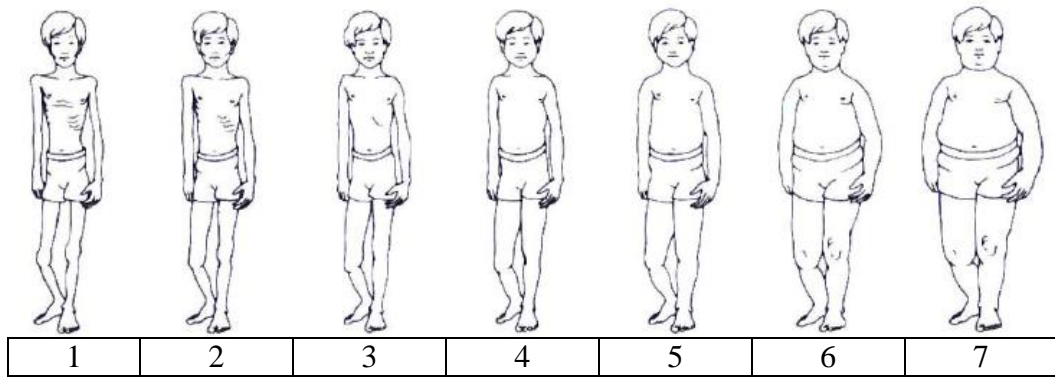
1	2	3	4	5	6	7
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C. Please mark the ideal body shape that your family (e.g. mother, siblings) thinks you should have.

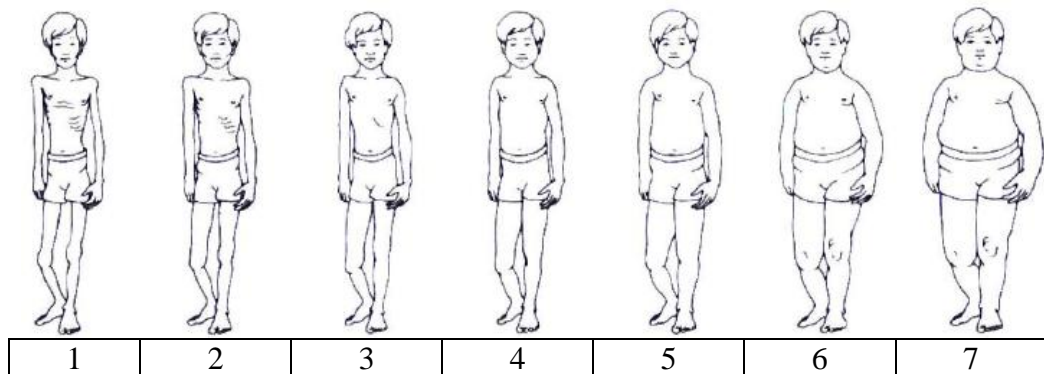


1	2	3	4	5	6	7
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D. Please mark the ideal body shape that the girls think you should have.

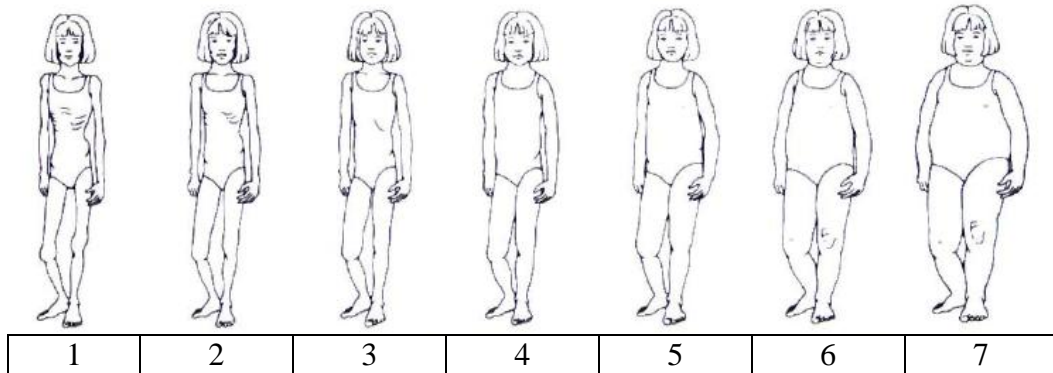


E. Please mark the ideal body shape that the celebrities (e.g. models, movie stars) are pursuing nowadays.

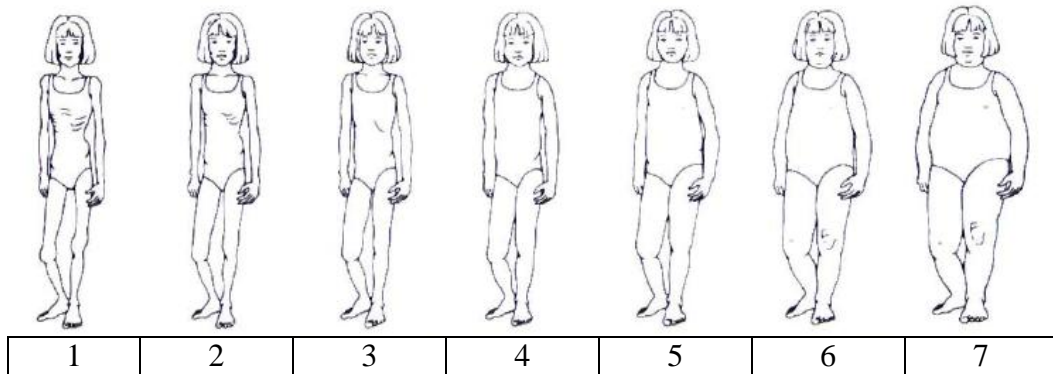


YOUR IDEAL FEMALE BODY SHAPE

F. Please mark the ideal body shape that you think girls should have.



G. Please mark the ideal body shape that female celebrities are pursuing nowadays.



SECTION D: INTENTION TO EXERCISE

16. On a scale of 1 to 5, circle the answer that best describes your intention to exercise in the next 6 months.

A. I intend to exercise regularly in my leisure time in the next 6 months.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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B. I will try to exercise regularly in my leisure time during the next 6 months.

Unlikely	1	2	3	4	5	Likely
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C. I have decided to exercise regularly in my leisure time in the next 6 months.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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D. I plan to exercise regularly in my leisure time in the next 6 months.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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E. How much effort will you put in to exercise regularly in the next 6 months?

No effort at all	1	2	3	4	5	A lot of effort
------------------	---	---	---	---	---	-----------------

Particulars of Student Participant

1. Student's name: _____
2. Student's school: _____
3. Student's level: _____
4. Student's age: 7 8 9 10 11 12 13
5. Race? _____
6. Monthly household income:
7. Student's current height? _____ metres (estimated)
8. Student's current weight? _____ kilograms (estimated)

Female Student Survey, 2011

English

We are conducting this survey to better understand your attitudes towards physical activity (e.g. exercise and sports). Thank you for taking time to complete this survey. There are no right or wrong answers to the questions. Just share your thoughts with us as only your personal responses matter.

Your participation is completely voluntary. Your information will remain completely anonymous and results cannot be linked to individuals in any way - it is purely for the purposes of investigating students' attitudes towards physical activity. We will appreciate if you can answer **ALL** the questions in this questionnaire. However, if you are uncomfortable with any question in the survey, please feel free to skip it.

Please raise your hand if you require additional information or clarification. If you have any concerns about the study, you can contact us at leon0125@e.ntu.edu.sg.

Consent: I, _____ (Name of Student) from Class _____ hereby agree to participate in this project. I have been informed of the purpose and contents of this research project.

Signature of Student: _____

Name of Student: _____

Date: _____

SECTION A: PHYSICAL SELF-PERCEPTION

Please circle the answer that applies to you.

1.	Do you exercise	Yes	No
----	-----------------	-----	----

On a scale of 1 to 5, answer the following questions by circling the answer that best describes your exercise behaviour currently.

2. How much time do you spend on sports or physical activity in general?

Little time	1	2	3	4	5	A lot of time
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3. During a typical 7-day period (a week), how frequently do you do the following kinds of exercise for **more than 15 minutes** during your free time?

		Very Seldom						Very Frequently
A.	Vigorous Exercise (Heart Beats Rapidly) e.g. running, jogging, hockey, football, soccer, squash, basketball, cross country, skiing, judo, roller skating, vigorous swimming, vigorous long distance cycling	1	2	3	4	5	6	7
B.	Moderate Exercise (Not Exhausting) e.g. fast walking, baseball, tennis, easy bicycling, volleyball, badminton, easy swimming, folk dancing)	1	2	3	4	5	6	7
C.	Mild Exercise (Minimal Effort) e.g. yoga, archery, fishing, bowling, golf, easy walking	1	2	3	4	5	6	7

Please circle the appropriate answer that best describes how you feel.
1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

4. How satisfied are you with your physical self?

		Strongly Disagree				Strongly Agree
A.	I am very proud of what I can do physically.	1	2	3	4	5
B.	I am always satisfied with my physical shape.	1	2	3	4	5
C.	I always have a good feeling about my physical shape.	1	2	3	4	5
D.	I feel very satisfied with how I am physically.	1	2	3	4	5

5. How much do you agree with the following statements regarding your physical strength?

		Strongly Disagree				Strongly Agree
A.	Compared to others of my age and sex, I feel that I lack physical strength.	1	2	3	4	5
B.	My muscles are as strong as the majority of people of my sex.	1	2	3	4	5
C.	In situations where strength is needed, I am always the first to volunteer.	1	2	3	4	5
D.	I lack confidence when it comes to physical strength.	1	2	3	4	5
E.	In comparison to others, I am very strong.	1	2	3	4	5
F.	I don't believe that I am as good as others when it comes to situations requiring physical strength.	1	2	3	4	5

6. How much do you agree with the following statements regarding your physical condition?

		Strongly Disagree				Strongly Agree
A.	I always stay in good physical shape.	1	2	3	4	5
B.	I always stay at a high level of fitness.	1	2	3	4	5
C.	I usually feel a little uncomfortable in places where people are doing physical exercise.	1	2	3	4	5
D.	I feel very confident about my ability to maintain regular exercise.	1	2	3	4	5
E.	As far as physical appearance is concerned, I do NOT feel very self-confident.	1	2	3	4	5

7. How much do you agree with the following statements regarding how you look?

		Strongly Disagree				Strongly Agree
A.	Compared with others, my body is NOT so good-looking.	1	2	3	4	5
B.	I have difficulty in maintaining a good-looking body.	1	2	3	4	5
C.	I feel embarrassed about my body when it comes to wearing few clothes.	1	2	3	4	5
D.	I often think that others admire me because my physical appearance is considered attractive.	1	2	3	4	5
E.	I feel that compared to the majority of people my body does not seem to be in the best shape.	1	2	3	4	5
F.	I feel insecure about my body.	1	2	3	4	5

8. How much do you agree with the following statements regarding your ability to do sports?

		Strongly Disagree				Strongly Agree
A.	I am very good at almost all sports.	1	2	3	4	5
B.	I do NOT feel confident when I have to take part in sport activities.	1	2	3	4	5
C.	I think that I am one of the best when it comes to sporting activities.	1	2	3	4	5
D.	I am usually one of the fastest in the class to learn new physical skills.	1	2	3	4	5
E.	When the opportunity arises, I am always one of the first to participate in sport activities.	1	2	3	4	5

SECTION B: PARENTAL MEDIATION OF PHYSICAL ACTIVITY

Please circle the appropriate answer that best describes how you feel.

1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

9. How much do your parents encourage you to engage in physical activity?

		Strongly Disagree				Strongly Agree
A.	My parents tell me that I am good at sports.	1	2	3	4	5
B.	My parents encourage me to play sports.	1	2	3	4	5
C.	My parents encourage me to try hard at sports.	1	2	3	4	5
D.	My parents feel that I do very well at all kinds of sports.	1	2	3	4	5
E.	My parents think that I am better than others my age at sports.	1	2	3	4	5
F.	My parents think that I am better than others at most sports.	1	2	3	4	5
G.	My parents are pretty sure that I am a good athlete.	1	2	3	4	5

10. How much do your parents support you to engage in physical activity?

		Strongly Disagree				Strongly Agree
A.	My parents play sports with me.	1	2	3	4	5
B.	My parents really help me to be good at sports.	1	2	3	4	5
C.	My parents give me equipment to play sports.	1	2	3	4	5
D.	My parents practice sports skills with me a lot.	1	2	3	4	5
E.	My parents give me financial support for my physical activity participation.	1	2	3	4	5
F.	My parents take me to the venues of my physical activities.	1	2	3	4	5

SECTION C: MEDIA USE AND PARENTAL MEDIATION

Please circle the appropriate answer that best describes how you feel.

1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

11. How much do your parents restrict you from watching television?

		Strongly Disagree				Strongly Agree
A.	My parent tells me to turn off the TV when I am watching an unsuitable program.	1	2	3	4	5
B.	My parent sets specific viewing hours for me.	1	2	3	4	5
C.	My parent forbids me to watch certain programs.	1	2	3	4	5
D.	My parent specifies in advance the programs that may be watched.	1	2	3	4	5
E.	My parent restricts the amount of my television viewing.	1	2	3	4	5

12. How much do your parents instruct or give you advice when watching television?

		Strongly Disagree				Strongly Agree
A.	My parent tries to help me understand what I see on TV.	1	2	3	4	5
B.	My parent points out why some things actors do are good.	1	2	3	4	5
C.	My parent points out why some things actors do are bad.	1	2	3	4	5
D.	My parent explains the motives of TV characters.	1	2	3	4	5
E.	My parent explains what something on TV really means.	1	2	3	4	5

13. How involved are your parents when watching television with you?

		Strongly Disagree				Strongly Agree
A.	My parent watches TV together with me because we both like a program.	1	2	3	4	5
B.	My parent watches TV together with me because we are both interested in it.	1	2	3	4	5
C.	My parent watches TV together with me just for the fun.	1	2	3	4	5
D.	My parent watches my favourite TV program together with me.	1	2	3	4	5
E.	My parent laughs with me about the things we see on TV.	1	2	3	4	5

Please read each of the following statements carefully and circle the answer that best describes how you feel.

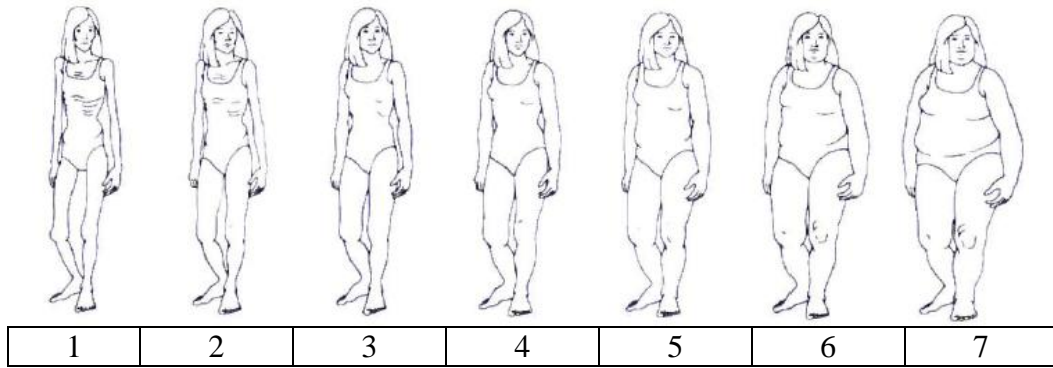
1= Strongly Disagree, 2 = Disagree, 3 = Neither, 4 = Agree, 5 = Strongly Agree

14. To what extent do you agree with the following statements?

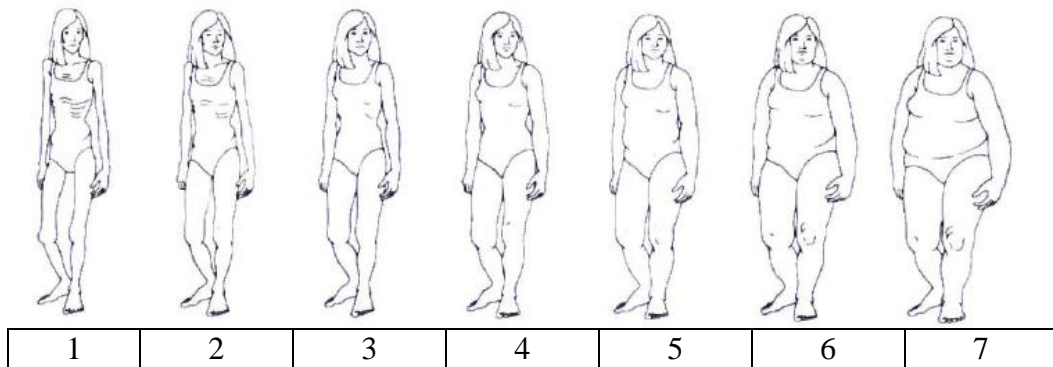
		Strongly Disagree				Strongly Agree
A.	I try to look like the people on TV.	1	2	3	4	5
B.	I learn how to look attractive by looking at celebrities on TV.	1	2	3	4	5
C.	I compare my body to TV stars or celebrities.	1	2	3	4	5
D.	I would like my body to look like the people on TV.	1	2	3	4	5
E.	People who are in good shape are better looking than people who are not in good shape.	1	2	3	4	5
F.	Clothes look better on people who are thin.	1	2	3	4	5
G.	Clothes look better on people who are in good shape.	1	2	3	4	5
H.	Watching TV makes me want to diet.	1	2	3	4	5

15. Please **CIRCLE** the answer to the following questions. Choose only 1 unless otherwise stated. In the event of uncertainty, please opt for the answer closest and best to your knowledge.

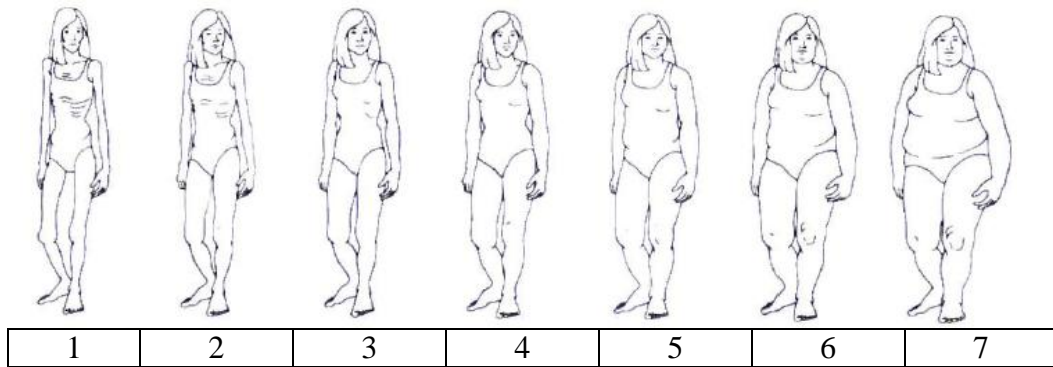
A Please mark your current body shape.



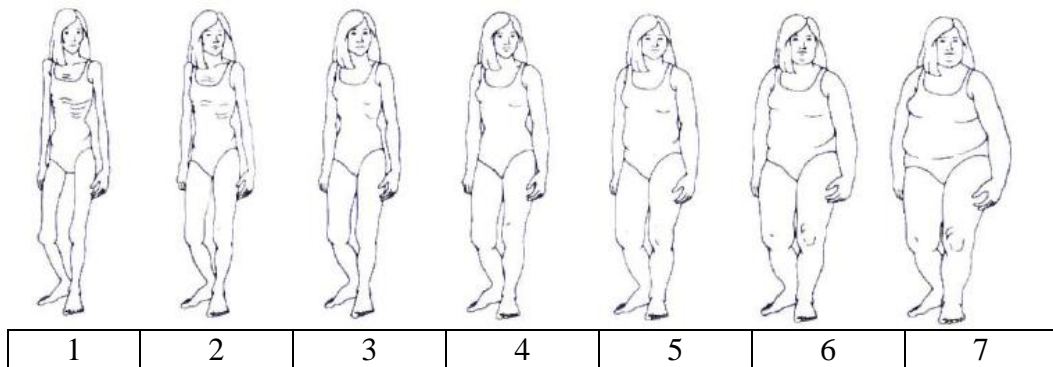
B Please mark your ideal body shape.



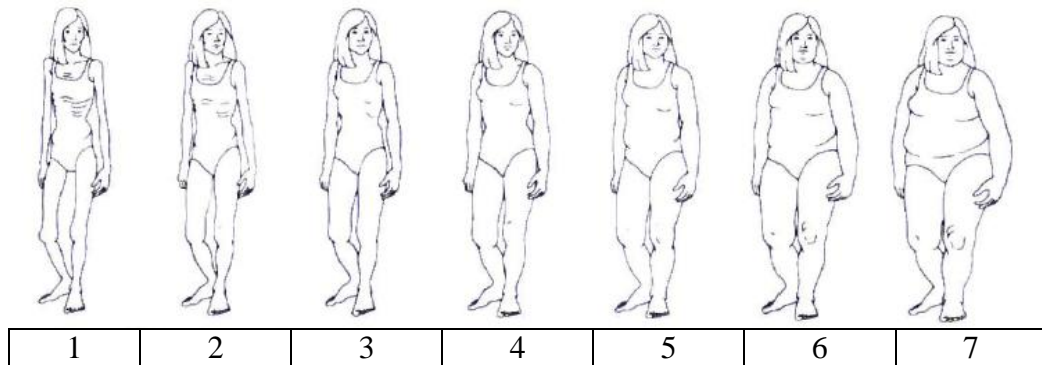
C. Please mark the ideal body shape that your family (e.g. mother, siblings) thinks you should have.



D. Please mark the ideal body shape that the boys think you should have.

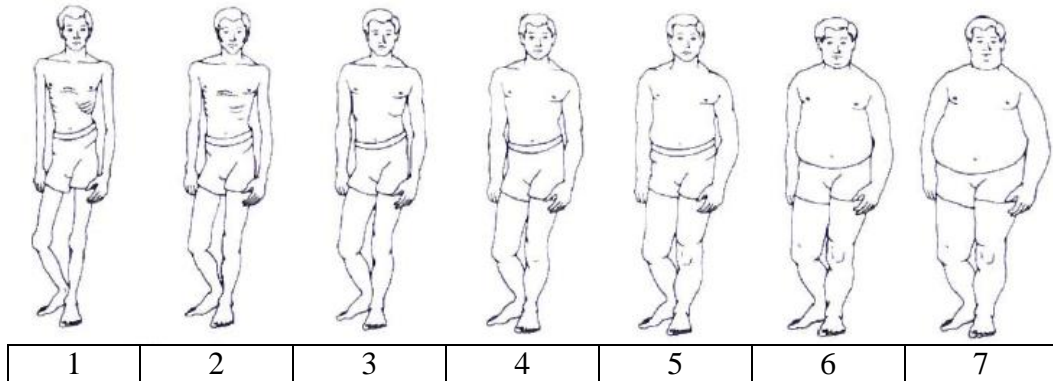


E. Please mark the ideal body shape that the celebrities (e.g. model, movie stars) are pursuing nowadays.

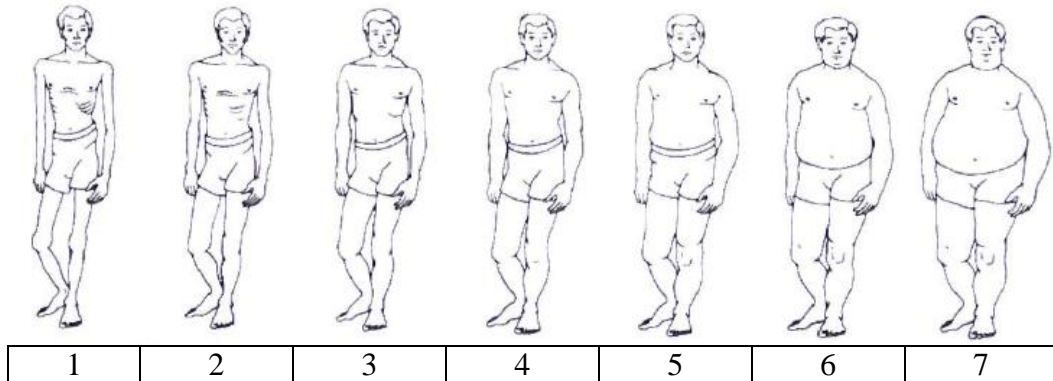


YOUR IDEAL MALE BODY SHAPE

F. Please mark the ideal body shape that you think boys should have.



G. Please mark the ideal body shape that male celebrities are pursuing nowadays.



SECTION D: INTENTION TO EXERCISE

16. On a scale of 1 to 5, circle the answer that best describes your intention to exercise in the next 6 months.

A. I intend to exercise regularly in my leisure time in the next 6 months.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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B. I will try to exercise regularly in my leisure time during the next 6 months.

Unlikely	1	2	3	4	5	Likely
----------	---	---	---	---	---	--------

C. I have decided to exercise regularly in my leisure time in the next 6 months.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

D. I plan to exercise regularly in my leisure time in the next 6 months.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

E. How much effort will you put in to exercise regularly in the next 6 months?

No effort at all	1	2	3	4	5	A lot of effort
------------------	---	---	---	---	---	-----------------

Particulars of Student Participant

1. Student's name: _____
2. Student's school: _____
3. Student's level: _____
4. Student's age: 7 8 9 10 11 12 13
5. Race? _____
6. Household income:
7. Student's current height? _____ metres (estimated)
8. Student's current weight? _____ kilograms (estimated)

Survei Pelajar Pria, 2011

Pekan Baru

2011

Kami mengadakan survei ini untuk lebih memahami pandangan Anda terhadap kegiatan fisik (contoh: olah-raga). Terima kasih sudah meluangkan waktu untuk menyelesaikan survei ini. Tidak ada jawaban salah atau benar atas pertanyaan-pertanyaan yang diajukan. Bagikan saja pendapat Anda dengan kami karena hanya pendapat pribadi Anda yang penting.

Partisipasi Anda sepenuhnya bersifat sukarela. Informasi Anda akan tetap sepenuhnya dirahasiakan dan data-data tidak akan bisa dihubungkan dengan cara apapun kepada orang per orang – semuanya adalah semata-mata untuk mengetahui sikap para pelajar terhadap kegiatan fisik. Kami akan sangat menghargai kalau Anda dapat menjawab **SEMUA** pertanyaan dalam lembar survei ini. Namun, kalau Anda merasa tidak nyaman dengan sebuah pertanyaan di survei ini, silahkan melewatinya.

Silahkan angkat tangan Anda kalau Anda membutuhkan informasi tambahan atau klarifikasi. Kalau Anda memiliki pertanyaan tentang penelitian ini, Anda dapat menghubungi kami di leon0125@e.ntu.edu.sg.

Persetujuan: Saya, _____ (Nama Pelajar) dari Kelas _____ dengan ini menyetujui untuk mengambil bagian dalam proyek ini. Saya telah dijelaskan tentang tujuan dan isi dari proyek penelitian ini.

Tanda Tangan Pelajar: _____

Nama Pelajar: _____

Tanggal: _____

BAGIAN A: PANDANGAN TENTANG TUBUH SENDIRI

Silahkan lingkari jawaban yang paling sesuai bagi Anda.

1.	Apakah Anda berolah-raga?	Ya	Tidak
----	---------------------------	----	-------

Dalam skala 1 sampai 5, jawablah pertanyaan-pertanyaan berikut dengan melingkari jawaban yang paling tepat menggambarkan kebiasaan berolah-raga Anda saat ini.

2. Berapa banyak waktu yang Anda pakai untuk berolah-raga atau melakukan aktivitas fisik secara umum?

Sedikit waktu				Banyak Waktu
1	2	3	4	5

Dalam skala 1 sampai 7, jawablah pertanyaan-pertanyaan berikut dengan melingkari jawaban yang paling tepat menggambarkan kebiasaan berolah-raga Anda saat ini.

3. Dalam periode 7 hari (1 minggu) yang normal, seberapa sering Anda melakukan kegiatan olah-raga berikut selama **lebih dari 15 menit** di dalam waktu luang Anda?

		Sangat Jarang						Sangat Sering
A.	Olahraga Berat (Jantung Berdetak Cepat) contoh: lari, jogging, hoki, rugby, sepakbola, squash, basket, lintas alam, ski, judo, sepatu roda, berenang yang berat, bersepeda jarak jauh yang berat	1	2	3	4	5	6	7
B.	Olahraga Menengah (Tidak Terlalu Melelahkan) contoh: jalan cepat, baseball, tenis, bersepeda ringan, voli, bulutangkis, berenang ringan, menari bersama	1	2	3	4	5	6	7

C.	Olahraga Ringan (Sedikit Usaha) contoh: yoga, panahan, memancing, boling, golf, jalan santai	1	2	3	4	5	6	7
----	---	---	---	---	---	---	---	---

**Harap lingkari jawaban yang paling tepat menjelaskan apa yang Anda rasakan.
1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju**

4. Seberapa puaskah Anda dengan keadaan fisik tubuh Anda?

		Sangat Tidak Setuju					Sangat Setuju
A.	Saya sangat bangga dengan apa yang dapat saya lakukan secara fisik.	1	2	3	4	5	
B.	Saya selalu merasa puas dengan bentuk fisik saya.	1	2	3	4	5	
C.	Saya selalu memiliki perasaan yang baik dengan bentuk fisik saya.	1	2	3	4	5	
D.	Saya merasa sangat puas dengan keadaan fisik saya.	1	2	3	4	5	

5. Seberapa setujukah Anda dengan pernyataan-pernyataan sebagai berikut, sehubungan dengan kekuatan fisik Anda?

		Sangat Tidak Setuju					Sangat Setuju
A.	Dibandingkan dengan orang lain yang seumur dan berjenis kelamin sama dengan saya, saya merasa tertinggal dalam kekuatan fisik.	1	2	3	4	5	
B.	Otot-otot saya sekuat sebagian besar orang yang berjenis kelamin sama dengan saya.	1	2	3	4	5	
C.	Dalam situasi dimana kekuatan dibutuhkan, saya selalu menjadi orang yang pertama menawarkan diri.	1	2	3	4	5	
D.	Saya merasa kurang percaya diri dalam hal kekuatan fisik.	1	2	3	4	5	
E.	Dibandingkan dengan orang lain, saya sangat kuat.	1	2	3	4	5	

F.	Saya tidak percaya bahwa saya sebaik orang lain di dalam situasi yang membutuhkan kekuatan fisik.	1	2	3	4	5
----	---	---	---	---	---	---

6. Seberapa setujukah Anda dengan pernyataan sebagai berikut sehubungan dengan kondisi fisik Anda?

		Sangat Tidak Setuju				Sangat Setuju
A.	Saya selalu berada dalam kondisi fisik yang baik.	1	2	3	4	5
B.	Saya selalu berada dalam tingkat kesehatan yang tinggi.	1	2	3	4	5
C.	Saya biasanya merasa agak tidak nyaman berada di tempat dimana orang-orang sedang berolah-raga.	1	2	3	4	5
D.	Saya merasa sangat percaya diri dengan kemampuan saya untuk berolah-raga dengan teratur.	1	2	3	4	5
E.	Berhubungan dengan penampilan fisik, saya merasa TIDAK terlalu percaya diri.	1	2	3	4	5

7. Seberapa setujukah Anda dengan pernyataan sebagai berikut sehubungan dengan penampilan Anda?

		Sangat Tidak Setuju				Sangat Setuju
A.	Dibandingkan dengan orang lain, tubuh saya TIDAK terlalu menarik.	1	2	3	4	5
B.	Saya mengalami kesulitan menjaga bentuk tubuh yang menarik.	1	2	3	4	5
C.	Saya merasa malu dengan tubuh saya sewaktu mengenakan pakaian yang lebih sedikit.	1	2	3	4	5
D.	Saya sering berpikir bahwa orang lain mengagumi saya karena penampilan fisik saya tergolong menarik.	1	2	3	4	5

E.	Saya merasa bahwa dibandingkan dengan kebanyakan orang bentuk tubuh saya tidak tergolong baik.	1	2	3	4	5
F.	Saya merasa tidak nyaman dengan tubuh saya.	1	2	3	4	5

8. Seberapa setujukah Anda dengan pernyataan-pernyataan sebagai berikut sehubungan dengan kemampuan Anda dalam berolah-raga?

		Sangat Tidak Setuju				Sangat Setuju
A.	Saya sangat mahir dalam hampir segala cabang olah-raga.	1	2	3	4	5
B.	Saya TIDAK merasa percaya diri kalau saya harus mengikuti kegiatan olah-raga.	1	2	3	4	5
C.	Saya merasa bahwa saya adalah salah satu yang terbaik dalam hal berolah-raga.	1	2	3	4	5
D.	Saya biasanya adalah salah satu yang tercepat di kelas dalam mempelajari keahlian fisik baru.	1	2	3	4	5
E.	Ketika ada peluang, saya selalu adalah salah satu yang mengikuti kegiatan olah-raga.	1	2	3	4	5

BAGIAN B: PERAN ORANG TUA DALAM KEGIATAN FISIK

Harap lingkari jawaban yang paling tepat menggambarkan apa yang Anda rasakan.

1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju

9. Seberapa jauhkah orang tua Anda mendorong Anda untuk terlibat dalam aktivitas fisik?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya memberi-tahukan saya bahwa saya mahir dalam berolah-raga.	1	2	3	4	5
B.	Orang tua saya mendorong saya untuk bermain olah-raga.	1	2	3	4	5
C.	Orang tua saya mendorong saya untuk berusaha keras dalam berolah-raga.	1	2	3	4	5
D.	Orang tua saya merasa bahwa saya sangat terampil dalam segala macam olah-raga.	1	2	3	4	5
E.	Orang tua saya merasa bahwa saya lebih baik daripada orang lain yang seumur dalam berolah-raga.	1	2	3	4	5
F.	Orang tua saya merasa bahwa saya lebih baik daripada orang lain dalam sebagian besar olah-raga.	1	2	3	4	5
G.	Orang tua saya cukup yakin bahwa saya adalah seorang atlit yang baik.	1	2	3	4	5

10. Seberapa jauhkah orang tua Anda mendukung Anda untuk terlibat dalam aktivitas fisik?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya bermain olah-raga dengan saya.	1	2	3	4	5
B.	Orang tua saya sungguh-sungguh menolong saya untuk menjadi terampil dalam olah-raga.	1	2	3	4	5

C.	Orang tua saya memberikan saya alat-alat untuk bermain olah-raga (contoh: raket, bola, dll.).	1	2	3	4	5
D.	Orang tua saya banyak berlatih keahlian olah-raga bersama dengan saya.	1	2	3	4	5
E.	Orang tua saya memberikan saya dukungan keuangan untuk mendukung aktivitas fisik saya.	1	2	3	4	5
F.	Orang tua saya mengantar saya ke tempat-tempat untuk beraktivitas fisik.	1	2	3	4	5

BAGIAN C: PENGGUNAAN MEDIA DAN PERAN ORANG TUA

Harap lingkari jawaban yang paling tepat menggambarkan apa yang Anda rasakan.

1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju

11. Seberapa jauhkah orang tua Anda membatasi Anda menonton televisi?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya menyuruh saya untuk mematikan TV ketika saya menonton acara yang tidak sesuai.	1	2	3	4	5
B.	Orang tua saya menetapkan jam menonton yang khusus untuk saya.	1	2	3	4	5
C.	Orang tua saya melarang saya menonton acara-acara tertentu.	1	2	3	4	5
D.	Orang tua saya menentukan sejak awal tentang acara-acara yang boleh saya tonton.	1	2	3	4	5
E.	Orang tua saya membatasi panjang waktu saya menonton TV.	1	2	3	4	5

12. Seberapa jauh orang tua Anda mengarahkan atau menasehati Anda ketika menonton televisi?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya mencoba menolong saya untuk mengerti apa yang saya tonton di TV.	1	2	3	4	5
B.	Orang tua saya menjelaskan mengapa beberapa hal yang dilakukan oleh aktor di TV adalah baik.	1	2	3	4	5
C.	Orang tua saya menjelaskan mengapa beberapa hal yang dilakukan oleh aktor adalah buruk.	1	2	3	4	5
D.	Orang tua saya menjelaskan motif para karakter di TV.	1	2	3	4	5
E.	Orang tua saya menjelaskan arti sebenarnya dari apa yang saya tonton di TV.	1	2	3	4	5

13. Seberapa jauhkah orang tua Anda terlibat ketika menonton TV bersama Anda?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya menonton TV bersama saya karena kami sama-sama menyukai suatu acara.	1	2	3	4	5
B.	Orang tua saya menonton TV bersama saya karena kami sama-sama tertarik dengan suatu acara.	1	2	3	4	5
C.	Orang tua saya menonton TV bersama saya untuk iseng-iseng saja.	1	2	3	4	5
D.	Orang tua saya menonton acara TV kesukaan saya bersama saya.	1	2	3	4	5
E.	Orang tua saya tertawa bersama saya tentang hal-hal yang kami tonton di TV.	1	2	3	4	5

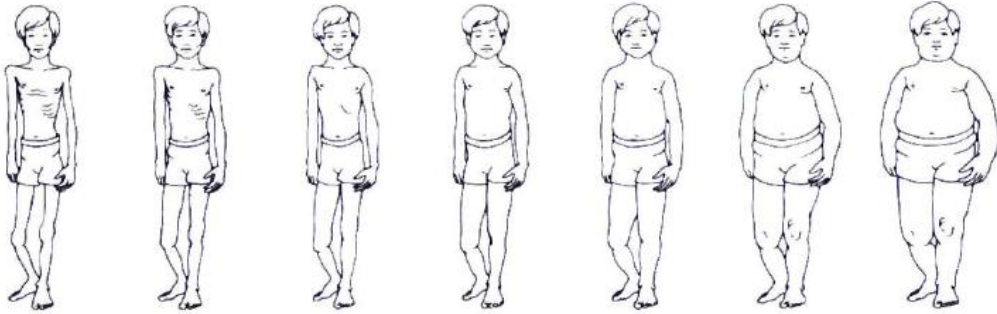
Silahkan baca pernyataan-pernyataan di bawah ini dengan seksama dan lingkari jawaban yang paling sesuai menggambarkan apa yang Anda rasakan. 1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju

14. Sejauh apa Anda setuju dengan pernyataan-pernyataan sebagai berikut?

		Sangat Tidak Setuju				Sangat Setuju
A.	Saya berusaha tampil mirip dengan orang-orang di TV.	1	2	3	4	5
B.	Saya belajar untuk tampil menarik dengan memperhatikan para selebriti di TV.	1	2	3	4	5
C.	Saya membandingkan tubuh saya dengan bintang TV atau selebriti.	1	2	3	4	5
D.	Saya ingin tubuh saya untuk tampak mirip dengan orang-orang di TV.	1	2	3	4	5
E.	Orang-orang yang berbentuk tubuh baik tampak lebih baik daripada mereka yang tidak berbentuk tubuh baik.	1	2	3	4	5
F.	Baju-baju tampak lebih baik bila dikenakan orang-orang yang kurus.	1	2	3	4	5
G.	Baju-baju tampak lebih baik bila dikenakan oleh orang-orang yang berbentuk tubuh baik.	1	2	3	4	5
H.	Menonton TV membuat saya ingin berdiet.	1	2	3	4	5

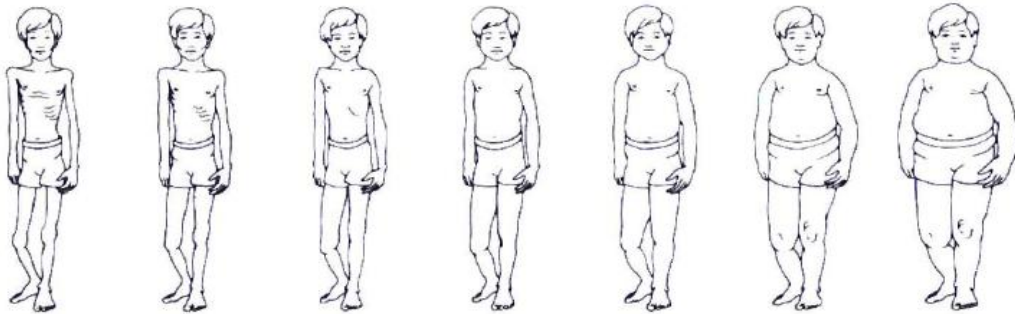
15. Harap **LINGKARI** jawaban atas pertanyaan-pertanyaan berikut. Pilihlah hanya 1 jawaban saja kecuali diinstruksikan berbeda. Kalau Anda ragu-ragu, silahkan memilih jawaban yang paling dekat dan terbaik sejauh yang Anda ketahui.

A Harap tandai bentuk tubuh Anda sekarang.



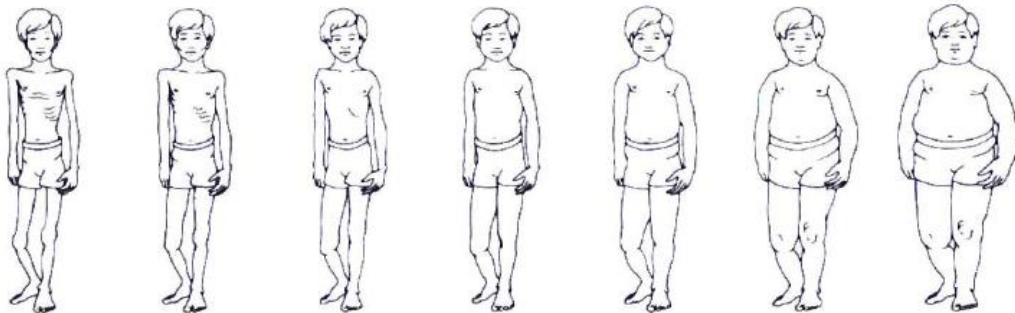
1	2	3	4	5	6	7
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B Harap tandai bentuk tubuh ideal Anda.



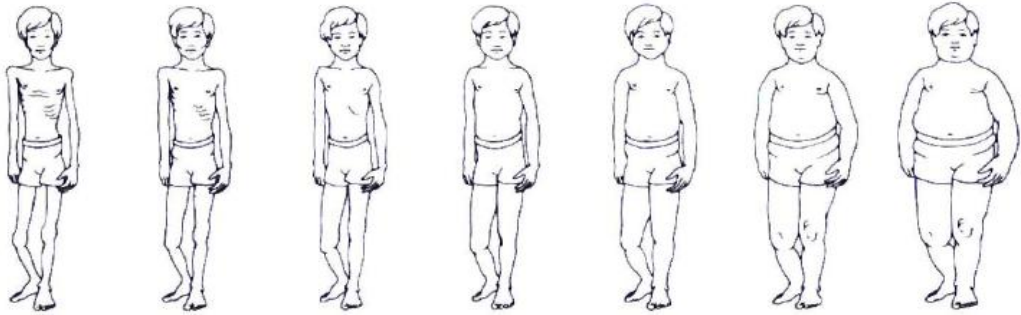
1	2	3	4	5	6	7
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C Harap tandai bentuk tubuh ideal yang keluarga Anda (contoh: ibu, saudara kandung) piker perlu Anda miliki.



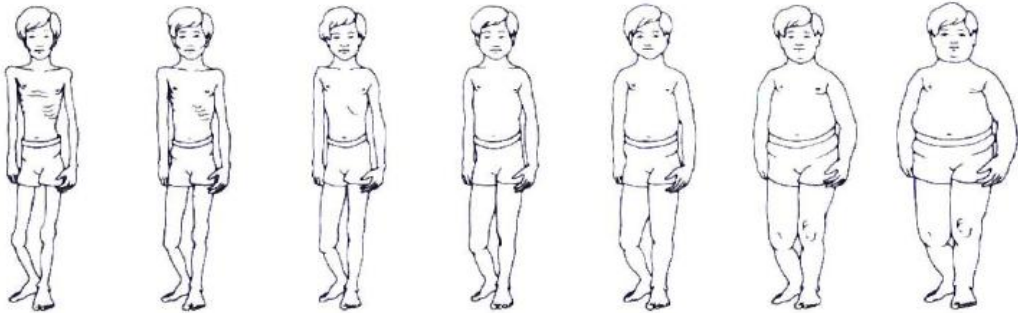
1	2	3	4	5	6	7
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D. Harap tandai bentuk tubuh ideal yang para perempuan pikir perlu Anda miliki.



1	2	3	4	5	6	7
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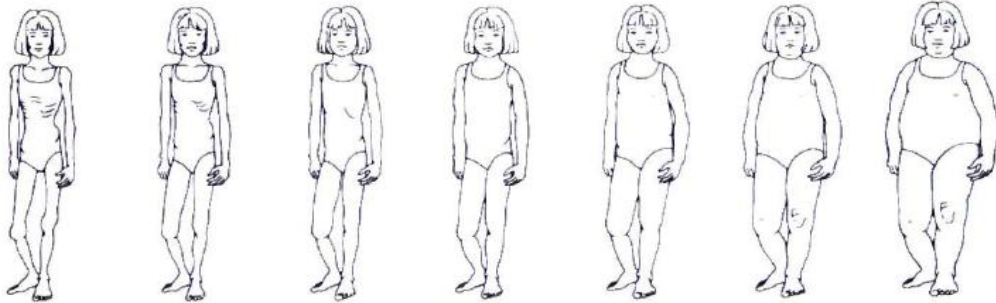
E. Harap tandai bentuk tubuh ideal yang dikejar para selebriti (contoh: para model, bintang film) hari-hari ini.



1	2	3	4	5	6	7
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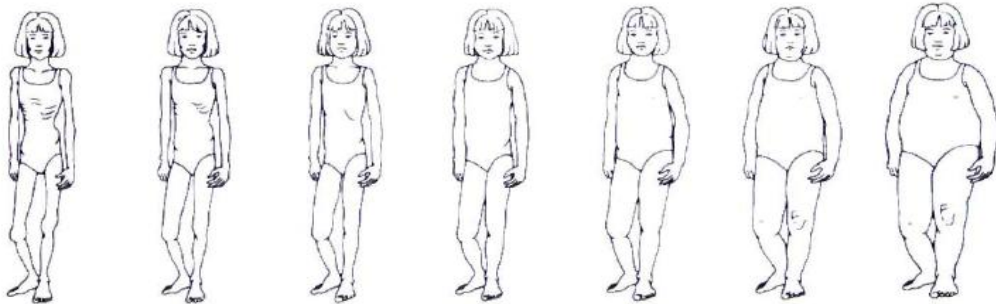
BENTUK TUBUH IDEAL PEREMPUAN BAGI ANDA

F. Harap tandai bentuk tubuh ideal yang menurut Anda perlu dimiliki para perempuan.



1	2	3	4	5	6	7
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G. Harap tandai bentuk tubuh ideal yang dikejar para selebriti wanita saat ini.



1	2	3	4	5	6	7
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BAGIAN D: KEINGINAN BEROLAH-RAGA

16. Dalam skala 1 sampai 5, lingkari jawaban yang paling sesuai menggambarkan keinginan Anda untuk berolah-raga selama 6 bulan ke depan.

A. Saya ingin berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Sangat Tidak Setuju				Sangat Setuju
1	2	3	4	5

B. Saya akan mencoba untuk berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Kecil Kemungkinan				Besar Kemungkinan
1	2	3	4	5

C. Saya sudah memutuskan untuk berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Sangat Tidak Setuju				Sangat Setuju
1	2	3	4	5

D. Saya memiliki rencana untuk berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Sangat Tidak Setuju				Sangat Setuju
1	2	3	4	5

E. Seberapa banyak usaha yang akan Anda berikan untuk berolah-raga secara teratur selama 6 bulan ke depan?

Tidak Berusaha Sama Sekali				Berusaha Keras
1	2	3	4	5

Keterangan Tentang Pelajar yang Berpartisipasi

1. Nama pelajar: _____
2. Sekolah pelajar: _____
3. Tingkat kelas pelajar: _____
4. Umur pelajar: 9 10 11 12 13 14 15
5. Penghasilan keluarga: _____
6. Tinggi badan pelajar? _____ meter (perkiraan)
7. Berat badan pelajar? _____ kilogram (perkiraan)

Survei Pelajar Perempuan, 2011

Pekan Baru

2011

Kami mengadakan survei ini untuk lebih memahami pandangan Anda terhadap kegiatan fisik (contoh: olah-raga). Terima kasih sudah meluangkan waktu untuk menyelesaikan survei ini. Tidak ada jawaban salah atau benar atas pertanyaan-pertanyaan yang diajukan. Bagikan saja pendapat Anda dengan kami karena hanya pendapat pribadi Anda yang penting.

Partisipasi Anda sepenuhnya bersifat sukarela. Informasi Anda akan tetap sepenuhnya dirahasiakan dan data-data tidak akan bisa dihubungkan dengan cara apapun kepada orang per orang – semuanya adalah semata-mata untuk mengetahui sikap para pelajar terhadap kegiatan fisik. Kami akan sangat menghargai kalau Anda dapat menjawab **SEMUA** pertanyaan dalam lembar survei ini. Namun, kalau Anda merasa tidak nyaman dengan sebuah pertanyaan di survei ini, silahkan melewatinya.

Silahkan angkat tangan Anda kalau Anda membutuhkan informasi tambahan atau klarifikasi. Kalau Anda memiliki pertanyaan tentang penelitian ini, Anda dapat menghubungi kami di leon0125@e.ntu.edu.sg.

Persetujuan: Saya, _____ (Nama Pelajar) dari Kelas _____ dengan ini menyetujui untuk mengambil bagian dalam proyek ini. Saya telah dijelaskan tentang tujuan dan isi dari proyek penelitian ini.

Tanda Tangan Pelajar: _____

Nama Pelajar: _____

Tanggal: _____

BAGIAN A: PANDANGAN TENTANG TUBUH SENDIRI

Silahkan lingkari jawaban yang paling sesuai bagi Anda.

1.	Apakah Anda berolah-raga?	Ya	Tidak
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Dalam skala 1 sampai 5, jawablah pertanyaan-pertanyaan berikut dengan melingkari jawaban yang paling tepat menggambarkan kebiasaan berolah-raga Anda saat ini.

2. Berapa banyak waktu yang Anda pakai untuk berolah-raga atau melakukan aktivitas fisik secara umum?

Sedikit waktu				Banyak Waktu
1	2	3	4	5

Dalam skala 1 sampai 7, jawablah pertanyaan-pertanyaan berikut dengan melingkari jawaban yang paling tepat menggambarkan kebiasaan berolah-raga Anda saat ini.

3. Dalam periode 7 hari (1 minggu) yang normal, seberapa sering Anda melakukan kegiatan olah-raga berikut selama **lebih dari 15 menit** di dalam waktu luang Anda?

		Sangat Jarang						Sangat Sering
A.	Olahraga Berat (Jantung Berdetak Cepat) contoh: lari, jogging, hoki, rugby, sepakbola, squash, basket, lintas alam, ski, judo, sepatu roda, berenang yang berat, bersepeda jarak jauh yang berat	1	2	3	4	5	6	7
B.	Olahraga Menengah (Tidak Terlalu Melelahkan) contoh: jalan cepat, baseball, tenis, bersepeda ringan, voli, bulutangkis, berenang ringan, menari bersama	1	2	3	4	5	6	7

C.	Olahraga Ringan (Sedikit Usaha) contoh: yoga, panahan, memancing, boling, golf, jalan santai	1	2	3	4	5	6	7
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**Harap lingkari jawaban yang paling tepat menjelaskan apa yang Anda rasakan.
1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju**

4. Seberapa puaskah Anda dengan keadaan fisik tubuh Anda?

		Sangat Tidak Setuju					Sangat Setuju
A.	Saya sangat bangga dengan apa yang dapat saya lakukan secara fisik.	1	2	3	4	5	
B.	Saya selalu merasa puas dengan bentuk fisik saya.	1	2	3	4	5	
C.	Saya selalu memiliki perasaan yang baik dengan bentuk fisik saya.	1	2	3	4	5	
D.	Saya merasa sangat puas dengan keadaan fisik saya.	1	2	3	4	5	

5. Sebarapa setujukah Anda dengan pernyataan-pernyataan sebagai berikut,
sehubungan dengan kekuatan fisik Anda?

		Sangat Tidak Setuju					Sangat Setuju
A.	Dibandingkan dengan orang lain yang seumur dan berjenis kelamin sama dengan saya, saya merasa tertinggal dalam kekuatan fisik.	1	2	3	4	5	
B.	Otot-otot saya sekuat sebagian besar orang yang berjenis kelamin sama dengan saya.	1	2	3	4	5	
C.	Dalam situasi dimana kekuatan dibutuhkan, saya selalu menjadi orang yang pertama menawarkan diri.	1	2	3	4	5	
D.	Saya merasa kurang percaya diri dalam hal kekuatan fisik.	1	2	3	4	5	
E.	Dibandingkan dengan orang lain, saya sangat kuat.	1	2	3	4	5	

F.	Saya tidak percaya bahwa saya sebaik orang lain di dalam situasi yang membutuhkan kekuatan fisik.	1	2	3	4	5
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6. Seberapa setujukah Anda dengan pernyataan sebagai berikut sehubungan dengan kondisi fisik Anda?

		Sangat Tidak Setuju				Sangat Setuju
A.	Saya selalu berada dalam kondisi fisik yang baik.	1	2	3	4	5
B.	Saya selalu berada dalam tingkat kesehatan yang tinggi.	1	2	3	4	5
C.	Saya biasanya merasa agak tidak nyaman berada di tempat dimana orang-orang sedang berolah-raga.	1	2	3	4	5
D.	Saya merasa sangat percaya diri dengan kemampuan saya untuk berolah-raga dengan teratur.	1	2	3	4	5
E.	Berhubungan dengan penampilan fisik, saya merasa TIDAK terlalu percaya diri.	1	2	3	4	5

7. Seberapa setujukah Anda dengan pernyataan sebagai berikut sehubungan dengan penampilan Anda?

		Sangat Tidak Setuju				Sangat Setuju
A.	Dibandingkan dengan orang lain, tubuh saya TIDAK terlalu menarik.	1	2	3	4	5
B.	Saya mengalami kesulitan menjaga bentuk tubuh yang menarik.	1	2	3	4	5
C.	Saya merasa malu dengan tubuh saya sewaktu mengenakan pakaian yang lebih sedikit.	1	2	3	4	5
D.	Saya sering berpikir bahwa orang lain mengagumi saya karena penampilan fisik saya tergolong menarik.	1	2	3	4	5

E.	Saya merasa bahwa dibandingkan dengan kebanyakan orang bentuk tubuh saya tidak tergolong baik.	1	2	3	4	5
F.	Saya merasa tidak nyaman dengan tubuh saya.	1	2	3	4	5

8. Seberapa setujukah Anda dengan pernyataan-pernyataan sebagai berikut sehubungan dengan kemampuan Anda dalam berolah-raga?

		Sangat Tidak Setuju				Sangat Setuju
A.	Saya sangat mahir dalam hampir segala cabang olah-raga.	1	2	3	4	5
B.	Saya TIDAK merasa percaya diri kalau saya harus mengikuti kegiatan olah-raga.	1	2	3	4	5
C.	Saya berpikir bahwa saya adalah salah satu yang terbaik dalam hal berolah-raga.	1	2	3	4	5
D.	Saya biasanya adalah salah satu yang tercepat di kelas dalam mempelajari keahlian fisik baru.	1	2	3	4	5
E.	Ketika ada peluang, saya selalu adalah salah satu yang mengikuti kegiatan olah-raga.	1	2	3	4	5

BAGIAN B: PERAN ORANG TUA DALAM KEGIATAN FISIK

Harap lingkari jawaban yang paling tepat menggambarkan apa yang Anda rasakan.

1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju

9. Seberapa jauhkah orang tua Anda mendorong Anda untuk terlibat dalam aktivitas fisik?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya memberi-tahukan saya bahwa saya mahir dalam berolah-raga.	1	2	3	4	5
B.	Orang tua saya mendorong saya untuk bermain olah-raga.	1	2	3	4	5
C.	Orang tua saya mendorong saya untuk berusaha keras dalam berolah-raga.	1	2	3	4	5
D.	Orang tua saya merasa bahwa saya sangat terampil dalam segala macam olah-raga.	1	2	3	4	5
E.	Orang tua saya merasa bahwa saya lebih baik daripada orang lain yang seumur dalam berolah-raga.	1	2	3	4	5
F.	Orang tua saya merasa bahwa saya lebih baik daripada orang lain dalam sebagian besar olah-raga.	1	2	3	4	5
G.	Orang tua saya cukup yakin bahwa saya adalah seorang atlit yang baik.	1	2	3	4	5

10. Seberapa jauhkah orang tua Anda mendukung Anda untuk terlibat dalam aktivitas fisik?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya bermain olah-raga dengan saya.	1	2	3	4	5
B.	Orang tua saya sungguh-sungguh menolong saya untuk menjadi terampil dalam olah-raga.	1	2	3	4	5

C.	Orang tua saya memberikan saya alat-alat untuk bermain olah-raga (contoh: raket, bola, dll.).	1	2	3	4	5
D.	Orang tua saya banyak berlatih keahlian olah-raga bersama dengan saya.	1	2	3	4	5
E.	Orang tua saya memberikan saya dukungan keuangan untuk mendukung aktivitas fisik saya.	1	2	3	4	5
F.	Orang tua saya mengantar saya ke tempat-tempat untuk beraktivitas fisik.	1	2	3	4	5

BAGIAN C: PENGGUNAAN MEDIA DAN PERAN ORANG TUA

Harap lingkari jawaban yang paling tepat menggambarkan apa yang Anda rasakan.

1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju

11. Seberapa jauhkah orang tua Anda membatasi Anda menonton televisi?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya menyuruh saya untuk mematikan TV ketika saya menonton acara yang tidak sesuai.	1	2	3	4	5
B.	Orang tua saya menetapkan jam menonton yang khusus untuk saya.	1	2	3	4	5
C.	Orang tua saya melarang saya menonton acara-acara tertentu.	1	2	3	4	5
D.	Orang tua saya menentukan sejak awal tentang acara-acara yang boleh saya tonton.	1	2	3	4	5
E.	Orang tua saya membatasi panjang waktu saya menonton TV.	1	2	3	4	5

12. Seberapa jauh orang tua Anda mengarahkan atau menasehati Anda ketika menonton televisi?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya mencoba menolong saya untuk mengerti apa yang saya tonton di TV.	1	2	3	4	5
B.	Orang tua saya menjelaskan mengapa beberapa hal yang dilakukan oleh aktor di TV adalah baik.	1	2	3	4	5
C.	Orang tua saya menjelaskan mengapa beberapa hal yang dilakukan oleh aktor adalah buruk.	1	2	3	4	5

D.	Orang tua saya menjelaskan motif para karakter di TV.	1	2	3	4	5
E.	Orang tua saya menjelaskan arti sebenarnya dari apa yang saya tonton di TV.	1	2	3	4	5

13. Seberapa jauhkah orang tua Anda terlibat ketika menonton TV bersama Anda?

		Sangat Tidak Setuju				Sangat Setuju
A.	Orang tua saya menonton TV bersama saya karena kami sama-sama menyukai suatu acara.	1	2	3	4	5
B.	Orang tua saya menonton TV bersama saya karena kami sama-sama tertarik dengan suatu acara.	1	2	3	4	5
C.	Orang tua saya menonton TV bersama saya untuk iseng-iseng saja.	1	2	3	4	5
D.	Orang tua saya menonton acara TV kesukaan saya bersama saya.	1	2	3	4	5
E.	Orang tua saya tertawa bersama saya tentang hal-hal yang kami tonton di TV.	1	2	3	4	5

Silahkan baca pernyataan-pernyataan di bawah ini dengan seksama dan lingkari jawaban yang paling sesuai menggambarkan apa yang Anda rasakan. 1= Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Netral, 4 = Setuju, 5 = Sangat Setuju

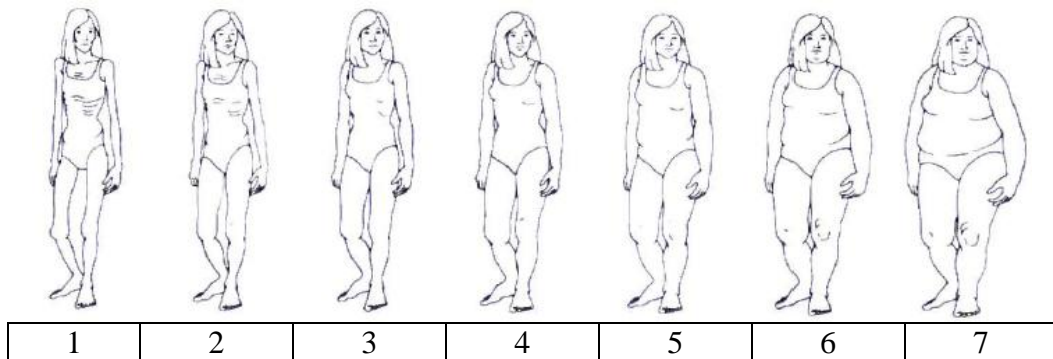
14. Sejauh apa Anda setuju dengan pernyataan-pernyataan sebagai berikut?

		Sangat Tidak Setuju				Sangat Setuju
A.	Saya berusaha tampil mirip dengan orang-orang di TV.	1	2	3	4	5
B.	Saya belajar untuk tampil menarik dengan memperhatikan para selebriti di TV.	1	2	3	4	5

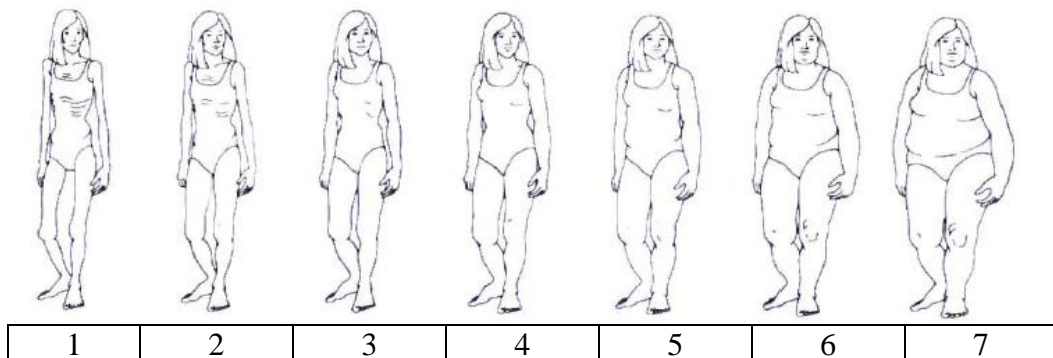
C.	Saya membandingkan tubuh saya dengan bintang TV atau selebriti.	1	2	3	4	5
D.	Saya ingin tubuh saya untuk tampak mirip dengan orang-orang di TV.	1	2	3	4	5
E.	Orang-orang yang berbentuk tubuh baik tampak lebih baik daripada mereka yang tidak berbentuk tubuh baik.	1	2	3	4	5
F.	Baju-baju tampak lebih baik bila dikenakan orang-orang yang kurus.	1	2	3	4	5
G.	Baju-baju tampak lebih baik bila dikenakan oleh orang-orang yang berbentuk tubuh baik.	1	2	3	4	5
H.	Menonton TV membuat saya ingin berdiet.	1	2	3	4	5

15. Harap **LINGKARI** jawaban atas pertanyaan-pertanyaan berikut. Pilihlah hanya 1 jawaban saja kecuali diinstruksikan berbeda. Kalau Anda ragu-ragu, silahkan memilih jawaban yang paling dekat dan terbaik sejauh yang Anda ketahui.

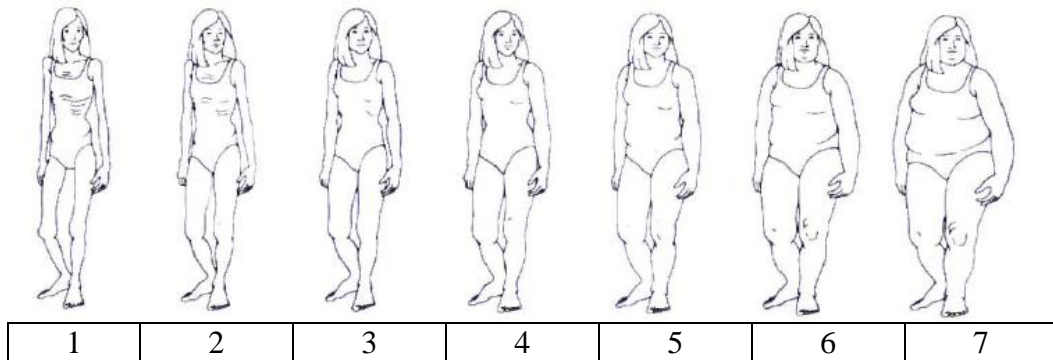
A Harap tandai bentuk tubuh Anda sekarang.



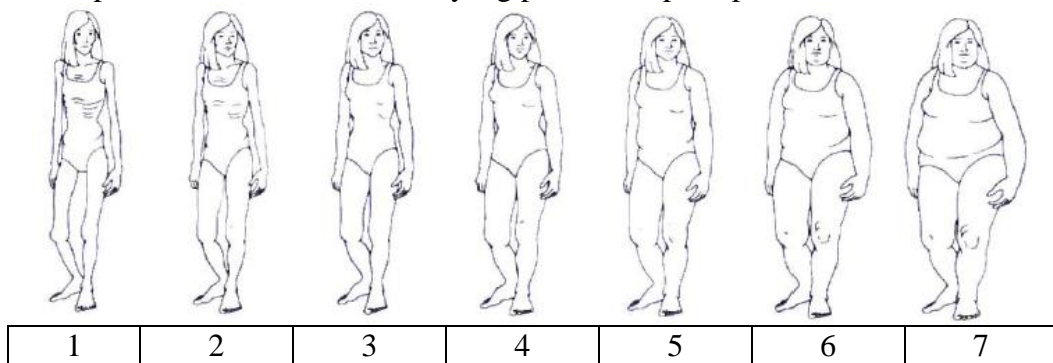
B Harap tandai bentuk tubuh ideal Anda.



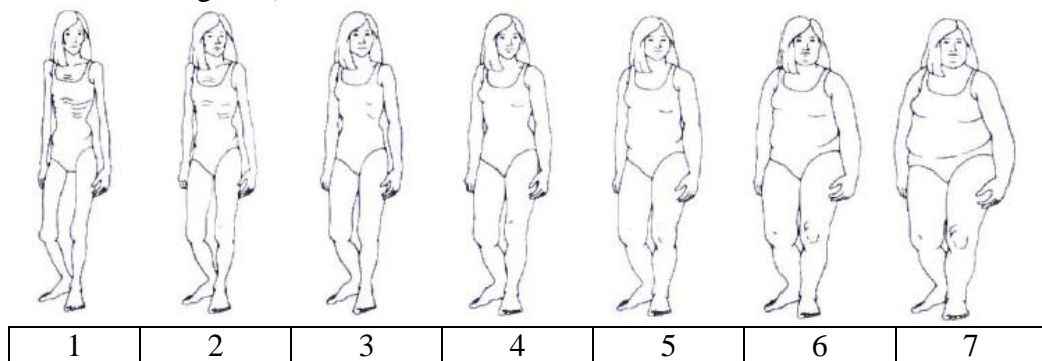
C. Harap tandai bentuk tubuh ideal yang keluarga Anda (contoh: ibu, saudara kandung) pikir perlu Anda miliki.



D. Harap tandai bentuk tubuh ideal yang para lelaki pikir perlu Anda miliki.

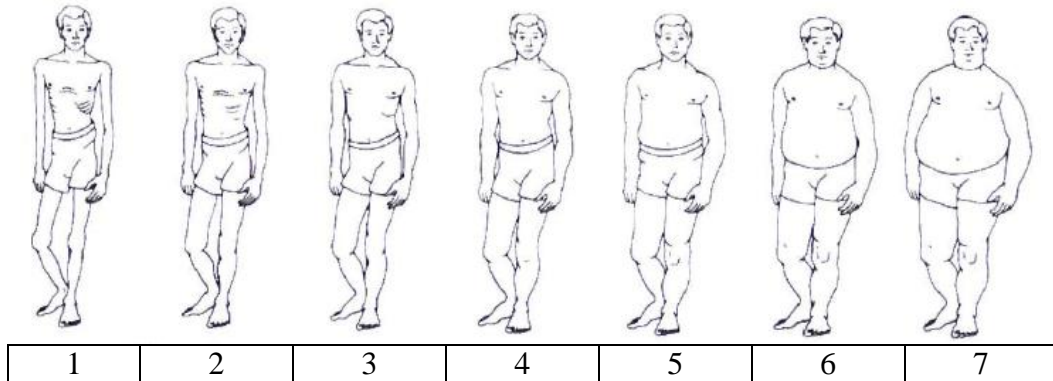


E. Harap tandai bentuk tubuh ideal yang dikejar para selebriti (contoh: para model, bintang film) hari-hari ini.

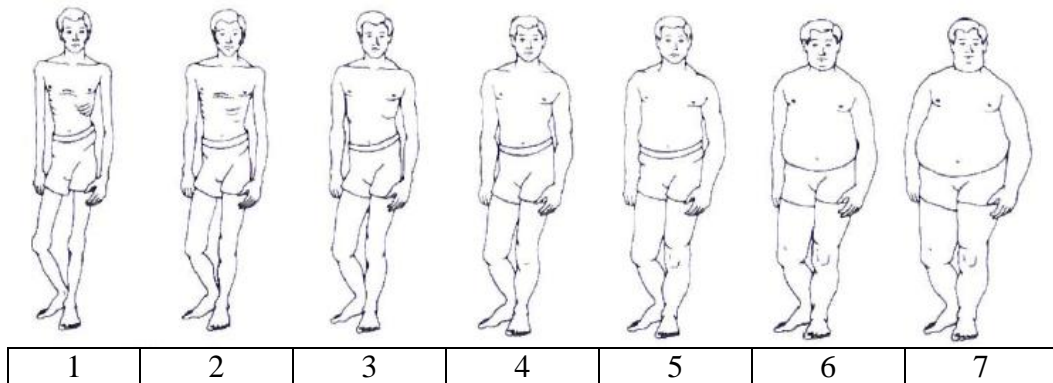


BENTUK TUBUH IDEAL PRIA BAGI ANDA

F. Harap tandai bentuk tubuh ideal yang perlu dimiliki para pria menurut Anda.



G. Harap tandai bentuk tubuh ideal yang dikejar para selebriti pria saat ini.



BAGIAN D: KEINGINAN BEROLAH-RAGA

16. Dalam skala 1 sampai 5, lingkari jawaban yang paling sesuai menggambarkan keinginan Anda untuk berolah-raga selama 6 bulan ke depan.

A. Saya ingin berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Sangat Tidak Setuju				Sangat Setuju
1	2	3	4	5

B. Saya akan mencoba untuk berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Kecil Kemungkinan				Besar Kemungkinan
1	2	3	4	5

C. Saya sudah memutuskan untuk berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Sangat Tidak Setuju				Sangat Setuju
1	2	3	4	5

D. Saya memiliki rencana untuk berolah-raga secara teratur di dalam waktu luang saya selama 6 bulan ke depan.

Sangat Tidak Setuju				Sangat Setuju
1	2	3	4	5

E. Seberapa banyak usaha yang akan Anda berikan untuk berolah-raga secara teratur selama 6 bulan ke depan?

Tidak Berusaha Sama Sekali				Berusaha Keras
1	2	3	4	5

Keterangan Tentang Pelajar yang Berpartisipasi

1. Nama pelajar: _____
2. Sekolah pelajar: _____
3. Tingkat kelas pelajar: _____
4. Umur pelajar: 9 10 11 12 13 14 15
5. Penghasilan keluarga: _____
6. Tinggi badan pelajar? _____ meter (perkiraan)
7. Berat badan pelajar? _____ kilogram (perkiraan)

แบบสำรวจนักเรียนชาย พ.ศ. (ชาย)

ในเชียงใหม่

เราทำแบบสอบถามนี้เพื่อเพิ่มความเข้าใจเกี่ยวกับความเห็นของคุณที่มีต่อกิจกรรมที่ใช้กำลัง (เช่น การออกกำลังกาย และ เล่นกีฬา)

ขอคุณที่สละเวลาในการตอบแบบสอบถามนี้ คำตอบของคุณไม่มีถูกหรือผิด คุณเพียงแต่บอกเราว่าคุณคิดอย่างไร คำตอบที่ได้จากตัวคุณจริงๆคือสิ่งที่สำคัญ

การเข้าร่วมงานวิจัยนี้เป็นไปตามความสมัครใจของผู้เข้าร่วม

จะไม่มีมีการเชื่อมโยงข้อมูลจากแบบสอบถามกับชื่อผู้กรอกแบบสอบถาม

จุดประสงค์ของงานวิจัยนี้คือเพียงต้องการศึกษาทัศนคติของนักเรียนที่มีต่อกิจกรรมที่ใช้กำลัง เราจะขอบคุณมากถ้าคุณจะกรุณาตอบคำถามให้ครบทุกข้อ

แต่ถ้าหากคุณรู้สึกไม่สบายใจในการตอบคำถามบางข้อ คุณสามารถข้ามข้อนั้นได้

โปรดยกมือถ้าคุณต้องการข้อมูลเพิ่มเติมหรือมีคำถาม ถ้าคุณมีข้อสงสัยใดๆ

คุณสามารถติดต่อเราได้ที่นี่ leon0125@e.ntu.edu.sg

การแสดงความยินยอมเข้าร่วมงานวิจัย:

ฉัน _____ (ชื่อนักเรียน)

จากห้อง _____ ตกลงเข้าร่วมงานวิจัยนี้

ฉันได้รับทราบถึงจุดประสงค์และเนื้อหาของงานวิจัยนี้แล้ว

ลายเซ็นต้นนักเรียน: _____

ชื่อนักเรียน: _____

วัน/เดือน/ปี: _____

ตอนที่ 1: การออกกำลังกายของคุณ

โปรดวงกลมคำตอบที่อธิบายถึงตัวคุณ

1. คุณออกกำลังกายไหม

A.	ใช่ ฉันออกกำลังกาย
B.	ไม่ ฉันไม่ออกกำลังกาย

กรุณาวางกลมตัวเลขในมาตรวัด 1 ถึง 5

เพื่อตอบคำถามเกี่ยวกับพฤติกรรมการออกกำลังกายของคุณในช่วงนี้

2. โดยทั่วไป คุณใช้เวลาอย่างน้อยเพียงใดในการเล่นกีฬา หรือ ออกกำลังกาย

ใช้เวลาน้อยมาก					ใช้เวลาเยอะมาก
1	2	3	4	5	

กรุณาวางกลมตัวเลขในมาตรวัด 1 ถึง 7

เพื่อตอบคำถามเกี่ยวกับพฤติกรรมการออกกำลังกายของคุณในช่วงนี้

3. ใน 1 สัปดาห์ คุณออกกำลังกายแต่ละอย่างดังต่อไปนี้ มากกว่า 15 นาที ในเวลาว่างบ่อยแค่ไหน

		น้อย ครั้งมาก						บ่อย ครั้งมาก
A	ออกกำลังกายแบบหักโหม (หัวใจเต้นเร็ว) เช่น วิ่ง, วิ่งเหยาะๆ, เตะบอล, สควอช, บาสเก็ตบอล, ยูโด, เล่นโรลเลอร์เบลด, วายน้ำอย่างหักโหม, ปั่นจักรยานระยะไกล	1	2	3	4	5	6	7
B	ออกกำลังกายแบบปานกลาง (ไม่เหนื่อยมาก) เช่น เดินเร็ว, เบสบอล, เทนนิส, ปั่นจักรยานแบบสบายๆ, วอลเลย์บอล, แบดมินตัน, วายน้ำแบบสบายๆ	1	2	3	4	5	6	7
C	ออกกำลังกายแบบเบาๆ (ใช้ความพยายามไม่มาก) เช่น โยคะ, ดกปลา, โบว์ลิ่ง, กอล์ฟ, เดินเล่น	1	2	3	4	5	6	7

กรุณาวางกลมคำตอบที่อธิบายถึงตัวคุณได้ดีที่สุด

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง

4. คุณมีความพอใจแค่ไหนกับร่างกายของคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	ฉันภูมิใจมากกับการออกกำลังกายที่ฉันทำได้	1	2	3	4	5
B.	ฉันพอใจกับหุ่นฉันเสมอ	1	2	3	4	5
C.	ฉันรู้สึกดีกับหุ่นฉันเสมอ	1	2	3	4	5
D.	ฉันพอใจมากกับสภาพร่างกายของฉัน	1	2	3	4	5

5. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคต่อไปนี้ เกี่ยวกับความแข็งแรงของร่างกายคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	เทียบกับคนอื่นที่มีอายุและเพศเดียวกัน ฉันรู้สึกว่าคุณไม่มีความแข็งแรงทางร่างกาย	1	2	3	4	5
B.	กล้ามเนื้อของฉันแข็งแรงเท่ากับคนส่วนใหญ่ที่เป็นเพศเดียวกัน	1	2	3	4	5
C.	เวลาที่ต้องการใช้กำลัง ฉันมักจะอาสาสมัครเป็นคนแรก	1	2	3	4	5
D.	ฉันไม่มั่นใจในเรื่องความแข็งแรงของร่างกาย	1	2	3	4	5
E.	เทียบกับคนอื่น ฉันแข็งแรงมาก	1	2	3	4	5
F.	ฉันไม่เชื่อว่าฉันเก่งสู้คนอื่นได้ในเรื่องที่ต้องใช้ความแข็งแรงของร่างกาย	1	2	3	4	5

6. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคดังต่อไปนี้ เกี่ยวกับสภาวะร่างกายของคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	ฉันมีรูปร่างที่ดีเสมอมา	1	2	3	4	5
B.	ฉันมีร่างกายที่แข็งแรงเสมอมา	1	2	3	4	5
C.	ฉันรู้สึกไม่ค่อยสบายใจเท่าไรนัก เวลาอยู่ในที่ที่มีคนออกกำลังกาย	1	2	3	4	5
D.	ฉันมั่นใจมากกว่า ฉันจะออกกำลังกายเป็นประจำได้	1	2	3	4	5
E.	ฉันรู้สึก <u>ไม่</u> มั่นใจนักในรูปร่างของฉัน	1	2	3	4	5

7. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคดังต่อไปนี้ เกี่ยวกับลักษณะรูปร่างของคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	เทียบกับคนอื่น รูปร่างฉันดู <u>ไม่</u> ดีนัก	1	2	3	4	5
B.	ฉันมีปัญหาในการรักษารูปร่างให้ดู ดี	1	2	3	4	5
C.	ฉันรู้สึกอับอายรูปร่างตัวเองเวลาที่ ต้องใส่เสื้อผ้าน้อยชิ้น	1	2	3	4	5
D.	ฉันมักจะคิดว่า คนอื่นชื่นชมฉัน เพราะฉันมีรูปร่างที่น่าดึงดูด	1	2	3	4	5
E.	ฉันรู้สึกว่า เทียบกับคนส่วนใหญ่ รูปร่างฉันไม่ค่อยดีนัก	1	2	3	4	5
F.	ฉันรู้สึกไม่มั่นใจกับรูปร่างฉัน	1	2	3	4	5

8. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคดังต่อไปนี้

เกี่ยวกับความสามารถของคุณในการเล่นกีฬา

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	ฉันเก่งกีฬาเกือบทุกอย่าง	1	2	3	4	5
B.	ฉันรู้สึก <u>ไม่</u> มั่นใจเวลาที่จะต้องเข้าร่วมกีฬา	1	2	3	4	5
C.	ฉันคิดว่าฉันเป็นคนที่เก่งที่สุดคนหนึ่งในเรื่องกีฬา	1	2	3	4	5
D.	ฉันเป็นคนเรียนรู้ทักษะใหม่ๆ ทางร่างกายที่เร็วที่สุดคนหนึ่งในระดับเรียน	1	2	3	4	5
E.	เมื่อมีโอกาส ฉันมักจะเป็นคนแรกๆ ที่เข้าร่วมกีฬา	1	2	3	4	5

ตอนที่ 2: บทบาทผู้ปกครองกับกิจกรรมที่ใช้กำลัง

กรุณาวางกลมคำตอบที่อธิบายถึงตัวคุณได้ดีที่สุด

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 =

เห็นด้วยอย่างยิ่ง

9. ผู้ปกครองของคุณกระตุ้นให้คุณทำกิจกรรมที่ใช้กำลังมากน้อยแค่ไหน

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	ผู้ปกครองบอกว่าฉันเก่งกีฬา	1	2	3	4	5
B.	ผู้ปกครองกระตุ้นให้ฉันเล่นกีฬา	1	2	3	4	5
C.	ผู้ปกครองกระตุ้นให้ฉันพยายามมาก ในการกีฬา	1	2	3	4	5
D.	ผู้ปกครองรู้สึกว่าฉันเล่นกีฬาทุกประ เภทได้ดี	1	2	3	4	5
E.	ผู้ปกครองคิดว่าฉันดีกว่าคนอื่นที่อ ายุเท่ากันในเรื่องกีฬา	1	2	3	4	5

F.	ผู้ปกครองคิดว่าฉันดีกว่าคนอื่นในกีฬาส่วนใหญ่	1	2	3	4	5
G.	ผู้ปกครองค่อนข้างมั่นใจว่าฉันเป็นนักกีฬาที่ดี	1	2	3	4	5

10. ผู้ปกครองของคุณสนับสนุนให้คุณทำกิจกรรมที่ออกกำลังอย่างน้อยแค่ไหน

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองเล่นกีฬากับฉัน	1	2	3	4	5
B.	ผู้ปกครองช่วยได้เยอะให้ฉันเก่งกีฬา	1	2	3	4	5
C.	ผู้ปกครองให้อุปกรณ์เล่นกีฬากับฉัน	1	2	3	4	5
D.	ผู้ปกครองฝึกกีฬากับฉันเยอะมาก	1	2	3	4	5
E.	ผู้ปกครองให้เงินฉันไปเข้าร่วมกิจกรรมที่ออกกำลัง	1	2	3	4	5
F.	ผู้ปกครองพาฉันไปที่ที่ฉันทำกิจกรรมออกกำลัง	1	2	3	4	5

ตอนที่ 3: การบริโภคสื่อและบทบาทของผู้ปกครอง

กรุณาวางกลมคำตอบที่อธิบายถึงตัวคุณได้ดีที่สุด

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 =

เห็นด้วยอย่างยิ่ง

11. ผู้ปกครองคุณจำกัดการดูทีวีของคุณอย่างน้อยแค่ไหน

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองบอกฉันให้ปิดทีวีเวลาที่ฉันดูรายการที่ไม่เหมาะสม	1	2	3	4	5
B.	ผู้ปกครองจัดเวลาที่อนุญาตให้ฉันดูทีวี	1	2	3	4	5
C.	ผู้ปกครองไม่ให้ฉันดูบางรายการ	1	2	3	4	5
D.	ผู้ปกครองจะบอกล่วงหน้าว่ารายการไหนให้ดูได้	1	2	3	4	5
E.	ผู้ปกครองจำกัดจำนวนชั่วโมงการดูทีวีของฉัน	1	2	3	4	5

12. ผู้ปกครองคุณบอกหรือให้คำแนะนำคุณอย่างน้อยแค่ไหนเวลาดูทีวี

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองพยายามช่วยอธิบายให้ฉันเข้าใจเกี่ยวกับสิ่งที่ฉันดูทางทีวี	1	2	3	4	5
B.	ผู้ปกครองชี้ให้เห็นว่าทำไมบางสิ่งที่คนในทีวีทำเป็นสิ่งที่ดี	1	2	3	4	5

C.	ผู้ปกครองชี้ให้เห็นว่าทำไมบางสิ่งที่คนในที่รีทำเป็นสิ่งที่ไม่ดี	1	2	3	4	5
D.	ผู้ปกครองอธิบายว่าทำไมคนในที่รีทำสิ่งนั้นๆ	1	2	3	4	5
E.	ผู้ปกครองอธิบายว่าบางอย่างในที่รีจริงๆ แล้วหมายความว่าอย่างไร	1	2	3	4	5

13. ผู้ปกครองของคุณมีส่วนร่วมอย่างน้อยแค่ไหนเวลาดูทีวี

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองดูทีวีกับฉันเพราะเราต่างชอบรายการเดียวกัน	1	2	3	4	5
B.	ผู้ปกครองดูทีวีกับฉันเพราะเราต่างสนใจรายการเดียวกัน	1	2	3	4	5
C.	ผู้ปกครองดูทีวีกับฉันเพื่อความสนุก	1	2	3	4	5
D.	ผู้ปกครองดูรายการที่ฉันชอบทางทีวีกับฉัน	1	2	3	4	5
E.	ผู้ปกครองหัวเราะกับฉันเรื่องที่เราดูทางทีวี	1	2	3	4	5

**กรุณาอ่านประโยคต่อไปนี้อย่างละเอียด
และวงกลมคำตอบที่อธิบายความรู้สึกของคุณ**

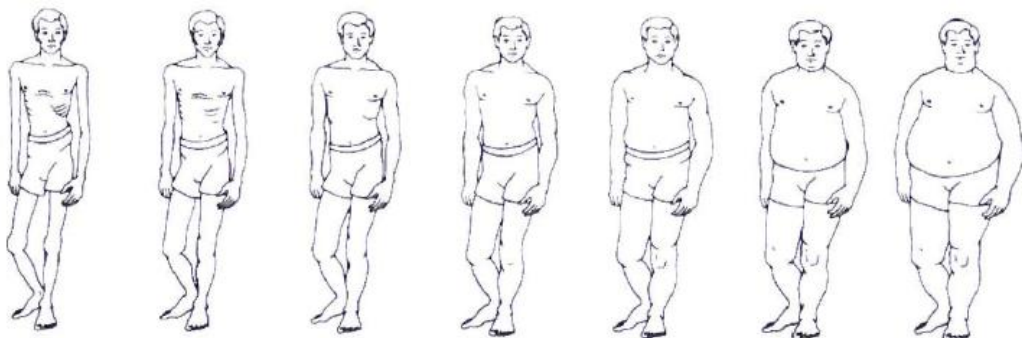
1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 =
เห็นด้วยอย่างยิ่ง

14. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคต่อไปนี้

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	ฉันพยายามทำให้ตัวเองดูเหมือนคนที่เห็นในทีวี	1	2	3	4	5
B.	ฉันเรียนรู้วิธีที่จะทำให้ดูดีโดยการดูจากคนดังทางทีวี	1	2	3	4	5
C.	ฉันเปรียบเทียบรูปร่างของฉันกับดาราหรือคนดังในทีวี	1	2	3	4	5
D.	ฉันอยากให้รูปร่างของฉันดูเหมือนคนในทีวี	1	2	3	4	5
E.	คนที่แข็งแรงดูดีกว่าคนที่ไม่แข็งแรง	1	2	3	4	5
F.	เสื้อผ้าดูดีกว่าเวลาที่ใส่กับคนผอม	1	2	3	4	5
G.	เสื้อผ้าดูดีกว่าเวลาที่ใส่กับคนที่แข็งแรง	1	2	3	4	5
H.	การดูทีวีทำให้ฉันอยากควบคุมอาหาร	1	2	3	4	5

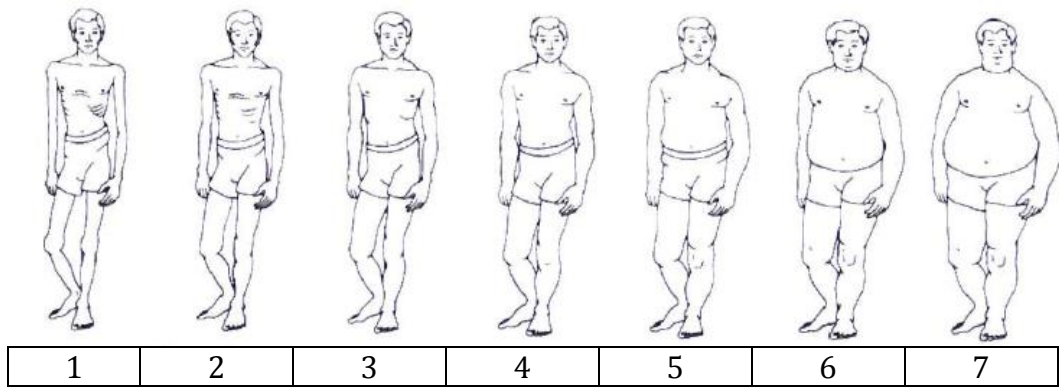
15. โปรดวงกลมคำตอบสำหรับคำถามต่อไปนี้ เลือกเพียงตัวเลขเดียวเท่านั้น
ในกรณีที่ไม่มีแน่ใจ ให้เลือกคำตอบที่ใกล้เคียงมากที่สุด

A. โปรดเลือกรูปร่างของคุณในปัจจุบัน

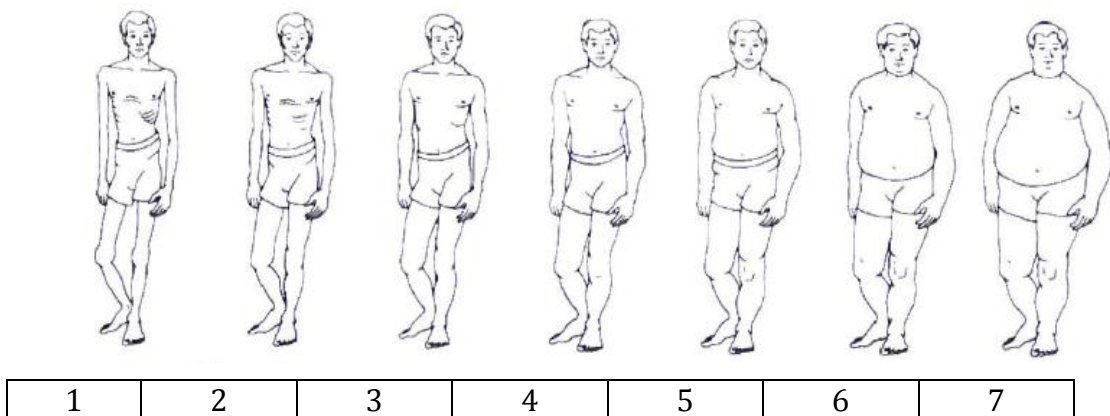


1	2	3	4	5	6	7
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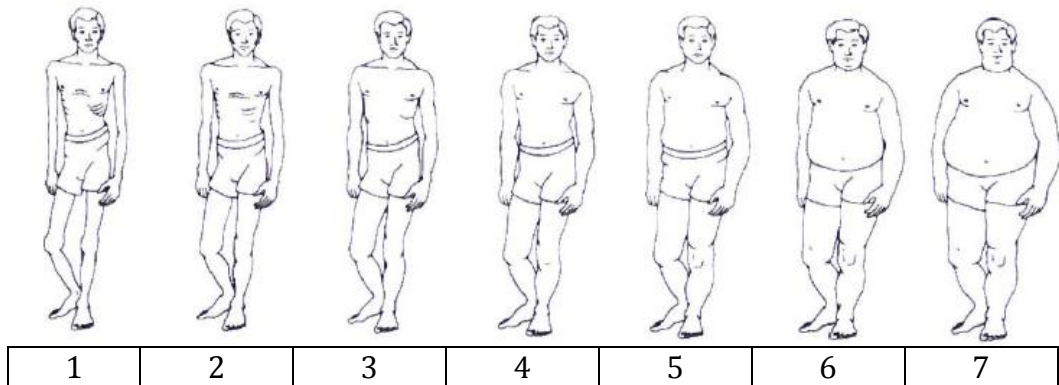
B. โปรดเลือกรูปร่างในฝันที่คุณอยากมี



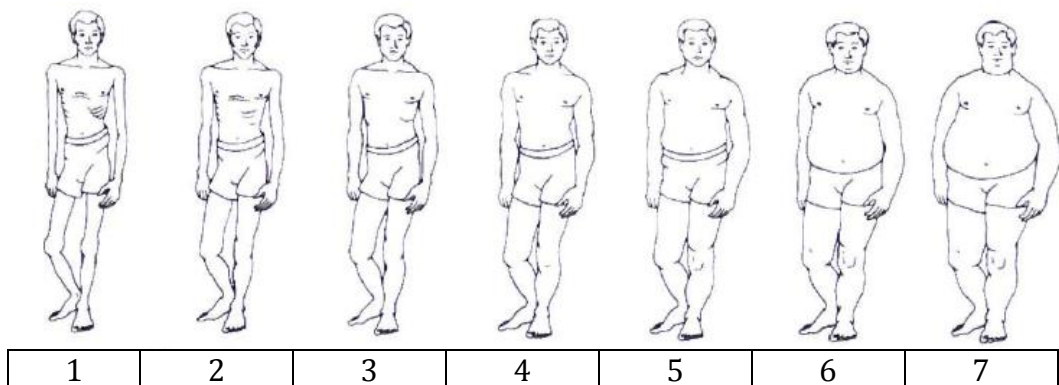
C. โปรดเลือกรูปร่างที่ครอบครัวคุณ (เช่น แม่ พี่น้อง) คิดว่าคุณควรมี



D. โปรดเลือกรูปร่างที่คุณคิดว่า ผู้หญิง คิดว่าคุณควรมี

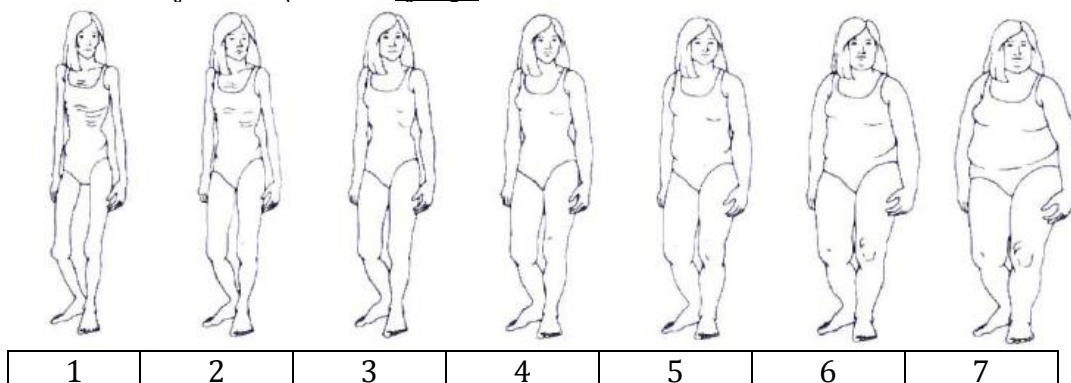


E. โปรดเลือกรูปร่างที่คนดัง (เช่น นางแบบ ดาราหนัง) ในปัจจุบันพยายามมี

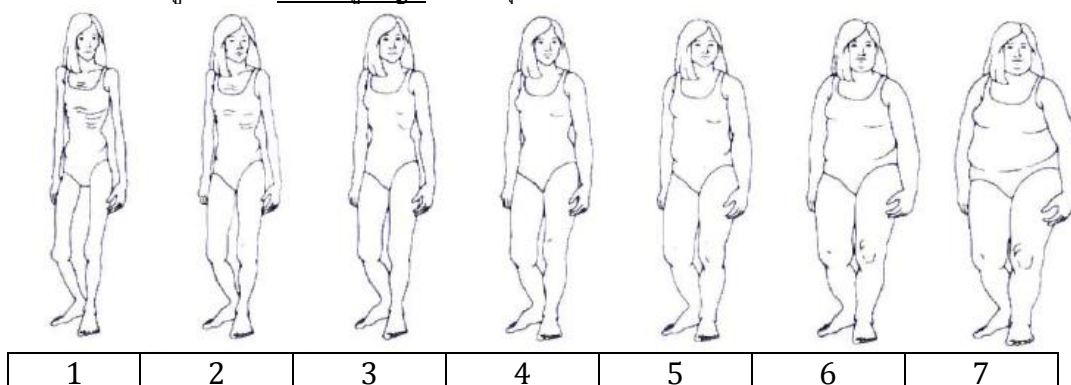


หุ่นผู้หญิงที่คุณคิดว่า ผู้หญิงควรมี

F. โปรดเลือกรูปร่างที่คุณคิดว่า ผู้หญิงควรมี



G. โปรดเลือกรูปร่างที่ ดาราผู้หญิง ในปัจจุบันพยายามมี



ตอนที่ 4: ความตั้งใจที่จะออกกำลังกาย

16. กรุณาวางกลมคำตอบที่อธิบายความตั้งใจที่จะออกกำลังกาย ใน 6 เดือนข้างหน้า โดยเลือกจากมาตรวัด 1 ถึง 5

A. ฉันตั้งใจจะออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่เห็นด้วย อย่างยิ่ง				เห็นด้วย อย่างยิ่ง
1	2	3	4	5

B. ฉันจะพยายามออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่น่าเป็นไปได้				เป็นไปได้
1	2	3	4	5

C. ฉันได้ตัดสินใจแล้วว่า จะออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่เห็นด้วย อย่างยิ่ง				เห็นด้วย อย่างยิ่ง
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1	2	3	4	5
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D. ฉันวางแผนจะออกกำลังกายเป็นประจำในเวลาวางใน 6 เดือนข้างหน้า

ไม่เห็นด้วย อย่างยิ่ง				เห็นด้วย อย่างยิ่ง
1	2	3	4	5

E. คุณจะพยายามมากแค่ไหนที่จะออกกำลังกายเป็นประจำในเวลาวางใน 6 เดือนข้างหน้า

ไม่พยายามเลย				พยายาม อย่างมาก
1	2	3	4	5

ข้อมูลเกี่ยวกับนักเรียนผู้เข้าร่วมงานวิจัย

1. ชื่อนักเรียน: _____
2. โรงเรียน: _____
3. ชั้น: _____
4. อายุ: _____
5. เชื้อชาติ: _____
6. รายได้ต่อเดือนของที่บ้าน: _____
7. ส่วนสูงของนักเรียนในตอนนี้อยู่ที่ _____ เซนติเมตร (โดยประมาณ)
8. น้ำหนักของนักเรียนในตอนนี้อยู่ที่ _____ กิโลกรัม (โดยประมาณ)

แบบสำรวจนักเรียนหญิง พ.ศ.

(หญิง)

ในเชียงใหม่

เราทำแบบสอบถามนี้เพื่อเพิ่มความเข้าใจเกี่ยวกับความเห็นของคุณที่มีต่อกิจกรรมที่ใช้กำลัง (เช่น การออกกำลังกาย และ เล่นกีฬา)

ขอคุณที่สละเวลาในการตอบแบบสอบถามนี้ คำตอบของคุณไม่มีถูกหรือผิด คุณเพียงแต่บอกเราว่าคุณคิดอย่างไร คำตอบที่ได้จากตัวคุณจริงๆคือสิ่งที่สำคัญ

การเข้าร่วมงานวิจัยนี้เป็นไปตามความสมัครใจของผู้เข้าร่วม จะไม่มีการเชื่อมโยงข้อมูลจากแบบสอบถามกับชื่อผู้กรอกแบบสอบถาม จุดประสงค์ของงานวิจัยนี้คือเพียงต้องการศึกษาทัศนคติของนักเรียนที่มีต่อกิจกรรมที่ใช้กำลัง เราจะขอบคุณมากถ้าคุณจะกรุณาตอบคำถามให้ครบทุกข้อ

แต่ถ้าหากคุณรู้สึกไม่สบายใจในการตอบคำถามบางข้อ คุณสามารถข้ามข้อนั้นได้

โปรดยกมือถ้าคุณต้องการข้อมูลเพิ่มเติมหรือมีคำถาม ถ้าคุณมีข้อสงสัยใดๆ คุณสามารถติดต่อเราได้ที่ leon0125@e.ntu.edu.sg

การแสดงความยินยอมเข้าร่วมงานวิจัย:

ฉัน _____ (ชื่อนักเรียน) จากห้อง _____

ตกลงเข้าร่วมงานวิจัยนี้ ฉันได้รับทราบถึงจุดประสงค์และเนื้อหาของงานวิจัยนี้แล้ว

ลายเซ็นต้นนักเรียน: _____

ชื่อนักเรียน: _____

วัน/เดือน/ปี: _____

ตอนที่ 1: การออกกำลังกายของคุณ

โปรดวงกลมคำตอบที่อธิบายถึงตัวคุณ

1. คุณออกกำลังกายไหม

A.	ใช่ ฉันออกกำลังกาย
B.	ไม่ ฉันไม่ออกกำลังกาย

กรุณาวงกลมตัวเลขในมาตรวัด 1 ถึง 5

เพื่อตอบคำถามเกี่ยวกับพฤติกรรมการออกกำลังกายของคุณในช่วงนี้

2. โดยทั่วไป คุณใช้เวลาอย่างน้อยเพียงใดในการเล่นกีฬา หรือ ออกกำลังกาย

ใช้น้อยมาก					ใช้เยอะมาก
1	2	3	4	5	

กรุณาวงกลมตัวเลขในมาตรวัด 1 ถึง 7

เพื่อตอบคำถามเกี่ยวกับพฤติกรรมการออกกำลังกายของคุณในช่วงนี้

3. ใน 1 สัปดาห์ คุณออกกำลังกายแต่ละอย่างดังต่อไปนี้ มากกว่า 15 นาที ในเวลาว่าง

บ่อยแค่ไหน

		น้อย ครั้งมาก							บ่อย ครั้งมาก
A	ออกกำลังกายแบบหักโหม (หัวใจเต้นเร็ว) เช่น วิ่ง, วิ่งเหยาะๆ, เตะบอล, สควอช, บาสเก็ตบอล, ยูโด, เล่นโรลเลอร์เบลด, วายน้าอย่างหักโหม, ปั่นจักรยานระยะไกล	1	2	3	4	5	6	7	
B	ออกกำลังกายแบบปานกลาง (ไม่เหนื่อยมาก) เช่น เดินเร็ว, เบสบอล, เทนนิส, ปั่นจักรยานแบบสบายๆ, วอลเลย์บอล, แบดมินตัน, วายน้าแบบสบายๆ	1	2	3	4	5	6	7	
C	ออกกำลังกายแบบเบาๆ (ใช้ความพยายามไม่มาก) เช่น โยคะ, ดกปลา, โบว์ลิ่ง, กอล์ฟ, เดินเล่น	1	2	3	4	5	6	7	

กรุณาวงกลมคำตอบที่อธิบายถึงตัวคุณได้ดีที่สุด

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง

4. คุณมีความพอใจแค่ไหนกับร่างกายของคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	ฉันภูมิใจมากกับการออกกำลังกายที่ฉัน ทำได้	1	2	3	4	5
B.	ฉันพอใจกับหุ่นฉันเสมอ	1	2	3	4	5
C.	ฉันรู้สึกดีกับหุ่นฉันเสมอ	1	2	3	4	5
D.	ฉันพอใจมากกับสภาพร่างกายของ ฉัน	1	2	3	4	5

5. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคต่อไปนี้ เกี่ยวกับความแข็งแรงของร่างกายคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	เทียบกับคนอื่นที่มีอายุและเพศเดี ยวกัน ฉันรู้สึกว่าฉันไม่มีความแข็งแรงทาง ร่างกาย	1	2	3	4	5
B.	กล้ามเนื้อของฉันแข็งแรงเท่าๆ กับคนส่วนใหญ่ที่เป็นเพศเดียวกัน	1	2	3	4	5
C.	เวลาที่ต้องการใช้กำลัง ฉันมักจะอาสาสมัครเป็นคนแรก	1	2	3	4	5
D.	ฉันไม่มั่นใจในเรื่องความแข็งแรงของ ร่างกาย	1	2	3	4	5
E.	เทียบกับคนอื่น ฉันแข็งแรงมาก	1	2	3	4	5
F.	ฉันไม่เชื่อว่าฉันเก่งสู้คนอื่นได้ในเรื่ องที่ต้องใช้ความแข็งแรงของร่าง กาย	1	2	3	4	5

6. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคดังต่อไปนี้ เกี่ยวกับสภาวะร่างกายของคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง
A.	ฉันมีรูปร่างที่ดีเสมอมา	1	2	3	4	5
B.	ฉันมีร่างกายที่แข็งแรงเสมอมา	1	2	3	4	5
C.	ฉันรู้สึกไม่ค่อยสบายใจเท่าไรนัก เวลาอยู่ในที่ที่มีคนออกกำลังกาย	1	2	3	4	5
D.	ฉันมั่นใจมากกว่า ฉันจะออกกำลังกายเป็นประจำได้	1	2	3	4	5
E.	ฉันรู้สึกไม่มั่นใจนักในรูปร่างของฉ ฉัน	1	2	3	4	5

7. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคดังต่อไปนี้ เกี่ยวกับลักษณะรูปร่างของคุณ

		ไม่เห็นด้วยอย่าง ยิ่ง				เห็นด้วยอย่าง ยิ่ง

A.	เทียบกับคนอื่น รูปร่างฉันดู <u>ไม่</u> ดีนัก	1	2	3	4	5
B.	ฉันมีปัญหาในการรักษารูปร่างให้ <u>ดี</u>	1	2	3	4	5
C.	ฉันรู้สึกอับอายรูปร่างตัวเองเวลาที่ <u>ต้อง</u> ใส่เสื้อผ้าน้อยชิ้น	1	2	3	4	5
D.	ฉันมักจะคิดว่า คนอื่น <u>ชื่นชม</u> ฉัน เพราะฉันมีรูปร่างที่น่าดึงดูด	1	2	3	4	5
E.	ฉันรู้สึกว่า เทียบกับคนส่วนใหญ่ รูปร่างฉัน <u>ไม่</u> ค่อยดีนัก	1	2	3	4	5
F.	ฉันรู้สึก <u>ไม่</u> มั่นใจกับรูปร่างฉัน	1	2	3	4	5

8. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคดังต่อไปนี้

เกี่ยวกับความสามารถของคุณในการเล่นกีฬา

		ไม่เห็นด้วยอย่างยั้ง				เห็นด้วยอย่างยั้ง
A.	ฉันเก่งกีฬาเกือบทุกอย่าง	1	2	3	4	5
B.	ฉันรู้สึก <u>ไม่</u> มั่นใจเวลาที่ <u>ต้อง</u> เข้าร่วมกีฬา	1	2	3	4	5
C.	ฉันคิดว่าฉันเป็นคนที่เก่งที่สุดคนหนึ่งในเรื่องกีฬา	1	2	3	4	5
D.	ฉันเป็นคนเรียนรู้ทักษะใหม่ๆ ทางร่างกายที่เร็วที่สุดคนหนึ่งในชั้นเรียน	1	2	3	4	5
E.	เมื่อมีโอกาส ฉันมักจะเป็นคนแรกๆ ที่เข้าร่วมกีฬา	1	2	3	4	5

ตอนที่ 2: บทบาทผู้ปกครองกับกิจกรรมที่ใช้กำลัง

กรุณาวางกลมคำตอบที่อธิบายถึงตัวคุณได้ดีที่สุด

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 =

เห็นด้วยอย่างยิ่ง

9. ผู้ปกครองของคุณกระตุ้นให้คุณทำกิจกรรมที่ใช้กำลังมากน้อยแค่ไหน

		ไม่เห็นด้วยอย่างยั้ง				เห็นด้วยอย่างยั้ง
A.	ผู้ปกครองบอกว่าฉันเก่งกีฬา	1	2	3	4	5
B.	ผู้ปกครองกระตุ้นให้ฉันเล่นกีฬา	1	2	3	4	5
C.	ผู้ปกครองกระตุ้นให้ฉันพยายามมากในการกีฬา	1	2	3	4	5
D.	ผู้ปกครองรู้สึกว่าฉันเล่นกีฬาทุกประเภทได้ดี	1	2	3	4	5
E.	ผู้ปกครองคิดว่าฉันดีกว่าคนอื่นที่อายุเท่ากันในเรื่องกีฬา	1	2	3	4	5
F.	ผู้ปกครองคิดว่าฉันดีกว่าคนอื่นในกีฬาส่วนใหญ่	1	2	3	4	5

G.	ผู้ปกครองค่อนข้างมั่นใจว่าฉันเป็นนักกีฬาที่ดี	1	2	3	4	5
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10. ผู้ปกครองของคุณสนับสนุนให้คุณทำกิจกรรมที่ออกกำลังกายอย่างน้อยแค่ไหน

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองเล่นกีฬากับฉัน	1	2	3	4	5
B.	ผู้ปกครองช่วยได้เยอะให้ฉันเก่งกีฬา	1	2	3	4	5
C.	ผู้ปกครองให้อุปกรณ์เล่นกีฬากับฉัน	1	2	3	4	5
D.	ผู้ปกครองฝึกกีฬากับฉันเยอะมาก	1	2	3	4	5
E.	ผู้ปกครองให้เงินฉันไปเข้าร่วมกิจกรรมที่ออกกำลังกาย	1	2	3	4	5
F.	ผู้ปกครองพาฉันไปที่ที่ฉันทำกิจกรรมออกกำลังกาย	1	2	3	4	5

ตอนที่ 3: การบริโภคสื่อและบทบาทของผู้ปกครอง

กรุณาวางกลมคำตอบที่อธิบายถึงตัวคุณได้ดีที่สุด

1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 =

เห็นด้วยอย่างยิ่ง

11. ผู้ปกครองคุณจำกัดการดูทีวีของคุณอย่างน้อยแค่ไหน

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองบอกฉันให้ปิดทีวีเวลาที่ฉันดูรายการที่ไม่เหมาะสม	1	2	3	4	5
B.	ผู้ปกครองจัดเวลาที่อนุญาตให้ฉันดูทีวี	1	2	3	4	5
C.	ผู้ปกครองไม่ให้ฉันดูบางรายการ	1	2	3	4	5
D.	ผู้ปกครองจะบอกล่วงหน้าว่ารายการไหนให้ดูได้	1	2	3	4	5
E.	ผู้ปกครองจำกัดจำนวนชั่วโมงการดูทีวีของฉัน	1	2	3	4	5

12. ผู้ปกครองคุณบอกหรือให้คำแนะนำคุณอย่างน้อยแค่ไหนเวลาดูทีวี

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองพยายามช่วยอธิบายให้ฉันเข้าใจเกี่ยวกับสิ่งที่ฉันดูทางทีวี	1	2	3	4	5
B.	ผู้ปกครองชี้ให้เห็นว่าทำไมบางสิ่งที่คนในทีวีทำเป็นสิ่งที่ดี	1	2	3	4	5

C.	ผู้ปกครองชี้ให้เห็นว่าทำไมบางสิ่งที่คนในที่วีทำเป็นสิ่งที่ไม่ดี	1	2	3	4	5
D.	ผู้ปกครองอธิบายว่าทำไมคนในที่วีทำสิ่งนั้นๆ	1	2	3	4	5
E.	ผู้ปกครองอธิบายว่าบางอย่างในที่วีจริงๆ แล้วหมายความว่าอย่างไร	1	2	3	4	5

13. ผู้ปกครองของคุณมีส่วนร่วมมากน้อยแค่ไหนในเวลาดูทีวี

		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ผู้ปกครองดูทีวีกับฉันเพราะเราต่างชอบรายการเดียวกัน	1	2	3	4	5
B.	ผู้ปกครองดูทีวีกับฉันเพราะเราต่างสนใจรายการเดียวกัน	1	2	3	4	5
C.	ผู้ปกครองดูทีวีกับฉันเพื่อความสนุก	1	2	3	4	5
D.	ผู้ปกครองดูรายการที่ฉันชอบทางทีวีกับฉัน	1	2	3	4	5
E.	ผู้ปกครองหัวเราะกับฉันเรื่องที่เราดูทางทีวี	1	2	3	4	5

กรุณาอ่านประโยคต่อไปนี้อย่างละเอียด และวงกลมคำตอบที่อธิบายความรู้สึกของคุณ

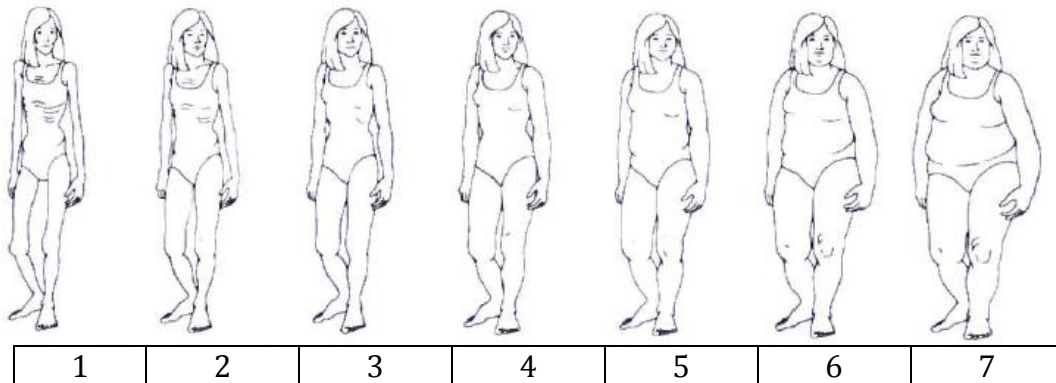
1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3 = เป็นกลาง, 4 = เห็นด้วย, 5 = เห็นด้วยอย่างยิ่ง

14. คุณเห็นด้วยมากน้อยแค่ไหนกับประโยคต่อไปนี้

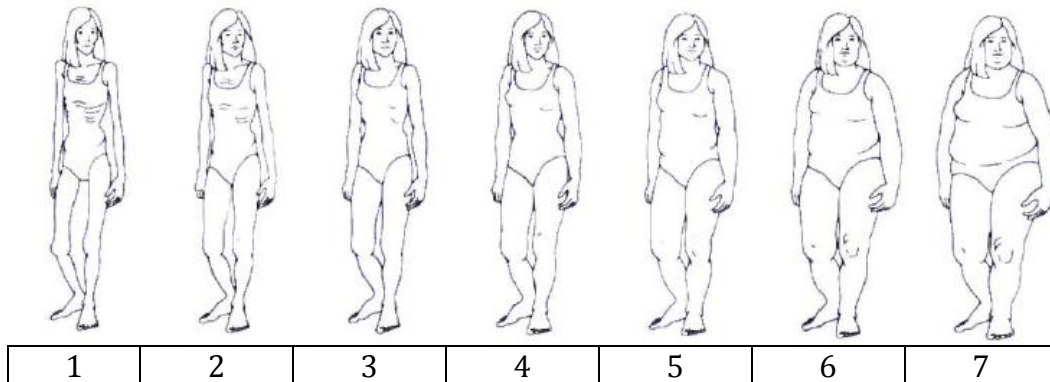
		ไม่เห็นด้วยอย่างยิ่ง				เห็นด้วยอย่างยิ่ง
A.	ฉันพยายามทำให้ตัวเองดูเหมือนคนที่เห็นในที่วี	1	2	3	4	5
B.	ฉันเรียนรู้วิธีที่จะทำให้ดูดีโดยการดูจากคนดังทางทีวี	1	2	3	4	5
C.	ฉันเปรียบเทียบรูปร่างของฉันกับดาราหรือคนดังในที่วี	1	2	3	4	5
D.	ฉันอยากให้รูปร่างของฉันดูเหมือนคนในที่วี	1	2	3	4	5
E.	คนที่แข็งแรงดูดีกว่าคนที่ไม่แข็งแรง	1	2	3	4	5
F.	เสื้อผ้าดูดีกว่าเวลาที่ใส่กับคนผอม	1	2	3	4	5
G.	เสื้อผ้าดูดีกว่าเวลาที่ใส่กับคนที่แข็งแรง	1	2	3	4	5
H.	การดูทีวีทำให้ฉันอยากควบคุมอาหาร	1	2	3	4	5

15. โปรดวงกลมคำตอบสำหรับคำถามต่อไปนี้ เลือกเพียงตัวเลขเดียวเท่านั้น
 ในกรณีที่ไม่แน่ใจ ให้เลือกคำตอบที่ใกล้เคียงมากที่สุด

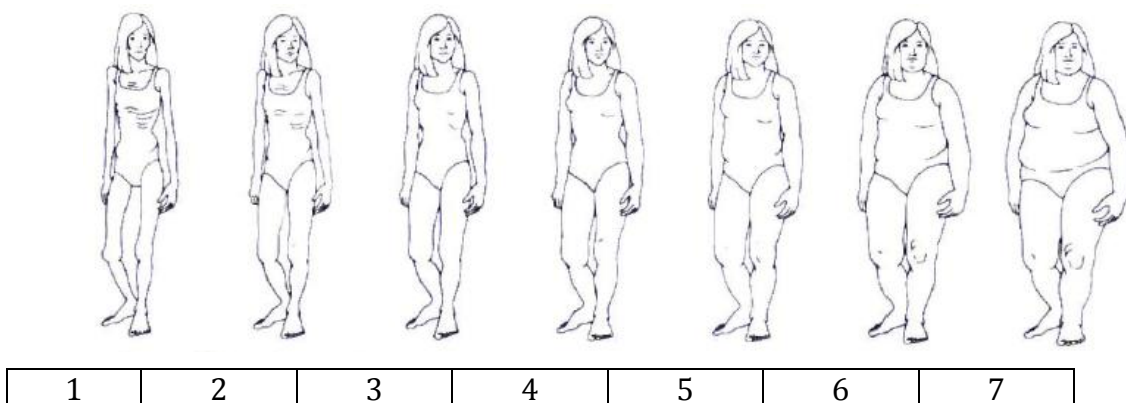
A. โปรดเลือกรูปร่างของคุณในปัจจุบัน



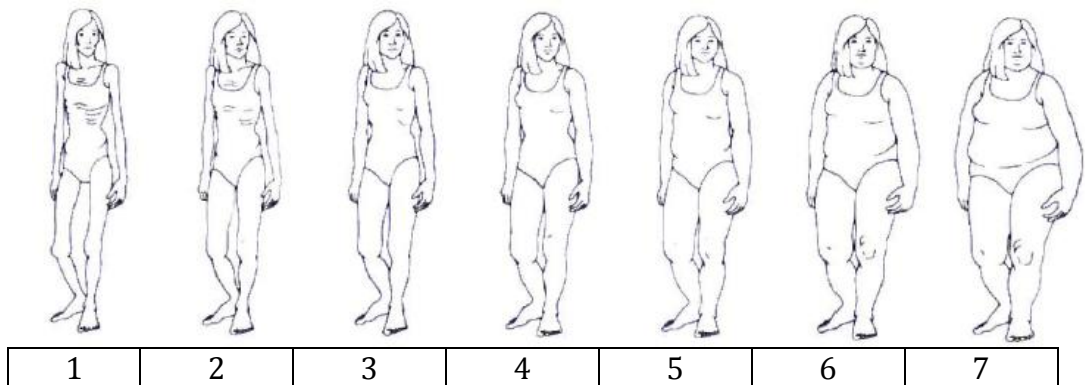
B. โปรดเลือกรูปร่างในฝันที่คุณอยากมี



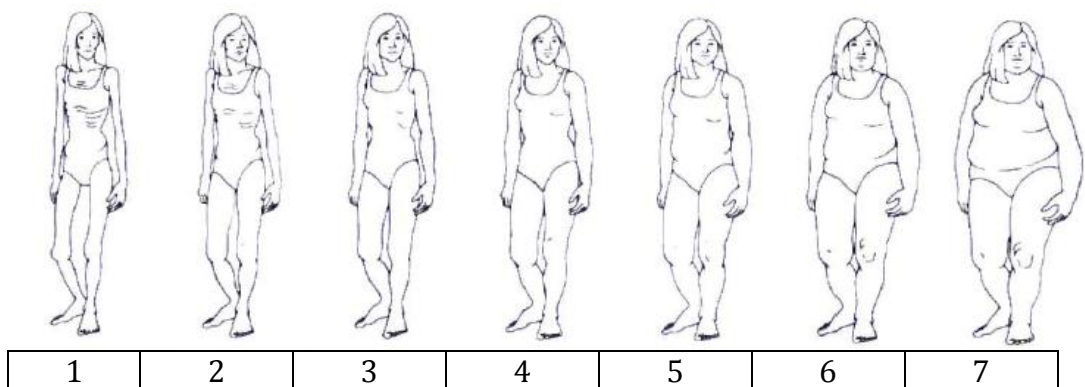
C. โปรดเลือกรูปร่างที่ครอบครัวคุณ (เช่น แม่ พี่น้อง) คิดว่าคุณควรมี



D. โปรดเลือกรูปร่างที่คุณคิดว่า ผู้ชายคิดว่าคุณควรมี

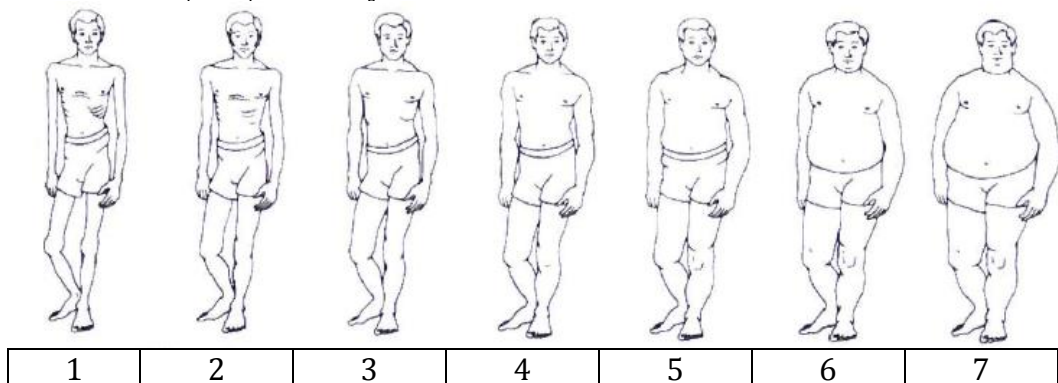


E. โปรดเลือกรูปร่างที่คนดัง (เช่น นางแบบ ดาราหนัง) ในปัจจุบันพยายามมี

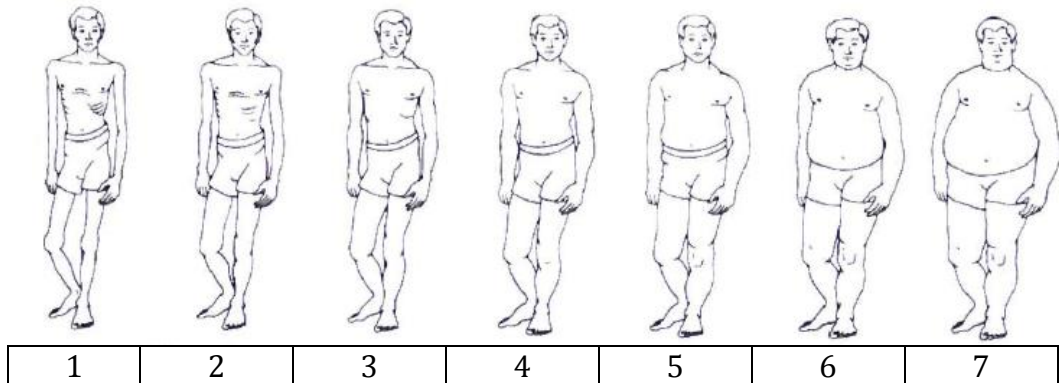


หุ่นผู้ชายที่คุณคิดว่า ผู้ชายควรมี

F. โปรดเลือกหุ่นที่คุณคิดว่า ผู้ชายควรมี



G. โปรดเลือกหุ่นที่ ดาราผู้ชาย ในปัจจุบันพยายามมี



ตอนที่ 4: ความตั้งใจที่จะออกกำลังกาย

16. กรุณาวางกลมคำตอบที่อธิบายความตั้งใจที่จะออกกำลังกาย ใน 6 เดือนข้างหน้า โดยเลือกจากมาตรวัด 1 ถึง 5

F. ฉันตั้งใจจะออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่เห็นด้วย อย่างยิ่ง				เห็นด้วย อย่างยิ่ง
1	2	3	4	5

G. ฉันจะพยายามออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่น่าเป็นไปได้				เป็นไปได้
1	2	3	4	5

H. ฉันได้ตัดสินใจแล้วว่า จะออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่เห็นด้วย อย่างยิ่ง				เห็นด้วย อย่างยิ่ง
1	2	3	4	5

I. ฉันวางแผนจะออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่เห็นด้วย อย่างยิ่ง				เห็นด้วย อย่างยิ่ง
1	2	3	4	5

J. คุณจะพยายามมากแค่ไหนที่จะออกกำลังกายเป็นประจำในเวลาว่างใน 6 เดือนข้างหน้า

ไม่พยายามเลย				พยายาม อย่างมาก
1	2	3	4	5

ข้อมูลเกี่ยวกับนักเรียน ผู้เข้าร่วมงานวิจัย

1. ชื่อนักเรียน: _____
2. โรงเรียน: _____
3. ชั้น: _____
4. อายุ: _____
5. เชื้อชาติ: _____
6. รายได้ต่อเดือนของที่บ้าน: _____
7. ส่วนสูงของนักเรียนในตอนนี้อยู่ที่ _____ เซนติเมตร (โดยประมาณ)
8. น้ำหนักของนักเรียนในตอนนี้อยู่ที่ _____ กิโลกรัม (โดยประมาณ)

Appendix C

Table 4: Loadings for the Theoretical Model

Latent Variable	Item Code	Standardized Loading	Cronbach's Alpha
Physical self-worth Indonesia	PSW1	.57	.72
	PSW2	.73	
	PSW3	.70	
	PSW4	.82	
	PSW5	.68	
Thailand	PSW1	.82	.77
	PSW2	.65	
	PSW3	.90	
	PSW4	.69	
	PSW5	.68	
Parental mediation for physical activity Indonesia	PA1	.89	.74
	PA1	.78	
Thailand	PA1	.87	.85
	PA1	.71	
Active parental mediation for media use Indonesia	ACT1	.71	.81
	ACT2	.80	
	ACT3	.76	
	ACT4	.76	
	ACT5	.76	
Thailand	ACT1	.80	.89
	ACT2	.83	
	ACT3	.86	
	ACT4	.84	
	ACT5	.84	
Internalisation of appearances Indonesia	INT1	.68	.76
	INT2	.83	
Thailand	INT1	.76	.71
	INT2	.84	
Body dissatisfaction Indonesia	BID1	.90	.86
	BID2	.90	
	BID3	.87	
Thailand	BID1	.95	.94
	BID2	.95	
	BID3	.95	
Intention to exercise Indonesia	EX1	.81	.87
	EX2	.81	
	EX3	.85	
	EX4	.84	

	EX5	.76	
Thailand	EX1	.88	
	EX2	.89	
	EX3	.91	.93
	EX4	.91	
	EX5	.86	

Appendix D

Table 5: Correlation Coefficients for Indonesia and Thailand Model

	1	2	3	4	5	6	7	8	9
1. Age									
Indonesia	-								
Thailand	-								
2. Gender									
Indonesia	.024	-							
Thailand	-.043	-							
3. BMI									
Indonesia	.043	-.164**	-						
Thailand	.005	-.071	-						
4. Physical self-worth									
Indonesia	-.201**	-.225**	-.024	-					
Thailand	-.119**	-.282**	-.302**	-					
5. Parental mediation for physical activity									
Indonesia	-.101*	-.145**	.022	.529**	-				
Thailand	-.103*	-.103*	-.060	.472**	-				
6. Active parental mediation for media use									
Indonesia	-.059	-.048	-.036	.277**	.480**	-			
Thailand	-.078	.155**	-.051	.145**	.401**	-			
7. Internalisation of appearances									
Indonesia	-.068	.055	.050	.115**	.265**	.230**	-		
Thailand	.099*	.092*	-.015	0.019	.227**	.236**	-		
8. Body dissatisfaction									
Indonesia	-.011	-.014	.445**	-.113**	-0.023	-0.065	.000	-	
Thailand	.013	.119**	.713**	-.357**	-.102*	-0.038	.146**	-	
9. Intention to exercise									
Indonesia	-.122	-.187**	.031	.434**	.408**	.242**	.162**	.126**	-
Thailand	.031	-.177**	-.037	.364**	.423**	.285**	.144**	.159**	-

* $p < .05$, ** $p < .01$

Appendix E

Summary of Results

	Indonesia	Thailand
<i>H1a</i> : Physical self-worth is positively related to adolescents' levels of intended physical activity in both Indonesia and Thailand.	Significant positive relationship	Significant positive relationship
<i>H2</i> : Parental mediation of physical activity is positively related to adolescents' physical self-worth in both Indonesia and Thailand.	Significant positive relationship	Significant positive relationship
<i>H3</i> : Parental mediation of physical activity is positively related to adolescents' intended physical activity in both Indonesia and Thailand.	Significant positive relationship	Significant positive relationship
<i>H4</i> : Parental mediation of media use is negatively related with adolescents' internalization of appearance ideals portrayed in the media in both Indonesia and Thailand.	Significant positive relationship	Significant positive relationship
<i>RQ1</i> : Will cultural differences between Indonesia and Thailand have an effect on the positive relationship between internalization of appearance ideals and body dissatisfaction among adolescents?	No significant relationship	Significant positive relationship
<i>RQ2</i> : Will cultural differences between Indonesia and Thailand have an effect on the positive relationship between internalization of appearance ideals and adolescents' intention to exercise?	No significant relationship	Significant positive relationship
<i>RQ3</i> : Will cultural differences between Indonesia and Thailand have an effect on the positive relationship between body dissatisfaction and intention to exercise?	No significant relationship	Significant positive relationship
<i>RQ4</i> : Will cultural differences between Indonesia and Thailand have an effect on the negative relationship between body dissatisfaction and physical self-worth?	No significant relationship	Significant positive relationship
<i>H7</i> : Body Mass Index is positively related to adolescents' body dissatisfaction in both Indonesia and Thailand	Significant positive relationship	Significant positive relationship

	Males	Females
<i>H1b</i> : Physical self-worth is more positively related to levels of intended physical activity for boys than girls.	Significant positive relationship	No significant relationship
<i>H5</i> : Body dissatisfaction is more positively related to girls' intention to exercise than boys.	No significant relationship	Significant positive relationship
<i>H6</i> : Body dissatisfaction is more negatively related to physical self-worth of girls than boys.	No significant relationship	Significant negative relationship