GENDER PERCEPTIONS IN THE SPORT OF SNOWBOARDING

A Senior Project

presented to

the Faculty of Recreation, Parks, and Tourism Administration Department

California Polytechnic State University, San Luis Obispo

In Partial Fulfillment

of the Requirements for the Degree

Bachelor of Science

by

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June, 2011

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ABSTRACT

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JUNE, 2011

Snowboarding evolved in the 1960s for people who wanted a change from skiing and to differentiate themselves from their parents. Since its creation, snowboarding has been dominated by males. This may be explained by its establishment and creation by males and the relationship of snowboarding to alternative cultures, where masculinity in style, speech, and behavior generally excel. The purpose of this study was to analyze the gender perceptions in the sport of snowboarding. This study was conducted through self-administered questionnaires. The results of the survey indicate that there are gender inequalities in snowboarding and that gender perceptions do vary by gender. Overall, males and females think that females tend to be more cautious and respectful on the mountain than males. Both genders think that males are better snowboarders than females. Recommendations from the findings are to utilize in-group volunteers to encourage appropriate behavior and to create co-ed teams, events, and competitions to promote equality.

Keywords: Snowboarding, gender, equality, conflict

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Chapter 1

INTRODUCTION AND REVIEW OF LITERATURE

Background of the Study

Snowboarding has primarily been a male dominated sport from the time the first snowboard was created. The first snowboarding was created by a man, but the first snowboard, the Snurfer, was inspired by a woman. The Snurfer was created in 1965 by Sherman Poppen (Howe, 1998). After seeing his daughter slide down on her sled standing up, Poppen was inspired to create something new. He tied two skis together and attached a string to hold onto for stability and called it the "Snurfer." A year later, Poppen licensed the concept to Brunswick Bowling… "and so, snowboarding was 'born"' (Howe, p. 59). Snowboarding slowly took off. A variety of Snurfer competitions were held. The competitions repeatedly attracted the same type of people, people who wanted a change from skiing. One enthusiast was Jake Burton. He took the general idea from the Snurfer and expanded it to what people know now as the snowboard. Burton owns the largest snowboarding company in the world.

From the creation of the Snurfer and Burton's first snowboard, snowboarding has become the fastest growing winter sport ("Snowboarding continues", 2002). As a result of the emerging sport, a unique culture also emerged. Early on, there was a rebellion against the skiing culture. Snowboarders wanted a way to differentiate themselves from skiers. The two cultures contrasted in several ways including how they spoke, acted, and dressed. Snowboarders were influenced by skateboard and surf cultures, as well as hip-

hop and punk cultures, which created the stereotypes for snowboarders as "lazy," "punk," "dirty" and "troublemakers" (Heino, 2000, p. 178).

Snowboarding quickly grew into a large, international sport with a diverse fan base, and the stereotypes started to disappear. Anderson (1999) writes that the growth of snowboarding was, and is, primarily due to the interest in young, middleclass men. Although the primary growth of the sport was due to male interest, female participation in snowboarding has been rapidly increasing. Because males solely dominated snowboarding in the early years, females are still looked at as secondary participants. This study will further explore the gender perceptions of snowboarding, whether or not the sport is viewed as masculine, and if males and females view themselves as equals in the sport.

Review of Literature

Research for this review of literature was conducted at Robert E. Kennedy Library on the campus of California Polytechnic State University, San Luis Obispo. In addition to books and other resources, the following online databases were utilized: *Academic Search Elite, SPORTDiscus, Hospitality and Tourism Complete, psycINFO, and Proquest.* This review of literature is organized into the following topic areas: gender and sport and snowboarding culture.

Gender and sport

Gender is defined as a set of characteristics that distinguish males and females. Although some argue that gender is biological, research has shown that gender is socially constructed. This section covers literature and completed research that examines how gender plays a role in sporting activities.

From the time children are born, they understand their gender by the way they are

named, treated, and dressed (Hardin & Greer, 2009). As children are introduced to sports, their experiences are based on gender roles and expectations. Hardin and Greer write that "the construction of sports as appropriate replicates gender-typed toys: rough-and-tumble symbols for boys, domestically oriented symbols for girls" (p. 209).

In the past, the gender of sport was clearly masculine, and females were the outsiders (Pfister, 2010). Pfister stated, "For many years it was commonly believed – and it may still be firmly anchored in popular wisdom today – that certain types of sport and exercise were suitable for women while others were unsuitable, and that the same applied to men" (p. 234). Research suggests that that there are attributes that categorize a sport as masculine or feminine (Hardin & Greer, 2009). Masculine sports involve strength, contact, force, the use of heavy objects and involve a high level of competition, aggression and stamina. Sports that have been historically deemed as feminine allow females to show off their beauty and grace. These sporting characteristics showcase men as fast and strong and women as delicate, thus showing men "deserving a higher rank in the overall social order, than women" (Hardin & Greer, p. 209).

Only in the last century has female participation in sport been accepted and encouraged (Clark & Paechter, 2007). "Since the 1950s female athletes have gained access to more and more sports which were formerly men's domains. But has this changed the situation of women and/or the images and practices of sport?" (Pfister, 2010, p. 234). Despite the growing involvement, many barriers still remain in place for females desiring to be active in sports. For women who want to participate in sports deemed masculine, many experience a "problematic disjunction between sport and femininity" (Clark & Paechter, p. 262). Masculine sports require characteristics such as aggression, strength and determination, which contradicts the notions of femininity (Clark &

Paechter). Roth and Basow (2004) argue that the ideology or femininity has prevented female participation in sports all together. Females fear being seen as masculine, which makes them hesitant about participating in sports. On the other hand, this idea has also stopped males from entering feminine sports. Males do not want to be viewed as feminine or having feminine characteristics.

Sport, in competitive forms, is largely based on gender segregation. Separate competitions are held for males and females, and strict rules are enforced to ensure males and females do not partake in the opposite gender's sporting competition. Separating the genders creates a stigma that the two genders are not equal. Different standards and regulations are also created by gender (Pfister, 2007). In gymnastics, women only partake in the asymmetrical bars and balance beam while the rings, pommel horse, and parallel bars are reserved for men (Pfister). As noted by Pfister, "In tests or as standards for qualifications, higher levels of performance are generally demanded of men (p. 236).

Because sport is largely generalized by gender, stereotyping of masculine and feminine characteristics attributed to specific sports continues to happen. But, it has been found that the idea of gender and sport could be beginning to change. Hardin and Greer (2009) wrote, "Recent studies have identified that some sports are perceived as more neutral indicating a slight shift in perception that sports must be either masculine or feminine" (pp. 209-210). Koivula (2001) points out that definitions of a gender-appropriate sport can change because gender is constructed based on historically and culturally specific conditions. In recent studies, it has been found that people categorize sports as feminine, masculine, or gender-neutral based on the sports' aesthetics, speed, and risk (Koivula). "Sports such as tennis, volleyball, and swimming were ranked as neutral, gymnastics and aerobics were ranked as feminine, and baseball, soccer, and

football were typed as masculine" (Hardin & Greer, p. 210).

Where do extreme sports fit in? Gaining popularity well after females were welcomed into sports, extreme sports could have developed as a gender-neutral sport. But, sports such as "snowboarding, have been dominated by males as well as by masculine connotations" (Sisjord, 2009, p. 1300). Pfister (2010) wrote that "men's dominance of sports leadership and their control over the development of sport, for example, may have an adverse effect on women's participation in sport" (p. 236). In order for sport to be gender neutral, barriers need to be removed. Research has shown that despite the elimination of barriers, differences in sport will still exist for males and females.

Snowboarding culture. The culture that revolves around a sport is based on the behaviors, attitudes, and lifestyles of members who participate in a particular activity. This section covers literature and completed research that examines the culture that surrounds the sport of snowboarding.

"The ski and snowboard culture is unique in that the sport around which the community was built is not even a necessary ingredient for it to thrive. A majority of its devotees carry on with just a badge of brotherhood and a common state of mind" (Heino, 2000, p. 178). For many, skiing and snowboarding culture is not only the clothing, speech, actions and attitude, but also a lifestyle.

Snowboarding began for different reasons than skiing; for fun, rather than transportation or competition (Heino, 2000). Youth were immediately drawn to the new sport because it was unique, extreme, and a way to differentiate themselves from their parents and "other institutions that are regarded as a part of an established or 'straight society'" (Ednesor & Richards, 2007, p. 101). Instead of aligning themselves with the

already existing skiing culture, snowboarders looked to the surf and skateboarding culture. They gained their cultural roots from these existing cultures' fashion, lingo, and etiquette. They wanted to distinguish themselves from the mainstream norms and be recognized by their individuality.

Snowboarding has been dominated by males since the sport originated in 1965. This may be explained due to its establishment and creation by males or the relationship of snowboarding to alternative cultures, where masculinity in style, speech, and behavior generally excel (Sisjord, 2009).

Language became one way of differentiation from the skiing culture. "The first most important word to develop was what to call the practice of snowboarding. Snowboarders quickly were known to 'shred the mountain' " (Heino, 2000, p.180). Snowboarding coined some of its vocabulary from skateboarding and surfing, but also developed much of its own vocabulary. Snowboarders ride the fresh 'pow pow' (powder), while 'hitting' (jumping) a jump, and riding 'switch' (ride in reverse stance). Snowboarders have constructed a unique language that highlights the differences in their practices and forms from skiing.

Snowboarding equipment allows for individual expression. Whereas skis tend to be brightly colored with limited design and little variation between the style of one ski to another, snowboards tend to feature pictures, cartoons, designs and sayings. "Skis represent professionalism, conformity and skill, whereas snowboards favor personalization over professionalism" (Heino, 2000, p. 180). Snowboards are a piece of personal expression that refers to the individual's personality as well as the resistance to the uniformity of skis (Heino).

Whereas skiers wore tight clothing in bright and flashy colors in the 1980s, snowboarders favored styles that were seen in the skateboarding culture. These outfits were extremely baggy in drab colors such as brown and olive greens (Thorpe, 2005). They were free floating and not matching, to convey an "I don't care" attitude. Large ski clothing companies started to produce clothing that conveyed the same "I don't care," image for the snowboarding population. Anderson (1999) notes that these styles were ways to establish masculinity in snowboarding. In the ski culture, skiers tend to wear tight clothing that accentuates the body, especially in women. The tight clothes allow for female skiers to appear feminine. Snowboarding's style, on the other hand, is loose and baggy even in female specific clothing, making it hard to distinguish gender (Heino, 2000).

Summary. Throughout the development of individual sports, sports have been gender specific. Strength, force, risk, speed and aesthetics have been, and are, characteristics that categorize a sport as masculine or feminine. Gender appropriate sports are also created from the sport's culture and history. Alternative sports, such as snowboarding, surfing and skateboarding, have been deemed masculine because of the relationship to their alternative cultures, where masculinity in style, speech, and behavior have been dominant. The culture that materialized within snowboarding was created by people who wanted to distinguish themselves from the already existent skiing culture. Snowboarding and its culture tend to be masculine because of the sport's risk and speed. This study will further explore the gender perceptions of snowboarding, whether or not the sport is viewed as masculine, and if males and females view themselves as equals in the sport.

Purpose of the Study

The purpose of this study was to analyze the gender perceptions in the sport of snowboarding.

Research Questions

This study attempted to answer the following research questions:

1. Do perceptions of snowboarding behavior differ by gender?
2. Is there asymmetrical conflict by gender in snowboarding?
3. Do males and females view themselves as equals in snowboarding?

Delimitations

This study was delimited to the following parameters:

1. Information on gender perceptions and recreational conflict was gathered from students at Cal Poly San Luis Obispo.
2. Gender perceptions were analyzed.
3. The data were collected during Spring of 2011.
4. Information for this study was gathered through a questionnaire.

Limitations

This study was limited by the following factors:

1. The instrument used in this study was not tested for validity or reliability.
2. Due to convenience sampling, the sample may not represent the entire population.
3. Respondents may not have been truthful in answering questions and may have

responded in a manner they deemed socially desirable.

Assumptions

This study was based on the following assumptions:

1. It was assumed that participants would respond honestly and to the best of their knowledge.
2. It was assumed that the participants were snowboarders.

Definition of Terms

The following terms are defined as used in this study:

Snurfer. The first snowboard that was created by Sherman Poppin in 1965 (Howe, 1998).

Snowboard. A flat board specifically crafted with flexible bindings attached to be ridden down a snow-covered mountain

Culture. the behaviors, attitudes, and characteristics that represent a particular group

Gender. a set of characteristics that distinguish males and female

Chapter 2

METHODS AND PROCEDURES

The purpose of this study was to analyze the gender perceptions in the sport of snowboarding. This chapter is organized into the following sections: description of

subjects, description of instrument, description of procedures, and method of data analysis.

Description of Subjects

Purposive sampling was chosen for this study to increase the range of potential subjects. The subjects of the study were chosen from the accessible population of male and female students who attend Cal Poly San Luis Obispo (Cal Poly) and identify themselves as snowboarders. There were roughly 19,325 students enrolled at Cal Poly when this study was conducted. The gender of these students was reported to be 56% male and 44% female, with a predominant reported ethnicity as Caucasian (Cal Poly San Luis Obispo, 2009). The participants of the study were both males and females 24 years of age and younger. This age group was chosen because more than 75% of snowboarders are under the age of 24 (Sisjord, 2009).

Description of Instrument

The instrument for this study was a two page self-administered questionnaire. The questionnaire consisted of two demographic items (gender and age), one semantic differential scale about gender stereotypes, one Likert scale about gender conflict, followed by one question regarding gender equality. Ten gender stereotypes were tested using a -3 to 3 semantic differential scale. The respondent was asked to choose where his or her position lies, on a scale between two bipolar adjectives. Twelve gender conflict statements were rated on a 5-point Likert scale (1=strongly disagree; 5=strongly agree). For gender equality, participants were asked about how they viewed the opposite sex in snowboarding. They were to check if they felt the opposite sex was inferior, equal, or

superior to them.

The instrument was field tested by two Cal Poly RPTA students in an upper division RPTA class. It was also pilot tested by 20 upper class Cal Poly RPTA snowboarders during the 2011 winter quarter. Participants of the pilot test had no negative comments about the survey, and therefore no items were changed to the survey after the pilot test. The instrument and procedures were submitted and approved by Cal Poly's Human Subjects Committee. The questionnaire can be found in Appendix A.

An informed consent letter was attached to each questionnaire (see Appendix B). The letter detailed the amount of time participants would need to complete the questionnaire, their ability to refrain from taking the questionnaire, the anonymity agreement, and contact information should participants have wanted to contact the researcher or Cal Poly about the survey.

Description of Procedures

An email was sent to past Cal Poly professors during the week of April 11, 2011 asking for permission to distribute questionnaires in their courses during the Spring 2011 quarter. Once permission was granted from professors, the researcher attended the selected classes to distribute the questionnaire.

The researcher asked the students to raise their hands if they identify themselves as snowboarders. The students who identified themselves as snowboarders were asked to participate in the survey. If students did not participate, the researcher told them to leave their questionnaire blank and return it with the completed questionnaires. The researcher stayed in the room and was available for questions or comments about the survey. Once the participants completed the questionnaires, the researcher collected them and thanked

the participants and the professor for their time.

Method of Data Analysis

Once all the questionnaires were collected, the researcher entered the data into a Microsoft Excel spreadsheet. To answer the research questions, various statistical analyses were calculated. The first and third research questions were answered by a semantic differential scale and a Likert scale present on the questionnaire. To test whether perceptions of snowboarding behavior significantly differed by gender, t-tests were conducted.

Chapter 3

PRESENTATION OF THE RESULTS

The purpose of this study was to analyze the gender perceptions in the sport of snowboarding. This study was conducted through a self-administered questionnaire during Spring 2011. The researcher administered the questionnaire to 92 self-proclaimed snowboarders at Cal Poly San Luis Obispo. Of the 92 respondents, 48 (52%) were male and 44 (48%) were female. The ages ranged from 18 to 24.

Gender Stereotypes

To determine gender stereotypes, participants of this study were asked to evaluate female snowboarder and male snowboarder characteristics along a semantic differential scale. Word pairs were provided and a check mark was to be placed along the continuum that best described either male snowboarders or female snowboarders. The stereotypes were tested using a -3 to 3 value semantic differential scale. Table 1 shows the total mean scores for male snowboarder stereotypes and female snowboarder stereotypes. As shown, the male stereotype that received the lowest mean score (-0.967) was “noisy.” The male stereotype that received the highest mean score (1.532) was “active.” For females, the stereotype that received the lowest mean score (-0.112) was “slow.” The female stereotype that received the high mean score was “unthreatening” (1.112).

Table 1
Mean and Standard Deviation of Gender Stereotypes

Characteristic	Mean	Standard Deviation
Male: Quiet / Noisy	-0.967	.919
Male: Polite / Rude	-0.489	.943
Male: Irresponsible / Responsible	-0.347	.988
Male: Friendly / Unfriendly	1.219	1.200
Male: Active / Laidback	1.532	1.463
Male: Discourteous / Courteous	-0.022	1.174
Male: Good / Bad	1.043	1.099
Male: Threatening / Unthreatening	0.478	1.259
Male: Slow / Fast	1.483	1.026
Male: Similar to Me / Different than Me	-0.154	1.437
Female: Quiet / Noisy	0.371	1.162
Female: Polite / Rude	0.711	.941
Female: Irresponsible / Responsible	0.955	.988
Female: Friendly / Unfriendly	0.787	1.377
Female: Active / Laidback	0.833	1.364
Female: Discourteous / Courteous	0.808	1.021
Female: Good / Bad	0.067	1.042
Female: Threatening / Unthreatening	1.112	1.335
Female: Slow / Fast	-0.112	1.016
Female: Similar to Me / Different than Me	-0.089	1.362

Gender Stereotypes by Gender

An analysis of the differences between male and female mean scores regarding gender stereotypes was conducted using a t-test. Of the 20 word pairings, significant differences were present for 8 items at a 0.05 significance level. As shown in Table 2, there were significant differences (lower than 0.05) between female and male mean scores for male stereotypes in the categories of active or laidback, good or bad, threatening or unthreatening, slow or fast, and similar or different than me. For female stereotypes, there were significant differences between means in the categories of good or bad, slow or fast, and similar or different than me.

Snowboarder Conflict by Gender

The subjects were asked to reflect on behavioral conflicts between snowboarders. Specific statements regarding conflict were stated, and participants were asked to indicate how much they agreed or disagreed with the statement. An analysis of the differences between male and female mean scores was conducted using a t-test. Of the 12 statements, significant differences were present for 3 items at the 0.05 significance level. As shown in Table 3, there were significant differences in females riding terrain parks, females giving the right away, and males being good riders. Females think that female snowboarders ride the terrain park (mean=2.88) more than males believe females ride the terrain park (mean=2.39). Both sexes stated that females tend to ride the terrain park less than males do. Males stated that female snowboarders give the right away more times (mean=3.37) than females think female snowboarders give the right away (mean=3.10).

Males and females think that females give the right away more than males do. Both males and females think that males are more out of control than females. As shown in Table 3, males received a mean score of 3.267 and females received a mean score of 2.86. Both genders also think that males tend to cut off other riders and better riders than females.

Equality in Snowboarding

To test whether snowboarders view themselves as equals in the sport of snowboarding with the opposite gender, participants of this study were asked to place a check mark if they thought the opposite gender was inferior, equal, or superior. A cross-tabulation test and chi-square test was conducted to analyze the findings. As shown in Table 4, 76.1% of males view females as inferior, 23.9% of males view females as equal and 0.0% of males view females as superior in the sport of snowboarding. Seventy-seven and half percent of females view males as superior, 22.5% of females view males as equal and 0.0% of females view males as inferior in the sport of sporting. The chi-square test indicated significant differences in

Summary

The results presented in this chapter indicate that there is gender inequality in the sport of snowboarding. It was also found that gender perceptions do vary by gender, yet there is only a small amount of asymmetrical conflict between genders. A detailed summary and a discussion of the findings will follow in Chapter 4.

Table 2
Mean and Standard Deviation of Gender Stereotypes by Gender

Characteristics	Male Mean	Male St. Dev	Female Mean	Female St. Dev	P Value
Male: Quiet / Noisy	-.94	.755	-1.00	1.078	.747
Male: Polite / Rude	-.56	1.009	-.41	.871	.439
Male: Irresponsible / Responsible	-.17	1.059	-.55	.875	.066
Male: Friendly / Unfriendly	1.38	.914	1.05	1.447	.194
Male: Active / Laidback	1.21	1.515	1.89	1.33	.025*
Male: Discourteous / Courteous	.19	1.179	-.26	1.136	.072
Male: Good / Bad	.67	.907	1.49	1.142	.000*
Male: Threatening / Unthreatening	.81	1.161	.12	1.276	.008*
Male: Slow / Fast	1.27	1.005	1.72	1.008	.036*
Male: Similar to Me / Different than Me	.42	1.252	-.79	1.372	.000*
Female: Quiet / Noisy	.50	1.329	.23	.947	.280
Female: Polite / Rude	.78	.964	.65	.923	.513
Female: Irresponsible / Responsible	.91	1.029	1.00	.951	.680
Female: Friendly / Unfriendly	.85	1.192	.72	1.563	.667
Female: Active / Laidback	.74	1.389	.95	1.344	.462
Female: Discourteous / Courteous	.91	.939	.70	1.103	.323
Female: Good / Bad	-.33	.871	.49	1.055	.000*
Female: Threatening / Unthreatening	1.26	1.32	.95	1.344	.280
Female: Slow / Fast	-.37	1.040	.16	.923	.013*
Female: Similar to Me / Different than Me	-.93	.975	.81	1.118	.000*

Table 3
Snowboarder Conflict by Gender

Conflict	Mean	St. Dev	Male Mean	Male St. Dev	Female Mean	Female St. Dev	P Value
Female: Cut Off Others	2.570	0.624	2.50	.587	2.65	.662	.269
Male: Out of Control	3.267	0.789	3.30	.695	3.23	.891	.644
Male: Good Riders	3.593	0.886	3.70	.756	3.48	1.012	.252
Female: Announce When Passing	2.721	0.714	2.67	.732	2.78	.698	.514
Male: Give Right Away	2.174	0.672	2.28	.655	2.05	.677	.110
Female: Ride Terrain Park	2.616	0.770	2.39	.906	2.88	.463	.003*
Male: Cut Off Others	3.674	0.622	3.70	.662	3.65	.580	.736
Female: Give Right Away	3.244	0.631	3.37	.488	3.10	.744	.048*
Male: Announce When Passing	2.802	0.779	2.93	.800	2.65	.736	.091
Male: Ride Terrain Park	3.814	0.790	3.85	.868	3.78	.698	.672
Female: Out of Control	2.860	0.754	2.93	.904	2.78	.530	.330
Female: Good Riders	2.988	0.497	2.83	.529	3.18	.385	.001*

Table 4
Equality in Snowboarding

			Sex	
			Male	Female
Equal	Inferior	Count	35	0
		% Total	100%	0%
		% Within Sex	76.10%	0%
	Equal	Count	11	9
		% Total	55%	45%
		% Within Sex	23.90%	22.50%
	Superior	Count	0	31
		% Total	0%	100%
		% Within Sex	0%	77.50%

Chapter 4

DISCUSSION AND CONCLUSIONS

The purpose of this study was to analyze the gender perceptions in the sport of snowboarding. This study helped determine gender conflict and gender stereotyping among snowboarders. This concluding chapter will include the following: a summary of the study, a discussion of the findings including limitations, conclusions based on the research questions, recommendations, and future research.

Summary

When snowboarding was first created in 1965, the sport quickly became popular by people who wanted a change from skiing. Snowboarding was new, extreme and a way for snowboarders to differentiate themselves from their parents. Youth were immediately drawn to the new sport. The young sport emerged aside the already existing sport of skiing. Instead of aligning with the ski culture, snowboarders looked to the surf and skateboarding culture for behavioral norms. Snowboarding's cultural roots were gained from these existing cultures' fashion, language, and etiquette.

Since the sport first originated, snowboarding has been dominated by males. It has been assumed that this was caused by the sports relationship to alternative cultures, where masculinity in style, speech, and behavior generally excel, or its establishment and creation by males.

During Spring of 2011, data were collected using a self-administered survey to test gender perceptions in the sport of snowboarding. Gender stereotypes were analyzed using a semantic differential scale and gender conflict was analyzed using a Likert scale.

The data were tabulated and analyzed by mean score and standard deviation using Microsoft Excel. A t-test was conducted to determine significant differences in male and female scores.

The findings indicate that there is gender inequality in the sport of snowboarding. The majority of males and females viewed females as inferior in snowboarding. No male or female respondents viewed females as superior snowboarders. It was also found that gender perceptions do vary by gender, yet there was only a small amount of asymmetrical conflict between genders found. Males and females viewed male snowboarders as ruder, more irresponsible, and noisier than female snowboarders. Males tended to view themselves more positively than females view male snowboarders. Females thought that male snowboarders have poorer snow etiquette than males thought male snowboarders have.

Discussion

The findings reveal that gender inequalities exist in snowboarding. When assessing snowboarding stereotypes of both genders, male and females have differing perceptions. In general, both females and males view male snowboarders as more noisy, irresponsible, and discourteous than female snowboarders. However, females view male snowboarders as being noisier than male snowboarders view themselves. This is also the case regarding irresponsibility and discourtesy. These beliefs may be caused by conflicts on the mountain. Issues such as getting cut off, being out of control, and not announcing when passing, are prevalent on the slopes. Females and males both believe that in

general, males have poorer slope etiquette than females. However, females believe that males have poorer etiquette on the mountain than males believe.

Although the findings for conflict are not exceptionally high, conflict is still present and common. At resorts there is little to educate guests of the proper snowboard and ski etiquette besides small, posted etiquette signs. To help promote proper etiquette, lift operators should remind guests about responsible snowboarding. The constant reminder and education of how to respect other snowboarders will help reduce conflict. Another method of proper snowboard etiquette education is to have in-group volunteers or hosts encouraging appropriate behavior. In a study by Hendricks, Ramthun and Chavez (2001) that examined the effects of different sources of messages on mountain bikers' compliance with trail etiquette, it was found that messages from in-group sources are more effective than messages from out-group sources. The study shows that in-group volunteers such as mountain bikers who contact other mountain bikers have a higher success rate at promoting appropriate etiquette. In order to produce better snowboarding etiquette, which will reduce snowboarding conflict, volunteer snowboarders should be placed throughout a resort to encourage appropriate behavior. Snowboarder etiquette volunteers will likely be more effective and useful than skier etiquette volunteers in creating compliance.

Another factor that creates conflict between male snowboarders and female snowboarders is the idea of gender equality. In society, where men and women are created equal, ironically, there is a great amount of gender inequality in the sport of snowboarding. The findings indicate that the majority of male respondents view female snowboarders as inferior snowboarders and male respondents do not view female

snowboarders as superior. The majority of female respondents agree with the male respondents and view themselves as inferior to male snowboarders. There are no female respondents that state female snowboarders are superior to male snowboarders.

To help males and females realize that females can be and are equal, mixed gender events with mixed gender competitions should be instituted. Co-ed races will demonstrate the skills that complement each gender and will create a better understanding of strengths each gender contributes to snowboarding. The races will create healthy competition between genders, which will show that males and females can compete at the same level. Another way to promote equality is to create more recreational co-ed snowboarding teams. Being part of something bigger than themselves may promote unity and equality between genders. Being part of a team may create camaraderie and help both genders view each other as equals.

There are some limitations must be taken into account in the study. Respondents may not have been truthful in answering questions on the questionnaire. They may have responded in a manner that they deemed socially desirable. Also, the study does not represent the entire population because the data were found through convenience sampling.

To gain a better understanding on gender perceptions in snowboarding, this study should also be conducted at a ski and snowboard resort. Because this study was conducted on a college campus, there was little diversity in ages of the subjects. Researching this topic at a snow resort will also yield a more accurate description of the population. Limitations such as social desirability, may still be present when data is conducted at a resort.

Conclusions

Based on the findings in this study, the following conclusions are drawn:

1. There is gender inequality in the sport of snowboarding.
2. Male snowboarders view themselves more highly than female snowboarders view them.
3. There is not a great deal of conflict among snowboarders.

Recommendations

Based on the conclusions of this study, the following recommendations are made:

1. Resorts should implement in-group methods of informing snowboarders of the proper etiquette.
2. Snowboarding events should have mixed gender competitions to promote equality.
3. Co-ed snowboarding teams should be created to help snowboarders view each other as equals.
4. This study should be performed at a snow resort.

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APPENDIXES

Appendix A

Questionnaire

Appendix B

Informed Consent Form

Informed Letter of Consent

INFORMED CONSENT TO PARTICIPATE IN SPECIAL EVENT RESEARCH

A research project on snowboarding is being conducted by Chelsea Modlin as a senior project in Recreation, Parks and Tourism Administration under the direct supervision of Dr. Bill Hendricks. The purpose of this research is to assess gender perceptions in snowboarding.

You are being asked to take part in this study by completing an questionnaire. Your participation will take approximately 2-4 minutes. Please be aware that you are not required to participate in this research, and you may discontinue your participation at any time without penalty. You may omit any items you prefer not to answer.

There are no risks anticipated with participation in this study.

Your confidentiality will be protected in the reporting of data.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Chelsea Modlin at chelsea.modlin@yahoo.com or 805-432-9439. If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Cal Poly Human Subjects Committee, at 756-2754, sdavis@calpoly.edu, or Dr. Susan Opava, Dean of Research and Graduate Programs, at 756-1508, sopava@calpoly.edu.

If you agree to voluntarily participate in this research project as described, please indicate your agreement by proceeding to the next page and completing the questionnaire. Thank you for your participation in this research.