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Perceptions About RollerSoccer Youth Programs

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Running Head: Perceptions about RollerSoccer Youth Programs

PERCEPTIONS ABOUT ROLLERSOCCER YOUTH PROGRAMS

IN THE SAN FRANCISCO, BAY AREA

Is there a demand for this new youth sports program?

By

June Solomon

Master's Project

University of San Francisco

May 20th, 2009

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Dedication

This Master's Project is dedicated to my mother Sheila Solomon and my husband Zack Phillips. My mother has helped shape me into the woman I am today. Her courage, faith and perseverance have been unwavering throughout difficult times. Having similar traits has strengthened me when this project seemed interminable. To Zack, my creative husband, for all his love, support, and patience throughout this entire venture. He has made this time in my life a truly memorable experience. They have helped me stay positive, motivated and determined in achieving this significant milestone.

Abstract

The purpose of this research was to investigate the demand for structured RollerSoccer Youth Programs and to examine the perceptions about this type of Program. The market for RollerSoccer is untapped and unrepresented in the world of sports. To date, there are no articles about the development of RollerSoccer Youth Programs or scholarly work on marketing the emerging sport of RollerSoccer. The RollerSoccer International Federation (RSIF), the governing body for this fast-paced, high scoring hybrid sport aims to expand its reach to youth in diverse communities by developing this sports initiative.

Three hundred and ten youth participants from selected schools in the San Francisco, Bay Area were chosen for the *Youth Participation in Team Sports* survey. The study consisted of both quantitative and qualitative data collected during a 10-week period. Eighty-seven percent (n=271) of youth (male and female) participants completed the surveys. Qualitative data was collected from in-depth interviews with four stakeholders.

The results of the survey revealed that Youth (male and female) are more likely to play RollerSoccer than to skate for any other reason. Of the 200 youth (male and female) that never or rarely skate, 57.5% (n=115) are somewhat, more likely or very likely to try RollerSoccer. Results of the qualitative data suggest

that there is a high probability that stakeholders would be willing to add RollerSoccer Youth Programs to their current schedule. These findings are interpreted and discussed. Finally, the results may indicate that the creation of RollerSoccer Youth Programs could be successfully implemented in the San Francisco, Bay Area.

“The great thing in this world is not so much where we are, but in what direction we are moving.”

-- Oliver Wendell Holmes

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I. Introduction

Statement of Problem

The major problem that exists for a relatively new sport called RollerSoccer is the lack of a significant number of youth participants. The main purpose of this study is to assess the demand for the innovative¹ RollerSoccer Youth Program (RSYP) and to discover youth perspectives about this type of Program in the San Francisco Bay Area. This study addresses relevant questions related to the creation of RollerSoccer Youth Programs, identifies barriers to growth, and discusses future development.

In order for something to grow, a seed or idea must first be planted and nurtured over time. It is likely, that all sports first started out as small, little known forms of play that grew over time because of increased player awareness, participation and the organization of formalized leagues or amateur clubs. The development of a new sport starts at a grassroots level and can grow into a popular, well-known sport through implementation of various methods including marketing, promotion, and persistence, to name a few. The formation

¹ The challenge of how to predict the market demand for an innovation prior to its introduction in the market, i.e. when there is little or no data available - is one of the main challenges facing the forecasting community (Langley et al., 2009).

of RollerSoccer Youth Programs will attract young people from diverse ethnic and socioeconomic backgrounds who want to choose an alternative sport that is an action sport, but still addresses the fundamental benefits of a traditional sport such as team building, and most importantly fun. For the purpose of this study, youth is defined as individuals between the ages of six to eighteen. The goal of this study was to increase player participation in RollerSoccer and sports in general.

Introducing the sport of RollerSoccer to the mix of mainstream and non-mainstream sports will add another selection for youth. Since RollerSoccer combines skating with a more conventional sport, soccer, individuals who are looking for an unconventional team action sport that incorporates inline skating or a new sport would be attracted to RollerSoccer. In addition, individuals who are more solitary or not engaged in team sport might find RollerSoccer a perfect fit. Through the introduction of RollerSoccer Youth Programs (RSYP), youth, males and females, will be more likely to participate in physical activity such as RollerSoccer. The RSYP hopes to change negative perceptions of inline-skating by ensuring an individual's safety is insured in a safe, healthy and a social activity. Because the sport of RollerSoccer has a relatively low youth participation rate, the sport needs to be marketed to that specific target market,

male and female youths between the ages of 6-18. This is the first practical step in the marketing of RollerSoccer.

Research Questions

The purpose of this study was to ascertain youth perceptions about RollerSoccer Youth Programs in the San Francisco, Bay Area (Appendix A). This study also investigated stakeholder level of interest in RSYP. The following in-depth interview questions were asked of the stakeholders (the YMCA, Boys and Girls Club (BGC), Jamestown Community Center (JCC), and (SFRPD) San Francisco Recreation and Park Department) who play a vital role in the development and implementation of youth sports programs.

1. What are the steps needed to start a new youth sports program?
2. Is there room for a new youth sports program?
3. Is there a need for a new youth sports program?
4. Who is in charge of approving youth sports programs?
5. How are youth sports programs organized?
6. What is the current schedule of your youth sports programs?
7. Are there any mixed (boys and girls) youth sports programs available?
8. Have you heard about a new team sport called RollerSoccer? If, so, where?

9. Do you think there might be an interest in RollerSoccer Youth Programs at your school/CBO/ recreational facility?
10. Do you have any concerns regarding RollerSoccer Youth Programs, and what are your thoughts regarding this new sport?

History of RollerSoccer

RollerSoccer, the name says it all, is soccer on skates. Putting soccer on wheels creates a fast-paced, high scoring, team sport. Most participants have prior inline or roller skating experience; however the fan base is much more diverse including supporters of the “beautiful game” (soccer), action sports, and, of course, skating. The creator of this unique, hybrid sport is Zack Phillips who in 1996, founded the RollerSoccer International Federation (RSIF) whose mission is to promote, develop and govern RollerSoccer, thereby facilitating the best possible experience for players, fans, and stakeholders worldwide at youth, adult, and professional levels by encouraging, informing, and administering the sport. The RSIF is the worldwide governing body for the sport of RollerSoccer.

The RSIF’s goal is to build RollerSoccer sporting communities that include youth leagues and after school programs by encouraging children to be active in a fun, team focused environment. The city of San Francisco is the launch site for this initiative because the sport of RollerSoccer was born on the streets of San

Francisco's Golden Gate Park in 1995, it is likely that a similar model can be applied for other cities nationwide and globally.

RollerSoccer offers new and current skaters, non-skaters, soccer players, non-soccer players an innovative sport that is fun, challenging and competitive. RollerSoccer allows mixed gender teams at all levels – from recreational to the highest level of international competition. According to Schmalz and Davidson (2006), boys and girls who participate in cross-gendered and gender-typed sports experience higher physical self-concept than boys and girls who participate only in gender-typed sports. Solmon et al. (2003) found that college-aged women who perceive a sport as gender-neutral also may impact perceptions of ability (Hardin & Greer, 2009).

RollerSoccer is a grassroots sport that has grown since its inception largely due to the creator, who has travelled internationally to over 30 countries promoting the sport and has been featured on television in 150 countries. Although the sport continues to grow due in part to the internet and Phillips' cross-promotion work in the soccer world, a cohesive marketing strategy is needed for RollerSoccer to be considered a prominent, popular sport. Reaching the youth of today is critical to RollerSoccer's future.

Definition of Terms

Action Sports - Bennett (2003) states sports which are not mainstream or traditional and often include risk, danger, or unconventional rules and/or techniques.

In-depth interviews - provide the best opportunity to find out what someone else thinks or feels, and perspectives are given with little influence as possible from the researcher (Bouma & Ling, 2004).

Inline skating – use of skates that have three, four or five wheels arranged in a single line. Recreational skates usually have a brake on the rear of the skate for stopping but this can be removed to learn advanced stopping skills.

Perception – Perception is defined as the process by which an individual selects, organizes and interprets stimuli into meaningful and coherent pictures of the world (Hung, 2008).

Primary versus Secondary Research- Primary research entails research done by collecting data directly from research subjects versus secondary research which relies on data collected from original researchers (Abrams, 2006).

Quantitative data- includes closed-ended information such as that found on attitude, behavior, or performance instruments (Creswell & Clark, 2007).

Qualitative data - consists of open-ended information the researcher gathers through interviews with participants (Creswell & Clark, 2007).

RollerSoccer – is defined as soccer on skates, a sport characterized by the participant² wearing inline skates, preferably, but quad skates can also be used.

Soccer (association football) – Rote, (1978) said the word “soccer” was not coined until the 1880s. Presently it is called football, except in the United States.

Stakeholder theory³ - customers, investors, shareholders, employees, suppliers, government agencies, the communities and any others who have a "stake" or a claim to some aspect of a company's products, operations or outcome.

Triangulation – the use of multiple methods, sources of data, theories or researchers to enhance validity (Gratton & Jones, 2004).

Youth Sports Programs - any non-school sponsored athletic programs that provide opportunities for youth to participate in athletics (Schones, 2008).

Youth –refers to both male and female participants, ages 6 through 18 years old.

² Note: Participants are trained in various stopping techniques to play RollerSoccer, and it is best that there are no braking apparatus attached to the skate.

³ www.answers.yahoo.com/question/index?qid=20061011174156AAIYGuE

II. Literature Review

In an attempt to increase the youth participation in sports classified as trendy, like inline skating, Letscher (1997) proposed the longer-term potential for this rapidly growing sport could be gauged using a proprietary approach developed more than 15 years ago and used to evaluate the potential for many different products and services. This approach asked several common-sense questions, the answers to which can accurately predict the long-term potential of a new development in the consumer marketplace. The rationale was for many sports activities, teens and young adults are key groups. If stakeholders adopt an activity wholeheartedly, it has a better chance of going the distance (Letscher, 1997).

This concept of adopting a new product was echoed by Hauser et al., (2006), The Bass model expressed the adoption of a new product as a function of spontaneous innovation of consumers (due to unmeasured external influence) and cumulative adoptions to date (due to unmeasured word of mouth). According to a 2008 National Council of Youth Sports (NCYS) examination on trends and participation in organized youth sports, the most effective method of recruiting new participants was by word of mouth; the second was the organization's website. This report revealed an increase in youth sports participation levels rose from 38,359,845 in 2000 to 44,031,080 in 2008, a 15%

increase. Of the youth participants, 66% were boys and 34% were girls in 2008, a three percent increase for boys from 2000, but a three percent decrease for girls from 2000.

Sabo and Veliz (2008) revealed that girls entered sports at a later age than boys, and this may have contributed to a greater likelihood that they would drop out of sports in middle school. On the other hand, while the number of youth involved in organized sports programs is impressive, the opportunities to engage in sports programs remain unequal across gender and social classes (Seefeldt & Ewing, 1996). Koivula (1999) identified that male and female individuals have different motives for participation and therefore often partake in different types of physical activities. Wheaton argues that action sports offer possibilities for more progressive ideas about gender, that action sports are emphasized both high risk (masculine) but also aesthetic (feminine) and they are also non-contact (Hardin & Greer, 2009).

Ryan (2008) noted the motivation for youth participation in “action sports” is due to influence of friends doing it or youth leaving more established sports to try newer action sports – they are youth-oriented and unconventional individuals. Researcher Davis believed the biggest opportunity to increase participation is to get those individuals classified as “inactive” participants to embrace the sport (Ryan, 2008). Benefits of participation in youth sports

programs, including health in general, with attention focused on innovative and unique sports-based youth development programs are cropping up across the country, according to Perkins (2007).

Once called an innovative sport, inline skating has also been perceived as an “action sport” with significant statistics 21.9 million participants in mid-90s to 10.8 million participants in 2007, yet it is still ranked the number one action sport (Ryan 2008). For the evolution of any new idea, there has to be extensive research to identify the target market, trends, and demographic area (Abrams, 2003).

Innovation, the process of bringing new products to market, is one of the most important issues in business research today (Hauser, 2006), and it is difficult to predict if the market will be receptive (Abrams, 2003). A method suggested by Martelaer (1999), was a perception survey⁴, in which the “interest of human experience” stood central, was a necessary needs assessment when introducing a new sport. Other scholars suggested using three instruments to gather information on consumers’ perceptions of service quality, attitudinal loyalty, and behavioral loyalty in Taiwanese recreational sport/fitness clubs

⁴ The WSF commissioned Harris Interactive to complete a school-based survey of youth drawn from a random selection of approx. 100,000 public, private and parochial schools in the U. S. The school-based survey method yields highly reliable results. In addition, phone interviews were conducted with a national cross-section of 863 randomly selected parents of children in grades 3 through 12. (Sabo, D., and Veliz, P., 2008).

(Chia-Ming, 2002). Hardin & Greer's (2009) perception⁵ survey assessed gender typing of fourteen sports of interest which included new-genre action sports that had not been sex-typed in previous studies.

Some companies may not have the funds to undertake extensive market research, but even a small amount of analysis can help gauge the receptivity of a particular market to your idea (Abrams, 2003). Langley et al reported that consumer researchers measured the reaction of potential customers to product concepts and thereby tried to estimate the future demand for the final product (Morwitz et al., 2007; Franke et al., 2006; Moore, 1982). Understanding customer needs and developing products that meet those needs are essential for innovations - such as RollerSoccer - to be successful (Hauser, 2006).

It is a challenge for every sport, whether mainstream or non-mainstream to attract participants, especially to get individuals away from the computer - the secret is getting the inactive going Ryan (2008). Hill and Turner (2007), found in today's high-tech electronic age where many youth turn to video games and television for fun and even exercise, the challenge lies in getting them outdoors, physically active, and having fun. Many of today's youth suffer from obesity and other health related problems, such as diabetes. Cavallini et al., (2007)

⁵ Although many (young) people believe that participation in (a particular) sport is a personal choice, the results suggest that gendered and racial/ethnic normative images still structure sport involvement (Elling and Knoppers, 2005).

remarked that the sedentary lifestyle of American youth is the result of the modern changes in culture, and the incidence of overweight children and teens (ages 6-19) in the United States tripled between 1980 and 2002 and rose to 17.1 percent, in 2003-2004. Cohn (2008) reported Johns Hopkins University researchers said regularly skating, Rollerblading and biking increased children's chances of fighting the flab as they grow.

The growth of soccer and cricket has been researched regarding how they were perceived in the early stages of the sports development (Rote, Jr & Kane, 1978; Cohn, 1991; Chatterjee & Lehmann, 1997; Kaufman & Patterson, 2005). Cricket was "popularized" by cultural entrepreneurs looking to get and keep spectators and athletes interested in the sport which was perceived as overly "orderly behavior" by Americans; nevertheless, Americans were attracted to other sports that made similar demands of players, such as tennis and golf (Kaufman & Patterson, 2005).

Similarly, Rote (1978) stated, the perception of the early beginnings of soccer was that it was a very rough game, and was not even considered a team sport. Although the Roman Empire helped expand the sport of soccer, the sport evolved into a series of mini-wars between villages, causing King Edward II, Edward III, and the Richard II to ban the sport – and the end of association football's official illegality came when Charles II openly encouraged the game

(Rote, 1978). Currently, especially with the success of the American women's soccer team and the popularity of figures like Mia Hamm, Pele and Beckham, the sport is viewed positively by both women and men.

Most researchers addressed ways of marketing new products, perceptions of sports, and instruments used to gather information. The goals included the ability to measure youth perception by implementing a variety of research methods. Hauser (2006) identified a variety of disciplines which addressed various aspects of innovation; three key disciplines include product development, marketing, and strategic management. Furthermore, Abrams (2003) reported that gathering particular information that is specific the market or new product is critical to the future growth of any business plan.

III. Methodology

Design of the Study

The primary purpose of this study was to examine the demand for the development of RollerSoccer Youth Programs (RSYP) in the San Francisco, Bay Area. Perception surveys⁶ (Appendix A) and in-depth interviews (see page 4) were designed and utilized to conduct the research. Three respondent groups included in the research were youth and stakeholders. To achieve the objective of this study, a triangulation mixed methods design was implemented to gather data.

The objective of utilizing a triangulation mixed methods design was to ensure the validity of the respondents' answers and collect extensive and thoughtful responses to research questions. Mixed methods research involves both collecting and analyzing quantitative (survey) and qualitative (interviews) data (Creswell, 2007). This type of mixed method design used different but complementary data collected on the same topic. The reason for collecting both and types of data is to bring together the strengths of both forms of research to validate results (Creswell, 2007).

⁶ Research about the efficacy of different styles and usages of surveys with children is relatively scarce, especially, when children are asked to contribute opinions, and studies that examine the validity and reliability of the children's responses are rare (Read, 2007).

Independent Variable - the independent variables in this study were the respondent groups. The two respondent groups were the youth and their parents.

Dependent Variable –the dependent variables in this study included: (a) the perception of participation levels of middle school respondents in RollerSoccer Youth Programs; and (b) the perceived degree of participation in RollerSoccer, compared to other team sports.

Participants

Youth

Students from two selected schools, grades six through eight were approached for this study. A total of 271 students participated, of which 126 were male and 137 were female [Table 1]. San Francisco Day School (SFDS) students consisted of 83 male participants and 75 female participants, and students from Claire Lilienthal School (CLS), 43 male participants and 62 female participants. Five of the SFDS students and three students at CLS did not specify their gender. The mean age was 11.83 years (SD = 1.21) for the entire sample. For males, the mean age [Table 2] was 11.87 years (SD = 1.23), and for females 11.8

(SD = 1.19). Initially, to gather data from a cross-section of schools, principals and athletic directors were randomly selected. Emails were sent out with a detailed explanation of the purpose of the survey. Within one week following the initial emails, a follow-up phone call was made to each contact. If no there was no response, the researcher selected other schools, randomly.

Table 1

Location where survey was taken *** Your Gender**

Crosstabulation

Count

		Your Gender		Total
		Male	Female	
Location where survey was taken	SF Day School	83	75	158
	Claire Lilienthal School	43	62	105
Total		126	137	263

Table 2

Youth Report

Your Age

Your Gender	Mean	N	Std. Deviation
Male	11.87	126	1.229
Female	11.80	137	1.189
Total	11.83	263	1.206

Stakeholders

A total of four individuals made up the sample group. One each for each organization, the YMCA, Boys and Girls Club, Jamestown Community Center, and San Francisco Recreation and Park Department. They were first contacted by

phone and then by follow-up e-mail. The e-mails explained the purpose of the study in more detail, whereas, the phone calls provided sufficient information to receive a favorable response. Program directors are important stakeholders in youth sports programs because they provide a valuable service to the community.

Instrumentation

For the purpose of this study, the youth survey, *Youth Participation in Team Sports*, was developed by the researcher based upon review of similar surveys and feedback from professionals in the academic field. Permission to conduct this study was received from the University of San Francisco's (USF) Sport Management (SM) Master's Project Professor. The survey instrument and methodology were approved by the USF SM Master's Project Advisor on behalf of USF's Institutional Review Board for the Protection of Human Subjects (IRBPHS). To cover the essential basics of the survey and reduce error, a checklist for pilot testing was given to the test group (Appendix B) of youth. The purpose of the study was explained with assurance of complete anonymity and minimal schoolwork disruption (Creswell & Clark, 2007). Prior to distributing the survey at schools, school officials and students were again informed that survey participation was anonymous was voluntary.

The youth survey consisted of 15 questions, six (1, 4, 5, 6, 7, and 11) of which were on the 5-point Likert scale. Anchors ranged from '1' (Not likely) to '5' (Very likely); '1' (Never) to '5' (Frequently); '1' (Not much) to '5' (Very much). Out of the 15 questions, three were ranking questions (3, 9 and 10), and one open-ended question. Other questions (2, and 8) were coded to assist in statistical analysis.

Validity

Face and content validity are two important components to survey research. Face validity is a casual measure of a survey's accuracy, usually assessed informally by non-experts (Schones, 2008). Does your method appear appropriate to measure what you want to measure at first glance? The high number (271) of participants suggests this survey has high face validity (Gratton & Jones, 2004). Whereas, content validity is similar to face validity except that it refers to the initial assessment from an expert's point of view (Gratton & Jones, 2004).

Reliability

Reliability of this survey was enhanced through a standardized interview schedule, maintaining a consistent interviewing environment, and recording the interviewees' permission (Gratton & Jones, 2004).

Procedures

The youth survey (Appendix A), *Youth Participation in Team Sports* was presented to youth at local schools, and in-depth interview questions (page 4) were asked of stakeholders from local community based organizations. To maximize time and minimize potential inaccuracies, the researcher printed the youth surveys and delivered them to the respective schools stating the purpose, completion time, anonymity and voluntary aspect of the survey. To reduce the potential for error the surveys included zip code.

To ensure appropriate procedures were in place to survey youth in schools, the commissioner of Athletics for the San Francisco Unified School District (SFUSD) was contacted by the researcher. He was referred by her Master's Project Professor and contact was made through emails. The commissioner was willing to distribute surveys to schools' athletic directors and suggested the researcher contact individual schools' athletic directors to obtain a better response rate. Athletic directors SFUSD were contacted first by email, and then follow-up phone calls and emails.

Phase 1

Schools that participated in the study were not randomly selected, due to time constraints and poor response from athletic directors and school officials

from the original six randomly selected schools in the SFUSD. Surveys were distributed at two schools because of personal contacts. These two schools were coded differently for easy differentiation for data analysis. One school was a private institution, San Francisco Day School (SFDS), and the other, Claire Lilienthal School, a public.

Phase 2

The first school surveyed, San Francisco's Day School, was selected due to the fact that the athletic director was referred by her Master's Project Professor. Preliminary contacts were made by phone and then emails. The emails gave a detailed description of the purpose of the survey and the researcher's objective. The anonymous and voluntary aspects of the surveys were pointed out by the researcher. During an in-person meeting, a copy of the youth survey was given for review to the athletic director, and after the meeting approval was given. A scheduled day and time was set to distribute the survey to students at San Francisco's Day School, a private school.

The sample group of students ranged from grades six through eight and was surveyed in assembly at eight o'clock in the morning. A two minute presentation was given by the researcher, followed by a live demonstration of RollerSoccer performed by Zack Phillips, the creator of RollerSoccer. Physical

education and home room teachers distributed the surveys. The surveys were completed in approximately five minutes, during regular school hours. Since there was extra time, teachers encouraged the sample group to ask questions. The survey was completed and collected.

Phase 3

The second school surveyed, Claire Lilienthal School, was selected because the researcher was acquainted with the principal. On the chosen day a brief presentation was made by the researcher and a live demonstration of RollerSoccer by Zack Phillips. Youth from grades five and six were assembled in the school auditorium. The sample group viewed the RollerSoccer demonstration and then each student completed a survey, after which, they were encouraged by the principal to ask questions.

Phase 4

This phase consisted of in-depth interviews, consisting of ten questions (see page 4), with sports directors in order to illicit their opinions regarding the incorporation of RollerSoccer into their programs. The first in-depth interview was with the Jamestown Community Center's Sports Director, then the Treasure Island YMCA Co-coordinator, followed by the Boys and Girls Club, Clubhouse Director, and finally the San Francisco Recreation and Park

Department. Face-to-face interviews took between forty minutes and one hour to complete.

The purpose of the semi-structured interviews was introduced beforehand via email, to potential respondents. Each interview was face to face in the director's office or via telephone, if the former was not possible. All face to face respondents gave permission to be recorded which consisted of primarily ten questions. According to Gratton and Jones (2004), recording the interviews allowed more rapport to develop, which might have resulted in more information divulged from the respondent. Telephone interview respondents were not recorded because disadvantages associated with the telephone and the difficulty of recording without specialized equipment (Gratton & Jones, 2004). Interviews were completed in fifteen to twenty minutes and audio- tapes were manually transcribed later.

IV. Data Description

Data collection procedures included (a) surveys of youth stakeholders at private and public schools and (b) in-depth-interviews with adult stakeholders from the YMCA, Boys and Girls Club (BGC), Jamestown Community Center (JCC), and San Francisco Park Department and Recreation (SFRPD). Both types of data were collected over a 10-week period. Data collections began in March at San Francisco Day School and Claire Lilienthal Middle School in April. Each in-depth interview consisted of the same ten questions (see page 4), some of which were open-ended questions and which were not asked in any specific order. To maximize the validity of the data obtained from the interviews, all subjects were made aware of the confidentiality (Gratton & Jones, 2004) and two suggestions were made:

1. Ensure that the subject is aware of the confidentiality of the interview.
2. Structure the interview so that a range of questions may be asked on areas that may cause concern in terms of validity.

V. Analysis

Data were double-entered into a Microsoft Excel database and statistical analyses were performed using SPSS 17.0 software. Data produced from the surveys were summarized descriptively as frequencies, means, and standard deviations. Crosstabs and regressions analyses were used to test hypotheses. Gratton and Jones (2004) report regression analysis between two variables effectively calculates a 'best fit line.' Separate models were tested for the sport and domains. All missing data were handled using listwise deletion. Subgroup comparisons were also made using t-tests in order to assess basic hypothesized differences between subgroups (Sabo & Veliz, 2008).

Note: Regression Analysis is included in Appendix E.

VI. Results

Youth Survey

The survey was presented to 310 students immediately after they observed a live RollerSoccer demonstration. Two hundred and seventy one students responded resulting in a response rate was 87.4%. Academic research typically sets 20% as an acceptable response rate in order to avoid non-response bias (Westfall, 2006). The survey (see Appendix A) included questions related to demographics, scales of likelihood, multiple selections and ranking. The four key scale questions were:

Q01: How likely are you to participate in team sports?

Q04: How often do you roller skate or inline skate?

Q06: How likely are you to try a new sport?

Q11: How likely would you try RollerSoccer, compared to other team sports?

Table 3

Key Questions Statistics

	Mean	Std. Deviation	N
Q01: How likely are you to participate in team sports?	3.87	1.270	249
Q04: How often do you roller skate or inline skate?	1.82	.998	249
Q06: How likely are you to try a new sport?	3.60	1.043	249

Key Questions Statistics

	Mean	Std. Deviation	N
Q01: How likely are you to participate in team sports?	3.87	1.270	249
Q04: How often do you roller skate or inline skate?	1.82	.998	249
Q06: How likely are you to try a new sport?	3.60	1.043	249
Q11: How likely would you try RollerSoccer, compared to other team sports?	2.86	1.183	249

Reliability for specific constructs was analyzed. Cronbach alphas indicated acceptable reliability for descriptive statistics for a scale is presented in Table 5.

Table 4**Case Processing Summary**

		N	%
Cases	Valid	249	91.9
	Excluded ^a	22	8.1
	Total	271	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.592	.594	4

Age

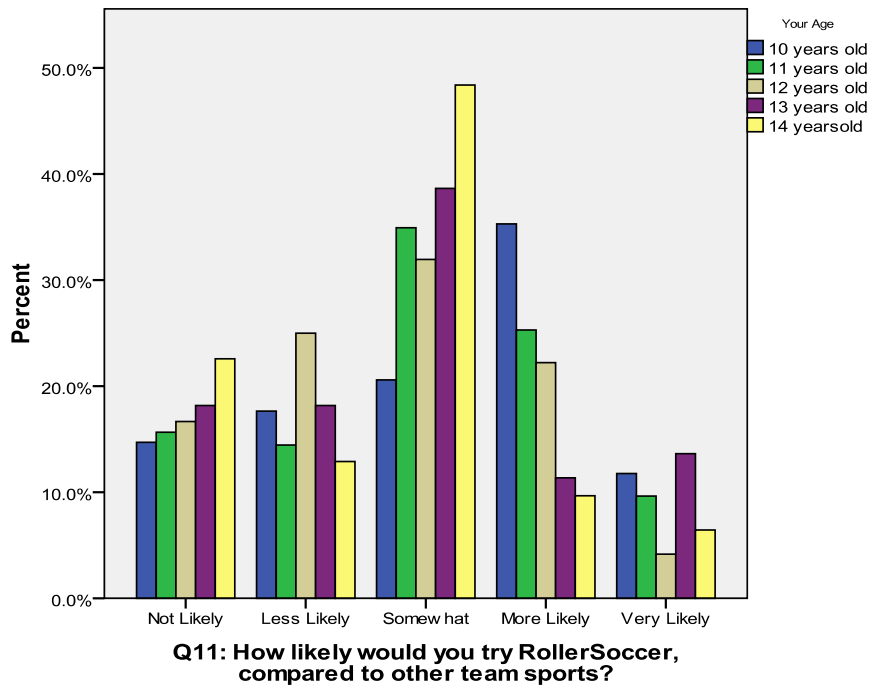
It is interesting to note that the youngest respondents (Age=10; mean=3.12) were more likely to try RollerSoccer than the oldest respondents (Age=14; Mean =2.65).

Table 6

Q11: How likely would you try RollerSoccer, compared to other team sports?

Your Age	Mean	N	Std. Deviation
10 years old	3.12	34	1.274
11 years old	2.99	83	1.194
12 years old	2.72	72	1.116
13 years old	2.84	44	1.256
14 years old	2.65	31	1.142
Total	2.87	264	1.190

Figure 1



Gender

Students of each gender are about as likely to try RollerSoccer. For females, the mean (2.81), SD = 1.16, and males, (2.9), SD = 1.24 was a predictor factor. A t-test (see Table 12, Appendix E) confirmed that gender did not have a significant impact on the average likelihood to try RollerSoccer.

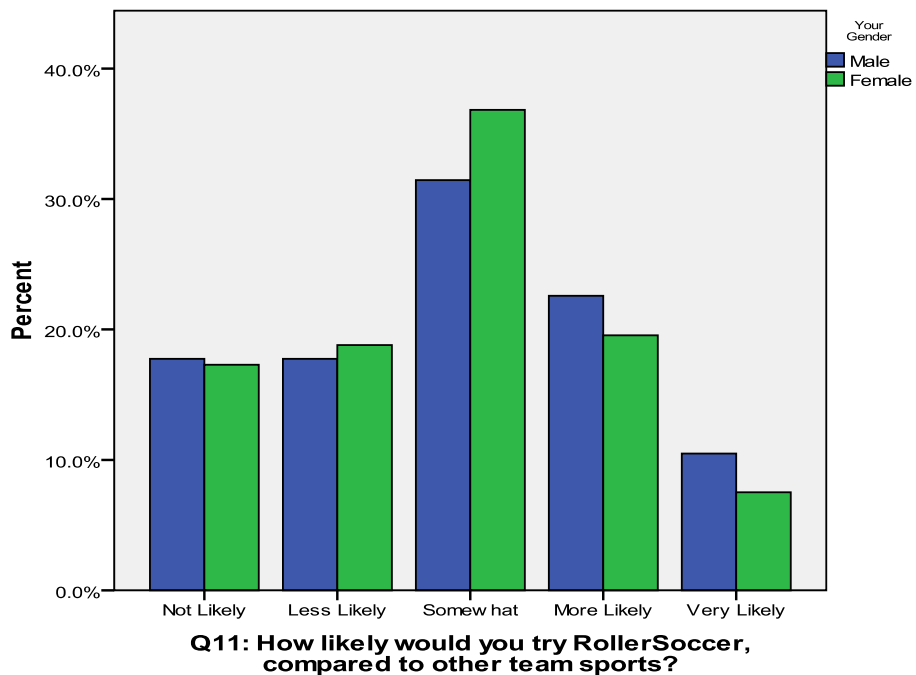
Table 7

Q11: How likely would you try RollerSoccer, compared to other team sports? * Your Gender

Q11: How likely would you try RollerSoccer, compared to other team sports?

Your Gender	Mean	N	Std. Deviation
Male	2.90	124	1.239
Female	2.81	133	1.162
Total	2.86	257	1.198

Figure 2



Private School versus Public School

Private school students and public school students are about as likely to try RollerSoccer. The survey response rate at the private school, SF Day School, was 88.9% (180 surveys; 160 responses). The response rate at the public school, Claire Lilienthal was 80% (130 surveys; 104 responses). A t-test (see Table 13, Appendix E) confirmed that the type of school (i.e. private or public) did not have a significant impact on the average likelihood to try RollerSoccer.

Table 8

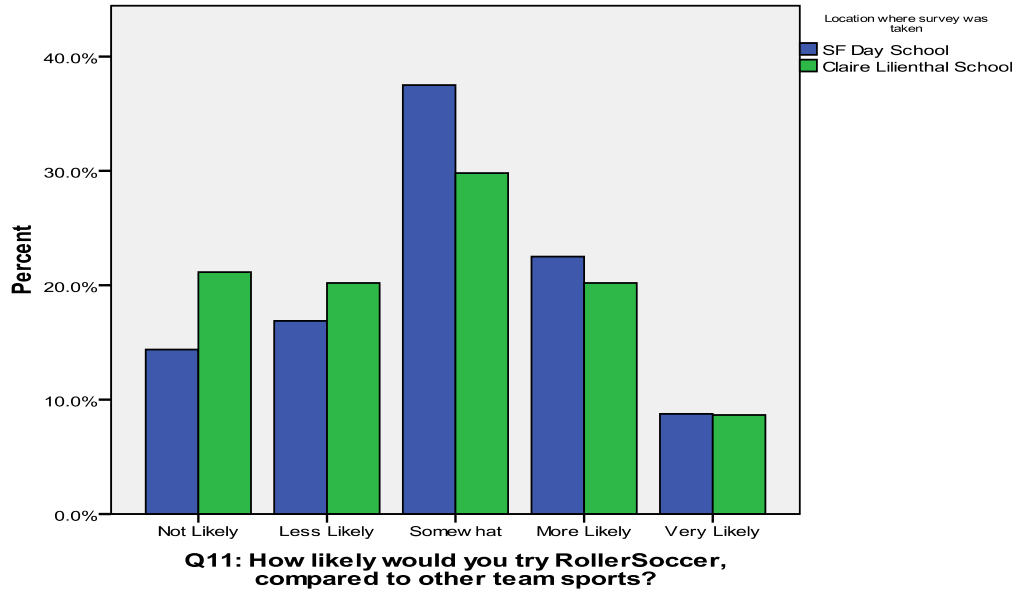
Q11: How likely would you try RollerSoccer, compared to other team sports?

*** Location where survey was taken**

Q11: How likely would you try RollerSoccer, compared to other team sports?

Location where survey was taken	Mean	N	Std. Deviation
SF Day School	2.94	160	1.151
Claire Lilienthal School	2.75	104	1.244
Total	2.87	264	1.190

Figure 3



Sports Participation

Soccer and hockey are the sporting activities which are most relevant to RollerSoccer. Soccer was the most popular sport among survey participants (n=154; mean=3.19) while ice/roller hockey was among the least popular (n=8; mean=3.88).

Table 9

Q11: How likely would you try RollerSoccer, compared to other team sports? * Q02: Soccer

Q11: How likely would you try RollerSoccer, compared to other team sports?

Q02: Soccer	Mean	N	Std. Deviation
Do not participate	2.44	113	1.195
Participate	3.19	151	1.086
Total	2.87	264	1.190

Table 10

Q11: How likely would you try RollerSoccer, compared to other team sports? * Q02: Ice/Roller Hockey

Q11: How likely would you try RollerSoccer, compared to other team sports?

Q02: Ice/Roller Hockey	Mean	N	Std. Deviation
Do not participate	2.84	256	1.173
Participate	3.88	8	1.356
Total	2.87	264	1.190

Two variables (soccer interest and skating ability) representing motive and athletic ability, contributed to the likelihood that youth, male and female would try RollerSoccer.

(Note: Table 14 in Appendix E shows a Case Summary similar to Table 11)

Table 11

Case Summary: Gender+ Soccer = Likely to Skate or Likely to Try RollerSoccer

Your Gender	Q02: Soccer		Q04: How often do you roller skate or inline skate?	Q11: How likely would you try RollerSoccer, compared to other team sports?
Male	Do not participate	N	49	48
		Mean	1.53	2.46
		Std. Deviation	.819	1.254
	Participate	N	75	76
		Mean	1.79	3.18
		Std. Deviation	1.119	1.151
	Total	N	124	124
		Mean	1.69	2.90
		Std. Deviation	1.015	1.239
Female	Do not participate	N	63	64
		Mean	1.89	2.42

		Std. Deviation	.935	1.166
	Participate	N	71	69
		Mean	1.99	3.17
		Std. Deviation	1.021	1.043
	Total	N	134	133
		Mean	1.94	2.81
		Std. Deviation	.979	1.162
Total	Do not participate	N	112	112
		Mean	1.73	2.44
		Std. Deviation	.900	1.199
	Participate	N	146	145
		Mean	1.88	3.18
		Std. Deviation	1.073	1.097
	Total	N	258	257
		Mean	1.82	2.86
		Std. Deviation	1.003	1.198

Stakeholders

The challenge of qualitative research is to make sense of raw data.

Qualitative⁷ data analysis of stakeholder's responses pertaining to four specific questions enhanced this research study. Results showed a correlation of responses from different stakeholders.

Research Question 2 - Is there a need for a new youth sports program?

⁷ The purpose of qualitative research is to generate 'rich' data, from a small sample group; it has been argued that a large sample group in qualitative research may actually be detrimental (Gratton & Jones, 2004).

“There’s always a need for something new and innovative (SFRPD)”; “some kids like to play soccer and they might want to try the sport (YMCA)”; “there’s definitely a need for sure (BGC).”

Research Question 7- Are there any mixed (boys and girls) youth sports programs available?

“Yes, there are more girls on the swim team, more boys in basketball and football (BCG)”; “programs are all mixed, male and female participants (YMCA)”; mixed programs for youth ages 7-10 years, 70% boys and 30% girls (SFRPD).”

Research Question 8 - Have you heard about a new team sport called RollerSoccer? If, so, where?

Two stakeholders (YMCA and BCG) heard about RollerSoccer, due to contact made by the researcher for the marketing of the 2008 RollerSoccer World Cup (RSWC). “Thought it was a crazy idea, but after speaking with the researcher, watching the video and seeing the sport played live, found it very entertaining. If I had more free time I’d try to play - cool to see, anybody can try it; you don’t have to be an all-star (YMCA).”

Research Question 10 - Do you have any concerns regarding RollerSoccer Youth Programs, and what are your thoughts regarding this new sport?

“Safety is a big issue, insurance must be provided - kids who volunteered for the RSWC thought it was a cool sport (YMCA)”; “cultural challenges, would think

it's dangerous because they've never seen the sport, and challenges might not be gender-based, more interested in skating and skate boarding (JCC)"; "liability issues, waivers would have to be signed and challenges are budgeting and cost to finance programs" (BCG & JCC).

Auxiliary responses provided by the stakeholders included:

- Marketing methods of programs are word of mouth, monthly mailers, flyers, and the internet.
- Surveys help provide feedback on youth based programs for, and kids choose programs but parents have to sign a contract.
- Kids are open to trying new things but for it to sustain and continue, it has to be consistently there -- getting a staff person to adopt the sport or someone in the community excited about RollerSoccer, would probably help spread the word - it has to be community-based.

Overall, results of the qualitative data suggest that there is a high probability that adult stakeholders would be willing to add RollerSoccer Youth Programs to their schedule. That is, provided the necessary criterion such as funding, liability, and a well-designed program are met.

VII. Discussion and Recommendations

The purpose of the current study was to examine the relationship between youth and adult perspectives of RollerSoccer Youth Programs in both academic and professional domains. As well as gauge the level of interest for this unique team sport. Question 9 of this survey showed that the top three impressions of RollerSoccer were ranked Unique (1), Fun (2) and Challenging (3).

Overall, the significance of this study shows that there is potential to positively influence youth (male and female) to try, an emerging sport like RollerSoccer.

- Question 1: How likely are you to participate in team sports? (n=262; mean=3.85); Not likely + Less likely (n=40); Somewhat + More likely + Very Likely (n=222).
- Question 4: How often do you roller skate or inline skate? (n=266; mean=1.84); Never + Rarely (n=200); Occasionally + Often + Frequently (n=66).
- Question 5: If you've never skated, how much do you want to learn? (n=198; mean=3.08); Not much + Less likely (n=55); Somewhat + More likely + Very much (n=143).

- Question 6: How likely are you to try a new sport? (n=266; mean=3.61);
Not likely + Less likely (n=32); Somewhat + More likely + Very likely
(n=234).
- Question 7: Have you heard about RollerSoccer before this survey?
(n=268; mean=1.71); No + Doubtful (n=210); Maybe + Probably + Yes
(n=58).
- Question 11: How likely would you try RollerSoccer, compared to other
team sports? (n=264; mean=2.86); Not likely + Less likely (n=93);
Somewhat + More likely + Very likely (n=171).

Limitations

A limitation of this study was the label placed on inline skating as an individual, “action sport”, not a team sport (Bennett and Henson, 2003). The overall perception of action sports by ESPN’s annual “X Games” which reports the number of broken bones and accidents will definitely leave an impression (Hardin & Greer, 2009). Because of media hype and other negative perceptions of inline skating, it is more likely that people will associate inline skating activities as dangerous.

In the thirteen years of the RollerSoccer’s existence, there have been no serious injuries to youth or adult players, male or female. Having said this,

RollerSoccer is a contact sport similar to soccer, where there are minor infractions. Rules of the sport provide safety guidelines, not only in equipment but also instruction as well.

Another limitation of this study, the researcher was unable to sample random schools despite numerous attempts. Although the researcher was contacted by one random schools' athletic director, an unexpected criterion regarding surveys at SFUSD schools was suddenly requested. To perform surveys at SFUSD schools, an application process was needed. It is important to note, there was no mention of such a process in the initial stages of gathering survey information from SFUSD. Nevertheless, another attempt to secure a random school was made; an application was filled out and submitted to the SFUSD Research, Planning and Accountability department for approval. One week before this study was due, the application was approved.

Stotlar (2005) noted that surveys and interviews have many advantages, such as inexpensive tools, reaching a wide sector of your market, and can build a valuable database. The disadvantages include the dependence on the willingness of others to help and the difficulty in preparing a survey that will provide valid and reliable information (Stotlar, 2005). Despite its limitations the present study contributes by providing insights about factors determining perceptions about the sport of RollerSoccer and RollerSoccer Youth Programs.

Future Directions

For very young children, sports opportunities abound - but as children grow older, the emphasis changes from "participation for all" to "participation for the elite," and too many children are forced to the sideline, where they become sedentary spectators (Reed, 2004). Creating a youth sports program that is open to a range of participants is an important objective for the RollerSoccer International Federation.

Initially, this study included parents' surveys for the youth sampled. Due to the non-responsive rate that was low (5.3%), the researcher did not believe there was a viable sample, and it was not statistically significant to report in this study. Future research is certainly needed to understand parent's perceptions of RollerSoccer.

Wiersma and Fifer (2008) noted despite the barriers of providing various forms of support for children, the parents spoke at length about the perceived benefits of youth sport programs, many of which were discussed as unique to youth sport compared to benefits gained in school, church, or other afterschool activities. These potential benefits appear to outweigh the challenges of cost, transportation, and time demands and made the efforts worth it in the eyes of otherwise busy and overcommitted parents (Wiersma and Fifer, 2008).

Cassidy and Conroy (2001) emphasized, in the sport domain, the influence of parents on children's self-perceptions may be even greater than in the academic domain because parents have many opportunities to participate directly in their children's sport experiences and thereby provide them with "immediate, interpretive, and evaluative feedback" (Brustad, Babkes, & Smith, 2001).

A growing body of literature presents compelling evidence that the socialization activities of fathers and mothers not only impact children's initial sport involvement they also predict future sport activity choices (Kanters, et al., (2008)). This study's findings suggest that youth have some interest in RollerSoccer, and one can only speculate on the results of parent surveys. Additionally, future research will be performed with random schools to gather supplementary information. In light of its limitations, the results of this study demonstrate that there is significant interest in RollerSoccer.

For the future growth of RollerSoccer, additional education, knowledge, and its benefits are needed. Understanding the many factors that may be at work in assessing youth and adult stakeholders would be also note-worthy.

Perceptions → → **Affect** → → **Behavior**
Think → → Feel → → Do

VIII. Conclusion

As with any sport business, the purpose is to increase participation thereby increasing awareness, visibility and growth for the sports' sustainability. Increasing youth (male and female) player participation in RollerSoccer and changing any negative perceptions of the sport will undoubtedly be labor intensive yet worthwhile.

It is difficult to predict the longevity of any new sport, but a sport such as RollerSoccer has many benefits to offer, such as the social and health aspect, rules that are similar to soccer, and a sport that is played with both male and female players – a first for a team sport that may be considered a contact sport. Today, it is most likely that a mixed (male and female) team sport might face challenges from the media and cultural norms. Four decades after Metheny (1965) found evidence of gender-typing of sports as masculine and feminine, attitudes toward sports and gender roles may now be more nuanced (Hardin & Greer, 2009). The questions raised by the results of this study provide opportunities for exploration.

Some of the conclusions drawn from the youth survey are:

- Youth are very likely to participate in team sport and to try new sports.
- Youth (male and female) are more likely to play RollerSoccer than to skate for any other reason.

- Of the 200 youth (male and female) that never or rarely skate, 57.5% (n=115) are somewhat, more likely or very likely to try RollerSoccer.
- Of the 66 youth that skate occasionally, often or frequently, 80.3% (n=53) are somewhat, more or very likely to try RollerSoccer.
- Of the 39 youth that play soccer and skate occasionally, often or frequently, 84.6% (n=33) youth are somewhat, more or very likely to try RollerSoccer.
- Of the 154 youth that play soccer, 80% (n=117) of them are somewhat, more likely or very likely to try RollerSoccer.

Based on the present study findings, I recommend that the RollerSoccer International Federation implement RollerSoccer Youth Programs in the San Francisco Bay Area.

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X. Appendices

Appendix A: Youth Survey

Youth Participation in Team Sports Survey [Youth is defined as any person 6-18 years old]											
<p>This survey is being conducted as part of a Master's Project at the University of San Francisco. The purpose of this survey is to gather feedback from youth regarding a new sport called RollerSoccer (soccer on skates).</p> <p>Your school has been chosen to participate in this research. Please take 3-5 minutes to fill out this survey. Your responses are completely voluntary and anonymous. You are not required to take this survey. No harm will come to you from taking this survey. Your responses will be kept confidential and analyzed in aggregate.</p> <p style="text-align: center;">Thank you for your participation!</p> <hr/> <p style="text-align: center;">Attention: Watch the live RollerSoccer demonstration before filling out this survey</p>											
Age: _____	Gender: Male / Female Zip Code: _____										
<p>1. How likely are you to participate in team sports?</p> <p><u>Not likely</u> 2 <u>Somewhat</u> 4 <u>Very likely</u></p> <p>1 2 3 4 5</p>											
<p>2. Which team sports do you participate in, if any.</p> <p><input type="checkbox"/> Basketball <input type="checkbox"/> Baseball/Softball <input type="checkbox"/> Field Hockey <input type="checkbox"/> Football <input type="checkbox"/> Ice/Roller Hockey <input type="checkbox"/> Soccer</p> <p>Other (please write-in) _____</p>											
<p>3. What are your reasons for participating in team sports? RANK your top three reasons (1, 2 and 3) with 1 as your top reason.</p> <p><input type="checkbox"/> I like it/ it is fun <input type="checkbox"/> I am good at it <input type="checkbox"/> I like to be part of a club/group/team <input type="checkbox"/> I like to learn new things</p> <p><input type="checkbox"/> It is offered in my school/community <input type="checkbox"/> There aren't too many rules</p> <p><input type="checkbox"/> My friends do it <input type="checkbox"/> Other (please write-in) _____</p>											
<p>4. How often do you roller skate or inline skate?</p> <p><u>Never</u> 2 <u>Occasionally</u> 4 <u>Frequently</u></p> <p>1 2 3 4 5</p>											
<p>5. If you've never skated, how much do you want to learn?</p> <p><u>Not much</u> 2 <u>Somewhat</u> 4 <u>Very much</u></p> <p>1 2 3 4 5</p>											
<p>6. How likely are you try a new sport?</p> <p><u>Not likely</u> 2 <u>Somewhat</u> 4 <u>Very likely</u></p> <p>1 2 3 4 5</p>											
<p>7. Have you heard about RollerSoccer before this survey?</p> <p><u>No</u> 2 <u>Maybe</u> 4 <u>Yes</u></p> <p>1 2 3 4 5</p>											
<p>8. If you heard about RollerSoccer before this survey, please tell us where (Check all that apply).</p> <p><input type="checkbox"/> Television <input type="checkbox"/> Internet <input type="checkbox"/> Friends Other (please write-in) _____</p>											
<p>9. What is your impression of RollerSoccer? RANK your top three choices (1, 2 and 3) with 1 as your top choice.</p> <p><input type="checkbox"/> Challenging <input type="checkbox"/> Dangerous <input type="checkbox"/> Exciting <input type="checkbox"/> Fast-paced <input type="checkbox"/> Fun <input type="checkbox"/> Unique <input type="checkbox"/> Other</p>											
<p>10. RANK these team sports from 1 to 10 (write 1 next to the sport you like to play most, 2 next to your second favorite, up to 10 for the sport you like the least).</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Baseball/Softball</td> <td><input type="checkbox"/> Lacrosse</td> </tr> <tr> <td><input type="checkbox"/> Basketball</td> <td><input type="checkbox"/> Roller Hockey</td> </tr> <tr> <td><input type="checkbox"/> Field Hockey</td> <td><input type="checkbox"/> RollerSoccer</td> </tr> <tr> <td><input type="checkbox"/> Football</td> <td><input type="checkbox"/> Soccer</td> </tr> <tr> <td><input type="checkbox"/> Ice Hockey</td> <td><input type="checkbox"/> Volleyball</td> </tr> </table>		<input type="checkbox"/> Baseball/Softball	<input type="checkbox"/> Lacrosse	<input type="checkbox"/> Basketball	<input type="checkbox"/> Roller Hockey	<input type="checkbox"/> Field Hockey	<input type="checkbox"/> RollerSoccer	<input type="checkbox"/> Football	<input type="checkbox"/> Soccer	<input type="checkbox"/> Ice Hockey	<input type="checkbox"/> Volleyball
<input type="checkbox"/> Baseball/Softball	<input type="checkbox"/> Lacrosse										
<input type="checkbox"/> Basketball	<input type="checkbox"/> Roller Hockey										
<input type="checkbox"/> Field Hockey	<input type="checkbox"/> RollerSoccer										
<input type="checkbox"/> Football	<input type="checkbox"/> Soccer										
<input type="checkbox"/> Ice Hockey	<input type="checkbox"/> Volleyball										
<p>11. How likely would you try RollerSoccer, compared to other team sports?</p> <p><u>Not likely</u> 2 <u>Somewhat</u> 4 <u>Very likely</u></p> <p>1 2 3 4 5</p>											
<p>12. If you answered, "Not likely" in the previous question, please provide the main reason.</p> <p>_____</p>											

Appendix B: Rationale for Each Youth Survey Question

Question 1: The objective is to quantify the number of respondents who would like to participate in a team sport. It is important to quantify such individuals. By using two questions, the types of team sports the individuals participate, the likelihood of them participating in a team sport could be ascertained.

Question 2: To determine the number of team sports the individuals currently participate in. How active the respondents are in team sports and the kind of team sports that interest them.

Question 3: To identify the reasons why they participate in team sports.

Question 4: This question measures the frequency with which respondent has roller skated or inline skated.

Question 5: This question measures the level of interest in learning to skate and the likelihood of participation in wanting to learn to skate.

Question 6: To gauge the likelihood of participation in a new sport.

Question 7: To determine the level of awareness or popularity of the sport.

Question 8: To group respondent's response by most popular medium.

Question 9: This question measures the perception of RollerSoccer and signifies key words.

Question 10: To identify on a scale of 1 to 10, the likeability factor of RollerSoccer compared to other sports.

Appendix C: Checklist for Pilot Testing

Checklist for Pilot Testing

Name _____

Please circle your answer and write any comments either on the survey or below the question.

- | | | |
|--|-----|----|
| 1. Do the item numbers make sense? | YES | NO |
| 2. Is the type size big enough to be easily read? | YES | NO |
| 3. Is the vocabulary appropriate for you/respondents? | YES | NO |
| 4. Is the survey too long? | YES | NO |
| 5. Is the style of the items too repetitive? | YES | NO |
| 6. Are there easy questions in with the difficult questions? | YES | NO |
| 7. Are the 5-scale questions too difficult? | YES | NO |
| 8. Does the survey design flow well? | YES | NO |
| 9. Was the survey easy to fill out? | YES | NO |
| 10. Is the survey in the best language for you/respondents? | YES | NO |

Appendix D: Survey Comments for Question 12

Below is a listing of the 48 write-in responses to Survey Question 12. If you answered, "Not likely" in the previous question, please provide the main reason. The "previous question" was Question 11: Likelihood to try RollerSoccer.

<p><u>Anti-Skate</u></p> <ul style="list-style-type: none"> • Because I can't rollerskate • Because I don't know how to skate and don't want to learn • Because I don't know how to skate and I don't have enough time • Because I slip when I try skating • I am not good at Rollerblading and I don't have any! • I can't rollerblade due to my lack of balance • I can't skate and it seems dangerous • I don't know how to roller skate. • I don't know how to skate and will probably not learn. • I don't like to roller skate, I like traditional soccer but it seems like a good idea • I suck at roller skating • I'm not that good at roller skating • I'm not very good at skating • I've never skated before <p><u>Anti-Soccer</u></p> <ul style="list-style-type: none"> • Because I am not interested and I don't like soccer very much • Because I don't like soccer • I am not very athletic and soccer isn't very fun to me • I do not play soccer • I don't enjoy team sports and soccer <p><u>Anti-Soccer & Anti-Skate</u></p> <ul style="list-style-type: none"> • I am not interested in soccer and I don't like to roller skate • I have no interest in RollerSoccer • Never rollerskated before and I can't play soccer • No time, don't play soccer or skate, already play tennis a lot • Too late to learn how to skate, don't like soccer 	<p><u>Anti-Danger/Difficulty</u></p> <ul style="list-style-type: none"> • I don't want to fall and die. • I have other sports, and soccer I don't like much, and it just looks too dangerous and fast • It is dangerous and it has to do with skates • It look really hard and complicated • It looks too dangerous and I don't like soccer • Too difficult • Too difficult and no one plays it that I know • Too hard, I don't like soccer <p><u>Time Constraints</u></p> <ul style="list-style-type: none"> • Because I don't have enough time and it doesn't appeal to me • Because my schedule is very busy • I am too busy and it sounds kind of weird • I have many other commitments (otherwise somewhat) <p><u>Other</u></p> <ul style="list-style-type: none"> • Because I like basketball • Because I only want to play basketball • Because my Dad wouldn't want me to • I don't know • I don't really like being in sports • I don't want to learn a new sport • I gonna do track • Physical disability that makes it impossible <p><u>And, last but not least</u></p> <ul style="list-style-type: none"> • It really think it's the best sport evert. It just looks fun.
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Appendix E: Additional Survey Results

- Table 12: A t-test confirming that gender did not have a significant impact on the average Likelihood to try RollerSoccer (Question 11).
- Table 13: A t-test confirming that type of school (i.e. private or public) did not have a significant impact on the average Likelihood to try RollerSoccer (Question 11).
- Table 14: A variation of the case summary shown in Table 11
- Table 15 through Table 17: Regression analysis of the Likelihood to try RollerSoccer (Question 11) and the Impression of RollerSoccer (Question 09).

Table 12

		Independent Samples Test (Gender)								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q11: How likely would you try RollerSoccer, compared to other team sports?	Equal variances assumed	.361	.548	.737	258	.462	.109	.148	-.182	.400
	Equal variances not assumed			.736	255.043	.462	.109	.148	-.183	.401

Table 13

Independent Samples Test (Public vs Private School)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q11: How likely would you try RollerSoccer, compared to other team sports?	Equal variances assumed	3.402	.066	1.294	262	.197	.194	.150	-.101	.488
	Equal variances not assumed			1.273	207.725	.204	.194	.152	-.106	.494

Table 14

Case Summary: Gender+ Soccer + Likely to Skate = Likely to Try RollerSoccer

Q11: How likely would you try RollerSoccer, compared to other team sports?

Your Gender	Q02: Soccer	Q04: How often do you roller skate or inline skate?	N	Mean	Std. Deviation
Male	Do not participate	Never	31	2.03	1.048
		Rarely	8	3.00	1.309
		Occasionally	7	3.43	1.397
		Often	1	4.00	.
		Total	47	2.45	1.265
	Participate	Never	41	3.10	1.200
		Rarely	20	3.05	1.099
		Occasionally	7	3.71	.756
		Often	3	4.00	1.000

		Frequently	4	3.25	1.708
		Total	75	3.19	1.159
Total		Never	72	2.64	1.248
		Rarely	28	3.04	1.138
		Occasionally	14	3.57	1.089
		Often	4	4.00	.816
		Frequently	4	3.25	1.708
		Total	122	2.90	1.249
Female	Do not participate	Never	28	2.21	1.067
		Rarely	16	2.00	.966
		Occasionally	17	2.88	1.111
		Frequently	1	5.00	.
		Total	62	2.39	1.136
	Participate	Never	29	2.55	.985
		Rarely	20	3.45	.686
		Occasionally	14	3.64	1.008
		Often	5	4.00	.707
		Frequently	1	5.00	.
		Total	69	3.17	1.043
	Total	Never	57	2.39	1.031
		Rarely	36	2.81	1.091
		Occasionally	31	3.23	1.117
		Often	5	4.00	.707
		Frequently	2	5.00	.000
		Total	131	2.80	1.153
Total	Do not participate	Never	59	2.12	1.052
		Rarely	24	2.33	1.167
		Occasionally	24	3.04	1.197
		Often	1	4.00	.
		Frequently	1	5.00	.
		Total	109	2.41	1.188

Participate	Never	70	2.87	1.141
	Rarely	40	3.25	.927
	Occasionally	21	3.67	.913
	Often	8	4.00	.756
	Frequently	5	3.60	1.673
	Total	144	3.18	1.101
Total	Never	129	2.53	1.160
	Rarely	64	2.91	1.109
	Occasionally	45	3.33	1.108
	Often	9	4.00	.707
	Frequently	6	3.83	1.602
	Total	253	2.85	1.199

Table 15

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445 ^a	.198	.176	1.081

a. Predictors: (Constant), Q09: Other
 , Q09: Unique , Q09:
 Fast-paced , Q09:
 Challenging , Q09:
 Dangerous , Q09:
 Exciting , Q09: Fun

Table 16

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.166	7	10.309	8.816	.000 ^a
	Residual	292.346	250	1.169		
	Total	364.512	257			

a. Predictors: (Constant), Q09: Other , Q09:
 Unique , Q09: Fast-paced
 , Q09: Challenging , Q09: Dangerous
 , Q09: Exciting , Q09: Fun

b. Dependent Variable: Q11: How likely would you try RollerSoccer, compared to other team sports?

Table 17

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.207	.881		1.370	.172		
	Q09: Challenging	.042	.059	.043	.705	.482	.876	1.142

Q09: Dangerous	.222	.081	.173	2.732	.007	.804	1.244
Q09: Exciting	-.138	.061	-.138	-2.254	.025	.861	1.162
Q09: Fast-paced	.041	.071	.034	.577	.564	.902	1.109
Q09: Fun	-.187	.063	-.195	-2.973	.003	.747	1.339
Q09: Unique	.000	.057	.000	.006	.995	.826	1.211
Q09: Other	.399	.121	.195	3.302	.001	.921	1.086

a. Dependent Variable: Q11: How likely would you try RollerSoccer, compared to other team sports?