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AN ASSESSMENT OF GIRLS' ARTISTIC GYMNASTICS IN CLUBS OF QUEBEC

By

Amy M. Cooke

A Thesis submitted to the Faculty of Graduate Studies and
Research in partial Fulfillment of the
Requirements for the Degree of Master of Arts (Education)

Department of Physical Education

Division of Graduate Studies and Research

Faculty of Education

McGill University

Montreal, Quebec, Canada

August 1996

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AN ASSESSMENT OF GIRLS' ARTISTIC GYMNASTICS IN CLUBS OF QUEBEC

By

Ann M. Cooke

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ABSTRACT

This study investigated the degree to which girls' artistic gymnastics clubs of Quebec are meeting the expectations currently held of them. Parents of participants and coaches from three clubs in each of three different geographic regions were asked to fill out questionnaires. Respondents were asked to rate the degree to which they felt clubs were meeting participants' needs in four categories of objectives. The categories were: Participation, Program, Instruction and Development. Comparisons were made between groups of respondents and geographic regions. An analysis of variance was done on the data in each of the four categories. While the percentage of returns from both parents and coaches was discouraging, it was found that, in general, both instructors and parents are satisfied with what their clubs are providing. In all categories of objectives the ratings obtained were high. The analysis showed a significant difference between parents and coaches in the Participation category as well as between geographic regions for the Instruction category. It was found that coaches have a more favorable opinion than do parents of their clubs' abilities to meet Participation needs. It was also determined that respondents from the urban area had more positive attitudes toward their clubs' abilities to meet participants' Instruction needs than did those from the rural region.

RESUME

Cette etude a examine jusqu'a quel point les clubs de gymnastique artistique du Quebec sont capables de satisfaire les attents des participants. Les parents des participants et les entraineurs de trois clubs dans chacun de trois regions differents ont rempli des questionnaires. Les repondants ont ete demander d'evaluer jusqu'a quel point les clubs etaient en train de satisfaire les attents des participants en quatre categories d'objectifs. Les categories etaient: Participation, Programme, Instruction et Developpement. Des comparaisons entre les parents et les entraineurs et entre les regions geographique ont ete faits. Une analyse de variance a ete fait pour chaqu'un des categories. Malgre le petit nombres de questionnaires remplis et retournes, les resultats ont demontre que les parents et les entraineurs sont generalement satisfaits avec les services rendus par les clubs. L'analyse a demontre qu'il y avait une difference entre les parents et les entraineurs dans la categorie de Participation ainsi qu'entre les regions pour la categorie d'Instruction. Les resultats ont aussi demontre que les entraineurs ont donnees des evaluations plus positives pour la categorie de Participation que les parents. Aussi, les repondants de la region urbaine ont donnees des evaluations plus positives que ceux de la region rurale vis-a-vis l'instruction.

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CHAPTER 1

INTRODUCTION

The sport of gymnastics, although it has not always existed in the form that is known and recognized today, dates back to the ancient Greeks and Romans. Since that time it has changed and evolved in many ways and existed in many different forms. Gymnastics, in its most prominent form today, that which is most portrayed by the media, has men and women performing and competing on various apparatus with athletes from around the world in what is referred to as artistic gymnastics. Men on rings, high bar, parallel bars, in vault and floor exercise, perform what sometimes seem to be daring and almost impossible feats of athleticism. Elite gymnasts demonstrate incredible balance, flexibility and strength, performing somersaults on a beam only four inches wide, and striking poses that seemingly defy gravity. Since 1976 and Nadia Comeneci, scores of perfect 10s have become more and more common in competition at all levels. Does this indicate that perhaps the sport of gymnastics has in some way reached its ideal form? It is probably safe to say, that although many athletes have attained what seems to be near perfection in their interpretation of gymnastics in its competitive form, the sport itself continues to evolve. Within the "Gymnastics Sport Organization", there continue to be many controversial issues regarding the structure, organization, administration and teaching of gymnastics.

As Judd, DeCarlo and Kern (1969) have stated, historical backgrounds help to achieve

depth and continuity in relating past occurrences with present happenings. A brief review of the history of gymnastics will be given in this introduction to provide some understanding of what gymnastics is and how it arrived at its present form. A more detailed history is presented within chapter 2.

The focus of this study is on women's gymnastics and its present situation within clubs in Quebec.

Origin of Gymnastics

The word "Gymnastics" is derived from the Greek language. The Greeks felt strongly that physical exercise was an important part of education. Their exercises consisted of tumbling, dancing, running, leaping, rope-climbing, and balance moves. The early Romans adopted and adapted these exercises for military training purposes (Loken, 1967). With the fall of the Greeks and Romans, gymnastics faded until the mid-to-late 1700s when gymnastics was "rediscovered".

A German named Friedrich Jahn (1778-1852), who saw gymnastics as a medium to unify all of Germany, began by leading school boys on "excursions" through the woods after school hours. There, the boys would climb, jump, run and perform various other physical tasks in a game-like setting. These excursions soon evolved into a formalized gathering twice a week after school in a fenced area which had been cleared for that purpose. Certain apparatus were "fashioned" to imitate what had been present naturally in the woods. This gathering place was

called a "Turnplatz" (the grounds where gymnastics were performed). Boys gathered in the hundreds to participate in what was called "Turntag" (gathering of gymnasts).

Somewhat later, (in the mid 1800s), a German named Adolf Spiess, took gymnastics one step further. Spiess participated as a school boy in Jahn's gymnastics. He excelled in physical skills and continued in gymnastics eventually modifying the Jahn structure. Spiess envisioned gymnastics as being an integral aspect of the school curriculum in contrast to Jahn's belief that the program would be most beneficial when practiced by older participants. (Judd, DeCarlo and Kem, 1969).

About this same time, Per Henrik Ling (1776-1839), motivated by the desire to see his fellow countrymen become fit in mind and body to carry on the defense of their country, was leading in the development of the Swedish gymnastics movement. Ling believed that gymnastics had a place in education, medicine as well as national defence. Ling's gymnastics was geared toward a form of military drill or training where discipline could be learned by individuals of all abilities.

Gymnastics in North America

Gymnastics first came to the United States in the mid-to-late 1800s. Germans, who left their country for political or other reasons and who had been participants of Jahn's gymnastics as students, established miniature "Turnplatz". It was felt that gymnastics gave vigor and raised spirits

and the health of students. By 1909, 111 institutions were giving regular instruction in gymnastics and by 1920, 199 colleges and universities had courses in gymnastics in the curriculum (Leonard and Afflick, 1947).

It must be remembered that throughout this time, gymnastics was performed, not so much in a competitive form, but in an educational setting for more or less physical fitness or health purposes. "The 19th Century was a period of strong nationalistic trends and the concomitant desire for physically robust, regimented youth led to the development of many systems of gymnastics." (Russel, 1988). Gymnastics was exhibited for public audiences and there was mass-participation in many cases with the hope that more would be inclined to join.

The history of modern Olympic or artistic gymnastics began in 1896 in Athens where men from five countries competed on parallel bars, horizontal bars, rings and in horse vaulting. The Olympic Games in 1904 included a 100-yard dash and shot-put as part of the gymnastics events. In 1924 in Paris, the Olympic gymnastics program formed the basis for the Olympics of today (Killanin, 1976).

The history of women's Olympic gymnastics is not as long as that of men's, dating back officially only to 1928. It was in that year that the organizers of the Amsterdam Olympic Games included women's gymnastics team competition in the program. The only requirements were to perform free exercises on some apparatus and leaps over the horse. The composition of all

exercises was optional. The participating countries were Holland, Italy, Great Britain, Hungary and France. Because women's gymnastics was hardly known, Los Angeles didn't include it in their Olympic program in 1932. Starting with the World Championships in 1934 in Budapest and continuing through the Olympics of 1936, World Championships of 1938 and the 1948 Olympics, gymnastics events for women included broad jump, javelin, 60-metre dash, discus, swinging rings, as well as balance beam, uneven bars, horse, floor and rhythmic gymnastics group exercises. The sport changed in 1952 in Helsinki with the presence of the strong Russian and Hungarian teams demonstrating grace, beauty and acrobatics with technical precision (Bore, 1980).

Gymnastics in Canada

Gymnastics was brought to Canada in the mid 1800s by the British and Europeans immigrating to Canada. In 1858 Mr. F. S. Barnjum, from England, founded the Montreal Gymnastics Club (with a membership of forty men). They convinced McGill University to build a gymnasium for use by high school and university students. Barnjum's leadership brought popularity and success, especially in the high school where parents, the public and press, invited to exhibitions, concerts and demonstrations, spread favorable reports (Leonard and Afflick, 1947).

As Howell and Howell (1969) point out, in the early 20th Century, the emergence of other centres of entertainment such as bowling alleys, movie theatres and the like took interest away from demonstrations in the gym. A different interest in gymnastics was inspired by television in

the 1950s. People were able to watch the displays of control, grace, stamina and finesse displayed by gymnasts from around the world right in their own living rooms.

Competitive gymnastics for women in Canada especially gained much attention when a young Canadian named Ernestine Russell won her first international championship in 1951. She was Canadian Champion seven times and was the only Canadian girl ever to win the United States Championship (Howell and Howell, 1969). Canadian women first made an appearance in Olympic gymnastics in Prague in 1962 where they finished second to last as a team (Gymnix, 1976). Since that time, Canada has continued to improve in international competition. In recent years several Canadian female gymnasts have succeeded in having certain "tricks" named for them. Canada, however, still has improvements to make to rank with the stronger forces of the United States, Russia, China and the strong European countries.

Gymnastics in Quebec

Drilling, fencing and gymnastics became part of the educational program at the High School of Montreal in 1862. In 1895, a graduate of Springfield College, C.B. Powter became the first trained physical educator to teach in Montreal. Under his direction, a strong program in gymnastics was developed. He established a leaders' corps which practiced Saturday mornings and helped to teach the voluntary after school classes of 200 boys (Cosentino and Howell, 1971).

In the late 1800s there was a Gymnastics League in Montreal for boys consisting of four

high schools which served as a farm system for college gymnastics (Waller and Hubbard, 1987).

Much of the gymnastics in the early 1900s grew out of the necessity for young people to be in better physical health. When young men began training for war and it was discovered how unfit they were, it was deemed important that drill gymnastics be included in the education system. In post war times, the rigid drill style of exercise changed to a more relaxed (recreational) style of gymnastics exercise. A program of drill like Swedish gymnastics was adopted as a curriculum for the Protestant Schools in Quebec in 1911 and by the Catholic Committee of the Superior Council of Education in 1942.

Gymnastics has also existed within the YMCAs of Quebec since the early 1900s. Leaders' corps were established and competitions were held between seniors' leaders corps from Quebec City, and Montreal Central and Westmount YMCA branches (Waller and Hubbard, 1987). Competition was not the main intent of the YMCA programs however, it was more concerned with the "educational, spiritual and social values derived from athletics." (Johnson, 1979).

Well before the Federation de Gymnastique du Quebec was incorporated in 1971, there existed other "governing bodies" for gymnastics. In 1881, the Montreal Amateur Athletic Association was formed consisting of the Montreal Snowshoe Club, Montreal Gymnastics Club, Montreal Wheelmans Club and the Montreal Lacrosse Club. They aimed to take an active interest in all amateur sports (L. Waller, personal communication, March 3, 1994). In the mid 1900s, the

Quebec Gymnastics Association was founded. It was the Quebec branch of the National Gymnastics Federation which was formed when Canada became a member of the International Gymnastics Federation (IGF) in 1899 (Waller and Hubbard, 1987).

With the establishment of the Quebec Gymnastics Federation in 1971, financial assistance from the government became available and regular paid positions were established. This enabled the Federation to provide: regular administration of gymnastics "functions", more training courses for instructors, and assistance to clubs in hosting various gymnastics events. The majority of clubs presently in existence were founded after the incorporation of the Federation with the exception of a few such as WimGym (originally the Silhouettes of Vaudreuil) on the West Island of Montreal, begun in 1965. With the formation of the many more recent clubs, gymnastics was made available outside of schools to children as young as three years of age. Children who may not have been offered gymnastics in their schools were now given a chance to become involved. It was the 1976 Olympics, and 14 year old Nadia Comenici, however, that helped gymnastics for girls to gain attention and popularity. At that time the sport in Quebec shifted from what had been a male dominated sport to one of equal, if not female domination. The media played a major role in promoting this "new" gymnastics for girls. Their portrayal of Olga Korbut in 1972 and Nadia Comenici in 1976 had a tremendous impact on girls' interests in gymnastics. The presentation of these talented girls' performances inspired thousands of young girls to become involved in the

sport. In the words of Lewis Waller, Quebec gymnastics historian, "Television didn't create the sport, but it breathed new life into it in Canada." The focus of most Quebec gymnastics clubs in the 1970s and since has been on the competitive aspect with far less concern for the educational and exhibitional forms more prevalent earlier.

Gymnastics at Present in Quebec

The Federation de Gymnastique du Quebec was incorporated in 1971 and remains the main governing body for gymnastics in its various forms today. The Level 1 Coaching Certification Manual published by the Canadian Gymnastics Federation in 1986 and used by the Quebec Federation describes five main forms of gymnastics (although it lists numerous others). These five forms are: Artistic Gymnastics, Rhythmic Sportive Gymnastics, Sport Acrobatics (Trampoline, Double Mini-Tramp, Tumbling), Educational Gymnastics and Recreational Gymnastics.

Of the ninety clubs affiliated with the Quebec Federation in the 1993'94 "gymnastics" year (Sept. 1 to Aug. 31), seventy-one offered programs for women's artistic gymnastics. The Federation Internationale de Gymnastique (FIG) has chosen to call the sport of apparatus and floor exercise gymnastics "Artistic Gymnastics". This term is most frequently used instead of Olympic, competitive or apparatus gymnastics and encompasses recreational as well as competitive gymnastics in many clubs of Quebec.

Although there are still some competitive gymnastics programs within Quebec high schools, they are mostly for girls and are few in number. Many participants of these programs are also members of Federation clubs. Where programs in the high schools were once similar to those offered in club settings, there is now a trend in which schools form their own programs and use judges other than those affiliated with the Federation. Gymnastics is also offered in YMCA programs. These programs are few in number, often meet only once a week and combine various age groups and abilities in one offering.

It would appear that the most common form of gymnastics in Quebec today is girls' artistic club gymnastics. Of the eighteen regions defined by the Gymnastics Federation, the greatest number of clubs offering women's artistic gymnastics are in the Greater Montreal area. A fairly large number also exist on the South Shore of Montreal and in the Quebec City region. A few clubs are to be found in other regions of Quebec. The number of members in a club ranges anywhere from less than 100 to more than 300, depending on the facilities and resources available. Most clubs operate out of borrowed or rented space in elementary, high schools or colleges.

Although recreational gymnastics is listed as a separate entity since its structure and intent are somewhat different from that of competitive gymnastics, it is nevertheless generally considered to be an integral part of artistic gymnastics and is treated accordingly. The majority of clubs in Quebec offering programs in competitive gymnastics also offer recreational programs. Club

members are affiliated as either recreational or competitive members with the Provincial Federation.

The competitive structure of artistic gymnastics in Quebec is outlined clearly by the Federation (see appendix A). The program is structured according to the age and relative abilities of participants. The greatest numbers of competitors can be found at the first or youngest levels of competition. The number of participants decreases as the level of competition goes up, eventually narrowing to a select few participating at national and international levels. Recreational programs are less formally structured by the Federation. A recreational development program does exist, referred to as the "Red, White and Blue Program" published by the Canadian Gymnastics Federation in collaboration with the Canadian YMCA. There are two parts to this program; Participation (Red, White and Blue) and Achievement (Merit, Bronze, Silver and Gold). A participant, having completed all the requirements for the red level receives a red badge and then begins work on the required elements of the white level, and moves thus up through the program. The Federation recommends the use of this developmental system, but has no formal control over its use by clubs. Many clubs structure their own recreational programs grouping children by age and ability and defining levels of achievement by the number of hours per week children participate. These programs would seem, on the average, to be somewhat better structured and organized, providing a higher level of instruction than the community and YMCA based

recreational gymnastics programs.

The number of instructors employed by clubs is generally dependent on the "size" of the club. Given that there are certain norms governing pupil-to-instructor ratios, minimum numbers of instructors must be employed by clubs relative to their membership. For smaller clubs, the number of coaches may be as few as two or three while larger clubs may have a staff of ten or more.

Regulations also exist governing the qualifications of coaches or instructors of gymnastics clubs. One must be a minimum of fourteen years of age to be a coach's assistant and a minimum of sixteen years of age to be a coach. One must possess a minimum of Level 1 Technical in gymnastics of the National Coaches' Certification Program (NCCP) or have a university degree in physical education in order to coach at the recreational and beginner competitive level. (Regie de la Securite dans les sports du Quebec, 1989). As the level of competition increases the levels of certification required of coaches also increases. Besides possessing these minimum requirements to coach at any given level, it is expected that instructors will have had at least some experience as participants in the sport themselves.

Although these regulations have been stated in the various publications of the Quebec Gymnastics Federation, there is no formal procedure to check if all clubs and coaches meet these requirements. Some instructors may not even be aware of them.

Participants in gymnastics clubs generally enter programs between the ages of three and

twelve years of age. The minimum age of three is generally required since it is believed that children of this age have the basic motor and social skills required. Children are less likely to begin in the competitive sport of gymnastics after the age of twelve, since by that age most other participants of the same age have some background in the sport and other beginners are generally younger. Many participants drop out of the sport between the ages of fourteen and sixteen years unless they are competing at fairly high levels. Many clubs do not offer recreational programs for this age group. Girls of this age, unless exceptionally skilled appear to begin to feel self-conscious or awkward.

Nature and Scope of the Study

Women's artistic gymnastics dominates the gymnastics "scene" in Quebec and is the focus of this study. Thousands of young girls participate in gymnastics programs across Quebec, the majority in clubs affiliated with the Quebec Gymnastics Federation. Girls participate from less than one hour per week in recreational programs to as much as thirty hours per week in elite high-performance programs. A review of the history of gymnastics has shown that women participated in Olympic competitive gymnastics in 1928 but Canadian women only became involved in this level of competition in 1962. Motives for women to participate in the early 1900s may have stemmed from the sheer novelty of the sport. Much later, particularly between the

1950s and 1970s, media images of women's gymnastics influenced many girls to participate.

Gymnastics is not a new sport in the 1990s in Quebec and young girls are offered a large variety of sport activities in which they could participate. Motivation for girls' involvement in gymnastics includes the benefits expected as a result of participation. Many children, especially young ones, are influenced by their parents' motives to get them involved in the sport of gymnastics. Reasons for parents enrolling their children in gymnastics programs include their belief that it will help them to become physically fit, provide constructive use of leisure time, allow them to experience social interaction or to provide them with the opportunity to become skilled and knowledgeable in the sport.

Children enter gymnastics clubs at different ages, with certain needs, abilities and expectations. Society (parents included) has expectations as to what a gymnastics program for girls should entail. However, what is expected is not necessarily what exists. When parents enroll their children in a gymnastics club, they are obviously expecting that their children will be offered a program suitable to their needs. Whether this actually happens or parents perceive this to be happening is unclear.

The Quebec Gymnastics Federation has established a list of general objectives for it and its affiliated clubs to use as guidelines in providing gymnastics programs (See Chapter 3 for the list of objectives). Ideally, these goals pertaining to participation, programming, instruction

and development of gymnasts should enable the clubs to fulfill the expectations of them by participants and their parents. However, it is probably unrealistic to assume that the existing clubs are fulfilling all of the expectations of the thousands of their participants across Quebec.

In some regions of Quebec, there recently has been a problem finding adequately trained instructors and judges for competitions. With the thousands of participants in the sport, one would think that there should be an adequate pool of experienced and interested "retired" gymnasts from which to draw coaches and judges. What is at the root of this problem? Are gymnasts not being encouraged to continue beyond competition and so develop a lifetime involvement in their sport? The Gymnastics Federation has provided a structured plan for competitive gymnastics but it is unclear how efficiently individual clubs administer these programs for girls. In that there is a proposed, but not widely promoted or controlled recreation program for province-wide use, the question of how well individual recreational participants' needs are being met is unclear. Are girls offered a range of programs from recreational to competitive in which to participate? Are participants, who do not wish to compete or who are not skilled enough to reach high competitive levels, encouraged to continue in the sport?

While parents enrolling their children in a club are presumably expecting a certain quality of programming, they undoubtedly also assume that they will receive qualified instruction. It is likely that many parents are not fully knowledgeable of the sport of gymnastics or implications for

its participants, but they certainly do have perceptions as to how satisfied their children are with their "lessons" and how they are progressing in the sport. While the majority of instructors were once gymnasts themselves, being a good athlete does not automatically make one a good instructor. There are guidelines regarding qualifications and certification requirements of coaches set forth by the Federation, but these standards, in most cases, are not controlled or enforced by the Federation. This leads to the question of the extent to which clubs encourage or aid their instructors to achieve the levels of certification recommended for the age and level at which they coach.

If young girls are to remain in gymnastics, then they must be given the opportunity to continue progressing and developing consistently in the sport. If clubs expect these gymnasts to remain with them, then they must help to assure their success. In order for girls to be successful, they must be offered opportunities to develop at rates and to levels appropriate for them. A twelve year old beginning gymnast cannot be placed with a group of seven year old beginners and be expected to feel comfortable with her learning situation. The same twelve year old beginner, likewise, would not be at ease with a group of twelve year old advanced gymnasts. A club's capacity for dealing with individual participants' needs successfully will influence their ability to continue attracting new members and maintain the interest of existing members.

Although the goals of the Quebec Gymnastics Federation are stated, it is difficult to know

to what extent these objectives are actually being realized within the clubs. There may be differences in clubs' abilities to meet certain objectives due to circumstances beyond their control. Location of the club, for example, could have an effect on a club's operation. In an urban setting there are likely more facilities available, a larger population from which to draw members as well as coaches\administrators, more training opportunities for coaches and easier access to equipment.

There are likely differences in opinion between parents and coaches as to how well objectives are being met since each sees the sport from a different perspective. While coaches presumably have a background and at least some training in the sport, the majority of parents know the sport only through their child's experience. Some coaches may be biased in that they may feel the need to defend their organization or the sport in general while parents may give more objective evaluations based on the service they feel their children are receiving. On the other hand, some coaches having a better understanding of what the sport is all about, may see the weaknesses and feel obliged to identify these shortfalls in order to help improve the quality of the sport. Some parents may not identify any weaknesses within the sport because of a lack of knowledge of it. It is likely that most clubs have the best of intentions and may realize that their programs are lacking in some areas but are not able to pinpoint the exact source of weaknesses or do not have the resources to do anything about them. Perhaps the clubs are not even aware of the exact nature of the objectives. Burgess (1989), stated very clearly what can\should be applied to girls gymnastics

clubs in Quebec:

The members' needs must determine the goals of the club if it is to survive. Thus it is desirable that club administrators are personally aware of the members' needs and the extent to which these are being met. To this end, it is suggested that the lines of communication within the club, both formal and informal should be improved. (Burgess, 1989)

Statement of the Problem

The purpose of this study is to determine how well Quebec girls' gymnastics clubs are meeting the present expectations of them in artistic gymnastics. This will be done by comparing samples of parents perspectives with those of instructors from clubs in various regions.

Hypotheses

1. Generally, parents and instructors agree that the clubs are meeting the girls' needs.
2. There are differences in opinion between parents and instructors in some categories of objectives (participation, program, instruction and development) as to how well needs are being met.

3. There are differences in how well parents' and coaches' expectations are being met among clubs from rural, suburban and urban regions of Quebec.

Delimitations

1. Only a selected sample of three regions from a total of 18 in Quebec are being studied.
2. Only a sample of parents of participants and instructors of gymnastics in these same clubs have been selected as the sources of information.

Limitations

1. A questionnaire for parents of participants and one for their instructors were the only means of collecting data used in this study.

Definitions

Artistic Gymnastics - Artistic gymnastics for the purpose of this study refers to Olympic style gymnastics usually involving competition in compulsory and/or optional routines and often also including recreational gymnastics on four events for women and six events for men (Canadian Gymnastics Federation, 1986).

Competitive Gymnastics - For the purpose of this study, competitive gymnastics refers to the competitive program outlined by the Quebec Gymnastics Federation (see appendix A).

Recreational Gymnastics - For the purpose of this study, recreational gymnastics refers to artistic gymnastics programs other than the competitive program outlined by the Gymnastics Federation.

Categories of Objectives and the Specific Goals derived from the general goals of the Quebec Gymnastics Federation which fall under them involve:

Participation: This category includes objectives specifically associated with publicizing and promoting interest in gymnastics participation, providing opportunities for gymnasts to interact and compete with those from other clubs and life long involvement in the sport.

Program: This category includes objectives specifically associated with providing opportunities for gymnasts to progress and continue to the highest levels of which they are capable in the program of their choice and to acquire a good understanding of the sport and a large repertoire of skills therein.

Instruction: This category includes objectives specifically associated with providing participants with a high quality of instruction and a safe environment in which to practice.

Development: This category includes objectives specifically related to gymnasts' opportunities to develop and progress to their full potential in their sport at a rate, to a level and in an environment appropriate to their needs.

Gym Club Instructors: Also referred to as coaches, being those who instruct and coach recreational and competitive gymnastics participants.

CHAPTER 2

REVIEW OF THE LITERATURE

Even since before Christ, gymnastics has been in existence taking on different forms throughout history. Various theories and philosophies have been developed and some later discarded. By gaining a better understanding of what has existed and the changes that have taken place, it should become clear that the gymnastics of today is likely also to change. A knowledge of the past will help those involved to make changes for the good of the sport. This chapter elaborates on the history of the sport of gymnastics from Chapter 1. Gymnastics is traced from ancient times in various parts of the world through to more recent occurrences in the sport in North America, Canada and finally, specifically in the Province of Quebec. Later in the chapter, information is provided on research done on parental and children's attitudes, program evaluation and research specific to the sport of gymnastics which seems relevant to the present study.

Origin and Evolution of Gymnastics

In the 5th Century B.C., Herodicus, a scholar and contemporary of Hippocrates, advocated the use of "gymnastics", the term used for any health-furthering physical pursuits (Russell, 1988). In ancient Greece, gymnastics introduced the notion of motion in bodily movement and was centered on the aesthetic beauty of the body. The Romans attached great importance to wars so

that gymnastics became a basic component for the training of warriors (From Gymnix, '76).

At the start of the XIXth Century, a German, Johann Guts Muths introduced the educational aspect of gymnastics based on nature and human values (Gymnix, '76). The exercises designed primarily for the individual as related to his natural environment, gave to the student the satisfaction of personal accomplishment through both individual self-testing and group activities. The interrelated harmony created from the execution of exercises and drills performed in unison. Guts Muths felt, was highly conducive to the individual's social adjustment (Judd, DeCarlo and Kern, 1969).

Johann Guts Muths (1759-1839), known as the "great-grandfather of gymnastics, preceded Friederick Jahn (1778-1852), the father of gymnastics. Guts Muths introduced gymnastics into Prussian schools and wrote several works on the subject including, Gymnastics for Youth, considered the first book on gymnastics (Loken and Willoughby, 1967).

Jahn utilized the medium of gymnastics to fulfill his altruistic goals - to unify all of Germany. His program was planned primarily for adults. In an effort to achieve his purposes he instituted the Turnplatz, a playground for public education, and soon after, the Turnverein, a gymnastics organization established to promote national strength and unity and to recreate the feeling of self-respect among the German people. His gymnastics system included the fundamental movements of walking, jumping, running, etc. -the basic movements of all

gymnastics. He also contrived exercises on the horse and buck, tug of war games, and individual and dual stunts. The program became so popular that Jahn and his students started developing many innovations in apparatus training for his Turnplatz. Products of their endeavors were crude pieces of equipment which included: horizontal bar, parallel bars, vaulting horses, balance beams, inclined ladders and springboards.

Not only did Jahn initiate the basic movement patterns on this apparatus, but he instituted the mass demonstration\exhibition programs which became common practice with the Turnverein. One essential idea behind his exhibition programs was that he wanted the people to participate, rather than observe. His philosophy was that the values and rewards of competition can only be derived through participation (Judd, DeCarlo and Kern, 1969).

Adolf Spiess (1810-1858), having been a student of Jahn's gymnastics as a boy, in his university years, began to give regular instruction in gymnastics. He started with a garden Turnplatz and then, had nearly 150 participants in one of the city parks. Already, he was modifying the traditional method by gathering the entire number into one band at the beginning of each period for various simple exercises performed in rhythm as they stood or marched, or for running and jumping under the leadership of a single teacher (Leonard and Afflick, 1947). However, the authorities were on the lookout for agitation looking toward a united Germany, and gave notice to the University that any student affiliated with a forbidden organization

would not be permitted to sit the regular examinations. Spiess soon left Germany to teach in a school in Switzerland. Experience with a variety of levels of pupils had proved to Spiess that the material and methods of Jahn's gymnastics were not sufficient for his needs. He began to develop and test new groups of exercises. First what he called "Free Exercises", or those which require either no apparatus at all, or only such as can be carried in the hands, which brings to mind exercises performed by rhythmic gymnasts. They were intended to secure ready control and graceful carriage of the body under ordinary conditions, while the pupil was standing or walking on the usual supporting surface, and differed from the forms commonly practiced on the old Turnplatz. The attempt to instruct large numbers of pupils at once in these free exercises led to the elaboration of another group, the class exercises in marching (Ordnungsübungen). The entire group of people was made to move as one individual, and in this way discipline and order were improved, since each pupil learned to handle himself as part of the whole, and many desired arrangements of the units could be promptly secured (Leonard and Afflick, 1969). Spiess' program was planned for children between the ages of six and sixteen, and included marching drills, floor exercise, rope exercise, dumbbell exercises, buck vaulting, hanging and supportive exercises and rhythms. The precept that guided the program was "here, as everywhere else, the pupil must first learn what it is to obey, before he is allowed to do as he pleases". (Judo, Decarlo and Kern, 1969). Discipline was formalized. Jahn's natural movements, which vaguely resemble

the "educational" gymnastics of today came to be replaced by activities comparable to the compulsory or Olympic style gymnastics of today.

Original formulation of the Swedish System, with its discrete subdivisions of Medical, Educational, Military and Aesthetic Gymnastics, was the contribution of Per Henrik Ling (1776-1839) (Burke, 1970).

A very patriotic Ling upset by the unrest in his country was greatly inspired by the desire to see his country's men fitted in mind and body for carrying on the defense of their fatherland. Ling based his system of gymnastics on anatomical and physiological principles; the first modern system of physical education definitely designed for military purposes, commonly referred to as the Ling or Swedish systems of gymnastics. Although military values were emphasized in his gymnastics, he continued to work on exercise for educational purposes and somewhat later, upon what he referred to as medical gymnastics (Schwendener, 1942).

Gymnastics for aesthetic purposes was never fully developed and Military gymnastics consisted largely of drill and order exercises. Medical and Educational Gymnastics were the more significant categories in the history of the Swedish gymnastics system. The development of Swedish Gymnastics theory was made possible by the new scientific knowledge in the fields of anatomy and human physiology. Official and popular recognition of the System was attributed to a strong spirit of nationalism with military overtones (Burke, 1970).

Ling and Jahn's gymnastics were the two most popular forms of gymnastics at that time.

Although both contributed greatly to the gymnastics which could be done by all young people no matter how physically talented, Jahn was more selective. The gymnastics he proposed was aimed at the strong and athletic youngsters and based on a variety of moves on the high bar, parallel bars and the wooden horse (Gymnix '76).

Miroslav Tyers and Jindrich Fugner, two Czechoslovakian gymnasts, in an effort to keep their country from despotic rule, formulated the Sokol (Falcon) organization in 1862.

Membership required that all members be loyal to the ideals of "freedom, equality, brotherliness and love of country". (Judd, DeCarlo and Kern, 1969). Sokol became a worldwide organization which trained both youths and adults to be better citizens by stressing the importance of being physically, morally and mentally fit. The Sokol ideal held that the benefits to be obtained from sports come from participating and not merely from watching (Waller, 1987). Sokol is a Czech name for falcon, a bird of unusual courage and swiftness. The gymnastics organization which bore this name was founded in Prague, capital of Czechoslovakia. Its founders Dr. Miroslav Tyers and Jindrich Fugner were accomplished gymnasts and great patriots (Waller, 1987).

Neils Bukh (1888-1950) developed a fundamental system of gymnastics which employed movements that were vigorous, rhythmical, free flowing and continuous. They combined extreme stretching to acquire elasticity and flexibility. The nature of the program was highly

exhibitional. The classes, approximately forty-five minutes in duration, consisted of marching drills and mass floor exercise for thirty minutes ending with agility work, vaulting and marching around the gymnasium while singing a lively song. The underlying basis for this gymnastics system was aimed at correcting certain body positions and discomforting muscular effects brought about by farm chores and heavy work. This philosophy was borrowed from per Henrick Ling's Swedish medical gymnastics (Judd, DeCarlo and Kern, 1969).

Gymnastics in North America

The German emigrants who settled in Iowa in the 1840s included several who had been leaders in the Turnverein in the Schleswig - Holstein region of Germany. They were only slightly less eager to re-establish the gymnastics society than they were to build a home or start a business. The presence, at one time or another, of at least twenty-eight Turnvereins in Iowa testifies to the importance of that movement from 1852-1890 (Beran, 1986).

Most of the men had left their fatherland because of disagreement with political leaders. Thus, from the founding of the first Turner group in Davenport, there was a close association between the practice of gymnastics and involvement in political and cultural community activities. Women became regular participants in the Turner groups in the 1870s. The concerted effort of the German Turners was directed toward enhancing the physical and intellectual capacity of all individuals (Beran, 1986).

Gymnastics clubs were set up in Cincinnati, New York, Baltimore and Brooklyn. In 1851 they joined together to form the Socialist Gymnastics League. Their statutes and principles included condemnation of slavery, ethnic narrow-mindedness and religious intolerance. With the Buffalo Convention in 1855, gymnastics achieved political solidarity and fought for Lincoln in the Civil War. The North American Gymnasts League was set up in 1865 and helped clubs introduce physical education into American schools. The league reached its peak before 1914 with 40 000 members, but the war in 1912 and associated anti-German feelings forced the movement into a severe crisis from which it never fully recovered (Ueberhorst, 1978).

American Dio Lewis (1823-1886), through his gymnastics system, had a major effect on the development of American physical education. He developed his own system of gymnastics which he referred to as "New Gymnastics" for men, women and children. Lewis founded the Normal Institute for Physical Education in Boston in 1861 to instruct teachers in his system. His system became a major influence in the use of gymnastics in schools because of its minimum use of equipment and relatively low cost.

In 1949 Glenn Sunby who retired as publisher of the International Gymnast Magazine in 1993, began a magazine called ACROBAT. His aim was to promote acrobatics and gymnastics, both professional and amateur. He stated that ACROBAT magazine had as its aim to promote healthy minds and bodies. There was a five year lull in Sunby's publishing efforts until he

published The Modern Gymnast in 1957. He helped found the U.S. Gymnastics Federation in the 1960s. The magazine in the 60s was mostly about men's gymnastics because women's gymnastics was less popular. In 1972 men's and women's gymnastics were combined in the what was called GYMNAST magazine (later to evolve into International Gymnast). It wasn't until the Munich Olympics in 1972 and the Montreal Olympics in 1976 that women's gymnastics had a tremendous growth (Normile, 1993).

Gymnastics in Canada

European influenced gymnastics came to Canada soon after it first made an appearance in the United States. In the mid 1840's gymnastics was introduced to the Canadian society. From that time into the early 1900's it filtered through society taking form in the high school systems, the YMCAs, universities and club organizations.

Dr. Egerton Ryerson, superintendent for education in Ontario in 1844, was influenced by what he saw in his travels to Switzerland, Germany, Britain and the U.S. . In 1846, he expressed his opinion that physical training and hygiene should be a part of one's total education. In support of physical training, Ryerson published articles in the Journal of Education for Upper Canada describing gymnastics exercises and movements for the horizontal bar and wooden horse which could be used in the school program. Not only did Ryerson promise government aid towards the purchase of apparatus; he was also instrumental in the approval of a fifty dollar grant, first

awarded in 1865 to each school which conducted drill and gymnastics (Cosentino and Howell, 1971).

Another prominent figure in Canadian gymnastics at this time was Mr. F.S. Barnjum, who formed the Montreal Gymnastics Club. Barnjum borrowed elements from both the Swedish and German schools of gymnastics. His forceful leadership brought popularity and success especially in the high school, where parents, the public and the press, spread most favorable reports. He used his showmanship art to make public recitals fascinating by introducing mass classes in dumbbells, indian clubs and calisthenics to which were added novelty events such as the inclined ladder, ladder bridge and "peghole", tumbling and pyramids (Howell and Howell, 1969).

In November 1865, Mr. Barnjum and his class gave the first public exhibition of gymnastics to 2000 people at the Victoria Skating Rink to raise money for the YMCA. It was well received and he got very fine write-ups in the local papers. His annual shows in most cases were to raise money for a public fund such as the Montreal General Hospital, YMCA, widows of firemen, etc. This resulted in good publicity and it became the "thing to attend" especially when the newspapers would state that an exhibition was attended "by a large and fashionable audience". The shows were performed to the music of a live band and included rings, trapeze, and a hurdle race (Waller and Hubbard, 1987).

Mr. Barnjum opened classes for young ladies, girls and boys, and offered medals for

general proficiency. In 1880 the Montreal Gymnastics Club invited four gymnasts to come to Montreal and take part in an exhibition in honor of the world famous oarsman, Mr. Hanlon of Toronto. This is likely the first Canadian inter-city competition. The early story of gymnastics activities is closely connected with the YMCA as their young men's programs used this sport as a basis. The early "Y" physical directors discovered they could use the better gymnasts to teach less advanced class members and formed these volunteer instructors into a leaders' corps. The Corps held meetings to train members in regular and special types of gymnastics, anatomy, physiology, first aid, hygiene and bible study (Waller and Hubbard, 1987).

In 1895, the first professionally trained physical educator made his appearance in the Montreal system; C.B. Powter, a graduate of Springfield College, was appointed to the staff of teachers in the Montreal schools that year. Inheriting a sixty by ninety foot gymnasium, he organized special gymnastics classes for boys wishing to do advanced work. They used the gymnasium Saturday mornings during the winter months. Working in squads at the various pieces of apparatus; parallel bars, trapeze, tumbling mats, etc., they "spotted" and helped each other, under the eye and with the advice of Mr. Powter. They practiced pyramids and other show pieces, getting ready for the grand display which would bring the work of the leaders to a close for the session. As leaders, these students were of great value in the "voluntary classes" and their impressive work provided an incentive to others (Cosentino and Howell, 1971).

Apart from what was happening in the schools around this time, the first Sokol unit in Canada is believed to have been founded in 1912 in Frank, Alberta. In 1913 another unit followed in Michael, British Columbia. These two were the only two known Sokol units in Canada prior to W.W.I. In 1929, three additional units were founded in Regina, Saskatchewan, in Winnipeg, Manitoba and in Montreal (Waller, 1987).

In the mid 1900s, there were competitive gymnastics programs for boys in many of the high schools of the Montreal area. In 1946, the Greater Montreal Interscholastic Athletic Association (GMIAA) was founded and it is clear that by 1960-61 gymnastics was one of its sports. In 1941 "The Association of High School Women Teachers of Physical Education" was established. In 1963 the name of the organization became the Greater Montreal Girls' Athletic Association. Gymnastics became an interscholastic sport for girls somewhere within this time period (Neil, 1963).

Aided by Ernestine Russell, who won her first international championship in 1951, gymnastics became a popular activity especially in Toronto, Saskatoon, Edmonton and Vancouver. Since World War II, Canadian men and women have competed regularly in world championship events (Howell and Howell, 1969).

From the history we can see where gymnastics has been and the path it took to arrive at where it is today. It has taken on many shapes and forms as participants adapted it to their needs

over time. The sport has evolved from the era where it was "governed" by a select few gymnastics pioneers who determined the direction and format of the sport to a time where there are hundreds of highly trained individuals each with his or her own philosophy and method of "conducting" the sport. With such a large "stage" for the sport it becomes difficult to maintain uniformity and continuity in gymnastics programs across a geographic area (province or region). Given the thousands of participants, coaches, organizers and supporters, it seems idealistic to assume that virtually every participant in every area is receiving a consistent and optimal level of gymnastics instruction. This leads to the question of the degree to which participants are satisfied with the "service" they are receiving.

There are organizations which exist for the purpose of providing guidance and for setting goals, objectives and certain mandates for the sport. One such organization is the Quebec Gymnastics Federation. The Federation's administration consists of eighteen regional association presidents, an executive of nine volunteers elected by general assemblies and a permanent management staff of eight (Fed. de Gymnastique du Que., 1994). The Federation provides guidelines for such things as coach-to-pupil ratios and coaching certification. In recreational programs, the instructor-to-pupil ratio must be at least 1:10 for children six years of age and under, and 1:15 for children seven years of age and older. In the competitive program, at the development level (beginner competitive), the ratio must be at least 1:15 and at the performance

level (elite levels) at least 1:10 (Regie de la Securite dans les sports du Quebec, 1989).

As discussed in Chapter 1, there are certain qualification requirements which coaches must meet to be able to instruct a given level of the sport. The NCCP (National Coaches Certification Program) consists of five levels in total with each level consisting of three parts: technical, practical, and theoretical. The NCCP offers courses to instructors in various sports, with the technical parts being sport-specific while the theoretical part of the first three levels are generalized to many sports. Levels four and five of the NCCP are reserved for coaches of elite or high-performance athletes in high level programs (The Coaching Association of Canada, 1989).

Are coaches, supporters and organizers content with the program being provided? Are there differences in satisfaction with offerings among these groups of people depending on the areas in which they live? A review of the literature located research on parental attitudes for youth sport participation, children's and other participants attitudes for sport participation, research in the specific sport of gymnastics and different examples of program evaluation.

Research on Parental Attitudes on Their Children's Participation in Sport

Studies involving parental attitudes for children participating in sport have found mostly favorable attitudes. Parents for the most part have felt that children benefit from physical education and sport participation. In general parents appear to favor physical activities which develop fitness, skill and social components of their children (Stewart and Green, 1987, Phillips,

1979). Some have found that parents feel that allowing everyone to participate while de-emphasizing winning is very important. A survey of parents of competitive and recreational swimmers by Steven Haugler (1978) found that they differed in what they perceived to be the values in participation of their children in these two types of programs. Both parental groups cited positive outcomes of participation. Parents of competitors felt that swimming would act as a training in discipline and as a preparation for our competitive society. Parents of recreational participants valued the social aspects of belonging to a team.

It would seem from these studies that parents for the most part are in favor of their children participating in youth sport activities. They also suggest that different parents value different aspects of sport for their children and have different expectations for what benefits their children will gain from sport participation.

These studies do not, however, give any evidence as to how or if specific sport programs are benefiting their children. While parents indicate that youth sport should help children to improve social, physical and other abilities, they do not indicate to what extent their children are actually improving in these areas or even if learning is taking place.

Research on Participants' Attitudes Toward Participation in Sport

A review of the literature indicates that participants' reasons for taking part in sport activity vary greatly. No studies were found directly asking very young children to give their views or

opinions on sport participation. This is likely due to the fact that children of a very young age would not be able to answer any type of questionnaire nor fully understand implications of sport participation. In most cases it seems likely that very young children (preschool to early elementary) participate mainly because of the influence of their parents.

Some studies were found examining children's attitudes toward physical activity. In a study done by Zhan Liu (1990) it was found that children's attitudes varied as a function of age and gender. The most positive reasons for participating were for the social experience, for health and fitness, and for the aesthetic experience, although the aesthetic component was most prominent for older children. Females were inclined toward health, fitness and aesthetic reasons while males felt more drawn toward the pursuit of vertigo. Amy Raven (1990) found that the greatest reasons for continuing in organized sport were to be with friends and to be part of a team. The greatest reasons for leaving a sport were conflict of interest for males and loss of interest by females. In a study done by McGuire Jr. and Cook (1983) 90 percent of children involved in organized sport competed to have fun, and 32 percent of the children participated because their parents wanted them to. A study by Pooley (1980) found that children's principle reasons for participating in sport activities were for fun, fitness, the satisfaction of contributing to a team, competition, to make new friends and to make key plays. The least important reasons were found to be to win games and to have their names in the newspaper.

From all of these studies, the main reasons for children's participation in youth sport activities according to the children themselves seem to be for social interaction, for fun, health and fitness.

A study was done by Terry Orlick (1972) to find out why some children participate in sport and why others do not. He found significant differences between children with respect to the family and the child's sports environment, personality traits, early and present activity patterns, play interests, self-perception of sports ability, and the child's and mother's attitudes about sports. Orlick concluded that children should be exposed to positive sports environments. He suggested that adjustments are necessary in both personnel and programs in order to meet the needs of different children from all types of environments. In order to determine if the needs of children are being met and what type of adjustments may be necessary some form of evaluation needs to be done.

Studies in Gymnastics

Much of the research found concerning the specific sport of gymnastics involved elite athletes and programs. Most studies focused on the psychological and physical preparedness of athletes and motivational factors influencing performance. Fear, personality traits and competitive behaviors were also mentioned in several studies done in gymnastics.

Studies by Schmid and Peper (1987), Gordin, Unestahl, Henschen and Sands (1987), and

Aronson (1987) discussed psychological readiness and mental preparation for elite gymnasts.

Studies by Swinnen (1987), Salmela, Petiot and Hoschizaki (1987), Jerome, Weese, Pyley, Klavara and Howeley (1987) discuss psychological as well as physical development and nurturing of gymnasts' talent. In discussing factors influencing successful performances in gymnastics, Chisholm (1987) investigated the personality traits of successful female gymnasts while Esmail and Arabi (1987) discussed competitive behaviors of Egyptian gymnasts.

Many researchers feel that motivational factors are key in determining the reasons for participation in gymnastics programs and for successful experiences in these programs. A study by Roberts and McKelvain (1987) studied the motivational goals of young elite gymnasts while a study by Covington (1971) compared motivational factors of gymnasts of different abilities. A study by Rosenberg (1988) investigated leadership styles and the influence on team climate, achievement motivation and performance in women's gymnastics, and Leblanc and Salmela (1987) investigated patterns of persistence and dropout of elite gymnasts. Fear and its impact and implications in elite level gymnastics was discussed in a study done by Fiegley (1989). He discussed types of fear, recognizing fear and personal control of fear in high level gymnastics.

Werner and Sweeting (1991) discuss gymnastics in schools. They state that:

...on the one side has been formal or Olympic gymnastics. It begins with stunts and simple tumbling experiences such as a frog stand/tip up, or forward roll and leads

progressively into more difficult skills such as a handstand or handspring. While all school age children begin in this system and it is quite popular in years following the Olympics, the fact is that standards for performance are set at a level that only the elite are encouraged to progress. They go on to become our gymnasts, cheerleaders and divers. The average and below average soon get discouraged, afraid and drop out. (p.86)

This discussion relates to the analysis of the present study of gymnastics programs in Quebec and how well they are meeting the needs of the participants. Presumably if it is determined that the participants' needs are being met then it follows that the dropout rate would be low and participants would continue in the sport even at levels well below the "elite" or "Olympic" level.

Studies Involving Program Evaluation

Numerous studies were found involving evaluation of sport and recreational programs. Several studies pointed out the need for and use of program evaluation. A study by Linda Millard (1990) concluded that many youth sport programs emulate the practices of professional athletes rather than emphasizing the traditional educational objectives and that this leads to participants dropping out of the sport. She suggests that periodic program evaluations, and feedback can be obtained on the precise areas where programs are falling short of their objectives so that changes can be made. This is stated in another way in a quotation from a report of a study involving recreation program loyalty by Steven Selin (1986).

There is a need to understand what is being achieved through the consumptive process of participation, so that facilities, hardware, experiences, and activities may be tailored toward more specific desires and goals of participants. This in turn would lead to a more effective and efficient "consumptive process" and a more rational supportable basis for resource utilizations. (p.249)

A study by Patricia Farrell and Herberta Lundegren (1983) states that "Evaluation is important to successful program planning since inherent in it are suggestions for increasing effectiveness." (p.206). They also state that evaluation asks how close a specific behavior activity or service comes to a presumed goal, and may be thought of in terms of congruence between performance and objectives. In a later study by Farrell and Lundegren in 1985 they suggest that evaluation is a process of ascertaining value by comparing results with objectives and judging how well objectives have been met in both qualitative and quantitative sense. William Theobald (1979) had similar comments to make on evaluation stating that, unlike other research, program evaluation is judgemental. That is, it asks how well a program is doing, what is doing, does it do what it intended to do, and whether it gives good value to its sponsor. Thomas Loughrey in a discussion of "Evaluating Program Effectiveness" summarized it well when he quoted Lazarus (1982) stating, "The major goal of regular program evaluation should be the improvement of the instructional process...you evaluate in order to plan for change, which hopefully is an improvement."

It seems that the most practical and efficient method of evaluating a program is to measure a program's outcomes against its objectives. Most of these studies discuss evaluating programs by objectives. Farell and Lundegren (1985) suggest in order to evaluate the accomplishment of objectives, the setting of objectives must be done first and they must be measurable. The organizer may do this before evaluation begins with the cooperation of the evaluator. Clear objectives make it easier for an organization to describe its activities. Having sound and measurable objectives enables agencies to present data on how clients have changed as a result of participating in programs and receiving services and it tells us to what extent programs have affected the wider community. Theobald (1979) said that objectives are capable of both attainment and measurement. He says that some programs' objectives may not be met simply because the program participants do not identify them as their objectives. Administrators and program staff may differ in their interpretation of the stated objectives. Therefore the evaluator may need to redefine or modify the list of stated program objectives. According to Farell and Lundegren (1983), "Goals are related to the purposes of the organization and are concerned with ultimate outcomes and are general and global in nature. Objectives are less global and more immediate and they define performance of participants that together contribute to the goal." (p.39). They suggest that we generally consider two types of objectives for evaluation purposes; 1) the broad objectives for the program itself and 2) the specific behavioral objectives for the participants.

Karen Koehler (1988) says that the questionnaire is one of the most popular methods of data collection among researchers. This is likely to stem from the fact that a wide variety of data can be collected through the use of sample surveys. She further suggests that specific objectives should be defined at the outset of developing a questionnaire. According to Farell and Lindegren, a questionnaire is the method used to gain information by having a respondent fill in answers or give the answers in an interview with an evaluator. This is the basic data collection instrument used in conducting surveys and is of common usage in the recreation and parks field.

Conclusion

An examination of the history of gymnastics reveals that while it has a long, varied and venerable past, its purpose and specific nature has changed considerably over time. Its present form in Canada is relatively recent, and while highly structured does not appear to have been subjected to a critical analysis. Parents' and participants' attitudes towards such sports programs have been polled in the past and while generally being supportive of them, reveal specific outcomes they expect to be obtained. While a considerable amount of research has been done on various aspects of gymnastics, nothing was found on evaluating gymnastics programs. Examination of studies on program evaluation, however, reveal the methods and procedures desirable for completing such an evaluation.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

The purpose of this study was to determine how well Quebec girls' gymnastics clubs are meeting the present expectations of them in artistic gymnastics. This was done by sampling perspectives of parents and instructors from clubs in various regions. The methods and procedures used in this study are reported in four sections: 1) subject selection, 2) instrumentation 2a) questionnaire development, 3) sampling procedures and data collection, and 4) treatment of data.

Sampling Procedure

In order to evaluate gymnastics programs of clubs in Quebec, the issue of how the evaluation should be done and by whom was examined. The list of possible evaluators included: experts in the field of gymnastics, Quebec Gymnastics Federation officials, club program directors, club instructors, participants and parents of participants. It was felt that the experts (elite level coaches, judges, technical directors) would not be appropriate since a more broadly based assessment of offerings was being sought without the excessive cost of hiring experts to tour clubs, assess and write reports. For these reasons it was decided not to use experts in the field as a means of assessing existing programs. It was felt that Federation officials and club program

directors would be highly biased in evaluating gymnastics programs provided or sponsored by them and would be limited in their numbers and therefore perhaps would not provide the most appropriate data for this study. One of the ideal sources of data might be the participants since they are in the best positions to comment on club activities. In this situation however, since, for the most part, participants are of a relatively young age, obtaining this sort of evaluative information from them might be risky and somewhat difficult. If the information sought cannot be collected from the participants themselves, the next best option would seem to be those receiving evaluative feedback from participants on a regular basis. In most cases these are the participants' parents and guardians. It is likely that the parents are among the original motivating forces behind their children's involvement and are undoubtedly in a relatively good position to evaluate their children's experiences. The instructors, while possibly less aware of the participants' levels of satisfaction, may have different perspectives of girls' needs in gymnastics programs and presumably have a knowledgeable viewpoint of the sport of gymnastics itself. Both parents of participants and instructors are fairly numerous and so, when polled, should give varied positions on the subject and, if appropriately surveyed, provide a representative view of a fairly vast geographic region. For these reasons, it was felt that the parents of participants and their instructors would be the best sources of data on the extent to which Quebec gymnastics clubs are achieving what is expected of them today.

Instrumentation

Once it was determined who would be the source of data for this study, it was necessary to determine how the necessary information would be obtained. It seemed that the interview method *would be impractical in questioning a large number of parents (perhaps 600) and coaches (maybe 60)*. It was therefore decided that a questionnaire would be the most efficient method of collecting the needed data. Also, using a questionnaire would allow participants to respond at their convenience and have time to think about their answers whereas an interview might force answers.

Given that there were no available questionnaires to be found dealing with evaluation of *gymnastics programs, one had to be developed*. As a point of departure, an outline of what gymnastics programs in Quebec were seeking to accomplish was needed. Examination of the rather vague criteria by which clubs seem to operate led to an examination of the goals of the Quebec Gymnastics Federation. These goals were stated as follows:

- a) Promouvoir et assurer le developpement de la gymnastique a travers le Quebec;
- b) Assurer la participation et stimuler l'interet des jeunes quebécois a la pratique de la gymnastique;
- c) Favoriser l'eclosion des talents en vue d'une participation aux plans national et international;

- d) Unir et coordonner les efforts de toutes les personnes interessées dans le sport de la gymnastique;
 - e) Susciter des projets de recherche tant au niveau de la technique qu'au niveau de l'entraînement proprement dit;
 - f) Regrouper les associations regionales;
 - g) De façon plus générale, promouvoir par le développement de l'activité physique, l'éducation de l'ensemble de la collectivité québécoise de façon à lui assurer un meilleur épanouissement physique, intellectuel et moral: à cette fin, recevoir et solliciter des dons, des legs et autres contributions de même nature en argent, en valeur immobilière, administrer tels dons, legs, contributions et organiser des campagnes de souscription.
- Les objets ci-dessus mentionnés ne permettent cependant pas aux souscripteurs le droit de recouvrer ou de bénéficier sous quelque forme que ce soit de l'argent qu'ils auront versé à la corporation. (Fédération de Gymnastique du Québec, 1994).

It was obvious that while a number of the goals and objectives were fairly specific to the Federation itself (coordination of personnel, sponsoring research projects, coordinating regions and raising and allocating funds), the others were meant to be more or less, the goals for the clubs. These somewhat general objectives did not seem to be detailed enough to allow for evaluation of

programs based on them. For this reason, the general goals of the Federation were redefined into more specific objectives. Four categories seemed to emerge from the discussion of the goals, so the specific objectives were grouped under them: Participation, Program, Instruction and Development.

In order to insure that the Federation goals had not been misinterpreted and to confirm that the specific objectives had been stated and grouped appropriately, they were presented to the executive director of the Quebec Gymnastics Federation for comment and approval. Following discussion with and suggestions from the executive director, a few minor changes were made and the following list of approved objectives in four groupings was finalized:

Participation

- 1) To stimulate interest for girls to participate in gymnastics.
- 2) To provide opportunity to compete in gymnastics with other clubs.
- 3) To provide opportunity for girls to participate in non-competitive activities.
- 4) To sufficiently publicize club activities.
- 5) To promote lifetime involvement in the sport.

Program

- 6) To provide opportunity for girls to reach the highest competitive level that they are capable of if they should so desire.

- 7) To provide opportunities for girls to continue and progress in gymnastics of a non-competitive nature if they should so desire.
- 8) To insure that girls are given the opportunity to acquire an understanding of the sport and the effect it may have on their lives.
- 9) To provide girls with the opportunity to acquire a large repertoire of gymnastics skills.

Instruction

- 10) To provide a high quality of instruction to girls in gymnastics.
- 11) To encourage coaches to reach the highest levels of qualifications of which they are capable.
- 12) To provide adequate facilities and equipment to ensure safe and optimal training of participants.

Development

- 13) To ensure that each participant is given the opportunity to reach her full potential.
- 14) To ensure that each participant is allowed to develop and progress at a level appropriate to her ability.
- 15) To ensure that each participant is able to participate with others with the same social and emotional needs.

Questionnaire Development

Questions corresponding to the objectives arose logically from within each of the four groupings thus providing the format for the questionnaire. Fifteen questions were developed: questions 1 to 5 relating to participation, 6 to 9 relating to program, 10 to 12 relating to instruction and 13 to 15 relating to development. Two forms of the questionnaire were designed: one for parents and one for instructors (see Appendices B and C). The number of questions and the basic content for both forms were the same. The questions were worded differently such that parents could respond based on their perceptions relative to their child and instructors could respond based on their perceptions relative to their respective capacities within the club.

A five-point Likert-type scale was used to measure the degree to which respondents felt that objectives were being met. The scale ranged from a score of 1 - representing "not at all" to a score of 5 - representing "greatly". These scores were retained for descriptive item analysis. Scores of items from within categories were added to determine a score for a given category. Since the number of items within each category vary, scores among categories were different.

An additional four questions were added at the end of the questionnaire. These questions were generated in discussion of the objectives of the Federation but were not determined to be among its specific goals at this time. In view of the history of gymnastics and the goals it has held in the past, it was felt that it would be beneficial to gain the perspectives of parents and coaches

regarding fitness, confidence and self-esteem, and creative expression as potential objectives for the gymnastics clubs of Quebec.

Sampling Procedures and Data Collection

The last question to be answered was from whence the sample of parents and instructors should be drawn. Ideally, the study would have included all parents of female gymnasts and all coaches from all girls' clubs in Quebec. However, given that this would have involved approximately eighty clubs, hundreds of coaches and thousands of parents, it was entirely unrealistic in the scope of this study. For this reason, three regions were chosen for this study, from a list of eighteen provided by the Federation. These regions were selected based on their representing what was felt to be three relatively distinctly different social and geographic environments in the province; one urban, one suburban, and one rural. The regions selected were: the Montreal\Concordia, South Shore and Richelieu\Yamaska regions. Possible differences between regions included: accessibility of locations to potential participants, instructors, judges and courses, choice of clubs for potential participants and the relative ease with which clubs are able to correspond with the Gymnastics Federation.

Following selection of these three regions, three clubs were randomly sampled from within each region. By sampling three clubs from each region a potential of 400 parents and 20 instructors from each region would be pooled. This would provide an adequate and

manageable amount of data.

A representative of the organizers of each club was contacted by telephone, given a brief description of the study and asked to respond as to whether or not they would be willing to help in carrying out the study. Upon agreeing, each club was then asked to give the number of girls enrolled in their club and the number of instructors employed.

The questionnaires were translated into french (since the majority of respondents were french-speaking) following the procedures outlined by Vallerand and Halliwell, (1983). The questionnaire was translated into french and then translated back into english, and the original and translated copies compared. The questionnaire was also evaluated and tested by individuals in "the field" to insure that the meaning of the questions was clear and that they were appropriate.

An appropriate number of questionnaires were distributed to a representative from each club. They were then distributed to coaches and parents, via the children, at a practice and collected by the same means. The parents and coaches were asked to return the questionnaires within a week at which time they were collected by the researcher. Upon collection of the questionnaires club representatives were encouraged to redistribute the remaining questionnaires to parents and/or coaches who may have missed the initial distribution. In the month that followed the initial distribution of questionnaires, the clubs were contacted once per week either by phone or in person to encourage collection of the remaining questionnaires.

Treatment of the Data

A descriptive analysis of the data showing average responses of parents and instructors for each of the items within each of the categories of objectives across the three regions was completed. A comparison of the parents' and instructors' responses across the three regions was made by performing four 2X3 ANOVAs, one for each category of objectives (Participation, Program, Instruction and Development). When significant differences were found, a Tukey post-hoc analysis was completed to determine the exact location of those differences.

The .05 alpha level of significance was used for all statistical analyses in this study.

NOTE TO USERS

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CHAPTER 4

RESULTS

A general descriptive analysis as well as the statistical results are reported and displayed in six tables in this chapter. The first table summarizes the responses of parents and coaches from each region by item, while the second table reports the results by category of consideration. Tables 3 to 6 address comparisons between parents and coaches, and among the three geographic regions within each category of consideration. Scores and differences of significance are pointed out in the text. Despite several attempts over a period of a month to make contact with and encourage club representatives to have the questionnaires filled out and returned there was only a response rate of approximately twenty percent for parents and fifty percent for coaches. While very disappointing, this reflects the difficulty in obtaining data from groups of respondents who are located at some distance from each other and who do not necessarily hold a vested interest in the study being carried out. A total of 170 parents returned their questionnaires and 35 were returned from coaches.

Assessments of Achievement of Club Objectives When Considered Individually

In this first section of the analysis of results, a descriptive analysis is done for individual objectives for the ratings given by parents and coaches across the three geographic regions. Means

of responses. item by item, of parents and coaches from each geographic area are displayed in Table 1. As a whole, parents along with coaches rated their children's clubs' offerings quite favorably. Parents on the average rarely rated the achievement of objectives below four on a five point scale and when they did it was most often in the high threes. Only on the provision of recreational activities did they go marginally below a three rating. Only on three items did the coaches rate their clubs' achievements below four on the five point scale.

There do not appear to be great differences from region to region or between parents and coaches. Coaches and parents are generally in agreement across geographic areas for each item. There are some differences between parents and coaches for some items which may be worth noting. Items #2, #3 and #4, all of which pertain to Participation objectives, see the parents giving ratings that appear somewhat lower than those given by the coaches. Item #8 from the Program category has a lower rating by coaches than by parents while items #10 and #11 from the Instruction category and #15 from the Development category have higher ratings by the coaches. Most of the remaining items are given similar average ratings by both groups of respondents and there are several items for which parents and coaches are in total agreement. Items #5, #9 and #12, one from each of the first three categories, have the same average rating from parents and coaches. Given that the ratings for these items was quite high it appears that the objectives dealing with lifetime involvement, acquisition of skills and safety and equipment are felt to be well met by

clubs.

There are some relatively large differences to be noted between parents and coaches within geographic regions. For item #2, parents from each geographic area had lower ratings than did coaches. Item #4 reveals that parents from the suburban and urban regions gave ratings considerably lower than did the coaches while parents from the rural areas gave higher ratings than did the coaches. Results from item #6 show parents having more favorable opinions than coaches in the rural and suburban regions while lower ratings were given by parents from the urban area. Though other scores differ, their differences are smaller and very often the scores from both groups of respondents are still quite high. Although there is always room for improvement, it would seem that there is less need for concern in these areas than in some other areas where differences are greater and scores lower. Item #9 is an objective on which both parents and coaches from all regions agree is being quite well achieved.

Table 1

Parent and Coach Average Rating of Achievement of Club Objectives Considered**Individually by Geographic Region**

		Geographic Region							
		Rural		Suburban		Urban		Average	
Respondents		Parents Coaches n=90 n=13		Parents Coaches n=21 n=13		Parents Coaches n=59 n=9		Parents Coaches	
Category of Objectives									
Item									
Participation									
1. Stimulate Interest		4.30	4.20	4.00	4.00	4.30	4.40	4.20	4.33
2. Competitive Opport.		3.90	4.50	3.70	4.80	2.90	4.00	3.50	4.43
3. Recreational Activities		3.10	3.50	3.00	3.20	2.70	3.00	2.93	3.23
4. Club Promotion		4.00	3.80	3.60	4.20	3.50	4.20	3.70	4.07
5. Lifetime Involvement		3.00	3.00	4.00	4.00	3.00	3.00	3.33	3.33
Program									
6. Competitive Potential		3.50	2.90	3.70	2.90	3.90	4.60	3.70	3.47
7. Recreational Potential		4.20	3.70	3.80	4.50	4.10	3.70	4.03	3.97
8. Acquire Knowledge		4.00	3.40	4.10	3.20	4.00	4.20	4.03	3.60
9. Acquire Skills		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Instruction									
10.High Quality Instruction		3.70	3.70	3.90	4.20	4.00	4.80	3.87	4.23
11.Qualified Coaches		3.80	3.60	4.00	4.50	4.00	4.60	3.93	4.13
12.Safety and Equipment		4.30	4.00	4.10	4.20	4.40	4.60	4.27	4.27
Development									
13.Highest Skill Potential		3.90	3.46	4.05	3.85	4.07	4.44	4.01	3.92
14.Appropriate Progression		4.10	3.60	4.10	4.40	4.10	4.60	4.10	4.20
15.Social & Emotional		3.90	3.80	3.90	4.30	3.80	4.10	3.87	4.07
Potential Objectives									
16.Physical Development		4.50	4.50	4.50	4.70	4.80	4.40	4.60	4.53
17.Confidence & Self-Esteem		4.50	4.50	4.40	4.70	4.80	4.80	4.57	4.67
18.Leisure Time		4.40	4.10	4.50	4.50	4.50	4.20	4.47	4.27
19.Expression & Creativity		4.00	4.00	4.00	4.00	5.00	4.00	4.33	4.00

Assessments of Achievement of Club Objectives When Considered by Category

Items on the questionnaire were divided into categories of objectives for consideration. The four categories are Participation, Program, Instruction and Development. Ratings given by parents and coaches as to how successful clubs are in fulfilling participants' needs within each category are discussed in this section. When the ratings of the three to five items in a category of objectives were averaged, means of ratings of parents and coaches from each geographic area were found. These are displayed in Table 2. It appears that coaches and parents are generally in agreement across geographic areas for each category of consideration. Both parents and coaches gave relatively high ratings of the achievement of objectives in all categories of consideration; mostly in the high threes and fours. There was not a great deal of difference in averages from one category to another. Participation was rated lowest by parents and Program by coaches. Instruction was rated most highly, especially by coaches while the Development category had a high average from both. No obvious significant differences between parents and coaches or across geographic regions are apparent. The differences in averages between parents and coaches across the three regions were less than .4 for all categories of objectives. The greatest differences between parents and coaches were in the urban setting for the Participation category and for the Instruction category. The differences in averages for Participation was .53 and .50 for the Instruction category. The least differences in averages between parents and coaches were found in the rural

setting for the Instruction category where there was a difference of .1.

Table 2

Average Rating by Parents and Coaches of Achievement of Categories of Objectives by Geographic Region

	Geographic Region							
	Rural		Suburban		Urban		Average	
	Parents	Coaches	Parents	Coaches	Parents	Coaches	Parents	Coaches
Category of Objectives								
1. Participation	3.74	3.85	3.58	4.03	3.33	3.86	3.55	3.91
2. Program	3.97	3.50	3.98	3.63	4.04	4.17	3.99	3.77
3. Instruction	3.90	3.80	4.00	4.30	4.10	4.60	4.00	4.23
4. Development	3.97	3.62	4.02	4.18	3.99	4.10	3.99	3.97

Comparison of Parent and Coach Ratings of Achievement of Categories of Club Objectives

Across Geographic Regions

Participation objectives.

Table 3 gives the results for the analysis of variance for the Participation category of objectives. A significant difference was found between parents and coaches as a whole across regions for that category ($F=6.44$, $p=0.012$). Combined with the information from Table 2, it appears that across the three geographic areas; coaches have a more favorable attitude toward their club's abilities to meet participation objectives than do parents. A Tukey test indicated that there is no difference in this respect between the regions.

Table 3

Analysis of Variance for the Participation Category of Objectives for Respondents Across

Geographic Regions

Source of Variation	DF	SS	MS	F	P
Respondents	1	3.922	3.922	6.44	0.012
Geographic Regions	2	1.166	0.583	0.957	0.386
Respondents vs Regions	2	1.189	0.594	0.976	0.379
Residual	198	120.584	0.609		
Total	203	132.221	0.651		

Program objectives.

Table 4 shows the results of the analysis of variance for the Program category of objectives. There were no significant differences between parents and coaches sampled and there were no differences found among the geographic areas sampled.

Table 4

Analysis of Variance for the Program Category of Objectives for Respondents Across Geographic Regions

Source of Variance	DF	SS	MS	F	P
Respondents	1	0.945	0.945	1.518	0.219
Geographic Regions	2	2.232	1.116	1.793	0.169
Respondents vs Regions	2	2.102	1.051	1.689	0.187
Residual	198	123.211	0.622		
Total	203	127.425	0.628		

Instruction objectives.

The analysis of variance for the Instruction category of consideration is shown in Table 5. Although no significant difference was found between the parents and coaches sampled across the province, a trend of a difference was seen ($F=3.618$, $P=0.059$). Coaches may see the instruction

they give in a slightly more favorable light than do parents. A slight trend is also seen for differences from within groups of respondents across geographic regions. From Table 2 it can be seen that coaches in particular give fairly low ratings in the rural area compared with those from the urban area. A Tukey test revealed a significant difference in responses between geographic regions ($F=4.660$, $p=0.011$) for the instruction category. A comparison of the regions revealed that respondents in the urban setting perceived that the objectives concerning instruction were being better achieved than did the respondents in the rural setting ($q=4.24$, $p<0.05$). Figure 1 depicts the extent to which both parents and coaches from the urban region rated instruction higher than did those from the other two areas.

Table 5

Analysis of Variance for the Instruction Category of Objectives for Respondents Across Geographic Regions

Source of Variation	DF	SS	MS	F	P
Respondents	1	1.774	1.774	3.1618	0.059
Geographic Region	2	4.569	2.285	4.660	0.011
Respondent vs Region	2	2.928	1.464	2.987	0.053
Residual	198	97.006	0.490		
Total	203	103.175	0.508		

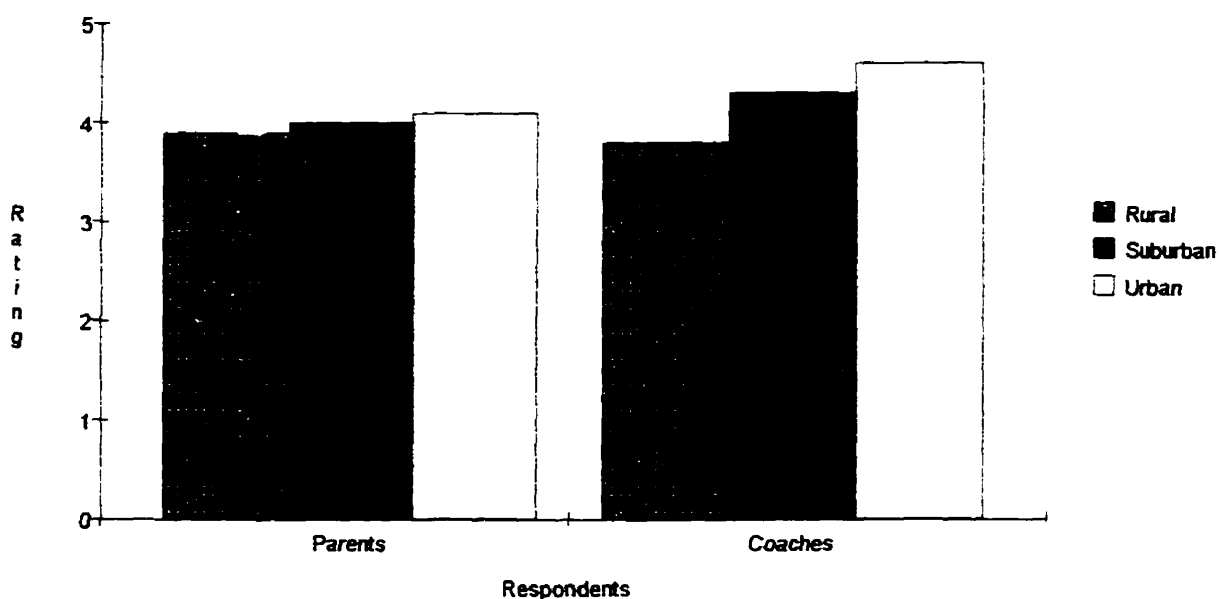


Figure1: A Comparison Across Regions for Parents and Coaches in the Instruction Category of Objectives.

Development objectives.

Table 6 displays the results of the ANOVA for the Development category of objectives.

The analysis revealed that parents and coaches across regions and from one region to another had similar opinions of the accomplishment of Development objectives within their clubs.

Table 6

Analysis of Variance for the Development Category of Objectives for Respondents Across Geographic Regions

Source of Variance	DF	SS	MS	F	P
Respondents	1	0.151	0.151	0.213	0.645
Geographic Regions	2	2.655	1.328	1.869	0.157
Respondents vs Regions	2	3.423	1.712	2.409	0.093
Residual	198	140.669	0.710		
Total	203	144.522	0.712		

Potential objectives.

The last four items on the questionnaire dealing with physical development, confidence and self-esteem, use of leisure time and expression and creativity were not statistically tested since they were not included in the clubs' official objectives. The average scores from parents and coaches for these items which can be found in Table 1 are worth noting however. Scores for all four of these items were quite high, most of them being close to or above 4 on a five-point scale. This appears to suggest that both of these groups of respondents from all three geographic areas feel very strongly that these items should be a part of their clubs' objectives.

CHAPTER 5

DISCUSSION

The purpose of this study was to determine how well Quebec girl's gymnastics clubs are meeting the expectations of them in artistic gymnastics. Samples of parents' perspectives were compared with those of instructors from clubs in three regions of Quebec. The results of the study are discussed in this chapter in light of the four hypotheses formulated in these regards.

Level of Achievement of Club Objectives

Hypothesis #1, which stated that generally parents and instructors would agree that the clubs are meeting the girls' needs was by-and-large supported. Given that questionnaire answers could range from strongly disagree to strongly agree (1 to 5), it can be seen from Table 1 that since most average scores were above 3, responses were toward the positive or "agree" end of the scale for all items. From Table 2 it can be seen that virtually all mean scores for parents and coaches are 3.33 or above in each category of objectives. This would seem to indicate that generally clubs are doing their jobs in meeting the needs of their participants as seen by parents and coaches. However, given that only a limited percentage of the questionnaires distributed were returned, it should be noted that a possible explanation for the generally high positive ratings by parents and instructors is that only those generally in support of the gymnastics clubs made the time to complete and return questionnaires. Thus, while the data suggests that clubs are generally

seen to be achieving the objectives set for them, the data needs to be interpreted with caution given the possible bias of the respondents.

Given the preceding, it seems important to examine carefully where the average ratings as a whole and within specific geographical regions were not as high as the others. It seems also important to look carefully at where discrepancies are seen between the parents' and coaches' ratings. As these comparisons by category of objectives are discussed in the next section of this report, only comments on the results by item seem pertinent here.

Item 3 which stated that clubs are providing sufficient opportunities for members to participate in activities of a non-competitive nature was rated the lowest of all items, and considerably lower than any other item by both parents and coaches. It also received among the lowest ratings by both groups in each of the geographical settings. This suggests quite clearly that parents and coaches are not as well satisfied with the non-competitive offerings of clubs as they could be. The Quebec Gymnastics Federation as well as its member clubs might wish to address this issue by either working to improve their offerings in this regard or by removing this as one of their objectives.

The second most poorly rated objective was that listed as item #5 regarding the participants' likelihood of remaining involved with the sport throughout her lifetime. Again the ratings by both parents and coaches as a whole are relatively low. This is particularly true in the

rural and urban areas. It is possible that improvement in this area could be contingent on clubs' abilities to make the changes apparently needed in the area of non-competitive offerings discussed earlier. Perhaps if clubs offer more activities from which to choose within the sport, or better promote non-competitive activities already available, more participants will be encouraged to join and/or remain in the sport of gymnastics.

In terms of overall differences in the perceptions of parents and coaches, the nearly one full point difference (0.93) in item #2 concerning the provision of competitive opportunities is one that needs close examination. Why do the coaches as a whole feel they are providing an almost perfect competitive program (4.43 out of a possible 5) when parents feel that more is desirable (3.5 out of a possible 5 rating). While very noticeable in the rural area (discrepancy of 0.60), it is particularly the case in both suburban and urban areas where the difference is 1.10 out of a possible 4. This rating difference is one that bears careful examination. It is over simplistic to say it is due to the parents' lack of understanding of the details involved in the "competitive" sport. An explanation from coaches or other "officials" within the sport of the commitment as well as physical talent and emotional capacities required of a competitive athlete might be a place to begin. However, it seems that there needs to be serious, open discussions between parents, coaches and program organizers on what each expects with regard to gymnastics competitions for children of varying abilities and commitments. This very important difference needs to be cleared up.

The item on which there appears the second greatest discrepancy between parents' and coaches' rating is #8 concerning clubs' abilities to provide participants with an understanding of the sport of gymnastics and the impact it may have on their lives. In this case the parents as a whole feel that this is being accomplished better than do the coaches. This is seen to be the case in rural and suburban, but not the urban setting. This would seem to suggest that in these two settings at least, the coaches feel that a better job could be done in helping young girls to acquire a good knowledge of the sport of gymnastics and its possible place in their lives. Club organizers and administrators might consider trying to improve this situation. It should be noted that this is one of the items give the lowest ratings by the coaches overall. Why the coaches feel that more could be provided and how needs to be ferreted out and perhaps some changes made in what is provided. If the coaches feel a better job can be done in this regard why is it not being done?

Other items where considerable variation existed between the ratings of parents and coaches overall are items #3 (discussed previously), #4 concerning club promotion and item # 10 involving clubs' abilities to provide high quality instruction, where the ratings were from 0.30 to 0.37 higher by coaches, and item #6, involving individual participants' opportunities to reach their highest potential competitively, rated overall 0.30 higher by parents than coaches. For item #4, coaches perhaps rated club promotion higher than parents because they are not in a position to be influenced by publicity since they are from within the organization. Parents would seem to feel

that they could better informed of the activities of the clubs to which their daughters belong. The fact that item # 10 was rated lower by parents than by coaches may be a reflection of coaches' reluctance to give low ratings on an item related to the job that they are doing. Perhaps parents' expectations exceed what is realistic for coaches, some with a minimum of training, to be providing for participants. Item #6 being rated higher by parents than by coaches could be due to the fact that parents often do not realize the full potential of their children in gymnastics or they feel that they are already being sufficiently challenged by competition. The coaches on the other hand, see in general, individual potential that is not being developed as it might be. The coaches are perhaps less sensitive to the stresses the girls may be experiencing, but are at the same time, because of their gymnastics training and experience, more aware of the possibilities available in the sport.

In summary, while there is considerable support for the first hypothesis which predicted parents and coaches agree that clubs are meeting their objectives, in view of the possible positive bias of respondents, there is also evidence of areas where they are not particularly satisfied. There are also items on which the two groups of respondents do not agree. These bear careful examination if there is desire to improve the situation. The differences in opinions of these two groups of raters in specific geographical areas need closer scrutiny as well. In order to examine respondents' differences across geographic regions, the results by category of club objectives are

next discussed.

Differences Between Parents' and Coaches' Ratings of Accomplishments of Categories of Objectives

Hypothesis #2, which stated that there are differences in opinions between parents and coaches as to how well participants' needs are being met in some categories of objectives was partially supported. The results obtained indicated that there was a significant difference between the two groups of respondents for one category of consideration while a trend of a difference was seen for another.

A significant difference was seen between parents and instructors for the Participation category. Coaches generally felt that participation needs were being met better than did the parents. Coaches more than parents seem to feel that clubs are adequately promoting the sport of gymnastics and are offering opportunities for girls to take part in the sport both competitively and recreational throughout their lifetimes (Questionnaire items 1 to 5). One reason for this could be that coaches generally have a bias in favor and/or a better understanding of "internal" club functioning and what may seem obvious to a coach because of "intimate" involvement with the club and the sport of gymnastics may not be so obvious to a parent. For example, instructors, administrators and other people involved directly with club activities are fully aware of what programs their club has to offer, the number of girls involved and the potential "extra curricular"

activities in which girls may participate. Parents on the other hand are aware only of what is deliberately set before them or what their child tells them. This may be where clubs need to make improvements in the areas of promotion and publicity of activities being offered. Their perspective is clearly different representing that of the consumer who does not necessarily see the stated objectives as being met to the same extent as do the instructors. While their rating of the offerings in these regards is still fairly high, they do not see them in as favorable a light as do the instructors.

It seems that clubs need to help parents to better understand what programs are offered within the organization to which they belong, how the competitive system works, what is involved and expected of competitive participants, and what extra activities are offered for those participants not wishing to compete. This could be done by producing an information pamphlet or guide made available to parents of participants or by holding regular information meetings which parents could attend.

A trend of a difference was found for the Instruction category of objectives between parents and instructors. From Table 2 it can be seen that again, coaches held a higher opinion as to how well clubs were meeting Instruction needs than did parents. This category allows perhaps for the greatest amount of biased opinions. Given that the item #10 in this category deals directly with the effectiveness of the coaches who are answering the questionnaires, and item #11 addresses their qualifications, it is very possible that responses were influenced by their biases.

Few instructors, even though they may have opinions as to how well other instructors are doing their jobs, are likely to respond negatively to questions which may implicate themselves. Perhaps an evaluation of clubs' abilities to meet instruction needs of participants should be carried out by a third party (i.e. a designated Federation member or other expert in the field); that is someone who could render an unbiased opinion as to how well these objectives are being met. This would perhaps allow for coaches to gain feedback on the jobs that they are doing and improvements they could make without feeling threatened. On the other hand, the explanation may lie in the fact that parents have unrealistically high expectations of the qualifications of coaches who tend to be relatively young and not very well paid. By being more fully explained the workings of their club, including its financing, they would perhaps realize that only if they were willing to pay more for each child could better trained and qualified instructors be provided.

No difference was found for mean ratings given by parents and coaches for item #12 regarding safety and equipment.

No significant differences were found between parents and instructors for the Program and Development categories indicating that the two groups have similar opinions as to how well these categories of needs are being fulfilled by clubs. High average ratings around 4.00 for both parents and coaches for items such as number #9 from the Program category referring to skill acquisition and 4.1 or 4.2 for item #14 from the Development category regarding appropriate progression

indicate that not only are the two groups of respondents in agreement, but they feel quite positively about the attainment of objectives by clubs in these categories. As the future of the sport is being decided, if parents and instructors can agree that many of the clubs' objectives are being well met, then a consequent positive attitude toward the status of the sport in general may facilitate work towards improving weaker areas.

A significant difference was found for the Participation category and a trend of a difference was seen in the Instruction category between the two groups of respondents. Since hypothesis #2 stated that differences in some categories would be found across regions for the two groups, the hypothesis was supported. A explanation for the differences and suggestions for reducing them in the Participation and Instruction categories were provided.

Regional Differences in Ratings of Accomplishments of Categories of Objectives

Hypothesis #3 stated that there would be differences in how well parents' and coaches' expectations are being met among clubs from urban, suburban and rural regions of Quebec. This hypothesis was also supported. A significant difference between the rural and urban regions for the Instruction category was found. Upon inspecting Table 2, it appears that both parents and coaches from the urban setting responded in a more favorable manner than did parents and instructors from the rural area. From Table 1 it seems that responses were higher from the urban area for all three items than from the rural setting; item #10 dealing with the level of training

being offered, #11 dealing with the level of instruction provided and #12 regarding safety and equipment.

The significant difference between these regions for this category may be due to the fact that urban areas are more heavily populated and therefore clubs have access to a bigger choice of instructors as well as participants having a choice of clubs to attend. Since urban areas usually have more clubs, a larger population of gymnasts is generated in a limited geographical area and thus probably a larger "pool" of potential instructors is established. Since clubs are afforded the luxury of selecting coaches from a larger number, it is more likely that the weaker instructors will be "weeded out" in the hiring process thus narrowing the field of coaches to those better able (item #10) and more certified (item #11). This is less likely the case in rural areas.

The fact that both parents and instructors rated the Instruction category lower in the rural region highlights the need for some attention to this area. Lack of funds in the rural regions could be another reason for parents and coaches to have rated the items pertaining to equipment (#12) and training (#11) lower than in other areas. Given that rural clubs generally have a smaller membership than larger clubs, they likely generate less income which affects their ability to purchase equipment and to provide more elaborate programming. Rural clubs may also have less access to second hand or "borrowed" equipment.

Another potential reason for the difference between regions may be due to the fact that

coaches from the urban setting are more likely to have more access to training programs and professional improvement resources. Since many of the sport and coaching federations and organizations are located in larger cities, it becomes more difficult for instructors from outlying regions to gain access to these resources. These coaches would be required to travel potentially long distances costing them time and money. Many instructors may not be willing to commit this time, energy or money to professional development and therefore the overall quality of instruction is hampered. It is expected that competitive results and other measures of the accomplishments of these clubs may reflect the same facts. If the Quebec Gymnastics Federation wishes to try to provide equality of offerings across the Province, it might choose to try to move to correct some of these regional discrepancies with special efforts, programs or subsidies to improve rural instructor *training, equipment and facilities.*

No significant differences were found between regions for coaches and parents for the Participation, Program and Development categories. This indicates that parents and coaches from the urban, suburban and rural regions generally have similar feelings as to how well participants' needs in these categories are being met by existing clubs and, as already noted, the ratings by the respondents, *was fairly high.*

In summary, since a significant difference between regions was found for one of the categories of consideration, hypothesis #3 was partially supported. However, generally, there seemed to be agreement across regions among respondents for the other three categories of

objectives.

Potential Additional Gymnastics Club Objectives

Items 16 through 19, were not dealt with in the analysis of variance tests because they are not a part of the Gymnastics Federation's specific list of objectives. However, since it was originally agreed that the items dealing with physical development, confidence and self-esteem, the use of leisure time and expression and creativity were potentially important aspects of the sport, they were included in the Questionnaire and as part of the results in Table 1. Parents and coaches were asked to rate these items as to how important they thought it was that they be included in the objectives for Quebec gymnastics clubs. They were among the most highly rated objectives by both parents and coaches. Both groups expressed strongly that gymnastics participation should be a means to enhancing physical development, confidence, and self-esteem and making good use of leisure time. Their ratings of it as a means to enhancing self-expression and creativity was also very high. This should perhaps be taken into consideration by the Quebec Federation and its clubs. Though these items are not included in the objectives for clubs, some of them are perhaps already being unknowingly accomplished. They could possibly be incorporated into the "official" objectives for clubs. Clubs might then look at the way their offerings are structured and make appropriate adaptations to allow for a more creative environment (item #19) for their participants. Clubs should also maybe look at ways in which they might measure the degree to which

participants' physical fitness and self-esteem needs (items #16 and #17) are being fulfilled and then make any necessary adaptations in their programs. Insuring the fulfillment of these needs may in turn help promote adherence of girls in the sport thus encouraging lifetime commitment of participants.

Summary

The purpose of this study was to gain perspective on how well girls' gymnastics clubs from different regions in Quebec are meeting the expectations held of them and to what extent they are meeting the objectives set out for them by the sport's governing body (Quebec Gymnastics Federation). Generally, clubs are meeting the expectations that parents of participants and instructors have of them. For the most part, responses were toward the positive end of the scale for both parents and coaches for most items, though it must be remembered that there is a possible positive bias in the return of questionnaires. Instructors felt more positively about clubs' abilities to fulfill the participation needs of participants than did parents. In the area of instruction, parents and coaches from the rural region of Quebec were less inclined to believe that needs of the participants were being met than parents and instructors from the urban region. The potential objectives listed in the questionnaire received very high ratings and should be taken seriously in future planning for club programs of Quebec. By contrast, items dealing with non-competitive offerings as well as lifetime involvement received the lowest ratings indicating a need for attention

by the Federation as well as the clubs in these areas.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Girls' artistic gymnastics in Quebec today exists mainly in the form of nonprofit, community gymnastics clubs operating independently from any of the school systems. Although there may be privately run, profitable organizations, and some school-run programs, these seem to be fewer in number. While most of the clubs offer competitive programs of some kind, only a few offer elite level training opportunities. Though "recreational" gymnastics is a term which may be used to encompass a large variety of activities, movement and use of equipment, many clubs are in the habit of conducting their recreational gymnastics classes using the same basic apparatus and with the same "skill inventory" as they would for a competitive class only without the intent to compete. This provides for a somewhat limited or narrow focus of activities in many gymnastics programs. Perhaps it was the huge successes achieved in women's gymnastics by people such as Olga Korbut and Nadia Comenici which were largely publicized by the media that led to the popularity of "competitive-style" gymnastics programming. Women's events have not changed in many years except for the continually increasing distance between the uneven bars, the introduction of spring floors and other such relatively minor adjustments. Looking back at the history of gymnastics, the different philosophies, methodologies, events and apparatus it has encompassed over the years can be seen. It seems that the gymnastics of today is significantly different from what has been in the past. Given the thousands of young participants currently

involved in the sport and the relatively well organized governing body, it seems safe to say that gymnastics in Quebec is fairly "successful" and popular. However, there exists several issues within the sport which warrant investigation. The apparent lack of qualified judges and coaches in the sport within the province and the notion that the needs of the participants in gymnastics programs could be better served, suggested the need for a close examination of offerings in relation to objectives. The purpose of this study was to assess programs in different regions of the province from the perspective of parents of participants and coaches.

Summary of Procedures

Three clubs in each of three different geographic regions in Quebec (rural, suburban and urban), were selected for use in this study. Parents of participants and coaches from each club filled out a 19-item questionnaire. The items for the questionnaire were based on a list of specific objectives developed from the general objectives established for the gymnastics clubs by the Quebec Gymnastics Federation. Items were divided into categories of objectives, items 1 to 5 relating to Participation, 6 to 9 relating to Program, 10 to 12 relating to Instruction, 13 to 15 relating to Development. Items 16 to 19 asked respondents' opinions of objectives which are not presently a part of the Federation's goals, but which it was felt were naturally appropriate objectives for such programs. A five point Likert-type scale was used for respondents to rate the

degree to which they felt their clubs were reaching each of the objectives. The questionnaires were translated from English to French using the procedures described by Vallerand and Halliwell, (1983) since the majority of respondents were French-speaking. A descriptive analysis of the data was used to show average responses of parents and coaches for each of the 19 items and for each of the categories of objectives across the three regions. A two-by-three (respondents by regions) analysis of variance was done for each category of objectives to determine if there were differences between parents and coaches across the three selected geographical regions. Where significant differences were found, a post-hoc analysis was then done to discover between which variables the differences occurred.

Summary of Results and Discussion

The percentage of returns of completed questionnaires was not what had been hoped for. It was suggested that the returns may represent a positive bias as possibly only the most supportive parents and coaches responded. The first hypothesis proposed that parents and instructors would generally agree that clubs were fulfilling the needs of the participants. Given the preceding limitations, the results generally supported this prediction. The ratings were toward the positive end of the scale for both parents and coaches. There were items, however, where the ratings were lower and on which parents and coaches across the regions responded quite differently. Possible

explanations for these were discussed.

Hypothesis number two suggested that there would be differences in opinion between parents and coaches as to how well some categories of objectives were being met. The results proved this statement to be true. A significant difference was found between the two groups of respondents for the Participation category and a trend of a difference was found in the Instruction category. A post-hoc analysis showed that there were no differences across regions for the Participation category. Coaches rated Participation needs as being significantly better met in their clubs than did parents. It was suggested that differences may be due to the fact that parents may not be fully aware of what is offered by clubs and therefore would give lower ratings for some items. It was also postulated that possible biased opinions on the part of the coaches may have been reflected in the more positive ratings given by them in the instruction category. In any case, this is an area at which the Gymnastics Federation and its member clubs should perhaps look more carefully. The data also suggests that closer scrutiny of what is happening in the Instruction category of concerns is called for.

The third hypothesis stated that there would be differences between respondents from different regions of the province as to how well objectives were being met. This hypothesis also found support. A post-hoc analysis found the difference to be between the rural and urban regions. Respondents from the urban region answered items from the Instruction category

significantly more positively than did parents and coaches from the rural area. A suggested explanation was that urban areas would generally have easier access to professional development resources, larger populations from which to draw members and a better choice of qualified, experienced instructors than would rural regions. This again seems something the Federation should look at carefully if it hopes to strive for equality of offerings to all participants.

Conclusions

Based on the results and given the limitations of the present study, the following conclusions seem warranted:

1. Parents and coaches are generally satisfied that Quebec girls' artistic gymnastics programs are successfully meeting the expectations of them, but with considerable variation in some areas.
2. Coaches are more satisfied with their clubs' performances in the areas of Participation and Instruction than are parents. Clubs would seem to have work to do in these areas if they are to meet parents (and participants) expectations of them in relation to their stated goals and objectives.
3. In the areas of Program and Development, parents and coaches are in general agreement that Quebec gymnastics objectives are being well met by their clubs.

4. Parents of participants and gymnastics instructors from rural Quebec are less happy with the level at which the Instruction needs of participants are being met than are those from urban regions.
5. Parents of participants and coaches feel strongly that objectives relating to physical development, confidence and self-esteem, use of leisure time and expression and creativity should be included among the objectives for their clubs.

Implications of the Research

The findings of this study provide some insight into how girls' gymnastics programs in Quebec are being perceived by the significant people involved in the sport; the parents of participants and the coaches. Given the generally positive attitude of the respondents, it appears that as a whole, the sport organizers are doing a good job of providing quality programs in gymnastics for young girls in the province. The results of this study help to highlight areas where the state of affairs is less than ideal and where adjustments for improvement may be made. The area of Participation is one which clubs might look at since parents rated objectives in this regard being less than ideally met. The current lack of judges and coaches in the sport may be a function of clubs' inadequately fulfilling participation objectives. Knowing that parents are not as satisfied as the coaches are with what their children are being offered in this category, suggests a reassessment of these objectives and clubs' procedures for fulfilling them. This in turn,

might encourage adherence to the sport thus increasing the potential of judges and coaches.

As well, objectives relating to instruction, rated lower in rural areas of the province, warrant some attention from the provincial Federation and clubs concerned. Perhaps the *Gymnastics Federation could implement some sort of incentive program where coaches could be partially subsidized to take courses outside their regions.* Another solution might be to encourage course conductors to offer upgrading courses periodically in rural regions.

The extremely positive responses to the last four items on the questionnaire imply that physical development, confidence and self-esteem, positive use of leisure time, and the development of expression and creativity are desired and potentially important objectives of participation in gymnastics. This should perhaps be considered by those determining the objectives and programs of gymnastics clubs in Quebec.

Recommendations for Further Research

Recommendations for further research include:

1. *Conduct a study on adherence of Quebec girls to gymnastics to discover why some drop out of the sport and what factors may influence lifetime involvement.*
2. *Conduct a similar study of boys artistic gymnastics to see if their results might be similar or a new perspective gained.*
3. *If the same objectives apply to artistic gymnastics across Canada, it might be*

worthwhile to use the same questionnaire and methodology to examine gymnastics offerings in other parts of Canada.

4. In conducting field studies such as this one, researchers must give full attention to repeated follow up measures to get potential respondents to complete and return their questionnaires. Otherwise, not only are returns small and not necessarily representative, there is also a risk of a bias reflected in the data by getting mainly respondents who are strongly supportive or critical of the existing offerings.

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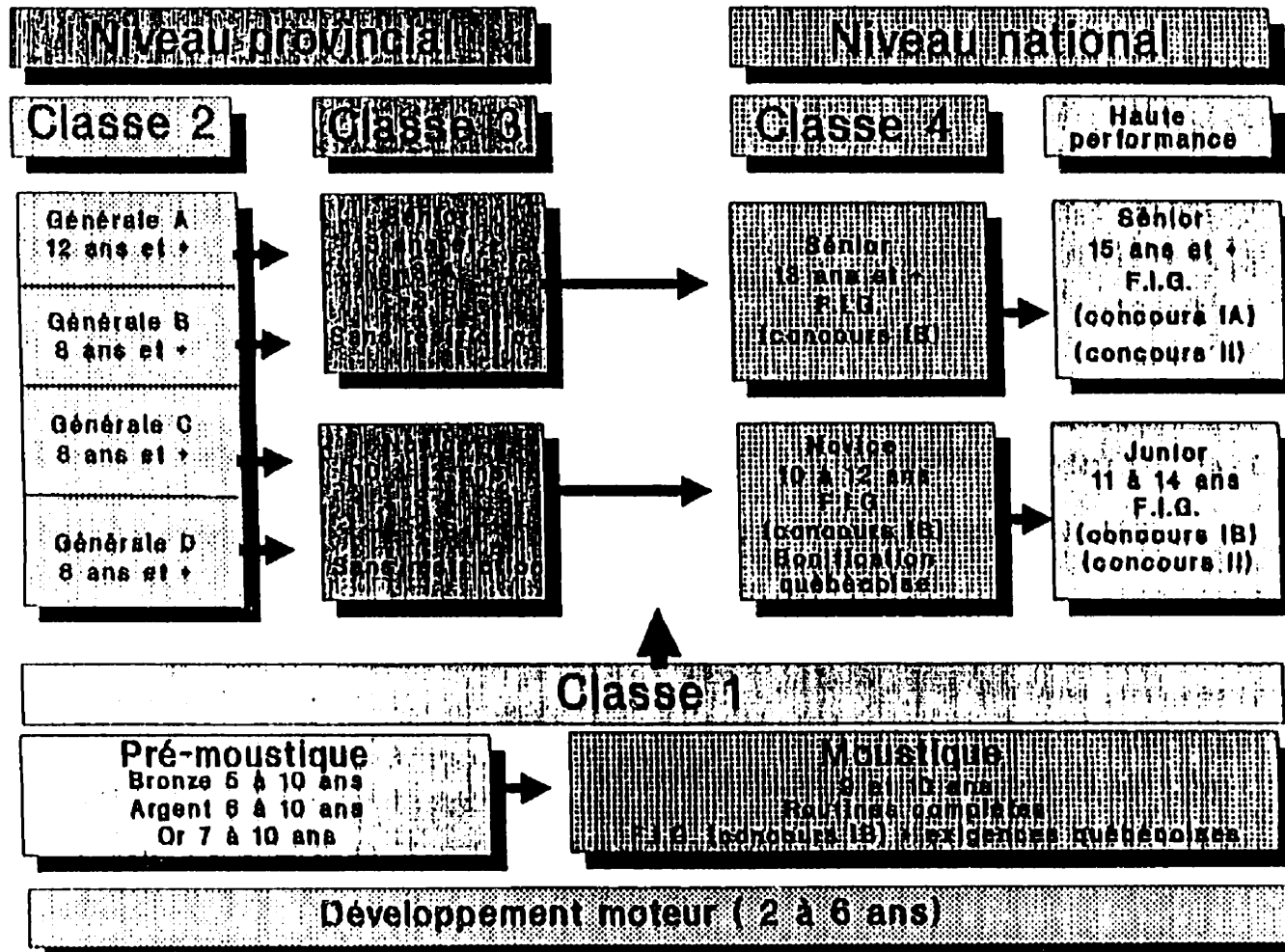
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Structure Québécoise des programmes féminins de gymnastique



- 8 ans pour 93-94; la règle de 9 ans minimum sera en application en 94-95

APPENDIX B

Questionnaire des parents/tuteurs

		Pas d'accord			Entièrement d'accord
1.	Le club de votre fille stimule/génère adéquatement d'intérêt pour inciter les filles à faire de la gymnastique.	①	②	③	④ ⑤
2.	Votre enfant profite suffisamment d'occasions pour entrer dans des compétitions avec d'autres clubs.	○	○	○	○ ○
3.	Votre enfant profite suffisamment d'occasions pour faire de la gymnastique non-compétitive avec d'autres clubs (p.e. camps de gymnastique; démonstrations, spectacles, festivals).	○	○	○	○ ○
4.	Le club de votre fille annonce adéquatement ses activités de façon à rendre la participation attrayante.	○	○	○	○ ○
5.	Votre enfant pourrait être impliquée (comme participante, entraîneure, etc.) pour toute sa vie.	○	○	○	○ ○
6.	Votre enfant a la possibilité d'atteindre les plus hauts niveaux personnels de compétition dans ce club.	○	○	○	○ ○
7.	Votre enfant a l'opportunité de progresser et de continuer à participer de façon non-compétitive si elle le veut.	○	○	○	○ ○
8.	Votre enfant a une opportunité adéquate pour acquérir une bonne compréhension du sport de gymnastique et l'effet que cela pourrait avoir sur sa vie.	○	○	○	○ ○
9.	Votre enfant a la possibilité d'acquérir un grand nombre d'habiletés en gymnastique.	○	○	○	○ ○
10.	Votre enfant reçoit un entraînement de qualité supérieure.	○	○	○	○ ○
11.	Le club de votre fille encourage ses entraîneurs à avoir un haut degré de qualification.	○	○	○	○ ○
12.	Le club de votre fille offre des services et des équipements adéquats afin d'assurer un entraînement optimal en toute sécurité.	○	○	○	○ ○
13.	Votre enfant pourra développer ses habiletés à son plein potentiel.	○	○	○	○ ○

14. Votre enfant a la possibilité de progresser à un rythme ou à un niveau propre à son habileté.

☐ ☐ ☐ ☐ ☐

15. Votre enfant est assurée d'un regroupage selon ses besoins sociaux et émotifs tout en donnant une attention particulière à son habileté et à son âge.

☐ ☐ ☐ ☐ ☐

Les énoncés suivants ne sont pas des objectifs spécifiques de la Fédération de gymnastique, toutefois, je crois que ce sont des points importants qui pourraient recevoir plus de considération à l'avenir. A quel point êtes-vous d'accord que les points suivants devraient faire partie des objectifs du programme de votre club:

		Pas d'accord			Entièrement d'accord
1.	Pour développer la forme physique des participants (force, flexibilité, résistance).	①	②	③	④ ⑤
2.	Pour développer et promouvoir la confiance en soi et le respect de soi des participants.	○	○	○	○ ○
3.	Pourvoir un usage constructif du temps libre en pratiquant le sport de gymnastique.	○	○	○	○ ○
4.	Offrir l'opportunité aux participants de s'exprimer et de créer au moyen du sport de gymnastique.	○	○	○	○ ○

Parents' and Guardians' Questionnaire

1. Your daughter's club adequately stimulates/generates interests for girls to participate in gymnastics.

Do Not Agree

① ② ③ ④ ⑤

2. Your child is provided with sufficient opportunities to compete in gymnastics with other clubs.

○ ○ ○ ○ ○

3. Your child is provided with sufficient opportunities to participate in gymnastics of a non-competitive nature with other clubs (ex: gymnastics camps, demonstrations, shows, festivals).

○ ○ ○ ○ ○

4. Your daughter's club adequately publicizes its activities making involvement attractive.

○ ○ ○ ○ ○

5. Your child is likely to remain involved (participant, coach etc.) in gymnastics throughout her lifetime.

○ ○ ○ ○ ○

6. Your child is being provided with the opportunity to reach the highest levels of competition of which she is capable within this club.

○ ○ ○ ○ ○

7. Your child is provided with the opportunity to progress and continue in non-competitive gymnastics if so desired.

○ ○ ○ ○ ○

8. Your child is provided with adequate opportunity to acquire a good understanding of the sport of gymnastics and the impact it may have on her life.

○ ○ ○ ○ ○

Strongly Agree

Do Not Agree

Strongly Agree

9. Your child is provided with a large repertoire of skills in gymnastics.

☐ ☐ ☐ ☐ ☐

10. Your child is provided with a high quality of instruction.

☐ ☐ ☐ ☐ ☐

11. Your daughter's club encourages a high level of qualification of its coaches.

☐ ☐ ☐ ☐ ☐

12. Your daughter's club provides adequate facilities and equipment to ensure safe and optimal training of participants.

☐ ☐ ☐ ☐ ☐

13. Your child will be enabled to develop to her full potential in gymnastics skill.

☐ ☐ ☐ ☒ ☐

14. Your child is provided with adequate opportunities to progress at a rate/level appropriate to her ability.

☐ ☐ ☐ ☐ ☐

15. Your child is ensured grouping according to her social and educational needs giving consideration to skill and chronological age.

☐ ☐ ☐ ☐ ☐

The following are not specific objectives of the Gymnastics Federation, however, it is felt that they are important issues which may be given more consideration in the future. To what extent do you agree that the following should be an objective of your club's program:

1. To develop physical fitness in participants (strength, flexibility, endurance).
2. To develop and promote self-confidence and self-esteem in participants.
3. To provide a constructive use of leisure time by participating in the sport of gymnastics.
4. To provide opportunity for participants to be expressive and creative within the sport of gymnastics.

Do Not Agree

☐
☐
☐
☐

Strongly Agree

☐
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☐
☐
☐
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APPENDIX C

Questionnaire de l'entraîneur

Quel âge avez-vous? _____

Depuis combien d'années êtes-vous entraîneur(e) en gymnastique? _____

Indiquer votre niveau de certification en entraînement de gymnastique
(s.v.p. cocher l'endroit approprié)

Niveau	Théorie	Technique	Pratique
I			
II			
III			
IV			
V			

Indiquer le nombre d'heures d'entraînement par semaine. _____

Cocher les niveaux pour lesquels vous-êtes entraîneur(e).

Developpement Moteur (Motor Development)					
Pre-Moustique (Pre-Mosquito)		Bronze		Argent	Or
Moustique (Mosquito)					
Classe 2		Gen. D	Gen. C	Gen. B	Gen. A
Classe 3		Novice	Senior		
Classe 4		Novice	Senior		
Haute Performance (High Performance)			Junior	Senior	
Recreatif (Recreational)					

Selon votre impression de l'expérience que vos participants reçoivent à l'intérieur de votre club, indiquez à quel degré vous êtes d'accord avec les énoncés suivants:

Pas d'accord Entièrement d'accord

1. Votre club stimule adéquatement l'intérêt des filles à pratiquer la gymnastique.

☒ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
2. Votre club offre suffisamment d'opportunités pour la participation de ses membres à des compétitions avec d'autres clubs.

☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
3. Votre club offre suffisamment d'opportunités à ses membres à participer de façon noncompétitive avec des enfants d'autres clubs: camps, démonstrations, spectacles, festivals.

☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5

De quelle façon? _____

4. Votre club annonce adéquatement ses activités.

☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5

5. Votre club promouvoit une participation de toute une vie dans le sport de la gymnastique. ☐ ☐ ☐ ☐ ☐
- De quelle façon? _____
-
6. Votre club offre l'opportunité à ses membres d'atteindre le plus haut niveau de compétition. ☐ ☐ ☐ ☐ ☐
7. Votre club offre l'opportunité à ses membres de progresser et de continuer dans une gymnastique noncompétitive, si désiré. ☐ ☐ ☐ ☐ ☐
- De quelle façon? _____
-
8. Votre club offre une opportunité adéquate à ses membres d'obtenir une bonne compréhension du sport de gymnastique et l'effet que cela pourrait avoir sur leur vie. ☐ ☐ ☐ ☐ ☐
9. Les membres de votre club reçoivent un grand répertoire d'habiletés en gymnastique. ☐ ☐ ☐ ☐ ☐
10. Les instructeurs de votre club sont bien qualifiés. ☐ ☐ ☐ ☐ ☐
11. Votre club encourage ses instructeurs à bien se qualifier. ☐ ☐ ☐ ☐ ☐
12. Votre club offre des aménagements et des équipements adéquats afin d'assurer la sécurité et l'entraînement maximal de ses participants. ☐ ☐ ☐ ☐ ☐
13. Les participants de votre club peuvent développer leur plein potentiel en gymnastique à l'intérieur de votre club. ☐ ☐ ☐ ☐ ☐
14. Votre club offre à ses participants une opportunité adéquate de progresser à un rythme conforme à leur habileté. ☐ ☐ ☐ ☐ ☒
15. Les participants de votre club sont assurés d'un regroupement approprié à leurs besoins sociaux et émotifs, tout en respectant leur âge chronologique. ☐ ☐ ☐ ☐ ☐

APPENDIX D

Cher parent ou tuteur,

Je sollicite votre participation relative au questionnaire suivant. Celui-ci est une partie vitale de ma recherche dans la poursuite de ma maîtrise en Éducation physique à l'Université McGill.

Le but de cette étude est de déterminer comment les clubs de gymnastiques pour filles répondent aux attentes. L'idée est que les renseignements recueillis pourraient être utilisés pour améliorer les programmes de gymnastique au Québec.

Je vous demande de répondre anonymement à un bref questionnaire (10 à 15 minutes) tout en indiquant si, à votre point de vue, le club de gymnastique de votre enfant répond à ses besoins. Vous n'avez pas à vous identifier sur le questionnaire.

Tout renseignement donné sera confidentiel. Si vous acceptez de participer à cette étude, veuillez s'il-vous-plaît remplir le formulaire de consentement, au bas de cette feuille, et le retourner avec votre questionnaire.

Je vous remercie de votre bienveillante collaboration.

Amy Cooke,
Recherchiste

Docteur G. Neil, superviseur
Faculté d'Éducation physique, Université McGill

✂.....

Formulaire de consentement

Je _____ accepte de participer à l'étude, qui a pour but de déterminer comment les clubs de gymnastique pour filles répondent à leurs besoins, menée par Amy Cooke, étudiante de l'Université McGill.

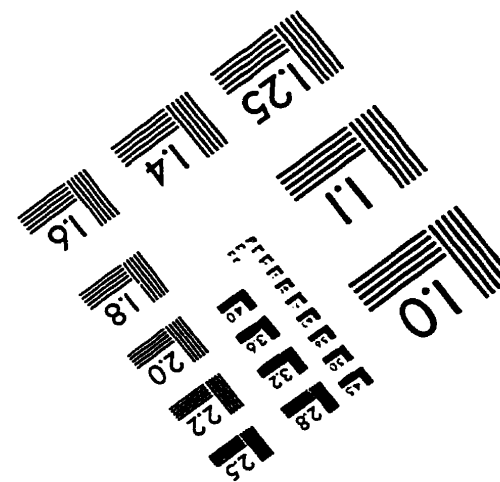
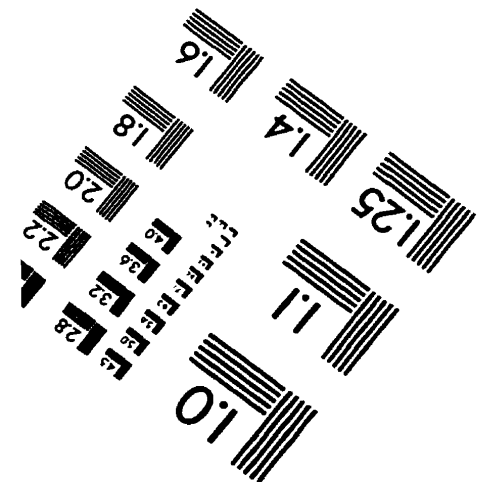
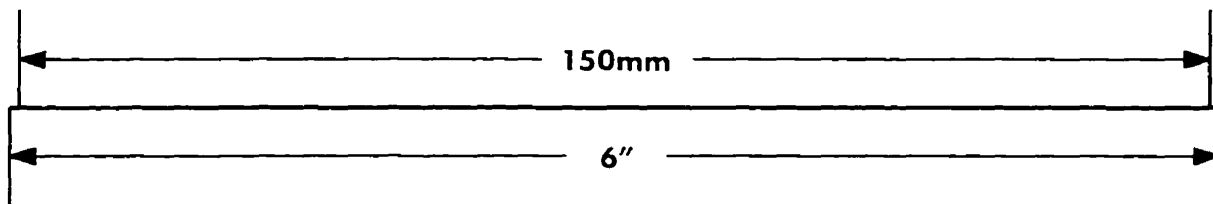
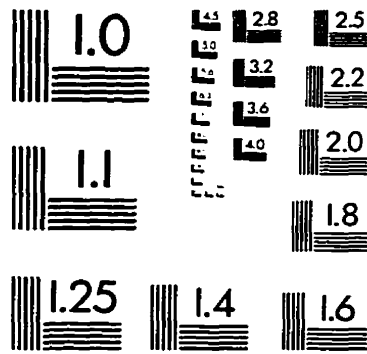
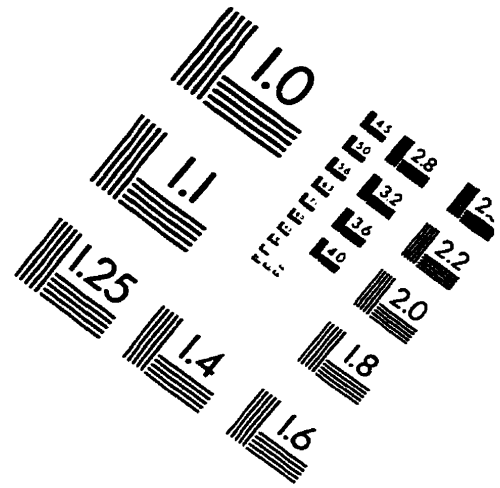
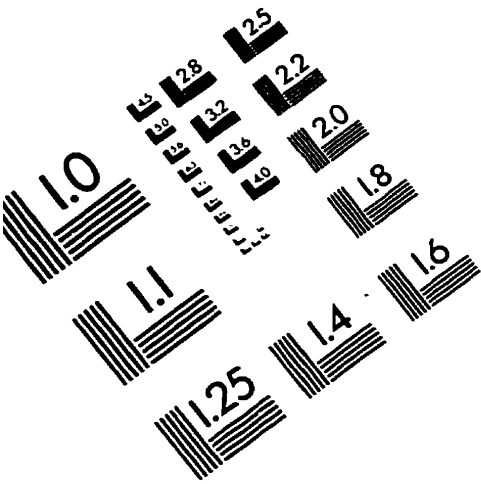
Je comprend que je dois répondre à un questionnaire qui prendra de 10 à 15 minutes à remplir.

Je comprend que tous les renseignements sont donnés sous la couverture de l'anonymat et que je peux retirer ma participation à ce projet en tout temps.

Signature

Date

IMAGE EVALUATION TEST TARGET (QA-3)



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