The attraction-elements of aerobic dance a new paradigm approach.

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NL 339 (r. 06/01)
THE ATTRACTION-ELEMENTS OF AEROBIC DANCE: A NEW PARADIGM APPROACH.

by

LYNDA MARY MAINWARING

A thesis presented to the University of Windsor in partial fulfillment of the requirements for the degree of Master of Human Kinetics (MHK) in The Faculty of Human Kinetics

Windsor, Ontario, 1984

(C) LYNDA MARY MAINWARING, 1984
DEDICATION

For my parents with all my love.

Devant si je puis.
ABSTRACT

An Attraction-Element Instrument (AEI), designed within the framework of New Paradigm Research, was used to delineate the attraction-elements and a substantive theory of aerobic dance. Development of the instrument required two stages. Phase One generated the item pool for the questionnaire through indepth rapport interviews. Thirteen female aerobic dance participants and three "drop-outs" were interviewed. Phase Two developed the questionnaire. It was administered to 179 female aerobic dance participants in Ontario.

The instrument, based on the above procedures, was evolved and applied to several different aerobic dance classes in Windsor and Toronto. A reliability coefficient was calculated between the elements listed in the interview respondent check and the questionnaire for those females who partook in both the interview and the questionnaire phases. Objectivity of the item pool was checked by correlating two independent qualitative content analyses. Validity was approached using thick descriptions and respondent checks.

Eleven attraction-elements, ten elements which promote "drop-out" behaviour and a profile of the study's aerobic dance participant emerged from the data. These generated elements were examined in the light of the major
motivational elements cited in the literature. Additional Attraction-Elements to those cited in the literature were uncovered. Elements were categorized in terms of person, situation, affect, and cognitive groups. All were found to be equally important in the election and maintenance of aerobic dance as an exercise modality.
ACKNOWLEDGEMENTS

My sincere appreciation is extended to all who participated in this research, especially those from whom the data were generated. appreciation is extended to the fitness programme administrators who permitted this to happen.

A special thankyou to Mrs. Lydia Boyle for her enthusiasm and assistance with the interview analyses. Also, to all my committee members, a sincere thankyou for the time, effort, and ideas which helped to form this research. I am indebted to Dr. Tom Carney whose ideas and interview method provided catalysts for my study. Gratitude is extended to him and Dr. Duthie for their contributions to my knowledge base and growth as a potential social science investigator.

My appreciation is given to my advisor, Dr. James Duthie, who lead me through a process which allowed for freedom to learn, creativity, and original research. A warm appreciation to Dr. Ray Hermiston for his help with the computer and his support throughout the struggle. My gratitude must also be expressed to Dr. Jack Leavitt who taught me the skills of orthodox research, yet encouraged me to go beyond.
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Chapter I
INTRODUCTION

1.1 THE PROBLEM
The popularity of aerobic dance as a form of physical activity has grown in the past ten years, yet there is little research on the reason(s) for this. Why is this activity so popular among women of all ages? What are the attraction-elements involved in this activity? In order to uncover the reasons women engage in aerobic dance one must access individual attitudes towards the activity.

A positivist paradigm instrument is inadequate for such an investigation. It would fail to account for the nature of social reality. Regardless, there is no instrument available that measures, specifically, the reasons behind aerobic dance participation.

Available instruments for attitude assessment have been geared toward the larger domain of physical activity in general (Kenyon, 1968; Simon and Smoll, 1973; Sonstroem, 1974) or the more popular activity of running (Carmack and Martens, 1979). Specifics, such as, competition-related motives in sport (Willis, 1982) and self-motivation and adherence to exercise (Dishman and Ickes, 1980) have also been investigated, but again, the focus was on physical
activity in general. Also, most attitudinal instruments were developed, not from information taken from the participants involved in the activity, but from relevant literature and academically generated perceptions of the activity.

Research in sport and physical activity is a relatively new area of study for social scientists. However, the research paradigms and methods used to investigate such areas are not new. They have been borrowed from experimental science, as were most social science paradigms and methods.

Most attitudinal instruments have been geared to the measurement methods styled after Likert (1932) and Thurstone (1929). Such styles allow for quantifiable and statistically manipulatable answers. This complies with the experimental method. However, strict considerations should also be given to the process by which the scales are generated. Most information for the scales have been accumulated from undergraduate psychology classes and academics within the area associated with the investigation. A strong subject bias is established long before objective statistical manipulation is executed.

The experimental scientific method has for too long been standard practice for research of any nature. Behavioural science often cannot accommodate the experimental method because of the nature of social reality. Thus, a less
rigorous method (survey research or participant observation) is employed, criticized, and then apologized for because even those undertaking such research believe the orthodox is the only path towards truth. Orthodox methodology dictates systematic manipulation, control of variables and adherence to a priori hypotheses. There has been little room for "subject" contribution, researcher-subject interaction or researcher reaction within the research situation. In orthodox research, one follows a precisely planned and executed positivist paradigm.

If social psychologically oriented sport research is to grow and produce useful, applicable information, scientific thinking must be modified, perhaps in Kuhn's terms - "revolutionized". Theories, tools, and research must be rethought and applied within the context of social reality. By its very nature, social reality is different from the natural sciences and thus requires its own scientific paraphernalia.

Longitudinal studies, observation or phenomena, theorizing based on observation and application of knowledge are seen as part of a more realistic and progressive paradigm for social psychology.

We clearly need to spend more time observing behaviour in sport and building our own theories unique to sport. Then we can test them! (Martens, 1979)

We have been so eager to test theories of the larger field of psychology in order to confirm our scientific respectability that we have not adequately observed, described, and theorized about our own thing - sport! (Martens, 1979)
New Paradigm Research is concerned with alternatives to orthodox research methods; "alternatives which would do justice to the humanness of all those involved in the research endeavour" (Reason and Rowan, 1980, p. xi). It attempts to consider the nature of social reality and the dynamic nature of that reality. This study attempts to develop an instrument to generate substantive theory (that of aerobic dance participation) within the framework of the New Paradigm. In doing so, an alternative to orthodox research techniques is demonstrated.

1.1.1 **Statement of The Problem:**
The research problem was: To develop an instrument, within the New Paradigm framework, that would aid in the discovery and explanation of the elements which influenced participation in a specific activity.

1.1.2 **Purpose of The Study:**
The primary purpose was to develop an instrument, within the framework of New Paradigm Research to discover the participant perceived attractive-elements of aerobic dance. This lead to the second purpose of explaining participation in this specific activity.
1.1.3 Research Questions:
1. What are the participant perceived attraction-elements of aerobic dance?
2. What makes these elements attractive?
3. Which elements are participant-perceived personal outcomes?
4. Which elements are situationally determined?
5. What components discourage participation?
6. What are the advantages and disadvantages of the instrument?
7. Is the method valid and reliable?

1.1.4 Justifications of The Study:
1. An instrument was needed for determining the attraction-elements of an aerobic dance class.
2. Fitness needs to be understood in more than a physiological capacity.
3. Fitness programmes need a sound theoretical base that includes more than physiological principles.
4. Such an investigation acknowledged and initiated a realistic and holistic approach to physical activity in the twentieth century.
5. A generated substantive theory:
   a) produces an explanation of female aerobic dance participation.
   b) provides grounds for participation prediction.
c) enables a practitioner to have greater understanding and therefore control of the situation.
d) contributes to the body of knowledge known as the Psychology of Sport.
e) provides a basis from which hypotheses can be generated.

6. A perspective for female participation in physical exercise activity was provided.

7. The investigation provides a guide and style for future investigations on attitudes toward a specific activity.

1.1.5 Delimitations of The Study:

1. All instructors were female.

2. All research participants were female.

3. The participants ranged in age from eighteen to sixty years and all resided in Ontario.

4. The researcher/interviewer was female.

1.1.6 Limitations of the Study:

1. The interviewed participants may not have revealed their true reasons for participation in aerobic dance because; a) They may have responded in the way they perceived the researcher wanted them to respond. b) They may not have been aware of the true reason they participated in the activity.
2. Both of the sampled geographic locations were urban.

1.1.7 **Definition of Terms:**

**AEROBIC:** This is a physiological term which means an energy system which uses oxygen. In layman's terms aerobics has come to mean an exercise programme which lasts thirty minutes or longer and is usually performed to music.

**AEROBIC DANCE:** Originally, the term meant dance-type exercise routines choreographed to music. The term has since been extended to include synonyms associated with exercises executed and/or choreographed to music(such as, Aerobics, "Jazzercise," "Dancercise"). An aerobic component is associated with most exercise sessions assuming one of the synonyms.

**AFFECT:** Having to do with feelings and emotions. An affect may be positive or negative. The former is associated with liking someone or something while the latter is associated with disliking someone or something.

**AFFECT-INDUCING SITUATION:** "The sum total of environmental and/or organic conditions initiating feeling or emotion. Includes perceived events as well as memories, fantasies and physiological conditions" (Young, 1961).

**ATTITUDE:** "A latent or nonobservable, complex, but relatively stable behavioural disposition reflecting both direction and intensity of of feeling toward a particular object, whether it be concrete or abstract." (Kenyon, 1968)
COGNITION: Having to do with knowing and the awareness of meaning.

DROP OUT: One who has dropped an aerobic dance class within the past year.

LOCUS OF CONTROL: The internal or external control of reinforcing events which is perceived by an individual. People acquire generalized expectancies to perceive reinforcing events as either a result of their own behaviour or as something beyond their control (Rotter, 1966, p. 1). Internals believe that reinforcers are under their own control while externals believe they have no control over the situation.

MAINTAINER: A female persistent in attending an aerobic dance class.

NEW PARADIGM RESEARCH: A method of research whereby the investigator and the "subjects" in the study are collaborators. Human complexity is considered in the research design but not in terms of variable control and manipulation. It is a paradigm that considers the nature of social reality as opposed to the stringent rules which govern the experimental scientific method.

PARTICIPANT: In this study, the people involved are viewed as collaborators, not subjects, and thus referred to as participants.

POSITIVIST PARADIGM: The model associated with the strict regulation of the experimental method.
VALUE: An estimate of the usefulness, desirability or worth of something by way of cognitive processes.

VO2: The rate of oxygen utilization in the body.
Chapter II

REVIEW OF LITERATURE

Relevant literature focuses on three areas: 1) Aerobic Dance, 2) Affective Theory and Research and, 3) New Paradigm Research. The first two areas provide information pertaining to the subject, that is, the elucidation of the attraction-elements in aerobic dance. New Paradigm Research literature provides information for the methodology and includes such topics as theory generation, role of the researcher, data collection and research design.

The challenge for the exercise scientist is clear. Physiologists must reject the view that the body doesn't have a head and psychologists must reject the view that the head doesn't have a body. (Morgan, 1981).

Morgan states that it is more convenient to study problems at an independent level (i.e. either psychological or physiological) but "answers will probably be found at a multidisciplinary level." Recent trends in physical fitness allude to that complexity. Physiological benefits are part of the reason that participation in adult physical activity has increased.

Numerous studies (Sorenson, 1974; Weber, 1974; Maas, 1975; Igbanuqo and Gutin, 1978; Burns, 1979; Sevier, 1979) verify the physiological benefits of aerobic dance. These
Studies found a significant improvement in cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance. Burris (1979) reported no significant difference in the effects of a six-week aerobic dance programme and a six-week jogging programme on the cardiovascular efficiency and percent of body fat in postpubescent girls. Weber (1974), found thirty minutes of aerobic dance can require an average VO2 of 29 ml/kg min; this was of sufficient duration and intensity to produce a training effect. Foster (1975), reported that during one aerobic dance routine, women aged 20-38 used 77% of their estimated VO2 max (\(\bar{\text{V}}\)O2 of ~33.6 ml/kg min.). Similar, if not greater, physiological benefits can be gained from cycling, jogging and swimming (Edwards, 1974; Flint et al., 1974; Eisman and Golding, 1975).

In light of such information the question emerges as to why aerobic dance is selected as the exercise for participation by so many women. Fiedler and Beach (1982) showed that all sports participants (i.e., of high, medium, and low activity levels) rated the "utilities of sports activity quite similarly." However, if perceived utility of behaviour, alone, explained behaviour we would have a rational cognitive approach that suggests no need for individual choice in exercise activity. People would become involved in the activity which elicited the greatest number and degree of valued outcomes. A rational cognitive
approach would dictate that swimming, cycling, and/or jogging should be engaged in if health benefits were primary attraction-elements of physical activity. There would be no need for exercise variety because all people would partake in the activity most beneficial to their health. Exercise activity would be limited to a group of activities which only considered the physiological returns. Enjoyment levels would not be a major concern. However, there is a selection process which indicates a need to study the irrational affective components that have been relatively unexamined by previous investigators.

Research (Jasnoski et al, 1980; Csikszentmihalyi, 1976; McPherson, 1981; Fiedler and Beach 1962) suggested that in addition to the physiological factors there are social psychological factors which: a) motivate people to participate in physical activity, and b) predicate the form and type of physical activity.

"Aerobic dance became popular because it is undeniably fun." (Leqwold, p. 147, 1982). Comments about the enjoyment of aerobic dance are prevalent among participants but have not been documented. Physiologists (Burke and Rockefeller, 1979), have recommended aerobic dance and alluded to its enjoyment aspect. Similarly, promoters of aerobic dance emphasize the fun element in hopes of attracting clientele. Thus, the question arises; what makes aerobic dance fun and to whom?
Attention to subjective evaluations, such as "fun," may help formulate a theory for activity selection. "Enjoyment" is part of the pleasure dimension of the affective domain and suggests participation is not, largely or even in part, a function of beliefs about physiological returns. Positive affect, pleasure, fun, enjoyment, attraction, and the like can be used interchangeably to describe intrinsic motivation for certain behaviours. Pleasure can also be produced by receiving extrinsic rewards and in this instance the reward is the motivator. Participation in voluntary physical activity goes beyond the physical and extrinsic into the psyche and intrinsic. "To understand this one needs a holistic approach which takes into account a person's goal, abilities, and subjective evaluation of the external stimuli (Csikzentmihalyi, 1976)." Hence, the approach of the study will follow phenomenologically oriented psychology rather than physiological psychology. In doing so, one is searching for meanings rather than mechanisms, and relying heavily on conscious experience:

"that affects have profound effects on cognition and action, and conversely both cognition and action have profound effects on affects." (Tomkins 1962)

Many studies (Carr, 1925; Peak, 1954; Arnold, 1960; Tomkins, 1963; Fishbein, 1975; Young, 1975; Mischel, 1982) indicate the significance of affect in the formation of attitudes and values. Behaviour is a manifestation of attitudes towards and beliefs about a situation or an action
opportunity. Theorists distinguish between affective (hedonic) and cognitive (judgemental) standards of evaluation. Tomkins (1963), believes that affects are the prime motivators of man and even cognitive theorists such as Mischel, advocate consideration of behaviour not just in motoric terms, but also affectively and cognitively.

...behaviour chosen depends on the subjective values of the outcomes that they expect. Different individuals value different outcomes and also share particular values in different degrees. Therefore it is necessary to assess another person variable - the subjective (perceived) value for the individual of particular classes of events, that is, his or her stimulus preferences and aversions. This requires assessing the major stimuli that have acquired the power to induce positive or negative emotional states in the person and to function as incentives for reinforcers of behaviour. (Mischel, 1982).

Tomkins considered affect a "major personality subsystem with self-generating motivational properties". He suggested that numerous things may "amplify or attenuate affects or cause a particular affect to become predominant" (Tomkins, 1963). If affect is considered important with motivational properties, and enjoyment is a positive affect, the rest is axiomatic. Enjoyment is a motivator which may promote or inhibit action depending on the elements involved.

Pertinent to understanding action or voluntary physical activity are the components that amplify enjoyment or cause positive affect to become predominant. In other words, what elements encourage people to enjoy aerobic dance? Franklin
(1980) listed seven factors affecting adherence to a physical conditioning programme (Figure 1.) which may provide evidence of the cogent factors in rational, planned exercise.

| 1) group comaraderie | 5) instruction & encouragement |
| 2) enjoyment-fun-variety | 6) progress testing & recording |
| 3) freedom from injury | 7) spouse & peer approval |
| 4) regular routine |

---

**Figure 1:** MOTIVATIONAL "FACTORS" SUMMARIZED BY FRANKLIN (1980)

He listed enjoyment-fun-variety as a positive force and stresses that motivation to continue a programme must be intrinsic as opposed to extrinsic. The seven positive forces may be some of the "elements" that make aerobic dance so popular.

Fiedler and Beach (1982) showed results that indicate enjoyment, making friends, physical fitness, and mental health were perceived as valued outcomes or benefits of physical activity. Csikszentmihalyi (1975) extensively interviewed people in such activities as rock climbing, chess, and rock dancing. He discovered that some people described a state of sheer enjoyment and involvement (Flow) at some point during participation. He subsequently devised a theoretical model for enjoyment which indicates that "Flow" is produced by an interaction of "action
opportunities" (challenges) and "action capabilities" (skills). Flow is the autotelic experience or intrinsic sensation that is described by people who enjoy a certain activity or part of an activity to an absorbing degree. They become totally involved and lose themselves in the activity much like, if not the same as, children at play. "Play is the flow experience par excellence." (Csikszentmihalyi, p. 37, 1976). Play has self-generating motivational properties and is an affective experience. Perhaps aerobic dance is an adult play experience.

Summarizing, one finds aerobic dance a recommended method for increasing fitness, but motivation for participation seems to be beyond physiological benefits. The positive affect of enjoyment is seen as a motivator of the activity producing adherence and promotion. Attractive or enjoyable elements of the phenomenon need to be discovered. To gain the knowledge of what attracts women to aerobic dance one must take into account the social and psychological characteristics of each individual. Young (1975), Csikszentmihalyi (1977), McPherson (1980), Fiedler and Beach (1982), Mischel (1982) have all indicated that subjective evaluations (attitudes, beliefs, values, and feelings) from the participants themselves are valuable sources of information.

Consequently, a new approach should be taken to consider the physically active person as a complex human being, not
an accumulation of independent variables or specific responses to specific stimuli. Hence, the methodology for the proposed study follows a New Paradigm for social science.

2.1 NEW PARADIGM RESEARCH

Martens (1979) has suggested that contributions in sport psychology to this point have been insignificant because of the inappropriate and inadequate methods of study. Graduate research is not geared to thinking and expanding the knowledge base, but rather replicating and verifying old theories. How can one expect an old theory to account for modern trends when technology, culture, education, and science itself are ever changing? Thinking must diverge instead of converge.

Our new paradigm will consist of theoretical models of cognitive and social systems of sport in their true multivariate complexity, involving a great deal of parallel processing, bidirectional relationships, and feedback circuits. (Martens, 1979)

Since 1977 steps have been taken to account for human complexity in research situations. A New Paradigm Research Group was formed (London, England, 1977) to discuss the alternatives to orthodox research approaches. Independently, North American researchers (Secord, 1977 and Martens, 1979), wrote of the same new paradigm necessity in
North America. The point is, new paradigm research is emerging around the world. The revolution has begun.

This paradigm is emerging and therefore does not have a stringent set of rules (it may never have), but rather guidelines, suggestions, and examples to follow. It also provides the opportunity for one to think divergently and make naive inquiries. Naive inquiry, although very prone to the error of biases and prejudices of the human inquirer, is seen as the starting point. Rowan and Reason (1980), defend the starting point by relating that it has many good qualities because "it is involved, committed, relevant, intuitive; above all it is alive." Naive inquiry is indigenous to humanity and by throwing it away altogether we have lost a great deal. By observing strict rules and criteria in efforts to be scientific in our enquiries we sterilize the knowledge obtained.

Objective-rationalistic research has sterilization as an objective in order to reduce subjectivity and error in naive inquiry. Experimental methods, statistical significance, manipulation and controlled variables are ways in which some of the error can be reduced.

It also kills off everything it comes into contact with, so what we are left with is dead knowledge. What we are building in new paradigm research is an approach to inquiry which is a systematic, rigorous search for truth, but which will not kill off all it touches: We are looking for a way of inquiry which can be loosely called objectively subjective. The new paradigm is a synthesis of naive inquiry and orthodox research (Rowan and Reason, 1980).
A review of the literature reveals a number of aspects to consider when following the new paradigm. People are viewed as:

1. "active agents" not isolable units moved in and out of their normal context for research.
2. complex entities involved in complex networks.
3. participants (not subjects) in the research with the ability to contribute to the area under study.
4. impressionable beings with feelings. There is no assumption that a bad experience will disappear once the person leaves the research condition.
5. capable of understanding and interested in research results, especially those of which they are part.
6. part of a subject-subject interaction, not a subject-object observation.

The researcher's role:

1. is to feed data back into the situation.
2. is to be genuinely interested and deeply involved with the research and the people.
3. assumes s/he "is more dependent on those from whom the data come." (Eldon, 1981)
4. assumes "the researcher has more pressure to work from other people's definition of the situation." (Eldon, 1981)
5. considers the researcher as a co-learner.
6. includes considering person parameters.
Secord (1977) and Martens (1979) believe that theory generation is an important part of the new paradigm. Neither of these advocates suggested methods by which theory generation may advance within the framework they presented. However, a "Grounded Theory" approach that includes a "collaborative, experiential, reflexive and action oriented process" (Reason and Rowan, 1980) seems to fit the prescribed framework.

2.2 GROUNDED THEORY

In discovering theory, one generates conceptual categories or their properties from evidence; then evidence from which the category emerged is used to illustrate the concept. (Glaser and Strauss, 1967)

"Grounded Theory" emerges from the situation. Data are collected and compiled into categories and properties which are synthesized into hypotheses and a theory. The rationalistic alternative to this is the hypothetico-deductive method whereby theoretical hypotheses exist before data are collected. Acceptance or rejection of the null hypothesis follows the data collection.

Theory based on data can usually not be completely refuted by more data or replaced by another theory. Since it is too ultimately linked to data, it is destined to last despite inevitable modification and reformulation. (Glaser and Strauss, 1967)

In generating theory from data, hypotheses and concepts are systematically worked out in relation to the data during the course of the research (Glaser and Strauss, 1967).
Thus, the combined process of collecting, coding and analyzing the data are underlying operation in generating "Grounded Theory." Hence, developing a substantive grounded theory of physical exercise activity (specifically that of aerobic dance), within the framework of a new paradigm was the purpose of the present study.

The ability to promote sports activity, then, will depend on the ability to understand the factors that influence the decisions of individual participants. (Fiedler and Beach, 1982)
Chapter III
METHODOLOGY

3.1 DESIGN OF THE INSTRUMENT

Two main parts, the interview and the questionnaire, were sequentially developed to constitute the Attraction-Element Instrument (AEI). The interview implemented four tools to collect the required data while the questionnaire implemented two. One of the questionnaire tools, The Rank Order Form, was a modification of that developed in the interview process. The interview, the questionnaire, and their respective components are discussed in the following segment.

3.1.1 The Interview

The interview technique was modelled after that developed by T. Carney (1983) at the University of Windsor. It follows a new paradigm approach and allowed the interviewee to be part of the research process instead of a "subject." An initial statement introduced the research to the interviewee and permission to audio-tape the interview was secured before the interview began.
The in-depth rapport interview was initiated with a generalized main probe. Sub-probes helped to explore the expressed ideas further. A second main-probe was used to attack the problem from a different angle.

During Phase One interviews with thirteen "maintainers" and three "drop-outs" of aerobic dance classes were conducted. Considering the amount and similarity of information generated from the qualitative analysis of the "maintainer" interviews, it would be more practical to reduce this sample size to three or four persons. Hence, a smaller overall sample including three "maintainers" and three "drop-outs" would be sufficient.

Each interview took approximately one hour and included incidental information, as well as, subject specific information. Questions to supply population parameters were interspersed throughout the interview. More personal questions were left until the end.

3.1.2 Observation Sheet

The observation sheet, used by the researcher, included a section for question cues, and observation notes. The bottom of the form provided a space where interview summary notes could be listed during the post interview analyses (Appendix F).
3.1.3 Post Interview Journal Entry

A brief synopsis of the interview was recorded immediately after the interviewer left the interview situation. This allowed for immediate recollection of salient interview features and a qualitative analyses which provided insight into the data.

3.1.4 Respondent Checks

Two respondent checks were carried out in Phase One. These tools verified and added information to that gathered during the interview. The first check was a Verification Form and the second was a Rank Order Form (Appendices H, I, J). Both checks were completed by the interviewee within twenty-four hours of the interview.

3.1.5 Verification Form (VF)

The Verification Form was a summary of key points extracted from the interview tape. They were formulated into a series of written statements which each participant verified in terms of interpretation and content. This form was accompanied by a Rank Order Form which collected further data.
3.1.6 Rank Order Form (ROF)

The Rank Order Form was used for both the "maintainer" group and the "drop-out" group. Three variations (A, B, and C) of the form were used (Appendices H, I, and J).

Form A was used with the "maintainer" groups. It allowed the interviewees to rank order the previously listed reasons for participating in the activity. Gummed labels with the respective interviewee-mentioned reasons for participating were supplied. Therefore, the respondent selected one of her own reasons, removed it from the list, and ranked it accordingly.

Forms B and C were given to the "drop-outs:" a form to rank the reasons for dropping the class (Form B) was accompanied by a form to rank the elements desired in a fitness class (Form C). The reasons or elements for each form were provided on gummed labels.

The completed Rank Order Forms were duplicated in order to file the original and separate the reasons on the copy into categories. This procedure known as The Person Card Technique (Appendix B), was the basis of all further analyses.

3.1.7 The Questionnaire

Information generated in the interview phase was the foundation of the questionnaire development. The
questionnaire was designed to be taken into a group setting and completed in ten minutes which ensured one hundred percent return, greater generalization potential, and situation specific response.

There were three pages to the questionnaire. Page one was white and housed thirteen questions to provide biographical information. The first nine were designed so that responses were circled from a selection of categories. Questions ten through twelve inquired about exercise frequency and the thirteenth required the respondent's name if she had been interviewed.

Pages two and three were blue for the Windsor area and orange for the Toronto area. They contained a modified version (Form D) of the Rank Order Form (Appendix K) developed in Phase One. Instructions were given at the top of the form followed by the spaces where the ranked attraction-elements were to be placed. Thirteen attraction-elements were given to each respondent on a vertically listed sheet or gummed labels. There was one element per label. Two labels were entitled "other" to allow for respondent individuality and researcher oversight. Thus, fifteen gummed labels, upon which were thirteen possible attraction-elements and two "other" options were supplied with the three page questionnaire.

The thirteen attraction-elements (the item pool) used in the questionnaire were the highest ranked elements listed in
Description Three (Interview results). Their positions in the vertical listing were randomized by computer manipulation. Therefore, each respondent in a particular group received a list with a different order of elements. There was a possibility for each respondent to rank ten reasons they participated from the item pool of fifteen. Six were to be placed in the appropriate spaces on page two, and four were to be placed on page three.

Based on the findings, the ranking of ten items from a possible fifteen was not a difficult task. Six respondents out of one hundred and seventy-nine listed only five or six reasons with a comment that only these were important. In planning the item pool, it was initially thought that only six elements should be ranked by the respondent. It was speculated that six elements would house the main motivators and research (Sudman and Bradburn, 1982) suggested that a person cannot accurately rank order more than five items. However, the nature of the Rank Order Form seems to have eliminated the latter problem. As for ranking only six items, this would have meant that a wealth of information would be lost. It seems that the participants ranked the number of reasons that were important to them. Also, the complexity of the situation would not have been highlighted with only six ranked reasons.

The expressed reasons for participation and their prioritization may differ, depending upon the investigation
and analysis technique employed. Different information may be obtained by an interview to that obtained by a questionnaire (Nunnally, 1970). Two important reasons to participate emerged from the questionnaire which did not emerge as important from the interviews. They were "to look better" and "a non-competitive atmosphere." It may be uncomfortable during an interview for one to disclose that one is worried about appearance or that one does not like competition. Thus, two elements emerged from the questionnaire technique that did not emerge from the interview technique.

One question on each of programme maintenance and drop out possibility followed the ranking section. A comment section and a "Thank you" concluded the questionnaire.

In summary, the instrument was developed sequentially in two main stages. The interview stage used four tools (a journal entry, an observation sheet, and two respondent checks) to generate information. This information was reduced to a manageable size in order to develop the questionnaire in the second stage. The questionnaire enabled data to be collected from a larger sample. It was comprised of a biographical information form and a rank order form.

The two stages produced an instrument which accessed information regarding the attraction-elements in aerobic dance. Development of such an instrument attempted to create a method to aid in the explanation of female participation in a specific physical activity.
In general, the interview process alone revealed thirteen attraction-elements compared to eleven revealed in the questionnaire process. The eleven elements were parallel to eleven of the thirteen revealed by the interviews. No new elements emerged from the available "other" option in the questionnaire process. Therefore, for a less global phenomenon, it may be adequate to proceed with the interviews only. However, this would depend on the problem investigated. A delicate subject may require a less personal technique. On the other hand, the investigation should be more complete if the combined interview and questionnaire technique was employed.

The instrument was developed within the framework of New Paradigm Research without complication. It did uncover eleven participant-perceived attraction-elements of aerobic dance. It also shed light on those elements which have the possibility to discourage participation. Based on the results of the present study, it is concluded that the instrument has practical application for scientific and market research in the area of specific physical activity motivators. Refinements are needed to increase the efficiency. They are listed under recommendations for future study.
3.2 **ACCOUNT OF TRUSTWORTHINESS**

'Credibility (Internal Validity)' Rapport interviews, peer debriefings and respondent checks (ROF, VF) were undertaken as a credibility precaution. These were part of the method and not an independent accounting.

'Transferability (External Validity)' Thick descriptive data were collected to allow for transferability. Interviews, respondent checks and the questionnaires were vehicles for this account of trustworthiness.

'Confirmability (Objectivity)' Confirmability was first accounted for by interviewing females within three different groups. After the interview data collection, a research assistant listened to the taped interviews to extract and code the key points. These results were correlated with those the researcher had coded.

Person card techniques by the researcher and the assistant were carried out independently to confirm the list of categories in Description One. This list was the base from which further analyses and research emerged.

'Dependability (Reliability)' The dependability of the study was considered by using an overlap of qualitative and quantitative analyses, describing the method clearly, as well as, leaving an audit trail. The former was embedded in Phase One. The latter two considerations were accounts of steps taken in order to allow readers and future researchers to "audit" the study (Appendix M).
3.3 **EQUIPMENT**

1. One model 220 dictaphone (battery operated with a built in microphone).
2. LNX 120 minute sony cassette tapes.

3.4 **PARTICIPANTS IN THE STUDY**

Twelve groups of females were selected from eleven aerobic dance classes to yield a total of one hundred and ninety participants in the study. Four groups were formed from three classes for an interview sample. Eight groups were formed from eight different classes for the questionnaire sample.

Sixteen participants were part of the interview sample while one hundred and seventy-nine participants were part of the questionnaire sample. Five of the participants were part of both the interview sample and the questionnaire sample.

3.5 **THE INTERVIEW SAMPLE**

A total of sixteen females were interviewed. Thirteen were active aerobic dance "maintainers" and three were programme "drop-outs." The "drop-outs" were those females who had dropped all aerobic dance class within the past year.
COMMUNITY  INSTRUCTOR  PRIVATE
Class 1  Class 2  Class 3

Group 1  Group 2  Group 3  Group 4
n = 5  n = 4  n = 4  n = 3

MAINTAINER SAMPLE

N = 16

DROP-OUTS

Figure 2: THE INTERVIEW SAMPLE

Interviewed "maintainers" were a random sample of female volunteers, eighteen years of age or older. They were selected using the group approach (Appendix G) from three different aerobic dance classes.

"Drop-outs" were a purposive sample selected from the same three classes as the "maintainers." Their names were acquired from either the instructor or a past co-exerciser.

The three classes selected for the interviews were:
1. A community class (The University of Windsor).
2. An instructor initiated community class (Happy Heatherington Health Club).
3. A private club class ("Vic Tanny's").

These classes were chosen for the following five reasons.
1. Each represented a different segment of the participant population, and thus, provided a firmer basis for generalizing to the aerobic dance clientele.
2. All were operating when the data were collected.
3. Content, format and method of each class were similar.
4. The time schedule of each was similar (between 5 p.m. and 9 p.m. for forty-five to sixty minutes).
5. All were in Windsor, Ontario, and thus, typical of classes in the area.

Sampling from the three classes resulted in three "maintainer" groups and one "drop-out" group. The first "maintainer" group consisted of five interviewees from class one. Groups two and three consisted of four interviewees from classes two and three, respectively. A "drop-out" from each of the three classes was combined to form one group of "drop-outs" (N=3).

3.6 THE QUESTIONNAIRE SAMPLE
One hundred and seventy-nine female "maintainers" responded to the questionnaire. They were from eight different aerobic classes in the Toronto and Windsor, Ontario areas. Groups one, two, and three were matched with interview groups one, two and three. Groups four through eight were formed from classes four through eight as illustrated in Figure 4.

Three of the eight classes were subsequent sessions to those from which the interviewees were selected. Therefore, it was possible for an interviewee to respond to the
## Table 1

### The Questionnaire Sample

<table>
<thead>
<tr>
<th>Community</th>
<th>Instructor</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 3</td>
</tr>
<tr>
<td>n = 38</td>
<td>n = 14</td>
<td>n = 21</td>
</tr>
<tr>
<td>Group 4</td>
<td>Group 5</td>
<td>Group 6</td>
</tr>
<tr>
<td>n = 11</td>
<td>n = 40</td>
<td>n = 22</td>
</tr>
<tr>
<td>from Class 4</td>
<td>from Class 5</td>
<td>from Class 6</td>
</tr>
<tr>
<td></td>
<td>from Class 7</td>
<td>Class 8</td>
</tr>
</tbody>
</table>

A questionnaire two months after the interview. Five interviewees did so.

The remaining five classes comprised an extended sample. These were chosen with the previously mentioned criteria in mind, as well as, a geographic consideration. It was decided to include classes from Toronto in this sample to make the results more representative of females in general.

A total of three Toronto programmes and five Windsor programmes were surveyed by means of the self-inventory questionnaire. Figure 5 depicts the questionnaire sample locations.
TABLE 2
QUESTIONNAIRE SAMPLE LOCATIONS

<table>
<thead>
<tr>
<th>Classes matched with interview sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Class 1</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Class 2</td>
</tr>
<tr>
<td>Private</td>
</tr>
<tr>
<td>Class 3</td>
</tr>
</tbody>
</table>

| Extended Sample                      |
| Y.W.C.A.                             |
| U. OF Windsor.                       |
| WINDSOR                             |

| Y.W.C.A.                             |
| WORKOUT STUDIO                       |
| TORONTO                              |
| RACQUET CLUB                         |

3.7 METHOD

The methodology was divided into two main phases. Phase One encompassed the development of an interview technique which accessed the attraction-elements associated with an aerobic dance class. Information generated in Phase One was used in Phase Two in order to develop a questionnaire for use in group situations. An item pool and biographic questions were determined by Phase One. Thus, Phase One and Two were designed to be sequential stages in the development of an instrument to describe female participation in aerobic dance.

3.7.1 Phase One Rapport Interview

A group approach (Appendix G), for acquiring names of potential interviewees, was selected for the following reasons:
1. Some aerobics classes operate on a class to class basis (i.e. a participant may go to any of a number of classes). Therefore only the attendance of that particular class was a concern.

2. Consideration of the people involved is an integral part of the research paradigm. A group approach with participant debriefing was consistent with the idea of treating people as people as opposed to objects, in so far as acquainting them with the research and researcher from the beginning.

3. By using such an approach, the person parameter of "willingness to volunteer" was taken into account. All the "active agents" were volunteers and thus a type of control was exercised.

4. It was easily established who would and would not participate.

Arrangements for one hour (approx.) rapport interviews (Appendices D and E) were made by telephone at the interviewee's convenience. A rapport interview allowed conversation to emerge. It did not limit dialogue to answers to the a priori type of structured questions needed for defining parameters. Thus, incidental information arose and was kept for future analysis.

This interview, while in general format resembling the limited survey interview goes beyond the "cut and dried" character of the latter, and opens the door to a more genuinely human relationship.

A significant measure of mutual trust exists and, though the interview objectives are quite
focused and delimited, small talk, casual byplay and interpersonal activity not centred exclusively on interview content prevails. (Massarik, p. 203, 1978)

"Maintainer" rapport interviews were initiated with:

MAIN PROBE ONE: "If you were to interest other women in aerobic dance, what things would you mention?"

From here conversation was generated and some ideas expressed were probed further by the researcher. The selection of ideas to be further investigated was primarily interviewee behavioural cues and ideas that were stressed by the interviewee.

Main Probe Two: "Why do you suppose aerobic dance is so popular?"

Sub Probes:
1. "Could you expand?"
2. "That's interesting?"
3. "Could you explain that a little?"
4. "What do you mean by...?"

"Drop-outs" were telephoned and briefed on the nature of the research and then asked if they had participated in any aerobic dance classes. Upon affirming this, they were asked to agree to a personal interview on their views. Interview initiation began with the Probe:

"Could you tell me a little about your experiences with aerobic dance?"

Conversation gradually lead to the fact that a class had recently been dropped. Only then did probing regarding this action take place. Sub-Probes were as the four listed previously with the inclusion of "Why?"
After all reasons for dropping the class seemed to be exhausted, the following question was asked: "What kinds of things do you want from a fitness class?" The remainder of the interview proceeded as with "maintainers."

Upon interview completion the interviewee was asked if the researcher could return the next day with a Verification Form (VF) and a Rank Order Form (ROF). Before leaving, a gift (Appendix L) was given to the participants as a token of appreciation.

After leaving the interview situation, a journal entry was added to the audio-tape. These subjective observations, made by the researcher, involved comments on the situation, personal interaction along with researcher and respondent behaviours.

3.7.2 Phase Two - Questionnaires
The questionnaire (Appendix K) was created from information generated in Phase One. Biographical information and attraction elements (in rank order) of aerobic dance were collected by the self-inventory questionnaire.

Each class was visited, by the researcher, in order to make appropriate arrangements through the Fitness Director or Facilities Manager. All members of the sampled classes responded to the questionnaire before the classes began. The instrument design permitted individuals, within a class setting, to complete the questionnaire in three to ten minutes.
The questionnaires were coded and analyzed using the Statistical Analysis System (SAS Institute Inc., 1979). Chi square test statistics were calculated for the demographic data and the response frequencies within each rank.

Data from Phases One and Two were analyzed for information. Both sets of results were combined to generate a theory of aerobic dance participation.

3.7.3 Interview Data Analyses

The interview analyses produced three descriptions of the same data. The first two were independent analyses of the data. These were integrated to form the interview results (Description Three) which generated the Item Pool for the questionnaire.

Description One was a computer generated frequency tabulation of the reasons for participating in an aerobics class. It was derived by analyzing the completed Rank Order forms using the Person Card Technique (Appendix B). The results of this technique were numerically coded in order to put the data into the computer.

Independently, the researcher and an assistant used the person card technique to determine first level categories. The categories determined by the researcher were grouped and regrouped into higher order divisions at a peer debriefing session. Categories determined by the assistant were
processed in the same manner in a peer debriefing session unrelated to that of the researcher. The two sets of processed data were integrated to generate one list of categories.

Frequency counts were generated from the coded categories and population parameters using the Statistical Analysis System (SAS Institute, 1979). This formed Description One.

After Description One generation, the Rank Order Forms were filed separately in their respective files. File content, for each person, at this point was:

1. The interview tape.
2. The post-interview journal entry.
3. The interview observation notes.
4. Summary notes on 1-3.
5. Analytical notes on 1-4.
6. The completed verification form (VF).
7. The completed rank order form (ROF).

These seven segments of data from each file were the basis for a subjective analysis (Description Two). Revised Analytical notes were produced for each file and then analyzed as a group. They yielded a list of ranked attraction-elements which was synthesized from commonly and intensely expressed reasons for participating in the activity. Thus, Description Two was a second list of attraction-elements. It was deduced from a qualitative content analysis.
Interview results (The Item Pool) were an integration of the lists from Description One (quantitative), Description Two (qualitative), and the drop-out analysis. The elements occurring most frequently in Description One were matched with those synthesized in Description Two. Hence, a finalized list of attraction-elements (The Item Pool) was the result of Phase One. This was the basis of Phase Two which developed and applied the questionnaire.

3.7.4 Questionnaire Analyses

Responses were coded directly on the questionnaire forms. They were analyzed as in Description One using the Statistical Analysis System (SAS Institute, 1979). Chi square test statistics were calculated along with the frequency tabulations.
Chapter IV
RESULTS

4.1 THE INTERVIEW RESULTS

4.1.1 Personal and Situational Categories

Twenty-eight reasons for participating in aerobic dance emerged from the person card analysis. They were divided into "situation" and "person" variable categories. These two main categories were sub-divided into three groups. The sub-categories for the situation variables were "social psychological," activity," and "setting." "Psychological," "physiological," and "aesthetic" were the three groups for the person category. (Table 4.)

To be included in the primary list of elements influencing aerobic dance participation, an attraction element required to be so designated by eight or more respondents. (Table 5.). The mean response per person was 16.0. There were 239 responses generated from the thirteen interviewed "maintainers." The ten most frequent designated attraction-elements accounted for sixty-three percent of the total responses.
### TABLE 3
CATEGORIZATION OF THE ATTRACTION ELEMENTS

**Participant-Perceived Attractive-Elements**

<table>
<thead>
<tr>
<th>Situation Elements</th>
<th>Activity</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychological</td>
<td>Music</td>
<td>Convenience</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-competitive</td>
<td>Individually Paced</td>
<td>Facilities</td>
</tr>
<tr>
<td>Popularity</td>
<td>Novelty</td>
<td>Environment</td>
</tr>
<tr>
<td>Leadership Guidance</td>
<td>Whole Body Workout</td>
<td>Low Injury Risk</td>
</tr>
<tr>
<td>Enthusiastic Leader</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Person Elements**

<table>
<thead>
<tr>
<th>Psychological</th>
<th>Physiological</th>
<th>Aesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel Better</td>
<td>Weight Loss</td>
<td>Appearance</td>
</tr>
<tr>
<td>Fun</td>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>More Energy</td>
<td>Muscle Toning</td>
<td></td>
</tr>
<tr>
<td>Competence</td>
<td>Results</td>
<td></td>
</tr>
<tr>
<td>Learning About The Body</td>
<td>Cardiovascular Maintenance</td>
<td></td>
</tr>
<tr>
<td>Challenge</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Personal Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry-Over Effect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 4
DESCRIPTION ONE - ELEMENTS FROM OBJECTIVE ANALYSIS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social</td>
<td>32</td>
</tr>
<tr>
<td>2. Convenience</td>
<td>20</td>
</tr>
<tr>
<td>3. Fun</td>
<td>18</td>
</tr>
<tr>
<td>4. Competence</td>
<td>15</td>
</tr>
<tr>
<td>5. Feel Better</td>
<td>14</td>
</tr>
<tr>
<td>6. Music</td>
<td>13</td>
</tr>
<tr>
<td>7. Popularity</td>
<td>11</td>
</tr>
<tr>
<td>8. Whole Body Workout</td>
<td>10</td>
</tr>
<tr>
<td>9. To Be Healthy</td>
<td>9</td>
</tr>
<tr>
<td>10. Leadership Guidance</td>
<td>9</td>
</tr>
</tbody>
</table>

Subjects = 13  
Generated Reasons = 239  
X = 18.0
4.1.2 Description Two (qualitatively generated element list)

A qualitative analysis of the data contributed a second list of the attraction-elements perceived by the participant. Figure 8 shows the twelve reasons for participating which were extracted from the second analysis.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fun</td>
<td>11</td>
</tr>
<tr>
<td>2. social</td>
<td>10</td>
</tr>
<tr>
<td>3. the instructor</td>
<td>8</td>
</tr>
<tr>
<td>4. competence</td>
<td>8</td>
</tr>
<tr>
<td>5. music</td>
<td>7</td>
</tr>
<tr>
<td>6. feel better</td>
<td>7</td>
</tr>
<tr>
<td>7. more energy</td>
<td>7</td>
</tr>
<tr>
<td>8. convenience</td>
<td>5</td>
</tr>
<tr>
<td>9. non-competitive</td>
<td>4</td>
</tr>
<tr>
<td>10. health</td>
<td>3</td>
</tr>
<tr>
<td>11. appearance</td>
<td>2</td>
</tr>
<tr>
<td>12. results</td>
<td>2</td>
</tr>
</tbody>
</table>

Three clusters of variables emerged from these analyses and were labelled:

1. fun, social, instructor, competence.

2. music, feel better, more energy.

3. convenience, non-competitive, health, appearance, results.
4.1.3 The Drop-Out

Ten reasons were given for dropping the class (Table 6.) while sixteen elements were expressed as important aspects of a fitness programme (Table 7.) "Guaranteed fitness" and "no social comparison" were elements of a fitness programme which the "drop outs" viewed as important. These two elements did not emerge in any other analyses. They were specific concerns of drop-out individuals.

**TABLE 6**

PRIMARY REASONS FOR DROPPING A CLASS

1. The lack of physical results.  
2. Feelings of incompetence.  
3. Inconvenience.  
4. A poor instructor.  
5. A lack of social enjoyment.  
6. A lack of variety.  
7. Boredom and lack of enjoyment.  
8. A feeling of being judged by others.  
9. A preference for other sports  
10. The class was too hard and a lack of stamina was perceived.

**TABLE 7,**

DROP-OUT ATTRACTION-ELEMENTS

1. health  
2. music  
3. learning  
4. popularity  
5. whole body workout  
6. individually paced  
7. facilities  
8. guaranteed fitness  
9. noticing physical results  
10. competence  
11. convenience  
12. instructor  
13. social  
14. variety  
15. fun  
16. no social comparison
4.1.4 **The Item Pool**

The lists from Description One and Description Two were combined with the results of the drop out analysis. Aerobic dance attraction elements emerged from this synthesis as the final consensus (Table 8).

Thirteen reasons were included in the list with two blank options entitled "other." Twelve reasons were taken from the lists generated in Description One and Two. One reason (pleasant facilities) was taken from the "drop-out" analysis.

Adjustments were made to the labelled reasons. The two reasons "enthusiastic leader" and "leadership guidance," were combined into one element, that being, "a good instructor." The wording of each reason was adjusted for clarity on a 9 x 2.5 cm. gummed label and for insertion into the statement: "I participate in aerobic dance because I appreciate:"

<table>
<thead>
<tr>
<th>Table 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE ITEM POOL</strong></td>
</tr>
</tbody>
</table>

1. maintaining my health level.  
2. moving to music.  
3. looking better.  
4. a popular activity.  
5. being with other people.  
6. feeling better afterwards.  
7. having fun.  
8. pleasant facilities.  
9. moving to music.  
10. a whole body workout.  
11. feeling capable.  
12. convenient classes.  
13. a good instructor.  
14. other (specify).  
15. other (specify).
4.2 **QUESTIONNAIRE RESULTS**

Eight groups (N=179) of females were exposed to a questionnaire designed to elicit the reasons females seek out aerobic dance opportunities. To enable the more important attraction elements to emerge, responses were ranked.

Descriptive statistics were generated for twelve biographical questions. Frequencies were calculated for variables associated with the twelve questions and also for the ranked attraction elements (Appendix C).

4.2.1 **Demographic Data Results**

Typical aerobic dance participants in the present study were single females between the ages of twenty-five and thirty-four with a post-secondary education, engaged in full-time employment. They reported that as children they were medium to highly active. As adults they exercised three days per week, however, exercise sessions ranged in number from two to seven (i.e. possibly two sessions per day.) Two of the exercise sessions were aerobic dance classes in which they had participated, most typically, for three months or twenty-four months. The classes attended by the participants were usually taught by an instructor with whom the participants had prior experience.
### Table 9

#### Demographic Frequencies

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>FREQUENCY</th>
<th>CUM FREQ.</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marital Status</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>110</td>
<td>110</td>
<td>61.45</td>
</tr>
<tr>
<td>Married</td>
<td>55</td>
<td>165</td>
<td>30.73</td>
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<tr>
<td>Divorced</td>
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<td>179</td>
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<tr>
<td><strong>Education</strong></td>
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</tr>
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<td>Grade 10</td>
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<td>3</td>
<td>1.69</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>10</td>
<td>3.93</td>
</tr>
<tr>
<td>12</td>
<td>32</td>
<td>42</td>
<td>17.97</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>56</td>
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</tr>
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<td>107</td>
<td>28.65</td>
</tr>
<tr>
<td>University</td>
<td>70</td>
<td>177</td>
<td>39.32</td>
</tr>
<tr>
<td><strong>Occupation</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
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<td>39</td>
<td>21.91</td>
</tr>
<tr>
<td>Housewife</td>
<td>10</td>
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<tr>
<td>Part-time</td>
<td>.7</td>
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<td>Full-time</td>
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<td>Profession</td>
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<td><strong>Ethnic Background</strong></td>
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<td>North American</td>
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<td>141</td>
<td>80.11</td>
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<td>West Europe</td>
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<td>163</td>
<td>12.50</td>
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<tr>
<td>All Others</td>
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<td>173</td>
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<tr>
<td><strong>Activity Level</strong></td>
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<tr>
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<td>High</td>
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<td>144</td>
<td>80.45</td>
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<tr>
<td>Yes</td>
<td>34</td>
<td>178</td>
<td>18.99</td>
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<tr>
<td><strong>Previous Experience with Instructor</strong></td>
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<td>72</td>
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<tr>
<td>Yes</td>
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<td>177</td>
<td>59.32</td>
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<tr>
<td><strong>Involvement Time (Months)</strong></td>
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<td>19</td>
<td>21</td>
<td>11.24</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>15</td>
<td>9</td>
<td>110</td>
<td>5.33</td>
</tr>
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<td>AGE BRACKET</td>
<td>EXERCISE/WEEK</td>
<td>EXERCISE DAYS/WEEK</td>
<td>AEROBIC DANCE/WEEK</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>20-24</td>
<td>4</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>25-29</td>
<td>45</td>
<td>48</td>
<td>124</td>
</tr>
<tr>
<td>30-34</td>
<td>114</td>
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<td>159</td>
</tr>
<tr>
<td>35-39</td>
<td>147</td>
<td>153</td>
<td>170</td>
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<td>40-44</td>
<td>161</td>
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</tr>
<tr>
<td>45-49</td>
<td>145</td>
<td>142</td>
<td>14</td>
</tr>
<tr>
<td>50-54</td>
<td>139</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>55+</td>
<td>153</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2.2 The Attraction-Elements

A total of eleven elements with a response frequency of 8% or higher are listed in Appendix C. The reasons, "to be healthy," "a whole body workout," "appearance," and "to feel better" consistently appeared as the highest ranked elements for the first four options. The first ranked reason for participating was listed more often as either "to be healthy," 37%, or "a whole body workout," 29%.

Eleven possible influential elements for participating in aerobic dance emerged as a result of the rank order survey forms. The eleven elements, grouped into the two emergent divisions of ranked importance are shown in Table 10.

<table>
<thead>
<tr>
<th>Cluster One</th>
<th>Cluster Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Ranked Elements</td>
<td>Second Highest Ranked Elements</td>
</tr>
<tr>
<td>1. to be healthy</td>
<td>5. fun</td>
</tr>
<tr>
<td>2. to feel better</td>
<td>6. competence</td>
</tr>
<tr>
<td>3. appearance</td>
<td>7. a good instructor</td>
</tr>
<tr>
<td>4. a whole body workout</td>
<td>9. social</td>
</tr>
<tr>
<td>10. music</td>
<td>11. convenience</td>
</tr>
</tbody>
</table>

The classifications of person and situation were maintained from the person card analysis in Description One. Reasons that emerged from the questionnaire were grouped into these two categories (Figs. 13 & 14). Five elements were from the person variable division and six were from the situation division.
The first cluster of participant-perceived attraction-elements consisted of three person variables and one situation variable (Fig. 3.). There was one reason from each of the three subgroups (physiological, psychological, and aesthetic) in the person variable division. The situation reason was an activity variable.

**PERSON ELEMENTS**

**PSYCHOLOGICAL**  
1. to feel better  

**PHYSIOLOGICAL**  
2. to be healthy  

**AESTHETIC**  
3. appearance  

**SITUATION ELEMENTS**

**ACTIVITY**  
4. a whole body workout  

**SOCIAL PSYCHOLOGICAL**  

**SETTING**  

Figure 3: CLASSIFICATION OF THE FIRST CLUSTER OF ATTRACTION ELEMENTS

A second cluster of seven elements emerged consistently in options five through ten. It consisted of two person variables and five situation variables. Both person variables were psychological. Situation variables included three "social" reasons, one "setting" reason, and one "activity" reason. (Fig. 4.)

Table 11 illustrates the cognitive and affect categorization of the eleven elements. The "instructor" was described as effective when she was enthusiastic and knowledgeable in the fitness area, thus, the "instructor"
PSYCHOLOGICAL
1. fun
2. competence

SITUATION ELEMENTS

SOCIAL PSYCHOLOGICAL ACTIVITY SETTING
3. a good instructor 6. music 7. convenience
4. non-competitive
5. social

Figure 4: CLASSIFICATION OF THE SECOND CLUSTER OF
ATTRACTION ELEMENTS

element was seen as having both affective and cognitive
appeal to the participants. Appearance also, seems to have
roots in both cognitive and affect classifications.
Participants felt better about their appearance but also
valued the contribution the exercise made to their
appearance.

TABLE 11
COGNITIVE AND AFFECT DIMENSIONS

COGNITIVE
convenience
health benefits
appearance
instructor
whole / body workout

AFFECT
non-competitive
music
appearance
instructor
feel better
enjoyment
a social situation
4.3 **CONFIRMABILITY (OBJECTIVITY)**

The research assistant extracted the reasons to participate in aerobic dance from six randomly chosen interview tapes. A correlation with the reasons to participate extracted by the researcher was calculated. The Pearson Product-moment correlation was +.92.

4.4 **DEPENDABILITY (RELIABILITY) OF THE INTERVIEW TECHNIQUE**

Thirty-eighth percent \( N = 5 \) of the interviewed participants also responded to the questionnaire. The responses from the questionnaire were correlated with the responses from each respective interview. A Pearson Product-Moment correlation of .74 was calculated for the first ten ranked reasons for participating.
Chapter V
DISCUSSION

5.1 THE ATTRACTION-ELEMENTS

The Attraction-Element Instrument (AEI) was designed within the framework of New Paradigm Research to discover participant perceived attraction-elements of aerobic dance. Along with these attraction-elements, biographical data were collected and collated in order to develop a profile of the aerobic dance participant in the study. Hence, a perspective of the participants and the activity of aerobic dance was gathered from the primary source. A substantive grounded theory emerged from the data collected by the instrument.

Eleven attraction-elements were uncovered. They were: 1) to be healthy, 2) to feel better, 3) to look better, 4) a whole body workout, 5) fun, 6) competence, 7) a good instructor, 8) a non-competitive atmosphere, 9) being with other people, 10) moving to music and 11) convenience. These elements emerged from the questionnaire analyses in two prioritized clusters. The first cluster was comprised of the elements, 1) to be healthy, 2) a whole body workout, 3) to look better and 4) to feel better. The remaining
seven elements comprised the second cluster. These results are compared with elements described in the literature as motivational elements of physical activity.

A comparison between the eleven elements which emerged from the data and those cited in the literature indicates similarities and differences. A study on psychosocial elements related to running (Summers, Machin, and Sargent, 1983) identifies five main outcomes derived from the activity. Three of those five, physical fitness, feel better, and enjoyment, are the same as three of the elements named by the aerobic dance participants. The names attached to the outcomes mentioned by the runners were similar to those attached to the elements in the present study. This was probably due to the similarities in collecting the initial item pool. Although Summers, Machin, and Sargent used questionnaires to generate their item pool, they gathered descriptive data from the runners themselves. They did not use undergraduate classes, academic theory, or previously established questionnaires as other investigators (Kenyon, 1968; Feidler and Beach, 1982; Grove et al, 1982; Swap and Rubin, 1983) have done to generate item pools. Their method was modelled after Carmack and Martens (1979) who measured commitment to running by surveying runners' attitudes and mental states. Again, the commitment to running study presented similar reasons for participation to those named by the participants in this study. It was
encouraging to note the similarities in the naturalistic and multidimensional nature of the two studies.

The elements that emerged in the present study can also be compared to those in the literature which were generated from sources other than the population under investigation. It is here where the similarities and differences give rise to discussion regarding grounded theory and investigative paradigms.

Of the seven 'factors' affecting adherence to physical activity accumulated by a review of literature by Franklin (1980), three were similar to those found in the present study. The three similar 'factors' listed in Franklin's paper were, group camaraderie, enjoyment-fun-variety, and instruction and encouragement. These 'factors' indeed describe the general fitness class motivators, but as promoters of exercise we need to know what elements contribute to these 'factors.' What creates group camaraderie, and enjoyment? What constitutes instruction and encouragement? Do all fitness class participants enjoy the same action opportunity?

Fiedler and Beach (1982) state that there has been little research to identify specific elements which motivate people to enter and adhere to sports activities. They emphasize that "the ability to promote sports activity will depend on the ability to understand the elements which influence the decisions of individual participants" (p. 81) and concluded
that "interventions aimed at simply changing attitudes would fall short of promoting activity since all people valued similar outcomes of physical activity" (p. 81) to much the same degree. Thus, there is a need to explore what people like and want in a specific activity rather than their attitudes toward physical activity as a whole.

Fiedler and Beach (1982) tried to uncover the elements which influenced individual decisions by investigating physical activity as a whole. Their conclusions were too general because if all people valued the same outcomes of physical activity to the same degree, there would be but one activity; the activity which affords the greatest number of valued outcomes. However, all people do not engage in the same activity. Experts in the fitness field should know the elements which produce enjoyment and choice of activities. Such information could create guidelines for fitness professionals in terms of two major concerns: 1) promotion and 2) participant activity maintenance. The present study has illuminated some of the elements which create enjoyment and thus, continued involvement in aerobic dance.

Elements given during the interviews as reasons which promote enjoyment during the activity were, 1) music, 2) the ease and automated feeling of the exercise made possible by a good instructor, 3) competence gained by an adaptable skill level and 4) a lack of competition with others. Although, enjoyment was given as one reason, it seems to be
a complex construct which is influenced by many elements. There was a consensus of the attraction-elements in this study. People enjoy aerobic dance because of a combination of elements in the activity. Aerobic dance seems to be an affect-inducing situation and thus its popularity.

One would speculate that an "affect-inducing situation" would produce continued participation in that situation. According to past research (Heinzelmann, 1973; Oldridge, 1977; Wankel, 1979), continued long term involvement in a fitness programme seems to be more related to motivators, such as, social affiliation, compatibility between the individual and the programme, and enjoyment. Elements which make the programme compatible with the individual and those which make the programme enjoyable were not expanded upon.

The "affect-inducing situation" in physical activity has not yet been described. We are only just discovering the importance of affective states and the elements which produce them (endorphins, "flow", play).

In contrast to the reported long-term involvement motivators, initial involvement motivators were reported by McPherson (1979) and Perrin (1979) to be health related. Perrin (1979) found that health related benefits were given as main reasons for exercise participation by new comers while "maintainers" gave enjoyment as their primary reason for involvement.
The present study provides results which are both supportive and contradictory of previously mentioned research depending upon the tool used to access the information. Participants in the present study were primarily long-term participants, yet the questionnaire results indicated they felt health benefits were primary motivators in this instance. However, interview results show a contradiction; the primary reasons for participating, as determined by the interview results were, in order of importance, social benefits, enjoyment, competence, the instructor, and convenience. Such reasons parallel those in the literature for participants who have been involved in a physical activity for a long period of time.

The discrepancy found within the study itself may be due in part, to the different effect of the two instruments. People may react first affectively and second, rationally. A questionnaire allows more time for one to think than does an interview; In answering a questionnaire there are explicit and implicit factors involving social desirability arising from weighing and assessing the stimulus object and its relation to other items and questions. The necessity to respond in a rational and consistent manner is made clear by the form of a questionnaire. Also, an interview allows more input and subjectivity from the interviewer, who in this case, was also the researcher. An interview is thus a more
intimate and empathic situation. Therefore, such an instrument may, while predisposed to biases, prove to be more sensitive for getting certain information (Following a new paradigm rationale, one would acknowledge the predisposition for bias but conclude that the instrument itself was more sensitive). The reactions and feelings expressed by the interviewee were picked up by the interviewer and reported as data. Support for the interview results was strengthened because they were a combination of two separate and independent analyses. Both qualitative and quantitative analyses produced similar attraction-elements. Elements, such as, social, convenience, fun, competence, and to feel better, respectively, had the highest frequencies in the quantitative analysis. Similarly, fun, social, instructor, and competence were depicted in the quantitative interview analysis as the most intensely expressed cluster of elements. Thus, the interview results indicated affective elements (enjoyment, social, competence etc.) were the primary attraction-elements, while the questionnaire results indicated cognitive elements (health benefits) were primary motivators.

5.1.1 *Cognitive and Affective Elements.*

In light of the findings, one could speculate that the cognitive elements (those elements which are more a function of rational processes, as are health benefits) are important
reasons to participate, but, affective components (those elements which are characterized by enjoyment) are just as important, regardless of involvement time. People seem to consider both affective and cognitive elements in forming an attitude toward an action opportunity and thus, in maintaining participation in aerobic dance. The contention is that both are important and cannot or should not be separated when attempting to explain exercise behaviour. Mischel (1982) alludes to the interdependent nature of cognition and affect. This study has indicated that the attraction-elements of aerobic dance are rooted in both affective and cognitive domains. This complies with Mischel's perspective. The affect-cognition debate is beyond the scope of this discussion but is worthy of reader consideration for future research in this area. The importance lies in the combination of elements which influence participation and the recognition of the multidimensionality of those elements.

Participation in a certain class is a reflection of one's attitudes towards that particular class. Since attitudes are formed by beliefs about, and affect toward an action opportunity, it is not surprising that both cognition and affect have an influence on continued participation. For years fitness classes have emphasized the cognitive aspects or exercise participation and under emphasized (by either ignorance or lack of appreciation) the affective. Eight of
the eleven Attraction-Elements are associated with the affective domain. They are influential in fitness participation and should therefore be considered along with the cognitive elements. There are ingredients for an enjoyable experience in an aerobic dance class as there are ingredients for a physiologically sound programme. Popularity in physical activity programmes will be gained when we consider both cognitive and affective elements.

The complexity of the person and the situation should be recognized in order to promote and maintain exercise activity. First-time participants seek exercise classes for cognitive reasons (rational determinants, such as, health benefits). After all, what else do they have to base a decision on? They have not yet experienced the activity. "Maintainers" on the other hand, value the health benefits associated with the programme but they become involved with the activity itself. There are elements radiating from the activity which encourage participation. Therefore, to the new participant and the "maintainer", the rational benefits of exercise should be promoted while the affect-inducing situation is promoted. Hence, the attraction-elements in an activity should be exploited and this necessitates a knowledge of the appropriate attraction-elements.

The specific activity approach used in this study has shed light on additional physical activity motivators to those in the literature. Those attraction-elements
associated, specifically, with aerobic dance are: a whole body workout, appearance, competence, music, a non-competitive atmosphere, and convenience. Participants stressed the influential nature of these six elements. Therefore, they should be considered in preparing and evaluating aerobic dance classes (and perhaps fitness classes in general), as well as, the other five emergent elements (which have been cited in the literature). We must observe and research within the situation, not around it.

5.1.2 Situation and Person Elements

Participation reasons were diverse. They were divided into situation and person element groups. Six elements fell into the situation category and five fell into the person category which indicates that both categories are important in maintaining participation in aerobic dance. Elements which are situationally determined do not seem to influence participation more than elements of a more personal nature for the "maintainer" group. This makes sense considering engagement in an activity lends itself to compatibility between the programme and the individual. There seems to be a relationship between person and situation dimensions. Perhaps future research could develop a predictor instrument based on this assumption. Such an instrument would be able to match persons with compatible situations, and thus, identify "drop-outs" and "maintainers." Many people do not
know what activities are available to them. Therefore, experts could match activities to people based on their scores along the situation and person dimensions.

In contrast, to the lack of distinction between the importance of the dimensions for the "maintainers," "drop-out" behaviour seems to be influenced by a lack of personal outcomes derived by the activity. However, disappointment with situationally determined elements were most often expressed as reasons for dropping a class.

Reasons given for dropping the class were varied. An emphasis was placed on: 1) inconvenience, 2) the instructor was not organized or sensitive to personal needs, 3) a lacking social environment, 4) a lack of physical results and 5) the feeling of incompetence associated with a feeling of being judged by others in the class. Other researchers (Wankel, 1977; Wanzel, 1977, 1978; Franklin, 1978; Perrin, 1979; McPherson, 1980; Robinson and Carron, 1982) have found similar results, with the exception of competence, and social comparison elements.

Many of the above reasons for dropping the class are environmental elements. The blame seems to be put on the situation rather than the person. This is consistent with attribution theory which indicates success is more often attributed to the "self" while failure is more often attributed to something outside of "self" (Jones and Nespitt, 1976). While this seems rather complex, it can be
interpreted simply. The lack of personal satisfaction is blamed on the situation. Feelings of incompetence and failure are projected onto the situation. Perhaps the person who drops a class, for the reasons specified in this study, has an external locus of control.

Except for "boredom" and "a preference for other sports," all the reasons given for dropping the class could be considered in programme modification. A sound programme meeting all situation and person element considerations could not force someone to enjoy an activity if it is not appealing at the affective level. There will always be programme "drop-outs", but, if the programme accounts for many of the positive and negative elements, the attrition rates may be lowered.

The lack of positive social stimulation, reported by the "drop-outs", may be due to the fact that none of the three "drop-outs" enrolled in the class on their own volition. Each had accompanied a friend or their mother to the class. Therefore, they may have felt a lack of freedom of choice and reacted to this by dropping the class (Becker, 1977; Wankel and Thompson, 1978).

The "drop-outs" indicated a need for "guaranteed fitness", "noticing physical results", "no social comparison" and "pleasant facilities". This may indicate that the "drop-out" is less intrinsically motivated as a result of a personality disposition or that the class does not fulfill
the desires she has of a fitness class. The latter possibility has been somewhat refuted by the present study. The elements that a "drop-out" desired in a fitness class were all accounted for in the aerobic dance class except for the elements "no social comparison," and "guaranteed fitness." Research in this area may want to proceed with the Self-Motivation Inventory (Dishman and Ickes, 1981).

A good exercise prescription and persistence could guarantee fitness. As for social comparison, it is probably more in the minds of the participant than the situation (Although, someone who feels overweight and inadequate will probably feel worse if she is standing beside a trim twenty year old clad in the latest bodysuit). Both "guaranteed fitness" and "social comparison" could be controlled by varied levels of classes (beginner, intermediate, advanced). Even though the aerobic dance class has room for individual pacing, it may not be adequate enough to overcome feelings associated with social comparison in the minds of those who are not intrinsically motivated and have a poor self-concept. The failures, expressed as "no physical results," and "incompetence," are projected onto the situation. Rationalization protects the self and projects blame onto the instructor, the facilities, time, and/or social judgement.

Both situation and person variable categories are important in aerobic dance. The attraction-elements for the
"maintainers" fall in both categories. For the "drop-out" the lack of personal outcomes seems to be projected onto the situation. Therefore, both situation and person variables of aerobic dance should be recognized and understood. In other words, the person and the activity are not separate entities. Consideration of both is vital for promotion and maintenance of exercise activities.

5.1.3 **Recommendations For Future Study**

1. Limit the interview sample to three or four "maintainers" and an equal number of "drop-outs."

2. Use the instrument in a different activity and compare the results to those from the present study.

3. Use the results of this study to create a semantic-differential or Likert scaled questionnaire.

4. Redesign the rank order form to allow the respondent to rank clusters of important elements instead of single elements.
Chapter VI

CONCLUSIONS

An instrument, developed within the framework of New Paradigm Research was shown to provide a practical and effective way of acquiring descriptive information from participants within a specific physical activity. A profile describing a typical aerobic dance participant and a list of participant perceived attraction-elements were generated from the Attraction - Element Instrument (AEI).

Eleven Attraction - Elements emerged from the study. They included elements both similar and complimentary to the findings of others. The Attraction-Elements of aerobic dance are: 1) health benefits, 2) feeling better, 3) appearance, 4) a whole body workout, 5) enjoyment, 6) competence, 7) convenience, 8) a social situation, 9) music, 10) a good instructor, and 11) a non-competitive atmosphere. All should be considered when implementing and evaluating such classes. Programme success and maintenance will be enhanced when these eleven elements are seriously considered by the fitness promoter.

Cognitive and affective dimensions, as well as, person and situation dimensions of an aerobicics class have been delineated. Person and situation dimensions are especially
pertinent for understanding and discouraging "drop-out" behaviour. Ten reasons for dropping a class emerged from the study; most of which were ascribed to the situation but reflected disappointment in some aspect of self. Both cognitive and affect dimensions are vital for aerobic dance popularity. The affective elements have been overlooked in the past. This study indicates the participant perceived importance of affective elements and thus their influence on participation. Cognitive, affective, person, and situation dimensions are all major concerns in promoting participation in fitness classes.

![Diagram](image)

**Figure 5: THE ATTRACTION-ELEMENTS CLASSIFIED**

The Attraction-Elements of aerobic dance are depicted in Figure 5. They emerged from a sample of 190 female aerobic
dance participants in Windsor and Toronto, Ontario by way of the Attraction-Element Instrument (AEI). This instrument was designed and applied using a New Paradigm and Grounded Theory approach to research. It was tested for reliability and objectivity while validity was accounted for in the methodology. Such an instrument has practical application for generating substantive theory for a specific activity. Both the theoretician and the practitioner of physical activity can benefit from the emergent information and the approach by which it was generated.

In conclusion, an instrument to discover the Attraction-Elements of aerobic dance was developed within the framework of New Paradigm Research which provided a perspective of the activity and the participant within the activity. For aerobic dance, there are eleven Attraction-Elements which encourage participation. This instrument has the potential to be used to investigate the Attraction-Elements of other physical activities and recreational activities.

The richness of the thick descriptive information provided by this instrument generated a perspective of an activity which included both qualitative and quantitative data. Therefore some of the biases which accompany the qualitative analyses may be counterbalanced by the quantitative analyses and vice versa. The instrument provides a readily available naturalistic procedure to
access information regarding present day physical activity trends.
Appendix A

ACCOUNT OF TRUSTWORTHINESS

<table>
<thead>
<tr>
<th>Present Study</th>
<th>Literature Recommended</th>
<th>Naturalistic (Rationalistic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Dance</td>
<td>sharing</td>
<td>CREDIBILITY (Internal Validity)</td>
</tr>
<tr>
<td></td>
<td>three groups VF and ROP</td>
<td>triangulation</td>
</tr>
<tr>
<td></td>
<td>interviews VF and BOP questionnaires</td>
<td>member checks</td>
</tr>
<tr>
<td></td>
<td>qualitative and quantitative analyses</td>
<td>collect thick descriptive data.</td>
</tr>
<tr>
<td></td>
<td>clear method audit trail</td>
<td>use overlap method DEPENDABILITY (Reliability)</td>
</tr>
<tr>
<td></td>
<td>three groups audit trail</td>
<td>dependability audit leave an audit trail</td>
</tr>
<tr>
<td></td>
<td>research assistant</td>
<td>triangulation CONFIRMABILITY (Objectivity)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>confirmability audit (product)</td>
</tr>
</tbody>
</table>

Figure 6: ACCOUNT OF TRUSTWORTHINESS
Appendix B

THE PERSON CARD TECHNIQUE

This technique developed by Hibino and Nadler (1980) creates meaning and organization of qualitative data. It seems best suited to attitude and opinion responses generated by interviews. Such responses may not have quantitative properties for statistical manipulation, hence, an organizing and analyzing technique is needed.

One begins by extracting the essence of the response and placing it, in as few descriptive words as possible, on a 2 x 2 card. In the present study the 2 x 2 cards were photocopies of gummed labels, from the completed Rank Order Forms. Upon those the 'heart' of the response lay.

After all the "person cards" had been established, they were grouped into families. A family consists of all person cards that have a common factor. Many separate groupings may be needed before a final family is established. Once finalized, the family is labelled and the label becomes the higher order person card. The technique is repeated until two mutually exclusive categories exist with any number of subcategories in each.

This technique may be adapted to any number of situations and organized in ways that are brain-compatible for the
researcher. The present study used coloured person cards grouped into families and filed in envelopes.

Once the higher groupings begin to emerge, notes and schematics may be devised in order to generate relationships. Such aids record and develop the process. The results section illustrates the outcome of this technique for the present study.
Appendix C
RESPONSE FREQUENCIES AND PERCENTAGES OF THE RANKED ELEMENTS

<table>
<thead>
<tr>
<th>R1 (first reason)</th>
<th>f</th>
<th>%</th>
<th>R2 (second reason)</th>
<th>f</th>
<th>%</th>
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<tbody>
<tr>
<td>to be healthy</td>
<td>66</td>
<td>37%</td>
<td>to be healthy</td>
<td>38</td>
<td>21%</td>
</tr>
<tr>
<td>a whole body workout</td>
<td>51</td>
<td>29%</td>
<td>a whole body workout</td>
<td>37</td>
<td>21%</td>
</tr>
<tr>
<td>appearance</td>
<td>29</td>
<td>16%</td>
<td>to feel better</td>
<td>35</td>
<td>20%</td>
</tr>
<tr>
<td>to feel better</td>
<td>15</td>
<td>9%</td>
<td>appearance</td>
<td>28</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90%</td>
<td></td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td>R3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to feel better</td>
<td>45</td>
<td>25%</td>
<td></td>
<td>37</td>
<td>21%</td>
</tr>
<tr>
<td>appearance</td>
<td>32</td>
<td>18%</td>
<td></td>
<td>30</td>
<td>17%</td>
</tr>
<tr>
<td>to be healthy</td>
<td>21</td>
<td>12%</td>
<td></td>
<td>21</td>
<td>12%</td>
</tr>
<tr>
<td>a whole body workout</td>
<td>19</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>66%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>R5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fun</td>
<td>26</td>
<td>15%</td>
<td></td>
<td>37</td>
<td>21%</td>
</tr>
<tr>
<td>competence</td>
<td>24</td>
<td>13%</td>
<td></td>
<td>22</td>
<td>12%</td>
</tr>
<tr>
<td>a good instructor</td>
<td>18</td>
<td>10%</td>
<td></td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>convenience</td>
<td>17</td>
<td>10%</td>
<td></td>
<td>16</td>
<td>9%</td>
</tr>
<tr>
<td>appearance</td>
<td>16</td>
<td>9%</td>
<td></td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>57%</td>
<td></td>
<td></td>
<td>68%</td>
</tr>
<tr>
<td>R7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>music</td>
<td>23</td>
<td>14%</td>
<td></td>
<td>22</td>
<td>12%</td>
</tr>
<tr>
<td>fun</td>
<td>23</td>
<td>14%</td>
<td></td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>instructor</td>
<td>23</td>
<td>14%</td>
<td></td>
<td>17</td>
<td>10%</td>
</tr>
<tr>
<td>non-competitive</td>
<td>21</td>
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<td>17</td>
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</tr>
<tr>
<td>competence</td>
<td>19</td>
<td>11%</td>
<td></td>
<td>16</td>
<td>9%</td>
</tr>
<tr>
<td>convenience</td>
<td>15</td>
<td>8%</td>
<td></td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73%</td>
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<td></td>
<td>59%</td>
</tr>
<tr>
<td>R8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>convenience</td>
<td>28</td>
<td>16%</td>
<td></td>
<td>31</td>
<td>18%</td>
</tr>
<tr>
<td>fun</td>
<td>20</td>
<td>12%</td>
<td></td>
<td>22</td>
<td>12%</td>
</tr>
<tr>
<td>social</td>
<td>19</td>
<td>11%</td>
<td></td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>a good instructor</td>
<td>19</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>facilities</td>
<td>17</td>
<td>10%</td>
<td></td>
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</tr>
</tbody>
</table>

Figure 7: RESPONSE FREQUENCIES AND PERCENTAGES
Appendix D

THE MAINTAINER INTERVIEW FORMAT

Items 1-5 to be listed below and on the cassette beforehand.

Name ___________________ Tape no. ________________

Date ___________________ Location ___________________

Time____________________ Duration__________________

Group Affiliation______________________________

Initial Statement

I am conducting research on aerobic dance for a Master's Thesis at The University of Windsor. I hope to gather information that can answer the question: "Why is aerobic dance so popular?"

You, as a participant in this activity are viewed as someone who can tell us some of the answers. I appreciate this opportunity to interview you and record your observations and feelings on this topic.

Is it alright to tape record the interview?

Tape Recorder On

1. MAIN

PROBE: ____________________________

IF YOU WISHED TO INTEREST OTHER WOMEN IN AEROBIC DANCE, WHAT THINGS WOULD YOU MENTION?

-----------------------------------------------
2. Is this your first aerobics class?
   a) Where was the first?  b) How long have you—
taken classes?
   c) Was that continuous involvement?

3. How did you first become involved? Where did you
   first hear about it?

4. How many times a week do you go to class?

5. Do you participate in other types of physical
   activity?

6. How do aerobic classes differ from other fitness
   classes or physical education classes you have taken?

7. What do you think the benefits are?

8. PROBE

   TWO:---------------------------------------------------------

   WHY DO YOU THINK AEROBIC DANCE IS SO POPULAR?
   ___________________________________________________________

9. If aerobics were only slightly good for increasing
   fitness, would you still participate?

10. If aerobics were good for your health, but____was
    better, would you change to _____?

11. What made you choose aerobic dancing over bicycling,
    jogging, or swimming?

   Personal Data

12. Would you say you were physically active as a child?

13. Could you comment on your activities and hobbies in
    elementary school, high school (and University)?
14. Could you comment on your family's involvement with physical activity, and their reactions to your participation?

15. How old are you?

16. If you could exercise to a video tape or a record in your home privately, would you prefer this?

17. Could you comment on the friends you have in the class. Are they people that you associate with outside of class?

18. Do you work?

19. What was the last grade you completed in school?

20.

What is your ethnic association and how much influence does it have on your lifestyle?
Appendix E

THE DROP-OUT INTERVIEW FORMAT

Items 1-5 to be listed below and on the cassette beforehand.
Name ___________________________ Tape no. ________________
Date ________________ Location ____________________________
Time ________________ Duration ____________________________
Group Affiliation ____________________________

Initial Statement

I am conducting research on aerobic dance for a Master's Thesis at The University of Windsor. You have had some experience with this activity so I would like to interview you and record your observations and feelings on the topic.

Is it alright to tape record the interview?

Tape Recorder On

1. MAIN

PROBE: __________________________________________

COULD YOU TELL ME A LITTLE ABOUT YOUR EXPERIENCES WITH AEROBIC DANCE?

2. Was this your first aerobics class? a) Where was the first? b) How long have you taken classes? c) Was that continuous involvement?
3. How did you first become involved? Where did you first hear about it?

4. How many times a week did you go to class?

5. Do you participate in other types of physical activity?

6. How do aerobic classes differ from other fitness classes or physical education classes you have taken?

7. What do you think the advantages and/or disadvantages are?

8. PROBE

TWO: -----------------------------------------------------

WHAT KIND OF THINGS DO YOU WANT FROM A FITNESS CLASS?

-----------------------------------------------------

9. If aerobics were only slightly good for increasing fitness, would you still participate?

10. If aerobics were good for your health, but ______ was better, would you change to ______?

11. What made you choose aerobic dancing over bicycling, jogging, or swimming?

   Personal Data

12. Would you say you were physically active as a child?

13. Could you comment on your activities and hobbies in elementary school, high school (and University)?

14. Could you comment on your family's involvement with physical activity, and their reactions to your participation?
15. How old are you?

16. If you could exercise to a video tape or a record in your home privately, would you prefer this?

17. Could you comment on the friends you have in the class. Are they people that you associate with outside of class?

18. Do you work?

19. What was the last grade you completed in school?

20. What is your ethnic association and how much influence does it have on your lifestyle?
Appendix F

Observation Sheet

Name ___________________________ Tape no. ______________________

Date ___________________________ Location ______________________

Time ___________________________ Duration ______________________

Group Affiliation ________________________________

1. INTEREST-WOMEN-MENTION
2. FIRST-WHERE-HOW LONG
3. HOW FIRST INVOLVED
4. X/WK
5. OTHER EXERCISE/WK
6. HOW AEROBICS CLASSES DIFFER
7. BENEFITS/DISADVANTAGES
8. WHY THINK POPULAR/THINGS IN FITNESS CLASS
9. IF ONLY SLIGHTLY GOOD
10. IF GOOD BUT X BETTER
11. AEROBICS/JOG, SWIM, BIKE
12. ACTIVE AS CHILD
13. ACTIVITIES IN SCHOOL
14. FAMILIES, INVOLVEMENT
15. AGE
16. VIDEO TAPE, RECORD
17. FRIENDS OUTSIDE
18. OCCUPATION
19. EDUCATION
20. ETHNIC

SUMMARY NOTES
Appendix G

INTRODUCTION OF THE RESEARCH TO A GROUP

I am a student at the University of Windsor presently involved with research in aerobic dance. I believe that you people, as participants, are the experts and would like your help in discovering information about the activity. To accomplish this, personal interviews need to be set up with some of you. Information from these interviews will be accumulated and then questionnaires will be sent to you for information verification.

Please sign your name, address, and phone number on the paper, include in the left hand column whether or not you will participate in the research. The interview will be at your convenience and should not take too long. You will be telephoned if you are one of the ladies to be interviewed.
Appendix H

RANK ORDER FORM A.

PEEL THE STICKY LABELS OFF THE FORM AND PLACE THEM AS FOLLOWS:

PLEASE RANK THE SIX (6) MOST ATTRACTIVE ELEMENTS THAT INFLUENCE YOUR PARTICIPATION IN AEROBIC DANCE/EXERCISE TO MUSIC CLASSES. START WITH THE MOST IMPORTANT TO YOU AT THIS TIME.

MOST ATTRACTIVE

1. 

NEXT

2. 

3. 

4. 

5. 

6. 

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Appendix I

RANK ORDER FORM B

PLEASE RANK THE ELEMENTS THAT INFLUENCED YOU TO DROP THE AEROBICS CLASS. START WITH THE MOST INFLUENTIAL.

I DROPPED THE CLASS MAINLY BECAUSE

1.

2.

3.

4.

5.

6.
Appendix J

RANK ORDER FORM C

PEEL THE STICKY LABELS OFF THE FORM AND PLACE THEM AS FOLLOWS.

PLEASE RANK THE SIX MOST ATTRACTIVE ELEMENTS THAT INFLUENCE YOU TO PARTICIPATE IN A FITNESS PROGRAMME. START WITH THE MOST IMPORTANT TO YOU AT THIS TIME.

MOST ATTRACTIVE  1.

NEXT  2.

3.

4.

5.

6.
Appendix K

THE QUESTIONNAIRE

UNIVERSITY OF WINDSOR
AEROBIC DANCE SURVEY

ITEMS 1-9 CIRCLE THE MOST APPROPRIATE ANSWER.

1. MARITAL STATUS: Single  Married  Divorced
2. LAST GRADE COMPLETED:
   10  11  12  13  College  University
3. OCCUPATION: Student  Part-time Employee
   Full-time Employee  Housewife
   Professional
4. THE ETHNIC GROUP MOST INFLUENTIAL IN MY UPRISING AND LIFESTYLE WAS:
   North American  Western European
   Eastern European  Asian  South American
   Other(specify)________________
5. MY PHYSICAL ACTIVITY LEVEL AS A CHILD WAS
   Very Low  Low  Medium  High
6. THIS IS MY FIRST CLASS OF THIS SORT.  Yes  No
7. I HAVE TAKEN PREVIOUS CLASSES FROM THIS INSTRUCTOR.  Yes  No
8. I HAVE TAKEN CLASSES OF THIS TYPE FOR
   1  2  3  6  9  12  15  18  21  24  MONTHS.
   30-34  35-39  40-44  45-49  50-54  55+
10. I EXERCISE ___ TIMES/WEEK.
11. I EXERCISE ___ DAYS/WEEK.
12. I ATTEND THIS CLASS ___ TIMES/WEEK.

13. Print your name only if you were interviewed during the summer.

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RANK ORDER FORM

Attached are fifteen printed sticky labels giving possible reasons for participation in aerobic dance. Record your first ten reasons for participating by choosing the labels that are closest to your motives. Simply peel the labels off and place them appropriately on the provided sheet. Read over all choices before making your first selection. Rank your reasons for participating by starting with the most important to you at this time, then, move to the next important. If you have reasons that are not found on the printed labels, print your reason on the label "other" and place it appropriately in your list of importance.

I PARTICIPATE IN AEROBIC DANCE BECAUSE I APPRECIATE:

Most importantly

1

Next

2

3

4

5

6

cont'd.
Rank Order Form cont'd.

7 __________________________

8 __________________________

9 __________________________

10 __________________________

WOULD YOU CONTINUE IN THE CLASS EVEN IF SOME OF THE ABOVE TEN ITEMS WERE NOT SATISFACTORY?  Yes  No

EXPLAIN.__________________________________________

COMPLETE THE FOLLOWING STATEMENT.

IF ________ WAS NOT SATISFACTORY, I WOULD DROP THE CLASS.

COMMENTS ______________________________________

________________________________________________

________________________________________________

________________________________________________

THANK YOU FOR PARTICIPATING IN THIS RESEARCH.
Appendix L

GIFT

After each interview a recipe booklet or a stick-pin was given to the interviewee as a token of appreciation. These gifts were unassociated with physical activity and could not influence the participant's attitudes toward physical activity. However, the act of giving a gift may have influenced the social desirability variable involved in the respondent checks the next day. The desire to respond in compliance with the interviewer's attitudes (perceived by the interviewee) could have confounded the ranking of the elements.

After the respondent checks were completed, a booklet on physical activity (Astrand, 1981) and a calorie/activity counter was given to the participant. These items were to thank the participant, as well as, inform her on topics of interest.
Appendix M
AUDIT TRAIL

DATA COLLECTION
- interviews
- three groups

ANALYSES
- analytical notes
- (RQF) and (VF)

DESCRIPTION ONE
- computer
- (quantitative)

DESCRIPTION TWO
- qualitative

PEER DEBRIEFING

DESCRIPTION THREE
THE ITEM POOL

COMPUTER ANALYSES

DISTRIBUTION OF QUESTIONNAIRE
- eight groups
- 3 matched with interview groups
- 5 extended

PEER DEBRIEFING

HYPOTHESES FORMATION

QUESTIONNAIRE DEVELOPMENT

PARTICIPANT DEBRIEFING
PEER DEBRIEFING
STUDY COMPLETION

Figure 8: AUDIT TRAIL

- 92 -


Grove, S., and Dodder, R. "Constructing measures to assess perceptions of sport functions: An exploratory investigation."


Hempel, Carl G.  


Likert, R. A. "A technique for the measurement of attitudes." *Archives of Psychology*, 140, (22), 1932.


**VITA AUCTORIS**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Lynda Mary Mainwaring</th>
</tr>
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<tbody>
<tr>
<td>Birth Place:</td>
<td>Rochdale, Lancashire, England</td>
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<tr>
<td>Year:</td>
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</tr>
<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>B.H.K. (First Class Honours), University of Windsor, Windsor, Ont.</td>
</tr>
<tr>
<td>1980</td>
<td>B.A. (Psychology), University of Windsor, Windsor, Ont.</td>
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<td>1975</td>
<td>Gr. 13, Sandwich Secondary School, Windsor, Ont.</td>
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<td>1983</td>
<td>Consultant, University of Windsor Summer Day Camp, Windsor, Ont.</td>
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<td></td>
<td>Teaching Assistant, Faculty of Human Kinetics, University of Windsor, Windsor, Ont.</td>
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<td>Pwc 170 Fitness Testing (C.A.H.P.E.R.)</td>
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<td>1982</td>
<td>Project Manager, The University of Windsor Summer Day Camp, Windsor, Ont.</td>
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<td>The University of Windsor Graduate Scholarship</td>
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<td>Ontario Graduate Scholarship</td>
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- 101 -