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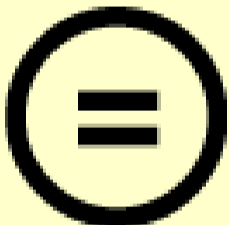
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**LEARNING EXPERIENCES FROM A SEASON OF SPORT EDUCATION  
DURING YEAR 10 PE**

**By  
JULIE A. BRUNTON**

**A DOCTORAL THESIS**

**Submitted in fulfilment of the requirements for the award of Doctor of  
Philosophy of Loughborough University  
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## ABSTRACT

The purpose of this study was to examine the pupils' and teacher's perceptions and learning experiences from a season of Sport Education that was conducted for the first time at the research school. Two groups of Year 10 (age 14/15) pupils participated in a nine week season (16 & 17 sessions per group) of badminton. Data collection included questionnaire, lesson observation, group and individual interviews before, during and after the season. Nine-month follow-up group interviews were carried out to assess the sustainability of outcomes from Sport Education. All qualitative data were transcribed and analysed using the constant comparison of emerging themes. Quantitative data provided a psychological motivational profile and physical activity levels of pupils before and after the intervention for both a Sport Education group and a non-Sport Education (normative) group. The motivational profile was measured using a validated questionnaire used in the Nike/YST multi-site study (Kirk, Fitzgerald, Wang & Biddle, 2000). Physical activity was measured using a modified form of the Self-Administered Physical Activity Checklist (Sallis, 1996). The results indicated that Sport Education was viewed a success by the pupils and teacher at this school. The pupils preferred this teaching model to their previous PE experiences. The teacher felt the model held much potential to achieve their department aims and continued to use Sport Education with his classes following this first time experience. The emerging themes from the study were the competitions, changing power hierarchies, team affiliation and persistent team membership, changes to the motivational climate, and changes to traditional PE. These themes described the positive perceptions from both pupils and the teacher while also revealing issues that caused difficulties or that would require further attention before any subsequent delivery of Sport Education. Quantitative findings showed no significant ( $p>0.05$ ) difference between all motivation variables. Physical activity levels increased pre- to post-Sport Education for boys and girls in the activity 'racket sports' where both the number of pupils participating and the number of hours per week increased ( $p<0.01$ ) following the season of Sport Education, where no change was shown for the normative group. Recommendations are given for future research in Sport Education. Finally, recommendations are given for future use of Sport Education that are particularly relevant for teachers implementing the model for the first time.



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## LIST OF ABBREVIATIONS

The following is a list of abbreviations used in the analysis and write up of the qualitative research methods

G1	Badminton Group 1
G	Girls
TI	Final Teacher Interview
G2	Badminton Group 2
B	Boys
FU	Follow Up Focus Groups
FN	Field Note

## 1. INTRODUCTION

The case for physical activity is now widely accepted worldwide among health and medical authorities as a key risk factor for health (Killoran, Fentem & Casperson, 1994; World Health Organisation, 1995; Department of Health and Human Services, 1998). Current physical activity patterns might predict health consequences of the future such as the early onset of CHD, osteoporosis or adult obesity (Fox & Riddoch, 2000). Furthermore, some elements of physical activity habits appear to track into adulthood to produce healthier lifestyles (Malina, 1996; Riddoch, 1998). The encouragement of a more physically active lifestyle in young people is considered a critical element in tackling adult ill health.

The current recommendations for physical activity in young people (defined as aged 5-18, Health Education Authority (HEA), 1998) established by existing evidence and expert opinion and outlined within the HEA (1997) recommendations and the San Diego conference (Sallis & Patrick, 1994) are illustrated in Table 1.

**Table 1.1: Activity Recommendations for Adolescents (from the International Consensus Conference on Physical Activity Guidelines for Adolescents: Sallis & Patrick, 1994) and Children and Adolescents (from the Young and Active Policy Framework; Health Education Authority, 1997)**

### **Adolescents (11-21 years)**

1. All adolescents should be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education or planned exercise, in the context of family, school or community activities.
2. Adolescents should engage weekly in three or more sessions of activities that last 20 minutes or more at a time and that require moderate to vigorous levels of exertion.

### **Children and adolescents (5-18 years)**

1. All children and adolescents should participate in physical activity of at least moderate intensity for 1 hour daily.
2. Children and adolescents who currently do little activity should participate in physical activity of at least moderate intensity for at least 0.5 hours daily.
3. At least twice weekly some of these activities should help to enhance and maintain muscular strength and flexibility and bone health.

(cited in Fox & Riddoch, 2000, p.500)



A concerning trend is the decline in physical activity across the lifespan with the steepest decline emerging between the ages of 13 and 18 years (Sallis, 1999). While this decline is generally greater for males than females, it was noted that more males participate initially (Caspersen, Pereira & Curran, 2000). Van Mechelen, Twisk, Post, Snel & Kemper (2000) found in a longitudinal study of habitual physical activity behaviour across 13-27 year olds, that the decline during adolescence was due to decreases in nonorganised sport participation and vigorous physical activity. Organised sport participation did not show a significant decline however; this has been attributed to the fact that the absolute amount of organised sports activities was relatively low to start with, thus, having not much to 'lose'. Thus, outside of compulsory school physical education (PE) voluntary uptake declines, suggesting that in its present form, PE is not encouraging adolescents to take up sport or vigorous activity over other competing interests. As Williams & Bedward (1999) argue, with reference to girls' participation:

“Involvement in outside activities was often in spite of, rather than because of, their experience of physical education.”

(p.8)

The national context in UK school PE is equally concerning with the decline in time allocated to PE in the National Curriculum. Time spent on PE between 30-59 minutes per week has increased from 5% to 18% whereas PE lasting over 2 hrs has declined from 46% to 33% across all years, between 1994 and 1999 (Sport England, 2000). The number of days where PE, games, swimming, dance or sport lessons were practised was most commonly 2 days per week. Therefore, PE alone does not meet the recommended guidelines for physical activity in young people. Owing to the decline in time available for PE in which to effect attitude change, what time is available should be focused on having maximum positive impact. Perhaps a greater concern is the *nature* of PE as, in its present form, it has been shown to 'turn off' young people from sport, particularly girls (Mulvihill, Rivers & Aggleton, 2000; Babb & Kirk, 1999; Williams & Bedward, 1999). Therefore, a key aim of PE should be to encourage children and adolescents to be intrinsically motivated to be active outside of compulsory PE. As Manios (1998) suggests:



“Perhaps, the key objective of health and physical education intervention efforts in childhood should be the internalising of the need to be active or achieving ‘activity independence’. Fostering intrinsic incentives for physical activity in children may safeguard active life-styles later in life when the extrinsic motivation of the instructor will no longer be there”.

(Manios, 1998, p.604).

Intervention and evaluation studies are required to discover the best ways of influencing young people to be intrinsically motivated. There are a limited number of systematically evaluated physical activity intervention studies within the school, community and environmental settings (Stone, McKenzie, Welk & Booth, 1998) to help inform best practice when encouraging participation. Most school-based interventions have focused on the primary age, modifying school PE and health related programmes (Stone *et al.*, 1998; Almond & Harris cited in Biddle, Sallis & Caville, 1998). There are also limited similarities between interventions making it difficult to identify characteristics and effects to inform future practice. Thus, ‘what works’ or ‘doesn’t work’ with adolescents are key research areas.

To increase effectiveness of interventions, it has been suggested that there needs to be a focus on the predictors of physical activity and towards interventions demonstrated to effect change in these predictors (Baranowski, 1998) where process evaluation is central to design (Helitzer, Davis, Gittelsohn, Going, Murray, Snyder & Steckler, 1999). However, as there are a limited number of systematically evaluated interventions demonstrating such change, as mentioned, reviewing the known potential determinants (or correlates) can help before deciding on the type and nature of a study (as discussed later in the literature review).

Sport Education (SE) is a Physical Education instructional model developed by Daryl Siedentop (1998) that can be implemented as an intervention to address the key predictors of physical activity. It is “...designed to provide authentic, educationally rich, sport experiences for girls and boys in the context of school physical education” (p.18). The key aspect of this model is that sport is at the centre of the PE programme, while using developmentally appropriate forms of sport to enable positive experiences to be achieved. The model described by Metzler (2000):



“...is not used to teach sports, *per se* (such as flag football, basketball, soccer, and tennis), although students will certainly learn much about each sport form offered within this model. Rather, it is designed to teach the concept and conduct of sport, a much broader set of goals that includes: team affiliation, fairness, etiquette, traditions, appreciation, strategy, values, structure, and of course the inherent movement patterns that are part of every sport form included in the physical education program”.

(p.254).

As having fun, perceived physical competence and physical self-worth, and achievement orientation are key correlates of physical activity (PA), discussed later, SE is considered to be able to deliver these requirements as the model can help to develop each factor. Enjoyment should be at the heart of SE sessions where pupils work within small peer groups to learn basic skills and prepare for a competitive season. Pupils can also work within friendship groups and be taught by their peers, both considered to be preferred by adolescents (Hastie, 1996). The competitive season itself helps to provide a more authentic experience by reflecting sport played within society, while providing a safe and supportive environment, as described by Kirk *et al.* (2000), a key feature for encouraging positive PE experiences. Such an environment can help to create positive feelings of perceived physical competence and physical self-worth. Participation within sport via sports clubs has also shown an increase (Sport England, 2000) illustrating a heightened interest in sport, despite its decline within school PE (Metzler, 2000; Sport England, 1999). SE is designed to enable a task-orientated environment to be achieved, where the teacher and peers help to encourage personal improvement. These are just some of the ways in which this instructional model is considered appropriate as an intervention to increase positive attitudes towards PE and sport.

SE has also been justified through the argument about providing for authentic outcomes and assessment. Siedentop (1994) argues that if the ability to play the game in PE is a major outcome then sport activity should be taught in order to achieve that outcome. Siedentop (1996) also talks about two desirable pedagogical principles related to authentic outcomes. The first is if the goal is a contextualised performance - that is in a game setting - then the learner should know this from the outcome. Secondly, if the goal is known in



advance and the assessment is the contextualised performance itself, then the instruction and practice become focused on the development of the outcome, that lead to being able to play the game competently. This is referred to by Siedentop (1994) as “aligned instruction” and as Cohen (1987) cited in Siedentop (1994) has shown, aligned instruction produces greater achievement gains than where the goals, instruction and assessment are not aligned.

There is concern from some researchers (Harris & Cale, 1997) that physical activity at school has been, and still is concentrating on the provision of traditional competitive team sports, most of which, are not played by adults (Killoran, Fentem, & Caspersen, 1994). However, longitudinal studies have indicated that involvement of sporting activities in childhood increases the probability of a higher level of PA in adulthood (Paffenberger, 1984; Telama & Yang, 1997). It may also be that with more positive childhood experiences in PE and sport, adult participation within team sports may increase. The key factor however, is the nature of the competition and as SE focuses on developmentally appropriate forms of sport and competition, research on SE (to be discussed in Chapter 2) identifies competition as one of the benefits of the model identified by both teachers and students.

The delivery of sport *per se* is not the issue, rather the total PE experience, from entering the PE changing room to leaving for the next lesson or break. PE is a multi-dimensional experience involving close interactions with peers of both sexes; working with or instructed by a teacher; working with or against peers; organising the sports environment with relevant equipment; sometimes working in an uncomfortable environment with variable weather conditions or having no heating within a sports hall; hassles of changing for often short periods of time; not forgetting the content and delivery of the actual sessions. The very nature of PE thus, has the potential to create different attitudes towards participation. Understanding individual and group feelings about this experience through intervention and evaluation, using, for example, SE, will enable more effective PE experiences to be delivered.

The responsibility for increasing participation perhaps lies with school PE, where the effects on pupils’ attitudes to physical activity can be heavily influenced by the nature and extent of PE, as described. The aim here is to evaluate a school-based intervention in PE

using the SE model, which seeks to positively effect attitude change in adolescents to instil intrinsic motivation to be physically active and so reverse the decline in physical activity that significantly affects this age.

## **1.1 Purpose of the Study**

### ***1.1.1 Aim***

To carry out a process and outcome evaluation of a new PE teaching method in the UK, to help create more positive attitudes to PE and Sport.

### ***1.1.2 Objectives***

To use qualitative research to provide a process and outcome evaluation of PE curriculum change.

To use Sport Education as the PE Instructional Model, teaching Year 10 adolescents (age 14/15 years).

To measure the psychological motivational profiles and physical activity levels of boys and girls before and after the intervention.

To find out if Sport Education is a preferred PE Instructional Model compared with their usual PE delivery.

To identify any key differences in attitudes, psychological motivational profiles and physical activity levels of boys and girls.



## **1.2 Significance of Researcher**

Having worked as a PE teacher the researcher understands the nature of the role and is able to empathise with their work. It was felt that this assisted the research process by helping the researcher to build a rapport with the teachers within the department and particularly with the Head of PE, the teacher being observed. Specifically, it was felt that the teacher was at ease to openly share feelings about the nature of the sessions, issues of concern and continuous reflection and evaluation during and after lessons, including the impact on pupils' experiences.

A relationship also developed with those being observed (the pupils) while working within the environment. The nature of this relationship enabled the sharing of experiences, particularly through qualitative enquiry, of those individuals being observed. This experience expressed within a group setting is thought to add a dimension "to the knowledge of every day life" (Morgan, 1994), relating here to the lives of adolescents. This experience is considered important when conducting interviews (individual and group), as carried out within this study. The researcher is thought to be ideally suited to the work having an understanding of the culture and individual needs, while being aware of the requirement to remain neutral within all aspects of evaluation and feedback. In addition, as an independent researcher, it is hoped pupils felt able to openly discuss the negative as well as the positive issues about the intervention.

## **1.3 Delimitations**

SE was delivered for the first time at the research school in this study so it is expected that there may be aspects of SE that are not as successful as a session where both the teacher and pupils have had prior experience of this instructional model.



## 2. LITERATURE REVIEW

There is increasing evidence that the issue of low levels of physical activity in children, both in and out of school, needs to be tackled. This is linked with the declining trend of physical activity across the lifespan, particularly noticed between the ages of 13 and 18 years, as highlighted within the introduction (Sallis, 1999). Commitment to increase levels of participation is evident through the UK Strategy for Sport (DCMS, 2000), their more recent 'Game Plan' (DCMS, 2002) and the US guidelines for school and community programmes (USDHHS, 1999). The UK Strategy for Sport 'Sporting Future For All' identifies a five part plan for 'Sport in Education' including the following proposal:

“To create 110 Specialist Sports Colleges by 2003 to provide the lead in innovative practice by sharing good practice with partner secondary and primary schools to help raise standards”.

(DCMS, 2000, pp.7-8)

The above proposal highlights the intention to provide innovative practice in PE through Specialist Sports Colleges. The Department of Culture Media and Sport (DCMS) thought that by providing some secondary schools as 'hub-sites,' with added resources, they would be better placed to lead the way and share practice with partner secondary and primary schools to improve the quality of PE (DCMS, 2000). Quality here could be considered to refer to a range of factors, one of which culminates in providing positive attitudes to PE and sport in young people that help instil intrinsic motivation to do sport outside of the compulsory set-up. It is this innovative practice within a Sports College that is being evaluated here, with the aim of disseminating a model of delivering PE shown to work.

PE is used as the vehicle to create change, as it is often where young people gain their first experiences within a range of sports, as well as being a captive site for reaching young people. School PE and the school environment are thought to have the potential to facilitate cognitive, social, emotional and physical development (Calfas & Taylor, 1994; Chad, Humbert & Jackson, 1999). It is therefore considered vitally important that such initial experiences in PE throughout the school years are positive, where pupils: learn new skills and want to improve their performance; experience winning and losing happily, seen as a



natural part of sport; feel good about themselves; learn about physical activity for health; and perhaps most importantly enjoy the whole process.

MacFadyen (1999) carried out an analysis of the influence of secondary school PE on 14/15-year-old boys and girls and found that a large majority of the pupils under assessment regarded PE as the main influence on current attitudes to PA. Furthermore, many found it difficult to differentiate between PA and PE and for many PE seemed to represent PA, with enjoyment of PE linking closely with attitudes to PA. Some pupils indicated that the skills learnt in PE would help them play sport in the future and thus, help them to remain active. Again, reiterating the need for PE to provide a positive experience, particularly addressing the needs of adolescent girls, in order to try and reduce drop out in PA (with sport playing an important part of this) outside of compulsory sessions. As MacFadyen (1999) states:

“We need to work out ways of refashioning PE and PA so it is desirable, relevant and important to today’s young people”.

(MacFadyen, 1999, p.168)

This review focuses on a school-based intervention and evaluation, to address how to create PE environments and learning experiences that foster the development of positive attitude change. Sport Education will be reviewed to further develop the rationale for its use here, as a new instructional model in the delivery of UK PE, and to enable lessons to be learnt for future implementation. The review will also consider key potential determinants, to shed light on what motivates young people to participate in physical activity. Such information is considered necessary in the design of successful interventions and will be taken into consideration during this study

## **2.1. School-Based Interventions in Young People**

Stone, McKenzie, Welk & Booth (1998); Baranowski, Anderson & Carmack (1998) and Harris & Cale (1997); Almond & Harris, in Biddle, Sallis & Cavill (1998) reviewed school-based interventions, where the focus centred on encouraging physical activity for health benefits, such as encouraging daily PE and improving the quality of PE and sport to



promote increases in physical activity levels and hopefully, lifelong participation. Most of these studies produced positive outcomes where increases in physical activity were shown. While there are increasing numbers of interventions that address physical activity in a health related context, the main concern still appears to be achieving physical fitness, where measures have included a physical fitness assessment or the aim of the study specifically states the improvement in physical fitness.

Studies have been conducted mainly in the USA, with others from England, Norway, Greece and Australia. Research focused on daily physical activity, PE, cardiovascular disease risk factors, classroom-based programmes, health-related exercise, vigorous physical activity and over-fat children, yet with common aims of increasing physical activity and some with a physical fitness focus (there are many outside these reviews focusing only on physical fitness and thus they have been excluded). Most were multi-component interventions involving physical activity, nutrition and/or smoking. Methods were based on either increasing PE time and/or changes to the curriculum, involving changes to lesson content or time with regard to health-related exercise. Most interventions introduced supplementary PE time, providing 3x per week or daily PE in addition to curriculum work focusing on positive physical activity behaviour. Parental involvement was minimal and incorporated in only a few studies (such as, Burke *et al.*, 1998; Abbot & Farrell, 1989; Manios, Kafatos & Mamalakis, 1998; Luepker *et al.*, 1996; and Sallis *et al.*, 1997).

The timescale of interventions has varied from 8 weeks to 6 years, with 2 years being the most common and few carried out any follow-up. Where any follow-up was made the duration varied from 6 months (Burke *et al.*, 1998), 3 years (McKenzie, 1996; Luepker, 1996; Manios *et al.*, 1998) to 12 years (Klepp *et al.*, 1994). Sample size across studies ranged from n=24 (Westcott *et al.*, 1995) to n=5106 (McKenzie, 1996; Luepker, 1996) and from 1 to 96 schools; the CATCH study (McKenzie, 1996; Luepker, 1996) being of the largest scale and first multi-centre intervention. The CATCH project was also the only study to carry out a process evaluation.

Outcome measures most commonly used were pupil self-report questionnaires, physical fitness tests, self-administered physical activity checklist, a system for observing fitness



instruction time (SOFIT), 7-day diaries and observation. Other methods used by individual studies were a parent-report questionnaire, and CALTRAC, an electronic motion sensor for measuring physical activity behaviour. Overall, the diverse range of study and intervention characteristics makes comparison between studies difficult.

The Nike/Youth Sport Trust 'Girls in Sport' partnership project is the first published multi-centre intervention in the UK where the aim was to develop forms of PE that can increase girls' physical activity levels and produce more positive attitudes towards participation (Kirk, Fitzgerald, Wang and Biddle, 2000). The research setting involved 25 Sports Colleges plus their chosen partner schools in Phase 1 and 14 schools in Phase 2. The project used an action-research approach using planning workshops with the teachers for school-based development, developmental visits during the intervention stage and reporting workshops to identify future directions for the project. The focus of this research was therefore to effect young people's attitudes, beliefs and values. Results measured via a questionnaire validated by Wang & Biddle (2001) identified five of the thirteen Phase 2 schools to record positive scores on the motivation, self-esteem and activity questionnaires. Along with qualitative data from interviews, action and evaluation plans, field visit notes and self-evaluations, it was suggested that those school interventions had positively moved the adolescents' attitudes. Three schools did not record any changes in attitudes following their interventions and five schools recorded a negative shift in attitudes. Schools that produced a positive attitude change were identified to share a number of characteristics: "changes to traditional forms of teacher-learner interaction, changes to subject matter to support a task-oriented environment, tangible support from colleagues and management, commitment and effort by teachers and a willingness to learn from experience". Those that produced a negative shift in attitudes were reported also to share negative characteristics: "interventions that made no impact on teacher-student interactions, traditional forms of subject matter with competitive (ego) orientations, unsupportive colleagues and/or school management, poorly formulated plans with little additional effort on the part of the teacher, insufficient time, overworked, too many things to do" (Kirk *et al.*, 2000, v.). This study builds on the work of the Nike/YST project by providing an in-depth experience of one school's experience using Sport Education as a new instructional curriculum model to deliver PE.



## 2.2 Sport Education, An Instructional Model for PE

Traditional PE has been defined as “the *physical education method*, a direct and formal approach that called for teachers to closely follow accepted procedures and which gave students a limited role in the operation of classes” (Metzler, 2000, p.xxiii). From this methods approach in the 1960s, PE teachers included different teaching strategies and teaching styles, the latter leading to Mosston’s (1966) Spectrum of Teaching Styles. In the 1980s effective teaching was seen as a collection of different ways to instruct students within various strategies and styles that stemmed from the earlier changes, such as from Mosston’s teaching spectrum. Metzler (2000) suggests the methods, strategies, styles and skills concept of teaching PE lacks a “larger, more unified perspective from which to view the process of planning, implementation and assessing instruction in physical education” (p.xxiv). Where they may be useful for short-term goals, they lack longer-term aims for PE, such as, how PE impacts upon lifelong learning and involvement in physical activity and sport. A fourth movement in PE has brought the models approach to teaching, although first published in 1972 (Joy & Weil, in Metzler, 2000), where Metzler has put together a group of instructional models in the hope that PE teachers will learn and change their methods, styles and strategies to the models technique. In this way, it is hoped that PE teachers will select the appropriate model to fit the diverse goals of contemporary PE.

In the current climate where many adolescents drop out of PE and sport and generally have low levels of physical activity (Sallis, 1999), trying to find out effective means of motivating pupils is a key priority. SE was developed by Daryl Siedentop and is one instructional model that offers a different way of teaching, motivating and providing an enjoyable PE experience for pupils. It is not meant to replace school PE or be used as the central curriculum focus (Tinning, 1998; Siedentop, 1994). As described within the Ministerial document, entitled Sport Education, released by the Victorian Ministry in 1987, “physical education lays down the foundations on which an effective sport education program can be built...” (Curriculum branch of the Ministry of Education, Victoria, p.11, cited in Evans, 1990, p.14). Thus, PE is the ‘foundation stone’ and SE is intended to complement PE (Evans, 1990).



SE is “...designed to provide authentic, educationally rich, sport experiences for girls and boys in the context of school physical education” (Siedentop, 1998, p.18). The key aspect of this model is that sport is at the centre of the PE programme, while using developmentally appropriate forms of sport to enable positive experiences to be achieved, as described earlier within the introduction. The students learn not only about how to play sports, but how to organise, coordinate and manage sessions, while learning individual responsibility, effective group membership skills and other benefits quoted earlier (p.9) from Metzler (1994, p.254). The model achieves this through using a combination of direct instruction, cooperative small-group work, and peer teaching, as detailed within Metzler (2000).

The aims of the model are therefore wide-ranging and certainly challenging for first time users, both from the teachers’ and pupils’ perspective. Three major goals of the SE model cited by Siedentop (1994) are to develop competent, literate and enthusiastic sportspersons described as (p.4):

1. A competent sportsperson has sufficient skills to participate in games satisfactorily, understands and can execute strategies appropriate to the complexity of play, and is a knowledgeable games player.
2. A literate sportsperson understands and values the rules, rituals, and traditions of sports and distinguishes between good and bad sports practices, whether in children’s or professional sport. A literate sportsperson is both a more able participant and a more discerning consumer, whether fan or spectator.
3. An enthusiastic sportsperson participates and behaves in ways that preserve, protect, and enhance the sport culture, whether it is a local youth sport culture or a national sport culture. As members of sporting groups, such enthusiasts participate in further developing sport at the local, national, or international levels. The enthusiastic sportsperson is involved.

Another aspect of the model that needs to be considered when planning for SE is the priorities and interactions of the learning domains. SE develops all three learning domains, cognitive, psychomotor and affective. This can be illustrated through looking at the three goals of the model as illustrated by Metzler (2000, p.258):



“...competence refers to the ability to discern and execute skilled strategic moves (psychomotor, with strong cognitive support), being literate refers to one’s ability to comprehend and appreciate a sport form and culture (cognitive), enthusiastic refers to making sport a central part of one’s life and daily activity (affective)”.

Working as a team member in sport may focus on the affective domain to initially communicate and work effectively with peers, followed by the cognitive domain to work out what they should do, and then the psychomotor domain to practice what they have planned. If students are not achieving their end task it may be through inadequacies within one of the learning domains and as the teacher has a less directive approach within SE, it may be that they do not recognise the critical points of difficulty that require teacher intervention. Therefore, it is important for the teacher to be aware of such domain priorities and their interactions during the season and recognise, followed by appropriate intervention, when such interactions are not helping individual or team progression.

Siedentop (1994) also cites ten specific learning objectives for the model (pp.4-5):

1. Develop skill and fitness specific to particular sports.
2. Appreciate and be able to execute strategic plays in sports.
3. Participate at a level appropriate to students’ development.
4. Share in the planning and administration of sport experiences.
5. Provide responsible leadership.
6. Work effectively within a group toward common goals.
7. Appreciate the rituals and conventions that give particular sports their unique meanings.
8. Develop the capacity to make reasoned decisions about sport issues.
9. Develop and apply knowledge about umpiring, refereeing, and training.
10. Decide voluntarily to become involved in after-school sport.

Siedentop (1994) talks about institutionalised sport as being characterised by six features: Seasons, Affiliation, Formal Competition, Culminating Event, Keeping Records and Festivity. The relevance and use of each characteristic is highlighted below:

- **Seasons** are considered, as sport is usually done within a season in contrast to shorter units usually delivered within school PE. The SE sessions therefore, are longer and incorporate pre-season, main season and post-season aspects. While the number of sessions within SE has varied across interventions, Grant (1992) suggests a minimum of twenty sessions where possible.
- **Affiliation** is recognised as a key aspect of sport with players being members of a team and often a club, usually for a minimum of one season. In PE at school this affiliation may change from lesson to lesson or within the same lesson, whereas in SE players work within a team for the whole season.
- **Formal competition** forms part of sport, as competition is part of a sport season, whether as singles or doubles competitions or structured via a round robin or league system and so on. School PE may have competitions but more often they are seen on an *ad hoc* basis without the affiliation to a team or having a meaningful purpose relating to how sport is played within sports clubs and the community.
- **Culminating event.** The season should end with a culminating event, as it is usual to find out the winner of a sports season. In SE it is intended that all should participate in this final event whether playing or not, for example, as a player, referee or umpire, coach, captain or score keeper. This event can also help motivate students during the season by having a target to work towards and giving a goal for practice sessions. Again, in PE this type of event is not often seen where all are involved, and the lack of affiliation to a team and building up to the final event can lose the significance and impact of the event.
- **Keeping records** of games played are a necessary part of sports play in competitions within a sports season where you are looking for a winner or to reward participants in



some way. Record keeping can also act to motivate players by using them to record a range of activities such as, the most improved player, best sportsperson, best Coach, Captain, Referee and so on. These records can be advertised within the sports environment, again, to motivate and reward participants. In addition, they can be used to help design practice sessions by analysing aspects of a game or team that need improving. As Siedentop (1994) highlights, “In PE record keeping is likely to include little more than attendance, and perhaps a score on an isolated skill test” (p.9). Thus, keeping records in SE moves far beyond record keeping in traditional PE, that could contribute towards achieving positive PE experiences.

- **Festivity** is seen within sport with each having a particular type of festive atmosphere. This can be achieved by having team names and colours, specialised equipment such as the umpire’s chair in volleyball, rituals within warming up or before a game, and signs to decorate the venue. Again, in PE such elements are not usually seen.

Each of the above features can be adapted for SE so as to provide a developmentally appropriate form of the sport.

### **2.3 Sport Education and Situated Learning**

School PE can take many roles. Kirk & Kinchin (2002) talk about Lave & Wenger’s (1991) version of situated learning, where learning itself is said to be firmly fixed in the activities of the community, as in the practice of apprenticeships. The social and cultural contexts of a community of practice are said to influence what is learned and how learning takes place. So a PE instructional model, such as SE, that develops these social and cultural aspects can help in providing a situated learning approach. A key concept of Lave & Wenger’s (1991) theory of situated learning is the idea of legitimate peripheral participation (LPP) in communities of practice. LPP refers to the concept that participants gain an authentic experience as their participation in the practice is said to be meaningful to them and others within the community. Lave & Wenger (1991) emphasise belonging to a community of practice. As Kirk & Almond (1999) suggest, a key part of LPP is a person’s identity in relation to others within that community. Kirk & Kinchin (2002) further reiterated this concept by stating the importance of “... a person’s identity in relation to



other members of a community, and the emotional investments individuals make in relation to their sense of who they are and where they fit in as a member of a group” (p.3). One feature of SE is in the development of team affiliation from persistent group membership, gained from working in teams across an extended season of sport to that which pupils would usually receive in traditionally shorter PE units. This extended season is more like a season of sport found in community club sport. This suggests SE can help in developing the benefits of a situated learning approach by offering a model that tries to reproduce elements found in community sport. Lave & Wenger’s (1991) idea of situated learning is suggested to be a useful way of considering school PE (Kirk & Kinchin, 2002). For one, it allows us to see how PE is applied outside the school context and how best to facilitate the transfer of learning to sport in the community and general community life. It helps us to see how we can make PE experiences more meaningful for pupils and SE is a model that has the potential to achieve this meaning.

There are many aspects of SE that could be related to situated learning. One aspect is the transfer of learning from PE classes to other situations, where knowledge is built up, established and portrayed as being meaningful and valued (Kirk & Kinchin, 2002). The transfer of power hierarchies in PE is another example to that of extended seasons highlighted above, where power may be transferred between pupils of the same gender or between gender, or across teacher to pupil. The latter is something that has been less obvious in traditional PE where learning has been largely teacher directed. SE enables power to be transferred to the pupils by the student-centred approach where the pupils take on more responsibility and become more autonomous learners and the teacher takes more of a facilitative role. This change in power can help link learning in PE to activities experienced within the sporting community outside of school.

The situated learning approach can provide a learning environment through for example, SE, that allows pupils to be active in the practice itself. This can be gained through a student-centred approach and the changes in power hierarchies can help in motivating young people to be active in sport, a key aim of this study. Situated learning and SE could therefore, help to more positively motivate pupils in PE and sport. In considering such motivation, intrinsic and extrinsic motivation are key concepts that can be related to situated learning and SE. Kirk (2002) explains the idea of intrinsic goods, as talked about



by MacIntyre (1985), referring to those goods that can only be gained from fully participating in the practice itself, for example in SE this would be to take full part in learning about badminton, the tactics, etiquette, rules, giving respect to opponents and positively experiencing different power hierarchies. Goods external to badminton would be to gain the reputation as the best badminton player in school or collecting rewards for winning. It is suggested that it is the internal goods that help best in sustaining motivation to participate in sport. While internal and external motivation are not the same concepts as internal and external goods, it could be argued that in order to achieve the goods internal to sport (such as, fun or sense of achievement), players need to be mainly internally motivated. Similarly, if players participate only for gaining external goods (such as to win), it could also be argued that they are mainly externally motivated. SE is a model that has the potential to achieve this as the internal goods should be emphasised through the focus of instructional methods that use a combination of direct instruction, cooperative small-group work and peer teaching, as detailed in 2.2, giving opportunities for all pupils to fully participate whether as a player, coach, umpire or supporting team player.

Other aspects of motivation such as, goal orientation, sport ability beliefs, perceived competence and physical self-worth, could also be enhanced through a situated learning approach using SE. SE, as an example of a situated approach that aims to relate to sport within the community, intends to develop a task motivational climate, beliefs that sport ability can be improved, and positive perceptions about competence and physical self worth. The aspiration is that these aspects of motivation can be achieved through the implementation of the SE model, for example, by encouraging individuals within teams to focus on personal improvement and for individual learning and improvement to be a central concern. Realisation of each of these aspects of motivation in turn has the potential to enhance feelings of competence and physical self-worth by participants if they feel they can make a greater contribution in effort and performance to their team. This effort and contribution to the team can also be linked to the situation in community-based sports clubs where individuals voluntarily join a club knowing that this will involve such team effort and contribution.

The achievements from this situated learning approach using SE, however, depend on the nature of the SE delivery, for example, a first time delivery may be different to a SE season



delivered by an experienced teacher of this model. Where the teacher spends time on trying to develop a task motivational climate, encouraging self-improvement and avoiding an emphasis on social comparison, changes to individual task motivation may occur. If the teacher spends more time on ensuring that the SE season simply is carried out, for example, where skills are taught, teams are organised and competitions are played, time spent on specific areas of need such as motivational climate or concepts of sports ability, for example, may not be adequate for the needs of the particular group. Dealing with all such facets may also be difficult during a first time delivery of SE.

Further benefits of SE relating to situated learning can be seen in the development of citizenship, leadership and critical consumerism as discussed by Kirk & Almond (1999). Siedentop (1994) stresses the aim of SE to help young people to become better players. In addition to this, he emphasises the other learning experiences that SE can give, such as in the development of citizenship, leadership and critical consumerism. The British government highlighted the importance of citizenship (QCA, 1998) by focusing on issues related to heightening moral awareness and learning through social and cultural issues. In SE pupils take responsibility for their own learning so that they can gain leadership skills whilst simultaneously working together within teams to better all players within their team. With this, an understanding about how each individual contributes to the team can be gained and how others have an important contribution to make. The nature of SE with teamwork, mixed ability groupings, and opportunities to lead others, can help in developing citizenship, through a greater moral awareness, and leadership skills in pupils.

The advancement of critical consumerism through school PE can also be gained through SE as SE enables time to be available for pupils to learn additional skills to that of the enhancement of sport-specific skills. SE can help in the promotion of fair and unfair play, supportive environments and equality between and within gender, to name but a few advantages (Kirk & Almond, 1999). Pupils can gain the skills to be critical consumers of sport that will also help in providing sports participants in the community of practice outside of school PE and sport to have a greater understanding of what is right and wrong within their own sports practice.



## 2.4 A Review of Sport Education in Practice

There is a growing body of research regarding the use of the SE model. The model has shown to be effective across many types of sport, geographical locations and age range (see Table 2.1). Earliest reports of SE experience were from New Zealand (Grant, 1992) and Australia (Alexander, Taggart & Medland, 1993). Australia and USA have implemented the model most frequently, with Australia introducing Sport Education in Physical Education Program (SEPEP) 'on mass' across both primary and secondary schools. The UK has little evidence of SE within school PE, as Kinchin *et al.* (2001) points out, it is yet to be a popular feature within the National Curriculum and is not widely discussed in UK PE literature. More recently, advancements have been seen with the UK Youth Sports Trust supporting the implementation of SE through their Step into Sport initiative and through the more recent Sports College work, where teachers are being encouraged to use SE as a way of promoting young people into volunteer work. SE has been linked here to the development of volunteers as SE can assist in the development of leadership skills through the provision of roles and responsibilities. Kinchin (2001) describes SE within one Hampshire school using football and netball with 12-13 and 14-15 year olds, and suggests there are other schools and teachers trying SE in the UK. However, currently there is limited published evidence, thus providing an area for future research.

Siedentop (1994) provides field-tested examples in a range of sports used in first schools (soccer, gymnastics, basketball, volleyball, and track & field), middle schools (volleyball), and high schools (fitness, rugby, and tennis). Touch football, volleyball and netball appear to be the most commonly used within SE (Table 2.1). Other sports that have been used, to those already mentioned, are speedball, golf, hockey, Xball, ultimate frisbee and softball. The activities have been tried with both primary (in Australia and New Zealand) and secondary age (all locations), but predominantly with secondary students. SE has also been used at tertiary level (Kinchin, 2001; Kinchin & O'Sullivan, 1999) although much less frequently. This illustrates that the model has shown to be versatile across many activities and levels and was considered by teachers within SEPEP to be a versatile tool capable of being shaped to individual teaching and learning environments (Taggart, Medland & Alexander, 1995).



The focus of studies has mainly looked at the perceptions of students and teachers to the use of SE, with students' perceptions being most common. Of the 25 papers reviewed in Table 2.1, twelve have other specific focus areas: intensity of effort, student social system, low skilled, gender, teaching personal and social responsibility (TPSR), skill competence and tactical sophistication, girls, social economic status, boys and roles played, portfolios, critical consumers of sport, and the influence of culture, highlighting the limited repeat data in such areas. This suggests that there is a need for more research on each of the above to be able to show more conclusive findings.

The main methods of data collection have focused on qualitative research using ethnography. This review illustrates the use of interviews, video and observation, being cited most frequently. Followed by the use of teachers' diaries or logbook, questionnaire, field notes, a student log and researcher's log. Such methods match the purpose and aims of studies where perceptions and attitudes were predominantly researched, being more suited to qualitative research. Interpretation of findings however, should consider that where student or teacher perceptions referred to what could be a quantitative outcome, such as skill improvement, that these results are subjective, mostly, not the focus of the study, and did not use systematic procedures for measurement. However, if a positive outcome results, likely to be within the affective domain (such as enjoyment) whether the result is accurate or not, then constructive outcomes are still achieved.

The majority of findings from SE have been positive. The earliest experiences from Grant (1992) and Alexander *et al.* (1993) both reported that the level of effort in PE was higher than in 'normal' PE, but there was a lack of data measuring actual physical activity levels. However, reports from Sadler (1993) of a high-skilled and low-skilled player found low levels of physical activity (23.5% and 6.6% respectively) were offset by high amounts of waiting time and low off-task activities. Hastie (1996) also reported high levels of student engagement in game play and scrimmage contexts with a high level of positive activity in non-playing roles thus, off-task being minimal. Furthermore, Bennett & Hastie (1997) also found that students reported that they engaged more in the class, even though they could be considered 'sporty' students, as all but three students responded (to a pre-SE questionnaire) that they should receive an 'A' grade. So, from the teachers' and students' perspectives, level of effort is considered to be higher with SE.



SE can be considered to increase student motivation in PE, being consistent with an increased level of effort as described. Areas of evidence illustrating increased motivation can be found in Table 2.1, with some highlighted as follows. Bennet & Hastie (1997) reported students were more committed to their non-playing roles and the other features of SE. The girls (aged 11-12 years) participating in mixed hockey stated they preferred SE to their previous PE experience as they had more fun (Hastie, 1998b). Teachers within SEPEP also support such student perceptions, considering SEPEP to be responsive to less skilled and highly skilled, less active, less popular, academically weak, girls, non-participants, and behaviour problems (Alexander & Luckman, 1998). Initial findings from Kinchin, Quill & Clarke's (2002) work specifically state that motivation among pupils seemed higher. Findings here offer promise that SE could be used as a way of increasing participation in PE and sport.

Other notable benefits and preferences from SE (to '*increased motivation*') commonly cited by students and teachers (see Table 2.1), are: *increased student responsibility and the student-centred approach* (Alexander *et al.*, 1993; Alexander, Taggart & Thorpe, 1996; Carlson & Hastie, 1997; Carlson, 1995; Grant, 1992; Hastie, 1998b; 1998c and 1996; Kinchin, 2001; Kinchin, Quill & Clarke, 2002); *team affiliation and cooperation* (Alexander & Luckman, 1998; Bennett & Hastie, 1997; Carlson & Hastie, 1997; Carlson, 1995; Grant, 1992; Hastie, 1998a; 1998b; 1998c and 1996; Kinchin, 2001, Kinchin, Quill & Clarke, 2002; MacPhail, Kirk & Kinchin, 2002); *competition* (Alexander *et al.*, 1993; Bennett & Hastie, 1997; Carlson & Hastie, 1997; Grant, 1992; Grant, Tredinnick & Hodge, 1992) and *skill improvement* (Bennett & Hastie, 1997; Carlson, 1995; Hastie, 1998a; 1998b and 1996; Kinchin, Quill & Clarke, 2002). Hastie & Buchanan (2000) examined the extent to which Teaching Personal and Social Responsibility (TPSR) could form a coalition with SE with boys who were described as having "a previous history of struggling with the fair play requirements of SE" and following a season of Xball, students were also found to show a degree of personal responsibility.

An area noted of concern is the gender equity of SE. Curnow & Macdonald (1995) found that boys dominated the more powerful roles, in this case the referee; ridiculed the girls' contributions and dominated contact with the ball in a game of 'touch'. Hastie (1998b) also



found that boys took more positions of power with girls often taking more passive roles. The teacher therefore needs to intervene, as suggested by Curnow & Macdonald (1995) to:

“ ... discuss and challenge students’ gendered expectations and behaviours; teach students cooperation and assertiveness skills; delineate appropriate and inclusive behaviours associated with each role; help establish a set of guidelines relating to sporting behaviours (e.g. treatment of referees)”.

(p.10.)

Hastie (1998a) also noted that for SE to be one method for developing sports skills, it is necessary to ensure that skilful players are prevented from dominating games. Some teachers may need guidance in how to take on such different teaching skills required as part of a facilitator’s role within SE, that may not be required in traditional teaching methods using direct instruction. As teachers in Alexander *et al.s*’ (1993) study noted, they felt they required different teaching skills to deliver SE. However, even though such gender inequalities may exist it does not appear to be detrimental to the overall enjoyment of SE sessions as the majority of students researched, still enjoyed the season (Curnow & Macdonald, 1995) and playing on mixed sex teams even though the boys tended to dominate decisions (Hastie, 1998b).

Key areas considered to help achieve the benefits of SE were: the increased time to deliver the sport and in allowing greater time for teacher assessment, (Hastie, 1998a and, 1998b; Carlson, 1995, Kinchin, Quill & Clarke, 2002) usually through a season of approximately twenty sessions, as recommended by Grant (1992); consistent team membership (Hastie, 1998a; Carlson, 1995, MacPhail, Kirk & Kinchin, 2002); and increased student responsibility (Carlson, 1995, Kinchin, Quill & Clarke, 2002). The increased time for a sport also allows time for team affiliation, the effects of having responsibility (i.e. leadership skills and socialising), and skill development to occur. The longer unit for learning, persistent team membership and having greater responsibility are key factors overall that enable the main benefits and enjoyment from the sessions to be achieved. Reducing the time of a SE season or falling short on such other factors mentioned, may adversely affect any potential successful outcome.



**Table 2.1: A Review of Interventions to Measure the Efficacy and Effects of Sport Education as a PE Instructional Model.**

Author & Date	Research Focus (& Origin)	Method	Findings/Recommendations
Alexander & Luckman (1998, 2001).	Teachers' perceptions and uses of SE v non-SE (Australia).	SEPEP Survey to 1279 teachers; some randomly selected across primary and secondary schools (n=317) + others identified through SEPEP and teacher professional development program sales records (n=962). 377 responded.	Teachers felt very positive about the achievement of a wide range of outcomes using SEPEP v non-SEPEP (80% secondary, 85% primary agreeing). Knowledge of rules and strategies, values and attitudes toward PE, interest in PE program, student-centred cooperation and interpersonal skills were rated most highly (>80% averaged from both). Rated less well were fitness levels and knowledge, attendance and skill development (<50%). SEPEP was considered to be responsive to both less & highly skilled, less active, less liked, academically weak, girls, non-participants, behaviour problems (all >60%); but less responsive (<50%) for those often absent, disabled (primary only), disorganised (secondary only). 95% primary and 93% secondary teachers intend to continue SEPEP.
Alexander, Taggart & Medland (1993); Alexander, (1994).	Evaluation of pilot of SE to answer 8 specific questions (Australia).	27 out of 32 schools voluntarily piloted SE following an introductory workshop. Teachers' guide and resource cards facilitated workshop. Measurement via teachers' logbook, pre-project student questionnaires, mid and post-season interviews with teachers and students, documentary analysis of teachers' log books, post-project student questionnaires.	A variety of sports were chosen with volleyball and netball being most popular. Outcomes of SE were similar to SE reported by Grant (1992) in New Zealand. Teachers reported the educative potential of SE in the affective domain. Some concern over some educational aspects being left to chance. Students spoke favourably about being involved in decision-making and being a valued participant. The level of effort was higher than in normal PE and the importance of the competition.



			Teachers felt they required different teaching skills and more guidance and direct instruction in early years (yr 8-10). Lack of data measuring physical activity levels.
Alexander, Taggart & Thorpe (1996).	To establish and evaluate new pedagogy in Australian PE based on SE, to assess teachers' beliefs in the potential of SE to deliver valuable PE (Australia).	Three projects from SPARC. 80 schools, Grades 5-12 (age 9-17 years) Teacher interviews, pre-and post-season class surveys, document analysis, anecdotal notes, recordings of tele-conferences with teachers and Steering Committees and teacher and student journals. All teachers returned questionnaires and over 80% participated in teleconferences. Less than 40% completed the journals, with only 15% containing reflective entries.	SE is conducive to ongoing school-based professional and curriculum development, has led to widespread programme restructuring, improved outcomes for lower skilled students and produced positive results for students' social development. Girls still tend to be dominated by boys in particular sports. Students preferred SE to traditional PE. They enjoyed the student focus and reported they learnt more.
Bennett & Hastie (1997).	To examine students' perceptions of a softball class using SE and to compare their intensity of effort with previous PE classes (Australia).	40 University students (27 male and 13 female). A Doctoral student with previous experience teaching softball, who was also an assistant coach for the University baseball team, conducted the class. Class met twice per week for 90 minutes over 10 weeks. Case study methodology with student logs, questionnaires and the instructor's reflective journal.	A Pre-SE questionnaire found most students selected the class for 'fun' and 'improvement' and all but 3 students responded they should receive an 'A' grade. Students reported favourably about SE and were committed to their non-playing roles and the other features of SE. The most attractive features were team affiliation and formalised competition. Students reported they engaged more in the class and >50% believed their skill level had improved a lot with a further 36% reporting some improvement.
Brock (2002)	Sixth Grade Students' Perceptions and Experiences during	80 sixth grade students at a US elementary school. One PE class of 80 divided into 8 teams to participate in a 26 lesson SE season of modified soccer. In-depth study	Specific findings were the students' interpretation of status and the influence of student status on social interactions. High student status was described as economic level, attractiveness or looks, being athletic, and personality – 'to be popular'.



	a SE Unit (USA)	was made of one team of 10 ranging in gender, race, economic level and skill. Data collected via questionnaire for background information, videotaping and observations of all lessons, 1:1 and group interviews after each lesson and student journals.	High status students showed greater learning gains through greater participation and social interaction.
Carlson & Hastie (1997).	To examine the student social system as it occurred in SE (Australia).	One high school with 3 classes, 1 Grade 9 (netball) and 2 Grade 8 (touch football) involved in SE (age 12-14 years). 88 students in total; 30% Asian and a considerable % in average to above average socio-economic bracket. SE of three 45minutes sessions per week over an 18-lesson season. Field notes from observations, interview and videotape data.	Four main themes emerged: A change in: the way students <i>socialised</i> within class (emphasis on development of teamwork and cooperation); the opportunities for personal and social development through <i>student roles and decision making</i> (including leadership skills and cooperation); the nature of <i>competition</i> (winning became more important and led to greater effort); and how student viewed their <i>learning</i> within their PE class. SE is a model that can allow students to socialise while taking part appropriately in tasks.
Carlson (1995).	SE with low skilled students (Australia).	8 low skilled Year 9 girls (age 13-14 years) involved in either co-educational touch football or single sexed netball. Data collected via observation, videotaping, and interviews over a 20-lesson season over 7 weeks.	The low skilled students' skill level improved, they had gained confidence and were more willing to participate in class than previously. They also reported greater responsibility toward their team, receiving team support and feeling more valued by their team. The amount of time was considered a key element linked with remaining with the same cohort and increased student responsibility.
Collier & Webb (1998).	Evaluation of SE experience (USA).	Grade 8 (age 12-13 years) co-educational volleyball. First time experience at a middle school. No detail on data collection.	Students said to have learnt more volleyball skills and participated enthusiastically. Other outcomes stated: "low-skilled participants improved their skill performance and didn't get overshadowed by skilled players; non-dressers no longer existed and students competed intensely and valued fair play" (p.26)



Curnow & Macdonald (1995).	Could SE offer a gender inclusive teaching model? (Australia).	A composite Year 6 & 7 class (age 10-12 years), 12 boys and 13 girls, middle class, Anglo-Saxon. SE was conducted over 9 lessons of 45 minutes in 'touch', selected to reduce gender expectations with the sport where students had little experience or knowledge of the game. Data collected by pre- and post-season surveys, videotaping and teacher diary.	Boys occupied the more powerful roles (particularly as referee), ridiculed girls' contributions and dominated contact with the ball. However, the majority of students enjoyed the touch season. Suggestions are made for gender inclusive SE.
Grant (1992).	Trialing SE in New Zealand, teachers' views (New Zealand).	86 teachers 2300 students Year 10 (age 15-16 years); 34 secondary schools, co-educational classes.	Team affiliation and appropriate competition thought to give sense of purpose to the process. Students favoured involvement in decision-making; being a valued participant (committed to team activities) was rated higher than winning. All teachers said SE would become a part of their Yr 10 program.
Grant, Tredinnick & Hodge (1992).	Trialing SE in New Zealand, students' views (New Zealand).	86 teachers 2300 students Year 10 (age 15-16 years); 34 secondary schools, co-educational classes.	Sport & PE: not all students could see the difference between SE and PE nor likened it to sport outside school. They appreciated the time on one activity and the teacher was viewed more as a coach. Social development: some students appreciated being outside their usual friendship groups; others were frustrated with the difference in enthusiasm to participate. The use of Competition: students supported the use of "well organised and developmentally appropriate competition" (p.6)
Hastie (1996).	To examine students' participation in single sex SE. To answer 3 questions relating to the level	One class of 37 sixth grade boys (age 11-12 years) participating in speedball SE over a 3-week period. All were new to speedball and SE. Data was collected using: systematic observation of data from 2 portable video	High levels of student engagement in game play and scrimmage contexts and high level of congruent behaviours in non-playing roles. Off-task was minimal. Students reported they enjoyed taking administrative roles, and had fun while being highly involved, and preferred being in the same team throughout the season (team affiliation), and



	<p>of student engagement in roles, how students' roles affect performance and how students performed the role of the coach USA).</p>	<p>cameras, questionnaires to selected students, teacher's diary and formal interviews. Academic Learning Time – Physical Education (ALT-PE) instrument was used to record student involvement in roles.</p>	<p>having student coaches v teacher. Most students believed their skill level had improved. Further research is suggested to examine students as the coach in achieving skill development.</p>
<p>Hastie (1998a).</p>	<p>To evaluate SE as a tool for developing skill competence and tactical sophistication, and to discover students' perceptions of their experiences (USA).</p>	<p>A 30-lesson season of "Ultimate" Frisbee. Six students participated in the study (4 boys and 2 girls), from a sixth grade (age 11-12 years) PE class (total 108 students), held daily for 1 hour. Students were rated as higher, middle and lower skilled by the teachers. None had played the game before. Data was measured via video of games and interviews with students.</p>	<p>Students made significant improvements in selection and execution of the game. Low skilled students felt they were not marginalised within their team and that they had equal opportunities for improvement. 4 themes emerged from the student interviews: <i>improvement</i> (irrespective of the skill rating); <i>consistent team</i> (favoured by all players in helping them develop skill); <i>sense of usefulness</i> (all felt they had a part to play in the team); and <i>perception of fairness</i> (none felt anyone was disadvantaged and that no one dominated the teams to the detriment of others). The length of season (to allow for practice) and consistent team membership, were considered key reasons for the improvements made. SE is felt to be one way in which sports skills can be developed, providing skilful players are prevented from dominating.</p>
<p>Hastie (1998b).</p>	<p>To examine participation and perceptions of girls within SE (USA).</p>	<p>Sixth grade girls (age 11-12 years) participating in floor hockey. One class out of 3 (totalling 35 girls and 37 boys) completed the SE unit within a 20-lesson SE season via daily PE of 35-minute sessions. Data was measured via video camera,</p>	<p>No significant differences in opportunities to respond were found between boys and girls during the skills practice sessions and pre-season. During the formal competition phase, boys had more responses per minute and higher success levels. However, girls' scores exceeded those of earlier in the season. Boys took more positions of power within the roles; girls were often in passive positions.</p>



		<p>focusing on student opportunities to respond (OTR), following randomly selected students. 20 girls participated in-group interviews.</p>	<p>Girls commented they enjoyed playing on mixed sex teams and taking increased responsibility for the unit, even though some of the boys tended to dominate decisions and power roles such as captain and referee. All girls interviewed preferred SE over their previous PE experience as they had more fun, specifically as they got to play more often rather than focusing on learning skills; and socially, being in a team. Length of unit was a key factor in explaining these preferences, enabling them to play more, work as a team and develop skills.</p>
<p>Hastie &amp; Buchanan (2000).</p>	<p>To examine the extent to which teaching personal and social responsibility (TPSR) could form a coalition with SE (USA).</p>	<p>45 sixth grade boys (age 11-12 years), with a previous history of struggling with fair play requirements of SE, participated in a 26 lesson season of Xball (modified Australian football), an invasion game designed by those students, over 9 weeks with 3 sessions per week. Measured by ethnographic techniques of observations, daily debriefings and interviews by the teacher as the researcher and independent research by second author.</p>	<p>Some features of TPSR strengthened the foundation of SE, but with the need to introduce new tasks and problems for students, a hybrid model (Empowering Sport) was developed. This model allows for achievement by integrating sport skill competence, social responsibility, and personal empowerment. This model was seen as a powerful model for presenting games to students</p>
<p>Hastie &amp; Carlson (1998).</p>	<p>To examine students' experiences from upper middle class, Caucasian and Asian-Australian students, and from less affluent African-American</p>	<p>Lower class students from a rural area in USA n= 57 (8<sup>th</sup>/9<sup>th</sup> grade, age 13-15 years) did 20 lessons of netball and 18 of touch football SE. Upper middle class students from a city in Australia n= 88 (6<sup>th</sup> grade, age 10-12 years) took part in 16 lessons of speedball and 25 lessons of football using SE. Similar programs were followed of 45-minute classes.</p>	<p>Four main themes identified achieved from SE: personal meaning (benefits to them); team affiliation (support and becoming a team); devolution of power (students liked responsibility); and significant role of the sport culture (sport played a big part of their life, mainly for more active students). Conclusions were that SE could achieve similar outcomes across to diverse settings. Differences that did appear were more dependent on their previous sport histories and personalities rather than origin.</p>



	students (USA & Australia).	Participation in PE was usually high, as sport was popular among students. Data was collected via videotape records of lessons and in-depth interviews with students.	
Hastie & Sharpe (1999).	To examine changes in the positive social behaviours of a cohort of at-risk students following a unit of SE.	7 <sup>th</sup> & 8 <sup>th</sup> grade (age 12-13 years) from a predominantly low-income community with low achieving students and relatively high discipline referrals. 20 boys examined in a 20-lesson unit of modified football, nicknamed 'Kangaroo ball.' Specific behaviours looked at were the extent of compliance with or resistance to student referee and captains decisions, the amount of positive and negative interpersonal interactions, as well as leadership statements. Data was collected via videotape and questionnaire.	Increases in compliant behaviours and positive interpersonal interactions and concurrent decreases in negative behaviours were reported.
Kinchin (2001).	To describe a first attempt in introducing team portfolios to pre-service PE teachers (UK).	Pre-service PE teachers participating in 17 sessions of 75-minute SE sessions in Volleyball. One member of team was the "portfolio manager". Data collected by written informal comments from students on what they thought about using the portfolios.	Merits identified by the students, showed portfolios gave students perception of an 'aligned assessment'. Merits included working cooperatively, collective responsibility and inter-dependency and forming a team identity on and off court. They also liked the authenticity, in reflecting their progress and the autonomy they provided. Time management, confusion of roles in completing the portfolio and imbalance of effort by team members were concerns.
Kinchin, Quill & Clarke (2002).	To describe initial efforts of a school introducing SE for the first time (UK).	Year 8 netball and football (aged 12/13 years) over one term of PE (2 PE sessions per week). Data was collected from pupils and teachers via surveys, participant	Overall reflections from PE teachers on initial efforts were positive. Staff specifically noted: lessons began quicker, fewer attendance problems, motivation among pupils seemed higher, standards in performance reported to improve, pupils identified with their teams, liked having a team name and a team colour,



		observations, interviews, and teacher diaries.	wanted to play for their team, liked team continuity, pupils took roles and responsibility seriously and demonstrated good leadership, numbers attending extra-curricular activities increased, teachers role as a facilitator gave more time for pupil assessment, teachers felt learning from SE captured the four aspects of the National Curriculum acquiring and developing, selecting and applying, evaluating and improving and knowledge of health and fitness.
Kinchin & O'Sullivan (1999).	To develop students who are critical consumers of sport using a Cultural Studies Unit (USA).	A 20-day volleyball unit of SE in one high school alongside a sport studies component (theory) making up a Cultural Studies Unit. 9 <sup>th</sup> and 10 <sup>th</sup> grade (age 14-16 years) students. Suggestions made from teachers and students responses (no detail of how data was collected)	The majority enjoyed their time in PE. (Detail on teacher and student responses was limited to a few quotations). Suggestions made for future implementation.
MacPhail, Kirk & Kinchin (2002).	Promoting team affiliation through PE using SE (UK).	A 16-week SE unit of a generic invasion game to just fewer than 70 year-5 (aged 9/10) pupils in one UK school during spring and summer terms. Data collected via individual and team interviews throughout the SE season.	Team affiliation emerged as a key notion from the findings. Aspects of this included the importance of communication with peers, investing in the team and working together and the promotion of winning.
Pike S. (2000).	To describe a teacher's account of SE and the students' responses to the unit. (USA)	A unit of hip-hop dance to one class of middle schools students. No details of data collection.	Students were said to love the unit of SE and want to have a dance programme in their school. Students were more positively motivated and worked the whole hour and a half of their PE lesson.
Pope & O'Sullivan (1998).	To examine the personal culture of an experienced male PE teacher	One class of grade 9 students (age 14-15 years) in an urban high school. A 20-25 session season, 1hr 23mins per session in daily PE. Sports were basketball,	The teacher found his existing PE practices were challenged and he was forced to confront his personal beliefs and assumptions about PE. His personal history, home environment, work and coaching



	and the change process he endured through implementing SE (USA).	volleyball and golf. Data was from participant observation, interviewing, field notes and a researcher's log.	cultures and that of the school influenced the teacher's culture here. To effect change in school, teachers are advised to pursue what is compatible with their culture.
Taggart, Browne & Alexander (1995).	Teachers' perceptions and practices in relation to assessment under SEPEP (Australia).	Three case studies of Western Australian high schools using SE (SEPEP). Data was collected via observations and teacher interviews, with field notes made by the second author.	SE provided new opportunities for teachers to talk to one another about assessment. It provided opportunity to reflect on alternative assessment techniques and appeared to change teacher attitudes to assessment. The need for more authentic assessment and problems with existing practices were frequently discussed. Conditions necessary for authentic assessment in PE were given, based on three schools experiences.
Taggart, Medland & Alexander (1995).	The experiences of two primary teachers (PE specialist and a classroom teacher) using SE (Australia).	A Year 6/7 (age 10-12 years) classroom teacher and a PE specialist carried out SE at two primary schools using soccer with Year 7. Data was taken from their stories told at SEPEP and ACHPER conferences and in SEPEP workshops.	SEPEP was considered to be versatile, capable of being shaped to individual teaching and learning environments. It was also thought to have the potential to be delivered across the curriculum thus, with shared ownership.

**Key:**

SEPEP: Sport Education in Physical Education Program; SPARC: Sport and Physical Activity Research Centre; ACHPER: Australian Council of Health Physical Education and Recreation.



## **2.5. Learning Methods in Sport Education**

Siedentop (1994) describes three main methods for learning in SE as direct instruction, cooperative learning and peer teaching, as identified earlier. The SE model requires students to be cooperative and competitive, as found in research discussed, as shown in Table 2.1. Therefore, students need to be able to recognise when to be cooperative, for example, with their teammates during practise sessions and when working together, so as to improve overall team performance and conversely, when to be competitive such as against other teams. Metzler (2000) used the Reichmann & Grasha (1974) profile for student learning preferences to identify the type of students for whom SE would work best. This suggested that students, who are usually participative, collaborative within their teams, competitive against other teams, and independent, being able to work on their own without direction from the teacher, would respond best to this model. So, those outside this profile would require additional input from the teacher to facilitate interactions and participation.

SE relies heavily on cooperative learning strategies (Metzler, 2000) where students take responsibility for decisions in activities such as setting up a warm-up and skill practices, designing the structure of the season and nature of competition, organising group members and their roles, keeping records of scores and carrying out peer-teaching. From this, it is important to see that (1) the teacher gives an appropriate amount of responsibility and peer teaching relating to the students' developmental readiness and that (2) the team members play their part and carry out any responsibility given. Without such considerations and action by the teacher and pupils, there is the potential for this model to fall short in achieving its' outcomes. However, with such consideration the model has the potential to teach students how and when to use cooperation and competition (among other things) through using independent learning, peer-teaching and direct instruction, as found from research.

SE challenges the traditional teaching method that has dominated physical education. For a teacher to move from one end of the continuum to the other, as illustrated in Mosston's teaching styles, from teacher directed instruction to pupil discovery (Mosston, 1966) is not likely to occur easily in one step. Learning about how to deliver SE requires time, practice, reflection and modification to allow effective implementation by the teacher. In addition, pupils new to this mode of learning are also

likely to need time to get used to what is being asked of them, such as, cooperating with peers, coaching peers and taking responsibility for their own learning. It is also important to make it clear to the pupils the purpose of such PE sessions so that they can understand the rationale behind the teacher's intentions. Failure to do this may cause frustration through misunderstanding about the nature of the sessions, for example, if the pupil feels the teacher should be coaching specific skills during the session instead of an assigned pupil, it may cause conflict between peers and amotivation. However, clear purposes for each session or sports season may help to alleviate any such concerns or avoid the issue altogether. First time delivery to pupils can thus, be considered as a learning experience from which to further perfect future SE experiences.

## **2.6. Reasons Why Young People Participate in or Drop Out of PE and Sport**

Working on ways to motivate adolescents in PE and subsequent sports involvement is needed to tackle lower levels of participation and for continued lifelong involvement. Kirk *et al.* (2000) highlight three issues considered to effect girls' participation in PE and sport. They are: the social construction of gender, traditional forms of PE and the relationships between attitudes and activity, with 'having fun' being the central focus. As Kirk *et al.* (2000) discuss from the literature reviewed, girls are not the problem. "The problem' is the ways in which gender is socially constructed and the role of physical activity in this process" (p.4). Gender is a dynamic concept responding to change in society, therefore, efforts dealing with girls' or boys' participation in PE and sport, need to take account of both sexes. The way boys and girls see and deal with feminine and masculine behaviour needs to be considered. In addition, Kirk *et al.* (2000) suggest:

"... we need to develop a pedagogy in PE that is anti-sexist and that aims to change deeply held sexist beliefs and values".

(p.4)

Traditional PE has also been shown to be part of the problem by "reinforcing dominant forms of femininity and masculinity" (Kirk *et al.*, 2000, p.5). Traditional PE refers to a command style of teaching, being teacher-directed that has focused on competitive sports - particularly team sports, skill learning and a focus on the way the body functions biologically and mechanically (Kirk *et al.*, 2000, p.5), thus missing development within the cognitive and affective domains. Kirk *et al.* (2000) highlight



that while changes have been made within this area, with regard to changes to “showering and kit policy, refurbishing old and dilapidated changing rooms, and monitoring the sexist behaviour of teachers” (p.5), they are not dealing with the fundamentals of learning and teaching. It is at this level that change is required if maximum impact is to be achieved.

The third issue identified earlier by Kirk *et al.* (2000) as being a predictor of participation in PE and sport is to do with ‘having fun’. Having fun is the most commonly cited reason for participation, confirmed across the literature (Kirk *et al.*, 2000; Mulvihill, Rivers & Aggleton, 2000), thus enjoyment should be a fundamental requirement throughout an intervention. However, as Kirk *et al.* (2000) identify, the issue of ‘fun’ needs to be considered seriously and one way of doing that is by providing a stronger evidence base. Psychological factors that underpin enjoyment can be identified to substantiate arguments. Research concerned with motivation in PE has been shown to be important to the enjoyment of PE (Biddle, Soos & Chatzisarantis, 1999). These are described in Kirk *et al.* (2000, p.6) and provide the theory behind the questionnaire used within the Nike/YST Girls in Sport Partnership Project discussed earlier:

- “How do young people define success? Is it in relation to their own self-improvement (a Task orientation) or is it in terms of being the best and beating others (an Ego orientation).
- How do young people view the nature of sport ability: is it fixed in terms of ‘natural talent’ or can it be changed through trying harder and practice?
- What are the main types of reasons young people give for their involvement in physical education and sport: are they intrinsically motivated or extrinsically motivated?
- What are the physical self-perceptions of young people?”

Evidence suggests that a psychological profile showing high task and moderate ego orientations, flexible beliefs about physical ability, intrinsic motivation and high physical self-esteem is more likely to be shown by individuals who are physically active, as opposed to those who are high ego and low task oriented, have relatively fixed ideas about ability, are externally or very lowly motivated and have low self esteem. Having fun and enjoyment therefore, happens for those who work on self-improvement

in sport, believing they can improve their sport ability, being internally motivated and having high self-esteem (Kirk *et al.* 2000).

A comprehensive review of correlates of physical activity of children and adolescents by Sallis, Prochaska & Taylor (2000) that includes the entire range of potential correlates, encompasses young people from age 3-18 years, makes a semiquantitative evaluation of the results and compares the findings of primary and secondary school ages, provides directions for future research. There were 54 studies reviewed, identifying 48 factors with 17 psychological constructs. The review highlights again from previous reports (DOHHS, 1996) the complexity of this area, being a multifactorial concern. Of the 17 psychological constructs there were only 4 consistently associated with adolescent physical activity: achievement orientation (+), intention (+), perceived physical competence (+) and depression (-). However, there are inherent methodological problems that may limit these findings, for example, differences in measurement tools, sample sizes and measurement error of physical activity. Sallis *et al.* (2000) also noted the lack of consistency across studies.

The Sallis *et al.* (2000) review, also highlighted by Wang & Biddle (2001) suggests the motivational variables achievement orientation and perceived physical competence could achieve successful intervention effects if used to provide a theoretical underpinning and were subsequently measured, thus, also supporting the evidence to back enjoyment. It could be suggested that an intervention taking into account all categories of potential correlates would be most effective, that is, to consider demographic, biological, psychological, behavioural, social & cultural and physical environmental variables (as reviewed by Sallis *et al.*, 2000), however, the scope of such an intervention is not always feasible or realistic. Focusing on one area can be beneficial to provide an in-depth understanding of the effects of this category.

There have been limited studies investigating a range of key psychological motivational factors when taken together, where much research has been carried out into the individual variables, including achievement goal orientation and associated belief structures, perceptions of competence and perceptions of autonomy, self-determination and intrinsic motivational processes, as noted by Wang & Biddle (2000). It is considered that identifying the groups of adolescents with similar psychological motivational profiles could help provide more targeted and effective interventions. This



study aims to achieve this as one way of understanding the nature of individuals and groups within this research context.

## 2.7. Evaluation

There are a limited number of systematically evaluated physical activity intervention studies (Stone *et al.*, 1998; Sallis, 1998) that confirm physical activity predictors and help inform best practice when encouraging participation. Until recently, evaluation research has focused mainly on impact and outcome factors. The value of process evaluation however is now recognised, as evidenced within PATHWAYS (Helitzer *et al.*, 1999) and CATCH (McKenzie, 1994) multi-site studies. All studies reviewed by Baranowski *et al.* (1998); Harris & Cale (1997) and Stone *et al.* (1998) reported positive changes in PA (where PE and sport were included) following interventions as previously discussed. However, the lack of process evaluations in such studies make it difficult if impossible to know which intervention characteristic(s) caused the intervention effect(s). As reported by Baranowski (1998), efforts should be directed at systematically evaluating the characteristics of interventions to understand the mediating variables that predict change in PA. This was usefully summarised by Helitzer:

“The overall purpose of process evaluation is to link impact and outcome data to intervention activities so as to explain any changes that occur in measurements before and after the intervention, to describe the actual activities implemented in the intervention and the extent of participant exposure, to provide for quality assurance, to identify and describe the participants, and to elucidate the internal dynamics of program operations”.

(Helitzer *et al.*, 1999, p.816S)

The process factors need to be incorporated into evaluation methods and are viewed as a central concern of this study.

## **2.8. Summary and Conclusions**

This review has looked at school-based interventions with the aim of creating positive attitudes to PE and sport, focusing specifically on the use of the SE instructional model for PE. It has also looked at reasons for participation and non-participation in PE and sport to consider during future interventions.

This research focuses on looking at attitude change. It is suggested that research is needed in specific aspects of the SE model, such as looking at key social objectives with regard to how SE can be used to promote positive social behaviours; use of a formalised fair play system to help increase positive peer interactions and decrease conflict and looking at SE as a model to increase competent sports performance, with changes in skill performance and use of strategies (Siedentop, 1996). However, it is also necessary to find out the affective response to the model, being that 'enjoyment' is a key motivational factor to be physically active. The majority of research reviewed here has addressed this by finding out the students' perceptions and attitudes to the SE model, but there is a need for such research in the UK, as previously discussed. This study examines the learning experiences of adolescents participating in a season of badminton using SE. The research hopes to add to the evidence in support of using SE as one way of teaching PE in the UK.

The study will also discover whether the key findings reviewed are supported through mixed methods or whether unique issues emerge. Process and outcome evaluation of SE will help this understanding to be reached. The integration of both quantitative and qualitative research will enable the strengths of both methods to increase the quality and validity of results, where validity can be assessed through cross-analysis of findings. The work will also add to evaluation research where process evaluation has been lacking.

It is recognised that findings are limited by the ecological nature of the school, however characteristics from design processes and outcomes can be applied to individual needs. In addition, the aim is not to make generalisations from qualitative findings, but to illustrate the context and mechanisms that can help others consider the similarities that may be transferable to their practice.



## **2.9. Research Questions**

### **2.9.1. Outcome Factors**

1. Are there any changes in adolescent PA patterns following intervention using the Sport Education Model?
2. How do the attitudes of adolescent boys and girls to PE and sport change following intervention?
3. Do adolescents prefer Sport Education as a way of teaching PE to their usual PE lessons?

### **2.9.2. Process Factors**

4. What are the mechanisms and context of Sport Education that influence attitudes to PE and Sport?
5. Are there any differences in attitudes between boys and girls?

In answering research questions 2 and 4, this study will enable PE teachers to have an increased knowledge and understanding about the key motivational factors for adolescents in PE and sport. This increased motivation for adolescents will impact on their participation, enthusiasm and enjoyment in PE, the latter being a correlate of being physically active. An increased understanding by teachers, of pupil needs can also help in building a positive motivational climate and relationship with individuals.

Findings to research question 3 will enable PE teachers to apply a new method of teaching PE if a positive outcome is achieved. Experiences from the PE teacher piloting SE can be passed on to the rest of the department and later to other PE teachers within their family of schools. This would also help meet their requirements of being a Specialist Sports College by sharing good practice in PE. Qualitative methods will enable such findings above to be understood, supporting, expanding and explaining any quantitative outcomes.

Achieving positive attitude change through SE will also help in instilling an intrinsic motivation for adolescents to be active in sport outside of school. This will further increase the potential for adolescents to become active adults by establishing links with

community sport before they leave school. Making such early links in sport can act to eliminate potential barriers that may contribute towards becoming inactive at a later stage in life.

In answering question 1, results will add to the research on SE that indicates this model to be effective in encouraging increased participation within or from PE lessons. Quantitative methods will enable a measure of physical activity levels to show whether activity has increased post intervention. Qualitative methods through teacher and researcher observation will help support or question such findings.

Finally, research question 5 will identify key differences in attitudes between boys and girls, in addition to commonly held views that will enable teachers to apply knowledge to accommodate all. The differences between boys and girls can be found both quantitatively and qualitatively with the latter providing the explanations to any outcomes from both methods.



### 3. METHODS

#### 3.1. Overview of the Study

SE was implemented and evaluated for the first time at St Anne's school in the North East of England. This chapter explains the methods used and other related issues. The chapter also details why particular tools and overall methodologies were used, in addition to explaining the analysis processes. Figure 3.1 provides an overview of the research carried out. Quantitatively, the study measured outcome data using a pre- and post-questionnaire. The questionnaire measured pupil baseline physical activity levels and psychological motivational profiles of the intervention and normative groups. This was to see if a season of SE could positively change either. Qualitatively, the study determined process data using observation of PE lessons, one-to-one interviews of pupils and the teacher and pupil focus groups. This enabled the mechanisms and context behind the outcomes to be explained. Outcome data was also provided qualitatively from a post-intervention final teacher interview and through pupil focus groups. Nine month follow-up focus groups were carried out to give an indication of the sustainability of outcomes.

**Figure 3.1: Overview of Research in the Study**

<b>Week 0</b>	<ul style="list-style-type: none"> <li>• Pre-intervention questionnaire (Motivational profiles &amp; physical activity levels)</li> </ul>
<p><b>Week 1</b></p> <p style="text-align: center;">↓</p> <p><b>Week 10</b></p>	<p style="text-align: center;"><b>Sport Education: 2 groups x 2 per week</b></p> <ul style="list-style-type: none"> <li>• Weekly lesson observations</li> <li>• Informal 1:1 pupil interviews</li> <li>• Teacher debriefs</li> </ul> <p style="text-align: center;"><b>Sport Education: 2 groups x 2 per week</b></p> <ul style="list-style-type: none"> <li>• Post-intervention questionnaire</li> <li>• Final Teacher interview</li> <li>• 4 Pupil focus groups</li> </ul>
<b>9 months Follow-up</b>	<ul style="list-style-type: none"> <li>• 4 pupil focus groups</li> </ul>

### **3.2. Sample Participants**

The participants in this study were adolescent boys and girls from school Year 10 (aged 14/15 years) at a secondary school. The majority of pupils at the school are white ethnic origin and middle class.

#### **3.2.1. Sample Size and Selection**

The sample group consisted of n=92 (n=48 intervention, n=44 normative group) 14/15 year olds (school Year 10), where n=180. The intervention group was split into two badminton groups referred to throughout as Group 1 (n=24) and Group 2 (n=24). The gender balance of the total sample was, male: n=45 (48.9%) and female: n=47 (51.1%). Group 1 had n=12 girls and n=12 boys. Group 2 had n=10 girls and n=14 boys. Each badminton group was further sub-divided into 4 teams with equal numbers of boys and girls in each (3 boys and 3 girls in each team) making teams of 6 pupils, except for Group 2 where 2 teams had 3 boys and 3 girls and the other 2 teams had 4 boys and 2 girls. This was due to the way the balance of gender fell when the sports groups were organised at the start of the new term and was not the ideal choice.

### **3.3. Selection of Research Methods**

The process for studying this curricular innovation using the Sport Education Model combined a quantitative method using questionnaires, with ethnographic techniques and Schon's reflective scholarship, also used by Hastie & Buchanan (2000). Questionnaires were selected to identify significant patterns from pupils' feedback to represent the population of this school. Qualitative methods were selected with questions concerned as much with "What happened and why?", using naturalistic enquiry (Erlandson, Harris, Skipper and Allen, 1993), as they were with "Does it work?". The former can be found clearly through qualitative means. Research questions 2, 3, 4 & 5 particularly, are best answered qualitatively in order to understand why the outcomes are achieved. Past evaluation interventions have omitted process factors that are needed to identify how or why results occur. While this information could be achieved quantitatively, it is considered that richer data can be achieved to explain attitudes when qualitative data is applied. A lack of process data also limits the transferability of findings and potential success in applying future similar interventions, as the key features attributed to any



success will be unknown. Similarly any negative features will also be missed, leaving the potential for such issues to be repeated.

The joint methods illustrate the mechanisms and contexts to provide and explain the outcomes using realistic evaluation as discussed by Pawson & Tilley (1997). Results of each approach can cross-validate the study findings. Research question 3 and 5 can be measured adequately by both qualitative and quantitative methods, however using both methods helps to increase the researcher's confidence in findings and strengthen the outcomes. Any differences found can be assessed to try and understand why and to determine which results are more valid. This procedure is referred to as triangulation, described later.

### **3.3.1. Questionnaire**

Questionnaires were used to find out the change in beliefs, attitudes and values of adolescent boys and girls following intervention, measuring the adolescents' motivation and self-perceptions. The specific measures of motivation were goal orientations, conceptions of sport ability, autonomy, amotivation, perceived competence and physical self-worth. The questionnaire was administered here, following on from its recent use as a validated tool within the Nike/YST multi-site school project (see Appendix 1). The questionnaire is a compilation of one physical activity measure (Section A) and five independently psychometrically tested tools (Section B-F). Wang & Biddle (2001) selected and used them as one tool. The 'importance scores' (Appendix 1, Section F) were not reported here as they were not reported initially within the Nike/YST project (Kirk *et al.*, 2000) and the intention was to keep the measurement the same as the Nike project so that if any future comparisons needed to be made then all the relevant data was collected.

Details of how the questionnaire was administered are detailed within Section 3.6 under Validity and Reliability Issues. The questionnaire took between 10-25 minutes for pupils to complete. The pre-intervention questionnaire was administered over lunch time in a teaching room. The post-intervention questionnaire was completed in the science laboratory (grouped around high benches) at the end of a Year 10 PE session where pupils were selecting the summer term options and time was available at the end of the lesson and into the afternoon break to complete the questionnaires.

#### 3.3.1.1. Achievement Goal Orientations:

Pupils' dispositional task and ego goal orientations were assessed using Duda & Whitehead's (1998) English (UK) version of the Task and Ego Orientation in Sport Questionnaire (TEOSQ). The stem for the 13 items was 'I feel most successful in sport and physical education when...' (Appendix 1, Section B). Answers were given on a 5-point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

#### 3.3.1.2. Relative Autonomy Index (RAI):

Four types of behavioural regulation for PE and Sport were assessed using the Perceived Locus of Causality (PLOC) scale developed by Goudas *et al.* (1994). The stem for all items was 'I take part in Physical Education and sport...' (Appendix 1, Section C). The four behaviours were: external regulation (4 items e.g. 'because I'll get into trouble if I don't'); introjection (4 items e.g. because I want the teacher to think I'm a good student'); identification (3 items e.g. 'because I want to learn sport/PE skills') and intrinsic motivation (3 items e.g. 'because sport/PE is fun'). Responses again used the 5-point scale similar to the TEOSQ. An overall relative autonomy index (RAI) was calculated by weighting each subscale as follows: external regulation x (-2) + introjection x (-1) + identification x (1) + intrinsic motivation x (2). The RAI can indicate a person's motivational orientation, where positive scores indicate more autonomous regulation and negative scores indicate more controlling regulation.

#### 3.3.1.3. Amotivation:

There are 3 items to the amotivation scale used and Goudas *et al.* (1994) modified the items from the Academic Motivation Scale (Vallerand *et al.*, 1992; Vallerand *et al.*, 1993). The stem for the items (Appendix 1, Section C) is 'I take part in Physical Education and sport...' (3 items e.g. 'but I really don't know why'). Answers were given on a 5-point scale, as for other scales discussed from 1 (strongly disagree) to 5 (strongly agree).

#### 3.3.1.4. Sport Ability Beliefs:

Incremental and entity beliefs of Sport Ability Beliefs were assessed using the English version of the 'Conceptions of the Nature of Athletic Ability Questionnaire, Version 2' (CNAAQ-2). Two subscales reflecting 'Learning' (3 items e.g. 'To be successful in sport you need to learn techniques and skills, and practice them regularly') and 'Improvement' (3 items e.g. 'In sports, if you work hard at it, you will always get



better’) measured incremental beliefs. Two subscales reflecting ‘Stable’ (3 items e.g. ‘Even if you try, the level you reach in sport will change very little’) and ‘Gift’ (3 items e.g. ‘You need to have a certain ‘gift’ to be good at sports’) measured Entity beliefs (see Appendix 1, Section D for all subscales). Responses were made on a similar 5-point scale to the TEOSQ. The scale was developed from that used by Sarrazin *et al.* (1996).

#### *3.3.1.5. Perceived Competence and Physical Self-Worth (PSW):*

Fox & Corbin’s (1989) Physical Self-Perception Profile (PSPP) was used for the Sport Competence and PSW items. The items use a forced choice scale where participants choose from one of two statements that best describe ‘What I am like’ and then rate the choice to be ‘Really True for me or Sort of True for me’ (Appendix 1, Section E). This gives a 4-point scale ranging from 1-4.

#### *3.3.2. Relationship between the Questionnaire and Sport Education*

The questionnaire was not intended to measure all concepts within the SE model, for example, authenticity and situated learning or the extent of team affiliation, rather it was used to provide an additional outcome measure to provide concepts relating to the psychological motivational profile of pupils as detailed in Chapter 3.3.1 and physical activity levels described in 3.3.3. The qualitative research was intended to measure all concepts of the SE model through both process and outcome data. The questionnaire was used as a triangulation method where applicable for the motivational profile of pupils while providing additional information about pupils physical activity levels before and after the intervention.

The relationship between the variables measured by the questionnaire and the key principles of the SE model can be seen by taking a further look at the key features of the SE model identified within Chapter 2. The intention of SE is to use competition where the focus is on team affiliation and improvement measured through record keeping, and delivered via a mastery motivational climate. In a situation where SE successfully achieves this, the questionnaire scales relating to Goal Orientation and Sport Ability Beliefs can be used to measure the amount of change that might be made from this aspect of the instructional model. For example, it may be expected that pupils may reveal higher task scores and higher incremental beliefs following positive experiences to a season focusing on team work and team improvement while the emphasis is away



from social comparison of skill performance. Similarly, more positive feelings from SE PE lessons could be measured by the RAI score, for example, intrinsic beliefs may increase where sustained positive experiences are met. The last questionnaire scale that was used here (Section E), relating to perceived competence and physical self-worth can be used to measure SE in that the nature of SE takes the focus off the physical mechanistic functioning of the body where traditional skill learning approaches may have accentuated such aspects. If pupils feel self-conscious about their bodies, for example, and the PE lesson draws attention to bodily actions, shapes and sizes, then negative scores may result. It is possible that with SE where the attention is not on the fastest time or furthest throw or that it does not require the pupils to wear certain clothing (as in a swimming costume or gymnastics kit), this measure on the questionnaire could reveal that SE could create more positive feelings about physical self-perceptions.

Two of the specific learning objectives for the SE model cited by Siedentop (1994) are to “provide responsible leadership’ and to “work effectively within a group toward common goals” (pp.4-5), as detailed within in Chapter 2.1. Such objectives require students to work together to organise, coordinate and manage sessions. Learning about responsibility and working as a team are not necessarily directly linked with the concepts embedded within the questionnaire. These elements of SE could encourage more of an emphasis towards the student social system, first fore-grounded by Allen (1986, in Hastie & Siedentop, 1999), where the importance of student socialising in class was highlighted. If this is the case, differences in findings between the questionnaire and qualitative data may result as the questionnaire is not intended to directly measure this focus or other aspects that may result from SE, such as authenticity of pupils’ experiences.

### ***3.3.3. Physical Activity Measure***

The questionnaire also measured the PA patterns to find out how physically active the sample was at baseline and if any changes were made post-intervention. Physical activity was measured using a modified form of the Self-Administered Physical Activity Checklist (SAPAC) (Sallis, 1996) as shown in Appendix 1, Section A. The original SAPAC involved recall of physical and sedentary behaviour over the previous day. The modified version used in this study uses a 7-day recall format. It is based on a list of 32



physical activities and seven sedentary activities. Students indicated the number of minutes and the number of days they had participated in each activity they had done. The level of intensity was estimated using Ainsworth's (2000) compendium of physical activities using the metabolic equivalents (METs) for the questionnaire activities.. Students were able to indicate any additional items they had participated in via the open-ended questions included within the list. Open-ended items were recoded into relevant activities in the list where possible.

Recognising that “no single field measure of physical activity has proven valid, reliable and logistically feasible over a wide range of populations, settings, and uses” (Wood, 2000, p.ii), self-report was considered the ‘best’ method for this study with regard to population group (adolescent, white ethnic origin), sample size (n=48 Intervention, n=44 normative), context (school and leisure-time) and the ability to assess all dimensions of physical activity (type, frequency, intensity, duration) so patterns of behaviour could be examined. Determining the nature of physical activity was important to enable a fuller picture of the SE groups to be given and to further validate findings. As the study used a questionnaire to measure the psychological profiles, inclusion of additional questions to measure physical activity was considered feasible and practical to help reduce subject fatigue that is possible if too many different assessment methods are used.

### ***3.3.4 Observations***

Observations were used to help confirm the fidelity of the curricular innovation. Field notes provided evidence that the teacher delivered an accurate reflection of the SE Model. Evidence was also collected relating to the compliance towards a task-oriented approach, one of the outcome measures. I took the role of an independent ethnographic observer, describing the mechanisms and contexts within the class, with particular attention to the teacher's implementation of the model and the children's responses to the teacher and the model. Group 1 were observed 50% of the time while all of Group 2 were observed. Decisions about which lessons were observed were made purely on when I was able to visit the school in between working as a Lecturer. During each lesson I made notes to describe the teams interactions and to create what I felt was an accurate reflection of the each observed session. I tried to ensure that I enacted in a way that would not disrupt the natural responses of the pupils during my observations. I



focused on the non-verbal responses of the pupils most of the time as it was difficult to hear the dialogue of pupils at a distance however, at times I was close enough to take down conversations that I felt would add to the research. I also made notes from informal conversations with the PE teacher during or after sessions ended and from my reflective comments immediately following the lessons. These observations and field notes were used to add strength to findings from other methods and to confirm the nature of SE being carried out. They were also used to identify issues that needed to be probed further within the interviews.

An example of the importance of and reason behind the use of observational research in combination with other methods is in assessing team affiliation, one of the six key features of SE. The team affiliation aspect works first on the affective domain, before the cognitive and then psychomotor domains. The affective domain is about the learning of feelings, attitudes and values relating to movement (Metzler, 2000). It is more subjective than the other domains “due to the difficulty in actually observing and monitoring the internal learning that occurs in this domain” (Metzler, 2000, p.41), so sometimes difficult to measure. Observing behaviour patterns in order to witness feelings, attitudes and values first hand (where possible) is advantageous. This, in addition to interviews to assist in confirming the researcher’s thoughts can help increase confidence in findings within this domain.

### ***3.3.5 Session Debriefings***

Periodically I carried out a lesson debrief with the teacher in a post lesson interview. Each session was taped and provided a consistent reflective approach where the teacher gave a review of the lesson focusing on aspects that went well, together with those that required attention. I facilitated this process by providing probes where necessary to allow elaboration of the teacher’s thoughts and feelings. I then asked questions about particular observations that were witnessed during the lessons to help develop tentative themes.

### ***3.3.6 Interviews***

I conducted informal semi-structured interviews with pupils before, during or after lessons and recorded them for later transcription. The interviews were semi-structured so that I could pick up on an observed issue while allowing for others to emerge. These



interviews were brief interactions with the pupils to help develop a picture of their attitudes to the sessions. Most the interviews were conducted just outside the sports hall sat on the step or on a chair in an informal, relaxed manner to help put the pupils at ease. Where the interviews were immediately after the lesson, some interviews were carried out within the sports hall (at one end) in a quiet place where no other pupils or the teacher could hear. The interviews were not conducted until week 4 so that questions could be asked, for example, about how pupils felt their team was working, so that pupils had time to feel and react to the new teaching style. It was also to help the pupils become more familiar with the presence of an additional authority figure within the classroom, in addition to the teacher, so that the pupils would be familiar with seeing me before any potential interview was made. Purposive selection was used so as to gain participants' views as issues emerged within the field while also enabling the voices of pupils to be heard from each team. I interviewed 9 pupils taking at least two pupils from each team in Group 2. Sarah (Team A), Lee (Team A), Graham (Team B), Rosie (Team B), Ami (Team C), Danny (Team C), Jane (Team D), Safia (Team D), Tim (Team D) all from Group 2. I only carried out individual interviews with pupils from Group 2 as this was the group I was able to observe all sessions and I wanted to gain an in-depth experience from at least one PE group. Although, individual comments were gained from Group 1 through field notes made after chatting to girls and boys from this group before, during or immediately after a lesson. Recordings were made from casual conversations with pupils from both groups. Group 1 findings provided additional supportive data to confirm Group 2 evidence and provided different insights. I was reflexive to the nature of events where observations and informal interviews were critical to this process. The interactive process of observation and interviews followed a naturalistic inquiry to that discussed by Erlandson *et al.* (1993), where data analysis was closely tied with data collection.

I conducted a formal interview post-intervention with the teacher (Appendix 3) to discover the overall feelings about this SE delivery. This was selected to enable time for reflection to occur and be formally reported, in contrast to the debrief sessions that gave both impact reactions and reflective comments of thoughts that developed over the intervention period.



### 3.3.7. *Focus Groups*

I conducted focus groups to gain an in-depth understanding of the pupils' attitudes following the intervention. As Hugentobler *et al.* (1992) describe: "A focus group interview is aimed at uncovering feelings and opinions about a specific topic of interest" (p.60). The focus groups were selected to enable recall and elaboration of opinions to be stimulated through group interaction. This technique enabled a diversity of views to be given. The group dynamics of focus groups typically contribute as a research method by focusing on the most important topics and issues about the intervention. In addition a shared view is revealed fairly quickly, a further advantage of this method.

Procedures for selection of participants for the focus group were based on the aim of getting feedback from most of the participants. There were 24 pupils per badminton group and as a focus group works well with approximately 6-12 participants (Kreuger, 1998), it was aimed to run the group with about 8 participants per group and per sex, thus, 4 groups in total. This would gain feedback from 16 pupils per group leaving 8 pupils unheard, so the informal interviews enabled feedback to be obtained from the rest of the group during the SE season. Participants for the focus groups and individual interviews were selected from each badminton team, again to ensure that the experiences of each team were voiced.

The setting for the focus groups was selected by the moderator at an appropriate location to conduct the session and for ease of the pupils to attend during their PE lesson. Other factors considered relating to the setting included: the room size, being small and cozy whilst not cramped; participants were sat fairly close to each other to provide a small group feel to the session; props were non-distracting; and the taping facility was mentioned from the outset so that it was not obtrusive, but instead pupils found it interesting before the start of the first sessions. The moderators focus group plan is detailed in Table 3.1.



**Table 3.1: Moderators' Focus Group Plan**

Introductory script	<ol style="list-style-type: none"><li>1. Thank pupils for attending</li><li>2. Explain the aim of the meeting, the importance of each individuals' contribution, why the discussion is to be recorded, and the plan of the meeting.</li></ol>
Conduct of session	<ol style="list-style-type: none"><li>1. Each individual writes likes and dislikes about SE experienced over the season onto 'Post-it' notes.</li><li>2. Pupils attach the notes onto a flip chart for group discussion and provide extra written data for validity checks.</li><li>3. Moderator reads likes and dislikes to initiate discussion and to assist in data analysis by providing another source to indicate strength of feeling (by tallying responses).</li><li>4. Moderator encourages individuals to add further comments at the end if desired.</li></ol>
Closing script	<ol style="list-style-type: none"><li>1. Thank participants for attending.</li><li>2. Inform pupils about the outcomes from the meeting and how they can gain feedback if they would like.</li></ol>
Debriefing	<ol style="list-style-type: none"><li>1. Immediate debriefing of the meeting to help organise the experience and provide broad ideas for data analysis.</li><li>2. Consider other factors to ensure the quality of results, such as, the context of responses, the stimulus to questions, and whether people changed their position during discussion.</li></ol>

The moderator's role was directive to ensure relevant topics were discussed, while allowing freedom for participants to express their views. The interview questions were purposive to elicit information relating to the likes and dislikes about SE.

### **3.3.8. Triangulation**

Triangulation was carried out to check the consistency of findings generated by different data-collection methods. Triangulation can be described as a means of "...providing a larger data base, further decoding and interpretation of data, and additional methodological rigor" (Morgan, 1994, p.24). Morgan identifies the use of focus groups as group interviews to "triangulate" the data of formal methodological techniques, such as questionnaires by "adding to them the human element of the souls of multiple subjects" (p.24). This was the intention here while also carrying out intra-method triangulation between qualitative methods.

Qualitative analysis allowed the rich data to emerge where both process and outcome factors were revealed. The psychological motivational profile was used to try and explain enjoyment in a more theoretical way as designed during the Nike project (Kirk



*et al.*, 2000) and may have shown more positive findings here over a longer period of time. By looking specifically at enjoyment itself (through likes and dislikes) using group interviews, thick description, as described by Geertz (1973), gave more detail and positive findings.

### **3.4. Variables Measured**

#### **3.4.1. Independent Variables**

The independent variable measured was the SE model.

#### **3.4.2. Dependent Variables**

The dependent variables were the psychological motivational factors: goal orientations (task and ego); conceptions of sport ability (stable and incremental); autonomy, based on the self-determination theory (Intrinsic, Extrinsic, Identification, Introjection) to give a Relative Autonomy Index; perceived competence and physical self-worth. Physical activity and gender were further dependent variables.

### **3.5. Data Analysis**

#### **3.5.1. Quantitative Data Analysis**

Descriptive statistics were produced to describe the sample group followed by inferential statistics to answer the research questions. Scores were summated for the physical activity categories under the headings Sports & Dance, Exercise, General PA, and Education and Entertainment (sedentary activities) as categorised on the questionnaire. To this end, the number of minutes per week for each individual activity was determined and then summed up under each of the given categories in order to show the total number of minutes per week spent on PA for each group. The data was winsorised at the 5% and 95% levels to give a more robust estimate of the mean scores. For example, where pupils gave high scores for time spent on cricket or in skateboarding, where perhaps not all that time was active, such extremes were accounted for in the measurement.

The psychological variables were analysed by repeated measures ANOVA. This was because a within-subjects design was used where the same subjects were in each condition (i.e. pupils in the intervention and normative groups pre- and post-SE). Data



was normally distributed with small amounts of skewness, where an assumption is made that small amounts of skewness are acceptable (Biddle, 1995). Univariate analysis was carried out on Amotivation and Relative Autonomy Index (RAI). MANOVA was selected for the other variables to avoid the inflation of error while also giving the possibility to show the interaction between variables. As there was no multivariate main effect, further examination of the univariate differences was not required. Gender was included in the analysis as a between-subjects item along with Groups (Badminton Group 1 and Group 2), to measure different subjects in each condition.

### ***3.5.2. Qualitative Data Analysis***

I wrote up each observation following each session noting critical points at the bottom of each page for future interview probing or in general analysis. Analysis of interviews, group and individual, followed a systematic and verifiable approach using the five steps in Table 3.2. This was carried out from the start of the interview process. Themes and sub-themes were generated via initial margin coding of text segments and assigning units to categories, for example, 'Friends' was assigned next to units of text where they related 'being with friends'. After I coded all documents I reviewed them to determine the dominant themes in the data. I then coded text segments again with the dominant theme categories. If data did not fit within the dominant themes I put them into a separate category. I returned to the categories regularly to see if they could fit within the original themes or if an additional theme could be formed. The use of emergent categories during data collection enabled bridging data (Guba & Lincoln, 1981) to be used where appropriate. For example, bridging was appropriate where categories logically linked, that had not been identified earlier in data collection efforts, which allowed the researcher to further probe the area. I used a similar procedure to the constant comparative method of analysis (Glaser & Straus, 1968; Lincoln & Guba, 1985) to compare and contrast divergent views. I colour coded the themes to help in retrieving them during the writing process.



**Table 3.2: Interview Analysis Procedure**

Step 1: Debriefing	1. Reflection immediately following the interviews helped to identify the key ideas to provide the initial framework for the development of the findings. In addition, it gave the initial impressions of the meeting.
Step 2: Transcription and unitising the data, forming properties	2. Transcribed data word for word. 3. Quotes provided where possible and relevant to the research focus. 4. A similar procedure to that of margin coding (Berhrand and Brown, 1997) was used to identify units by letters/abbreviated words to form a property, to categorize properties and link up ideas appearing at different times within discussions.
Step 3: Categorising units and properties	5. Linked units and properties in step 2 together and sorted under the relevant headings to form categories.
Step 4: Comparative analysis, forming themes, triangulation.	6. Comparative analysis of qualitative data to identify any convergent categories to form themes as part of substantive theory (Glaser and Strauss, 1986). This indicates sufficient findings have been gained.
Step 5: Verification.	7. Results verified by participants.

The properties and categories formed from unitising the data represent the majority views held by the groups and gender. The minority (indicating 1 or 2 pupils only) have been included as they become the majority when added to the other groups, for example, when the minority of group 2 boys are totaled with all girls, as in a property that formed the category labeled ‘working in a team’, it collectively produced a majority feeling of all the pupils. Some categories fall under more than one theme, as illustrated in Chapter 4: Table 4.6 (for example ‘playing games straight away’ is a property of ‘Competition’, but is also inherent in the property ‘changing power hierarchies’ as less time is spent listening to teacher instruction), where this occurs they have been discussed under the theme that appears to have the strongest link, as recommended by Glaser & Strauss (1968).

In qualitative analysis it is possible for alternative readings of the data to be made. It is hoped that after following a systematic procedure of line by line analysis that the main sub-themes or categories would reveal similar findings. The themes revealed here were preferred as data became saturated following the weekly de-briefs and the continual



process of observation and interviews. It is also acknowledged that it is possible for the researcher's background on entering the study, with strengths in psychology and an interest in school-community links, to have an influence on readings of the data. To avoid this the researcher aimed to make the process as transparent as possible, as described in detail on page 55.

### **3.6. Validity and Reliability Issues**

The questionnaire has been previously validated with a large sample within similar settings and age group, where factorial validity showed acceptable levels (Wang & Biddle, 2001). All values of subscales for internal consistency showed satisfactory levels except for introjection, which was just below the acceptable level of 0.70 (Wang & Biddle, 2001). This was also found in the present study.

Inter-reliability coefficients for all psychological subscales were produced by Cronbach's Alpha to test for internal consistency. The alpha reliability for each subscale (per scale) indicated that the scales had good reliability ( $\geq 0.7$ ) except for introjection, where an alpha of 0.52 was given. Corrected item to total item correlation did not achieve a higher alpha for this scale. A similarly lower alpha for this variable was also reported within the Nike project, referred to later, that used the same questionnaire.

The physical activity items from the original SAPAC have been shown to have acceptable levels of test-retest reliability and validity among fifth grade girls and boys in comparison to measures from heart rate telemetry and accelerometer (Sallis, 1996).

The advantages of the repeated measures design are that the pupils act as their own controls because they take the same test twice, helping to minimise individual differences that may be found between different subjects. It also means fewer subjects are required and that variables can be assessed over a period of time so change can be measured. Disadvantages from such designs are that pupils' prior experience may affect behaviour in the retest or they may learn from the initial test and improve. Other factors are that subjects may fatigue earlier through having already participated in the same test and subjects' time is taken up twice, which may further impact on their response (Biddle, 1995). In order to try and minimise any disadvantages, pupils were



reminded of the purpose of the questionnaire and the importance of following the correct procedure in its completion.

The researcher distributed the questionnaires to one half of the pupils whilst the teacher carried out the same procedure with the other pupils. The researcher was able to walk through to the adjacent room where the teacher administered the questionnaires to help ensure consistency of administration between researcher and teacher. The presence of the researcher also allowed the purpose and procedure of completion to be described to the teacher and the pupils. Prior to handing out the questionnaires the researcher went through the procedure for administration with the teacher, for example, to ensure all pupils completed the questionnaire alone, that they answered all parts and to highlight sections of the questionnaire where error was anticipated, such as, putting one answer only within the forced choice questions in Section E. Pupils were reassured about anonymity and the importance of accurate descriptions to help avoid participants giving socially and programmatically desirable responses and to help in completeness of response, thus reducing measurement bias. Pupils were also briefed about the completion of the PA section to help reduce over-reporting of PA, often found stemming from social desirability (Warnecke, Johnson, Chavez, Sudman, O'Rourke, Lacey & Horm, 1997), and by highlighting that the reported activities were to exclude those done in school.

### **3.7. Trustworthiness**

Full discussions of qualitative data have been given in the hope of providing a transparent picture of study procedures, thereby helping to increase the reader's confidence in procedures and findings. Use of multiple data sources provides a means of strengthening the study design through triangulation as previously discussed. I carried out interview procedures in a way that helps to increase the trustworthiness of my findings. Table 3.3 details specific quality control issues within the interviews (individual and group). I checked my interpretation of pupils responses by paraphrasing or repeating responses back to the pupils for them to agree I had interpreted statements correctly. If I was unsure of a statement I asked for clarification. Where issues arose that needed further clarification I made note of them to further explore in an additional interview with the same pupil or during group interviews. Where conflicting evidence seemed to appear, for example, between my observation, teacher's comments and the



pupils' comments, I reported all perspectives to make the reader aware of conflicting data and of the differences that could be understood or read by the data, for example on pages 121-122.

**Table 3.3: Quality Control within Interviews.**

<p>Internal validity checks for all interviews:</p>	<ol style="list-style-type: none"> <li>1. Comparing focus group data with observations and field notes.</li> <li>2. The researcher is the instrument within qualitative research therefore, the following efforts were made to eliminate the possible distortion of the findings by the effect of the evaluator: <ul style="list-style-type: none"> <li>• The researcher maintained impartial to comments made, while showing interest and being responsive to discussion.</li> <li>• The moderator had previous training and experience in conducting one-two-one and group interviews thus, was able to conduct the session effectively.</li> <li>• Confidentiality of data discussed was assured to participants, with tape recordings erased after analysis.</li> <li>• As an independent researcher it was hoped that pupils and the teacher could openly discuss their feelings without any inhibition.</li> <li>• The researcher carried out all evaluation methods and analysis therefore, increasing validity of results.</li> </ul> </li> <li>3. The procedure of the focus groups increased internal validity by ensuring each participant provided their views in a written format (on 'Post-it' pads) and then were asked to verbally comment throughout. The focus group sessions therefore, were conducted in a style that avoided dominant group members to bias the findings. Furthermore, written information was kept for future validity checks.</li> <li>4. Participants verified data findings to agree reports written by the researcher.</li> <li>5. A tape recorder was used to enable findings to be repeated verbatim to provide quality of results and assist in analysis.</li> <li>6. A systematic method of analysis was adopted to enhance quality of findings.</li> <li>7. An understanding and appreciation of the naturalistic enquiry, qualitative methods, inductive analysis, and holistic thinking helped to increase the credibility of qualitative research.</li> </ol>
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### **3.8. Client Welfare, Confidentiality and Informed Consent**

Procedures adopted adhere to the American Psychological Association's (APA, 1992, in Duda, 1998) most recent ethical code's guidelines concerning evaluation and assessment. Confidentiality is an ethical concept referring to agreement by the researcher (in this context) not to reveal any information about the research participants (i.e. the pupils) without their permission. Pseudonyms were used for the school, the

teacher, and the pupils to maintain anonymity. Prior to data collection, pupils were informed that individuals would not be identified from any part of the research to respect the rights of privacy and confidentiality. However, as confidentiality is not guaranteed for those under the age of 18 years of age, such as in the case of the pupils taking part in this study (Etzel, Yura & Perna cited in Duda, 1998), privilege was extended to the parent(s) or legal guardian(s) where informed consent was sought. A letter of informed consent was sent to the parents prior to the study (Appendix 2). To respect the autonomy of the pupils they were informed about the nature of the research, for example, why they were being asked to complete the questionnaire and about the use of findings. This was also hoped to encourage greater willingness and positive attitudes towards the research to increase validity and reliability of findings. It was also to help avoid the situation where a pupil might have haphazardly filled in the questionnaire in haste and with little thought, having considered it a chore. Validity and reliability in this case would have been suspect.

Findings from the research were freely available to the parents of pupils involved with the research, adhering to the ethical agreement of the APA that the test takers (or in this case parents or guardians) have the right to know whatever conclusions or results were drawn from the assessment data.



#### **4. SITUATIONAL ANALYSIS OF THE RESEARCH AND LEARNING EXPERIENCES PRE- TO POST-INTERVENTION**

The nature of the research school and SE delivered for the first time at St Anne's is illustrated within this chapter. This is followed by the outcomes from the quantitative evaluation, where the physical activity levels and psychological motivational profile of pupils in Year 10 are described pre-to post-intervention for both the SE and non-SE group. This is to help provide a picture of the school, pupils and the SE season within the study.

##### **4.1. St. Anne's School**

St Anne's School is a Catholic Comprehensive School situated in West Yorkshire, England. There are 1100 pupils at the school. St Anne's is said to have an excellent academic and sporting tradition and to be consistently over-subscribed. The school aims to work with the partner schools in the implementation of the Sports College Development Plan as part of their Specialist Sports College status.

The school became a Specialist Sports College (SSC) in September 2000 and with this they were able to develop their sports facilities. They have a large playing field, tennis courts, a gymnasium, new sports hall, dance studio and close access to community facilities. As a Sports College the feeling around the school is one where its ethos of sport is high. This is evident in the number of awards, framed pictures of sports teams, posters of male and female sporting heroes, and also in the upgrade of school facilities with their new sports hall.

The Physical Education (PE) department comprises six full-time qualified PE specialists who all contribute to core curriculum, academic, vocational and extra-curricular activities. The Director of Sport spends half of his time teaching and the other half managing sport within the school and wider context, such as in development of school-community links. There is also a full-time School Sport Coordinator and a full-time Partnership Development Manager who joined the department in September 2000 as part of the Sports College initiative to improve standards and increase participation in PE and sport among their family of primary and secondary schools. Their work is also to develop school community links in order to extend participation in physical activity beyond school. The growth in staff in 2000/01 further appears to give a strong presence



of sport in school and the wider community, where the work of the Sport Coordinator and Partnership Development Manager have enhanced the work of St Anne's within their family of schools, local sports clubs and local community sports facilities. St Anne's is a forward-looking department with access to a wide range of facilities and financial support to explore new teaching methods, such as the SE model.

#### **4.2. Nike/YST Girls in Sport Partnership Project and St. Anne's Research**

This study aims to extend the work of the Nike/YST Girls in Sport Project by providing an in-depth focus on one school, adding unique elements of research to the breadth of work carried out within the Nike/YST project. The Nike/YST project aimed to “develop and disseminate innovative approaches to the delivery of physical education and sport to girls” (Babb, Biddle, Claxton, Gorely, Holroyd, Kirk & Wang, 1999). So this fits with the aims of St Anne's as a Sports College where they hope to disseminate good practice and new approaches within their family of schools. The project constructed five levels of intervention to help teachers in their pre-intervention discussions and action planning. The levels, based on Babb *et al.*'s (1999) definitions are illustrated as follows, with details of the levels as seen at St Anne's School. Levels 1 and 2 provide the main focus of this research. They are considered to be necessary in order to achieve positive attitude change in young people and are thus required before the other levels can be put in place.

##### ***Level 1: Teaching and Learning Strategies and Experiences***

This level of intervention involves changes to the learning experiences of the pupils and the teaching styles used within PE. It is thought that level 1 interactions could have a direct impact on student learning outcomes. St Anne's PE department use traditional PE methods, predominantly using a teacher-directed style, stronger at the direct end of the spectrum, using Metzler's (2000) Direct-Indirect Continuum (p.141). The male PE teachers are keener to try other methods and use Bunker & Thorpe's (1982) Teaching Games for Understanding (TGfU) Model. As a SSC they have the aim of practising curriculum innovation within teaching methods and sharing good practice, as mentioned. SE is a new instructional model used within this school. The implementation of this method by the Head of PE provides an opportunity for SE to be tried and tested, so the department can further its implementation and disseminate good practice to other schools within their 'family of schools'.



The PE staff work to achieve a task-oriented motivational climate within PE lessons and extra-curricular activities (TI,12.07.00). This element will be confirmed, or otherwise, via pupil responses being measured and addressed within the intervention to improve standards further.

### ***Level 2: The Physical Education Curriculum***

This level of intervention involves changes to the content of PE lessons such as changing or modifying the type of activities offered. It is thought that Level 2 intervention could also have a direct impact on student learning outcomes. Sport Education would require a change to the PE curriculum for the teacher and pupils. This will be particularly noticeable in the amount of responsibility placed on the pupils, the level of teamwork, the nature of the competition and the style of teaching expected from the teacher.

During Academic Year (AY) 1999-2000 St Anne's introduced a new timetable system working on a 10-day cycle, so that PE lessons held in week 1 may be on different days to those held in week 2 and may be taught by different staff. This continues to present a challenge for teaching staff to ensure continuity of teaching sessions (TI,12.07.00). However, the SE sessions are planned to be taught by the same teacher, the Head of PE, Mr Lee, so should not influence this research.

The PE curriculum comprises a mixture of Games, Athletics, Dance and Gymnastic activities, the percentage of activities offered is recorded for statistical purposes by the school. In AY 2000-2001 the curriculum changed the percentage of activities offered by reducing the amount of Games and increasing Dance. This was expected to have a major impact on Key Stage 3 with minimal effect on Key Stage 4 (the study year), as Key Stage 4 already had a more varied programme. The change that affected Key Stage 4 was the increase in the percentage of Dance being offered. Extra-curricular activities showed some change in AY 2000-2001. This however, was not expected to influence the delivery or effect of SE.

### ***Level 3: Departmental Policy***

This level of intervention involves changes to PE department policy, for example written changes concerned with the learning experiences of girls in PE and sport. It is



anticipated that effective level 3 interventions may have an impact on student learning outcomes although not necessarily direct, but may be influenced by practices of levels 1 and 2. The PE department policy towards showering and changing at St Anne's has relaxed over the years, whereby although it is not compulsory to shower and change following PE, pupils must wash. PE kit has also become more relaxed for both sexes, by allowing pupils to wear tracksuit bottoms and sweatshirts within PE. From discussions with the Head of PE it seemed that the PE department at St Anne's was receptive to the implementation of change if required.

#### ***Level 4: Whole School Ethos and Co-ordination***

This level of intervention involves changes to policies and practice relating to girls across the whole school. It is anticipated that this level could also have an impact on student learning outcomes, but these are more likely to be mediated by practices at levels 1, 2 and 3 than having a direct effect. The school ethos at St Anne's was positive about PE for both genders. Posters could be seen around school notice boards and within PE classrooms of girls, boys, women and men participating in sport. The PE department is equal in gender and they have one male Partnership Development Manager and one female School Sport Coordinator. The recent status of becoming a Specialist Sports College in September 2000 gives evidence that the Head Teacher supports PE and sport as an important part of St Anne's school ethos.

#### ***Level 5: School-community Links***

This level of intervention involves the development of explicit links between the school and community to help promote a long-term increase in sport and exercise amongst girls. Level 5 interventions are also thought to have a direct impact on student learning outcomes. The work of the recent School Sport Coordinator and Partnership Development Manager, along with the Director of Sport involves the creation and development of such links.

### **4.3. About the Pupils**

School uniform is compulsory attire for all pupils, throughout all years at St. Anne's. They have a PE uniform that reflects the more relaxed policy that was introduced following research evidence heard at local PE meetings and in response to awareness of pupils' attitudes to PE kit at their school. Boys and girls can wear tracksuits or shorts



depending on their preference, as long as they adhere to the navy or black colour scheme. They wear navy or black PE style tops and again, if wished, tracksuit tops. Girls within the research groups varied in their styles and some were more image-conscious than others, pushing the boundaries of what would be acceptable or not as sports dress. Boys mostly wore more traditional style sports kit of shorts and a collared T-shirt.

At the beginning of the SE season the girls were quieter than the boys towards Mr Lee, as he had not taught the majority of them before. They waited quietly in the corridor outside the sports hall when Mr Lee was around (talking when he wasn't) and sat or stood quietly listening to instructions during the lessons. Conversely, the boys were more boisterous in the same situation and were happy to talk to the teacher from the outset, as they knew Mr Lee, having been taught by him for several years. As the weeks progressed most pupils showed that they were happy to speak to the teacher and asked questions at ease. This reflected the fact that pupils felt Mr Lee was an approachable teacher. By the time the competitive season was due to start, pupils behaved in a fairly relaxed style with the teacher.

When pupils were active within the lessons, they talked with their friends while playing or practising. At various stages pupils looked happy, as if they were enjoying the lessons. During the later stages when pupils were waiting to play matches within the competitions, a few of the girls, mainly in Group 2 appeared bored and restless. Having already participated in all the games that they were able to play, due to the fact that some of their opposition were absent on school trips, it meant that they were left at a loose end.

#### **4.4. The Season of Sport Education at St. Anne's**

The SE season at St Anne's set out to follow the plan of sessions and tasks as illustrated below in Table 4.1. Comments are added within the table to indicate details relating to the actual session where they differed to that planned, the nature of how the tasks were presented or any other key issues to be highlighted. Overall the planned 20-session unit was reduced to 17 sessions for Group 1 and 16 sessions for Group 2.



**Table 4.1: Sport Education Unit for Year 10 Badminton Season: 20 x 1 hour Sessions**

Session (week)	Class Tasks
<p><b>1 (wk 1)</b> Monday 12<sup>th</sup> Feb – Friday 16<sup>th</sup> Feb, 2001</p>	<p>Introduce Sport Education concept and the Unit. Explain and demonstrate the set-up of ‘home court’ and warm-up routines based on 1 with 1 pairs in co-op rallies. Describe roles of teams, captains and members. Provide schedule of season events.</p> <p><b>Comments:</b> SE started Tuesday 13<sup>th</sup> February 2001 for Group 1. A schedule of season events was provided verbally. They ended with a 7-point game with 2 playing and 1 acting as a coach. Group 2 only had one session this week and this was that taken by the supply teacher so SE started in week 2 for them.</p>
<p><b>2 (wk 1)</b></p>	<p>Supply teacher for both groups.</p>
<p><b>February Half Term</b> <b>Monday 19<sup>th</sup> – Friday 23<sup>rd</sup> February 2001</b></p>	
<p><b>3 (wk 2)</b> Monday 26<sup>th</sup> Feb – Friday 2<sup>nd</sup> March, 2001</p>	<p>Announce 4 balanced teams, 3 girls and 3 boys. Introduce Badminton basics. Warm-up routine for teams. Clinic on basic skills. 1 v 1 games with alternate server and up to 5 points.</p> <p><b>Comments:</b> Group 2 covered most of sessions 1 and 3 in this lesson, to be at the same stage as Group 1, except for selecting the roles. Group 2 started SE Friday 2<sup>nd</sup> March, 2001. Group 2 were asked to think about whom they would select for Captain etc. for next week. The teacher went over the purpose of SE and the home courts to recap following a week’s break with half term. Pupils were asked to get into their teams and to decide who would carry out each of the roles. The teacher had explained the roles verbally. Reciprocal learning cards were used as a way of teaching the grip and serve where one pupil acted as a coach and the other the player. The lesson ended with 1 v 1 conditioned game, alternative serves, rally-points system with 2 points for winning on a good serve.</p>
<p><b>4 (wk 2)</b></p>	<p>Team warm-ups and basic skills clinic. Court boundaries and lines/areas. Team practice: serve – clear and/or drop shots. 1 v 1 games up to 5 points with focus on serve – return.</p> <p><b>Comments:</b></p>



	<p>Changes were made to Group 2. Two extra boys joined the class and 2 girls left, as the pupils had changed their choice of PE. In Year 10 pupils were given the choice about which sport they wanted to take. This meant 2 teams had an imbalance of gender, Teams A and D only had 2 girls in each team while the others had 3 in each.</p> <p>Group 2 selected their roles this week.</p> <p>Final activity was a game to 7 points where they gained 2 points if they won with a smash on return of serve.</p> <p>Girls and boys in Group 2 were still separate to the boys in their warm up activities rather than warming up as a whole team or in mixed pairings. This was also mostly the case in Group 1.</p>
<p><b>5 (wk 3)</b> Monday 5<sup>th</sup> March – Friday 9<sup>th</sup> March, 2001</p>	<p>Team warm-up and basic skills clinic. Team practice – overhead shots including Smash. Rules of service and return. 1 v 1 games score on serve only up to 5 points.</p> <p><b>Comments:</b> Mr Lee used the video to observe their play and give pupils feedback. Played games to 9 points, swapping over team members.</p>
<p><b>6 (wk 3)</b></p>	<p>Team warm-up and basic skills work. Team practice – drives and net shots. Rules of scoring in singles and doubles. 1 v 1 singles games with scoring to 7 points.</p>
<p><b>7 (wk 4)</b> Monday 12<sup>th</sup> March – Friday 16<sup>th</sup> March, 2001</p>	<p>Teams warm-up and work on basic strategy. Team practice – skills review and strategies to use. Rules relating to setting and changing servers/scores. 1 v 1 games in set times (10 minutes).</p> <p><b>Comments:</b> Mr Lee went over the rules for singles play. Pupils were told they had the rest of the session and the next session to prepare for the singles matches starting next week. Pupils organised the seeds within their team, i.e. who would play seed 1, 2 or 3. Pupils were asked to sort out how they would organise the gender imbalance when working out the seeds. Where the teams had just 2 girls, 1 would have to play again to give an opponent for the number 3 seeds in the other teams. Similarly, the boys had to come up with a solution to how they would organise the 4th player when only 3 seeds were needed.</p>
<p><b>8 (wk 4)</b></p>	<p>Teams warm-up and clinic on doubles play. Teams practice doubles play and strategy. Rules of doubles scoring. 2 v 2 games alternate serves to 7 points.</p> <p><b>Comments:</b> Mr Lee was away for Group 2 Friday sessions, so a Supply Teacher took the session. Pupils knew what they were doing and so just organised themselves and worked as usual during the session.</p>



<p><b>9 (wk 5)</b> Monday 19<sup>th</sup> March – Friday 23<sup>rd</sup> March, 2001</p>	<p>Teams warm-up and review doubles strategies. Teams practice singles and doubles play. 2 v 2 games with score on serve only.</p> <p><b>Comments:</b> It was clear that pupils knew what they were doing each PE lesson and what to expect as they went straight into the sports hall and started to get the equipment out, warmed up and commenced activities without waiting for teacher instruction. The roles were explained again in more detail, as pupils weren't always carrying them out effectively.</p>
<p><b>10 (wk 5)</b></p>	<p>Teams warm-up routine. Discuss 'flights' teams within the team. Singles, doubles and mixed doubles. Round robin singles and doubles tournament. Team practice preparation for tournament.</p> <p><b>Comments:</b> Further explanations about the roles were made in relation to the tournaments e.g. how to deal with disputes about rules, organising who is playing when etc. Limited attendance for Group 2 due to heavy snow and buses not arriving at school.</p>
<p><b>11 (wk 6)</b> Monday 26<sup>th</sup> March – Friday 30<sup>th</sup> March, 2001</p>	<p>Team warm-up and preparation for round robin tournament. Captains decide upon flight assignments.</p>
<p><b>12-15 (wks 6 &amp; 7)</b> Monday 26<sup>th</sup> March – Friday 30<sup>th</sup> March, 2001 2<sup>nd</sup> April – 6<sup>th</sup> April, 2001</p>	<p>Round-robin tournament.</p> <p><b>Comments:</b> Singles tournament started this week. Mr Lee discussed the roles and responsibilities sheet that was handed out to try and encourage pupils to keep to their designated roles (see Appendix 4). An observation sheet was also handed out (Appendix 5) for pupils to use during the doubles competition, as the singles were finishing this week.</p>
<p><b>EASTER</b> <b>Friday 6<sup>th</sup> April- Sunday 22<sup>nd</sup> April 2001</b></p>	
<p><b>16 (wk 8)</b> Monday 23<sup>rd</sup> April – Friday 27<sup>th</sup> April, 2001</p>	<p>Team warm-up practice. Analyse and evaluate performances and work on further strategy. Discuss flights for mixed doubles tournament.</p> <p><b>Comments:</b> Pupils were told that they would start and finish the doubles within 2 weeks as the SAT exams were due to take up the sports hall that Mr Lee had not been previously aware of. Some pupils were on school exchange that also upset the smooth running of matches for all pupils. It only really influenced the girls' sessions as 5 girls from Group 2 were away on school exchange. This meant only one pairing of girls' doubles could be made that week for this group,</p>



	leaving two sessions for them to finish the rest of the doubles games. This was adequate but meant they didn't have any competitive games to play in that lesson after the one match. The mixed doubles tournament did not take place, as time was too short as the sports hall was out of use with exams in week 10. Observation sheets weren't fully used in the evaluation of performances.
<b>17-19 (wks 8 &amp; 9)</b> Monday 23 <sup>rd</sup> April – Friday 27 <sup>th</sup> April, 2001  Monday 30 <sup>th</sup> April – Friday 4 <sup>th</sup> May, 2001	Mixed doubles round-robin tournament.  <b>Comments:</b> No mixed doubles.
<b>20 (wk 10)</b> Friday 4 <sup>th</sup> May, 2001	Festival games winners play-offs etc. Awards and final scores.  <b>Comments:</b> Lunchtime festival occurred in week 9 not week 10 as planned.

#### 4.5. Describing the Context of SE Lessons

I observed all Group 2 lessons held twice a week and half of Group 1 lessons spread across the 10 week SE season, which allowed me to make the following observations about the environment and general context in which the lessons were held. When pupils entered the sports hall at the beginning of the lesson, the room temperature was cold more often than not. This was most prominent during the first two lessons for each group when the pupils sat shivering on the sports hall floor listening to Mr Lee while he took the register, dealt with non-participants and introduced the lesson activities. The heating in the sports hall wasn't kept on all the time, it was put on at the start of a lesson, thus, if a session followed another teacher's PE lesson then the hall would be warm, but mostly this wasn't the case with other activities held outside or in the old gym or dance studio. As sessions became more student-centred and organised, with the responsibility progressively being handed over to the pupils, this became less of an issue. The pupils were then active from the start of lessons, upon entering the sports hall, rather than having to wait around for the register to be taken or for Mr Lee to introduce the session.

I discussed the cold environment with Mr Lee who agreed with my observations and felt that even though pupils were in tracksuit bottoms and tops, "perhaps providing them



with additional kit of polo shirts, sweatshirts and a tracksuit would allow them to ‘put on the layers’ as adults do in club sports” (FN,2.03.01). As a consequence of Mr Lee being made aware of this situation, and having had time to reflect on it, the provision of additional kit is now an option that may well be implemented in the future. However, heating wasn’t an issue raised by the pupils, only an observation made by the researcher. It is thought that the pupils were used to this situation, accepting it as the norm and thus it was never raised in discussion.

The SE classes had four ‘home courts’, one for each team. There were four badminton courts set up with an adjoining net between each court to extend the size of the home court to enable all pupils to play at once without it being too cramped or dangerous. The ideal situation could be said to be one where there were enough courts to cater for a maximum of four people on court (as there were on the ‘real’ courts) but with no adjoining net, as playing in between the courts gave less of a ‘real’ badminton experience.

From the very first lessons, responsibility was shifting to the pupils with Mr Lee asking them to get involved with decision-making, organisation or coaching of others. Mr Lee also commented on this to me during the lesson: “I’m trying to move more of the responsibility over to them now, it will be interesting to see how they handle it and work together” (FN,8.03.01). In lesson 1, Group 1, the pupils acted as coaches during the final lesson activity. The activity was a modified game; being a 7-point half court game, where two singles games per court (and team) took place, leaving two pupils in each team to act as a coach per singles pair. The pupil coaches were asked to help correct the faults of the players to try and improve the standard of performance. This also created a task-oriented motivational climate (Nicholls, 1984), as will be discussed in more detail later. By their second session pupils were asked to come straight into the sports hall and get out their own equipment, go to their ‘home court’ and work as a team by beginning with a warm-up. This style of teaching allowed pupils to get involved more quickly and spend less time waiting for teacher instruction, something that was noted by pupils within focus group feedback discussed later.

In lesson 3 for Group 1 and lesson 2 for Group 2, part of the lessons involved the use of reciprocal learning cards to help the pupils teach each other the serve. Group 1 had already had a teacher-directed lesson on the serve in their first session, however Group



2 had missed the equivalent lesson owing to Mr Lee being absent at that time. It was clear however, that the boys did not favourably receive the reciprocal learning cards. Observations (FN,27.02.01) also supported this where some of the pupils used the cards while others, noticeably the boys, carried on playing out the rally instead of focusing on the serve. Mr Lee was able to correct some pupils but not all, in trying to encourage them to use this approach.

Mr Lee used another type of teaching method in addition to the reciprocal learning cards, by using a video to record the play and give immediate feedback to the pupils. This added an element of fun to the lesson and gave the pupils an opportunity to adapt their performance from visual feedback supported by the teacher. This again, helped the pupils to take charge of their learning, as will be discussed later. It also shows evidence of Mr Lee using a range of teaching methods to help motivation and to provide a task-oriented climate. However, the pupils didn't mention this within discussions.

The boys appeared more eager and keen on badminton, evidenced both in them being first to lessons and in their attitude within lessons. This was reinforced over the weeks as I stood waiting with the boys before Mr Lee and the girls arrived later. The boys invariably had to wait at the beginning of lessons outside the sports hall in the corridor while Mr Lee and the girls arrived. This normally took between 5-10 minutes after the boys were changed, as they were quicker to get ready. This was something that was brought up in interviews as something they disliked, illustrated later in this Chapter. While waiting the boys engaged in friendly banter with their peers about who they were going to play against and beat and talked about the sessions, such as about the roles or competitions (FN,G2,14.03.01). The only change to this routine was the first day of the competitions for Group 1 when some of the girls arrived first, discussed later in the findings. The boys were also noted to give more energy and enthusiasm in play during lessons (FN,G1,01.05.01). The boys generally would play games whenever they had a free moment, whereas on observation the girls appeared to be less motivated to do so.

The nature of SE at St Anne's is described next, taking Siedentop's six key features that make up the SE model. Descriptions of the six key features illustrate the mechanisms and context of the pupils' learning experiences, laying the foundations from which the findings emerged.



#### **4.6. Siedentop's Six Key Features of SE as Implemented at St. Anne's School**

*Seasons.* The badminton SE sessions were structured within a season consisting of basic skill learning, tactics and rules sessions considered as pre-season, a main season where the singles and doubles sessions were played and a final event where the two badminton groups that had worked separately during the seasons, came together in competition at the end. The aim of having a 20 session season was reduced by the end of the season to 17 for Group 1 and 16 for Group 2 due to unforeseen circumstances, such as school closure with snow, use of sports hall for SAT examinations and teacher absence.

*Affiliation.* This was created at the start of the badminton sessions with the allocation of pupils to teams. Mr Lee decided on the teams, trying to keep friendship groups together wherever possible while aiming to achieve equal ability groups. The ability aspect appeared to work across the season with pupils having challenging matches within singles and doubles competitions. The friendship groupings also appeared to work with mixed gender groupings on the whole, except for Team B within Group 2 where the problems emerged that prevented their group working effectively. Working as a team member required students to focus on the affective domain to initially communicate and work effectively with their peers, followed by the cognitive domain during the pre-season to work out what practices they should do to improve team performance and then the psychomotor domain to practice what they had planned. Team affiliation was not achieved with Team B in Group 2 where there clearly was a breakdown of learning within the affective domain. This was noted within my field diary and further discussed later.

The indirect teaching approach of SE requires skills in communication that may not be developed with this age (15 years) during adolescence when relationships between boys and girls perhaps are more challenging. Furthermore, SE requires students to be cooperative, thus where they are not used to having to work in this way there is the potential for teamwork to breakdown. Mr Lee's intervention where there was team conflict focused on providing a job description for their roles to explain how the boys were to work with the girls. He also tried to encourage team affiliation through an approach also suggested by Metzler (2000):



“...the teacher can suggest that students need to be looking at the bigger picture, and that the team’s success is more likely if they learn to approach sport from multiple perspectives”.

(p.260)

However, over the relatively short period of 10 weeks with pupil absences also affecting group cohesion, the success for this team was not achieved.

Group 1 had a slightly different experience to that of Group 2, as Group 1 had equal numbers of boys and girls, so they had the same number of games and were balanced in teamwork. Group 2 consisted of 2 teams with 2 girls and 4 boys. This meant the boys and girls didn’t have the same number of matches when playing the doubles matches as there could only be 1 pair of girls’ doubles per team in contrast to 2 pairs for the boys (where there were 3 boys per team, 1 boy played twice to enable 2 pairs to be achieved). This did not appear to affect the teamwork of the groups where there were more boys than girls as the team that did not work well together had 3 boys and 3 girls. It did however, seem to impact the flow and interest in the competitions during one particular session, where 3 out of 8 girls looked bored as they had few matches to play and had finished playing mid-way through that one session (FN,G2,27.04.01). They could have been supporting their teammates and been active in a non-playing role, but at this stage in the season for these girls (who generally showed less motivation during PE) nearing the last PE session, they didn’t show enthusiasm to do so. The rest of the girls present, in contrast, seemed quite happy to support their teammates or play a friendly mixed game when a court became available.

Group 2 also differed to Group 1, as noticed by Mr Lee who remarked how it was difficult to say exactly what the difference was, but on reflection felt: “I think Group 1 are probably less competitive than Group 2” (FN,5.03.01). My observations and thoughts support this, on both accounts. It was not that they didn’t enjoy the competitions as both groups agreed the competitive element of SE was one of the best aspects of this approach. Group 1 differed also in personalities within the group. Most noticeable was the presence of a dominant girl who helped to relax the atmosphere by displaying a more boisterous character. Evidence of this was obvious during the first game when she encouraged the others within her team to cheer loudly to support their teammates (FN,G1,27.03.01). This type of overt loud behaviour wasn’t evident in



Group 2. The girls within Group 1 appeared generally to be more confident than Group 2 girls. This was further reflected by the girls in Group 1 undertaking more of the 'power' roles, such as Coach, Captain and Team Manager, whereas Group 2 girls were score keepers (statistician), equipment managers or umpires. Mr Lee also recognised at the start of the season that about 30% of Group 2 "were not particularly well disposed to PE" (TI,23.02.01). The challenge was to try and encourage these pupils to have a more positive attitude to PE, as shown in the findings.

A further difference highlighted by Mr Lee at the beginning of the season, was that he felt Group 2 were more competent at badminton overall than Group 1 (TI.02.03.01). This was thought to enable them to move more quickly through the first few sessions to catch up the lost lesson time, so they could be at the same stage as Group 1. Mr Lee didn't feel however, that any evident difference in competence would have a significant impact on the perceptions of SE between groups and thought the level of motivation between groups was comparable at the start of the season (TI.02.03.01).

***Formal competition.*** The formal competition was carried out following the pre-competition learning of basic skills, tactics and rules within practices and shorter games. The singles competitions started in lesson 8 for Group 2 and lesson 10 for Group 1. Competitions were then carried out for badminton singles and doubles (level not mixed) of pairings across teams. There were 6 players per team, 3 boys and 3 girls (except in Group 2 where the gender imbalance of 14 boys and 10 girls meant 2 teams had 4 boys and 2 girls), each ranking themselves from seed 1 to 3 for each sex. For example, in the singles matches seed 1 boy or girl, Team A, played seed 1 boys or girls within Team B, C and D. Where there were only 2 players within a team playing a team with 3 girls, 1 of the girls did not play that team. In the doubles matches, seed 1 with 2 and 3 with either 1 or 2 formed two doubles pairs per team (except where the boys' teams had 4 boys, then the pairs naturally formed into seed 1 with 2 and 3 with 4). The girls within Group 2 had to miss out a game within the doubles competition to accommodate the 2 teams where there were only 2 girls per team. This gender imbalance was not ideal but was created by an unavoidable change to the total group composition at the start of the season. It didn't however, emerge as a major concern for the majority of pupils as indicated from group interviews, but is further discussed in later Chapters.



***Culminating event.*** A culminating event was carried out with games limited to the final boys' and girls' doubles and singles match winners from both groups competing against each other, an event competing Group 1 against Group 2. The event was held over the 1-hour lunch period with some pupils arriving early (if they hadn't a lesson before lunch time) to practice. Pupils weren't informed about this event until the later stages in the competition season. All pupils within both groups were encouraged to turn up to the sports hall to support the team players that were competing, but not all did. There were about half of the total number of pupils across both groups with some spectators from outside of each PE group. One noticeable spectator was the younger brother of one of the girls' singles finalist who came to support his sister. Although this girl enjoyed badminton regardless of the style of PE lesson (G2,Ami,01.03.01), it illustrates the potential for this teaching method to encourage wider interest in PE. In SE it is intended that all should participate in this final event whether playing or not.

***Keeping records*** of games played is a necessary part of sports play in competitions within a sports season where one is looking for a winner or to reward participants in some way. Record keeping (statistician's role) was allocated to one pupil within each team, most often to a pupil who didn't want to take on the other roles of responsibility.

***Festivity.*** Limited festivity was shown, for example, there were no team colours, banners or advertising and not all teams created their own team name.

Describing Siedentop's six key features and the way they worked at St Anne's provides an illustration of the context of the pupils' learning experiences that gave the opportunity for change in pupils' physical activity levels, psychological motivational profile and explanations about which style of PE (SE or usual PE) was preferred, answering the main research questions to follow.



## **4.7. Pupils' Physical Activity Levels**

### ***4.7.1. Research Question 1: Are There Any Changes in Adolescent PA Patterns Following Intervention?***

In answering the above research question, overall the majority of the sample at St Anne's school meets the International Consensus Conference on physical activity guidelines for adolescents (Sallis & Patrick, 1994) doing a minimum of the equivalent of one hour a day of moderate activity. This can be seen in Tables 4.2 and 4.3 for both SE and non-SE groups pre- and post-intervention, where the mean average number of hours per week is shown. The intensity was measured using Ainsworth's (2000) compendium of physical activities using the metabolic equivalents (METs) for the questionnaire activities. Volleyball has the lowest activity rating of the sport and dance category, rated at 3 METs, but as no pupils reported doing Volleyball the intensity of sport and dance activities done by the pupils was greater or equal to 4 METs. All exercise and general activities were between 3-8 METs, so falling in the moderate and vigorous categories as set by the ACSM (Pate, 1995). This shows that the majority of pupils were more than meeting the physical activity recommendations for health, in both intensity and duration, where the ACSM rate moderate intensity as 3-6 METs.

Looking specifically to see whether any changes in physical activity patterns were made pre- to post-SE, the post intervention SE groups (1 and 2) did more general physical activity and exercise (Tables 4.2 and 4.3). Significance ( $p \leq 0.01$ ) was shown pre to post for the general physical activity category. No significant difference was found between groups and gender pre to post for the other categories ( $p > 0.05$ ). Looking directly at racket sports to relate to the type of sport measured in this research (Table 4.4), the SE group did more mean hours per week post intervention with more pupils participating, when compared to baseline and norm group ( $p < 0.01$ ). This didn't include the 2 hours of badminton played each week in SE PE.

It was perhaps expected that the SE group would do more hours of racket sports per week as pupils had selected badminton for their PE option out of a range of available sports options, for example tennis, rugby, dance, and so it would be expected that they had an element of interest in at least one racket sport, while also recognising that pupils are influenced in their selection of PE options for other reasons, such as preferring to take indoor-based activities. Furthermore, it could also be that badminton was viewed



as a better option, particularly for those who are disengaged with PE. But this argument doesn't stand for the fact that the same number of pupils were active at baseline in these sports for both groups. Post-intervention the number of *hours* significantly increased for the SE group from an average of 1.8hrs/wk to 3.2hrs/wk ( $p= 0.004$ ), in comparison to the non-SE group showing no change with 1.2hrs/wk before and after. There was also a corresponding increase in the *number* of pupils playing racket sports following intervention, 23.9% to 39.1% for the SE group in comparison to 23.9% to 26.1% for the non-SE group, as shown in Table 4.4.

The increase in physical activity overall may have been influenced by seasonal variation with baseline results in February and post-intervention results taken in early May. It may also have been due to being familiar with the questionnaire tool itself on second completion, where pupils might have been more inclined to provide detailed responses, as they knew what to expect and could fill it in more quickly. As it was, there was more missing data. This would suggest questionnaire fatigue rather than a willingness to give more detail. However, these changes would be expected for both groups, suggesting that SE positively influenced physical activity levels. When considering racket sports alone it might also be thought that the increases pre to post would be expected for both groups, however, it could also be that the increases in seasonal variation only impacted on those who were already more keen on such racket sports as indicated by their choice in PE option. Yet, as both groups had the same level of participation at baseline (relating to the number of participants) and as both general physical activity and racket sports increased, it would suggest a positive intervention effect was achieved. It is also recognised that such increases may not have been in badminton alone, but could also be accounted for by increases in tennis, table tennis or squash (as the questionnaire asks generally about racket sports rather than about badminton itself), where tennis is likely to increase in popularity during the spring and summer months. This would be something to investigate in future research.

Looking at the missing data, baseline statistics showed 15.2% of the sample ( $n=10 + 4/$  the total sample, 92,  $\times 100$ , as seen under 'Missing' columns in Table 4.2), to do no sport and dance activities, 27.2% no exercise and 9.8% no general physical activities. All respondents filled in data for sedentary activities. There may have been some pupils however, who omitted questions about physical activity due to questionnaire fatigue, even though all filled in the sedentary section. Each of the active sub-sections appear



as a long list of activities on one page, but when moving on to the sedentary activities it is near to the end and on a new page and so may be more encouraging to complete the questions. A further explanation may also be that most of the sedentary activities required a positive answer from the pupils, for example, all pupils would be expected to have homework within a week, sit and talk with friends, and watch TV, with the other activities, talking on the phone, using the computer or video games or reading, being more common to the majority than some of the physical activities. This may then have encouraged the full completion within this section. There were also questions within the sports, exercise and general activities that pupils asked for clarification, such as, walking for exercise and walking for transportation and hiking, that some pupils felt introduced an element of repetition. Some pupils seemed irritated at this, thus perhaps also explaining some missing data within the active sections. Given such considerations, these figures can be viewed as a worst-case scenario.

Post intervention missing data in the physical activity categories show figures to increase with 22.8% ( $n=8+13/92 \times 100$ ), 34.8% and 22.8% respectively for sport and dance, exercise and general physical activities. In addition, there was missing data from sedentary activities with 11.9% of pupils not reporting their activities. This suggests the increases in missing data are more related to questionnaire fatigue rather than to the lack of activities participated in because of the differences shown between baseline and post questionnaire missing data for each category. Furthermore, the sedentary activity questions can be viewed as all-inclusive (i.e. all should report a certain amount of sedentary activities relating to the questions) expecting that pupils spend a minimum amount of time in activities such as sitting and talking to friends. It maybe that the loss of data, as indicated here to refer to questionnaire fatigue, could have been improved if the administration of this tool was taken more seriously, as highlighted later in this section.



**Table 4.2: Hours Per Week of Physical Activity and Sedentary Behaviours for SE and Non-SE Groups at Baseline.**

<b>Activity</b>	<b>SE Group Mean hrs/wk</b>	<b>SD hrs/wk</b>	<b>Missing n=46 (%)</b>	<b>Non-SE Group Mean hrs/wk</b>	<b>SD hrs/wk</b>	<b>Missing n=46 (%)</b>
Sport & Dance	4.3	3.3	10 (21.7)	4.1	3.1	4 (9.5)
Exercise	3.2	2.3	17 (36.9)	3.4	3.0	8 (17.4)
General Physical	2.7	2.6	5 (10.9)	3.8	6.5	4 (9.5)
Sedentary	28.2	24.2	0 (0)	25.0	16.5	0 (0)

**Table 4.3: Hours Per Week of Physical Activity and Sedentary Behaviours for SE and Non-SE Groups Post-intervention.**

<b>Activity</b>	<b>SE Group Mean hrs/wk</b>	<b>SD hrs/wk</b>	<b>Missing n=46 (%)</b>	<b>Non-SE Group Mean hrs/wk</b>	<b>SD hrs/wk</b>	<b>Missing n=46 (%)</b>
Sport & Dance	6.8	7.1	8 (17.0)	6.9	6.9	13 (28.9)
Exercise	5.9	6.0	15 (31.9)	4.5	5.1	17 (37.8)
General Physical	5.4	6.1	8 (17.0)	3.0	2.1	13 (28.9)
Sedentary	25.9	24.5	2 (4.2)	19.9	12.0	9 (20)

**Table 4.4: Hours Per Week in Racket Sports for SE and Non-SE Groups Pre- and Post-intervention.**

<b>Activity</b>	<b>SE Group Number of Pupils (%)</b>	<b>Mean hrs/wk</b>	<b>SD</b>	<b>Non-SE Group Number of Pupils (%)</b>	<b>Mean hrs/wk</b>	<b>SD</b>
Racket Sports Pre-SE	11 (23.9)	1.8	2.5	11 (23.9)	1.2	0.7
Racket Sports Post-SE	18 (39.1)	3.2	2.9	12 (26.1)	1.2	0.8



#### **4.8. Pupils' Psychological Motivational Profile**

In answering Research Question 2: How do the attitudes of adolescent boys and girls (to PE and sport) change following intervention using the Sport Education Model? Table 4.5 shows the means and SD's for each variable for the SE and non-SE groups pre- and post-intervention. Ideally, when defining success, an increase in task orientation and a decrease in Ego scores would be preferable. This would suggest that pupils were placing more importance upon personal improvement and skill learning than at baseline. A decrease in amotivation would indicate pupils were less disinterested or demotivated to participate. Increases in the RAI reflect more internal reasons for participating and greater feelings of autonomy. An increase in incremental beliefs would indicate pupils had stronger beliefs about sporting competence being changeable and that improvement through practice, for example, is possible. In support of this, a decrease in entity beliefs signifies pupils believe less strongly that sports competence is fixed. Finally, increases in sporting competence, confidence, attractiveness and strength suggest pupils have more positive perceptions of their own ability and self in sport and so increases would be most desirable post-intervention.

Repeated measures ANOVA showed no change for Amotivation and Relative Autonomy Index (RAI). Repeated measures MANOVA showed no significant interaction ( $p > 0.05$ ) for each of the psychological motivational profile variables and no main effect ( $p > 0.05$ ) between groups or gender before or after intervention, hence no post-hoc univariate tests were carried out. The questionnaire results did not reveal the strength of positive findings to those observed qualitatively. This may have been for example, because some scores 'had not much to improve', such as Task scores that were relatively high at baseline and post-intervention both showing positive Task scores. Furthermore, where the findings show decreases in the psychological motivational variables within the SE group, they also show similar decreases in the norm group. Similarly, where increases in the SE group are evident, a corresponding rise is also indicated within the non-SE group. This suggests that no significant changes could be attributed to the intervention both positively or negatively. One explanation is that the instrument was not sensitive enough to detect change over a 10-week period. For example, changes in the Task orientation of an individual could take several months to produce significant long-term changes even though the intervention may have raised awareness subconsciously or consciously about being more Task oriented or actually temporarily changing behaviour to reflect a Task approach, that could revert back to



their natural disposition once out of context i.e. in responding to a questionnaire. In addition, it was felt that the administration of the questionnaire could have been conducted in a way that encouraged pupils at St Anne's to take it more seriously and perhaps have given more accurate results, particularly post-intervention where some pupils were laughing and talking through completion.

**Table 4.5: Mean and Standard Deviation of the Psychological Motivational Variables for the SE and Non-SE Groups Pre- and Post-intervention.**

<b>Psychological Motivational Variables</b>	<b>SE Group Mean (SD) Pre-Intervention</b>	<b>SE Group Mean (SD) Post-Intervention</b>	<b>Non-SE Group Mean (SD) Pre-Intervention</b>	<b>Non-SE Group Mean (SD) Post-Intervention</b>
Task	3.7 (0.7)	3.6 (0.7)	3.9 (0.6)	3.9 (0.7)
Ego	2.5 (0.9)	2.6 (1.0)	2.3 (0.9)	2.4 (0.9)
Amotivation	2.1 (0.8)	2.3 (0.9)	1.8 (0.7)	2.0 (0.8)
RAI	3.3 (4.6)	2.3 (4.3)	5.2 (4.7)	3.8 (4.5)
Incremental	3.8 (0.6)	3.7 (0.6)	4.1 (0.5)	3.8 (0.8)
Entity	2.4 (0.6)	2.6 (0.7)	2.4 (0.5)	2.5 (0.6)
Sports Competence	2.5 (0.6)	2.5 (0.6)	2.6 (0.6)	2.6 (0.6)
Sports Confidence	2.6 (0.7)	2.5 (0.6)	2.8 (0.6)	2.7 (0.6)
Attractiveness	2.3 (0.6)	2.3 (0.6)	2.4 (0.7)	2.3 (0.7)
Strength	2.3 (0.5)	2.3 (0.4)	2.4 (0.6)	2.5 (0.7)
Physical Self Worth	2.5 (0.6)	2.5 (0.6)	2.5 (0.6)	2.5 (0.6)
Global Self Worth	2.8 (0.6)	2.7 (0.6)	2.9 (0.7)	2.8 (0.6)

#### **4.9. Pupils' Overall Learning Experiences from SE**

Looking at the physical activity levels and psychological motivational profile scores, the most positive findings appear from the changes shown in racket scores indicating more boys and girls played post-SE within the SE groups compared to the non-SE group. This may relate to the qualitative findings that show the overwhelming majority



of pupils in both groups at St Anne's to prefer SE to their usual PE experiences (answering Research Question 3: Do adolescents prefer Sport Education as a way of teaching PE to their usual PE lessons?). This could suggest that the positive SE badminton experiences motivated pupils to play more racket sports outside of PE time, although no significant changes could be attributed to the model from a quantitative perspective. SE Group 1 was unanimous that they preferred this way of teaching. Group 2 girls and boys had mixed feelings with the majority preferring SE or being indifferent and a small minority preferring their usual PE experiences. This view was still held in the 9 months follow up.

The interplay of qualitative data generated the following themes that are discussed in Chapters 5 – 9. They answer Research Questions 4: What are the mechanisms and context of Sport Education that influence attitudes to PE and Sport? and 5: Are there any differences in attitudes between boys and girls? The key emergent themes were: competition, the changes in power between teacher to pupil and between pupils, team affiliation and consistent team membership, reconfiguration of the motivational climate in PE and changes to traditional PE to provide a more authentic approach. These themes relate to the nature of Siedentop's SE in that it is described as having six key features, with competition, team affiliation and role playing (changing the power hierarchies) being part of these. The changes to the motivational climate towards a more Task oriented approach and to provide a more authentic learning experience to that of community sport are also aims of Siedentop's SE. In this way, the themes here verify that a degree of authenticity in the SE model was carried out.

The themes are also illustrated within Table 4.6 where the summary of the majority of what pupils liked or disliked about SE from focus groups are represented. The term like was used synonymously with 'enjoy': "if you like something you enjoy it, yeah they're the same thing really" (FU,G.1G) and when asked how this related to how they were motivated, all pupils agreed (across all focus groups) that if they liked or enjoyed something they were more motivated. So an increase in enjoyment or what they liked linked with an increase in motivation.



**Table 4.6: Triangulation of Focus Groups: Summary of Findings**

<p><b>SUMMARY OF MAJORITY LIKES</b>  <b>Categories (Themes)</b></p>	<p><b>SUMMARY OF MAJORITY DISLIKES</b>  <b>Categories (Themes)</b></p>
<p><b>All Groups</b>            Competitions (Competition)            Being with friends (Team Affiliation, Power Hierarchies)</p> <p><b>3/4 Groups</b>            Good teaching (Power Hierarchies, Motivational Climate)            Playing games straight away (Competition, Power Hierarchies)</p> <p><b>Boys only</b>            Playing mixed ability and seeding (Team Affiliation, Competition)            Playing against other people (Team Affiliation, Competition)</p> <p><b>Girls only</b>            Relaxed environment (Motivational Climate)            Having responsibility (Power Hierarchies, Motivational Climate)            Working in a team (Team Affiliation, Power Hierarchies)</p>	<p><b>All Groups</b>            None</p> <p><b>3/4 Groups</b>            Score sheets (Power Hierarchies, Team Affiliation, Changes to Traditional PE)</p> <p><b>Boys only</b>            Roles (Power Hierarchies, Team Affiliation, Changes to Traditional PE)            Cooperative learning cards (Power Hierarchies, Motivational Climate)</p> <p><b>Girls only</b>            Not being with friends (Team Affiliation)</p>



## 5. COMPETITION

This chapter addresses the debate on competition in school PE and whether it is a negative or positive feature. It also looks at competition in SE and at evidence that suggests that the negative aspects of competition can be reduced or eliminated by using the SE model. Sub-themes that emerge from St Anne's experience, discuss both positive and negative features, specifically looking (1) at how the competition in this SE season at St Anne's provided motivation during sessions where the intrinsic aspects of competition were viewed positively and (2) at the pressure that can be created through competing.

Competition has been debated for several decades. Such discussion has shown extreme views from one end of the spectrum to the other:

“Competition in sport is, in essence, an expression of friendship, mutuality, goodwill, in which we pay each other the high compliment of offering each other our best opposition to provide for ourselves and the other the satisfaction found in striving to do one's best”.

(Metheny, 1977, p.71, in Drewe, 1998)

“Ironically, people are being destroyed by an extension of their own competitive ethic. They know their game of football, their game of politics, their game of life. Win in any way you can. The wholesale subscription to this principle motivates the most 'savage' acts of our time. Assassins, terrorists, warriors, and war makers are not 'crazy', they have merely bought the win-at-all-costs dictum whole-heartedly”.

(Orlick, 1978, p.16, in Drewe, 1998)

Arguments have tried to answer the question about whether participation in competition is a negative or positive thing. In answering this, a distinction has been made between values that result from participating in competition and values that are intrinsic to competition itself. Values resulting from participating in competition are not intrinsic to the nature of competition as they may occur whether playing the competition or not. Those intrinsic to competition will always occur when the competition takes place because the values link to the characteristics that relate to competing. This also relates to the idea of internal and external goods gained from sport, as argued by MacIntyre



(1985) and discussed by Kirk (2002). The internal goods gained from sport are those intrinsic to the nature of the sport themselves, similarly to the intrinsic aspects from competition. Those external to sport, such as gaining money or becoming a hero, can be gained through non-sports participation or non-sports-specific participation, as in the extrinsic features said to be gained from participating in a competition, that are not necessarily related to competing.

Positive views about competition have said that competition in sport 'builds character'. Such traits with 'character building' relate to "courage, dedication, discipline, perseverance and so forth" (Drewe, 1998, p.6). Competitive activities have also been thought to be good for preparing people for life, in that competition provides them with skills and attitudes that will help them compete in western society. Intrinsic characteristics have been related to those gained from striving, doing and extending oneself. Negative views highlight success and failure and the fact that 'someone has to lose' (Drewe, 1998, p.6). Other comments relate to the 'win at all costs' attitude and the act of cheating by some in the drive to win.

Lake (2001) found that young people have contrary opinions about their conceptions of competition: "One student accounted for a dislike of sport by expressing negative experiences of competition: 'I'm not really into competitive things. I just don't like entering competitions and things like that'" (Lake, 2001, p.83). Such dislike may just result from prejudices about competition linked with the view that competition is only about rivalry, as discussed in more detail later, rather than because of a true dislike of the intrinsic nature of competition. For another pupil, "competition was regarded as a much more positive aspect of sport" (Lake, 2001, p.83).

Drewe (1998) suggests that in analysing the arguments for and against, the intrinsically positive aspects of competition far outweigh the intrinsically negative. Drewe goes on to discuss that it is implied that a positive outcome for the winner would lead to a negative outcome for the loser, but suggests that even though different experiences will be gained, they don't have to be negative. That is, if one team loses and the other wins, it doesn't have to be that the losing team has less respect, fun, or positive feelings from the winning team.



Hyland (1988) emphasises the root word com-petio, meaning ‘strive together’ where each participant achieves “a level of excellence that could not have been achieved alone, without the mutual striving, without the competition” (p.236). This could apply whether striving together against an opponent, as in singles, or working together as part of a team against another. Hyland proposed that when individuals voluntarily take part in competition, so accepting the challenge, then competition could be defended in this way. If individuals do not respect each other when striving together in pursuit of excellence, perhaps by cheating, or not showing respect in communicating then striving together may be lost.

PE teachers need to tackle the key issues to help the positive intrinsic aspects of competition and the internal goods from the sport to be achieved. Some have suggested that PE teachers should take the moral stance (MacIntyre, 1985; Siedentop, 2002), where the meaning behind why pupils, for example, need to respect opponents and keep to rules are made clear. In discussing the goals of sport, Siedentop (2002) highlights the educative goal, the public health goal and the elite-development goal. Siedentop identifies the characteristics of junior sport and adds views from an adult perspective, about what adults would like to see as outcomes from junior sport:

“The first is a growing independence through decision-making. The second is the moral sensibility engendered through a shared community devoted to a common purpose. Children and youths react positively to programs that have these characteristics, but these aren’t such that boys and girls would mention them when asked what they like about their sport experiences”.

(p 387).

SE research around the world, particularly in New Zealand and Australia, provides evidence of pupils gaining positive experiences from a teaching model that encourages such aspects as decision-making, independence, cooperative work, moral sensibilities and caring that fosters a sense of community and belonging. In developing such features, the intrinsic benefits of competition can be nurtured. As Siedentop (1994) states:

“SE provides the vehicle through which these abuses can be eliminated as children and youth learn about and experience educationally appropriate competition”.

(p.13).



Siedentop (1994) further describes, “the issue in sport is not too much or too little competition, but appropriate competition” (p.13). SE provides sport that is developmentally appropriate regardless of skill level, gender, or disability. This is beneficial especially when dealing with mixed abilities and motivations, as would be expected in usual PE classes. Those pupils who see themselves as ‘not sporty’ or less competent can join in without the focus being on winning and comparison against others. The focus of competition is also particularly important in the current PE climate where developments from the UK Government (illustrated within their strategy, *Sporting Future for All*, 2000) prioritise the model of Specialist Sports Colleges and achievement of Sportsmark awards that reflect a drive towards competitive success and elitism. As Donovan (1998) identified, while this is happening the social and emotional values of PE and sport should not be overlooked. One way SE can address this is in the allocation of equal ability teams and consistent team membership in SE. In SE the traditional methods of choosing teams for games where captains select players, potentially showing up less popular pupils, is avoided. This traditional method of team selection is considered to be “the source of many students’ avoidance tendencies toward competition and PE” (Metzler, 2000, p.169).

SE competition provides a formal structure as part of a sport season. Students are also asked to work cooperatively during the pre-competition and competitive season rather than purely competitively or individually focused. A meta-analysis conducted by Johnson & Johnson (1989) concluded that achievement and productivity are greater when students work in this way. The SE also allows pupils of varying standards to work together. The aims of SE competition work well to foster the positive arguments about competition in sport. SE may help encourage those who feel negatively about competing, and who have perceived anxieties that they associate with it, to feel more positively generally about the idea of competition.

Siedentop (1994) states that success from SE competition comes from the inclusion of the three elements of what competition is about. These three core aspects of competition are said to be: a festival, that is it should have a special importance or some sort of celebration, a focus on intentions to achieve competence and various levels of rivalry, where rivalry can be one person against another, team against a team, and a person against a clock. Siedentop (1994) states that the latter meaning is generally held by the layperson through which misconceptions about competition can arise. Siedentop



(1994) points out that the meaning of festivity is often neglected and that sport educators should help students learn how best to celebrate their participation in sport through the festival with the associated rituals and traditions. Siedentop also says that: “In the pursuit of competence, competition is almost never against someone or some team; it is a contest with oneself to surpass objective standards of performance” (p.14). He talks about a sports competition as a medium “where participants test themselves, set new goals, pursue those goals and then test themselves again” (p.14). So measuring such things are important to show achievement and success for each individual. SE enables the three aspects of competition to be developed. Rivalry is hoped to be seen as part of the festive nature of the competition where competence is pursued (Siedentop, 1994) rather than to promote negative aspects of rivalry where the ‘win at all costs’ attitude may take over.

The following sub-themes, ‘competition and motivation’ and ‘competition and pressure’ identify the two aspects to the theme competition that emerged from the data. Overall the majority of Group 1 (boys and girls) and Group 2 boys felt the competitions were something they liked, whereas Group 2 girls had mixed feelings. The sub-themes discuss how the competition provided motivation during sessions where the intrinsic aspects of competition were viewed positively, such as playing against varying opponents and working together as part of a team against others, relating to Hyland’s (1988) description of striving together. The aspect of competition was also voluntary as pupils could select those team members to play, in a democratic manner, defending the use of competition as pupils accept the challenge (Hyland, 1988). Discussion is also made about the minority of pupils who felt the pressure of competing through being watched or by the felt pressure placed on themselves through their own competitive nature rather than because of the SE model. The sub-theme pressure also highlights the positive findings that suggest that girls didn’t feel the pressure that can be associated negatively with competition as cited earlier by Orlick (1978) in Drewe (1998). Before the sub-themes are discussed, background about the pupils’ past competition experiences in PE at St Anne’s is reported.

### **5.1. The Nature of Pupils’ Past Competition Experiences in PE at St. Anne’s**

Pupils’ comments revealed that past PE experiences at St Anne’s had some competition in PE, although none emerged here in discussions to suggest a substantial amount. This echoed what is considered about competition in school PE, where it is said to be seen on



an ad hoc basis (Siedentop, 1994) without the affiliation to a team or having a meaningful purpose relating to how sport is played within sports clubs and the community. In some if not all PE classes at St Anne's, pupils' comments revealed that they were not used to playing formal competitions in the style of SE where scores were recorded formally and game-like rules were applied. The Head of PE and teacher of this SE session, Mr Lee, described how the female teachers taught using traditional teaching methods of skill learning and direct instruction. This was supported by comments from girls about their usual PE lessons and stated through informal interview with Sarah, who said she preferred SE because it allowed them to play 'proper games':

"I think it [SE] is better because before I had done badminton in like Year 7, 8 and 9 and all we really did was just rallying and just, you know, when you hit it to somebody and that person runs around and you have got to get the other person ... just like warming up games. We have never actually played proper games where you have got to have the rules and everything".

(G2,Sarah,02.04.01)

It depended on the sport and teacher as to whether they got to play much competition as illustrated by one girl's reply to:

I: Do you usually work towards a competitive season?

Jane: Sometimes.

I: What sports have you done that with?

Jane: Netball and basketball those things

(G2,I,22.03.01)

However, the competition in this experience didn't create such positive feelings as found for this girl in SE badminton. This resulted from being able to play with her friends:

Jane: But like I don't enjoy netball and basketball because it is a bit boring.

I: But you prefer badminton?

Jane: Yes, because I can have a laugh.

I: How do you mean you can have a laugh?

Jane: Beat my friends or lose [pause] you don't feel so stupid when playing in front of your friends.

(G2,I,22.03.01)



Jane was a quiet girl and not confident about her playing ability so for her, being with friends helped in securing feelings of confidence. The feeling from girls' comments was that their usual PE experiences didn't motivate them to want to play or practice: "It (the competition) makes you concentrate on it more, 'cos normally you just mess about with your friends and don't really bother" (G1,G).

The male teachers mostly used Bunker and Thorpe's (1982) Teaching Games for Understanding (TGFU) model. This might be the reason why boys preferred just playing games as they would be used to a games-based style of teaching with this model. They may also not have seen the distinction between the features of the TGFU model and recreational games play, as they were happy if they mostly could play games in their lessons, as they did in their tennis class: "Like today it was good, we just played games" (G2,B). This didn't always happen and perhaps differed across sports and teachers as one boy said: "Usually it's mostly practising the shots" (G2,B) when referring to their badminton lessons. Alternatively, the boys may prefer to play games regardless of what type of lesson they were used to. The following quote also confirms the style of some PE lessons that pupils were used to, specifically in badminton where they were able to just play games or 'knock about' as they wished: "The old way you just got to turn up and play badminton which is what you picked it for" (G2,B). Thus, when asked to do other tasks other than just play the game, there was some dissent from pupils.

## **5.2. Competition and Motivation: "It's Something To Do Instead of Just Playing and Messing About"**

Written observations support pupils' comments about the feeling that competitions within SE increased their motivation to participate within PE:

"The girls were first and waiting excitedly outside the sports hall and asked me if it was the competitions today. The pupils were obviously excited, as shown through their voices and smiling faces with jokes and giggling about the session to come. One girl who told me on first meeting: "I'm not really the sporty type" (FN,G1,13.02,01), asked me excitedly: "are we doing the tournaments today Miss?, and turned to her friend to say: "I'm playing you in team A!". "Oh no!", she replied with a smile. This 'banter' outside the sports hall created a positive atmosphere from the girls



rather than on previous occasions, when they had been lethargic and less enthusiastic. The competitions, as mentioned in previous observations, have revealed to be an important part of this instructional model linked with pupil motivation and enjoyment in PE for both the boys and girls”.

(FN,27.03.01)

The increased motivation of the girls was also noticed by the teacher:

“The girls were noted by Mr Lee to be taking the competitive aspect seriously in the competition games, for example, where he said they [the girls] would usually hit the shuttle if it was going out, they were now stopping and keeping to the rules of the game more. They also appeared to try more, as they were running for everything returned (and left if going out while still moving towards it) instead of walking around court and not giving much effort”.

(FN,G2,0.03.01).

The competitions provided a motivation for both boys and girls as suggested in focus group findings. The majority of pupils agreed with comments stating: “It’s something to do, instead of just playing and messing about” (G2,G); That’s better (competitions) because you actually participate in the games and stuff” (G1,G). Carlson & Hastie (1997) also reported the nature of the competitions to play a key part, where winning became more important and led to greater effort than in usual PE. Furthermore, Bennett & Hastie (1997) said the formalised competition was one of the most attractive features for players of SE and Alexander *et al.* (1993) and Alexander (1994) stated that students spoke favourably about the competition. Pupils’ findings suggest that the teaching method, having a competitive season, helped impel the girls to feel more motivated as the majority of girls as well as boys said they liked the competitions. Organising the competitive season, coupled with the responsibility given to pupils, gave them a feeling of greater autonomy: “It’s good to do things for ourselves, with the practices and stuff” (G2,G). “Yes, because we get to do more of the stuff ourselves rather than a teacher telling us what to do and we do it. We can like, organise things ourselves” (I,Safia,2203.01). While an increase in autonomy was not evident from the questionnaire findings, it is thought the tool itself wasn’t sensitive enough to detect such changes, as previously stated in Chapter 4.



Some other reasons given for enjoying the competitions were: “You have got some targets to reach”; “It makes you more determined” (G1,B’s). Sarah said the best part of SE for her was the competitions. For her, the competitions acted as a motivator in getting her “hyped up”:

I: Is there anything that you enjoyed in particular about SE?

Sarah: I like playing against other people because it gets you hyped up.

I: You mean the competitions?

Sarah: Yes, the competitions. That has been the best part about it. If you are just rallying against one person, then it is just the same thing all the time, but when you are against different people you have got to react in different ways and move different ways and it is like either hard or easy, it is not just one level.

(I,Sarah,02.04.01)

Girls also said they enjoyed the competitions because they felt they improved skills and could play the ‘real game’, as previously mentioned:

“It was that you had a chance to practice them when you were doing the competitions and stuff but when we did it in normal PE lessons it was just like, they showed us one and then we went on to something else”.

(G1,G)

Whichever teaching style was previously used, the boys were motivated if they could play a game, whereas the girls, talking from their experiences of styles teachers had used in the past, found the focus on skills alone swayed them to ‘mess about’. Both boys and girls talked about ‘messaging about’ and linked this with talking with friends and not being motivated: “It makes you concentrate on it more, cos normally you just mess about with your friends and don’t really bother” (G1,G). Some boys in Group 2 viewed the competitions very positively but felt that it would have been better if they could have had more time to play, instead of being involved in score keeping and the other roles or waiting to go on to play when others within their team were playing a match: “Yeah, like that’s the problem with it sometimes and you might get one game in the entire hour and the rest would be spent watching or writing down” (G2,B). This had an impact on overall feelings of some boys about whether they preferred SE or their usual PE experiences: “If there was a way of playing more games in that Sport Ed it would be



better, but you didn't play enough so I prefer the other one..." (G2,B). However, for other boys it didn't affect their preferences:

I: So, if you had to say one thing about this way of teaching PE that sticks out as being the best thing what would it be?

Lee: The competition, definitely.

I: Is there anything that you think could make it better?

Lee: A few more courts but you can't really do that. But if there were more courts then we could play at once, because there is a lot of waiting, but apart from that, nothing really.

(G2,I, 28.03.01)

The overwhelming majority of pupils at St Anne's saw the competitive season of singles and doubles in SE as a positive feature, where for the girls it provided a structure and something to motivate them, for the boys it allowed them to play games, albeit not in a recreational manner, again which is what motivated them.

### **5.3. Competition and Pressure: "Not Being Too Competitive and Having Too Much Pressure..."**

Competition and pressure provided contrary views as some pupils commented about pressure in a negative context and others expressed it positively. For example, the girls in particular referred to liking SE because they felt "no pressure" (G1,G) and that the competitions didn't make them feel any pressure to win, stating they liked: "Not being too competitive and having too much pressure to do better than everyone else"(G1,G). This provides support for competition in schools, used in an appropriate way such as through SE, against critics, as identified at the beginning of this chapter (eg. Orlick, 1978, in Drewe, 1998), who propose counter arguments about competition stating it reinforces the 'win at all costs' attitude.

Girls engaged in friendly banter in group discussions stating some were 'cheats' as they had beaten their friends in a match:

Mary: When I was in some matches I was really good at playing but they kept saying no that's not your point, especially that team. [laughing]



Jane: And you get some people who are so miserable and take the game so seriously [laughter] it's awful."

(G1,G)

This illustrated the girls were being competitive but with good spirits and that the atmosphere within lessons allowed this positive competitive spirit to be felt. I also noted this from observations that: "the competitions have continued in a relaxed manner that is evident by pupils chatting between some points while still taking their games seriously, laughing and having a few jokes in a competitive manner across teams" (FN.G.1,30.03.01).

I further noted that:

"Both boys and girls appeared to be enjoying themselves and were helping each other across teams to do the scores. There is now minimal input from the teacher (now the competitions are well underway) who was outside putting up the notices for some part of the session and the pupils were just getting on with playing and running the competitions. The pupils would only ask him a question if all on that home court, or near by, were not sure about something".

(FN.G.1,30.03.01)

This again illustrates the relaxed style of running the competition season that was also felt by pupils, as further supported by their written comments: "No pressure and competitiveness in tournaments" (G1,G).

While having a competitive season was favoured by the majority of students, a minority from Group 2 (one boy, one girl) felt that they would prefer to have some non-competitive play mixed in with the competitive season: "It was good we got to play everyone, but you don't want to be competitive all the time, it's good to play some fun games and then play competitive at the end" (G2,B). However, this boy was highly competitive. It may have been that for him, the pressure he put upon himself made him feel a need to have sessions interspersed with non-competitive play. Observations showed that he clearly enjoyed the competitions and he became the singles and doubles finalist. A girl who was also competitive reflected similar feelings: "It would have been fun if it wasn't all... if they didn't spend all the lesson doing it, if they like spent like half the lesson doing fun stuff and half the lesson doing competitions" (G2,G). The



decreased time of the season for Group 2, and the field trips interfering slightly with the running of matches, may have influenced such feelings where less time was available for activities outside of match play. This would also support Grant's (1992) recommendation that a minimum of twenty sessions per season where possible is advisable.

One girl in Group 2, Team B (Rosie), said she didn't like "my team being more competitive than me". She said it created a feeling of pressure to perform to the team's standard and so it caused anxieties, as revealed through observations and individual interview:

I: So how does it make you feel, working in your team?

Rosie: I suppose it intimidates me really because when we were first playing and we weren't put into like roles or anything then three were off playing and we were sort of in awe of them because they like slam the thing and I was trying to hit it really gently.

(I:Rosie,16.03.01).

However, although she considers herself as not being the 'sporty' type she still preferred SE to usual PE. Furthermore, she was a member of the team that did not work well with the boys because of the wide difference in standards between the boys and girls. Yet, although this brought with it feelings of incompetence, it didn't affect her overall feelings about SE, indicating the strength of the model. Others disliked the competitive aspects of the SE season because they disliked the teacher or others watching them when playing, as found in written comments about what they disliked: "The feeling that someone is watching you" (G1,G). This implies that some girls lacked self-confidence that underpinned their comments about disliking the competition. During my observations I also saw that they behaved in a manner that reflected they lacked self-confidence:

"Some girls look embarrassed to play with the boys because they are less skilled at playing badminton so look self-conscious about playing with them. An area to investigate is whether those who feel their team is not working e.g. in Team B and, or, who feel less competent have any anxieties with the thought of the competitions. The look on Rosie's face indicated this a little".

(FN,G.2,19.03.01).



This was investigated through an informal interview with Rosie as illustrated above, who did feel intimidated by playing with the boys who were obviously better than her and the other two girls within her team.

Another pupil who said she didn't like the competitions, when probed further, revealed that it was really to do with score keeping: "I didn't like all the paperwork". This was more specifically because she was left to do the job: "It was one of the boy's jobs but they never did it, so we had to go through everything and fill in all the sports sheets and stuff. It took us ages to get them all sorted out" (G2,G). In this case it wasn't to do with the positive intrinsic aspects of the competition but, rather the lack of team support to do the task associated with the competition, so more resulting from participating in the competition. The pupil Sarah and others, said (detailed later in Chapter 9) the competition was something they liked, further supporting the positive arguments about competition, where for example, Drewe (1998) said the intrinsically positive aspects of competition are more important than the negative aspects gained through simply participating in the competition.

#### **5.4. Competition Overall as a Positive Motivational Experience**

Overall the competitive season was seen as a motivational feature and strength of SE for the overriding majority. This is evidenced by the majority of boys and girls within all focus group discussions, indicating (by written individual comments) that the competitions were something they liked. This was also found by Grant *et al.* (1992), where the competitions were liked and students supported the use of "well organised and developmentally appropriate competition" (p.6). The competitions helped increase pupils' enjoyment of PE and for some, they saw their skills improve. I observed that: 'pupils seem to be looking forward to the competitions, hearing pupils chat in the corridor about the competitions before the lessons shows their enthusiasm for this too'. (FN,G2,19.03.01). I made a further note:

"It gives an added incentive for both the non-sporty in the group and those already keen [the sporty] as it provides a short-term goal to work towards in a safe and enjoyable environment where they are working with their peers and friends towards a common goal i.e. team effort to achieve team results. From talking to the 'non-sporty' girl enthusiasm was shown with the use of competitions, thus,



without this focus and style of teaching the motivation would be lost for this type of pupil”.

(FN,G2,19.03.01)

Enthusiasm shown by the girls arriving to PE before the boys for the first time, further illustrates this point. A critical incident was noted (FN,G1,27.03.01), about the start of the singles competitions, that the competitions had brought pupils to work together and created a positive atmosphere particularly with the girls who were normally less interested in PE (the latter confirmed via conversation with female PE teacher observing session, FN,27.03.01). It was also noticed by the Head of Girls’ PE in the final competition between groups, that the girls’ singles champion wasn’t someone that she would have expected to be trying hard at badminton and winning, as shown on that day.

Pupils who enjoyed the competitive season did so because it gave them more of a purpose to lessons and the competitions, mainly for the girls, didn’t make them feel any pressure to win. Even though there were some negative points revealed about the competition, the overwhelming majority said it was something they enjoyed and liked best about SE, even by those considering themselves as ‘not sporty’, suggesting SE provided the sort of environment and structure that helped achieve this positive experience.



## 6. CHANGING HIERARCHIES OF POWER IN PE LESSONS

Changing hierarchies of power in PE involves the relations of power between the teacher and pupils and between pupils within or across gender. In addition to the relations of power within PE lessons, the school itself, other teachers and the Head Teacher influence such relationships. Some pupils may always view the school and teachers as authority figures, where teachers are expected to have more power than the pupils and could find it difficult to behave in a different way if power hierarchies were changed. Furthermore, any changes in power between pupils in PE could also result in gender inequality or gender discrimination against girls within PE, as gender discrimination has been tracked back to modern gender relations where PE was based on physical training geared towards men as part of their military training (Metzler, 2000). This chapter discusses such issues, among others, that result from changing hierarchies of power in PE using SE.

Traditional pedagogies create strong divisions of power between the teacher and pupil as authoritarian styles of teaching put the PE teacher in control throughout the lesson giving little freedom from the pupils' perspective. As Siedentop (1994) describes, "typical PE teaches sport skills and recreational games" (p.7). The teaching of sport skills puts the teacher in control of learning at each step of the process, whereas recreational games leaves the pupils to play in an unstructured way without specific learning tasks. A skill learning approach can also favour better able pupils where more competent pupils gain power through being selected to demonstrate skills to the class. This could help boost the self-confidence and ego of the pupil demonstrating and enable them to be in a higher status position than other pupils observing, but does little to empower the less able. Feeling competent is critical for all pupils and has been examined to show that "competence in the physical domain is highly valued among youth." (Smith, 1999, p.330), so it is important to consider a teaching methodology that fosters the development of competence among all pupils rather than the select few.

Siedentop (1994) talks about sport in PE as being decontextualised, where the notion of decontextualised sport in PE means that pupils will not be gaining an authentic experience to that organised community sport, into which they may move after school life. One example of where Siedentop talks about decontextualised sport, relates to changing power as stated: "The affiliation with a team or group that provides the



context for personal growth and responsibility in sport is noticeably absent in PE” (p.7). If PE is all taught through direct instruction then pupils will be lacking experience in PE where they take responsibility for their own learning, such as in making decisions about how to warm up, practices to select, how to improve on a skill or cooperating with others during such decision-making. So, giving pupils the responsibility in PE can help lessons to become increasingly more meaningful for pupils by providing the link to community sport.

SE can be organised to allow a more authentic experience to be achieved in comparison to traditional PE where the focus is on skill learning. This is not only for the sport itself, by seeing the game as a whole rather than through isolated skills, but through working within a team, cooperating with people, dealing with conflict and so forth. Focusing on this research, changing power hierarchies in SE, it enables pupils to work on their own without teacher instruction. This can help pupils to be more active in lessons as they can be involved in playing the game, coaching others or organising tasks. SE also encourages pupils to take responsibility for their own learning by allowing pupils to organise practices and warm-ups and to make decisions. Another feature linked to the change of power through SE, is the onus on pupils to work cooperatively in mixed gender and mixed ability teams. With such changes the overall learning environment has the potential to provide a more democratic PE class and an experience that relates more to community sport. This chapter discusses the following sub-themes that emerged from changing power in PE: teaching style, high on-task-time, responsibility, cooperative learning and gender. Prior to this, the usual context of power hierarchies in PE at St Anne’s is described to set the scene and to enable the differences between SE and the experiences of the pupils and Mr Lee to be clear.

### **6.1. The Usual Context of Power Hierarchies in PE at St. Anne’s**

The hierarchy of power in PE between the teacher and pupils at St Anne’s, usually involved the PE teachers working more actively at the direct end of the spectrum, using Metzler’s (2000) Direct-Indirect Continuum (p.141), with the male teachers also working more in between, at the interactive point on the continuum. The directness profile for the SE model moves the decisions, organisation and activities over to the student as the weeks progress. Some elements of teaching and learning in SE are at the indirect stage of the profile from the beginning. The stage of directness depends on the activity, as illustrated in Metzler’s Directness Profile for SE (p.263): content selection –



interactive; managerial control – between interactive to indirect; task presentations – direct for duty role and indirect on teams; engagement of patterns – indirect; instructional interaction - direct for duty role and indirect on teams; pacing – indirect; and task progression – indirect. In this way, in SE the teacher works mostly as a facilitator following initial direct instruction as indicated above in Metzler's Directness Profile. At interview with the Head of PE (Mr Lee), he said: "the female teachers tend to use a more direct style than the male teachers", meaning at St. Anne's. He also said that: "the male PE teachers seemed to be more enthusiastic to try out new methods, using Teaching Games for Understanding" (TGFU) (TI,20.02.01). This was further supported when Mr Lee reported that one of the male PE teachers who taught hockey was intending to implement SE hockey following the success of Mr Lee's first time delivery of SE badminton. Even though it was suggested that the male PE teachers had more experience in different methods than the female PE teachers, the SE teaching model still presented a big change for the teacher to deliver and pupils to receive.

Mr Lee, the Head of PE who delivered this season of SE, had not used this approach before. He was used to teaching either using a traditional skills approach or mostly, using the TGFU model, referred by Griffin, Mitchell & Oslin (1997, cited in Metzler, 2000) as the Tactical Games Model. The Directness Profile in the Tactical Games Model is predominantly direct, for content selection, managerial control and task progression, and some way between direct to interactive for task presentations, engagement patterns, with instructional interaction near to the interactive stage. Pacing is the only feature that moves closer to being indirect (Metzler, 2000, p.349). So, the more indirect style of SE provided a steep learning curve for Mr Lee.

In this SE season the teacher moved from a more directive teaching style to a facilitative style as the season progressed, which allowed the pupils to take responsibility for their learning, such as taking warm-up sessions, practices, organising matches and carrying out their roles (duty jobs), being Coach, Captain, Vice Captain, Team Manager, Equipment Manager and Statistician (score-keeper). This method provided a student-centred approach where for example, the pupils work on their own tasks rather than always being directed by the teacher. It also enabled them to have a different relationship with the teacher in contrast to one where the pupils were used to a more authoritarian style. As the pupils had more of the decision-making and responsibilities, it gave them less time listening to the teacher during instruction. The increase in pupil-



time also gave more time for teamwork and learning how to get on with people of different gender and ability. This style of teaching using SE, was liked by both boys and girls at St Anne's, as discussed within the following sub-themes (listed earlier), that have been evidenced here to link the changes in power hierarchies.

## **6.2. Changing Power Hierarchies and Teaching Style: "Having a Good Relationship with the Teacher"**

Pupils in this research had experienced a mixture of formal to informal lessons at St Anne's. The girls had more formal PE lessons as, on interview with Mr Lee, the female teachers were said to use a more direct style than the men (TI,20.02.01). This appeared to have created negative feelings for some girls, who also didn't see themselves as the 'sporty-types'. Discussions illustrating such negative feelings stemmed from comments about Mr Lee's style within SE that prompted them to start comparing him with their usual experiences with the female PE teachers. Pupils were also asked at the end of the discussion to comment on which teaching method, SE or usual PE experiences they preferred, this brought out the negative comments about the girls previous lessons with the female teachers:

I: Is there one method you would prefer between SE and your usual PE experiences?

Natalie: That SE thing. It's better by far. I prefer that [others nodding in agreement].

I: Did anyone not prefer SE?  
[Silence]

Amanda: I thought it was better working with a different teacher, than the usual Miss Bee. and Miss May. They seem nicer really.

Joanne: You don't have to spend all the time with one teacher who absolutely hates you.

Kimberley: We have known her for too long as well.

Joanne: But then it's better because, say with Miss Bee. or Miss May. say like she will go off and teach other pupils and then come back and like it feels better because she won't be in a mood with us and we won't be in a mood with her. Just swapping teachers is good.

(G1,G)



Some girls felt that the female PE teachers shout at them and ‘nag’ them e.g. “They get us to jog around the sports field shouting at us and like I feel dead! It’s hardly fun” (G1,G). I felt that their comments reflected tension between the female teacher and pupils rather than having a relaxed environment where pupils could participate in the lessons without feeling they would be shouted at. Further comments supporting this are seen when the girls were asked to compare SE with their usual PE experiences at the end of the SE season in post-season focus group interviews:

I: What would you say are the things that are most different with SE with Mr Lee, compared with your usual PE sessions, that you would say are the best features?

Kimberley: The teacher doesn’t just patrol around all the time watching you and you can just get on with it.

(G1,G)

Written comments also supporting this were:

“Letting us work in a relaxed environment” (3 pupils).

“Teacher doesn’t shout at you when you are wrong” (2).

“The teacher is nice and says what you need to improve on” (1).

“Not being told what to do all the time” (1).

“Letting us work in a relaxed environment” (2).

(G1,G)

Although some were happy with sport and PE in general, for example Ami, who was a competent sports player and enjoys PE commented: “I just like PE” (G2,G,I,19-03-01), the majority of girls felt SE did allow greater freedom from teacher instruction and observation that was otherwise intimidating. Their new experience with a male PE teacher i.e. Mr Lee, gave much more positive feelings: “Mr Lee. doesn’t [shout] he just comes round and like, he’ll give you advice if you do something wrong but like he doesn’t like nag at you all the time” (G1.G). The boys conversely didn’t mention any negative feelings about the PE teachers. Both girls and boys, however, did comment independently on this teaching style as being “good”, so while the girls liked having a different PE teacher, the issue for them was concerning both having a teacher that used



a style that they preferred and SE for allowing the teacher to provide a more relaxed environment and the associated responsibility.

Devolution of power enabled a style of teaching that was praised by the pupils. Written comments about what they enjoyed about SE were their notions about: “Good teaching” (G2,G&B). This did overlap with pupil discussions where they talked positively about having responsibility within PE lessons (discussed later as a separate sub-theme) that they were not used to. Written comments about ‘good teaching’ were explained in pupil discussions to be felt because Mr Lee enabled the pupils to have more control of their actions within the lesson: “Not being told what to do all the time” (G2,G). Further written comments that were discussed in relation to liking the teacher and this model of teaching were: “Having a good relationship with the teacher; The teacher was nice” (G2,Gs). MacFadyen (1999) reports similar views from pupils who implied that they didn’t like authoritarian teaching styles: “The teachers are too pushy, they should come down to our level more, then we might do more” (p.160). Further comments were about pupils preferring a friendly relaxed approach from the teacher: “she (the dance teacher) doesn’t make us do something we don’t like, and if we say that she just changes it and we get on with it, she’s like a friend” (p.161). Flintoff & Scraton (2001) found similarities where teachers that “were mentioned as being really good” were “perceived to be fair in their treatment, encouraging whatever the skill level and approachable and relaxed in their teaching manner”. They also felt the teachers were good because “they were able to empathise and make strong relationships with their pupils” (p.13). Girls here said they liked Mr Lee because: “The teacher doesn’t shout at you when you are wrong; the teacher is nice and says what you need to improve on”. They also liked the atmosphere of sessions: “Letting us work in a relaxed environment” (G1,Gs), echoing the findings of MacFadyen and Flintoff & Scraton. From these comments I felt the issue was not just about having responsibility but about providing a safe and supportive environment that can help to develop self-confidence and feelings of competence, also referred to by Kirk, Fitzgerald, Wang & Biddle (2000).

From the girls’ experience of SE this time with a male PE teacher and on the other limited times they had been taught by a male, they commented that the male PE teachers seemed less strict and “don’t scare the girls like the female teachers do” (FU,G1,G) so they were most likely to participate. Pupils within this research linked enjoyment to increased motivation, saying, “if you enjoy something you’re more likely to do it”



(FU,G1&2,G&B). This suggests that if the girls were not frightened of the teacher, for example, if the teacher didn't shout at them, then they would be more likely to enjoy PE and participate. This is supported from the outcomes of the focus groups, when discussing the best features of SE. Pupils agreed with a comment by one of the girls stating: "It was the way he says it, he doesn't like patronise you, if you're doing something wrong. He just advises you and helps you so it's not as if he's making it sound like a rule" (G1,G).

In my observations none of the boys seemed to have any issues with the teacher. I noted the differences between the way the boys and girls related to the teacher midway through the season that illustrated a change over time in the way the girls felt about working with Mr Lee:

"Some of the girls appear to feel more confident talking with the teacher in general, having a relaxed rapport that wasn't obvious at the beginning of the sessions. The boys on the other hand seemed more relaxed earlier on and that I expect is because they are used to Mr Lee. All the pupils were quite quiet at the beginning of the first few lessons because they were waiting for teacher instruction and I also think it is because they are not used to working in a mixed gender context".

(FN,19.03.01)

From observations and pupils' findings I think the boys didn't specifically state comments about having a good relationship with the teacher because it wasn't a problem for them, whereas some of the girls felt that there was a relationship issue between them and some of the female PE teachers. Perceptions about having a good relationship with Mr Lee and feeling happy about the teaching style used, were issues that were mainly voiced by the girls, as stated by some of the girls within the end focus group discussions: "the male teachers seem less strict and don't scare you, like... you're treated more like adults and can have a laugh when playing" (G2,G). "You know you're not going to get shouted at and be shown up; it's good being left to get on with it..." (G1,G). Similar views were still felt in the 9-month follow-up discussions.

Sleap & Wormald (2001) reported the perceptions of 16 and 17 year old young women about physical activity and their memories of PE lessons. They stated similarly that PE teachers have an important role to play on how they influence pupils' feelings about PE:



“Like we used to have this awful teacher and I just hated PE. And then we got this new teacher and then I used to love PE all the time” (p.34). Overall here, the majority of girls and Group 2 boys specifically praised Mr Lee for his ‘good teaching’. This was mainly referring to the teaching style used. For girls it was more about feelings of confidence and competence and about being treated more like adults. For boys this emerged more to do with having more time to play the game, as one pupil stated and agreed by others: “I thought it was good because you didn’t get long lectures about what you had to do. You just like had a five minute talk and then go away and play badminton” (G2,Bs). It also relates to other sub-themes to follow about teaching style, high on-task time and responsibility.

### **6.3. Changing Power Hierarchies and High On-Task Time: “As Much Time as You Can Playing the Game”**

Group 1 boys were unanimous that they preferred this way of teaching to that they had previously experienced. The main reason was that they felt they got to play more games and learnt more overall, with boys commenting that they liked having “as much time as you can playing the game”. This had been possible because of the transference of responsibility from teacher to pupils through SE. Other comments illustrating that they preferred this method for giving them more time to play the game were: “You actually do more games”; “Over the years we’ve just usually learnt one thing and kept with that all the time, but this year we’ve learnt more” (G1, B). This was also noted in my observations:

“Over the 10 weeks of SE pupils seem to have a much better understanding of the rules and some strategies associated with badminton, as seen and heard during and after matches in their conversations with others. They have also learnt a lot about working in a team with mixed gender and abilities and had to help others in pursuit of overall team success, this was something that some pupils looked unsure of at the beginning. The number of games the pupils have played has also given them much time to practise a range of shots with more feedback either from the teacher or their peers, that wouldn’t have been done in their usual PE classes. That was also confirmed when I talked to Mr Lee: “It’s great just to have more time to watch them play and see more individuals on a 1:1 that you just can’t do with usual PE methods”.

(FN,31.05.01)



This theme, relating to high on-task time with pupils having more time being active in either playing or in their duty jobs, was explained by three points, (1) that pupils simply had less off-task time listening to teacher instruction: “I thought it was good because you didn’t get long lectures about what you had to do. You just like had a five minute talk and then could go away and play badminton” (G2,B); (2) that some liked SE because it allowed them to have more time to simply play badminton, seeing PE for recreational purposes: “Well I just prefer playing games than practising a serve” (G2,B); and (3) that they felt they “Developed more skills” (G1,B) through having more time to play and so practice skills during play. Hastie (1996) reported similar findings that ‘off-task was minimal’. In a later study Hastie (1998a) also reported similar findings to points 1 and/or 2, where the girls interviewed said they preferred SE over their previous PE experience as they had more fun, specifically as they got to play more often rather than focusing on learning skills alone.

While the boys’ comments seem to illustrate that all they did was play games, in reality this did not happen. My observations confirm that pupils followed the style of SE where they had a skills focus early on in the season with teacher input and then when pupils took more responsibility, they were involved in team activities, practices, coaching and games. I think perhaps, that because they were more involved overall (so not being off-task) they were more content, and this was reflected in their comments about not having “long lectures” and being able to “go away and play badminton”. Siedentop (2002) supports this by stating that: “Youth want to participate. They would rather play on a losing team than sit and watch on a winning team” (p.396).

Skill improvement has also been reported from previous SE experiences, supporting point (3) above, although this would need to be measured more systematically or objectively to be more confident of findings: Collier & Webb (1998) said students learnt more volleyball skills and participated enthusiastically; Carlson (1995) discussed improvements in the low skilled pupils; Bennett & Hastie (1997) reported that students engaged more in class and that over 50% believed their skill level had improved a lot with a further 36% reporting some improvement; Alexander, Taggart & Thorpe (1996) stated they enjoyed the student focus and reported they learnt more; Hastie (1998b) highlighted improvement was made irrespective of their skill rating and Hastie (1996) said most students believed their skill level had improved.



The sub-theme high task time was not only felt by boys, a minority of Group 1 girls also felt that SE enabled them to have more time to play and practice for skill learning, in contrast to other lessons where they may spend a whole lesson focussing on one skill: “Sometimes it’s been like a whole lesson just teaching you one stroke and you don’t have time to do anything about it” (G1,G). They also saw the benefit of the model of teaching, using a student-centred approach where pupils knew what they were doing each week in advance, so didn’t have to wait for teacher instruction before starting the lesson: “No, but sometimes when we came in just after the start of the lesson, like some of the lads were already playing you know in proper games and Mr Lee wasn’t even there. And I thought it (SE) just encourages people to get on with it” (G1,G).

Comments from pupils that they liked SE because it allowed them to have more time to play, meaning to play recreationally, gave rise to concern about pupils’ understanding about the purpose of school PE. Some pupils here, particularly the boys, viewed PE as an opportunity to relax from their other lessons as a form of recreation. In response to a question in the follow-up focus groups 9 months later, “what do you see as the purpose of PE?” responses from the boys were: “doing exercise generally; having fun; playing games; a break from other lessons; learning about sports; enjoying it; keeping fit; different to sitting in a classroom”. The girls said similarly i.e., “for fitness” but added “it doesn’t influence outside activity as you’ll be active if you want to, not because of PE” (G1,G,FU). This latter comment echoes similar comments from Williams & Bedward (1999) about traditional PE, that it hasn’t worked to instil motivation in girls to go out and play sport following their PE experiences: “Involvement in outside activities was often in spite of, rather than because of, their experience of physical education” (p.8). Flintoff and Scraton (2001) investigating young women’s experiences of school PE reported similar findings, stating the purpose of school PE was less clear than thoughts about physical activity: “At best it was seen as a break from academic work; at worse, an unnecessary imposition impacting negatively on their academic studies, and one in which they rarely learned new skills useful for their out of school lives” (p.11). This suggests that St Anne’s could re-visit the purpose of PE with their pupils and teachers.



#### **6.4. Power Hierarchies, Teaching Style and Responsibility: “Doing Our Own Thing”**

Another sub-theme that emerged particularly in relation with the girls and Group 2 boys was having responsibility: “Everyone was really glad that they had the responsibility, so it seemed to work better” (G1,G). When asked what it was that they particularly enjoyed about organising their own games, the response was: “Having responsibility... sometimes if the teachers organise it, it’s boring” (G1,G). Sleaf & Wormald (2001) also found this where the young women (aged 16 and 17) in their study stated: “In school they sometimes make PE so boring, then you don’t want to do it” (p.34). Further supporting comments here were: “Doing our own thing”; “It’s good. It’s like being in charge of it yourself” (G1,G). Pupils’ behaviour also began to illustrate intrinsic motivation for them to take part in SE PE and to organise things themselves by being given the opportunity to take responsibility. This was shown for example, by the change in enthusiasm from girls to arrive at lessons early, noticed about halfway through the season, at the start of the singles competitions (FN,27.03.01), where previously they had arrived after the boys. Another example, was seen in teamwork, between the boys and girls, where Team C in Group 1 organised weekly meetings of their own accord: “... we have a little meeting every week” (G1,Danny,22.03.01). These issues link with the other sub-themes on team affiliation, cooperative learning and gender that are further elaborated under the relevant sections.

The ability for pupils to be able to go straight into the sports hall and get out the equipment and play badminton without waiting for teacher instruction, links with the cognitive evaluation theory presented by Deci & Ryan (1985), who considered a sub-theory of the self-determination theory. This specifies that feelings of competence will not be enhanced unless a sense of autonomy is also achieved. Goudas, Biddle & Fox (1994) also stated that to create a sense of autonomy, students should be given a number of choices. For example, “students may be allowed to assume any role they want during the lesson or to choose activities to participate in” (p.462). The SE model fosters the development of autonomy by moving the teaching style from a directive to a facilitative style. Evidence where this was beginning to happen was illustrated here in an interview with Safia mid-way through the season: “...we get to do more of the stuff ourselves rather than a teacher telling us what to do and we do it. We can like, organise things ourselves” (G2,Safia,22-03-01); pupils recognised this as something they preferred and liked about this method.



The strength of this model, to promote responsibility, was evident when Mr Lee was away and a 'supply teacher' took charge of the class (FN,G2,16.03.01). During the session the pupils were happy to take responsibility and get on with the session themselves, practising and organising their team in preparation for the competition season, without instruction by the supply teacher. This lesson began with the new teacher saying "I hear you are doing SE, do you know what you are doing?" and pupils responded "Yes", and no other input was made by the teacher other than their being present and to remind pupils to put away equipment at the end of the session, which most teams were already doing, probably as they were used to this task as part of the Equipment Manager's duty (FN,G2,16.03.01). Mr Lee also felt that engaging the pupils in active learning was one of the features that was a success, that was achieved through being part of a team across a whole season:

"The things that worked well were involving the youngsters in their own learning so that they were engaged in what was occurring in each lesson that had a consequence for the next lesson. I think we managed to get that from all of them eventually... just the nature of being involved in a team... they knew that they belonged to that team and they all had a responsibility within it".

(TI,31.05.01)

#### **6.5. Changing Power Hierarchies, Teaching Style and Cooperative Learning: "Being Able to Teach Each Other"**

At the beginning of the season pupils were asked to decide within their teams which roles they were to play, this was done independently from Mr Lee. When the pupils started taking decisions about roles in week 2, it was the beginning of the power shifting from the teacher to pupils where findings illustrated both positive and negative results:

"The pupils were asked to go into their groups at their home court and decide who would be Captain based on who best would be able to take this leadership role and then to inform Mr Lee. They were also asked to set up the nets at their home court and decide on a warm-up session for their group, where everyone was involved. The aim was to start the process of handing over some tasks to the students, giving more student-centred activities. Some pupils at first were disorganised and looked a bit lost, however after a while, once they had discussed things as a group, it helped to bring some organisation to the process, and it worked quite well".

(FN,27.02.01)



All of Group 2 boys took the leadership roles of Captain, Vice Captain and Coach, with the girls being the Statistician, Team Manager and Umpire. In Group 1 the girls and boys took the leadership roles as well as the other areas of responsibility. Mr Lee commented how it was interesting that the girls in Group 2 had taken more of the “subservient” roles. He went on to say how the girls in Group 2 were less assertive and confident generally than the girls in Group 1 and thought it related to the type of roles they ended up with, that is, taking more of the non-leadership roles of Statistician and Umpire (FN,5.03.01). Pupils were verbally informed about the roles during the beginning weeks of SE and later in week 6 were given a written sheet (Appendix 4) after Mr Lee, on observing that they weren’t being carried out effectively, felt the roles were still not fully understood.

A minority of boys in Group 2 highlighted that they liked “having their own roles”, that also links with the sub-them responsibility, as previously discussed. However, it was also concerned with the power hierarchies from pupil to pupil as one boy said within the post-session interviews: “You take more notice from your friends” (G1,B), although this was not always evidenced to be the case. Looking at Cooperative Learning (CL) teaching strategies can help explain why success through commitment was not always achieved. CL strategies rely on the grouping of students into ‘learning teams’ (Metzler, 2000, p.221) where they should all contribute to the learning process. Metzler (2000) discusses Slavin’s (1983) work about the CL approach, who states that “CL is based on three concepts: team rewards, individual accountability and equal opportunities for success” (p.221). While CL emerged for some boys as something they liked: “Being able to teach each other, that was good as you’re not just with your teacher” (G2,B), it was something that wasn’t achieved in all groups. In using Slavin’s three concepts it is apparent that the area that wasn’t achieved was individual accountability. So while pupils stated they liked having responsibility, some pupils didn’t carry this out, suggesting an accountability system could be used to resolve this issue. Siedentop (1994) also put forward the use of an accountability system to help encourage pupils to adhere to their duties.

Group 2 boys generally viewed the roles negatively, whereas Group 1 boys largely only commented negatively on the Statisticians role, of filling in the score sheets, and the role of the referee. Girls in Group 2 also said they disliked filling in the score sheets for



reasons to be discussed, while Group 1 girls were happy with the way the roles worked. I noted from my observations that Group 1 had perhaps been more democratic in allocating roles so that people seemed happier to take the job selected or proposed (FN,30.03.01). It could also relate to what was highlighted previously by Mr Lee that the girls in Group 1 were more confident generally than the girls in Group 2. The reason why the boys in Group 2 disliked having roles was mainly because they were not carried out effectively and felt they took time out of playing games: “Instead of telling us that like we have roles and stuff, just don’t do that and spend more time playing, cos we wasted half a lesson working out all that, it’s just pointless” (G2,B). This related to the sub-theme discussed earlier where the boys preferred to have “as much time as you can playing the game” (G2,B). Thus the roles for some were viewed as something that took time away from playing badminton, so few took them on fully or left others in the group to do the job. The job that was carried out was the Equipment Manager, but this was more of an obvious need as the equipment was necessary before anyone could actually play the game. Keeping score and refereeing were other roles that were mostly carried out, although not always by the elected pupil, rather they were taken on by anyone who would do it. These roles were again done more out of necessity, where the scores and referring were needed, particularly the scores, in order for the competition to run and for pupils to know which team and individuals had won, whereas the game could continue without having a Captain, Coach and Team Manager.

The relevance of the roles in relation to the sort of roles that were usually seen in community club sport were discussed. Boys in Group 2 agreed with Lee’s comments that: “It’s usual to have a Captain and a Coach, but all the other jobs were just put on to one person ’cos nobody else could be bothered doing them” (G2, Lee). Further comments were made that suggested that the boys hadn’t taken on the value of the roles: “In the end it’s just jobs to say they’ve had a job” (G2, Graham). I felt this was perhaps a reflection of their past experiences of badminton, where some had experienced a recreational style of PE. However, this did depend on the teacher at the time as other pupils said during the focus group discussions, that they had had a badminton coach one term that took them through skills progressively where they had little time to “mess about” (G2,B). Expectations from such past experiences are only to be expected in subsequent PE lessons. Mr Lee had to work against such past experiences, which particularly influenced this SE season, as the model was quite removed from usual PE teaching styles as discussed further in Chapter 9; Changes to Traditional PE. After



allowing for reflection the pupils recognised that the Statistician's role was a necessary job so that results were known. However, when it came down to allocating someone to record the teams' scores, this was seen as a laborious task and some pupils didn't commit themselves to the task. If other pupils had shown effort in their roles, or if all pupils had to be accountable for their actions as suggested earlier, the situation may have been different.

A few specific situations illustrated below, in interviews with Lee, Safia and Jane, that pupils' inexperience in the CL approach did not come without some difficulties. Team A in Group 2 had some initial difficulties that were observed as minor issues. They made reference to factors such as their inexperience in being asked to teach their peers or tell them what to do: "A Coach at our level wouldn't really work because like not many people have experience with other players and so they can't really teach them anything". The concern also related to the difficulty working with close friends that seemed to magnify initial teething problems:

I: So how do you feel your group has been working?

Lee: It's alright, but we are a bit disorganised because we'd never done this before, but we are doing alright. We have sorted it all out now; we've sorted out our roles.

I: Why were you disorganised to start with?

Lee: It's because like in our group we are all like close mates, we have never really had to do anything like that. You know what I mean?

I: Yes.

Lee: So, a bit disorganised like asking someone to do something and no, you do it. Stuff like that.

I: Do you think if you hadn't been mates then it would have been different?

Lee: Yes, it would have been a bit easier, but it's alright.

(G2, Lee, 28.03.01)

Another team where the girls weren't close friends with the boys, as in the example above with Lee, had a slightly different experience in illustrating the relations of power and cooperative work. In this team there was an imbalance of gender with only two girls and four boys. The two girls were already good friends and thus, teamed up to play and practice with each other. They were also weaker in standard to the boys in their group so they felt happy working as a pair. When exploring what one of the girls felt about working in a group she explained:



Safia: We don't normally work as a team that much.  
I: How do you mean you don't work as a team?  
Safia: We sort of like, do our own thing, we don't do much as a team apart from like singles or doubles or things like that. Like warm-up, we don't really do it as a team; we do it in pairs.  
I: So you work in a pair do you?  
Safia: Yes, with Jane.  
I: Why is that?  
Safia: Because we are the only girls and she's a friend.

(G2,Safia,02-03-01)

This situation wasn't directly because there were any difficulties in power hierarchies between the boys and girls in this team as such; it just worked out as the easiest solution to them. However, it meant they lacked group spirit initially when planning for and during the competitive season. The boys in this group did not show any negativity to the girls and in my observations, showed them respect. I felt the situation existed because the girls felt shy working with the boys due to their feelings of incompetence when compared with them, as the girls were weaker at badminton and quieter generally. So feelings of competence was an issue that influenced them to take the easy option to play together:

I: How do you feel your group is working?  
Jane: It's fine, yes, working together.  
I: So both boys and girls, you are mixing in well?  
Jane: Yes.  
I: What's it like working in a mixed ability group with different standards?  
Jane: Well, the boys are better than us at the moment. But we get on fine.  
I: How do you feel about that, that they are better than the girls?  
Jane: OK, but you feel a bit embarrassed sometimes, but it's fine really cos we [Safia] can play together.  
I: Do you feel this affects your group working as a team together?  
Jane: No not really  
I: Why is that?  
Jane: [Silence] Well, I haven't worked with boys before, so it was a bit daring at first, but it is OK now.

(G2,Jane,02-03-01)



An informal interview with Safia also brought out that she felt she wasn't good at PE:

I: How do you feel about PE and sport?

Safia: Yes. I like sport, although I don't really do that much of it outside school.

I: What about the PE sessions?

Safia: Yes, I like them, but it's not my best subject.

I: In what way?

Safia: I'm not very good at it.

(G2,Safia,02-03-01)

In this team the girls later mixed in with the boys following intervention from Mr Lee, but they still practised together using the in-between court space most of the time prior to the competitive season. In a later interview with one of the boys from this team (Group 2, Team D), the situation reflected by the girls was different to the feelings reflected by the boys. Tim felt their team had worked well and that there wasn't an issue with regard to ability levels, however there may have been some slight changes because of the lapsed time, as the girls Jane and Safia were interviewed at the end of week 2 and Tim in week 5. I also noticed that the girls had started to join in with the boys in practices and playing some mixed doubles following Mr Lee having a talk with the boys. Even so, the girls throughout the season still liked to warm-up together and practice using the in-between court space, while the boys used the main court, until the boys asked them to join in. It also brings us to question whether the boys are of an age to be sensitive enough to detect any group difficulties due to feelings and emotions. The interview with Tim in week 5 suggests these points:

I: How do you feel your team has been working over the season?

Tim: They have been working alright, but like training between each other, like the girls have been playing girls and we have been playing each other and then we have done mixed doubles, doubles and such. Just to prepare for this competition.

I: So how did you decide to start with that the girls (Jane and Safia) would just play together and the boys would play together separately?

Tim: Well, we just thought, seeing as it is going to be lads against the lads and then girls against the girls in the competition [singles competition], we



practised it like that between each other and then we did some mixed doubles and mixed singles as well.

I: Because you will have mixed sessions in the competition as well won't you?

Tim: Yes.

I: How have you felt it has been working with girls?

Tim: Fine, yes, because they are quite good as well. So, we just like mix each other up again.

I: How has it been working with different standards in the group?

Tim: We are all like quite the same. There is no-one rubbish or anything.

I: So, has it worked quite well then?

Tim: Yes. We have got equal abilities.

I: How do you feel about this way of teaching badminton.

Tim: Yes, it's good, because you like mix between girls and boys and not just people who are in groups, like outside of school, staying together yet mixing with other people.

(G2, Tim, 28.03.01)

Observations showed that they lacked full team affiliation between genders, although there was no conflict between the group or particular difficulties with CL, as the team seemed to be content with a more divided group prior to the competitions. This did suggest that it was a lack of total group work that meant the extent of team spirit during the competitive season was not really evident.

As the CL learning process tends to be very democratic (Metzler, 2000), as there is no central authority figure at most times, pupils may need to learn how to deal with conflict resolution. I noted one example was observed within Team B:

“One boy asked the other two to help him get a netball post out [as a temporary post for the Badminton net], however, they were in the middle of playing doubles [not seriously] and wouldn't help their team mate, even though they were friends outside of the badminton class. The boy wandered about for a while considering what to do and then approached the researcher to say that they wouldn't help [Mr Lee was outside the sports hall at the time]. This highlighted the challenges placed on pupils by this way of teaching where the pupils needed to appreciate, be willing



and understand how to deal with their peers. Without such intervention from an authority figure, the SE model may break down as evident here”.

(FN,04-04-01)

This situation was the same as that for Team A, cited earlier through Lee’s interview, where he acknowledged the initial difficulties getting his peers to cooperate. The boys in Team B were also good friends, the underlying reason behind such difficulties. The teacher as a facilitator can intervene where necessary to help facilitate teamwork, however as this was a new experience for Mr Lee, knowing when and how to do that wasn’t clear. Mr Lee also recognised the roles as a major feature that would need to be addressed again in order to get pupils to be committed and effectively carry them out. This was evidenced in week 6 during the season when Mr Lee acknowledged his inexperience about how to react and intervene:

“I’m still just a little bit unsure about when to go in and when to stand back and getting that balance is crucial. I would hope at this stage that I am able to stand back more and I try to do that and not go in and say, do this, do that, but I think maybe I still have to do it because they haven’t quite got the notion of taking full responsibility for bits of the competition”.

(T.I,30.03.01).

The change to a predominantly indirect teaching style provided a challenge for Mr Lee that has also been recognised in previous implementations of SE, such as by Alexander, Taggart & Medland (1993) and Alexander (1994) where teachers felt they required help with the different teaching skills required. Hastie & Siedentop (1999) reviewed the use of the classroom ecology paradigm that “examines the collective life of the teachers and students as three interrelated systems (managerial, instructional, and student social) in which change in one system has distinct repercussions for the development of the others.”(p.9). SE changed each system for the teacher and pupils at St Anne’s. The pupils increased their involvement in managerial tasks and opportunities for student socialising were high. Additionally, responsibility for carrying out the instructional tasks were shifted from the teacher to the pupils as the weeks progressed. It may be that if pupils spent too much time on student socialising it might have had adverse implications on adhering to the management tasks such as, recording scores and other



role-taking activities. Equally compliance to the managerial tasks could also have been adversely effected. As Hastie & Siedentop (1999) report:

“...findings from the earliest studies in physical education using this model confirmed that the compelling agenda for physical education teachers is the establishment and maintenance of order through a managerial system that typically focuses on cooperation rather than compliance. However, it has also been noted that many teachers gain and maintain such cooperation in the managerial system by reducing the demands in the instructional system. (p.12).

The demands in the instructional system for the pupils could have been too high for the experience of the group in such tasks, so that the outcome was that some students did not keep to their role. If pupils had been used to acting as a Coach for example, the challenge to do this alongside the other changes may have worked more effectively. The teacher could have reduced the instructional demands made on pupils and this may have helped more pupils to carry out set tasks.

In contrast to the difficulties experienced by changing the task structures and by using a cooperative learning approach, there were many positive examples where the pupils worked well together using this method. Team A in Group 1 illustrated this:

“Team A in Group 1 were working independently, getting on with a practice routine, where two girls were playing and two in their group (one boy and one girl) were observing and helping improve the return of one of the girls. The other girl was feeding the shuttle with an underarm serve while the other practiced the return of serve. The two observers and the server were helping her with the return by demonstrating the action and making verbal comments. This happened independently of any teacher instruction to do so”.

(FN,20.03.01)

When asked specifically about what pupils felt about working in mixed ability group (G2,Bs), the majority stated they thought it was a good idea. One example relating to peer tutoring and cooperative learning between pupils illustrating where this style was successful is that from Group 2:



- I: So how has it been working in a team with different standards?
- Lee: It is better because people who aren't so good get to be like taught in a way. You know what I mean? People who are good get to teach and like you learn different things from different people.
- I: So are you saying it has worked well being taught by others in your group?
- Lee: Yes, because like you spend more time and like the teachers tell you how to do it, but they don't do it, but they [peers] like show you like all the way, like if you take someone who teaches me how to do a proper swing or something, then like he would do it first and show me...
- (G2, Lee, 28.03.01)

Group 1 boys' comments about mixed ability were also positive, commenting that they felt each could gain in some way, as reflected in the following comments:

“They would be playing someone who may be bad and someone who may be good”.

“You usually find that the good people you can learn from, the bad people you can just get an enjoyment from beating them [laughing]”.

“You can also teach them”.

(G1, B)

Some pupils adapted well to having responsibility and even took it a stage further from a constructivist idea of social learning, where pupils not only teamed together but took responsibility for their classmates' learning (Sapon-Shevin, 1994, cited in Dyson, 2002):

“Well we try and team up so that we are working everybody, even the good people and the not so good people. We have been working out games that we can play to suit different abilities... they get to play some good games and rallying against not your friends but people of your own ability”.

(G2, Dan, 22.03.01)

Their teamwork was said to be helped by having weekly meetings, where “we [the boys] realised that the girls wanted to do a lot so we just went on from there to play



games together” (G2,Dan,22.03.01). This was in week 5, mid-way through the season, where at the beginning the boys had played separately from the girls, illustrating a successful change in cooperative work. Dyson (2001) also reported positive findings from CL in an elementary PE program, stating it allowed students of all ability levels to develop social skills, work together as a team and help others improve their skills, and take responsibility for their own learning. Further studies that implemented SE reported similar positive findings in this area, such as Hastie & Bucanan (2000) and Hastie (1996).

Metzler (2000) pointed out, in discussion about Reichmann & Grasha’s (1974) model, that pupils have natural learning preference dichotomies. These learning preferences have been characterised as the participant student, avoidant, collaborative, competitive, independent and dependent types. Thus, from Reichmann & Grasha’s model, not all students can be expected to like working in a cooperative manner and may behave accordingly, as attitudes will differ and specific methods will be preferred depending on individual learning preferences. However, SE allows different roles to be taken within this approach that allows some to be more involved, for example, as a Coach, if preferred. This enables a more flexible cooperative learning style to be used for those with different learning preferences. Dyson (2002) also concluded that cooperative learning had much potential in PE, but:

“...its implementation is not easy or trouble free. Teachers must make substantial adaptations in the way they organise and manage their classes. The implementation of cooperative learning is complex and may take two or more years for a teacher to feel comfortable with it, and it may take even longer for institutionalised change”.

(p.83)

#### **6.6. Changing Power Hierarchies and Gender: “I Haven’t Worked With Boys Before, So It Was a Bit Strange at First”**

Pupils felt it was good working in mixed gender teams because both boys and girls got to work with people they wouldn’t otherwise work with outside or inside of PE. This point also came out under the previous sub-theme (teaching style and cooperative learning) in discussions with Tim, a pupil from Team D, Group 2. In response to a question “how do you feel about this way of teaching badminton?” the reply was:



“Yes it’s good because you like mix between girls and boys and not just people who are in groups, like outside of school, staying together you get to mix in with other people”.

(G2,Tony,28.03.01)

Some students appreciated being outside their usual friendships and in mixed sex groups, a view highlighted within Grant, Tredinnick and Hodges’ (1992) research.

There has been much discussion over the past three decades about whether co-educational PE is better able to meet the needs of boys and girls than a single sex environment (Stiddler, 2002). This was from the time of Title IX introduced in 1972 in the United States prohibiting sex discrimination within American educational institutions. This resulted in middle and high schools re-structuring PE to provide mixed PE groups with the aim of providing a gender equitable programme (Stiddler, 2002). The revised National Curriculum for PE (NCPE) in England (DfEE and QCA, 1999) supports both inclusion and sex equality and suggests that teachers should ensure: “That boys and girls are able to participate in the same curriculum...take account of the interests and concerns of boys and girls by using a range of activities... [and] avoid gender stereotyping when organising pupils into groups and assigning them to activities” (DfEE and QCA, 1999, p.30). The option to have either single or mixed sex groups is left to the individual school to decide.

Vertinsky (1992) stated that many PE teachers do not show fair treatment to both sexes in class, or have a pedagogical knowledge base for teaching co-educational PE. Tsangaridou & O’Sullivan (2003) studied PE teachers’ theories of action and theories-in-use. Theories of action to those beliefs held by the teacher related to teaching and schooling. Theories-in-use are those beliefs that are put into practice. Tsangaridou & O’Sullivan found that the four teachers they interviewed saw the benefits of coeducational PE in favour of single sex classes. One participant suggested:

“In teaching the skill, it’s great to have them apart because they’re not dealing with all those other things; but in reality if you’ve got them together, you’re teaching them to respect each other’s differences and to work with each other’s differences and increase and enhance each other’s differences, which I think is great. I think it is the ultimate goal. If all I was doing was teaching skill, I’d



say let's go back to the good old days and just have all the girls in one class and all the guys in another class”.

(Tsangaridou & O'Sullivan, 2003, p.143)

As SE aims to achieve more than skill learning, a co-educational approach can help to develop other aspects such as cooperative learning and working within mixed gender groups.

St Anne's school provides both mixed and single sex groupings depending on the nature of the activity and the year group. By the time pupils reach Key Stage 4, classes are mixed sex groups although few boys choose dance as an option and girls do rugby in separate classes to the boys. It was possible for some girls and boys to arrive at the start of SE without having been in a mixed sex PE class.

When describing issues about 'teaching expertise' and 'contextual needs' within the SE model, Metzler (2000) highlighted equity as a key feature. He says that SE does not work well when there are equity issues that need to be addressed and resolved. Metzler further states that:

“The SE teacher must be able to anticipate, recognise, and adjust inequitable situations so that all students get a similar chance to participate and learn through sport. Equity can be promoted by making rules and policies that give all students a fair chance to participate”.

(Metzler, 2000, p.268)

Mr Lee aimed to provide an equitable context, for example, in providing an equal balance of boys and girls within groups, with three girls and three boys per team. This was achieved in Group 1, but Group 2 was forced to have two groups with only two girls and four boys because more boys selected badminton as their PE option. It was also a situation that changed after the first lesson where equal sex teams were originally possible but with unexpected changes across sports options at the start of the school term, the imbalance occurred. This was not an ideal context for two of the teams that did produce some problems.

The selection of duty roles within teams was another situation that could have been enforced in order to be more equitable. Mr Lee asked the pupils to select who should



do each role and some teams did this more democratically than others. It would have been better if the pupils were specifically asked to make sure all members of the group voted for each role, where the case was more haphazard in most groups with some volunteering and others saying “you can be Captain” without further discussion. This system may have contributed to the problems encountered with pupils not always carrying out the responsibilities of their role.

For some teams, it took a couple of lessons for the boys and girls to work with each other. Most pupils started off playing with their friends, boys against boys and girls against girls (this was only different within Group 2, Team A where the two girls were already friends with the boys in that team outside of PE). As the pupils became used to working with each other and developing team spirit and friendships, then the boys and girls worked together, such as pairing up in a doubles match, rather than just being on the same ‘home court’. This was noticed during observations at the beginning of the season where one of the girls paired with one of the boys in her team, where this hadn’t been evident previously (FN,G2,8.03.01). The extent to which teamwork and working within gender groups developed for most teams over the season, was illustrated at the start of the singles competitions where Teams A and D in Group 2 huddled together chatting to sort out their team again and generally have a ‘team talk’. Another example was during the competition season where one boy was so pleased with winning, that he jogged across the court to tell one of the girls (Ami) within his team (Team C, Group 2) that he had won and showed her the score sheet proudly. They both cheered and embraced (FN,G1,25.04.01). In this case, the SE model had been successful in developing camaraderie amongst individuals who were new to working with each other and of a different gender.

When Group 1 girls were asked about how they felt working with the boys, following discussions about mixed ability, it became clear that the group were happy working in mixed gender and ability groups. Some girls recognised that some of the boys thought they were better than the girls and tried to take over leadership, however, this wasn’t expressed as a major enough factor to make a statement of ‘dislike’ about it, as illustrated in the following comments:

“They thought they were better than us”.

“They did, they tried to take control all the time, or our



boys did” [said in good spirits].

“But it [SE] was good, it was better”.

“The lads just took over really; they said she should be Coach and you can be....”.

“They were cheats as well!”

(G1,Gs)

At first glance the piece of data may suggest that the boys were more dominant than the girls, but through my observations and teacher’s comments it was clear to see that this was not the case for this group. The above comments relate to the personality of the individuals, where the girls here were confident to speak to the boys as equals and were happy to have a joke about the boys, as illustrated in comments listed above (pages 119-120), for example, the comment “They did, they tried to take control all the time...” [said in good spirits]. My conclusions here are also supported by earlier comments in the previous sub-theme that Mr Lee made, stating that he thought the girls in Group 1 were more confident than those in Group 2. For example, one girl, Joanne, who I thought appeared to be the most extrovert member of the group, made it known, as part of her team selection, which role she wanted to play, but not particularly in the democratic style they were asked to: “Well I said, I’m being Captain and anyone who wants to argue then...” [said in a jovial manner] (G1,Joanne). As a liked member of the group she became Captain. This could suggest that where pupils feel confident enough to voice their opinions, whether in team selection or during team work, then teamwork can be successful. Joanne was confident to work with the boys as an equal and so was happy with the way her team worked. Where pupils feel shy or overpowered by their peers, then poor teamwork may result (as in the case of the two girls, Jane and Safia, in Team D, Group 2 discussed under CL) or in some cases it may lead to conflict. Although the girls within Group 1 did pick up on the boys’ conduct, it was said more in a light-hearted manner and didn’t come across as a matter for concern.

In this study the girls took more of the power roles within Group 1 and the boys similarly in Group 2 thus, overall it couldn’t be said that the boys dominated the girls within the roles and responsibilities across both groups as found by Hastie (1998) and Curnow & Macdonald (1995), only within Group 2. Allocation of and carrying out roles also illustrated how PE can be used to challenge and deter negative gender relations, also identified by Scraton (1992). PE has been debated as a site to reproduce gendered power relations (Scraton, 1992; Flintoff, 1993), that was noticed here in Team



B, Group 2 to be discussed, but in other cases it contributed to the empowerment of some of the girls where their confidence enabled them to take on the powerful roles.

Further comments reinforcing that the boys and girls felt that there was not a problem working within a mixed gender group is illustrated in the following dialogue:

I: When you were playing earlier before the competition started, how was that working with the girls?

Lee: They felt a little bit left out because there was me and Joe, we were always together and Maurice and Chris and like some of the lads were getting a bit annoyed because they had to play mixed and the girls got to play every game and some of the lads were getting a bit annoyed. But it's alright.

I: So maybe if you had three girls and three boys as it should have been, that might have been better.

Lee: Yes. We have got four boys and two girls. It doesn't really work out does it? It's alright now though.

Others talked about the new experience of working with the boys: "Well, I haven't worked with boys before, so it was a bit strange at first, but it's OK now" (G2,Jane,22-03-01). Jane was part of Team D in Group 2 that had two girls and four boys, as discussed in the previous sub-theme. I felt that she was overpowered both in terms of the number of boys to girls and in confidence and most of the time she stayed with her best friend Safia within the same team.

The most difficult situation that was observed when it came to teamwork and in particular, working in a mixed gender group was seen in Group 2, Team B where the boys didn't work well with the girls. I noticed this in observations, as did Mr Lee, and followed this up with a one-to-one interview. From both my observations and Mr Lee's this at first appeared to be a gender issue. My field notes reported that "the girls did not appear to be happy working with the boys, as they were standing at the side of the court with their rackets down and faces looked irritated at the boys for not letting them feel included. The boys played on in doubles while the girls were at the side." (FN, 16,03,01). But on further exploration with both boys and girls in an interview, the pupils suggested that gender was really not the issue, as illustrated here:



I: How's your team been working?

Rosie: What team?!! [said sarcastically]. Danny's O.K. really [the competent player], it's those two [other 2 boys in the team] that make you feel hopeless, they just snigger, huff and puff when you miss it. I suppose there are virtually three of us now, because there's me, Lindsay and Leanne who aren't very good, who can play a bit and that's about it. And then there's them three who play together really. At the start they played... me ..us... The three girls played against each other in singles and them two played against each other [in singles]. Then when you suggested the doubles then, they played in the three and the lads said Danny, you're the best, you can play on your own and us two will play against you. So then we were just left standing on the sidelines really. But if when we do play doubles, because we're not very good and they don't really help us or anything, if we miss it or something, they just stand around [sighs] you know, roll their eyes.

I: How does it make you feel working in a mixed gender group?

Rosie: Well it's not the fact that it's mixed; it's just the fact that we've been put in sort of a bit of an odd group really. Because we're the best people in the class and then three other people who can't really play.

(G2,Rosie,16-03-01)

This conversation illustrates the importance of multiple data sources for such situations where rival interpretations could emerge, and after further investigation the initial interpretations might be called into question and perhaps modified or rejected.

Graham, one of the pupils who made negative comments and actions [rolling eyes, sighing etc.] when the girls, including Rosie, missed the shuttle, also didn't think the problem was related to being with the girls, but like Rosie, stated it was because of the ability difference:

I: How do you feel your group is working?

Graham: O.K. Well we usually just play 3 boys and 3 girls. The boys usually hit the shuttle hard and the girls can't hit it back, so it just ends up in mixed



doubles that we just hit it back and forward to each other (to the other boys).

I: How do you feel your group is working being mixed with the girls?

Graham: O.K. It just so happens that the 3 boys are better than the 3 girls. If the group was more similar in standard that would be better.

(G2,Graham,19.03.01)

These comments reinforce the point that the SE model relies heavily on CL strategies as discussed by Metzler (2000) and that the teacher selects the team members to encourage “diversity within teams and for fairness across teams” (p.234). However, this wasn’t the case in Team B (Group 2) even though Mr Lee had tried to produce equal ability teams and keep friendship groups. This was achieved for most groups but in Group 2 where difficulties occurred, Mr Lee hadn’t worked with all the girls before so didn’t have full knowledge to make the best team selection. Rosie, however, did recognise the benefits of having mixed ability within a group for this teaching method where peer tutoring was used, but the differences between ability levels in this team and the attitudes in response to the ability differences were too great for her team to work effectively. This is further illustrated within the following dialogue:

I: So, what would be your solution?

Rosie: I'm not sure, because me, Leanne and Lindsay probably work better with people who could play, but it would be better if they weren't really excellent, so then we could work up to their standard. But with playing with them (the boys), it's just they expect us to be as good as them, and be able to play as good as them. What would have been better is if we had the first lesson of people just playing singles against each other and then Mr Lee taking down how good they were. Then putting people in mixed abilities but not quite so mixed. So two people who were really good, two people who couldn't really play and two people who were about middleish.

(G2,Rosie,16-03-01)

When Mr Lee was asked specifically how the antagonism within Group 2, Team B could be dealt with, he said he wasn’t sure fully what the best way was of dealing with such conflict. During the initial conflict stages, one of the girls informed Mr Lee of the



situation and his response was that he would write specific roles and responsibilities so the pupils were clear what they should do and that it should help them to work together. However, Rosie, the girl in point, wasn't convinced that it would help them achieve good teamwork, stating, "I don't think that it will happen" (G2,Rosie,16-03-01). Her reactions might have been because she had lost confidence from the reactions she had faced from the boys. Where pupils are not used to a teaching model that encourages CL, then conflict or some sort of difficulty is only to be expected, as found in the minority of teams in this research. Yet, SE wasn't disregarded as having potential for success as a result of this incident as Rosie remarked: "I mean it's (SE) a good idea, it's just because of the team that I've been put into" (G2,Rosie). Furthermore, she still preferred SE to usual PE experiences and still enjoyed badminton. Feelings also remained positive in the 9-month follow-up interviews. This suggests that, although immediate impact can lower feelings of competence, on this occasion feelings towards the lessons as a whole didn't give a negative end result.

The negative experiences in this SE season were from two of the teams out of eight, illustrating that the majority of teams worked well. Mr Lee also concluded this at the end of the season, in discussions about gender grouping and having mixed ability teams:

"I thought in general throughout the two groups, they worked very well, they mixed well, communicated well and cooperated well. In some particular instances I thought that it was very evident that there was some antagonism between the two genders and that was interesting to watch. It confirms some of the things about perceptions and misconceptions that are in society but also within school or in the PE setting. Perceptions that lads have of girls and girls have of lads, they were reinforced in some of the groups, but not many. I would probably say two or three of the groups out of the eight, but the others I thought worked very, very well. It was interesting that particular personalities came through very successfully. Gentler, more relaxed and more caring, if that's the right word, lads who were really effective in a group situation. Most of the girls were, I thought really effective, in the group situations. Except where they were working in a group where there was some antagonism I thought that the barriers came up, it was then six of one and half a dozen of the other in those situations. Yes it was interesting to watch."

(TI, 31.05.01)



Mr Lee was asked how he thought a team was affected if they were not working well together. His response was that:

“I think that what happens is the groups are splintered. (boys from girls) You know, they go their own way in a sense, there isn't any collective work or spirit, whereas you can actually see that in the groups that are talking to each other about how they have done, congratulating each other when they have won and how they have played, you can see that happening. Where there isn't that camaraderie then they just play the game, record the result and then go on and find the next one”.

(TI, 31.05.01)

After reflecting on this situation and the whole season Mr Lee felt that perhaps the way to have dealt with these boys (Group 2, Team B) was to have spoken to them directly. His thoughts were reverting back to a 'teacher directed' mode rather than as a facilitator, that was the predominant style in SE, that again reflected that Mr Lee was more used to this style of teaching, as illustrated in the following response:

“It is a very interesting and complex problem because I think you almost, to deal with it, have to become affirmative, you have to really make a point to some, to say, 'you know look this is a mixed group and you're all mixed together and there's no place for any prejudice of any kind whether that be because someone is less able than you or is a different gender' I almost feel that pupils like the three lads that I'm thinking about, you have to be straight in their face and say 'look this is not acceptable, do not do that'. The strategies to do that are really something that I'm looking for really.

(T.I,31.05.01)

Pupils were asked to consider what would make teams work better. The strength of feeling was for them to be put with their friends: “Put people with their friends. With your friends not your hated enemies” or with people who would work effectively within a team: “With people who want to work” (G1,Bs). Girls stated similarly about whether they worked well as a group: “It depends on if you are friends with the boys” (G2,Gs). This was said perhaps as a general response as for some, as seen earlier in Chapter 6.5 there were difficulties for pupils getting their friends to take notice of them. The suggestion was made by pupils that it would be better if they were consulted before allocating the groups, so that they could go in friendship groups to ensure better



teamwork: “If you are put in groups with people that you’re not friends with you don’t really work very well. So if you get to choose the groups then you work well” (G2,Gs). This reinforced previous comments that the issue wasn’t predominantly a gender issue, from the pupils’ perspectives, rather one that related to team members cooperating with each other and taking responsibility to work as a team. This was helped here where teams had balanced ability levels.

Being with friends was unanimously felt across gender and groups as something that was liked and preferred, helping to increase motivation in PE. When examined further it helps explain power hierarchies between pupils and gender. From focus group discussions and observations, I felt that the reason girls preferred to be with their friends was that, if they felt incompetent at the sport then they were happy playing in front of their friends, as they were not likely to embarrass them about their playing standard: “If you’re not with your friends they might make fun of you and laugh at you missing the shot” (G2,G). This was something that was reinforced again in the 9 months follow-up group interviews: “Your friends aren’t like going to laugh at you so you don’t mind making a fool of yourself” (FU,G2,G). If there were imbalances in abilities, then it appears that if pupils were working in a supportive environment, as talked about by Kirk *et al.* (2000), such as being with their friends, then they were better able to cooperate and work together. Where they were not working with close friends, as with Team B (Group 2) then the result in that case was for antagonistic behaviour to occur. This also supports previous research that indicates that wanting to be among friends is an important part of enjoyment in youth sport experiences (Siedentop, 2002). Sleaf & Wormald (2001) report similarly from young women’s memories of PE and about having fun with friends: “I just think the main thing, well it was for me, was like, you had a laugh with your mates and stuff...if your mates don’t do it then you lose interest” (p.34).

Weiss & Smith (2002) further echo findings above in their study investigating friendship quality in youth sport and the relationship to age, gender and motivation variables. Using the Sport Friendship Quality Scale (SFQS) female and male tennis players showed differences in friendship quality: “Girls scored higher on self-esteem enhancement and supportiveness, loyalty and intimacy, and things in common, while boys rated conflict higher” (p.433). So these characteristics are things that girls felt they gained from their sports participation with their friends, whereas the boys rated conflict



as more characteristic of their best tennis friendship. Taking the different characteristics between genders can further help explain outcomes from this research. Findings from this research at St Anne's that have been discussed, suggest that the girls felt happier in friendship groups because they felt more confident that they wouldn't be made to feel uncomfortable or embarrassed. This can be related to self-esteem enhancement and supportiveness that the girls in Weiss & Smith's research rated high as something they valued from sport friendships. Conversely, Weiss & Smith's (2002) findings suggest that boys, by rating conflict high on the SFQS, are more at ease with conflict in sport as it is a characteristic seen as part of their best sport friendship. Where conflict between genders occurs within sport, as in Group 2, Team B at St Anne's, it could be expected that boys would feel more comfortable with it than the girls. This was observed in this research where the boys didn't appear to be affected by the conflict that arose in Team B, while the girls did show negative affects as illustrated earlier in Rosie's comments. However, some of the girls at St Anne's said that "it depends on if you're friends with the boys" (G2,Gs) as previously quoted. So if the girls are friends with the boys, then they can also feel the supportiveness that is found from being within friendship groups. Again, this would suggest that it isn't necessarily a gender issue, but one that is more about being in friendship groups. Weiss & Smith (2002) found those who rated their best tennis friendship higher in "similar beliefs and interests, companionship and pleasant play, and conflict resolution found their experiences more fun and pleasurable, and felt psychologically committed to continue their involvement in tennis" (p.433). With this, it can be suggested that children and adolescents who perceive higher quality sport friendships are likely to be more motivated to participate.

The examples given that illustrated negative feelings about the opposite gender could also be explained by the inexperience of pupils working within a mixed gender PE class, reflected in the initial comment: "I haven't worked with boys before, so it was a bit strange at first". It was clear from observations that, for some pupils, time was needed to understand how to relate to, find out what was acceptable behaviour, and gain confidence in working with the opposite sex, as implied earlier by teacher observations. The latter was particularly evident when looking at the changes in behaviour from the first few weeks to the middle and end sessions. In the first sessions the boys and girls would sit apart from each other when sitting as a group listening to Mr Lee (during the more teacher-directed phase) as noted from observations: "Pupils sat in separate gender as in Group 1, with a distinct gap apart" (FN,02.03.01). As weeks progressed (on the



occasions they were brought around as a group) they sat within their teams, with boys and girls together. Changes were also evident in the increased enthusiasm of girls to arrive early at lessons (FN,27.03.01) and by enthusiasm and change in team work between the boys and girls:

Danny: At the beginning the girls went off on their own and the boys... but as the weeks like progressed the girls started to come more connected.

I: As a team?

Danny: Yes. Working, like mixed doubles now and in singles so everyone is fitting in.

I: So what was it that enabled that to happen?

Danny: I think it was when we have a little meeting every week and when we were getting together and designating the jobs, the girls we could see that they wanted to do a lot in it so we just went on from there to play games.

### **6.7. Overall Experiences from Changes in Power Hierarchies**

From observing the practice of this SE season and assessing pupils' learning experiences it was evident that positive outcomes from changes in power hierarchies were achieved. Specifically such changes resulted from the student centred approach where Mr Lee was acting more as a facilitator and responsibility was taken by the pupils. The changes in relationships between Mr Lee and pupils and between pupils, points to underlying shifts in power hierarchies. The girls in particular favoured the style of teaching where they felt they had a good relationship with the teacher and was something that was shown to develop over the season of SE. Evidence supports observations to suggest that the different model of teaching allowed the girls to feel they were working in a more relaxed environment, where for some, the pressure to perform during match play or simply practising with a partner was reduced. As one girl stated, it was: "The feeling of not being watched all the time" (G1,G). The girls also appreciated having responsibilities. While having responsibility was also recognised by some boys, it didn't emerge as strongly as for the girls. Discussion from the boys' experiences mainly focused on the increased time available to play badminton, while also commenting on the teaching as being good because of this and for the praise given. It was also only the boys who mentioned the medals as being a good thing, to act as a further motivator during competition play.



Two other sub-themes from changes in the hierarchies of power were the use of the CL approach and gender relations. The CL approach was viewed positively by pupils in relation to gaining responsibility, while difficulties were recognised due to having inexperience with this teaching model or in their willingness to take on responsibility. The success of both commitment to responsibilities and relationships between genders were mainly to do with pupils being able to take instruction from their friends or other peers, working outside of usual friendship groups (something that became less of a concern as the weeks progressed) and committing to duty roles.

From the pupils' perspectives, they didn't have any problems about working in mixed gender teams. The situation in Team B (Group 2) wasn't said to stem from negative gender relations, as Rosie within that team implied that the noticeable difference in ability levels created difficulties within their team, while the boys stated that they were happy working within mixed gender teams. As it was, all the girls were less skilled than the boys so it gave the opportunity for gender stereotypical views to be reproduced and for behaviour to follow this by the boys treating the girls in a derogatory manner, because they were less competent than the boys. Feeling competent is considered to be critical for all pupils as previously mentioned within this Chapter. Furthermore, "perceptions of competence and social regard are theorised to impact self-worth, affective responses, and motivated behaviour" (Smith, 1999, p.331) and Rosie became less motivated and frustrated during sessions following her team conflict. The difference in opinion between the boys and girls with regard to how teamwork was performing was related to the different characteristics that gender relate to sport friendships, as discussed in this theme, where boys in Weiss and Smiths' research (2002) rated conflict high. It would have been interesting to see if the boys' reactions would have been the same if, given the same ability divide, Team B was an all boys group or if the focus for these boys was on improvement instead of performance.

In contrast to this negative scenario, SE contributed to the empowerment of girls where their confidence enabled them to take on the roles. This has also been observed in other SE interventions, such as that by Ennis (1999) where the model enhanced the ownership for pupils and assisted boys to develop more tolerant attitudes towards the girls. Overall the changes in power hierarchies were mostly positive and supported by the pupils as something that helped them enjoy PE more. Changing power hierarchies allowed pupils to learn from team social interactions and appreciate the strengths and



weaknesses of others. Such benefits were also supported by Colgate (1999), who praised the values gained from social interactions and having to appreciate the different abilities of the opposite gender. In contrast here, some changes in power hierarchies created challenging situations between genders that would need to be addressed before future SE delivery.



## **7. TEAM AFFILIATION AND PERSISTENT GROUP MEMBERSHIP**

The previous chapter on changing power hierarchies starts the discussion relating to team affiliation by discussing outcomes from pupils being given the opportunity to take responsibility in PE. This chapter takes this discussion further, focusing on the strengths of SE that help develop team affiliation and highlighting the associated benefits that have been gained through having persistent team membership across a season of sport, in this case 10 weeks, that is part of SE. The issues and situations where team affiliation was not as successful as the teacher intended are also discussed, by looking at the 'free rider' effect and the absence of camaraderie in teams.

Chapter 6 identified some of the benefits of using a PE instructional model that helps to develop team affiliation that may not be achieved in traditional PE approaches. The differences between traditional PE, community sport and SE were highlighted, where decontextualised PE was referred to and reference to team affiliation was said to be absent from school PE (Siedentop, 1994). In addition to this, the shorter units of multi-activities within PE have been highlighted by Siedentop to give an experience that is not authentic sport in that it is considered to be mismatched with organised community sport. In club sport, for example, there is a season often made up of pre-season training, competition and a culminating event such as an end festival tournament, that are also part of SE that would not be seen in traditional PE. While the shorter units in PE don't give the same representation of organised community sport because they lack such features mentioned, the nature of a traditional skill learning approach also doesn't provide much opportunity for team membership to be created or developed, for example, where teams may not be formed as just mentioned. Consequently, the persistent group membership that is formed and felt in team sports outside compulsory school PE is lost in usual school PE experience.

One of the six key features of SE is team affiliation. The persisting group membership across a season helps this to develop. Team affiliation can benefit pupils by promoting affective and social development, by team members being given the opportunity to "work towards a common goal, make group decisions, experience success and failure as a group, and fashion a group identity for itself" (Metzler, 2000, p.256). The responsibility given to pupils to make group decisions and work to improve team performance also enables pupils to learn skills in peer tutoring.



Peer tutoring has been well documented (Johnson & Ward, 2001) as a successful way to achieve student learning, where positive attitudes towards activities taught have been shown and tutees and their tutors outperform the control groups (Choen, Kulik, & Kulik, 1982). Johnson & Ward (2001) found that children performed fewer total trials but generally more correct trials than at baseline in a 20-lesson striking unit. Seasons of SE have also been successful in peer tutoring and achieving positive pupil and teacher reactions to team affiliation, illustrated in a selection of examples as follows. Alexander & Luckman (1998, 2001) looked at teachers' perceptions and uses of SE versus non-SE in Australia with the introduction of SEPEP. Student-centred cooperation and interpersonal skills were rated most highly (>80% averaged from both primary and secondary school teachers). Bennett & Hastie (1997) examined students' perceptions of a softball class using SE and reported team affiliation as the most attractive feature of SE along with the formalised competition. Carlson & Hastie (1997) in a season of collegiate softball found a stronger preference for student coaches over teacher instruction and reported that team affiliation was the most attractive feature of the SE model. Hastie & Carlson (1998) also suggested that team affiliation was one aspect that could be achieved regardless of the potential diverse nature of the population groups involved. Grant (1992), in trialing SE in New Zealand, described teachers' views stating that team affiliation (and appropriate competition) was thought to give a sense of purpose to the SE process. More recently, MacPhail, Kirk & Kinchin (2002) support findings from previous studies about team affiliation reinforcing the attractiveness for pupils of being part of a team.

Belonging to a team for a whole season helps provide a sense of community and belonging. Siedentop (2002) talked about this persistent group membership to give the opportunity for a "practice" to develop. MacIntyre (1985) terms a practice as:

"Socially established cooperative human activity through which goods internal to that form of activity are realised in the course of trying to achieve the standards of excellence which are appropriate to, and partially definitive of, that form of activity, with the result that human powers to achieve excellence, and human conceptions of the ends and goods involved, are systematically extended".

(p.175)

As Kirk (2002) explains, the idea of intrinsic goods talked about by MacIntyre (1985) refers to those goods that can only be gained from fully participating in the practice



itself. In this study, for example, this would be taking full part in learning about badminton - the tactics, etiquette, rules, giving respect to opponents and teamwork. Goods external to badminton would be to gain the reputation as the best badminton player in school or collecting rewards for winning. MacIntyre also suggested that it is the internal goods that help best in sustaining motivation to participate in that sport. So having the opportunity to stay with a team across a season through SE can help to develop such practice and keep motivation in PE. The balance of intrinsic to extrinsic goods will be looked at within this section to see if SE at St Anne's did help to achieve intrinsic goods from playing badminton or whether pupils gained more extrinsic goods.

The nature of team selection and the formation of team identities in this SE season at St Anne's are explained in order to set the scene before the main sub-themes about teamwork, team support and team affiliation are discussed.

### **7.1. Team Selection**

Post-season group discussions took place about how teams were selected to find out if pupils were happy with the procedure used and end result, as this is an area that could cause conflict within teams, if for example, teams were not balanced within standards or in sex, as was the case found in some teams here, described later in this chapter. One pupil, Joanne said: "Well, if I had been with my friends, we would have all been very bad and my team would have lost, so in a way I was quite happy about the teams!" (G1,G).

Mr Lee's method of selecting the teams was to create equal ability teams while also trying to put friendship groups together, where known. However, Mr Lee only had a rough idea of their ability levels for some of the girls, as he had not taught the girls before in badminton and only worked with a few girls in basketball the previous term, where he could estimate their sporting ability. Group 1 had the first lesson before teams were selected, which allowed Mr Lee one session to gauge the ability of the girls that was not possible for Group 2. This naturally left scope for a mismatch to occur. Mr Lee recognised that team selection was an area for further thought before future implementation. This would also allow him to experiment within areas that are unknown, as stated:

"I think there's some of the more complex ideas of creating groups that might well be the way forward. I wasn't con-



confident in going with something like allowing friendship groups to emerge and then down the line explaining that if we're going to have equitable competition we need to change those groups and then to get them engaged in how we are going to do that. But that is probably the way forward to try and get them to realise and understand the need for changing groups to create parity within the competing framework. They have to somehow organise different strategies where there's four or five captains who are sat together and say 'right let's try and do this...' that's the way I want to see it rather than me saying and imposing 'you're going there' etc. I know I did that in the first instance, I did it on the basis to try and create the situation where pupils contribute from the very beginning and not allowing the friendship groups to have a dominant role there, although I recognised where certain individuals would have been a bit happier".

(TI,31.03.01)

Overall the groups felt that it was better that Mr Lee picked the teams so that mixed ability groups were achieved, but it would have been preferable if they had been consulted to ensure that everyone had been within friendship groups, as well as mixed ability groups.

## **7.2. Team Identity: "Little Devils; Paint Strippers; Mushy Peas; Karina's Machine"**

Teams had the opportunity to form their own identities. Mr Lee asked pupils to think of a name for their team following lesson 1. Group 1 came up with the following names for their teams: Little Devils, Paint Strippers, Mushy Peas and Karina's Machine. Group 2 were less keen to think of names and even after reminders and encouragement from Mr Lee, they didn't come up with any names, except in Team B who named themselves Westsiders. So Group 2 teams were named Team A, Westsiders, C and D. This reflected the differences between Group 1 and 2 where Group 1 girls and boys were generally more positive within the post-season focus group discussions, about the changes in PE made with SE. I noted this in observations: "It seemed that Group 1 are more positive about SE and PE in general" (FN,28.03.02). Group 2 were generally more critical about SE than Group 1 within these discussions. This could be explained by the differences between groups where Group 1 had equal numbers of boys and girls. The girls also appeared more confident, reinforced by them taking the 'power roles', where in Group 2 the girls took the roles of Statistician, Equipment Manager and Team



Manager. These were viewed as the organisational roles rather than those that would require them to take charge. Any difficulties that occurred within teamwork were within Group 2, Team B, which arose from ability differences between genders and attitudes of the boys towards the girls' ability levels (discussed in Chapter 6: Changing Hierarchies of Power).

### **7.3. Teamwork: “Happened Independently of Any Teacher Instruction”**

There were many positive aspects of this SE experience that illustrated affective and social development by team members. There was evidence of teams working towards the common goal of the competition, working towards the best team performance, having the responsibility passed to them to make many decisions, summing individual scores onto a group sheet so the focus was away from individual performance compared with others and they had the opportunity to produce a group identity through team names, although Group 2 didn't take full advantage of this. The following shows some of the ways in which team affiliation and consistent team membership were viewed positively.

Pupils were asked about teamwork and spoke favourably about peer teaching:

I: So how has it been working in a team with different standards?

Lee: It is better because people are who aren't so good get to be like taught in a way. You know what I mean? People who are good get to teach and like you learn different things from different people.

I: So are you saying it has worked well being taught by others in your group?

Lee: Yes, because like you spend more time and like the teachers tell you how to do it, but they don't do it, but they (peers) like show you like all the way, like if you take someone who teaches me how to do a proper swing or something, then like he would do it first and show me...

(G2, Lee, 28.03.01)

I noted from observations how teams were getting on with practice routines and tasks in class without being prompted by Mr Lee, showing independent thought and group working:



“Team A in Group 1 were working independently, getting on with a practice routine, where two girls were playing and two in their group (one boy and one girl) were observing and helping improve the return of one of the girls. The other girl was feeding the shuttle with an underarm serve while the other practised the return of serve. The two observers and the server were helping her with the return by demonstrating the action and making verbal comments. This happened independently of any teacher instruction to do so”.

(FN,20.03.01)

Observations were confirmed through interview with Dan in Team C, in discussions about teamwork that is further discussed in Chapter 6, Changing Hierarchies or Power and Cooperative Learning:

“Well we try and team up so that we are working everybody, even the good people and the not so good people. We have been working out games that we can play to suit different abilities... they get to play some good games and rallying against not your friends but people of your own ability”.

(G2,Dan,22.03.01)

This team illustrated they were motivated to work out routines and practices that would suit all within the team and how they needed to think of alternative strategies that would suit the mixed abilities that were present. It showed this team bringing together all individuals within the group, helping to achieve intrinsic goods from badminton as discussed earlier referring to Kirk (2002). Teamwork was achieved for some, whether they were in usual friendship groups or not. However, there was also evidence discussed later, where teamwork was less than successful.

Smith (1999) looked at perceptions of peer relationships and physical activity participation in early adolescence and found peer relationships to be important to the motivation of adolescents' physical activity. He found perceptions of friendship and peer acceptance in the physical domain to influence physical self-worth and affect, said to impact preference for challenging tasks and physical activity levels (Smith, 1999). While working within teams challenges firstly the affective domain, followed by cognitive and psychomotor (Metzler, 2000), the work of Smith (1999) would still have



some relevance here. Bringing together of all members within Team C, Group 2 above, demonstrated an acceptance to work with all, helping each individual to feel accepted within the group. It has also been shown that pupils working in small groups have produced more favourable outcomes than individuals working on their own: “Students working in small groups can master material presented by the teacher better than students working on their own” (Johnson & Johnson, 1989; Slavin, 1990).

Pupils were asked specifically about what they felt about working in a mixed ability group. The boys expressed that they thought that, “seeding is a good idea”, further commenting: “Yes, I prefer doing that because you got a better match”(G2,Bs); “I like the seeds idea where the top two play etc...” (G2, Lee, 28.03.01). They also felt that having mixed abilities within their teams was necessary to make the competitions equal, commenting: “It would be unfair otherwise”; “If you had a team where they’re not very good at it and then you compete against a team that were really good at it, you’re obviously going to lose” (G2,Bs). This supports the view that SE had provided the environment for pupils to develop morally, caring about their fellow team mates and opponents; qualities that Siedentop proposed were key attributes that should be fostered by junior sport.



#### **7.4. Teamwork: The ‘Free Rider’ Effect: “If They Can’t be Bothered, Then Why Should We?”**

Pupils were not used to working in teams in PE where they stayed with the same team for the duration of a season or where they worked closely with team members for the benefit of the group. This meant group tasks that required cooperation were not always running smoothly. For example, Team A in Group 2 had some initial difficulties that were observed as minor issues (discussed under Chapter 6: Power Hierarchies and Cooperation) such as how the boys could get their friends to take notice of them. They made reference to factors such as their inexperience in being asked to teach their peers or tell them what to do. Working with their close friends seemed to magnify their initial teething problems as Lee felt in week 6 of the season, by which time the situation had eased:

I: So how do you feel your group has been working?

Lee: It's alright, but we are a bit disorganised because we'd never done this before, but we are doing alright. We have sorted it all out now; we've sorted out our roles.

I: Why were you disorganised to start with?

Lee: It's because like in our group we are all like close mates we have never really had to do anything like that, you know what I mean?

I: Yes.

Lee: So, a bit disorganised like asking someone to do something and “no, you do it”. Stuff like that.

I: Do you think if you hadn't been mates then it would have been different?

Lee: Yes, it would have been a bit easier, but it's alright.

(G2, Lee, 28.03.01)

In some cases individuals carried out their roles appropriately, where as in other cases they were not committed and got out of doing their jobs. Score-keeping was the role that was most disliked. Some carried this job out efficiently while others didn't. For some it was because the job hadn't been allocated with the person's consent or in other cases they just didn't fulfil their responsibility. Where the job had been done it was mainly where a girl or girls did the score-keeping and in some cases they did it because the boys weren't going to and it would therefore never get done. This happened mainly in Group 2 and illustrates the notion of “a ‘free rider’ effect, in which some group



members do all or most of the work (and learning) while others go along for the ride” (Slavin, 1990, p.16), thought to be the main downfall of cooperative learning (Slavin, 1990).

The issues relating to the ‘free rider’ effect arose earlier under power hierarchies and cooperative learning, and power hierarchies and gender, where pupils sometimes found it difficult to get their peers to cooperate. As a result of this, jobs were either not done or carried out with some resentment at having to do someone else’s job or discontent at having to do their own, knowing that others were not reciprocating. In some instances the boys blamed the girls and vice versa: “Like the girls were just running around talking to each other. Just talking and like we (boys) were doing all the work” (G1, Mathew). “It’s as if like, if they can’t be bothered then why should we” (G1, Chris). A similar feeling was expressed by a girl about the boys in her team: “I didn’t like our team because the lads just didn’t put any effort in whatsoever and it just felt like there were only three girls making it up” (G1, G). Grant *et al.* (1992) reported a similar finding, where in discussions about social development, some students were frustrated with the differences in enthusiasm to participate. Kinchin (2001), in a study introducing team portfolios to pre-service PE teachers, reported concerns with the imbalance of effort by team members. MacPhail, Kirk & Kinchin (2002) reported an alternative reaction where the less enthusiastic individuals were ignored rather than frustration being felt.

Brock (2002) looked specifically at how students define social status and how status affects social interactions and participation. She found that where students were considered to have high status (defined by ‘being rich’, attractiveness/looks, athletic/involved in athletics and personality/‘being popular’) the students showed higher levels of social interactions, in that the high status students were more likely to make key decisions and be in charge of the team. One example was where a girl Angela, who was regarded to be a high status student, had more power than the Captain (Paul) who enjoyed the title of Captain. However, Brock (2002) reported that it did not concern Paul too much that Angela had more power than him. In Brock’s (2002) research, the notion of the ‘free rider’ effect was slightly different in that the high status students seemed to order other students to do tasks, whereas at St Anne’s, pupils managed to get away with not doing tasks. However, student status wasn’t directly



studied, as in Brock's research, so there may have been an underlying student status affecting decisions within some teams at St Anne's.

Group 1 boys claimed that they didn't like filling in the scores sheets, as part of the duty roles, evidenced in one boy's comment at the end of the season:

"Filling out all the forms is a pain in the butt! but it paid off because we kept all the records so we could sort out who we were playing with and who was best. Yes, but nobody wanted to do this (scores sheets) except for your team because you won it, obviously".

(G1,Bs)

During discussions the pupils were asked to offer a solution to suggest how they would be encouraged to carry out the role of score-keeper. Pupils recognised that it was a necessary task and gave the following suggestions:

"Make sure everyone fills in their own sheets you know, you can't have just one person in charge of everyone".

"You don't have to get sheets, if you just write it down on the board".

"Yes, that would be easier if we had just one big board and we could just write down the score after the match".

(G2,Bs)

"You should have to record your own games and then if you don't have the records at the end, like say if you won and you didn't record your scores, then you wouldn't be able to win because you have got to be able to prove it".

(G1,Bs)

The above ideas suggest that pupils favoured each taking on the responsibility to do their own game and in this way it would reduce the work, which would also enable them to have more time to play the game (highlighted in Chapter 6: Power Hierarchies and High Task Time).

Girls in Group 2 also didn't like filling in the score sheets, while Group 1 girls were happy with the way the roles worked. Group 2 girls didn't like keeping score because



they were left to do the job whether they were allocated to it at the beginning or not. If the girls had not the scores would not have been kept, and the boys were less conscientious than the girls (FN,3.05.01). However, some individuals, mostly girls, did carry out their roles, including that of score-keeper, which Mr Lee found surprising given that the role-playing aspect of SE hadn't been totally successful. There were some good examples of successful team coaching within both groups, as illustrated earlier in the section on team affiliation, as well as for the other roles:

“In fact, some, I was surprised kept very detailed records, a lot of work on it and accumulated all the evidence at the end of the game to come up with the total scores and so on. They didn't go as far as perhaps I'd asked them which was to make sure they posted the scores on the boards, which none of them seemed able or confident to do which was disappointing. But there were several that really did take to the task well”.

(TI,31.05.01)

Some pupils also felt that the other roles were not carried out:

“Like my Coach, he was meant to help you, like on our team no one in our team would do them. All the lads were a lot better than us so they just like played against each other and just left us to it, they didn't help us or owt”.

(G2,Rosie)

Poor commitment to duty roles, however, related to the negative experiences of this team, rather than the majority view of both groups.

Group 1 boys also thought the Referees were poor because anyone who was available at the time would do it: “You'd say ‘hey would you do our game?’ One of the girls did it and just walked off” (G1,Bs). These comments reinforce that one issue was really about groups not keeping to their roles that were meant to be democratically arranged during the first few PE sessions. In order to alleviate this problem, it should have been ensured that individuals were happy to carry out a role before they committed themselves to do it or before others assumed they would do a job if they had been nominated by others within their group. The lack of commitment sometimes resulted in a team having no Referee or Statistician, explaining why pupils felt the score-keeping and some other roles didn't work.



An individual comment was made about not liking being the Equipment Manager, having to put up their teams' equipment. This appeared more to do with the pupil feeling resentment at having to do the task when others within their team were not committed to roles. This would also relate to previous discussions where pupils said that they preferred to be with people that wanted to work. Some girls also disliked having to put the equipment out and away as it was considered to take up time: "By the time we've finished putting all the equipment away it's like middle of break" (G1,G). This again related to the preference to get on and play the game, 'high on-task time' (discussed in Chapter 6) as well as not wanting to be the only one carrying out the jobs. The girls suggested that Equipment Manager was a role that could be shared to ease the load on one individual.

The above issues illustrate that some pupils worked in a way that did not allow the cooperative learning approach within SE to work effectively for all. As Slavin (1990, in Metzler, p.277) states:

"...cooperative structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Therefore, to meet their personal goals, group members must help their group mates to do what helps the group to succeed, and perhaps more important, encourage their group mates to exert maximum effort".

(pp.13-14)

In addition to filling in the individual team score sheets, pupils were encouraged to transfer results to an overall poster on the sports notice board outside of the sports hall. Mr Lee explained that each teams' name had been put as a heading on the notice board and pupils were repeatedly encouraged to put up scores for all to see. However, this was a job that wasn't carried out by any of the teams in both groups. I made a note from observations that, "pupils were happy running the competition and were busy playing singles matches, perhaps they should have been encouraged to fill the scores in during the lesson rather than after to stimulate action" (FN,02.04.01). More direction from the teacher early on in the season again, may have helped to achieve this task.



By not taking on designated or volunteered roles fully, pupils were not only affecting their own success but more importantly, in this case, their teams' success. This may have been impacted by the lack of accountability from pupils, as Slavin (1996) concludes:

“Students in groups may willingly interact with one another and help each other, but without structure and accountability this interaction and help may turn into just giving each other answers or doing each other's work”.

(cited in Dyson, 2001, p.266)

This was the situation with score-keeping where the girls ended up doing the scores in some of the groups, whereas the boys were more interested in 'just playing games', again illustrating the 'free rider'. Slavin (1990) and Johnson & Johnson (1989) suggest that individual accountability is necessary, such as, each group member taking responsibility for a part of the group task, independent from others, where each task is essential for the group's completion of the overall task. This was referred to as positive interdependence.

#### **7.5. Team Support and Team Affiliation: “It Is This Team Affiliation and Camaraderie That Appears To Be Missing in Group 2”**

I noted a critical incident during the competition season, where three girls had seemed to lose motivation at the end of the lesson. I felt that it related to the lack of team affiliation within their group, with one girl from Team B, Group 2 (those that had been within the team that hadn't gelled from the beginning) and two girls within Team C, Group 2. It was week 7 and pupils were finishing off their singles matches. These girls showed disinterest in the lesson, although it was towards the end of the session and the girls had finished their matches:

‘Three girls near the end of the session seemed to be hanging about as they had finished their games and had recorded them on the sheets. They appeared to be hanging around bored as they were looking at their wrists (for a watch) and then asked me the time. I felt that there was something lacking to motivate them to be more enthusiastic about the overall competition. I think there needs to be more made of the competition and end festival so that pupils are clear what they are working towards. While Mr Lee plans to have a culminating festival the pupils don't seem to be aware



of it and thus, can't therefore, become excited about it or see the importance of building up to this by preparing the teams and wanting them to win. The lack of team affiliation thus, reflects this and is reflected in this. Sarah (G2, Team A) said the roles within the team weren't carried out fully e.g. by the boys taking the leadership roles, such as coach, not fulfilling their jobs. She suggested that this was because it wasn't really important because the competitions didn't really matter, whether they won or lost. Informing the pupils from the start what they were working towards and perhaps advertising this around the school would help make this event seem more worth while and thus, worth them doing their jobs properly'.

(FN,G2,02.04.01)

I further noted an incident where: "Two girls who were not so keen, 'hung around' i.e. those from Group 2, Team B, once they had finished their doubles match". This contrasted with Group 2, Team A where the two girls watched their team mates play (boys) and helped keep score (FN,G2,25.04.01). It was noted that "it is this team affiliation and camaraderie that appears to be missing in Group 2" as not all pupils were prepared to work together fully on all tasks set (FN,G2,02.04.01). In contrast, Group 1 generally showed more team spirit where, for example: "One team of girls displayed enthusiasm by cheering and giving support on the side of the court, this was good to see as it was lacking in much of Group 2's competition season, particularly any obvious team support, such as cheering" (FN,G1,26.04.01). I also noted in week 6 during the singles matches, that team motivation generally was not as obvious as that seen in community team support by sports fans. I felt that more pupils could have been more involved in team support during matches in a way that showed their conviction:

'Team motivation during matches was of a quieter nature on the whole to that shown by supporters and teammates in club sport outside of school, although there were specific examples that would support the opposite, as shown above. The pupils weren't used to displaying such behaviour in PE lessons, where they would cheer loudly for their teammates and motivate them when playing. Perhaps this was to be expected and is an area for further thought as to how the teacher can encourage this aspect of teamwork. Teams motivated others by watching matches and some showed support by giving their players advice and encouragement and showing enthusiasm. It appeared that Group 1 felt more confident to cheer and support with Group 2 doing so, in some teams, in a quieter way. This wasn't, however, an issue raised by the pupils'.

(FN,G2,27.03.01)



Team support and affiliation were missing in other ways during the competitive season. During the pre-season when working together to improve team performance it was not always a team effort:

I: So how does it make you feel, working in a team?

Rosie: I suppose it intimidates me really because when we were first playing and we weren't put into like roles or anything then three were off playing and we were sort of in awe of them because they like slam the thing and I was trying to hit it really gently.

There were other situations also noted in Chapter 6: Power Hierarchies and Cooperation or Gender, where teamwork had difficulties, but once the season progressed this improved for all teams except for Team B, Group 2.

The aim of having a 20-session season was reduced by the end of the season to 17 for Group 1 and 16 for Group 2 due to unforeseen circumstances, such as school closure with snow, use of sports hall for SAT examinations and teacher absence. Mr Lee didn't think the absences at the beginning of the season (with the snow and teacher absence) would have a negative impact, as discussed:

“I think we can catch up (Group 2 with Group 1) and I think, as long as ultimately they all get the same input in terms of technical advice, a few practices they can choose from and then the rules and the umpiring, I think as long as that input from me is consistent and given all the time... then I think it will be OK”.

(TI,02.03.01)

The school exchange (for 5 girls only) also coincided with one of the lessons during the doubles tournament and this had an impact, with the other girls having to wait to play matches. In addition, a school field trip running at the same time as the exchange programme took some pupils out of PE with 8 pupils absent from group 2 in one session. This meant it was not possible to play mixed doubles within the time limit. However, for a season over 10 weeks, the amount of competition seemed appropriate. From observations, I felt the lack of continuity in SE sessions for a small minority compounded by other absences, had an effect later on during the competition period, in



terms of taking them out of the team for too many sessions that didn't help to achieve an effective team spirit.

#### **7.6. Summarising Team Affiliation and Consistent Team Membership**

Findings here support the majority of pupils to gain both intrinsic and extrinsic goods from this season of badminton. The intrinsic goods were predominantly gained through teamwork and cooperation with team members, where findings suggested that the majority of pupils fully participated in the sessions, for example, from getting out equipment, conducting team warm-ups, practices and some peer coaching to sharing understanding about rules and tactics, but full team participation was lacking by the majority of pupils not committing to their roles. Furthermore, evidence suggests that the majority achieved team affiliation, but that some teams missed out on this experience. When pupils were asked to look back on their SE experiences in the follow-up group interviews, issues that emerged positively could be linked to team affiliation and consistent team membership, where pupils liked knowing what they were doing before each lesson. Pupils identified these issues as part of the features of SE that they gained from the 10-week session. When asked in the 9-month follow up: "What were the main things you gained across the 10 weeks?" (FU,G1,B), boys said: "getting on with others in a team", "being with the same people in a team for the whole time was good... learning that you had to get on with them" were cited along with "leadership" and "telling people what to do". Girls said: "teamwork" in addition to "time to work on skills... the teacher not telling you what to do" (FU,G1,G).

Overall, there was a balance of effective teamwork in this SE at St Anne's where some pupils worked effectively, in that they cooperated with peers and carried out the roles of SE, although not necessarily just the job they were initially allocated. Other teams showed omissions within their teamwork, but this was mainly to do with not committing themselves to the roles, such as keeping score or accepting instruction from their peer coach or captain early on in the season. When this was the case, team camaraderie was lost. Even though jobs were not carried out, it did not prevent team affiliation from occurring in the majority of groups, as pupils worked well within teams and showed affiliation to their teams, through having a team chat or team 'huddle'. The existence of team affiliation, despite minor difficulties in teamwork, that have been discussed, or pupils not keeping to designated roles, was helped by the amount of time



pupils worked with each other so that they could get to know peers that they were not used to working with across a season. In this way, the increased time for badminton, by having a season of sport that would not be usual in other PE classes, enabled some of the positive outcomes to be achieved.



## **8. RECONFIGURING THE MOTIVATIONAL CLIMATE THROUGH SE**

This chapter assesses the motivational climate of the SE season at St Anne's. Motivation in sport and PE can be explained by looking at achievement goal theory (Ames, 1992a,b; Duda, 1992). Essentially, Carr & Weigand (2001) said "achievement goal theory posits that individuals engage in achievement contexts for the primary purpose of demonstrating competence" (p.305.). Such competence is linked to two independent goal orientations that individuals adopt: task and ego (Nicholls, 1984). Task-oriented individuals focus on personal improvement, effort, learning and task mastery to illustrate competence. Ego-oriented individuals are more concerned with demonstrating superior ability and doing better than others to improve their social status or to boost the way they feel (Nicholls, 1984). Task orientation has been found to produce higher levels of enjoyment (Newton & Duda, 1993) and features leading to intrinsic motivation (Ferrera-Caja & Weirs, 2002), such as skill development and team affiliation, than ego orientation (Goudas, Biddle, Fox & Underwood, 1995). Task orientation is believed to be important for long-term interest and participation in sport (Goudas, Biddle & Fox, 1994). Conversely, higher anxiety and negative effects on self-efficacy have been shown with an ego orientation (Duda & Nicholls, 1995).

Goal orientations of individuals are considered to depend on dispositional orientation and the context, where the latter can alter the natural goal orientation of the individual (Duda, 1992). If there were a choice between predominantly task- and ego-oriented goals, the dispositional tendency would have the greatest influence and is likely to rule if there are no cues or bias towards goal orientation. It is also said that individuals who are continually exposed to or influenced by a certain goal orientation by significant others, are likely to be influenced in that way (Duda, 1996). The significant others could be the teacher or peers within the PE context. Similarly, in the PE classroom, where the teacher focuses on self-improvement and task mastery by rewarding effort and individual progression, students adopt task achievement strategies such as working harder at tasks and not giving up easily if it becomes challenging (Ames, 1992a,b). Where the focus is on a performance-oriented climate, individuals are more likely to adopt an ego-oriented focus with associated negative strategies, such as investing low levels of effort, avoiding and giving up on difficult tasks (Ames, 1992a,b). Treasure & Roberts (2001) and Morgan & Carpenter (2002) found this more recently, when looking



at students' perceptions of the motivational climate, where perceptions of a performance climate were related negatively to students' preference for challenging tasks.

Parents focusing on success have been shown to predict personal ego orientation and feelings of being under pressure in PE (White, 1996; Carr, Weigand & Hussey, 1999). The relevance of a peer-induced motivational climate needs further study (Carr & Weigand, 2001). Evidence from Carr *et al.* (1999) predicted task orientation in PE for adolescents where peers were less worried during PE. In addition, Carr & Weigand (2001) found that task orientation was linked to the perception that parents, peers and teachers fostered a learning climate. Conversely, ego orientation was related to perceptions of a performance climate from parents, peers and teachers. From such work it is clear that the teacher has a large part to play in providing a task-oriented motivational climate, particularly where individuals have an ego dispositional orientation or are influenced by parents who emphasise success without effort. However, this should be considered in the light of an ecological perspective within PE as discussed by Hastie & Siedentop (1999).

Hastie & Siedentop state that the main benefit of considering an ecological perspective is that "it presents a realistic description of 'life in the gym'" (p.22), where PE puts both the needs of the students and the teachers' agenda in mind. The teachers' agenda for the lesson, to define the action and order of action, referred to as primary vectors by Merritt (1982, in Hastie & Siedentop, 1999) are not fixed products, but are seen as dynamic vectors where "the direction and momentum of which is determined by how teachers monitor and respond to the potential or presence of student-initiated secondary vectors" (p.12). Secondary vectors were referred to by Merritt as those initiated by students "to test the robustness of the primary vector ..." where students initiate secondary vectors for example, "to reduce the demands of a task, to engage socially with peers, or even out of boredom" (p.12). Allen (1986, in Hastie & Siedentop, 1999) further cited the importance of the students' influence on tasks within a class by stating the importance of a student social system, "by suggesting that students had two major goals, those of socialising and or passing the course" (p.15). So the teacher may have to work in opposition with pupils who could react against or test the teacher's approach.

SE aims to achieve a learning environment where pupils work together within a team across a season, with the aim of improving individual and team performance. The



change from a more direct to indirect teaching style enables the teacher to have more time to observe and praise pupils for their efforts. In addition, the use of the cooperative learning strategy with peer tutoring and teamwork also gives the potential to allow peers to encourage others within their team. This research will look at whether SE can work to positively change the motivational climate in PE where traditional PE contexts have focused on differentiated climates through social comparison, competition and winning (McManus & Armstrong, 1996).

Ames (1992a) identified teaching structures that underpin a mastery climate, based on those originally identified by Epstein (1989) who used the acronym TARGET to represent the six areas of - task, authority, recognition, group, evaluation and time, as part of an intervention to increase mastery experiences in the classroom. Morgan & Carpenter (2002) used this structure to assess the effects of manipulating the motivational climate in PE lessons and results revealed pupils' perceptions of a learning climate from experiencing the mastery programme. The TARGET structure is used here to illustrate how the class climate in this SE intervention is considered to be predominantly mastery oriented. The second sub-theme identifies ways in which the girls show higher levels of task orientation than the boys.

### **8.1. Mastery Climate Through SE: “The Teacher is Nice and Says What You Need to Improve On”**

Ames (1992b) described task to relate to six areas of teaching structures as identified above. Specifically, Ames (1992b) stated the following for each of the six teaching structures. Task related to activities within the lessons that can influence students' perceptions of their own and others' ability and Ames (1992b) suggested that they should provide variety, interest and challenge. Here one of the girls who reflected her thoughts within the end focus group had positive perceptions about her own ability within SE where she felt usually she was not so good: “When I was in some matches I was really good at playing, but like usually, I'm rubbish” (G1,G). Furthermore, the nature of this SE season that started with a pre-season and pupils knew that they were aiming towards a competition and end tournament, gave them variety across the season to potentially keep them interested, that also relates to the Task structure. As pupils unanimously felt that the competitions were something that they liked and they preferred SE to their usual PE experiences, at least, the Task structure cannot be said to



have negatively influenced the pupils' overall views. Ames (1992b) included Authority as a teaching structure with the aim of trying to involve pupils in decision-making so they could contribute to their own learning. St Anne's SE experienced this teaching structure, in part by transferring much of the responsibility to pupils. The transference of responsibility was only achieved in part because the pupils didn't take on the roles fully, such as Captain, Coach and Team Manager. However, in the aspects such as taking decisions about warm-up activities, practices and other teamwork, successful practice was found as illustrated in Chapters 6 and 7 and pupils agreed with the comment that: "Everyone was really glad that they had the responsibility so it seemed to work better" (G1,G).

Ames (1992b) described the teaching structure Recognition by giving the opportunity for pupils to achieve success through focussing on effort and improvement. Recognition was observed and illustrated in this research from pupil comments: "The teacher is nice and says what you need to improve on" (G1,G). The Grouping structure was said by Ames to focus on heterogeneous groups and a cooperative group learning approach. This teaching structure was part of the SE model here, where pupils were in mixed groups, both in terms of ability and gender. The SE model is underpinned by using a combination of direct instruction, cooperative learning and peer teaching, so again meeting with Ames' teaching structures. The purpose of evaluation where task goal orientation is the focus is to give feedback on individual improvement and progress and Ames (1992b) states this should be private, so that others cannot hear, and that a variety of methods should be used. This was achieved for some pupils as the teacher gave pupils individual feedback, but it was not necessarily private, as others in their team were within earshot. The final teaching structure that Ames describes is Time, where he suggests that there should be long enough to allow for differentiation to occur so that pupils could progress optimally. This season at St Anne's school was just short of that recommended by Grant (1992) who suggested 20 sessions to be ideal for SE delivery. So based on Grant's recommendation, time should not have been a major issue here, although there were certain issues that would have benefited from having increased time. However, these time issues were more to do with the teacher and pupils being new to this teaching model, where potential teething problems were to be expected, rather than because there were problems with the SE model itself.



Further evidence that supports findings to suggest Mr Lee achieved a task-learning environment where emphasis was taken away from social comparison emerged from the girls' discussions. The girls replied in response to a question about SE in a way that suggested they felt SE provided a more relaxed environment. Mr Lee was praised for: "Letting us work in a relaxed environment" (G1,G). In addition, the girls felt that: "It was the way he says it, he doesn't like patronise you, if you're doing something wrong. He just advises you and helps you" (G1,G). Such examples, further to those discussed earlier using Ames' teaching structures, focussing on recognition, highlight that a mastery climate was evident where the majority of girls didn't feel the pressure to perform. It also identifies the different goal orientations of boys and girls, as these were features highlighted mainly by the girls.

I made a note of an example of how I felt an activity within a session (week 5) helped to develop a positive task motivational climate:

"Team A (Group 1) provided an example of SE at St Anne's developing a positive task motivational climate. The team were working independently, getting on with a practice routine, where two girls were playing and two in their group (one boy and one girl) were observing and helping improve the return of one of the girls. One of the girls was feeding the shuttle with an underarm serve while the other practised the return of serve. The two observers and the server were helping her with the return by demonstrating the action and making verbal comments".

(G1,20.03.01)

The above situation occurred without any prior instruction from Mr Lee. I asked Sarah in an individual interview at the end of this session what had prompted them to set up the practice in that way, she said: "Caroline can't serve very well so she wanted me to hit the shuttle to her so she could get some practice... the boys are better than us so they helped her too" (G2,Sarah,20.03.01). In this practice session the boys were not 'showing off' and Caroline and Sarah were focussing on skill improvement rather than trying to be better than each other or the boys.

A further example of a learning climate from SE was the focus of the competitive season on total team performance with individual points counting towards team success from working as a team. Students were reminded of this prior to the start of the



competition season (G2,19.03.01). The competitions at St Anne's were run in such a way that still allowed a learning climate to be evident. One girl enjoyed the competitions because she felt they enabled her to improve her skills: "It was that you had a chance to practice them when you were doing the competitions and stuff but when we did it in normal PE lessons it was just like, they showed us one and then we went on to something else" (G1,G). This was also seen in the example with Caroline and Sarah where they had time to practice a skill. SE provided the opportunity for some pupils to have time to work on skills and practice them in a variety of situations, i.e. practice routines and games, and for pupils to recognise this and highlight it as something they liked about SE. Such experiences were also reported by other studies where the level of effort in SE was considered higher than in their usual PE experience (Grant, 1992; Alexander *et al.*, 1993; Bennett & Hastie, 1997) and skill level was thought to have improved (Bennett & Hastie, 1997; Carlson, 1995; Hastie, 1998a; Hastie, 1998b; Hastie, 1996).

## **8.2. Goal Orientations: Girls Show Higher Task and Lower Ego Orientations Than Boys**

Carr & Weigand (2001) examined the relationship between goal orientations and perceptions of the motivational climate emphasised by parents, peers, teachers and sporting heroes for children in PE. Additionally they looked at gender differences and found that girls had higher task and lower ego orientations than boys. This was also indicated in this research at St Anne's where the girls showed a preference to working in a more relaxed environment (illustrated in the above section) that would give as Carr *et al.* (1999) described, a lower 'worry-induced' environment, rather than higher anxiety states that have been linked to an ego orientation (Nichols, 1989, in Carr *et al.*, 1999). The girls also positively talked about praise given by Mr Lee. The devolution of power was discussed in Chapter 6, where Mr Lee recognised that he had more time to observe, correct and praise pupils than he normally would in his usual PE classes. It was illustrated in discussions about teaching styles and 'good teaching', where the notion about 'praising effort' emerged as a positive attribute that some girls felt they received from both the teacher and their team mates. One girl provided the statement: "Praised at the end of each lesson" (G2,G) in her written comments at the start of the focus groups in response to the question asking pupils to write what they liked and disliked about SE. None of the boys brought up this issue in similar group discussions. Being



praised, that was a point only raised by girls and which might relate to prior PE experiences where the girls may not be used to such praise from their PE teacher. Kirk & Wright (1995) highlighted the issue about praise in looking at data from Wright's 1993 study, where the boys were praised more often than the girls.

In contrast, some boys said they thought it was good to have medals for the winners: "It's better playing games to win like a medal than just playing games for the hell of it"; "It makes you more determined" (G2,B). None of the girls mentioned the medals. Medals can be viewed as extrinsic rewards, linked with an ego orientation, further supporting findings by Carr & Weigand (2001) that indicate more males to be ego oriented than girls (although there was no significant findings between boys and girls when quantitatively assessing the key psychological motivational variables, including goal orientation, intrinsic or extrinsic motivation). The comments from some of the boys about medals indicated they had a dispositional ego orientation that could be said to have been moderated by being within a task climate. I noted further evidence of the teacher's efforts to promote a task learning climate: "Mr Lee shows evidence of trying to instil a task climate as he keeps reinforcing to pupils the purposes of being within a team, e.g. to improve everyone's ability with the focus being on effort" (FN,19.03.01).

The benefits of achieving a positive task motivational climate can also be seen by looking at gender relations. In this research at St Anne's, I felt that the boys in Team B, Group 2 had an ego-oriented disposition where they were using their ability to the detriment of their team's success. The boys were noticeably stronger in standard at badminton than the girls and this was recognised by Mr Lee, the pupils within that team and myself. The ego-oriented boys were using a differentiated conception of ability where they 'showed off' to the girls by demonstrating their superior ability without trying to help them to join in with the game, even when they were playing mixed doubles. Instead the boys were said by one of the girls interviewed to: "snigger, huff and puff when you miss it...roll their eyes" (G2,Rosie,16.03.01) as cited in Chapter 6. In this case for Team B, Mr Lee tried to intervene as previously discussed again in Chapter 6, but as he lacked experience in knowing how to deal with this case when he was taking the role of a facilitator, the team affiliation remained the same throughout the season. If Mr Lee had received specific training in this new model to deal with such situations, the overall task motivational climate seen within the other teams and in



Group 1 of this SE season might have helped to moderate the dispositional ego-orientation of these boys.

I felt that the reasons in particular for the girls liking this style of teaching and environment were linked to feelings of competence, where their comments in group discussions specifically brought up the perceived relaxed environment, where one girl reported “no pressure” (G1,G) to be felt within the competitions. This supports the work of Carr *et al.* (1999) where they found lower anxiety-related class climates to predict task orientation in adolescents. The task environment for the majority of teams at St Anne’s was not focussing on social comparison and outperforming others, but on teamwork in addition to playing against well-matched opponents via the use of seeding. This is a positive attribute of the SE model as it is thought that long-term exposure to a mastery climate should develop a task dispositional orientation (Ames, 1992a, 1992b), where task orientation has consistently shown, either on its own or together with high ego orientation, to foster positive motivation (Biddle, 2001).

The issue above is also to do with self-efficacy, highlighted within Skinner’s (1995) competence system. The SE model can allow the four main sources of self-efficacy to be developed: performance, modelling, persuasion and arousal. The main sources of self-efficacy identified by Biddle (1999), using Ewart’s (1989) summaries and application, can be located within this season as follows. Pupils were exposed to appropriate skill levels, practices and games for example, via seeding. This was seen as a positive thing by the boys when reflecting on their season of badminton in post-SE group interviews: “Seeding is a good idea” that was used in the competition season to standardise the boys and girls play (G2,B); “Yes, I prefer doing that because you got a better match, playing someone your own standard” (G2,B). Here the boys were happy with their levels of performance through the use of seeding that allowed them to have well-matched opponents, that relates to the performance aspect of Ewart’s summaries of self-efficacy. Seeding also allowed the pupils to see others performing the activity similar to themselves, relating to the modelling aspect of self-efficacy. In addition, the use of cooperative learning and peer tutoring further promoted modelling of others. The facilitative teaching style in SE gave more time for the teacher to give encouragement and reassurance and praise, as previously illustrated, relating to persuasion. The fourth aspect of self-efficacy listed above (arousal) can be illustrated by the set up in SE where there is a competitive structure and team affiliation that was evidenced in Chapters 5



and 7 as positive features that pupils said they liked. I felt the competition for example, helped to produce an 'upbeat' mood, again relating to arousal. My observations illustrated this when the girls were waiting for the lesson to begin at the start of the singles competition: "The pupils were obviously excited as shown through their voice and smiling faces with jokes and giggling about the session to come." (FN, 27.03,01).

By using Ewart's (1989, cited in Biddle, 1999) summaries of self-efficacy, it is possible to view SE as a model that can enable boys and girls to gain in self-efficacy. This however, was not measured objectively here but some findings show evidence that suggest that some girls had positive self-efficacy that could be linked with this season of SE. The focus on a mastery climate for the majority of teams, allowed boys and girls to work within a task learning environment that is believed to foster long term interest and participation in sport, as stated at the beginning of this chapter (Goudas *et al.*, 1994). The minority of teams here were not able to fully gain from the development of self-efficacy (discussed in Chapter 6: power hierarchies and gender). This was most evident in the situation cited earlier in Team B, Group 2, where uneven ability levels and ego-orientations of the boys dominated team performance that relate to negative performance and modelling sources of self-efficacy, using Ewart's summaries of self-efficacy described above.

### **8.3. Summarising Motivational Climate and SE**

Issues discussed within this chapter, through assessing my observations of PE classes and through discussions with pupils, indicated that over the season of SE at St Anne's, there were many illustrations where a positive task-learning climate was experienced. This was the case for all pupils except for that in Group 2, Team B as discussed. Where pupils appeared to have an ego disposition, evidence suggested it was moderated by the presence and actions of the teacher reinforcing a mastery climate. Mr Lee reinforced a mastery climate through, for example, positive feedback relating to individual improvement and by pupils working in teams where tasks focused on operating together to improve individual levels of excellence. Where teamwork was not effective, as in Team B, Group 2 (discussed in Chapter 6), it would suggest that the ego orientation of the boys was not moderated but allowed to be revealed within this team. The effects of the ego orientation of these boys may have been compounded by the strong difference in ability levels between the boys and girls in this team that allowed the boys to focus on demonstrating their superiority in badminton. It may also explain why the three girls



within the team didn't seem relaxed about their team or within the PE lessons, with one stating "I don't like my team being more competitive than me" (G2,G), as feelings of anxiety relate to Carr *et al.*'s (1999) comments about adolescents, where they experienced a so called 'worry-induced' environment it predicted an ego climate.

Evidence also suggested that the majority of girls had a higher task orientation than the boys, although as this was not confirmed or denied within the questionnaire findings, further research would be needed to confirm such evidence.



## 9. CHANGES TO TRADITIONAL PE TO PROVIDE A MORE AUTHENTIC APPROACH

This chapter looks at traditional PE and shows how teaching practices can be changed to provide a more authentic sports experience. It discusses the views of Siedentop and others about the benefits of SE as a teaching model that can help to provide pupils with a more authentic experience of sport. One such benefit discussed is that SE helps to promote learning through participation in social situations that are similar to post-school sports participation in, for example, a sports club. The chapter also focuses on the SE experience at St Anne's to illustrate the possible benefits of a more authentic experience of sport, while highlighting the aspects of traditional PE experiences that can hinder such positive changes being made. The previous Chapters 5-8 also link with this chapter where Chapter 9 aims to summarise some of the issues from the other themes, in particular by drawing together points that relate to authenticity.

There have been many changes to PE over the last 50 years. The current thinking from academics about the way PE should be taught has changed from methods, strategies and styles to a models approach (Metzler, 2000). Changes have been made in practice by some teachers and in some schools; for others, there is still a traditional approach to teaching PE (Siedentop, 1994). Tsangaridou & O'Sullivan (2003) studied four experienced elementary and secondary PE teachers and found that all four agreed that the primary goal of PE was skill development and that they believed guided practice was important for student learning. So traditional PE methods have withstood the test of time, rightly or not, as current methods for some still use a skill learning focus where isolated skills are taught and the teacher takes a directive teaching style.

Siedentop (1994) talks about traditional PE as one where the activities have been decontextualised from the world of sport and that authenticity is lacking in many of the experiences offered. He explained that:

“Skills are taught in isolation rather than as part of the natural context of executing strategy in game-like situations. The rituals, values, and traditions of a sport that give it meaning are seldom even mentioned, let alone taught in ways that students can experience them. The affiliation with a team or group that provides the context for personal growth and responsibility in sport is notably absent in physical education. The ebb and flow of a sport season is



seldom captured in a short-term sport instruction...”.

(p.7)

Penney *et al.* (2002) further discuss that much of PE may still be taught in this way, and have short units where skills are taught in isolation from the game, even with the interest of PE teachers to experiment with other methods, such as, Teaching Games for Understanding or the games sense approach as described by Kirk & MacPhail (2001). It may be that some teachers are generally resistant to change and that they just keep to their values and beliefs. Although there has been mixed findings about whether teachers' theories-in-action (what they say they do) match their theories-in-use (what they do), where most recently Tsangaridou & O'Sullivan (2003) found that there were only three discrepancies between what they said they believed and what they did: “One related to student independence, a second to student choice of content, and a third to the process of cooperation and negotiation” (p.148). Curtner-Smith's (1999) findings indicate some are resistant to change. This was indicated within an assessment of the delivery of National Curriculum PE (NCPE) where he found that the introduction of the NCPE generally did not result in a change in the values and beliefs which lead teaching practices. In this research, teachers made superficial or no changes at all. Where changes were made, it was found that “the most powerful influences on teachers' thinking and practice appeared to be their pre-initial teacher education (ITE) biographies and the cultures of the schools in which they worked” (Curtner-Smith, 1999, p.92). This suggests that for changes in teaching practices to occur, for some, once teachers are in school (post ITE), they may need to re-assess their own values and beliefs about PE and the culture of a school may also need to change.

Some may ask why teaching practices need to change. This can be answered by the statistics that show a decline in physical activity participation outside of school PE (Sallis, 1999) and by suggestions that PE in it's present form has done little to instil motivation for children to be active (Williams & Bedward, 1999). Despite this, PE remains firmly within the wider context of sport on an international front and “is regarded as a key foundation for ongoing involvement in sport” (Penney, Clarke & Kinchin, 2002, p.1). Penney *et al.* highlight that the 1999 World Summit of PE reinforced “the importance of PE as a life-long process and identified quality PE as the most effective and inclusive means of providing all children...with the skills, attitudes, knowledge and understanding for life long participation in physical activity and sport” (World Summit on PE, 1999, cited in Penney *et al.*, 2002, p.1). Talbot (1994) gives PE



the role of developing authentic school sport in discussions about the Role of PE in a National Strategy for Young People and Sport. Talbot identified an agenda of action for PE suggesting one aspect was to “develop school sport in a community context” (p.28). The current UK Government Strategy for Sport (DCMS, 2000) also identifies the importance of school-community links as one of their commitments for sport, as a way of keeping young people in sport and to promote lifelong physical activity. Siedentop (1994) designed SE to do just this: “To make the educational sport experience for boys and girls in PE more authentic and complete” (p.8).

By analysing the use of SE it is possible to see how SE can help to positively change traditional PE experiences in several ways. Some of the benefits can be seen from the work that has been discussed in the previous chapters, such as, the use of a competition season in SE that is similar to community sport that can help give a more authentic sports experience. Another benefit of SE is the changes in power relations that have been illustrated in Chapter 6. This again is more like community sport as pupils take on adult roles in SE that match the types of roles and responsibilities found away from school. Outside of discussions in the previous chapters, another benefit of SE to positively change traditional PE can be seen by looking at Situated or Social learning theories. Situated or Social learning theories (Lave & Wenger, 1991; Wenger, 1998) talk about learning as a way of being in the social world, where learning is achieved through participation in social situations. Kirk & MacDonald (1998) discuss how situated learning can be applied to the social construction of PE, where sport in the community of practice can be “reproduced and transformed through the pedagogical form of SE” (p.384). SE provides social situations similar to organised community sport by getting pupils to form teams and work within these teams for a whole season, again highlighting the potential for authenticity, using this model. At the same time, we must recognise that an authentic experience for pupils may be limited by the institutional nature of the setting, such as the presence of the teacher as an authority figure and pupils present in a non-voluntary capacity.

Situated learning involves the person learning cognitively, psychologically, and physically. Kirk & Kinchin (2002) refer to Lave & Wenger’s (1991) version of situated learning, where learning itself is said to be firmly fixed in the activities of a community of practice, as in the practice of apprenticeships. The social and cultural contexts of a community of practice are said to influence what is learned and how learning takes



place. So the features of SE that involve social interaction are key aspects of situated learning. Another key part of a community of practice is "... a person's identity in relation to other members of a community, and the emotional investments individuals make in relation to their sense of who they are and where they fit in as a member of a group" (Kirk & Kinchin (2002), p.3). This was seen earlier in Chapter 7 on Team Affiliation where the way pupils worked with their team mates affected how they felt, for example, with Rosie in Team B, Group 2, where she said the boys intimidated her. Ronholt (2002) said that learning about social relations, identity and social values, which can be found within a situated learning approach, are mostly found from understanding the hidden curriculum.

The hidden curriculum has been described as what is learnt about pupils' knowledge, attitudes, norms, beliefs, values and assumptions, as an unavoidable and unintentional consequence of participating in the formal curriculum of the school (Kirk, 1992). I suggest that SE is a model that has elements of learning that would usually fall within the hidden curriculum, such as the consequences from the changes in power hierarchies from teacher to pupils and between pupils, where pupils have the opportunity to learn, for example, about social relationships through being put into a team where they are expected to work together. Hastie & Carlson (1997) looked specifically at the student social system and found it to be a key factor in the achievement of managerial and instructional tasks during a season of SE. They suggested that the social nature of the setting promoted involvement in the managerial and instructional tasks, for example, by being within a team with friends and working together in achieving a task. Adversely, where involvement is over emphasised towards the student social system tasks may not be achieved, as mentioned in section 6.5. Hastie & Pickwell (1996) identified a number of strategies that boys in particular used to get out of instructional tasks so that they had more time to attend to their social agenda. With such changes, as that from creating a shift in power from the teacher to the pupils evidenced within Chapter 6, SE can be used to help learning directly about social relations, identity and social values rather than it only being within the hidden curriculum.

Another consideration with situated learning is that as people participate in the social world in different ways, their outcomes will be different in the way that they respond or make meaning from their learning (Ronholt, 2002). The PE lesson is the social world in this context, so pupils will respond differently to situations in PE. How pupils



worked within a team and team identity were aspects where pupils at St Anne's responded differently to the same task, as again illustrated in Chapter 7. Group 1 for example, came up with their own team names as asked, but only one team created a name in Group 2. Another issue that was shown earlier was in the way pupils responded to the duty roles, where some committed themselves to their task and others opted out. Ronholt (2002) concluded in her study about the analysis of teaching and learning processes in PE and the contribution of the hidden curriculum, that the outcomes reiterate "neither boys nor girls are a homogeneous group" (p.33), so that they will learn in different ways and have different outcomes whether within or between gender. This suggests that the PE teacher should consider the different ways pupils participate and have strategies ready to apply where participation or outcomes are less than expected.

In using the idea of situated learning as a way of considering school PE, it allows us to see how PE is applied outside the school context and how best to facilitate the transfer of learning to sport in the community and general community life. Kirk (1999) argued that PE aims to reproduce at least three communities of practice, the communities of sport, exercise and leisure or recreation. As Kirk & Kinchin (2002) say, the importance of the transfer of learning in PE is not just for that of knowledge but also for the transfer of other features, perhaps those parts of the hidden curriculum, such as, changes in power hierarchies, the benefits gained from team affiliation, or in valuing a physically active lifestyle, where knowledge is built up, established and considered meaningful and valued. Traditional PE contexts have lacked such parallels to the social world and such communities of practice, as suggested by Siedentop (1994) when comparing traditional PE with SE, stating for example, that: "The affiliation with a team or group that provides the context for personal growth and responsibility in sport is noticeably absent in physical education" (p.7). So pupils may be within a class with others but the absence of group work can mean that they miss out on developing social learning, that would otherwise be gained through a SE approach.

SE has been implemented and evaluated and the model has shown positive outcomes from research looking at specific features, such as to assess team affiliation, to more general outcomes about attitudes to SE from pupils and teachers, as detailed in Chapter 2 (Table 2.1). The focus in this chapter is about whether SE is a curricula model that will give pupils the experiences that will enable and motivate them to continue in sport



after school and throughout life. It looks specifically at whether changes to traditional PE practices can be made to achieve authentic school sport. While there is the need for change as discussed earlier in this Chapter, in doing so there may be difficulties found that relate to the deeply held values and beliefs about school PE, of PE teachers, colleagues, pupils and the wider school ethos. So aspects of traditional PE experiences that can hinder such positive changes to be made are also highlighted.

The usual teaching style at St Anne's school was mostly a teacher-directed method for the female teachers and a mixture between predominantly teacher-directed and TGFU, as described in more detail in Chapter 6 on Changing Hierarchies of Power in PE. Across school years Mr Lee reported that a mixture of formal to informal lessons were usual (FN,02.02.01). The girls had more formal PE lessons with the female teacher adopting an authoritarian style. With this as a background preceding SE, I suggest that it should come as no surprise when a sudden change to a more facilitative teaching style with SE brings about concerns and difficulties for both the teacher and pupils, as illustrated in this next section. The following sub-themes contrast traditional PE and SE and highlight the positive outcomes from changes to St Anne's usual PE and those aspects of SE that were hindered by traditional PE practices.

### **9.1. Positive Changes to Traditional PE: “It Is Like a Little Club But Inside Lessons”**

SE can be related to situated or social learning theories, as discussed earlier, in that it can be applied to learning in a range of communities of practice. One such community of practice is that of community sports clubs where PE can help to prepare pupils for movement into a sports club after school. The set up of SE that involves interaction within teams and learning how to work with other people outside usual friendship groups can help to simulate other sports communities. Evidence of achieving such similarities between school PE and outside community sport was illustrated here where one pupil, interviewed half way through the season, referred to SE as being like a sports club: “It (SE) is like a little club but inside lessons which I like and I know loads of people that like it as well” (G2, Lee, 28.03.01). From my experiences, sports clubs are places where social participation is a key feature and this reference made by the pupil shows that a level of authenticity was achieved, as the connection between different communities of practice, such as PE and sport outside school, was clear.



The process of social learning is unlikely to be influential in evoking change in a single lesson (Ronholt, 2002). This is where SE is beneficial as a teaching method as one feature of the model is to have a season of sport, where approximately 20 sessions are advised (Grant, 1992). The length of the season has also been claimed as a strength of the model where for example, being able stay with the same team throughout the season has been cited as a positive aspect (Hastie, 1996; Hastie, 1998a,b; Kinchin, Quill & Clarke, 2002). This was also recognised by Mr Lee when comparing SE to usual PE classes:

“They knew that one, two, three weeks down the line they were still part of that team and still be making a contribution to it. Contrast that with perhaps how a traditional lesson can work, in a lesson where the teacher just uses skill, you might work in a team perhaps for a lesson but at the end of the lesson that will cease to exist and then next lesson will be a brand new start. It’s the continuity I think that offers a great opportunity to engage the youngsters”.

(TI,31.05.01).

A further strength of the SE model in comparison to traditional PE classes was evident when Mr Lee was away and a ‘supply teacher’ took charge of the class. During the lesson the pupils were happy to take responsibility and get on with the session themselves, practising and organising their team in preparation for the competition season (FN, 16.03.01). Contrasting this with traditional PE where the teacher is in charge throughout the session, if pupils are not used to taking responsibility, then if put in a similar situation where the usual teacher is absent, the pupils may not feel able to get on with practising or know what it is they should be doing. The QCA (2002) also found that having clearer learning objectives helped to increase the rate of pupils’ progress because expectations become clearer. In SE as Mr Lee recognised above, these learning objectives for each lesson are known in advance as the pupils know what they should be doing a few weeks in advance. Mr Lee implied above, that it is the ‘knowing what to do’ prior to a lesson that is a further strength and difference between SE and traditional PE.

Mr Lee also felt that engaging the pupils in active learning was one of the features that showed some success that was achieved through being part of a team across a whole season. However, he also recognised that there were some aspects that were less



successful where pupils were not engaged as they should have been, such as when they were not committed to their duty roles, as discussed in Chapters 6 and 7. In reflecting on the whole season during the final interview, Mr Lee commented that:

“The things that worked well were involving the youngsters in their own learning so that they were engaged in what was occurring in each lesson that had a consequence for the next lesson. I think we managed to get that from all of them eventually... just the nature of being involved in a team... they knew that they belonged to that team and they all had a responsibility within it”.

(TI,31.05.01).

Even though full participation was not achieved by all, Mr Lee felt that all pupils were able to gain at some level. The continuity discussed by Mr Lee shows one measure of authenticity that was felt within this SE season, in that it is a characteristic observed in organised community sport where a sports season in community club sport can be, for example, from September to April. In addition to the length of a season that helps in achieving continuity of a sport, the composition of teams and staying with the same people within a team are other features that were evident at St Anne’s illustrating how SE can be matched to community sport.

Community sport does not always demonstrate practice that promotes a model of good practice. Community sports clubs that over-emphasise winning in competition that can lead to aggressive play and attitudes towards other players or referees, or misconduct during matches between players, illustrate this point. Metzler (2000, p.257) describes the benefits of SE when looking at the direct effort SE makes to “reduce and eliminate some of the negative characteristics that have become associated with sport in our society”. In the SE season at St Anne’s there was an example that I noted, where the girls disagreed over the rules: “During one of the girls’ singles matches today, two of the girls were arguing about the rules (albeit in a light hearted manner). They turned to their team mates to check who was right and said “ask the umpire then” (FN, 30.03.01). So even though they had not been fully using the umpire’s role, as found in Chapter 6, this incident did illustrate that the pupils were aware of when to use an umpire and that SE can help to reinforce the purpose and relevance of such a role that might be missed in traditional PE approaches.



Competition is characterised as “an educational tool, not an end in itself.” Every one is meant to participate in SE so “it is not exclusionary in any way that allows only the best players an opportunity to participate” (Metzler, 2000, p.257). The SE model specifically addresses this as players who all participate within a team towards the competition itself, as was seen in this SE season. Metzler goes on to say how students are given roles that adults usually take in sport settings, illustrating how SE helps to bridge the gap between school learning and that in other communities of practice, that is, life outside school, further illustrating authenticity. The aspect of taking on such adult-like roles has been discussed previously to illustrate an area where this season of SE could have been improved. One role that *was* carried out each session was that of Team Manager as the pupils got their own equipment out each session without waiting for teacher instruction, although the designated Team Manager did not always do this. The other adult-like roles were performed in part but as discussed in Chapter 6, there was room for improvement.

Evidence of how organised community sport, such as club sport, can be reproduced by using SE as a way of teaching PE, has been illustrated above, for example, in the way that SE is featured across a full season as opposed to having a short unit of PE; the consistency in team membership so that pupils knew who they were working with and what they were working towards each lesson and by the ability of pupils to be able to work independently from the teacher as shown when the supply teacher took both groups. Elements of community sport were also observed and discussed in Chapters 5-7, such as in the way the competitive season was structured to involve teamwork, the consistency in team membership and length of the season, changes in power hierarchies and development of team affiliation that are characteristics, from my experiences, found in club sport.

The nature of the games in SE were structured to help avoid negative attitudes to be produced, where past PE experiences have been criticised for not helping to instil positive motivation in PE and sport (Williams & Bedward, 1999). SE at St Anne’s used developmentally appropriate versions of badminton. Half-court games were carried out first before playing badminton in a full court that the teacher hoped would help pupils to feel success in playing regardless of their initial ability levels. It was also to enable all pupils to play at the same time, so that pupils were not waiting to play and potentially get bored that could again turn pupils off PE. The modified games enabled the pupils to



still experience playing a game of badminton, but the teacher felt the reduced playing area would help pupils to be more active within the game (T1,13.02.01). Matches were also seeded to provide well-matched opponents and the composition was inclusive for all to participate, although the imbalance of boys and girls in two teams in Group 2 did mean the girls had fewer matches to play than the boys. The changes introduced through SE that pupils implied differed from their past experiences, were: the extent of competition that they did not usually have, “I think it is good because you always want competition in PE but you don’t really get it, but now I have got the chance and it is really good” (G2, Lee, 28.03.01); the seeding, thought to be a “good idea” (G2, B) and the range of people the pupils got to play, “it was good we got to play everyone” (G1, B). Pupils’ comments in discussion suggested that it was such changes that enabled pupils to enjoy the competition gained through SE that they had not experienced in previous years of badminton at St Anne’s.

The girls particularly liked this style of teaching and environment because of the increased responsibility and a sense of autonomy (discussed in Chapter 6: Changing Hierarchies of Power). This is a feature of sport that is more likely to be seen in community sport where people participate voluntarily and interact with adults of a wide age range. Alexander *et al.* (1993) found that students liked being involved in decision-making and being a valued participant. Carlson & Hastie (1997) also reported one of their main themes to be the opportunity for personal and social development, through student roles and decision-making. Findings from the experience at St Anne’s as well as from others studies, illustrate the successful outcomes from the use of social learning theory and in providing a level of authenticity of pupil’s learning experiences similar to that seen in community sport. Having said this, and as I have previously highlighted the authenticity of the PE experience in school will always be of a slightly different nature to that of community sport since participation in community sport is most often voluntary so that any rules, regulations and authority figures that may be present, can be seen in a different light to those within the compulsory school system.



## **9.2. Changes to Traditional PE Hindered by Traditional PE Experiences: “...What We Don’t Want To Do Is To Go Back In To This Type of Teaching”**

Pupils carry their traditional experiences with them from previous PE lessons, as Ronholt (2002) states: “The next lesson will never be the same, but will be coloured by actions and patterns from previous lessons” (p.34). The attitudes of some girls showed indications of where their prior PE experiences with authoritarian female PE teachers using more direct PE teaching, had stayed with them at the start of SE, but later diminished. This was evidenced by girls stating that they liked: “Having a good relationship with the teacher” (see Chapter 6: Power Hierarchies and Teaching Style). An example where the practices from traditional experiences still showed residual effects for some boys was in the lack of effort in carrying out duty roles. This was linked to attitudes about PE where some saw PE as a recreational opportunity: “The old way you just got to turn up and play badminton which is what you picked it for” (G1,B) (see Chapter 6: Power Hierarchies, Teaching Style and High on Task Time). It was something that seemed to be difficult to change over this one season of SE. However, it was not only revealed by the boys, but also by the girls in their comments about usual PE experiences, to be a time where: “Normally you just mess about with your friends and don’t really bother” (G1,G). In discussions prior to the PE class with some of the girls, the nature of prior PE experiences was again revealed:

“We usually just practice with each other and hit it back and forward (pause) it gets boring if you’re just hitting it back and forwards to each other all the time (pointing at two who had been doing that).” I said: “are you not meant to be practising shots to improve them?” she replied: “I know but I can’t be bothered. I’m not really the sporty type” (smiling).

(FN, 20-03-01)

Motivating team members during matches was something that could have been improved upon, which could also have been linked with pupils’ inexperience in supporting players from usual PE. I highlighted previously in this chapter that pupils said that they do not usually play competitions to the extent of that in SE, as they would normally just play against one partner in practising skills and in games. The lack of competition practice was also supported by a comment made by Sarah: “It’s good (competitions) ... we have never actually played proper games where you have got to have the rules and everything” (G2,Sarah,02.04.01). The limited experience of



competitions in PE at St Anne's suggests that pupils would be inexperienced at supporting team players, an associated aspect of matches seen in club sport. With this being the case it would not be unusual to expect pupils to feel uncomfortable with shouting comments of encouragement to their team players. Where pupils did provide some support, I felt it was of a quieter nature on the whole to that shown by supporters and team mates in club sport outside of school, as I noted in observations that:

“The pupils were not used to displaying such behaviour in PE lessons, where they would cheer loudly for their team mates and motivate them when playing. Teams motivated others by watching matches and some showed support by giving their players advice and encouragement and showing enthusiasm. It appeared that Group 1 felt more confident to cheer and support with Group 2 doing so, in some teams, in a quieter way”.

(FN,02,04,01).

Learning about displaying team motivation and support could be something that may change over time as pupils become more used to this teaching method.

The competition period in SE here, helped some pupils to see authentic sport from their PE lessons, as noted from boys' comments in group discussions: “It's [SE] good because you get to play competitions and stuff, like in football (club football) where you have a good team and everything” (G1,B). However, making the competitions more meaningful to club sport competition, was an element of the ‘Competition’ theme that could have been enhanced so that pupils might have felt more committed to carrying out their jobs. Sarah was interviewed in week 7 of the season in order to monitor the process of implementation of SE. She discussed how the boys in her team did not keep to their designated roles. The boys chose to be Coach, Captain and Vice-Captain, but were not honouring their responsibilities. When I asked her what could be done to get the boys in her team to do their jobs, she answered:

“I think we have just left it because it isn't like a real competition, you know, we are only playing against our friends so it is not like a really serious thing. If it was like important say, then I think they (the boys) would have done, because they were just interested in winning their matches.”

(G2,Sarah,02.04.01)



Sarah's answer suggested that if the competitions had been more serious, the boys might have tried to help the girls to improve their overall team performance and been committed to their roles, but instead, the boys had seemed to be more interested in winning, suggesting that they were gaining more from the extrinsic goods in sport. SE here had failed to provide the boys with Lave & Wenger's (1991) concept of situated learning, where they suggest that young people's experiences of sport should be authentic and meaningful to them, describing this as legitimate peripheral participation (LPP) in communities of practice. In this case, SE lacked a degree of authenticity for them that might have encouraged them to fully participate in the tasks other than playing badminton.

Only one pupil made the point about where the competition was not viewed as a real experience and when considering that all pupils said they enjoyed the competitions (G1 & 2, B & G), even if more pupils did feel this, it did not negatively affect their overall view.

Sarah's comments reflect another point, that the girls weren't able to fully participate in achieving team success because they didn't get full support from the boys. Sarah had felt that the competition was "fun" but "not serious" in that who won or lost didn't really matter. Siedentop (1994) states: "The lack of affiliation and formal competition tends to make games less meaningful for participants" (p.9). Sarah was in a team that seemed to work quite well as the girls were friends with the boys outside PE classes, so that there was no conflict, but as the boys didn't keep to their roles, such as, Coach or Score-keeper, they didn't work well with the girls in terms of trying to improve the whole team performance. It was noted in observations that:

"Team A (Group 2) could work better if the boys worked more with the girls in a more professional style. It seems like being friends with the boys in this team isn't helping all aspects of play as the boys aren't taking the roles seriously, such as, helping the girls to improve their skills as the boys are clearly stronger than the girls".

(FN, 30.03.01)

This again highlighted the need for having an accountability system as discussed in Chapter 6 on Changes in Power Hierarchies.



For Sarah, commenting that the competition wasn't serious, suggests that it wasn't formal enough, for example, having no external competitors or a formal occasion for presentation of awards. The awards were presented in front of the class with some other PE teachers present and other pupils outside of the competing PE classes, however, the pupils weren't aware of the formality of the occasion during the season. Sarah's comments also seemed to reflect that she didn't feel her participation mattered because the boys didn't make the effort to help the girls. As Kirk & Macdonald (1998) argue, students' experiences may become more meaningful to them if their participation matters. Sarah's comments reflecting that her participation did not matter suggested that the residual effects of traditional PE were still evident. The usual PE experiences at St Anne's were revealed from interview with Mr Lee to illustrate that the boys did not always show equality in play with the girls:

“... we have a situation quite often where the boys will play in normal lessons, but if things are happening as they do in games where the lads will bypass the girls, we stop it. We almost put conditions on it, whereby the boys have to pass to the girls before they can score, but that in itself is difficult, I mean it creates a false situation, so what we don't want to do is to go back in to this type of teaching, to go back to that, create conditions which are false”.

The situation where boys dominate games has also been evidenced in previous research. Flintoff & Scraton (2001), for example, described one young woman's views about mixed PE where the boys dominated play: “... girls obviously don't want to play football and it is not because they don't want to, they know that the boys will have control over the game, and they are not going to get anywhere ...” (p.12). This suggests that although SE is designed to provide an experience that enables all to participate, the teacher needs to have the experience to know how best to enable it to happen. In this SE season, where the teacher was new to this teaching model, Mr Lee did acknowledge situations where he felt he was inexperienced that would need to be improved for the next implementation of SE:

“I would say something that I would think about closely in the future is to maybe not throw every ball and bat to the team, maybe just talk about individual roles and say one person is going to have a role and you all, as a group, will elect that person and that person will do this, and that's the only role. There was far too much for them to take on and I didn't have those skills and the knowledge to be able to get across to them what I wanted them to achieve”.



This has also been found in previous SE research; for example, Alexander *et al.* (1993) and Alexander (1994) also reported that teachers felt they needed support and advice with the different teaching style than they were used to.

The perceptions and misconceptions about gender and PE limited learning for some pupils at St Anne's, since as I noted in the interview with Mr Lee above on page 171, usual PE experiences did show boys to dominate some PE classes. The boys and girls who studied in this school year at St Anne's had limited prior experience of being in a mixed sex PE class and for some the girls weren't used to working with the boys at all: "I haven't worked with boys before, so it was a bit strange at first" (G2,Jane,22-03-01). The main incident that illustrates preconceptions of some of the boys here (discussed in Chapter 7: Changes in Power Hierarchies and Gender) was the attitude of the boys to the girls in their group who were less skilled at badminton than them. This put the boys in a situation that allowed PE to reproduce gender expectations about girls, as Scraton (1992) and Flintoff (1993) debated about PE. Here it showed the girls up to be less competent at sport than the boys, and allowed the boys to 'make fun' of the situation. The girls were treated in a demeaning manner that had a negative effect on their self-esteem: "Danny's O.K. really (the competent player), it's those two (other 2 boys in the team) that make you feel hopeless, they just snigger, huff and puff when you miss it" (G2,Rosie,16-03-01). This disharmony within team work was also noticed and commented by Mr Lee:

"In some particular instances I thought that it was very evident that there was some antagonism between the two genders and that was interesting to watch. It confirms some of the things about perceptions and misconceptions that are in society, but also within school or in the PE setting. Perceptions that lads have of girls and girls have of lads, they were reinforced in some of the groups, but not many".

(TI,30.05.01)

The lack of knowledge from Mr Lee didn't allow the situation to be dealt with adequately, so instead of the negative feelings within this team being resolved, as would be hoped over a 10-week season, the issues remained and resulted in the team working separately. Reisby (1994) noted that there is a tendency to question gender relations or



the teacher's ability to handle the differences between boys and girls in the classroom (In Ronholt, 2002, p.34).

As I noted in the interview with Mr Lee reported on page 125, he recognised that he still had to work out how best to deal with the situation. He commented further:

“The strategies to do that are really something that I'm looking for really. I mean we do this, it's a traditional part of the way we operate in normal PE if things are happening as they do in games where the lads will bypass girls in passing games and we do stop it, almost by putting conditions on it and explain why they're there, but that in itself is difficult...”.

He also highlighted that the traditional methods, where conditions are put into games to try and achieve more equity, were to be avoided, stating:

“... I mean it creates a false situation, so what we don't want to do is to go back in to this type of teaching, to go back to that, create conditions which are false. What we need to do is to get across to them why it is important that everybody is included, whatever ability, all those things, gender and so on. At the moment the only way I can see, I'm open to ideas in the future but, is to be affirmative to say 'this is how it needs to be because' we've to be fairly open about that and possibly give little warnings and explain what is required from individuals. I think that is possibly the way that we could do it without antagonism because that's totally what I want”.

(TI,30.05.01)

His thoughts reverted him back to a 'teacher-directed' mode rather than as a facilitator, which was the predominant style in SE, showing again, inexperience in this area. Mr Lee felt the whole experience was a learning process for both the pupils and himself saying: “I think it was a benefit to see that (the antagonistic behaviour) and I think we can build upon that in the nature of the successful teams that we saw” (TI,30.05.01). He felt that the model of SE would enable them to learn from and deal with such situations:

“I think the nature of the type of teaching will allow us to overcome this if we actually build it in all the time and have that as a focus for that type of lesson, so they become used to working in groups and accept the other



pupils of different abilities. I think that the social skills aspects is going to be a major area of improvement”.

(TI,30.05.01)

This latter comment about social skills, illustrates Mr Lee’s view to see learning through social participation that relates to situated learning (described at the beginning of this chapter) as a key area for development at St Anne’s.

As I noted previously on page 167 the attempt to increase the authenticity of pupil learning experience is limited by the institutional features of school PE, such as compulsory participation and so on. In addition to such features, the offer of a broader range of activities could help with the transferability of PE to community life and thus enhance the potential for authenticity of experience. As Siedentop (2002) suggests, widening the nature of sport that is offered in SE might encourage physical educators to “do the ‘bridging’ activities that link what students learn in Sport Education to the larger sport cultures of the community.” (Siedentop, 2002, p.416). School programmes that do not adapt to include more activities practised in a similar fashion to activities within community-based sport may risk reducing the level of authenticity and transferability of school PE.

### **9.3. Were the Changes to Traditional PE Successful in Achieving an Authentic Sport Experience?**

The changes from a traditional PE to a SE approach were accepted by Mr Lee at the outset, who showed enthusiasm to implement SE for the first time. There was no resistance to change as Mr Lee was keen to learn about SE and was committed to continuing with SE following this experience. There were many successful outcomes from this season where pupils overall, reported preferring this way of teaching to their usual PE experiences, showed positive motivation from the competition and changes in power hierarchies and team affiliation that have been illustrated to show how a level of authenticity to community sport was provided. Other specific examples were the consistent group membership and team affiliation, as detailed in Chapter 7, that matches the situation in club sport, where players can often stay with a team across a whole season. The changes in power from teacher to pupils and the changes in relationships between peers, such as that created by peer tutoring from the Coach or Captain,



provided the context of that in sport outside school and an illustration of adult roles. Pupils also had responsibility and were engaged in their own learning. Creating changes to the pupils' relationships, for example, by the Equipment Manager asking friends to help get out equipment, further altered the feel of usual PE experiences to one that might be found in community sport, again previously detailed (Chapter 6).

Mr Lee's lack of experience in SE and practices in traditional PE, were limiting factors that inhibited a more authentic experience to be achieved. Pupils' acceptance of the new learning style, following their previous PE experiences, also provided a barrier to authenticity. Moving too far from familiar practices may be the underlying reason why success was not fully achieved for some pupils in teamwork and gender relations. SE relies on pupils adapting to cooperative learning and peer teaching that predominate following the initial direct instruction from the teacher. Dyson (2001) reported from leading proponents of Cooperative Learning (Cohen, 1994; Slavin, 1996) that several potential problems were found when implementing cooperative learning in elementary school programmes, such as "the balance between traditional classroom activities and cooperative learning activities" (Dyson, 2001, p.266). It is this situation at St Anne's, where both the teacher and pupils are new to SE; I would suggest that the level of SE needs to be modified more than that in this SE delivery, specifically with regard to the number of roles. For example, this could mean fewer jobs are given to pupils and the scoring system is shared within each team. Taking this approach where fewer responsibilities are given in the first instance would help to familiarise pupils with a different learning style so that they may more readily cope with change.

Looking at the pupils' practices, the development of camaraderie in some teams was not the same as that seen in club sport. Authenticity was also lost by the pupils' lack of commitment to some of the roles, such as the Captain, Coach, Umpire and Score-keeper. With greater time for pupils to adapt to change and greater clarity about the purpose of the roles and training, I suggest that a more authentic experience could be achieved, particularly where the teacher is keen to make the necessary changes to their teaching methods, strategies and styles.



## 10. CONCLUSIONS

The concluding chapter summarises the key findings of the study and highlights features that are classified as ‘potential motivators’ and ‘issues for further thought’ for future deliverers and researchers of SE. Overall learning experiences and limitations of the study are also summarised. Following this, recommendations have been given for future research in SE as well as for those involved in the future delivery of SE.

### 10.1 Summary of Key Findings of the Study

This study addressed the following research questions, where process and outcome evaluation was used to help achieve and explain the findings.

1. Are there any changes in adolescent PA patterns following intervention using the Sport Education Model?
2. How do the attitudes of adolescent boys and girls, to PE and sport, change following intervention?
3. Do adolescents prefer Sport Education as a way of teaching PE to their usual PE lessons?
4. What are the mechanisms and context of Sport Education that influence attitudes to PE and Sport?
5. Are there any differences in attitudes between boys and girls?

The outcomes relating to research questions 1 and 5 showed that there were changes in physical activity patterns following the intervention using the SE model over a 10-week period. The post-intervention SE groups (1 and 2) did more exercise and general physical activity than the non-SE group. Significance ( $p \leq 0.01$ ) was shown pre to post for the general physical activity category only. No significant difference was found between groups and gender pre to post for the other categories ( $p > 0.05$ ). Looking specifically at racket sports, as badminton was the intervention sport, the SE group did more mean hours per week post-intervention and more pupils participated than at baseline and in comparison to the non-SE group. This didn't include the 2 hours of badminton played each week in SE PE. Post-intervention the number of hours significantly increased for the SE group from an average of 1.8hrs/wk to 3.2hrs/wk ( $p = 0.004$ ), in comparison to the non-SE group showing no change with 1.2hrs/wk before and after. The corresponding increase in the number of pupils playing racket sports



following intervention, showed 23.9% to 39.1% increase for the SE group in comparison to 23.9% to 26.1% for the non-SE group.

The questionnaire illustrated increases in racket sports in the section on physical activity measurement, but as the item on the questionnaire included all racket sports, any increases may not have been in badminton alone, but could also have been accounted for by increases in tennis, table tennis or squash. Tennis is likely to increase in popularity during the summer months and even though this would impact both intervention and control groups, it could be argued that pupils who select badminton as a PE option might be more inclined to do more of the other rackets sports, even though it is including activity just outside of PE. In that case it would mean that the SE group would then do more tennis outside of PE time following the intervention. This would be something to investigate in future research in order to be more confident of the findings.

The second outcome relates to research questions 2 and 5 about changes to pupils' attitudes following the SE model. No main effect was shown for each of the psychological motivational profile variables ( $p > 0.05$ ) between groups, whether before or after the intervention. As such, the questionnaire did not reveal the strengths of findings as that found qualitatively. However, the questionnaire directly measured the psychological motivational variables (goal orientations, conceptions of sport ability, autonomy, perceived competence, physical self-worth and sports importance) where qualitatively issues were left to emerge, so a direct comparison cannot be made between methods. The aim was for similarities within each method to add support where relevant and achieved, while providing unique findings that were only measured quantitatively, such as physical activity levels. The questionnaire may have shown some changes that would have supported that reported qualitatively, such as in autonomy where pupils had positive attitudes to responsibility that can be linked with increases in autonomy, but the amount of change may not have been significant enough to show change. This alone highlights the strength of using mixed methods and process evaluation where explanations about the outcomes were possible. The sensitivity of the questionnaire has also been questioned previously within this study and is something that could be reassessed before subsequent use. One approach would be to use the questionnaire in a more selective manner such as within the Nike/YST project (Kirk *et al.*, 2000), where the sample size and time period are large enough so that change,



whether positive or negative, is more likely. The Nike/YST project reviewed in Chapter 2 used the same Questionnaire but the intervention was over eighteen months and findings showed positive outcomes to motivational variables, as described in Chapter 2.

A further reason that may also have accounted for the results found quantitatively can be seen by reflecting back on the nature of SE and the variables measured by the questionnaire. In section 3.3.2 I analysed the relationship between what was being measured and the specific scales within the questionnaire. One feature highlighted was that the questionnaire did not measure aspects of the student social system such as peer interactions (as discussed in Hastie & Siedentop, 1999), but measured the psychological motivational profile and physical activity levels of individuals. This SE season may have influenced the social nature of SE, so that being able to work with one's friends and interact across friendship groups had a more profound influence on the ways in which pupils participated in lessons than the motivation of individual pupils (as flagged up as a factor to consider in Chapter 6.5 and Chapter 9). In this way the impact received by the pupils to effect their learning experiences would then have been missed if assessed by the questionnaire alone. The themes that arose, such as team affiliation, responsibility and other changes to the power relations would also suggest that such elements were strong within this SE season that would not have been revealed by the questionnaire. From this analysis it may be that a questionnaire that additionally assessed the student social system could have provided interesting results to further support the qualitative findings.

Another reason for the differences between the questionnaire and qualitative outcomes can be seen by looking at one of the theories used to explain the findings, that being situated learning theory. Situated learning theory was usefully used to explain authenticity of pupils' experiences, however, this theory does not directly link with the concepts embedded in the questionnaire, such as, task and ego goal orientation. The link between SE, situated learning and the questionnaire started to emerge in section 2.3 when looking at SE, situated learning and motivational concepts. While it could be argued that the questionnaire does not directly measure all aspects of the SE model in action, such as feelings of authenticity, if positive attitudes were achieved then it would have been possible for this to have been reflected in some scales of the questionnaire. For example, pupils may have been more intrinsically motivated following experiences normally found within the hidden curriculum of conventional physical education



lessons, such as interacting with other students, learning about relationships, and having a say in how lessons should be conducted. Each of these features of the hidden curriculum are made explicit in SE and link with situated learning theory in so far as communities of practice and interaction between members of the community are of central importance to learning. In this example, the theoretical understanding from situated learning could link with the psychological measurement by positive psychological effects being produced. However, when looking at specific scales of the questionnaire, such as task and ego orientation, then situated learning theory does not necessarily show how one might develop a more task oriented or ego oriented environment. More specific changes to the motivational climate may need to have been instigated by the teacher, understood or undertaken by the pupils for significant changes to questionnaire results. Nevertheless, the intention of using the questionnaire was not to measure all aspects of SE as described in the Methods Chapter, but to add weighting through triangulating methods where applicable. Differences between the questionnaire, SE and theories used to explain the qualitative outcomes, such as situated learning, described above help to throw further light on the differences in outcomes found between measures.

Qualitatively, the pupils' unanimously felt that they preferred this style of PE, with SE, to their previous PE experiences (research question 3). While some may initially think of the innovation effect as simply being that pupils may like having a change from their usual PE experiences, the explanations pupils give as to why they like SE or in elucidation about their experiences, show that such different attitudes are independent of any potential innovation effect. Pupils still preferred SE to usual PE experiences at the 9-month follow up, showing the capacity of SE to create sustained positive attitude change and further confirm that changes were not related to an innovation effect. The strength of this finding is reinforced when considering that pupils would have reverted to usual PE following SE, so that even though non-SE methods would be foremost in their minds, SE was regarded more positively. The mechanisms and context that help explain these findings (answering research question 4) have been provided through the key emergent themes. They are competition, changes in power hierarchies, team affiliation and persistent group membership, reconfiguring the motivational climate, and changes to traditional PE to provide a more authentic approach. Differences between the attitudes of boys and girls were also brought to light within each theme and sub-themes, although none were found quantitatively. While pupils predominantly



preferred this teaching method as stated, this was not without concerns and difficulties for some teams and individual pupils. A key conclusion for the study of overall success was suggested by the teacher and pupils' comments and through my observations of PE lessons. However, as would be expected with a first delivery of SE at St Anne's there are issues that could be improved before a further season of SE is carried out.

The particular aspects within each theme that noticeably improved over time were those relating to the themes and sub-themes: changes in power hierarchies, team affiliation, cooperative learning and taking responsibility. Pupils worked more with the opposite sex after the first few weeks, where at the start boys and girls distinctly sat apart when listening to the teacher, with boys grouped on one side and girls on the other. By week 3, when the group came together, boys and girls stayed within their teams. Some boys and girls who were already friends and put in the same team as each other, worked together from the start, but the majority who were not friends with the opposite sex, did not start to work as a whole team until after week 2, when pupils understood what SE involved. Changes were then noticed across the season where the majority of pupils had moved to working outside their usual friendship groups. There was a minority of teams where the pupils were happier working in single sex groups. Team D, Group 2, for example, where there were only two girls in a team they remained working as a pair, despite the familiarity of being in the same team with the boys. Team B, Group 2, also didn't work together as a mixed sex group agreeably, because of the attitudes of the boys towards the difference in ability between themselves and the girls within their team. There was only one girl that worked with a boy each week and that was Ami, in Group 2, Team C, where she was of roughly the same standard as the boys within her group. Group 1 girls and boys worked more effectively as a whole group. The changes that were made at St Anne's were more about working as a team, where team affiliation became obvious as pupils discussed things as a team and worked out practice routines together. Some then played mixed doubles within their team while others went back to working within a single sex group, either as a pair or a threesome.

Another improvement that was noticed over time, in addition to working more with the opposite sex, was that the pupils worked independently without waiting for the teacher to direct them. This fits within responsibility and team affiliation themes, where the majority of pupils worked more as a team and liked having the opportunity to take charge of what they did in PE, although they didn't carry out all tasks set as part of their



duty. At the beginning pupils came into the sports hall and waited for the teacher to arrive and give them instructions, but by week 2 the pupils went straight into the equipment cupboard in the sports hall to put out the nets and start practicing within pairs or threes. As the season progressed pupils continued this, but worked more as a team where some groups did whole team warm-ups and huddled together as a group to work out practices, seeding, order of play and so forth.

The other main positive change over time that was evidenced was the change in relationship felt by the girls towards Mr Lee. In the first couple of weeks the girls were less chatty with the teacher, but as the season progressed the girls were noticed to be quite happy to go and ask Mr Lee questions or have a friendly conversation with him. Girls referred to this as 'good teaching' and highlighted the differences in teaching style and associated features between Mr Lee and the female PE teachers who the girls were usually taught by. The boys who were used to working with Mr Lee did not seem to change their behaviour towards him in such an obvious manner and didn't comment on having any prior negative issues with Mr Lee.

The main theme that did not change over time was that relating to the acceptance and commitment to the duty roles that came from the change in power from teacher to pupils. Reasons for not carrying out the roles included: pupils not wanting to spend time away from playing badminton to do the role, for example, to do the scores or coach others; and the lack of experience for some, such as coaching others and reactions from others to peer instruction. Another aspect that did not change across the season was observed only in one team and that was where teamwork did not gel. This related to the difference in standard between the boys and girls and the consequent attitudes of the boys to the girls when playing as a mixed group and in trying to discuss team issues. The knowledge and experience of the teacher in knowing how best to resolve this situation was lacking, so team affiliation was never achieved for this team.

In addition to the above research questions and findings illustrated, this study also reviewed previous studies of SE that allow us to discover whether the key outcomes (reviewed in Chapter 2) were supported or whether unique issues emerged. The majority of studies looking at previous SE experiences, reviewed in Chapter 2, had positive findings that were also found here. Findings reviewed showed a range of benefits such as, reporting a higher level of effort (Grant, 1992; Alexander *et al.*, 1993)



compared to usual PE; higher levels of student engagement, whether in game or non-playing roles, where off-task was minimal (Hastie, 1996, Sadler, 1993, Bennett & Hastie, 1997). This was also within students that considered themselves to be 'not sporty'. The review summarised that SE could be considered to increase student motivation in PE, as it linked with evidence showing an increased level of effort, just described. Areas of evidence illustrating increased motivation were shown in Table 2.1. For example, Bennett & Hastie (1997) reported that students were more committed to their non-playing roles and the other features of SE and Hastie (1998b) said that girls (aged 11-12 years) participating in mixed hockey, preferred SE to their previous PE experience, as they had more fun. Initial findings from Kinchin et al's (2002) work also specifically states that motivation among pupils seemed higher. Their review offered promise that SE could be used as a way of increasing participation in PE and sport. Concerns were also highlighted that needed attention before any subsequent SE delivery, such as the possibility that SE, if not delivered as intended, could accentuate: gender relations and the dominance of male sport, an elite-goal model (defined by Siedentop, 2002) and the need for further training in new teaching approaches demanded by SE, such as in how to work as a facilitator of pupil cooperative and peer learning.

The majority of outcomes from St Anne's school research support that of previous work. Findings suggested that there was an increased level of student effort from pupils implying that they had increased time spent on-task, whether for example, playing badminton or working within a team. Increased level of effort was also illustrated by pupils' comments that they liked the competitions for many reasons, one being that it gave them something to do instead of messing about as they had reported doing in other PE classes. It was also expressed by more than one of the PE teachers that pupils showed a greater level of effort in PE classes, particularly from the 'non-sporty' pupils. A sub-theme teaching style and high-on task time emerged from the theme changes in power hierarchies, where the changes in power from the teacher to the pupils were perceived by pupils to increase their time playing badminton and decrease the amount of time that was spent listening to the teacher. This again, echoes what previous studies found about increasing off-task time. There was evidence to suggest that the majority of pupils generally seemed more motivated by SE. One theme that emerged to support this was related to having increased responsibility where pupils said they enjoyed being able to do things for themselves. While pupils did not specifically say that SE gave



them more motivation, following specific questions during the focus group interviews, the pupils said that the terms 'like' and 'enjoyment' were viewed synonymously and linked with increased motivation, where if they liked something they would be more motivated. So in this way it is suggested that SE helped increase the majority of pupils' motivation. A further illustration of this was when the teacher was away and the pupils were motivated to continue with SE when a supply teacher was there, without any prompting from this teacher. Another example that was highlighted in the findings showed that motivation also had an impact on the usually 'non-sporty' pupils. This was where a few girls who, at the start of the competition season were first to the badminton lesson, waiting outside the sports hall and arriving before the boys, where on every other occasion the boys were waiting before the girls and the teacher arrived. They showed great excitement and were laughing and showing that they were having fun talking about the lesson. However, there was evidence that a minority of girls were not motivated during some of the lessons, for example, as stated in the findings where the girls looked bored after finishing all their matches.

Other notable benefits and preferences that were found within the review (Chapter 2), commonly cited by students and teachers were: increased student responsibility (Alexander *et al.*, 1993; Alexander, Taggart & Thorpe, 1996; Carlson & Hastie, 1997; Carlson, 1995; Grant, 1992; Hastie, 1996, 1998b, 1998c; Kinchin, 2001; Kinchin, Quill & Clarke, 2002); team affiliation and cooperation (Alexander & Luckman, 1998; Bennett & Hastie, 1997; Carlson & Hastie, 1997; Carlson, 1995; Grant, 1992; Hastie, 1996, 1998a, 1998b, 1998c; Kinchin, 2001, Kinchin, Quill & Clarke, 2002; MacPhail, Kirk & Kinchin, 2002); competition (Alexander *et al.*, 1993; Bennett & Hastie, 1997; Carlson & Hastie, 1997; Grant, 1992; Grant, Tredinnick & Hodge, 1992); and skill improvement (Bennett & Hastie, 1997; Carlson, 1995; Hastie, 1996, 1998a, 1998b; Kinchin, Quill & Clarke, 2002). In this research at St Anne's, the main themes that emerged provide further evidence to support that previously found. Themes relating to past studies were the competitions, changes in power hierarchies that increased student responsibility and team affiliation, with cooperation being part of this. Some pupils cited skill improvement as a benefit and preference, although it was not something that was evidenced strongly here. Cooperation, linked with team affiliation was something that emerged as a feature that sometimes created difficulties in group work at St Anne's or where effective teamwork was shown it was thought that they had cooperated well as a team.



An area of concern about SE was highlighted by Curnow & MacDonald (1995) who found that boys dominated the more powerful roles, in this case the referee, ridiculed the girls' contributions and dominated contact with the ball in a game of 'touch'. Hastie (1998b) also found that boys took more positions of power with girls often taking more passive roles. St Anne's SE season had two groups playing badminton, one where the boys dominated the power roles and the other where the roles were evenly spread across gender, so evidence here does not fully support that by Curnow & MacDonald (1995) and Hastie (1998b). However, there was a notable incidence of poor team working, in Group 2, Team B between gender that initially arose because of the difference in ability levels between girls and boys, but further research would be necessary to suggest that this was more of a gender than an ability issue.

Hastie (1998a) noted that for SE to be one way for the development of sports skills to be implemented, it is necessary to ensure that skilful players are prevented from dominating games. To this end, some teachers may need guidance in how to take on such different teaching skills required as part of a facilitator's role within SE, that may not be required in traditional teaching methods using direct instruction. This research would support Hastie's suggestions as (1) the development of sports skills was not a key feature of the findings and (2) the teacher, Mr Lee, acknowledged that he was not sure about how to intervene in certain situations as a facilitator, so training in the different teaching skills would be beneficial. This was similar to teachers in Alexander *et al.* (1993) who felt they required different teaching skills to deliver SE.

Key areas in past studies considered to help achieve the benefits of SE were: the increased time to deliver the sport and in allowing greater time for teacher assessment, (Hastie, 1998a, 1998b; Carlson, 1995, Kinchin, Quill & Clarke, 2002) usually through a season of approximately 20-sessions, as recommended by Grant (1992); consistent team membership (Hastie, 1998a; Carlson, 1995, MacPhail, Kirk & Kinchin, 2002) and increased student responsibility (Carlson, 1995, Kinchin, Quill & Clarke, 2002). The benefits of having increased time was also found within this research where the teacher emphasised that having time for team affiliation to occur and for pupils to know what they were doing each week was a strength of the model. While the majority of pupils, particularly the girls, reported strongly that they appreciated having greater responsibility as it gave them greater autonomy for their own learning. The longer unit



for learning, developing persistent team membership and having greater responsibility could also be suggested from this research to be key factors overall that enabled the main benefits and enjoyment from the sessions to be achieved.

The common themes and features across themes have been organised into the potential motivators and issues for further thought. The main themes that emerged in the findings are suggested here to be those having the potential to lead to positive motivation, as pupils all felt 'like' and 'enjoyment' linked with 'motivation'. Following this, issues for further thought are discussed.

## **10.2. Potential Motivators**

I suggest here that there are specific themes that emerged from this SE season that can be linked to helping increase pupils' motivation. These themes are the competitions and the motivational climate, issues to do with changes in power hierarchies, team affiliation and consistent team membership.

### ***10.2.1. Competition, Motivational Climate and Motivation in PE and Sport***

The majority of boys and girls saw competitions as a positive feature of SE. The main reason was that it provided a purpose and motivation in their PE classes. This supports the use of competition in school PE. The focus towards a task- motivational environment in SE, as talked about in Chapter 8, further supports the use of SE competition where concerns for the use of competition have been attributed:

“an overemphasis on competition, a win-at-all costs philosophy, that far too often is related to economic gains that have little to do with sport as sport, or the well-being of participants”.

(Siedentop, 1994, p.13)

Roberts (1996a,b) talks about the substantial decline in dropout in sports participation throughout the 1990s and suggests it to be related to the way schools and leisure centres have responded to the changing lifestyles of young people. Such lifestyle changes have seen sport being an important part of young people's lifestyles in the mid-1990s, where most pupils were involved in competitive sport in and out of PE lessons. As Roberts (1996a) reports, while competitive sports play was higher in school PE, “this was not



because the majority were avoiding all sport in their leisure; it was because they were more likely to play individual and small group games” (p.50). The way Roberts (1996b) suggested schools have responded to young people to help the decline in sports participation was:

“Because teachers have been responsive and innovative, have known ‘what works’ with their pupils, and have ranked ‘sport for all’ ahead of producing winning teams”.

(p.112-113)

Changing teaching methods such as introducing SE here, illustrates evidence of a teacher being willing to be innovative and change existing practices, as referred to by Roberts (1996b). The comment from Roberts also further highlights the importance of a task motivational climate for positive outcomes from school competition to be achieved.

Siedentop (1981, cited in Siedentop, 1994) again identified focussing on task motivation in his definition of competition. He states that success from SE competition comes from the inclusion of the three elements of what competition is about. These three core aspects of competition are said to be: a festival, a focus on intentions to achieve competence and various levels of rivalry, as discussed in Chapter 5. Siedentop (1994) states that rivalry is generally held by the layperson through which misconceptions about competition can arise. In this SE experience at St Anne’s, the three aspects of competition were aimed for and achieved to varying degrees. This was evident through my observations and comments from pupils and the teacher. Siedentop (1994) points out that the meaning of festivity is often neglected and that sport educators should help students learn how best to celebrate their participation in sport through the festival with its associated rituals and traditions. This was something that was needed at St Anne’s where the end sports competition between badminton groups could have shown much more of a festive atmosphere if, for example, all pupils from both badminton groups had been there participating, whether as a player or non-playing team member. Instead, the festival, which was held during the lunch hour on a Friday, had about half of both groups attending. In addition, there could have been more rituals and traditions associated with badminton, such as appropriate team kit, team name, group warm-up, team talk and team chant.



The Chapter on “Reconfiguring the Motivational Climate” illustrates that a perceived task-motivational climate emerged as a theme where evidence illustrated that characteristics of this climate were felt by the pupils alongside my observations. Evidence of a task motivational climate allowed the majority of pupils to make achieving competence the central focus within teams, so supporting the ‘sport for all’ approach ahead of ‘winning teams’ as Roberts stated earlier. Achieving competence was evident within the majority of teams for both badminton groups, although there were also teams where poor teamwork meant that the focus as a group on achieving competence for all within their team was lost. Siedentop (1994) talks about a sports competition as a medium “where participants test themselves, set new goals, pursue those goals, and then test themselves again” (p.14). Siedentop also says that: “In the pursuit of competence, competition is almost never against someone or some team; it is a contest with oneself to surpass objective standards of performance” (p.14). So measuring such things is important to show achievement and success for each individual. This element of helping competence to be the focus for pupils and in achieving a task motivational climate could have been more pronounced. Efforts were made here in keeping score for individuals to go towards the whole team score. Other measures for record-keeping could have been towards competence in a wider range of tasks, such as for success in Captaincy, as a Coach, Umpire and so forth or in monitoring the increase in points scored per game. Kinchin, Penney & Clarke (2002) talk about roles and responsibilities in PE through the use of SE and offer suggestions to help teachers avoid potential problems or overcome such difficulties. They discuss how to encourage accountability and how points can be awarded so that they contribute towards performance in the competition. In this way, pupils would be able to see how their individual efforts fit into the bigger picture of what they were working towards, while still working on increasing personal competence.

Increasing the measures of success during the pre-season and competitions could help to enable more intrinsic goods to be gained from SE. As explained in Chapter 7 about Kirk’s (2002) idea of intrinsic goods talked about by MacIntyre, where he refers to those goods that can only be gained from fully participating in the practice itself. At St Anne’s, intrinsic goods were evidenced where pupils were taking full part in learning about badminton that could be illustrated by the teams showing good team affiliation, such as in Group 1 and Group 2, Team C. Other examples of where intrinsic goods were found were where pupils said they learnt more about the rules through SE than



their usual PE experiences. Learning more about etiquette in badminton that could be followed through towards team support, giving respect to fellow team mates and better teamwork for some, were areas that needed to be improved upon from this SE season. The competitions at St Anne's were focussed more on the goods external to badminton where for example, pupils were aiming towards gaining the reputation as the best badminton player between the two groups, even though they were also striving towards the best team award. Focusing more on the associated features of competition in SE and practices leading towards it, such as by showing most improvement as the Coach or Captain over the season, could help to develop more intrinsic rewards from the game where Kirk (2002) highlighted intrinsic goods to be linked to longer term participation in PE and sport.

Overall, both the boys and girls regarded the competitions as a positive motivational feature and there were many illustrations where a positive task-learning climate was experienced. Perhaps more unusually these findings were also shown for pupils who considered themselves not to be the 'sporty types'. This suggested that SE had helped PE appeal to the majority of pupils in these groups assessed while also appealing to the traditionally 'hard to reach' group of pupils who were normally disengaged from PE.

### ***10.2.2. Changes in Teaching Styles, Power Hierarchies, Team Affiliation and Consistent Team Membership***

Changes in teaching style using SE involved a combination of direct instruction, cooperative learning (CL) and peer tutoring. The combination of changes was new to these pupils and the teacher, elements of which are highlighted to illustrate how they had an impact on pupils' positive motivations. Changing power hierarchies had a positive motivational effect on both boys and girls shown by a number of reasons. These were due to the changes in teaching style where progressive transfer of responsibility was made between the teacher and the pupils. This transfer of power gave increased time for pupils to be active, highlighted as something the pupils felt. The increased responsibility given to pupils also linked with the CL and peer teaching approaches, as it allowed pupils to spend time working with their peers. Pupils, particularly the boys, also specifically highlighted that they liked working with a wider range of people and teaching others.



Changes to the teaching style put the teacher in a facilitator's role much of the time allowing pupils to take responsibility and experience the teacher delivering PE in a different way. For example, the girls perceived having a good relationship with the teacher because they weren't "being told what to do all the time" and said he didn't shout at them. This relates to findings of Tsangaridou & O'Sullivan (2003) where evidence suggests that one of the most important goals for a teacher is to gain and maintain the cooperation of students. The boys also preferred this teaching style predominantly because of the increased time they had to be active and through having responsibility to get on with things themselves and work with a wider range of peers. Findings suggest Mr Lee had a teaching method and style that pupils preferred through the structure and features of SE as well as the way he carried it out.

The CL theme emerged for some boys as a feature of what they liked. This included peer teaching as something pupils said they enjoyed as part of their SE experience, although for some it was a challenge to start with where pupils felt it was difficult getting their friends to listen and take notice of them. While this wasn't something that increased or decreased their motivation, it was more a case of being an issue that could be improved upon. Making pupils accountable for their work in peer teaching so others know the relevance of peer teaching and the importance it places on succeeding in their end tasks may help improve the use of the CL approach, particularly where pupils are new to this way of teaching, as in this case.

CL, here, also related to the sub-theme on responsibility, as pupils liked having the opportunity to carry tasks out themselves, which was possible when working in teams and on team tasks as part of SE. Tsangaridou & O'Sullivan (2003) in assessing the difference between teachers' theories of action and theories-in-use, found that the four teachers observed didn't allow the element of responsibility to be used, even though it was one of their 'theories of action'. While the teachers indicated that they negotiated elements of their teaching so that they could gain and maintain student cooperation, the classroom observations suggested this didn't hold true. As it is part of the SE model for students to take responsibility and so be able to negotiate tasks with their peers and the teacher, pupils at St Anne's gained this experience. This suggests that if teachers use other methods or models there may be some misalignment between their theories of action and theories-in-use. Alternatively, teachers embarking on SE for the first time may find the transference of responsibility a challenge, so that they might not give full



responsibility to pupils as seen in Tsangaridou & O'Sullivan's (2003) research. If this were the case, it would inhibit the full potential of an SE season to be achieved.

Further aspects linking with the CL approach that I have related to increased motivation were the successes evident through teamwork. While again there were areas that were less successful, they are highlighted later under 'issues for further thought'. Examples that were positive showed evidence of how pupils developed within a constructivist idea of social learning, where pupils not only teamed together but took responsibility for their classmates' learning. Group 2, Team C discussed how they tried to include everyone and work out ways of practising so they could all join in with practices. They also had weekly meetings to help organise what they would do as a team and what individuals wanted to do within the team. This showed how having continuity within teams across an extended period of time, in comparison to the shorter traditional PE units, enabled pupils to have time to work out how to work with each other, where at the beginning the boys played separately from the girls, as this was what they were used to doing and perhaps most comfortable with from their previous PE experiences. Such examples illustrate that a measure of success in cooperative work was achieved, particularly over time when pupils became used to what to expect at each session and the way of working. Work here echoes that of other research where for example, the findings of Hastie & Buchanan (2000) and Hastie (1996) also reported successes in the CL approach.

### **10.3. Issues for Further Thought**

#### ***10.3.1. Changes in Power Hierarchies, Cooperative Learning and Responsibility***

Pupils were new to this CL approach and taking responsibility that came about from the changes in power hierarchies, so I do not find it unusual that there are issues for improvement. The many facets of pupil role-playing was not just a case of being a Coach or Statistician, it incorporated many perhaps unforeseen dimensions that created difficulties, such as having the knowledge and skills to carry out the task, to understanding and experience about team work, group cohesion and the many aspects relating to being a successful Coach, Manager or Captain. In reflecting on this, again I do not find it surprising that 14/15 year olds moving through adolescence would find this a challenge. However, this isn't to say that pupils at this age shouldn't be exposed to such skills, but rather it reminds us of the importance of considering and assessing



how much time should be given and how best to deliver and facilitate pupil role-playing in SE. This is reiterated from previous research highlighting that time is needed to introduce the roles and responsibilities so that pupils see them as regular features within lessons (Kinchin *et al.*, 2002). As Kinchin *et al.* surmised, “changes in relations between pupils, and between pupils and the teacher do not happen automatically and with some groups may well be problematic” (p.24).

Role-taking was something that did not work well for all the pupils at St Anne’s, as some did not take responsibility for carrying them out either fully or at all. Score-keeping was the role pupils felt that they liked the least, as there was too much to do for one person. Pupils suggested that each person could fill in their own scores following matches so that the role was shared amongst the team. Kinchin *et al.* (2002a) also suggested this when reporting on successful experiences where some pupils rotated the roles among a team where ‘job-sharing’ was in operation, enabling support and mentoring to be given. The teacher could also help pupils to use score-keeping as a way of measuring and illustrating their improvement in performance over the season. Metzler (2000) lists such ways of assessing players in discussing how to assess learning in SE. He incorporates assessment of basic skills, knowledge of rules and strategies, game performance and tactics, team membership and good sporting behaviour. This would help to further emphasise a mastery climate that is aimed for within the SE model and was aimed for by Mr Lee.

The other roles were also not carried out as expected. It was clear that more training for the pupils would have been advisable from the outset. Those pupils who were taking on the role of Coach in particular, had difficulty in gaining respect from their fellow peers. The SE model encourages coaching clinics to be set up so that pupils are fully trained in their roles. This element of the model could have been improved within this SE season as Mr Lee initially verbally explained the roles and after the start of the competition season gave written sheets detailing each job. When considering the directness profile from direct to indirect (Metzler, 1999), Mr Lee could have made more directness for the task presentations regarding the duty roles, such as in the form of mini workshops. These workshop sessions could have been given for each job required e.g. Coach, Umpire, Statistician, Manager, to help ensure they were carried out effectively. More specific help about what and how to coach may have helped to increase the confidence of those taking on the job and credibility as seen by others. Dyson (2002) highlighted



suggestion made by Kinchin *et al.* (2002a) was about how to encourage accountability. Dyson (2002) also stated, “the notion of accountability is a prominent topic in both physical education and cooperative learning discourse” (p.78). Dyson’s study incorporated the role of ‘encourager’ that was used to provide positive verbal and non-verbal support and encouragement to help motivate pupils to do their task. Kinchin *et al.* (2002a) suggested that pupils should not only be accountable for carrying out their job, but in how they respond to others doing their role, which supports Dyson’s ‘encourager’ role. Helison and Templin (1991) talked about the use of self-reflection as part of their Responsibility Model within Personal and Social Development Models, where students are asked to reflect on their own performance at the end of the class. This could be used as a way of getting pupils to recognise their own input and how their input helps in the achievement of what their team is aiming for.

The teacher also recognised the roles as a major feature that would need to be addressed again in order to get pupils to be committed and effectively carry them out. He also suggested that perhaps they could have been explained differently to enable them to be more fully understood. This was commented mid-way through the season as well as in reflection at the end. During one of the de-briefing sessions the teacher recognised that the individual jobs seemed to become lost and made the following suggestions:

“I think probably a very minimalist type of sheet to say, these are the jobs that you are responsible for in every session and that ultimately you have got to report to your team leader, whoever that is. Maybe 5 or 6 points that they have to take responsibility for and at the beginning and end of the session you can always refer to that particular small list of criteria that they have to take responsibility for as the named person to do those things”.

(TI,30.03.01)

Further reflection and ideas were made at the end of the season where Mr Lee thought that on another occasion consideration about whether to have as many roles would need to be made, as suggested by Kinchin *et al.* (2002a). He acknowledged this to be linked to being inexperienced in knowing how to ensure the roles could work.

“I would say it is something that I would think about closely in the future and maybe not throw every role at the team, maybe just talk about just individual roles at first. It was far too much for them to cope with the skills



or understanding . I didn't have those skills or the knowledge to be able to get across what I wanted them to achieve so again it was a 2-way thing. The other aspect which I thought was a weakness was trying to build in effectively the coaching, that's in the widest sense so not just the fact that I was perhaps introducing something in coaching, but just the nature of them taking on the responsibility of actually coming into the room, getting set up and then working on specific things and that again is probably going to be an area to develop.... Perhaps just a little bit more information from me so that they can go away and set up their own coaching clinics, to try and develop that area so the better player can become the coach, maybe without the role, you know without the tag”.

(TI, 31.05.01)

It also supports thoughts from some of the pupils where they felt their peers were not at the right level to be able to coach effectively and so lacked credibility. As the teacher suggests, selecting more competent players to carry out more formal coaching clinics may help to concentrate efforts on this area. Discussions about how we could encourage greater efforts in group work and team roles were also made. Mr Lee thought that a process of self-reflection and awarding of points could be useful in encouraging the more able pupils to help others, similar to that proposed by Helison & Templin (1991) in their Responsibility Model. The higher ability pupils working as a Coach need also to feel benefits from the situation and this could be one way of making this happen.

Morgan & Carpenter's (2002) use of Epstein's TARGET structures could also be applied to encouraging accountability. When they measured the motivational climate they included evaluation to give private feedback on individual improvement and progress. Evaluation could be incorporated within a self-reflection element of SE during debrief sessions. Some aspects of evaluation were achieved during the SE season at St Anne's with the teacher giving individual feedback on their performance, but nothing related to evaluating how the pupils felt their own input or performance in sessions went.

From the above discussions it is clear that strategies are needed to set up how roles can be recognised and rewarded. Furthermore, as Kinchin *et al.* (2002b) state:

“What is vital is that what is rewarded needs to be embedded



communication skills as a key factor within the success of CL requiring pupil development. This was concluded after students within the study explained that: “communication broke down when group members did not listen or speak clearly...Problems sometimes arose when students had to communicate with one another to solve disputes about their roles, the use of equipment, or any other decision that had to be made during the lessons” (Dyson, 2002, p.79). These issues were also found at St Anne’s.

There are clearly many issues to learn from past experiences and those at St Anne’s with regard to how roles and responsibilities could be more successful. Kinchin *et al.* (2002a) offered suggestions about how situations could be pre-empted or for difficulties to be overcome. They highlighted the gradual introduction of roles and responsibilities so that for example, not all the jobs might be introduced on a first attempt at SE. Dyson (2001) put forward recommendations for the implementation of a CL approach and identified one way of shifting responsibility that was successful in his study. This was where students were asked to comment on the strengths of their group members and then devised a strategy to employ those strengths. This was done to help build students’ confidence by having their strengths acknowledged. Kinchin *et al.* (2002a) proposed that the choice and number of roles in SE could be determined by the nature of the group or the activity selected. The selection of pupils to roles is another matter for consideration. Teachers have most often directed this aspect as Kinchin *et al.* (2002a) have found, but they suggest that factors need considering, such as who would be most credible, or who would be most able and willing to take on the role? In this SE season, Mr Lee left the pupils to their own devices when it came to organising who would take on the individual roles. Therefore little thought was given to the matter, which may have contributed to the reason why some pupils did not commit to them. It also brings to mind that if there is a student status system working at St Anne’s, as described in Brock’s (2002) research in Chapter 7 (under ‘free rider’ effect), then giving such freedom to pupils at the beginning may simply perpetuate the high status pupils to take over. Kinchin *et al.* (2002a) points out that there is scope for pupils to help in the selection of roles, but it needs to be done with care so that issues of equity are considered and that the less able pupils are not isolated or left to feel undervalued. A further suggestion made was about how guidance should be given about the jobs. It has been shown that teachers often provide ‘job descriptions’, as carried out at St Anne’s, where on other occasions the pupils write their own (Kinchin *et al.*, 2002). The final



within the values and outcomes expected within the class and that pupils should see that accumulating points for demonstrating appropriate behaviour both on and off the field of play/court is as important as points that are accumulated in competitions or other aspects of their work”.

(p.25)

Such methods might help encourage pupils in future SE delivery to be more committed to their duties, to avoid the ‘free rider’ effect (Slavin, 1990 and Johnson & Johnson, 1989) and perhaps see the importance and values in sport more clearly.

The SE model relies on the compliance and willingness of pupils to work together and for higher ability pupils to work with lower ability pupils in peer teaching (as illustrated in discussing the use of self-reflection) in order to help a more competent pupil take on the role of Coach as a way of overcoming any issues about compliance or willingness to participate and cooperate. Teamwork may break down if the high ability pupils feel that they have not gained or are no longer gaining anything from the relationship, being no longer reciprocal. It may also break down if pupils are arrogant, intolerable or treat those of a different sex in a subservient manner. Teamwork did break down within Team B, Group 2 for such reasons of arrogance and boys treating the girls in a subservient manner. This team did not work effectively throughout as group cohesion was not built up. Negative effects were created with noted adverse effects on self-esteem. If a team isn’t working correctly then instructional interaction is also likely to be lost, for example, if the Captain is to assure many of the teaching functions and they don’t come to fruition(?), then the team members may end up working independently. This may be helped if pupils took part in the process of selecting whom they wanted to work with, as pupils said that it made no difference to them whether they were working in a mixed gender group. Rather the issue was about being with people who wanted to work and with those who made them feel safe and secure in their working environment. While this meant they would most likely select friendship groups to achieve the feeling of safety, some pupils specifically said they liked working with a range of pupils, as it was something they didn’t do in usual PE classes. This again reinforces that the key factor is for pupils to be able to cooperate with others and feel happy to work with them.

Team affiliation is something that could have been more developed. Within Group 2 for example, it was only really observed within Teams A and C as Team D lacked the



full extent of team affiliation because the two girls within a team with four boys were quiet and shy and this was perhaps exaggerated by the gender imbalance. Modelling by the teacher in supporting teams and encouraging them during play may have helped illustrate the way pupils could have worked together as a team in their supporting role. This suggests that the teacher could play a part as a spectator/motivator that may encourage active participation by pupils, whether playing or supporting their team members. The spectator/motivator role could be done in addition to the present teacher facilitator role, where pupils looked to the teacher for clarification of rules, help in recording results and for help in solving any disputes, so acting more on the periphery of events rather than in the main action of the whole process.

### ***10.3.2. Competition***

The minority made some negative references about the competition; such comments stemmed from two points. One from two competitive students where it appeared that due to pressures they placed upon themselves during the competitive matches, they would have liked some non-competitive play interspersed within the competitive format. As these were pressures self-imposed through being competitive, the teacher could have helped to deal with this by refocusing the pupils to aspects of a mastery climate to try and alleviate some of their pressures. Another factor, that could have helped pupils who felt any pressure through competing, would be to give more awards or points for team efforts, carrying out roles each session and so forth rather than leaving such recognition to the end festival where success was on the winners of team and individual performance.

The other negative reference to the competitions related to mixed ability groupings and the consequence of having an imbalance. The group that has been discussed in relation to this was in Group 2, Team B where the girls were less competent at badminton than the boys within their team. This imbalance made the girls feel intimidated. Again, this situation could have been helped by the teacher encouraging the boys to help the girls through coaching, but as the coaching element within their team had broken down from the start, as with the other roles for this team, the whole concept about SE for them, was missed. This further reinforces the importance of making sure the roles and responsibilities are accepted and carried out by the pupils. It also had a 'knock on effect' with regard to team affiliation, as group team work for Team B did not develop



due to the lack of commitment to the purpose of SE and carrying out the roles, which was evidenced to be exacerbated by the ability divide between gender.

There were aspects about the way the competition was run that could be improved. The pupils could have played their competitions more swiftly by rotating on and off more quickly. However, they spent some time just playing games with friends between matches at times, rather than getting on with the competition. A specific schedule could have been set up by the pupils to assist with this, so that pupils could see when they were meant to play and against whom. This might have also made the games more formal and 'serious' in order to instil motivation, in response to the pupil Sarah who felt the competitions were not real. She also felt that if the competitions had been 'real' that the boys may have been more committed to carrying out their roles. The teacher could help improve the sessions by providing more guidance on the structure for running the tournament. This is also part of illustrating how as a SE teacher you are not dismissing professional responsibilities. Siedentop (1994) has had to defend SE against comments that it promotes a "throw-out-the-ball" (p.15) style of PE. While SE does promote students to take more responsibilities, the teachers are still "the architects of the educational environment and the persons who are ultimately responsible for its efficiency and vitality" (p.15). Siedentop (1994) suggests, to avoid any criticisms, that the teacher must plan and manage SE effectively to cater for the many roles to learn in SE as well as for students to acquire game related skills and strategies. In addition to this, issues about fair play and the values in sport are central to SE and need to be learnt during the competition itself, so the environment in which to learn about such things needs to be created by the teacher. Mr Lee aimed to create the right environment in order to achieve the SE aims, but as a first time delivery this wasn't expected to be without omissions. As a result of this, such things as providing help with the competition structure would be recommended for any subsequent SE seasons at St Anne's.

Other aspects that could help improve the competition season and help increase the value of the competition to the pupils, in addition to giving help in producing a 'running schedule', are to advertise the running order, via a poster, with players' names, the order of play and to have pupils immediately publish their results for all teams to see. Siedentop (1994) also stressed the importance of posting information for all to see. This may also help increase the formalities of the competition so that pupils feel it is a 'real'



competition. As it was, the teacher encouraged pupils to record the results in between PE lessons, but this wasn't done so making it part of the competition time and PE time might encourage them to do it, while also urging pupils to become motivated about playing and supporting their team within their games. Team affiliation and camaraderie was noted to be missing (most noticeably in Group 2), which may also be helped by making such changes.

### ***10.3.3. Challenging Changes to Traditional Practice to Provide a More Authentic Approach***

The pupils carried their traditional experiences with them from previous PE lessons. The girls would carry with them their experiences from having an authoritarian style of PE that could have affected their initial feelings about SE. This was evident when the girls said they preferred having what they perceived as a good relationship with Mr Lee, one where the teacher didn't shout at them and allowed the pupils to have time when they were free from instruction. This was something that was only an issue for the girls. Flintoff & Scraton (2001) highlighted the importance of the teacher-pupil relationship in summary from their research on young women, advising that:

“...teachers who can provide safe and supportive environments, who recognise the often different aspirations and motivations amongst their pupils, and who listen to their pupils, are more likely to be successful than those who subscribe to hierarchical, discipline-based relationships and traditional curricula and pedagogies”.

(p.17)

The different relationship between the pupils and Mr Lee within SE was shown to influence positive attitudes to the PE lessons by both boys and girls and in particular for those girls who were normally disillusioned with PE.

Traditional PE experiences still showed residual effects for some boys. This was revealed in discussion about the purpose of PE where some saw PE as a recreational opportunity (see Chapter 6: Power Hierarchies and High on Task Time). The purpose of school PE was also something highlighted by Flintoff & Scraton (2001) where students' views on the purpose of school PE were less clear. Such attitudes flag up the need for the purpose of school PE to be re-visited at St Anne's. This would be to both



raise awareness for the pupils and for the teachers to re-assess their own teaching methodologies to ensure they promote PE consistently with intended aims. Furthermore, it also fits with the issues identified by the QCA (2002) survey to improve pupils' understanding of school PE.

The effects of traditional PE are illustrated within another example where some boys who did not commit to their roles and responsibilities, felt they just wanted to play and not spend time on other activities that took time away from doing the sport. It was something that for some boys seemed to be difficult to change over this one season of SE, where they had not gained the full experiences through developing team affiliation. For others, where they could recognise changes from the SE approach through team affiliation, getting to know new people and working together, then any negative thoughts might have been diminished. The changes suggested to the roles and responsibilities, for example, in identifying pupils' strengths and using self-reflection, may help to change pupils' negative attitudes that have been developed from traditional PE practices.

Metzler (2000) used the Reichmann & Grasha (1974) profile for student learning preferences to identify the type of students for whom SE would work best. This suggested that students who are usually participative, collaborative within their teams, competitive against other teams and independent, being able to work on their own without direction from the teacher, would respond best to this model. Whereas, those outside this profile would require additional input from the teacher in order to facilitate interactions and participation. This supports the theories of Flintoff & Scraton (2001) who suggest that teachers need to recognise pupils' different aspirations and motivations, illustrating how teachers need to be aware of individual differences to be able to cater more ably for all.

Flintoff & Scraton (2001) put forward, in response to questions about physical activity promotion for young women, that:

“It is unlikely, for example, that a traditional games-based curriculum will attract many young women into an active lifestyle, and so the new National Curriculum in PE, due to be implemented in September 2000, in which games has been made optional at Key Stage 4, is a welcome step forward”.

(p.18)



This is a similar point to that made by Siedentop (2002) cited earlier in Chapter 9, where he suggests that widening the nature of the sport experience that is offered in SE might encourage physical educators to bridge a perceived gap between school PE and community sport, thereby possibly enhancing the transferability of pupil learning experiences.

Findings at St Anne's and from previous research reviewed in Table 2.1, suggest that SE could be used to encourage more positive attitudes generally to PE and sport, in that it addresses aspects of traditional PE that have turned girls off PE and sport, such as the increase in responsibility and positive changes in teacher-pupil relationship. As far as providing an authentic learning experience for the pupils, such suggestions have been made earlier in Chapter 9, that SE has shown the potential to achieve this in part. However, as I have already mentioned, the degree of authenticity may be inhibited by the nature of the curriculum offered and the institutional features of the school.



## **10.4 What Have We Learnt From This Research?**

This study has added support to the work on SE and specifically to that in the UK where limited research had been conducted. The positive results achieved help us to know the specific mechanisms and context that can be replicated or modified by other schools where applicable and transferable to their practice. This will also enable the work of the more recent Sports Colleges, as at St Anne's, to carry out part of their work. This is to disseminate innovative methods to other PE teachers to help promote more positive attitudes to PE and sport. Furthermore, the mechanisms and contexts will help the teachers and researchers to know which aspects of SE are most important to effect change and those aspects that may take longer to change over time, particularly within the first delivery of a SE season.

This research has also added to evaluation research where process evaluation of physical activity interventions has often been missed in favour of outcome evaluation alone, as discussed within Chapter 2. In addition, follow-up studies have also been limited, so durability effects are not always known. The strengths of process evaluation have been shown within St Anne's research where the reasons behind pupils' attitudes and learning experiences have been brought to light. The 9-month follow-up also enabled a level of durability to be realised, without which, only limited conclusions could have been made here. Furthermore, the strengths of mixed methods have been very apparent where the quantitative findings showed no change in motivational variables and some change in physical activity. Without qualitative work within this research, very limited conclusions could have been deduced from the study.

## **10.5. Limitations**

1. As a first delivery of SE it was recognised that any subsequent SE by the same teacher and school would likely improve by learning from the prior experience. The outcomes from this new SE season were expected to have limitations that related to the teacher's inexperience with this teaching model and the pupils' inexperience in learning approach. The specifics of what these limitations might have been were unknown, so were not acknowledged as delimitations. Following the season the limitations are now known and are those set out within the recommendations for future SE delivery.



2. The administration of the questionnaire could have been more valid and reliable. This was mainly an issue at the re-test when the pupils completed the questionnaire in a science laboratory sitting close together on high science benches with stools. In this way it was possible for pupils to see answers filled in by others and talk quietly between friends. While pupils were instructed to complete it individually without reference to others, some pupils were laughing and talking in pairs at times during the retest. This may have related to issues of familiarity with the questionnaire tool, as Biddle (1995) identified, the disadvantages from such designs are that pupils' prior experience may affect behaviour in the retest. To try and minimise the disadvantages, pupils were reminded of the purpose of the questionnaire and of the importance of how it was to be completed, but a more formal seating arrangement would have helped to increase confidence here.
3. The questionnaire could be used in a more selective manner to evaluate motivation and physical activity. It might be more useful to use the questionnaire only when the sample size and/or the time period is large enough so that change, whether positive or negative, may be more likely to occur.
4. The questionnaire illustrates increases in racket sports in general, rather than to specifically measure changes to individual racket sports, such as badminton. It is recommended that, in assessing physical activity, that the questionnaire is adapted so that the particular sport evaluated could be measured.

#### **10.6. Recommendations for Future Research on SE**

1. Future research could follow this group of pupils at St Anne's and other groups to see if when evaluation recommendations were implemented, pupils showed significant positive changes in attitudes to committing to the roles and other issues highlighted within the recommendations. This would mean that SE would be measured when greater adherence to the SE model had been achieved.
2. Further SE and evaluation could be carried out in the UK to evaluate the long-term implementation of SE starting at the primary age through to secondary. This research could evaluate the nature of delivery that would be appropriate at different age groups so that advice could be given about how best to phase in cooperative work, transferring responsibility to pupils, peer teaching and so forth. A model for implementation could be provided for example, by the UK Youth Sports Trust, similar to their TOPs programmes, maybe as part of their Step into Sport initiative,



that would give sample lesson ideas and schemes of work for potential PE teachers or sports volunteers. This would particularly benefit those trying SE for the first time.

3. Recommendations of others, such as Grant (1992) are also echoed here to advise that SE should keep to a longer season where possible, as this will allow for inevitable absences from pupils and school closure or lesson cancellations to occur without necessarily impacting negatively on the benefits of SE.
4. Further research into the topic around the notion of the 'free rider' effect would help participation and role taking to be more equitable. An in-depth view as to whether certain students take on more tasks than others and whether they are the students who also make the key decisions could be evaluated. In addition, investigating whether student status affects team work as in Brock's (2002) research would also be valuable to help ensure SE provides for all rather than perpetuating an elite sport model described by Siedentop, 2002, and recognised by Brock, 2002.
5. Conflict within one team here, left the researcher unsure whether the issue was predominantly about gender rather than the ability divide between boys and girls or vice-versa, even though the pupils said working in mixed gender groups was not a problem. Future research that included a team of all boys and all girls where half were of high ability and the other half were very low in ability would help throw light on this issue.
6. Further in-depth research looking at individual teams would enable a number of points to be revealed, such as whether students focus more on winning than on effort and improvement and about the workings of the many aspects of team work e.g. that identified in recommendation 4 above.
7. When using a questionnaire in a similar context, ensure the environment is conducive to pupils filling out the questionnaire individually in a formal manner and without collaboration with others.
8. Further work could be done on the questionnaire to test its use on the same group on doing SE over multiple periods of time from a few weeks to 2 years. This would involve having multiple test points over a 2 year period or more, while conducting similar qualitative research to that in this study across the full duration. This would test the use of the instrument across different time periods and would show the differences between methods.



## **10.7. Recommendations for Future Delivery of SE**

Future SE delivery would benefit from the following recommendations:

1. Adequate teacher training in this new teaching style is advised before embarking on a SE season, particularly where it is the first delivery of this model. Any difficulties pupils face in knowing how best to select team roles or how to deal with conflict between gender or difficulties in team affiliation would hopefully be then dealt with at the beginning of the season to pre-empt such difficulties. Training could also help teachers to know how to effectively develop sports skills with this student-centred approach, that perhaps is not obvious to those used to teaching skills via traditional PE methods.
2. Transferring teaching styles and methods into SE should be progressive to give time for pupils to learn how to work effectively in teams cooperate with and coach peers and take responsibility for their own learning and so forth. This is particularly important for a first time delivery of SE.
3. The introduction of roles should be staged based on pupils' ability and experience in the engagement patterns of SE, such as cooperative learning and peer teaching, and on the nature of activity. It is suggested that a fewer number of roles should be taken by individuals at first and the other roles could be shared by each team.
4. Full guidance at the start of the season about the purpose and nature of the roles, particularly if new to SE, should be made clear. Written and verbal guidance may not be sufficient for all. Illustrations through a video of sports play where roles are demonstrated could be used.
5. An accountability strategy is recommended that awards points to pupils and teams for a wide range of activities and personal performance to help more intrinsic goods to be gained from sport. This should include both the way pupils act and react to others within role-taking.
6. An 'encourager's role' should be considered to help those carrying out their job to gain feedback and recognition.
7. A process of self-reflection could be used. This could be done individually and to share with the other team members as part of an accountability strategy to commit pupils to their duties and to help them see the value of each person's contribution more clearly. Improving the process of roles and responsibilities may improve teamwork and reduce the need felt by pupils to be within friendship groups, in addition to improving their commitment to duties. It is recommended that pupils



should be focused towards ensuring the roles are carried out as planned so that teamwork can also develop to help pupils feel confident and happy to work in non-friendship groups.

8. Self-reflection and awarding points could also be used as a way of measuring performance of individual competence in practices and/or competition matches more frequently, that may boost confidence particularly within less able pupils.
9. The teacher should ensure that guidance about running a tournament, such as the timings and order of play, are clear to the pupils and should emphasise the importance of all participants being able to see the running order of play.
10. Pupils should be encouraged to post more information around the room. This would benefit the smooth running of the tournament in addition to helping encourage team motivation and affiliation by showing the record of scores, whether awarded for teamwork, game play or commitment to duty jobs. It may also help to project the image to pupils that the competitions are more formal and 'real'.
11. The teacher could act as a spectator/motivator in addition to a facilitator to model the spectating/supporting role pupils need to carry out.
12. Festivity, rituals and traditions within the sport are to be encouraged to be practiced as much as is feasible, to help formalise the competition and demonstrate authenticity to sport outside school.
13. Teachers should address the purpose of PE and the aims of SE with all pupils and PE teachers, so that pupils are clear that PE is more than just a form of recreation and to remind teachers of the effect their teaching styles and methods might have on pupils learning and post-PE behaviour.



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# APPENDICES 1-5

## CONTENTS

Appendix 1: Questionnaire

Appendix 2: Informed Consent Letter

Appendix 3: Final Teacher Interview Schedule

Appendix 4: Roles and Responsibilities Sheet

Appendix 5: Observation Sheet



**Personal Information**

NAME \_\_\_\_\_

1. School/College: \_\_\_\_\_

2. Year of Study: \_\_\_\_\_

3. Age: \_\_\_\_\_ years \_\_\_\_\_ months

4. Gender: Male / Female

5. Father's current occupation \_\_\_\_\_

6. Mother's current occupation \_\_\_\_\_

7. Your postcode at home \_\_\_\_\_

8. How would you describe your sport participation?

Don't take part very much  
Recreational Level  
Competitive Level


9. PE activity this cycle (3) \_\_\_\_\_



**Section A: Your Physical Activity:**

This next part of the survey is about **your activities over the past 7 days**. Think about your physical activities during the past week, including those done before and after school, at school (**excluding PE**), at home and away from home, and on weekends. For sports, please report both practices and game play.

There are no right or wrong answers. No one does all these activities. Please be as accurate and honest as possible.

**For each activity listed, answer three questions:**

1. Did you do this activity in the past 7 days? Circle yes or no.
2. If yes, on how many days did you do the activity in the past 7 days?
3. On average, how many minutes did you do this activity on the days that you did it?

**Outside of required school physical education classes, did you do this activity during the last 7 days?**

ACTIVITY	Yes	No	Number of Time in past week	Minutes per session
<i><b>Sports &amp; Dance</b></i>	(Y)	(N)		
1. Basketball	Y	N		
2. Cricket	Y	N		
3. Dance (ballet, jazz, modern, tap)	Y	N		
4. Dancing (social, recreational)	Y	N		
5. Golf	Y	N		
6. Gymnastics, tumbling, trampoline	Y	N		
7. Hockey (field, ice, or roller)	Y	N		
8. Martial arts: karate, judo, boxing	Y	N		
9. Netball	Y	N		
10. Racquet sports: badminton, tennis, squash, table tennis	Y	N		
11. Roller-blading	Y	N		
12. Rugby	Y	N		
13. Sea sports: canoeing, sailing, windsurfing	Y	N		
14. Soccer				
15. Volleyball	Y	N		
16. Other (specify):	Y	N		
17. Other (specify):	Y	N		
<i><b>Exercise</b></i>				
18. Aerobics/aerobic dancing/bench aerobics	Y	N		
19. Calisthenics: push-ups, sit-ups, jumping jacks	Y	N		
20. Running, jogging, jumping rope	Y	N		
21. Swimming laps	Y	N		
22. Walking for exercise	Y	N		
23. Weight lifting/weight training	Y	N		
24. Exercise machine: cycle, treadmill, rower, climber	Y	N		
25. Other (specify):	Y	N		
<i><b>General Physical Activities</b></i>				
26. Bicycling	Y	N		
27. Hiking	Y	N		
28. Walking for transportation	Y	N		
29. Water play: in pool, lake, or ocean	Y	N		
30. Outdoor chores: mowing, raking, gardening	Y	N		
31. Indoor chores: mopping, vacuuming, sweeping	Y	N		
32. Other (specify):	Y	N		







## **SECTION B: When do you feel successful in sport/PE?**

Read each sentence carefully and decide to what extent you agree with it. Indicate how you feel most of the time by circling one number for each statement.

**I feel most successful in sport and physical education when .....**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
----------------------	----------	---------	-------	-------------------

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I learn a new skill and it makes me want to practice more. | 1 | 2 | 3 | 4 | 5 |
| 2. I am the only one who can do the play or skill.            | 1 | 2 | 3 | 4 | 5 |
| 3. I learn something that is fun to do.                       | 1 | 2 | 3 | 4 | 5 |
| 4. I can do better than my friends.                           | 1 | 2 | 3 | 4 | 5 |
| 5. I learn a new skill by trying hard.                        | 1 | 2 | 3 | 4 | 5 |
| 6. the others can't do as well as me.                         | 1 | 2 | 3 | 4 | 5 |
| 7. I work really hard.  | 1 | 2 | 3 | 4 | 5 |
| 8. others mess-up and I don't.                                | 1 | 2 | 3 | 4 | 5 |
| 9. something I learn makes me want to go and practice more.   | 1 | 2 | 3 | 4 | 5 |
| 10. I score the most points or goals.                         | 1 | 2 | 3 | 4 | 5 |
| 11. a skill I learn really feels right.                       | 1 | 2 | 3 | 4 | 5 |
| 12. I am the best.  | 1 | 2 | 3 | 4 | 5 |
| 13. I do my very best.  | 1 | 2 | 3 | 4 | 5 |



## **SECTION C: Why do you take part in PE/sport?**

**I take part in Physical Education and sport .....**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. because I'll get into trouble if I don't.	1	2	3	4	5
2. because I want the teacher to think I'm a good student.	1	2	3	4	5
3. because I want to learn sport/PE skills.	1	2	3	4	5
4. because sport/PE is fun.	1	2	3	4	5
5. but I really don't know why.	1	2	3	4	5
6. because that's what I am supposed to do.	1	2	3	4	5
7. because I would feel bad about myself if I didn't.	1	2	3	4	5
8. because it is important for me to do well in sport/ PE.	1	2	3	4	5
9. because I enjoy learning new skills.	1	2	3	4	5
10. but I don't see why we should have sport/PE.	1	2	3	4	5
11. so that the teacher won't yell at me.	1	2	3	4	5
12. because I want the other students to think I'm good.	1	2	3	4	5
13. because I want to improve in sport/PE.	1	2	3	4	5
14. because sport/PE is exciting.	1	2	3	4	5
15. but I really feel I'm wasting my time in sport/PE.	1	2	3	4	5
16. because that's the rule.	1	2	3	4	5
17. because it bothers me when I don't.	1	2	3	4	5



**SECTION D: What are your views on sport ability?**

Please answer each question below. We are interested in your opinions. There are no right or wrong answers. Please circle one number for each question which best represents your opinions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
----------------------	----------	---------	-------	-------------------

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. We have a certain level of ability in sport and we cannot really do much to change that level.       | 1 | 2 | 3 | 4 | 5 |
| 2. To be successful in sport you need to learn techniques and skills, and practice them regularly.      | 1 | 2 | 3 | 4 | 5 |
| 3. Even if you try, the level you reach in sport will change very little.                               | 1 | 2 | 3 | 4 | 5 |
| 4. You need to have a certain “gifts” to be good at sports.   | 1 | 2 | 3 | 4 | 5 |
| 5. You need to learn and to work hard to be good at sport.  | 1 | 2 | 3 | 4 | 5 |
| 6. In sports, if you work hard at it, you <u>will</u> <u>always</u> get better.                         | 1 | 2 | 3 | 4 | 5 |
| 7. To be good at sports, you need to be born with the basic qualities which allow you success.          | 1 | 2 | 3 | 4 | 5 |
| 8. To reach a high level of performance in sport, you must go through periods of learning and training. | 1 | 2 | 3 | 4 | 5 |
| 9. How good you are at sports will <u>always</u> improve if you work at it.                             | 1 | 2 | 3 | 4 | 5 |
| 10. It is difficult to change how good you are at sport.  | 1 | 2 | 3 | 4 | 5 |
| 11. To be good at sport you need to be naturally gifted.  | 1 | 2 | 3 | 4 | 5 |
| 12. If you put enough effort into it, you will <u>always</u> get better at sport.                       | 1 | 2 | 3 | 4 | 5 |



**Section E: What You Are Like?**

	<b>Really True for me</b>	<b>Sort of True for me</b>		<b>BUT</b>		<b>Sort of True for me</b>	<b>Really True for me</b>
1	<input type="checkbox"/>	<input type="checkbox"/>	Some kids do very well at all kinds of sports		Other kids don't feel they are very good when it comes to sports.	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel uneasy when it comes to doing vigorous physical exercise		Other kids feel confident when it comes to doing vigorous physical exercise.	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they have a good-looking (fit-looking) body compared to other kids		Other kids feel that compared to most, their body doesn't look so good.	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they lack strength compared to other kids their age		Other kids feel that they are stronger than other kids their age.	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are proud of themselves physically		Other kids don't have much to be proud of physically.	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are often unhappy with themselves		Other kids are pretty pleased with themselves.	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish they could be a lot better at sports		Other kids feel that they good enough at sports.	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a lot of stamina for vigorous physical exercise		Other kids soon get out of breath and have to slow down or quit.	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	Some kids find it difficult to keep their bodies looking good physically		Other kids find it easy to keep their bodies looking good physically.	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that they have stronger muscles than other kids their age		Other kids feel that they have weaker muscles than other kids their age.	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't feel very confident about themselves physically		Other kids really feel good about themselves physically.	<input type="checkbox"/>	<input type="checkbox"/>



	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
12	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are happy with themselves as a person	<b>BUT</b>	Other kids are often not happy with themselves.	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think they could do well at just about any new sports activity they haven't tried before	<b>BUT</b>	Other kids are afraid they might not do well at sports activity they haven't tried.	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't have much stamina and fitness	<b>BUT</b>	Other kids have lots of stamina and fitness.	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are pleased with the appearance of their bodies	<b>BUT</b>	Other kids wish that their bodies looked in better shape physically.	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	Some kids lack confidence when it comes to strength activities	<b>BUT</b>	Other kids are very confident when it comes to strength activities.	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are very satisfied with themselves physically	<b>BUT</b>	Other kids are often dissatisfied with themselves physically.	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't like the way they are leading their life	<b>BUT</b>	Other kids do like the way they are leading their life.	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	In games and sports some kids usually watch instead of play	<b>BUT</b>	Other kids usually play rather than watch.	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	Some kids try to take part in energetic physical exercise whenever they can	<b>BUT</b>	Other kids try to avoid doing energetic exercise if they can.	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are often admired for their good-looking bodies	<b>BUT</b>	Other kids feel that they are seldom admired for the way their bodies look.	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	When strong muscles are needed, some kids are the first to step forward	<b>BUT</b>	Other kids are the last to step forward when strong muscles are needed.	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are unhappy with how they are and what they can do physically	<b>BUT</b>	Other kids are happy with how they are and what they can do physically.	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like the kind of person they are	<b>BUT</b>	Other kids often wish they were someone else.	<input type="checkbox"/>	<input type="checkbox"/>



	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
25	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are better than others their age at sports	<b>BUT</b>	Other kids don't feel they can play as well.	<input type="checkbox"/>	<input type="checkbox"/>
26	<input type="checkbox"/>	<input type="checkbox"/>	Some kids soon have to quit running and exercising because they get tired	<b>BUT</b>	Other kids can run and do exercises for a long time without getting tired.	<input type="checkbox"/>	<input type="checkbox"/>
27	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are confident about how their bodies look physically	<b>BUT</b>	Other kids feel uneasy about how their bodies look physically.	<input type="checkbox"/>	<input type="checkbox"/>
28	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that they are not as good as others when physical strength is needed	<b>BUT</b>	Other kids feel that they are among the best when physical strength is needed.	<input type="checkbox"/>	<input type="checkbox"/>
29	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a positive feeling about themselves physically	<b>BUT</b>	Other kids feel somewhat negative about themselves physically.	<input type="checkbox"/>	<input type="checkbox"/>
30	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are very happy being the way they are	<b>BUT</b>	Other kids wish they were different.	<input type="checkbox"/>	<input type="checkbox"/>
31	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't do well at new outdoor games	<b>BUT</b>	Other kids are good at new games right away.	<input type="checkbox"/>	<input type="checkbox"/>
32	<input type="checkbox"/>	<input type="checkbox"/>	When it comes to activities like running, some kids are able to keep on going	<b>BUT</b>	Other kids soon have to quit to take a rest.	<input type="checkbox"/>	<input type="checkbox"/>
33	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't like how their bodies look physically	<b>BUT</b>	Other kids pleased with how their bodies look physically.	<input type="checkbox"/>	<input type="checkbox"/>
34	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that they are strong, and have good muscles compared to other kids their age	<b>BUT</b>	Other kids think that they are weaker, and don't have such good muscles as other kids their age.	<input type="checkbox"/>	<input type="checkbox"/>
35	<input type="checkbox"/>	<input type="checkbox"/>	Some kids wish that they could feel better about themselves physically	<b>BUT</b>	Other kids always seem to feel good about themselves physically.	<input type="checkbox"/>	<input type="checkbox"/>
36	<input type="checkbox"/>	<input type="checkbox"/>	Some kids are not very happy with the way they do a lot of things	<b>BUT</b>	Other kids think the way they do things is fine.	<input type="checkbox"/>	<input type="checkbox"/>



**Section F: How important are these things to how you feel about yourself as a person?**

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
1	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think it's important to be good at sports	<b>BUT</b>	Other kids don't think how good you are at sports is that important.	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't think that having a lot of stamina for energetic exercises is very important to how they feel about themselves	<b>BUT</b>	Other kids think that having a lot of stamina for vigorous exercise is very important.	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think it's very important to have a good-looking (fit-looking) body in order to feel good about themselves as a person	<b>BUT</b>	Other kids don't think that having a good-looking body is important at all.	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that being physically strong is not all that important to how they feel about themselves as a person	<b>BUT</b>	Other kids feel that it's very important to be physically strong.	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't think doing well at athletics is that important to how they feel about themselves as a person	<b>BUT</b>	Other kids feel that doing well at athletics is important.	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel that having the ability to do a lot of running and exercising is very important to how they feel about themselves as a person	<b>BUT</b>	Other kids don't feel it's all that important to have the ability to do a lot of running and exercising.	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't think that having a body that looks in good physical shape is important to how they feel about themselves	<b>BUT</b>	Other kids feel that it's very important to have a body that looks in good physical shape.	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	Some kids think that having strong muscles is very important to how they feel about themselves	<b>BUT</b>	Other kids feel that it's not at all important to have strong muscles.	<input type="checkbox"/>	<input type="checkbox"/>



## Appendix 2: Informed Consent Letter

Monday 5<sup>th</sup> February 2001

Dear

### **Re-Specialist Sports College Research**

Research is being carried out within the PE department at St Anne's School to assess the effectiveness of a new initiative being implemented as part of the school's newly designated Specialist Sports College status. The research is being carried out in conjunction with Loughborough University.

It is possible that your child may be involved in interviews as part of the data collection process as a way of finding out the pupil's perspective on the whole PE process. Please could you sign the attached slip to give your consent to your child's involvement within this process.

Yours sincerely

Julie Brunton  
Researcher, Loughborough University

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I **agree / do not agree** (delete as appropriate) to give consent for my son/daughter to be interviewed as part of the research being conducted within the PE department at St Anne's School.

Name: \_\_\_\_\_ Signed \_\_\_\_\_



## **Appendix 3: Final interview with Mr Lee**

### **Final Teacher Interview Schedule**

Reflecting on the 10 weeks of SE...

1. What do you think makes an enjoyable PE lesson? (background question, warm-up question)
2. Looking back over the 10 weeks what would you say were the main strengths that went well?
3. What do you think the pupils enjoyed most from the sessions and why?
4. Were there any things that you felt didn't work well?
5. Is there anything you don't think they will have enjoyed and why?
6. How do you feel the mixed ability groups worked?
7. How do you feel the groups organised themselves as a team during pre-season and the competition period?
8. How do you feel the mixed gender groups worked?
9. Is there anything you would do differently next time?
10. What do you feel SE has achieved most for two groups over the whole SE season?
11. Is SE a teaching model that you can see working again at this school?
12. Is there anything we haven't covered you'd like to mention?



## Appendix 4: Roles and Responsibilities Sheet

### Roles and Responsibilities: Sport Education Badminton (Year 10)

#### **Captain**

Overall responsibility for the organisation of the team and selection of the seeds/doubles pairings. He/She is responsible for the discipline of the team and will seek to resolve any disputes (with other team captains). All contingencies must be addressed by the Captain ( e.g. Absences, injury, use of player who is in attendance but not participating). Support the Team Manager in equipping teams and tidying everything away

#### **Vice-captain**

When Captain is absent or needs assistance will carry out all the above duties

#### **Team Manager**

Ensures all equipment (Rackets, Shuttles, Nets, Posts, Courts, Score Sheets, Results sheets, Observation sheets) is available to the team at the start of each session. They will also ensure that all equipment is tidied away effectively by ALL other players. The Team Captains to help with this also.

#### **Statistician**

He/She will collect all results sheets ensure that they are all completed correctly and create cumulative scores sheets to reflect the progress of the Team. They will also direct the use of Observation Sheets in conjunction with the Team Coach.

#### **Team Coach**

Responsible for all warm-ups and tactical decisions within the Team. Will assist the players and encourage them in their efforts. He/She may advise players as to how to improve or play in a particular way. Liase with Stats person to observe all other opposition players/teams to inform their team strategy.

#### **Umpire**

All players will be able to umpire effectively through signals and scoring for matches. One or two players in a team will be more involved in Umpiring than other team members. The Captain must ensure that these persons are deployed appropriately.

***All disputes which cannot be mutually resolved between opposing Team Captains must be referred to MGN for arbitration - this will be very rare!***



**SPORT EDUCATION: Badminton Module**

**OBSERVATION SHEET**

**PLAYER OBSERVED..... TEAM.....**

<b>Strengths</b>	<b>Weaknesses</b>
<b>Recommendations for game:</b>	

**PLAYER OBSERVED..... TEAM.....**

<b>Strengths</b>	<b>Weaknesses</b>
<b>Recommendations for game:</b>	